

**TOWARDS DEVELOPING A METHODOLOGY FOR  
CAPTURING THE SOCIAL VALUE OF PUBLIC  
LIBRARIES**

**Christine Rooney-Browne**

Submitted in partial fulfilment for the degree of Doctor of Philosophy  
Department of Computing and Information Science University of Strathclyde

2022

## **Declaration**

This thesis is the result of the author's original research. The work contained therein has been composed by the author and has not been previously submitted for examination which has led to the award of a degree.

## **Dedication**

This thesis is dedicated to my husband Anthony, my daughter Iris and my son Cormac.

Thank you for being my greatest cheerleaders.

## **Acknowledgements**

This journey may have been long, but it has been full of rich experiences.

I have received endless support and encouragement from the  
Department of Computer and Information Sciences at the University of Strathclyde.

I am particularly grateful for the limitless support, kindness and good humour shown to me by my  
PhD supervisor Dr David McMenemy.

## **Abstract**

Towards the end of the twentieth century and into the twenty first century the public sector in the UK experienced unprecedented cuts to public spending. This led to public library services being evaluated alongside other public services (such as health, education, defence, transport, broadcasting, sport, culture and the arts), to determine which services were worthy of ongoing investment.

The literature review revealed that statistical evaluations models failed to recognise the intrinsic value of public libraries, thus overlooking the social value that public libraries deliver for individuals and communities. The consequence of this was budget cuts and library closures. Also revealed through a review of Value Theory was that intrinsic value, regardless of context is subjective and difficult to define.

Inspired by Linley and Usherwood's seminal Social Impact Audit (SIA) model, this study produced a pragmatic and iterative qualitative model called SIA-21 to challenge funding cuts and library closures (Linley and Usherwood, 1998). Testing in a live case study environment demonstrated that the SIA-21 model generate meaningful evidence to better reflect the complex experiences of public libraries and diverse impact of public library engagement.

Empirical research demonstrated how an alternative qualitative model, designed to generate meaningful evidence, would better reflect the complex experiences and diverse impact of public libraries.

## Research Outputs

### Publication List

McMenemy, D. and Buchanan, S. and Rooney-Browne, C. (2008) *Measurement of library services : to quantify or qualify?* In: World Library and Information Congress: 74th IFLA General Conference and Council "Libraries without borders: Navigating towards global understanding". Quebec City, Canada.

McMenemy, D. and Buchanan, S. and Rooney-Browne, C. (2010) L'évaluation des services d'information des bibliothèques publiques. In: *Bulletin des bibliothèques de France: [bbf-2010-04-0030-011.pdf](#)* ([enssib.fr](#))

Rooney-Browne, C. (2008), "Changing the way we look at libraries? An evaluation of East Renfrewshire's Look at Libraries festival". *Library Review*. Vol. 57 No. 1, pp. 50-66. <https://doi.org/10.1108/00242530810845062>

Rooney-Browne, C. (2009), "Rising to the challenge: a look at the role of public libraries in times of recession". *Library Review*. Vol. 58 No. 5, pp. 341  
<https://doi.org/10.1108/00242530910961765>

Rooney-Browne, C. (2009) What does Web 2.0 mean for public libraries? *Post-Lib*. Available: <https://strathprints.strath.ac.uk/32737/>

Rooney-Browne, C. and McMenemy, D. (2010), Public libraries as impartial spaces in a consumer society: possible, plausible, desirable? *New Library World*. Vol. 111 No. 11/12, pp. 455-467. <https://doi.org/10.1108/03074801011094831>

McMenemy, D. and Rooney-Browne, C (2010). Methods for demonstrating the value of public libraries in the UK: a literature review. *Library and Information Research Group Journal*. Jun 5, 2010.

## Conference presentations

Browne, A. and Rooney-Browne, C. (2010). *Punching above our weight: a small Scottish library service joins the global community*. World Library and Information Congress: 74th IFLA General Conference and Council August 2010. Quebec City, Canada. [Slides available online](#).

McMenemy, D. and Buchanan, S. and Rooney-Browne, C. (2008) *Measurement of library services : to quantify or qualify?* World Library and Information Congress: 74th IFLA General Conference and Council "Libraries without borders: Navigating towards global understanding".

McMenemy, D. , Rooney-Browne, C. (2009). Public libraries as impartial spaces in the 21<sup>st</sup> century. IFLA pre-conference satellite meeting: Libraries as space and place. Torino, Italy. [Slides available online](#).

McMenemy, D. , Rooney-Browne, C. (2010). Methods for demonstrating the value of public libraries in the UK: a literature. Umbrella Conference. Jun 5, 2010. London, UK. [Slides available online](#).

Rooney-Browne, C. (2009). *Social Value: Identifying, measuring and sharing some of the less obvious ways that public libraries contribute to social and economic regeneration* Society of Chief Librarian's Conference. London, UK. [Slides available online](#).

Rooney-Browne, C. (2009). *Rising to the challenge: a look at the role of public libraries in times of recession*. SINTO conference. Sheffield, UK. [Slides available online](#).

Rooney-Browne, C. (2017). *The value of public libraries in council-led regeneration projects*. Scottish Government's cross party group on Towns and Town Centres. Edinburgh, UK.

## Table of Contents

1	Introduction.....	23
1.1	Background.....	23
1.1.1	Previous Research.....	23
1.2	Context and Elaboration .....	25
1.2.1	On ruling parties and leadership .....	25
1.2.2	On the global recession.....	25
1.2.3	On changes to Welfare reform.....	25
1.2.4	On the global coronavirus pandemic .....	26
1.3	On definitions and key concepts.....	26
1.3.1	The public library.....	26
1.3.2	Public library stakeholders.....	27
1.3.3	Value.....	27
1.3.4	Economic value.....	28
1.3.5	Social value .....	28
1.3.6	Social capital.....	28
1.3.7	Wellbeing.....	29
1.3.8	Quantitative methods .....	29
1.3.9	Qualitative methods .....	30
1.3.10	Mixed methods.....	30
1.3.11	Differentiating between the SIA and the SIA-21 .....	31



1.4	Research Design .....	32
1.4.1	Research hypothesis.....	32
1.4.2	Over arching research goals.....	32
1.4.3	Secondary research goals.....	32
1.4.4	Primary research goals.....	33
1.4.5	Research questions.....	33
1.4.6	Summary.....	33
1.5	Research integrity .....	34
1.5.1	On bias .....	35
1.5.2	Early and regular sense checks .....	38
2	METHODOLOGICAL APPROACH.....	40
2.1	Introduction .....	40
2.2	On the research methods and tools utilised .....	41
2.3	Summary of Potential Research Paradigms.....	41
2.3.1	On Interpretivism.....	41
2.3.2	On Pragmatism .....	42
2.3.3	On Pragmatic Interpretivism.....	42
2.3.4	Research paradigm chosen for this research.....	42
2.3.5	Unused Paradigm: Positivism.....	44
2.4	Summary of methods and tools used prior to testing .....	44
2.4.1	SIA Research design.....	46

2.4.2	SIA Framework for an informed value judgement .....	47
2.4.3	Key changes made to the original SIA model .....	48
2.4.4	Literature review .....	49
2.4.5	Literature review themes.....	49
2.5	Summary of methods and tools used during testing .....	50
2.5.1	Case study .....	50
2.5.2	Sampling .....	59
2.5.3	Observation methods (ethnography).....	60
2.5.4	Questionnaires .....	62
2.5.5	One to one interviews .....	63
2.6	Data protection and processing.....	65
2.6.1	Anomomysing and storing personal data during testing of the SIA-21 model.....	66
2.6.2	Collecting, sorting and storing data at the start.....	66
2.6.3	Breakdown of SIA-21 model – respondent type and source code.....	67
2.6.4	Reviewing data sorting and storing as insights emerged .....	67
2.6.5	Introducing the Public Library Evidence Database-21 (PLED-21).....	68
2.6.6	How PLED-21 works.....	69
2.7	Data analysis.....	71
2.7.1	Triangulation technique .....	71
2.7.2	Using Computer Assisted Qualitative Data Analyses Software (CAQDAS) .....	72
2.7.3	Choosing which CAQDAS to use in this study .....	73

2.7.4	Data mining and triangulation with CAQDAS-A.....	74
2.7.5	Thematic analysis .....	75
2.7.6	How might we...? .....	75
3	REVIEW OF THE LITERATURE.....	76
3.1	1835-1942.....	77
3.2	1943 – 1969 .....	78
3.3	1970 - 1999.....	78
3.4	2000s.....	79
3.4.1	Summary of A Blueprint for Excellence .....	81
3.4.2	Challenges in the 21 <sup>st</sup> century .....	82
3.5	Value Theory .....	83
3.6	Dimensions of value .....	84
3.6.1	Subjective nature of value: “reading books” analogy.....	84
3.7	Economic value .....	85
3.8	Social value.....	86
3.8.1	Social value in different contexts.....	86
3.9	Social value in the context of public libraries .....	87
3.9.1	Examples of public library value in times of crisis.....	89
3.10	Quantitative and qualitative methods .....	92
3.11	Mixed methods .....	93
3.11.1	Overview of types of methods identified.....	94

3.12	Example studies measuring outputs.....	96
3.12.1	Performance measurement models .....	96
3.12.2	Examples in the context of public libraries.....	97
3.12.3	Audits.....	99
3.12.4	National Indicators.....	100
3.13	Summary.....	101
3.14	Return on Investment (ROI) studies .....	102
3.15	Towards measuring outcomes .....	104
3.15.1	Social Return on Investment (SROI) models.....	104
3.15.2	Notable examples of ROI and SROI models in public library valuation studies..	104
3.16	Measuring social impact.....	106
3.16.1	Social Impact Audits.....	106
3.16.2	Tracking value over time .....	107
3.16.3	Focus on wellbeing .....	109
3.17	A summary of models identified by the secondary research.....	110
3.17.1	Examples.....	111
3.18	Key insights from secondary research.....	125
4	EMPIRICAL RESEARCH .....	128
4.1	Purpose the SIA-21 model.....	128
4.1.1	Target audience.....	129
4.2	Designing the next iteration of the model.....	129

4.2.1	Task 1 - Addressing bias and objectivity in the research design .....	130
4.2.2	Task 2 Establishing a sample .....	133
4.2.3	Task 3 Peer review - sensecheck of proposed approach .....	134
4.2.4	Task 4 Extending objectives to include economic impact.....	135
4.2.5	Task 5 Focus group activity .....	136
4.2.6	Task 6 Interviews with elected officials .....	136
4.2.7	Task 7 Extending the original sample.....	137
4.2.8	Task 8 Data management.....	137
4.2.9	Task 9 Produce final output .....	139
4.3	Getting ready to test the SIA-21 model .....	139
4.3.1	Testing context.....	140
4.4	Presenting the SIA-21 Blueprint.....	142
4.4.1	How to read the SIA-21 blueprint.....	143
4.5	RESEARCH ACTION 1 : Gather secondary data .....	144
4.5.1	Secondary data .....	144
4.5.2	Research tasks – review corporate goals, mission statement and KPIs .....	145
4.5.3	Local Authority B’s mission statement and corporate goals .....	146
4.5.4	Local Authority B and KPIs .....	148
4.6	RESEARCH ACTION 2 : Gather experimental data.....	151
4.6.1	Questionnaires .....	152
4.6.2	One to one interviews .....	153

4.6.3	Observational study (ethnography).....	154
4.7	RESEARCH ACTION 3 : Sort data.....	154
4.7.1	Transcribing and storing experimental data.....	155
4.7.2	Coding data.....	157
4.7.3	Level 1 Coding.....	157
4.7.4	Level 2 coding .....	158
4.7.5	Level 3 Coding.....	159
4.8	RESEARCH ACTION 4 : Analyse data .....	161
4.9	Word frequency queries across dataset.....	162
4.9.1	The frequency and context of <i>community</i> .....	163
4.9.2	Word frequency in specific categories.....	164
4.9.3	Coded data mindmap .....	168
4.9.4	The frequency of “value” across secondary data .....	169
4.10	RESEARCH ACTION 5: Visualise data.....	170
4.10.1	Example visualisations.....	170
4.10.2	Word Tree - Text search query (stemmed words) – all sources – <i>evaluation</i> .....	172
4.10.3	Word Tree - Text search query (stemmed words) – all sources – <i>evaluation</i> .....	173
5	FINDINGS AND DISCUSSION.....	174
5.1	Breakdown of SIA-21 respondents by source code.....	175
5.2	Discussion Categories.....	176
5.3	Discussion category 1: insights relevant to the testing context .....	176

5.3.1	Setting the scene .....	176
5.3.2	Insights to support SOA1- Early Years .....	178
5.3.3	Insights to support SOA 02 - Learning, Life and Work .....	178
5.3.4	Insights to support SOA03 - Economy and Environment .....	179
5.3.5	Insights to support SOA04 - Safer, Supported Communities .....	180
5.3.6	Insights to support SOA05 - Older People .....	181
5.4	Discussion category 2: insights in relation to previous studies .....	182
5.4.1	On the insights chosen for discussion .....	183
5.4.2	On the structure of this discussion .....	184
5.5	On examples of social value .....	185
5.5.1	Trust .....	186
5.5.2	Complex experiences .....	188
5.5.3	Diverse impact .....	189
5.5.4	Unemployment.....	190
5.5.5	Wellbeing.....	190
5.5.6	Evaluations.....	193
5.5.7	Partnership and funding .....	195
6	Concluding discussion and recommendations .....	198
6.1	Re-iteration of the original hypothesis, research goals and questions .....	198
6.2	Summary of the research stages .....	198
6.3	Contribution to the existing knowledge base.....	200

6.3.1	Key outputs of this study .....	202
6.4	Contribution to the public library academic community .....	206
6.5	Contribution to the public library practitioner community.....	207
6.6	Limitations of the study .....	208
6.7	Things that did not go as planned .....	209
6.7.1	Research paradigm.....	209
6.7.2	Case study sample.....	209
6.7.3	Lack of appetite for another evaluation model .....	210
6.7.4	Unrealistic expectations of library users .....	210
6.7.5	Data management .....	210
6.7.6	Scope creep.....	211
6.8	Recommendations for further research.....	211
6.8.1	Explore ununused data collected by the SIA-21 .....	211
6.8.2	Public library advocacy.....	212
6.8.3	Shame, stigma and loneliness .....	212
6.8.4	Expand the sample: online social research .....	212
6.9	Recommendation to the public library sector .....	212
6.10	CONCLUDING REMARKS.....	213
7	References.....	214
8	APPENDIX A: EXAMPLES OF STUDIES .....	250
8.1	Public library economic return on investment studies.....	250



8.1.1	St Louis Public Library: Services Valuation Study .....	250
8.1.2	Suffolk Co-Operative Library System .....	253
8.1.3	The British Library .....	254
8.1.4	State of Florida Public Libraries .....	255
8.1.5	Seattle Central Library: Economic Benefits Assessment .....	256
8.1.6	The Optimisation Model .....	257
8.1.7	Library Use Valuation Calculator .....	258
8.1.8	Summary of Cost Benefit Analysis.....	260
8.2	Social return on investment studies Social Return on Investment.....	261
8.2.1	Roberts Enterprise Development Fund SROI model.....	261
8.2.2	Public Library Quality Improvement Framework .....	261
8.3	Public library ethnography .....	263
8.3.1	Some notes on ethnography .....	265
8.3.2	Urban Libraries Council Engaged Library Toolkit.....	267
8.3.3	UK Online Centres (UKOC).....	268
8.3.4	UK Online Centres II.....	269
8.4	Examples of public library activity that supports individual and community wellbeing 271	
9	APPENDIX B: EMPIRICAL RESEARCH.....	272
9.1	Original Social Impact Audit-21 Plan .....	272
9.2	Proposal to University of Strathclyde Ethics Committee .....	277

9.3	Overview of LOCAL AUTHORITY B's SOA 2016-2019.....	279
9.4	Public Library User Questionnaire .....	282
9.5	Transcripts - One to One Interviews with library staff.....	292
9.5.1	Interview with HOS01 .....	292
9.5.2	Interview with LM01 .....	299
9.5.3	Interview with CO01 .....	305
9.5.4	Interview with SM01 .....	320
9.5.5	Interview with SM02 .....	326
9.6	Transcripts - One to one interviews with library users.....	343
9.6.1	Interview with LU01.....	343
9.6.2	Interview with LU02.....	345
9.6.3	Interview with LU03.....	346
9.7	Examples of annual evaluations .....	347
9.8	List of partners Case Study B works with .....	347
9.9	Summary of Framework for the Future (2003) .....	348
9.10	Summary of Blueprint for Excellence – Public Libraries 2008-2011 .....	348
9.10.1	The Library Service Modernisation Review .....	349
9.11	CAQDAS-11 Word Frequency Reports .....	349
9.11.1	Word Frequency Report for Node: Policy Documents .....	354
9.12	CAQDAS-11 Word tree visualisations.....	356
9.12.1	“challenges” .....	356

9.12.2	“preventative” .....	357
9.12.3	“evaluation” .....	358
9.12.4	“complex” .....	359
9.12.5	“perception” .....	360
9.12.6	“community”.....	361
9.12.7	“education”.....	362
9.12.8	“objectives” .....	363
9.12.9	“learning” .....	364
9.13	Replicating the study – Tips for using CAQDAS .....	365
9.14	PLED-21 .....	366
9.15	Quotes Database .....	433
10	Insights to support future research.....	549
10.1	Lessons learned from testing a new qualitative model .....	549
10.2	Online social research – ideas and guidance .....	550
10.2.1	#librariesmatter .....	551
10.2.2	Disadvantages of Twitter for researchers.....	553
10.2.3	Importing tweets to CAQDAS-A.....	554
10.2.4	Visualising Twitter data in CAQDAS-A .....	554
11	APPENDIX C: SCREENSHOTS.....	562
11.1	National Institute for Healthcare and excellence: evidence portal .....	562

## List of figures

Figure 1 Summary of methods identified by the literature review .....	31
Figure 2 Key acronyms explained .....	31
Figure 3 The overall research paradigm .....	43
Figure 4 SIA Research design (Linley and Usherwood, 1998) .....	46
Figure 5 SIA Framework for an informed value judgement (Linley and Usherwood, 1998).....	47
Figure 6 Changes made to the key components of the SIA model .....	48
Figure 7 Summary of original case study sites .....	53
Figure 8 MoSCoW prioritisation method .....	56
Figure 9 Summary of the multi-sampling method used in this thesis.....	60
Figure 10 CAQDAS-A extract – information architecture.....	66
Figure 11 SIA-21 Respondent type and source code.....	67
Figure 12 PLED-21 Extract – information architecture.....	69
Figure 13 Example screenshot of PLED-21 .....	70
Figure 14 Miles and Huberman’s Data Display technique (1994) .....	71
Figure 15 Project Exchange and Codebook Exchange standards (REFI, 2018-2019), .....	73
Figure 16 Hahn’s Coding technique (2007).....	74
Figure 17 SIA-21 Thematic analysis process .....	75
Figure 18 Summary of A Blueprint for Excellent (2007).....	81
Figure 19 Types of value (Cram, 1999).....	89
Figure 20 Summary of Quantitative, Qualitative and Mixed Methods.....	95

Figure 21 Typical performance measurement model .....	99
Figure 22 Economic concepts – descriptions and examples of use .....	103
Figure 23 Extending beyond performance to explore value .....	106
Figure 24 Summary of evaluation models identified.....	124
Figure 25 Reminder of key acronyms.....	128
Figure 26 Requirements gathering.....	140
Figure 27 SIA-21 Blueprint .....	142
Figure 28 SIA-21 Research action 1: Gather secondary data .....	144
Figure 29 SIA-21 Summary of source resources .....	146
Figure 30 SIA-21 Research action 2: Gather experimental data.....	151
Figure 31 SIA-21 Research action 2: Sort Data.....	155
Figure 32 SIA-21 Example of Level 1 coding.....	158
Figure 33 SIA-21 Example of Level 2 coding .....	160
Figure 34 SIA-21 Example of Level 1 coding.....	160
Figure 35 SIA-21 Research Action 4: Analyse data.....	161
Figure 36 SIA-21 Example of Word Frequency Query .....	162
Figure 37 SIA-21 Example data export: community .....	164
Figure 38 SIA-21 Most frequently used words across the dataset.....	167
Figure 39 SIA-21 Coded data mindmap .....	168
Figure 40 SIA-21 Research action 5: Visualise data .....	170
Figure 41 SIA-21 Word cloud of frequently used words.....	171

Figure 42 SIA-21 Word tree: value..... 172

Figure 43 SIA-21 Word Tree: evaluation ..... 173

Figure 44 SIA-21 Respondents breakdown by source code ..... 175

Figure 45 SIA-21 Overview of Case Study B Single Outcome Agreement..... 177

Figure 46 SIA-21 Emerging themes ..... 183

Figure 47 SIA-21 Social Value Venn ..... 184

Figure 48 SIA-21 Final Blueprint ..... 204

Figure 49 SIA-21 Public Library Evidence Database (PLED-21)..... 366

Figure 50 SIA-21 Previous research - quotes database..... 433

# 1 INTRODUCTION

## 1.1 Background

### 1.1.1 Previous Research

The present researcher had previously conducted Masters research investigating the social value of public libraries. This involved comparing the efficacy of quantitative and qualitative measurement models in terms of public library impact.

The small-scale SIA (n=67) incorporated a combination of relevant quantitative questions with a variety of open-ended qualitative questions, observational studies and one-to-one interviews to understand (a) why people visit public libraries, (b) what they do and how they engage with staff during these visits (c) the impact of their visit.

This methodology revealed that in an affluent community (Newton Mearns) the user treats the library like a bookshop and prefers a space that offers multiple stocks of bestsellers and a system that enables fast and efficient service delivery. In a community with high levels of social and economic deprivation (Case Study B) the user views the library as a community hub, a drop-in centre, an information point, a space to meet friends, a gateway to the world. When asked to state the top 3 reasons why the user visits the library in Newton Mearns respondents noted - to borrow books (100%), hire DVD's / CD's (30%), access the Internet (20%). When asked to state the top 3 reasons why the user visits the library in Case Study B respondents note - to borrow books (83%), learn new things (56%), meet friends; read newspapers (33%; 33%). This demonstrates a disparity between the two different communities in terms of needs and expectations.

To draw comparisons between the activities observed and activities recorded by the library's statistical management system, *Talis*, the researcher obtained reports from the Resources Librarian, based at head office. Newton Mearns library welcomed 63% more visitors and issued 50% more books than Case Study B. These figures would suggest that Newton Mearns is a much busier library than Case Study B, but following observations carried out on that day, this was not the case. In fact, during the observational research it was noted that although there was more footfall in Newton Mearns, this tended to be users just 'popping in' for a quick glance at the bestseller table or to quickly renew a book, then leaving without interacting any further with the staff or the service. However, in Case Study B, it was observed that visitors tended to stay longer, making enquiries at the desk, reading books, taking notes from health information leaflets and even glancing at the newspapers and the plasma screen TV. Therefore, although there may

have been less visits recorded throughout the day, Case Study B visitors tended to stay longer and have higher demands for attention. This supports the theory that “different communities want different services provided in different ways” (Hoggett, 1997, p.44 in L&U, 1998, p.70) and “[a]ll visitations do not represent equal consumption of services or equal value to the library customer” (Holt and Elliot, 2003, p. 424).

Key conclusions that emerged from the project was that performance measurement models produced statistical snapshots of how well a public library performs in terms of number of book borrowed and number of visitors. These models did not recognise complex indirect benefits individuals and communities derive from the public library, yet there still remained a lack of progressive library valuations studies. This supported the limited amount of research done previously to challenge the use of performance measurement in the context of public library impact (Linley and Usherwood, 1998).

The conclusions of the research project pointed to a need to develop a model that produced meaningful evidence of the impact that public libraries have positive impact on people's lives and the local community. This observation is further supported by the appetite from public library academics and public library practitioners to learn more about the present researchers approach. For example, the present researcher has been invited to speak at the International Federation of Library Authorities in Quebec (2007), the Society of Chief Librarians conference in Leeds (2008) and a Keynote speech at the SINTO Annual Conference in Sheffield (all 2008).

In 2013, the researcher was approached by a Senior Policy Officer at Carnegie UK Trust to contribute evidence towards the Trust’s research into the role of public libraries on community wellbeing. Evidence already known to Carnegie UK Trust and the researcher was shared through a knowledge exchange process. Additional evidence was gathered via advocacy literature produced by CILIP, SLIC, Libraries in Wales and Libraries Ireland. Separate interviews, facilitated by Carnegie UK Trust with key individuals, such as the Creative Director of The Reading Agency, the Librarian at Saughton Prison in Edinburgh and a sample of Librarians from local authorities across the UK, Wales and the Republic of Ireland. Online searches of library websites and blogs produced grassroots and anecdotal evidence. All this information was uploaded into a shared online repository, separated into themes and tagged, by the researcher as part of the collaborative project with Carnegie UK Trust.

This collaboration lasted around twelve weeks until the researcher could no longer sustain the additional workload. The findings uncovered at the time resulted in a deeper understanding of



the capacity of public libraries to support individual and community wellbeing. Some examples of initiatives that were uncovered by the project are provided in the appendix.

## **1.2 Context and Elaboration**

Context within the field of qualitative research is complex, multi-faceted and thus difficult to define (Poulis et. al, 2012). During the period of study the social and political landscape in the UK has been in flux. Key events that have influenced the present researcher are provided below:

### **1.2.1 On ruling parties and leadership**

When the present researcher began this thesis Labour were the ruling party in the UK under Prime Minister Gordon Brown. Following the General Election in 2010, the Conservative Party were elected into power under David Cameron and remain there today, under Boris Johnson.

The Scottish Government were awarded devolved powers in 1999. Under the Scottish Nationalist Party (SNP) the Scottish Government deliver health, education, justice, rural affairs, housing and environment services for the people of Scotland. Alex Salmond led the Scottish Government between 2007 to 2014 and Nicola Sturgeon took over as First Minister in 2014 (until present).

During the period 2010 until the present day, the UK electorate voted to leave the European Union (EU), with Article 50 triggered in March 2017. This is commonly referred to in the literature as Brexit.

### **1.2.2 On the global recession**

In addition to changes in leadership and ruling parties, the global recession which occurred in 2009 led to significant cuts in public spending. It has been predicted that councils will spend 22% less on public services in 2016-2017 than they did between 2009-2010, because of cuts in central government grants and restrictions on raising council tax. This is at a time when councils face the growing demands of an ageing population and the rising cost of social care.

### **1.2.3 On changes to Welfare reform**

The Welfare Cuts announcement in April 2017 revealed that child tax credit payments would be restricted to two-child families, the “first child” premium Universal Credit payment would be

abolished, weekly payments for those who are sick or disabled and looking for work would face cuts, housing benefit would be axed for 18-21 year-olds, payment periods for parents of bereaved children would be reduced, and all parents with a youngest child aged 3, including lone parents, would be expected to look for work.

In 2013 Universal Credit introduced changes to how citizens in the UK could claim additional financial help from the government. A key change was that eligible applicants are subject to a six week wait for their first payment.

In the early 2000s a test called the Work Capability Assessment was introduced by the Department for Work and Pensions (DWP). This marked the start of re-assessments of all disabled people who had previously been awarded unemployment sickness benefits. Critics refer to this as being one of the biggest social policy disaster in the history of British politics (Ryan, 2017).

#### **1.2.4 On the global coronavirus pandemic**

The coronavirus pandemic began in 2019, affecting billions of people around the world. Along with millions of confirmed cases globally there have been over three million deaths recorded. The repercussions of the pandemic are widespread, extending beyond loss of life. Early reports suggest that those who were already living in poverty before the pandemic will be the greatest effected and that the demand on public services will continue to increase as a result (Ratten, 2020).

The observations and events summarised motivate the present researcher to explore how public libraries might capture impact and demonstrate value to politicians, citizens, accountants, economists, the media etcetera.

### **1.3 On definitions and key concepts**

#### **1.3.1 The public library**

A public library is an organization established, supported and funded by the community, either through local, regional or national government or through some other form of community organization. It serves a diverse range of users including users, non-users, library staff, associated organisations, elected members and local businesses. It provides access to knowledge, information, advice and works of the imagination through a range of resources and services. It is a physical and online destination which should be equally available at the point of access, to all

members of the community regardless of race, nationality, age, sex, religion, language, disability, economic and employment status and educational attainment (IFLA / UNESCO, 1994). The range of services provided by individual public libraries depends on a variety of internal and external factors. This includes geographical location, available funding, staff expertise, stakeholder expectations and individual needs. However, one thing that all public libraries across the world have in common is that they are guided by *Public Library Mission Statement* (IFLA and UNESCO, 1994) and the *Guidance for Public Libraries* (IFLA and UNESCO, 2001). A summary of which articulates the perceived role and responsibilities of public libraries to enable intellectual freedom, safeguard democratic values, present balanced information, promote information, literacy, access and social inclusion, address the digital divide; and celebrate cultural diversity.

Historically, public libraries have faced pressure to demonstrate their value and valuation studies can be traced back to the 1970s [at least] (Aabø, 2009). Towards the end of the twentieth century and into the twenty first century the public sector in the UK experienced unprecedented cuts to public spending. The impact of this being that public library services were evaluated alongside other public services (such as health, education, defence, transport, broadcasting, sport, culture and the arts), to determine which services were worthy of ongoing investment.

### **1.3.2 Public library stakeholders**

This thesis uses the collective term - public library stakeholders – to refer to individuals and groups that have an interest in the public library and can either affect or be affected by the public library. External stakeholders are considered individuals accessing resources, services and activities, such as library users (defined as children, teenagers, parents, carers, and local community groups). Within this group of stakeholders are distinct user types with specific needs. These include but are not limited to individual adults, children and families living with disabilities, affected by poverty, coping with addiction and groups challenging gender stereotypes. Internal stakeholders are considered to be public library staff, local politicians and councillors, and other local government departments, such as Education.

### **1.3.3 Value**

Value Theory is one of the biggest categories of philosophy and cuts across a number of sub categories (or disciplines), including Ethics, Aesthetics, Political Philosophy, and Social

Philosophy, Religious Philosophy and Feminist Philosophy and Axiology. As such, it is difficult to define value regardless of the context.

The two types of value most often defined in the context of public libraries are – (1) Social Value (intrinsic) and (2) Economic Value (instrumental).

#### **1.3.4 Economic value**

Economic value is one of many ways that value can be defined and measured. It is useful to measure economic value when making economic choices or decisions. Economic value is a measurement of the benefit acquired by an individual or a company from a thing. It can also be defined as the maximum financial value that someone is willing to pay to use or access a thing. ([See: examples of economic value](#)).

#### **1.3.5 Social value**

When this thesis refers to social value it means the changes that public libraries (through their spaces, resources and activities) create in people’s lives that affect their wellbeing. This aligns with the general definition used by the professional body for social value and impact management (Social Value UK, 2022). ([See: examples of social value](#)).

#### **1.3.6 Social capital**

Social value is a dimension of social value. As with social value, social capital is conceptually value, multi-dimensional and dependent on the context within which it is being discussed (Claridge, 2004). When social capital is referenced in this thesis it is in line with top level descriptions provided by Putnam (1993, 2000) and Claridge (2004), who found that social capital, at its core consists of trust, reciprocity, human relationships and social networks. When these things are present, quality of life, optimism, health and wellbeing, civic participation and perceptions of government institutions can improve for both individuals and the collective.

##### **1.3.6.1 Key difference between economic and social value**

In the context of this thesis it is important to note that the key factors that differentiates economic value and social value can be linked back to Hartman’s Dimensions of Value and the [“reading books” analogy](#) presented earlier by the present researcher. As a reminder:

Reading books may have intrinsic value for one person because the value is derived from the joy of reading books in itself. For another person, reading books may have instrumental value because reading books will lead to a career and money. This example illustrates the subjective nature of value.

In summary, economic value is dependent on the end results gained from the thing it in the shorter term (instrumental value). Quantitative methods are perceived to be the preferred method used to measure economic value. Social value refers to the thing itself, not necessarily what it leads to (intrinsic value). Qualitative methods are perceived to be the preferred method to measure social value.

### **1.3.7 Wellbeing**

Another key definition is that of wellbeing. As with social value and social capital, there is no consensus of a definitive meaning for wellbeing. The definition that best aligns with this thesis is one from Carnegie UK Trust, who define wellbeing as:

More than health and wealth, it includes having friends and loved ones, the ability to contribute meaningfully to society, and the ability to set our own direction and make choices about our own lives (Carnegie UK Trust, 2020, p.3).

When this thesis refers to wellbeing it means positive outcomes that are intrinsically valuable and meaningful for individuals and communities. This might include, but is not limited to happiness, contentment, and joy, as outcomes of public library engagement. During the later stages of the literature review there was a rise in methodologies developed to measure things like wellbeing and happiness, notably from the European Commission (2007) and the European Union (2009). [See: examples of wellbeing.](#)

### **1.3.8 Quantitative methods**

Quantitative methods are typically used to measure the economic value of the thing. They involve the application of mathematical models to surveys and experiments (Schutt, 2006, p.17). They are viewed with “...an aura of respectability...[and] conveys a sense of solid, objective research” (Denscombe, 2005, p.237). Quantitative methods produce *outputs*, typically in the form of statistics which can be transferred easily into attractive tables and graphs. These *outputs* are often considered more desirable in a culture focussed on profit and loss as the results can be

presented in a manner that makes them easy to read at a glance by a variety of audiences ([See: examples of quantitative methods](#)).

### **1.3.9 Qualitative methods**

Qualitative methods are typically used to measure the social value of the thing. They incorporate “a variety of styles of social research, drawing on a variety of disciplines such as sociology, social anthropology and social psychology” (Denscombe 2006, p.267). Rather than produce statistical values they are “...designed to capture social life as participants experience it rather than in categories predetermined by the researcher” (Schutt, 2006, p.17). Even at its simplest level qualitative evaluations produce data that is “rich, full and real” (Smith, 1975, p. 135). Typically, open ended questionnaires, participant observation, and focus groups are used in these surveys in order to reveal outcomes. Many of these outcomes are intangible which makes identifying and measuring them a challenge for evaluators because their value is often intrinsic (Bryson, 1999, p.401; Emerson et al., 2000, p.137; Holden, 2004; Usherwood, 2007, p.127; Jones and Leitch 2015). These methodologies are “...designed to capture social life as participants experience it” (Schutt, 2006, p.17) and have a reputation to produce data that is “rich, full and real” (Smith, 1975, p. 135) ([See: examples of qualitative methods](#)).

### **1.3.10 Mixed methods**

Mixed Method approaches combine quantitative and qualitative methodologies to carry out a more holistic evaluation of social and economic value. Mixed methods are common place in the not for profit sector to help measure the benefits of philanthropy. A research paper funded by the *Bill and Melinda Gates Foundation* in 2008 revealed eight integrated approaches which aim to offer some hope for those interested in measuring or estimating social value. These include Cost-effectiveness analysis, Cost-benefit analysis, REDF Social Return on Investment (SROI) Model , Robin Hood Foundation Benefit-Cost Ratio (Tuan, 2008, pp. 10-12).

### 1.3.10.1 Summary of methods identified

Provided below is a summary of quantitative (QN), qualitative (QL) and mixed (MM) methodologies reviewed is presented below. The table shows by way of a tick whether the method is considered QN, QL and MM and whether they have been used to measure social value.

Method	QN	QL	MM	SV?
Cost-Benefit Analysis (CBA)	√			
Consumer Surplus	√			
Contingent Valuation (CV)	√			
Input-Output Models (IOMs)			√	√
Optimisation Model (or Benefits Generated Model)	√			
The Library Use Valuation Calculator (LUVV)	√			
Social Auditing or Social Accounting			√	√
Social Impact Audit (SIA)			√	√
Ethnography		√		√
Tracker Surveys		√		√
Customer Profiling			√	
Public Library Quality Improvement Matrix (PLQIM)			√	√
Economic Benefits Assessment			√	√
Social Return on Investment or Social Accounting			√	√

**FIGURE 1 SUMMARY OF METHODS IDENTIFIED BY THE LITERATURE REVIEW**

### 1.3.11 Differentiating between the SIA and the SIA-21

A key aim of this thesis is to adapt Linley and Usherwood's seminal Social Impact Audit (SIA) and to design the next iteration of the model (SIA-21) to test in a public library setting. To help the reader distinguish between the two models the following terms are clarified:

Full text	Acronym	Use within the context of this thesis
Social Impact Audit	SIA	In reference to Linley and Usherwood's original Social Impact Audit model, used to measure the social impact of Newcastle and Somerset Library Services in 1998.
Social Impact Audit 21	SIA-21	In reference to the prototype model designed by the present researcher and tested in case study sites.

**FIGURE 2 KEY ACRONYMS EXPLAINED**

## **1.4 Research Design**

The full details of the methodology will be discussed in depth in Chapter 3. This section provides an overview of research hypothesis and an outline of the research questions, and research goals.

### **1.4.1 Research hypothesis**

This thesis hypothesises that statistical evaluations models fail to recognise public library service outcomes that are difficult to quantify or monetise, thus overlooking the social value that public libraries deliver for individuals and communities. It further hypothesises that an alternative qualitative model, designed to generate meaningful evidence would better reflect the complex experiences and diverse impact of public libraries.

### **1.4.2 Over arching research goals**

The research goals are intentionally designed to help the researcher answer the research questions and to test the research hypotheses. The over arching research goals are:

- **RG 1.** To determine a need for an alternative evaluation model in the context of public libraries in the UK.
- **RG 2.** To design and test a novel model and report on its efficacy in generating useful knowledge for practice.
- **RG 3.** To demonstrate how public library managers might use these insights to challenge funding cuts and library closures.

### **1.4.3 Secondary research goals**

Secondary research goals aim to identify and define key concepts relevant within the context of how public libraries are evaluated in terms of performance and value. From the narrative review of the literature a selection of performance management and evaluation models will be identified and reviewed, to understand their methods and results. The period for this review will be the late 1990s and early 2000s, when there was an exponential growth in measurement and value studies within the public library sector. The review will feature examples from Sweden, USA, Australia and Canada for two key reasons. Firstly, public library valuation studies were most prevalent in these countries during the period of the review. Secondly, public library authorities in these countries operate in economic and political climates similar to library authorities in the UK.



In identifying alternative evaluation models the review will extend beyond the public library sector, into the health, environmental, commercial and non-profit sector.

#### **1.4.4 Primary research goals**

The primary research goal is to design and test a novel model for measuring value and to evaluate its efficacy for producing narrative based evidence that reflects the user experience, thus generating useful knowledge for practice.

To achieve this the researcher plans to build on an existing social impact model to produce a prototype to test in case study sites. update key elements thus making it relevant for use in the twenty-first century. To test its efficacy the adapted model will be trialled in case study sites.

Secondary and primary research goals align to test the researcher's original hypothesis.

#### **1.4.5 Research questions**

The research questions this study seeks to address are:

- **RQ 1.** How is value defined within the context of public libraries?
- **RQ 2.** How is value measured within the context of public libraries?
- **RQ 3.** What might an alternative model for measuring value within the context of public libraries look like?

These questions attempt to address the complex task of defining value in the context of public libraries. They also enable a review of the efficacy of existing measurement models used to inform funding decisions and an exploration of alternative that may be relevant to public libraries.

The present researcher's approach to the study is influenced by the research questions. The research questions influence the research approach.

#### **1.4.6 Summary**

At its core this is a qualitative research project which requires an approach that allows for flexibility throughout the research process, in response to emerging insights. The development of Linley and Usherwood's original Social Impact audit model requires an iterative approach that will support the present researcher to explore, pilot, validate and challenge initial assumptions.

The present researcher proposes that a combination of Pragmatism and Grounded Theory should ensure a flexible and iterative research approach that will address the research questions and meet the goals of the research.

## 1.5 Research integrity

“All those engaged with research have a duty to consider how the work they undertake, host or support affects society and the wider research community”

(UK Research Integrity Office (UKRIO), 2019).

Research must be held to the highest standards of rigour and integrity yet qualitative researchers have historically faced myriad challenges in terms of perceived trust in their methods, particularly around data management and analysis (Corbin and Strauss, 2008; Punch 2013; Silverman, 2015). This is partly because the qualitative researcher themselves becomes the main instrument for qualitative data collection, analysis and interpretation (Paisley and Reeves, 2001). As such, qualitative researchers recognise the roots of the challenges they face:

“The most serious and central difficulty in the use of qualitative data is that methods of analysis are not well formulated. For quantitative data, there are clear conventions the researcher can use. But the analyst faced with a bank of qualitative data has very few guidelines for protection against self delusion, let alone the presentation of unreliable or invalid conclusions to scientific or policy-making audiences. How can we be sure that an *earthy, undeniable, serendipitous* finding is not, in fact, wrong?” (Miles, 1976, p.591).

Since the 1980s qualitative research techniques and data analysis have undergone significant improvements, thanks to the work of well-respected qualitative researchers such as Patton (1990) and Strauss & Corbin (1990). In more recent years, qualitative researchers have continued to strive in their endeavour to ensure the integrity of their research by adhering to established sets of research standards and principles.

Although there is no universal definition of research integrity, the present researcher aligns to principles, commitments and standards defined in the *Concordat to Support Research Integrity*:

1. **honesty** in all aspects of research, including in the presentation of research goals, intentions and findings; in reporting on research methods and procedures; in gathering data; in using and acknowledging the work of other researchers; and in conveying valid interpretations and making justifiable claims based on research findings

2. **rigour**, in line with prevailing disciplinary norms and standards, and in performing research and using appropriate methods; in adhering to an agreed protocol where appropriate; in drawing interpretations and conclusions from the research; and in communicating the results
3. **transparency and open communication** in declaring potential competing interests; in the reporting of research data collection methods; in the analysis and interpretation of data; in making research findings widely available, which includes publishing or otherwise sharing negative or null results to recognise their value as part of the research process; and in presenting the work to other researchers and to the public
4. **care and respect** for all participants in research, and for the subjects, users and beneficiaries of research, including humans, animals, the environment and cultural objects. Those engaged with research must also show care and respect for the integrity of the research record
5. **accountability** of funders, employers and researchers to collectively create a research environment in which individuals and organisations are empowered and enabled to own the research process. Those engaged with research must also ensure that individuals and organisations are held to account when behaviour falls short of the standards set by this concordat

(UK Research Integrity Office (UKRIO), 2019).

Furthermore the present researcher submitted a primary research proposal to the University of Strathclyde's Ethics Committee on 09.10.09, to ensure all ethical consideration were taken into account. This proposal outlined the proposed research methods and activities, highlighting a commitment to confidentiality, honesty and integrity and compliance with the previously referenced Code of Conduct and Practice. Particularly attention was paid to conducting research with humans and the collection, storage and analysis of qualitative data. The proposal went through a second iteration following feedback from the Ethics Committee and was approved on 12.10.09. A copy of the proposal is available to view in the appendix.

### **1.5.1 On bias**

In a research project of this nature it almost impossible to remove bias completely and maintain neutrality. Denscombe and others have observed that researchers will inevitably brings aspects of themselves to the study and that objectivity is restricted in terms of the researcher's own reflexivity (Malinowski, 1922; Mead, 1960; Ball, 1990; Denscombe, 2005). Denscombe

highlights that it is the ethical responsibility of the researcher therefore to acknowledge any “personal experiences, personal beliefs and social values” that might influence the study. Although Pickard refers to objectivity as an “unachievable goal” for researchers conducting observational studies others have found that that when researchers strive to ensure that they recognise their own biases and strive to produce a balanced study the reliability of the insights increase (Rossman and Rallis, 1998; Pickford, 2007, p.13). This is supported by Denscombe who recommends that researchers acknowledge “a public account of the self” to help the reader determine the extent to which the research might be influenced by researcher bias (Denscombe 2005, p.88). Inspired by this the present researcher presents a public account of the self.

In line with Linley and Usherwood’s commitment to conduct rigorous qualitative research rigorously, the present researcher strived to ensure that bias was recognised and addressed throughout the research process. Recalling the times when they were challenged on their use of social auditing and the reliability of their findings Usherwood pointed out that:

“...you basically have to trust social auditors in the same way that you would trust financial auditors. You have to believe that we are doing a trustworthy job (Usherwood in Lyon, 1998).

The same request is made of readers and reviewers by the present researcher who, as a qualified librarian, adheres to the Chartered Institute of Library and Information Professional’s (CILIP) New Ethical Framework, which works in line with European Council of the Liberal Professions Common Values (CEPLIS, 2000). The present researcher also highlights that throughout the primary research process the present researcher regularly referred to CILIP’s Code of Professional Practice for Library and Information Professionals (CILIP, 2004) and the enduring values of the library and information profession (CILIP, 2018).

### **Public account of the self**

A combination of personal experiences and the changing social and political landscape in the UK between the late 1990s and early 2000s also motivates the present researcher to pursue this thesis.

As a child growing up in a community gravely affected by the closure of the Ravenscraig steel works in the 1980s, the present researcher benefitted from the safe space provided by the library. It was the perfect antidote to the high levels of unemployment and drug and alcohol misuse which had become prevalent in the wider community. Being able to access the public library helped this researcher to break the poverty cycle, to become the first in the family to attend university. The

present researcher is motivated to safeguard public libraries so that future generations born into poverty could benefit from the same opportunities afforded the researcher.

The present researcher was influenced by the unprecedented cuts to public spending in the early 2000s. Faced with less money to invest Chief Executives started to measure the performance of public libraries against other public services (such as health, education, defence, transport, broadcasting, sport, culture and the arts), to determine which were worthy of ongoing investment. Working as a Library Assistant in public libraries in Local Authority A and Local Authority B (in the west of Scotland) the present researcher experienced first-hand the impact of this. During this time the present researcher was tasked with meeting performance measurement targets and producing statistical snapshots of public library performance which influence the decision making process of local authority Chief Executives investing in public services. The present researcher observed that these measures reduced public libraries to statistical snapshots of performance and did not gather information related to impact of library services and resources.

This is of concern to the present researcher because competition for public funding looks set to continue. Public libraries, therefore, will be re-evaluated alongside services provided by health, education, defence, transport, broadcasting, culture and the arts sectors.

### **On personal beliefs**

The present researcher believes that whether the public library is located at the heart of the local community or exists within a virtual world it represents an essential destination; a place where individuals and groups can come together to explore, learn, meet, consult and enjoy democratic access to information and resources.

The present researcher also believes that public libraries have the power to change lives for the better and it is the role of public libraries to remove the barriers to participation. In other words, public libraries should provide spaces, services and resources to support people to participate equally, confidently and independently in society.

### **On privilege**

Association with the University of Strathclyde afforded the present researcher certain privileges enjoyed certain privileges, notably that the University of Strathclyde paid the subscription costs for a number of academic databases which added value to the secondary review process.

In addition the University of Strathclyde paid the licensing and infrastructure costs associated with accessing the Computer Assisted Qualitative Data Analysis software that was used to analyse the data collected for this study. It is unlikely that practitioners would be afforded the same benefits.

### **1.5.2 Early and regular sense checks**

In addition to the ethical frameworks and professional codes of conducts adhered to by qualitative researchers in general, the present researcher followed Linley and Usherwood's process of early and regular sensechecking of research designs, early insights and preliminary reports. These early and regular sense checks became an invaluable part of the research process because they generated interest in the research and also served as a sensecheck for bias in the research methodology and insight validation process. A summary of these activities is provided below:

- Presentation of the proposed research scope, methodology and early findings to over 200 delegates at the Society of Chief Librarians conference in 2009.
- Dissemination of early findings to audience of senior library managers and practitioners from across the UK at SINTO conference in 2009.
- Previewed initial findings during discussions at Workshop on Measuring the Value of Public Libraries at Leeds Metropolitan University in 2011. Workshop attended by fifteen invited participants from across academia and public sector, including Professor Bob Usherwood, one of the authors of the original SIA.
- Early publication of proposed research design and sections of the literature review in peer reviewed journals including World Library and Information Congress: 74th IFLA General Conference and Council (2009), Bulletin des bibliothèques de France (translated into French) (2009), New Library World (2010), Library and Information Research Group Journal (2012).
- Towards the end of Year 2 and Year 3 preliminary reports were presented to workshops attended by Heads of Service, public library managers and frontline library staff at the relevant local authority.

As well as disseminating externally with relevant audiences the present researcher also had monthly in-person check-ins with PhD supervisors, where “researcher bias” and “research design” were standing agenda items. On advice from PhD supervisors, following the formal first year review, the present researcher engaged more meaningfully with post graduate peers at the

University of Strathclyde's Department of Computer and Information Sciences. A summary of these activities is provided below:

- Knowledge exchange sessions with PhD peers during departmental crit sessions. At these weekly sessions the audience was around 80% quantitative and artificial intelligence researchers and 20% qualitative and social researchers.
- Cross departmental speed dating session (included researchers from Economics, Management Science, Public Policy, Mathematics).

The use of these formal and informal networks was an excellent way for the present researcher to get out of the “echo chamber” of like minded qualitative researchers, to defend research design against challenges from practitioners and researchers from different disciplines. It led to invaluable discussions (and challenges) with delegates at international conferences, senior library managers and practitioners (members of both Chartered Institute of Library & Information Professionals and Scottish Library & Information Council), plus academic and social researchers. During these exchanges the present researcher was challenged on qualitative research methods, researcher bias, data management and the validity of the emerging insights. The impact of these discussions led to the present researcher recognising bias in the research design early and iterating based on feedback and new learnings. Responding to questions challenging the validity and reliability of the research project, encouraged the present researcher to focus on addressing these types of challenges with the future model for measuring social value.

## 2 METHODOLOGICAL APPROACH

### 2.1 Introduction

This chapter introduces and defines the various methodological approaches utilised by the present researcher in carrying out this study, providing definitions of the underlying research paradigm. Thereafter a discussion of methods and tools utilised both **prior to testing** and **during testing** of the novel model (such as one to one interviews, questionnaires, observations and case studies) is summarised.

Deciding on the methodological approach (sometimes referred to as the methodology or research approach) is a fundamental part of the research design. There must be clear distinction between the approach (methodology) and the methods (or tools) used, to ensure a strong research design resulting in robust findings (Denscombe, 2010). Prior to deciding on the approach, Creswell (2003) recommends that the research problem must first be identified, with research questions emerging thereafter. This work has already been presented in Chapter 1.

The researcher has hypothesised that statistical evaluations models fail to recognise public library service outcomes that are difficult to quantify or monetise, thus overlooking the social value that public libraries deliver for individuals and communities. It further hypothesises that an alternative qualitative model, designed to generate meaningful evidence would better reflect the complex experiences and diverse impact of public libraries.

The underlying research goal is to provide public libraries with credible evidence based advocacy arguments to challenge funding cuts and library closures. The secondary research goal is aims to identify and define key concepts relevant within the context of how public libraries are evaluated in terms of performance and value. The primary research goal is to explore what an alternative model for measuring value might look like and to evaluate its efficacy for producing empirical evidence related to public library value, thus generating useful knowledge for practice.

Clarity on the research goals and research questions enables the present researcher to investigate which research approach is the best fit in terms of exploring the research problem. In the context of this thesis, the correct approach will result in an understanding of how value is defined within the context of public libraries, how it has been measured in the past and what an alternative model might look like in the future.



## 2.2 On the research methods and tools utilised

The present researcher draws attention to specific challenges in presenting the research methods and tools in a clear, linear style. Firstly there are the various methods and tools utilised by the present researcher in carrying out this study. Secondly, there are also a number of methods and tools utilised by the researcher to carry out the empirical research and meet research goal number three (RG 3.) and research question number three (RQ 3.):

- **RG 3.** To design and test a novel model and report on its efficacy in generating useful knowledge for practice
- **RQ 3.** What might an alternative model for measuring value within the context of public libraries look like?

This brings a degree of complexity to the study which risks confusion. It is however a conscious decision to present the methodological approach of the study as a whole alongside the methods and tools adopted for the design and test of the novel model, because they are intrinsically linked. That said, to aid the reader in their understanding of how this all fits together, the present researcher has split this chapter into three parts:

- [Summary of potential research paradigms](#)
- [Research paradigm chosen for this research](#)
- [Summary of methods and tools utilised prior to testing](#)
- [Summary of methods and tools utilised during testing](#)

## 2.3 Summary of Potential Research Paradigms

A research paradigm is a set of commonly held beliefs and assumptions that influence what scientists in a particular discipline should study, how they should be study it and how the results should be interpreted (Kuhn, 1970; Bryman, 2008). It is the underlying philosophy that informs research activities and provides interpretative context.

### 2.3.1 On Interpretivism

Interpretivism (sometimes referred to as the constructivist paradigm) is the belief that the truth is dependent on context and that the truth is socially constructed and therefore, the facts are subject to interpretation (Golafshani, 2003). Put simply, the interpretive paradigm seeks to understand the world in which people live from the perspective of those who live in it (Mertens, 2007).

Knowledge is co-created through the researcher and the participant. Interpretivism is a paradigm best suited to qualitative research which uses methods such as interviews, diary studies, case studies, narratives observations and interpretations, to produce unique language oriented data related to specific contexts (Creswell, 2007; Seale, 2012). To surmise, qualitative data obtained via interpretivism produces information that can explain “why” the thing is happening.

### **2.3.2 On Pragmatism**

Pragmatism believes that no single scientific method can reveal truths about the real world. At its core, it is the belief that for any statement to be meaningful, it must have practical bearings (Gage, 1989; Groskovs, 2015; Patton, 1988; Peirce, 1877, 1878; Tashakkori & Teddlie 2003; Van de Ven, 2007). Dewey’s pragmatic theory of knowledge states that when seeking knowledge accuracy should not be the only consideration, illustrating the link between knowledge and practice as a curved line, showing how one impacts the other in a reciprocal loop (Paul, 2005). Although some dismiss pragmatism as chaotic and disorganised, it has proven its usefulness in the field of experimental science, notably supporting the discovery of periodicity (Mendeleev, 1869) and Penicillin (Fleming, 1928) (Omerod, 2006).

Pragmatism is a multi-faceted, problem oriented research paradigm that provides social researchers with an experience-based, action-oriented framework, to explore (through a variety of methods) “what works” for a given study. It draws inferences from human experiences rather than simple logic or statistics (Ansell, 2015; Dewey).

### **2.3.3 On Pragmatic Interpretivism**

Researchers in the past have highlighted the similarities between pragmatism and interpretism, with some qualitative researchers combining elements of both, particularly in the field of ethnography, to create a combined paradigm called Pragmatic Interpretivism and a sociological school of thought called Symbolic Interactionism (Mead, 1943; Ansell, 2015; Blumer, 1986; Goldkuhl, 2012). Pragmatic interpretivism supports the use of mixed methods that are both quantitative and qualitative.

### **2.3.4 Research paradigm chosen for this research**

The Interpretivism Paradigm will be the main approach for this thesis. There are a number of reasons for this. In this section the present researcher presents a high level summary of the methodological journey planned for this thesis:

<b>The Overall Research Paradigm</b>	
<b>Paradigm:</b>	Interpretivism with aspects of Pragmatism
<b>Approach:</b>	Qualitative
<b>Tools:</b>	Literature review, questionnaires, interviews, case study pilot, model

**FIGURE 3 THE OVERALL RESEARCH PARADIGM**

Some researchers adopt a traditional approach to design, establishing a firm set of rules at the start and adhering strictly to them throughout the research process (i.e. Positivism). This approach would not fit well with the problem this thesis sets out to explore. At its core this is a qualitative research project, seeking to understand the lived experience of public library users (i.e. why users need the things they need from the public library and do the things they do at the public library). This knowledge will be gained through active research, experimentation and interpretation. The Interpretivism Paradigm will support the researcher throughout this exploratory process, enabling flexibility to adapt the approach and methods used in response to emerging insights.

The present researcher will also combine philosophical aspects of the Pragmatic Paradigm, though it will not use this paradigm in its entirety. There are several reasons for this decision.

Pragmatism is attractive because the underlying goal of this study is to produce a model that would generate useful knowledge for practice. The present researcher was also attracted to the parallels Dudovsky (2018) drew between Pragmatic researchers and Architects. That in the same way architects use a combination of materials to build the best version of a building, pragmatic researchers use a combination of materials and methods to build the best version of research methodology. This fit well with the researcher’s intent to build onto the foundations of the existing SIA model. On a practical level, Pragmatism will permit the present researcher to focus on “getting things done” without “being hung up on unattainable principles” (Omerod, 2006, p.908). It will ensure versatility and flexibility (much in the same way as the Interpretive Paradigm), that will allow for the research to adapt, in response to ‘discoveries’ made during the research process and any societal and technological changes that may arise. Pragmatism will also support the present researcher to choose the most relevant research methods that will produce the most useful results.

### **2.3.5 Unused Paradigm: Positivism**

Positivism is the belief that there are absolute truths in the world that scientists discover via objective facts that can be validated by the five senses (Bryman, 2008). Positivism is a paradigm that believes in absolute truths. It is best suited to quantitative research where the aim is to produce numbers-oriented data that are easily generalizable and replicable, such as facts, theories, laws. Experiments, statistical surveys and correlation studies are examples of methods used within this paradigm to explain “that” a thing is happening (Creswell, 2007; Teddlie and Tashakkori, 2009).

Research paradigms exist on a spectrum, with positivism and interpretivism at opposing ends. The Positivism Paradigm is unsuited to this thesis, mainly because of its quantitative aspect and its dismissal of subjective interpretation. It is better suited to natural science studies rather than social science studies (Bryman, 2008).

## **2.4 Summary of methods and tools used prior to testing**

This thesis used the following research tools: literature review, questionnaires, interviews, case study pilot, a model and validation of the model.

An initial literature review revealed a number of key insights ([See: Review of literature](#)) that quantitative Performance Management models and Return on Investment models are commonly used within the context of public libraries to measure outputs that are easy to quantify and monetise. Outwith the scope of the performance measurement models is measuring the value of things that are ‘hard’ to measure such as - participation, culture, capability, personal and social development.

During the review Linley and Usherwood’s SIA (1998) was identified as one of the few models that had successfully measured the social impact of public libraries. This SIA model was mapped against Performance Management and Return on Investment models on a matrix, where it emerged as the model most likely to have capacity to measure outcomes that produced indirect benefits and created social value. The conclusions from the literature review were then tested ([See: Empirical research](#)) in one to one interviews with public library managers and library supervisors. The results tended to support the insights drawn from the literature review, and supported the original hypothesis that measuring the value of public libraries through the lens of quantitative statistical models overlooks the social value that public libraries creates for individuals and communities. It also pointed to a need for a novel qualitative methodology with

the capacity to capture social and produce evidence to help strengthen the public library's position as an essential public service, worthy of ongoing investment.

A key objective of this thesis was to redesign elements of Linley and Usherwood's SIA model and generate useful knowledge for practice (See [Social Impact Audits](#)) . Supported by interpretive and pragmatic paradigms the researcher reviewed the original SIA model to assess its efficacy for use in a twenty-first century study. The review revealed that the foundations of the research design were strong enough for use but that some of the key terms, phrases, methods and tools used were outdated and needed updated ([See: SIA Research design](#)). In summary, the present researcher adapted and updated key components of the original SIA model to reflect key changes in public sector language, social, political and technological changes; and advances in qualitative data analysis software.

Lastly, the scale of resource and networks made available to Linley and Usherwood at the time of original SIA model was significantly more than that available to the present researcher. It is emphasised therefore, that this particular project should be viewed as one that is inspired by the work of Linley and Usherwood and not one that seeks to replicate it.

Since the original SIA was designed there has been a global recession (2009), a global pandemic (2019) and a technological revolution on a par with the industrial revolution. Although these events were already discussed in [the Introduction](#) they are highlighted again, to demonstrate the need to develop the original model and ensure its relevance in the context of public libraries in the twenty-first century.

### 2.4.1 SIA Research design

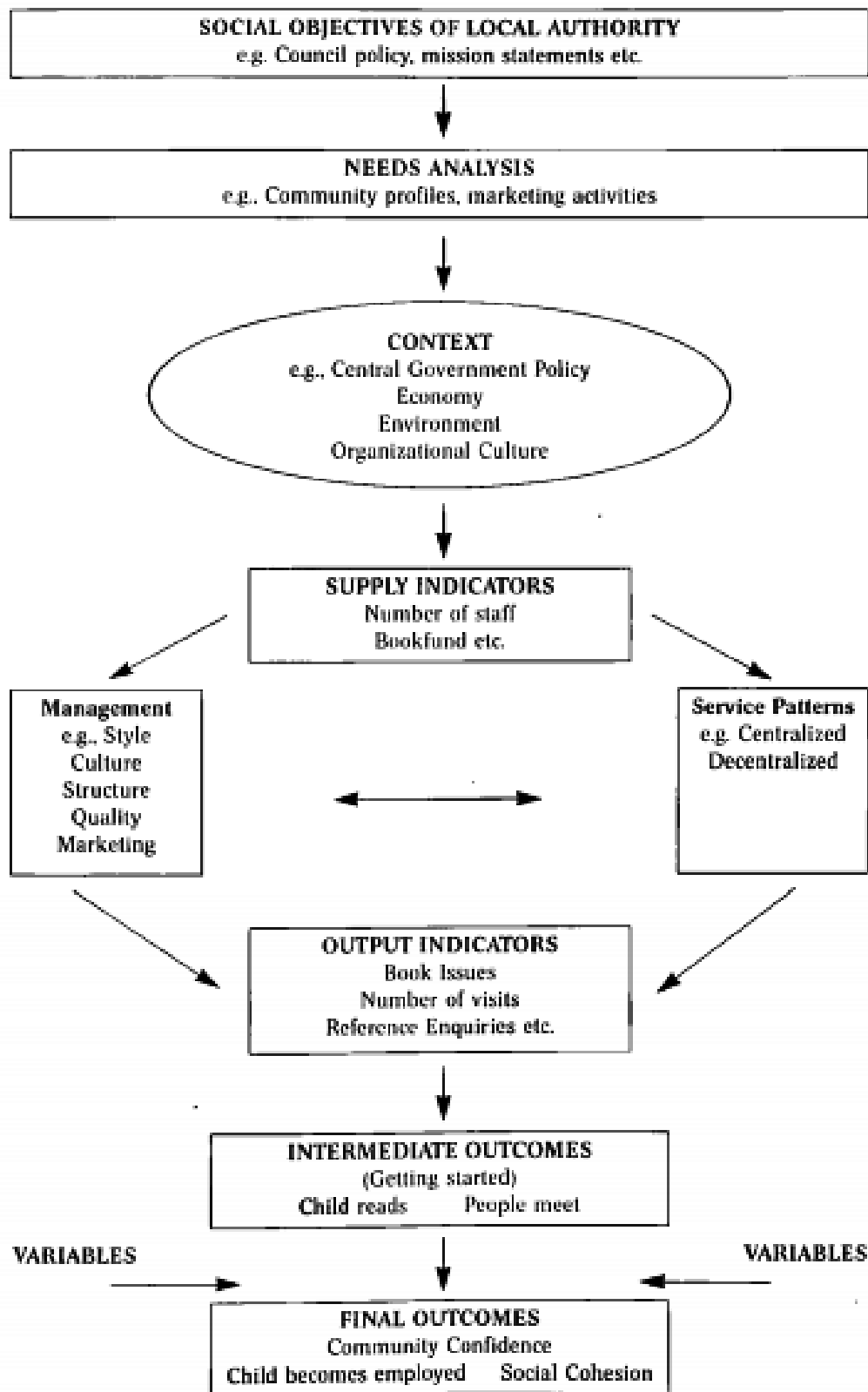
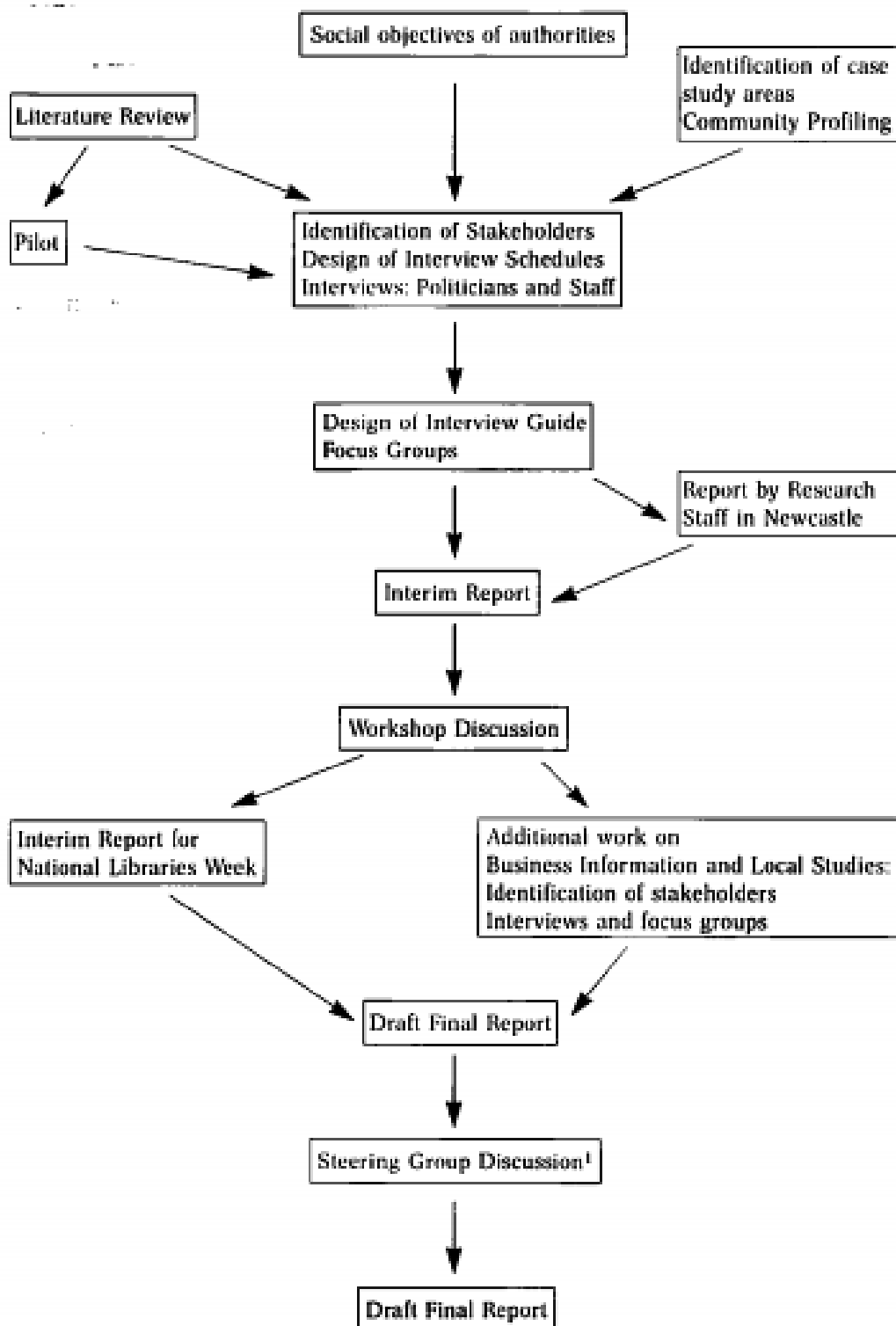


FIGURE 4 SIA RESEARCH DESIGN (LINLEY AND USHERWOOD, 1998)

## 2.4.2 SIA Framework for an informed value judgement



**FIGURE 5 SIA FRAMEWORK FOR AN INFORMED VALUE JUDGEMENT (LINLEY AND USHERWOOD, 1998)**

### 2.4.3 Key changes made to the original SIA model

This redesign was two pronged: (1) update the model to ensure its relevance in measuring value within the context of twenty-first century public libraries and (2) test its efficacy with a trial implementation in a chosen library authority. Presented below is a summary of the changes made to the key components of the SIA:

<b>Key components of original SIA model identified</b>	<b>How have these components been adapted for inclusion in SIA-21?</b>
Social objectives of local authority (e.g. council policy, mission statements etc)	Liaise with local authority policy teams to determine value that is relevant to the council agenda.
Needs analysis (e.g. community profiles, marketing activities)	Use sampling methodology to identify and target case study locations and library users.
Context (e.g. government policy, economy, environment, organisational culture) <i>Literature Review</i>	Review policies on local authority website and intranet policy pages
Supply indicators - Management (e.g. style, culture, structure, quality, marketing) Service patterns	Review performance indicators One to one interviews (Heads of Service, Library Managers, other relevant stakeholders)
Output indicators (e.g. book issues, number of visits, reference enquiries)	Access library management system
Intermediate outcomes (e.g. child reads, people meet)	Case studies, ethnography, social media, targeted questionnaires
Final outcomes (e.g. community confidence, child becomes employed, social cohesion)	Case studies, ethnography, social media, targeted questionnaires
Pilot Identification of stakeholders Design of interview schedules Interviews – politicians and staff	Trial SIA-21 methods in chosen local authority SIA-21 Outline – Plan One to one interviews
Design of interview guide	One to one interview guide
Focus groups	N/A
Interim report (National Libraries Week)	N/A
Workshop discussion Additional work on business information and local studies, identification of stakeholders, interviews and focus groups)	Evaluate success of trial SIA-21 model Reviewing the SIA-21 model
Draft final report Steering group discussion	N/A
Final report (static content, published once)	Generate useful knowledge for practice (dynamic content, continually developed)

**FIGURE 6 CHANGES MADE TO THE KEY COMPONENTS OF THE SIA MODEL**



#### **2.4.4 Literature review**

The purpose of the literature review was to establish familiarity and knowledge of existing research in a particular field before carrying out any primary research. In interpretative research a narrative approach is perceived to be a better fit than a systematic approach. This is because the narrative approach allows for a journey of discovery that is not limited by a narrow focus or tight scope (as would be the case in a systematic review). The narrative approach allows the researcher to gain an initial impression of the topic area that they intend to understand through their own research (Bryman, 2008). Harlen and Schlapp's best-evidence synthesis process was applied, to identify literature for inclusion based on relevance, reliability and currency.

In conducting the literature review the present researcher consulted a wide range of journals and books published within the fields of library and information science and social research. Bibliographic databases provided routes into peer-reviewed literature. In particular, Scopus was valuable because it covers academic literature across the disciplines, providing rankings and an h-index calculator for the academic journals it signposts to. JSTOR enabled searches of historical articles published before 1924 as well as more recent journal articles across the humanities and social sciences. ScienceDirect enabled access to journal articles across the fields of social sciences and humanities. The Education Resources Information Center (ERIC) was useful for identifying more specific education-related literature. Stanford's online Encyclopedia of Philosophy (SEP) helped the researcher develop an understanding of philosophical concepts relevant to the scope of the thesis, notably value theory.

Relevant White Papers and Reviews; such as those published by the Chartered Institute of Library and Information Professionals (CILIP), the Scottish Library and Information Council (SLIC); the Museums, Libraries and Archives Council (MLA), the Department of Culture, Sport and Media (DCMS); and the American Library Association (ALA) and Carnegie UK were reviewed. Online searches helped the researcher to identify models of best practice and uncover the most up to date methods currently in use for measuring value in a public library context.

#### **2.4.5 Literature review themes**

The ability to identify relevant themes from the literature does not happen by accident. Literature, theories, professional knowledge, and past experience all serve to prepare the researcher to recognise emergent themes (Corbin & Strauss, 2008). Preliminary themes pulled from the narrative review of the literature include:

- [Value theory](#) and [dimensions of value](#) (Hartman, 1967; Cram, 1999).
- The two types of value most often discussed in the context of public libraries are – (1) [Social Value](#) (intrinsic) (Hillenbrand, 2005; Imholz and Arns, 2007, p. 24; Jordan, 2021; Vårheim, 2017) and (2) [Economic Value](#) (instrumental) (Finch and Warner, 1998; British Library, 2004; Griffiths et al., 2004; Aabo, 2009)
- Complexity of user needs and diversity of experiences makes [value subjective and difficult to define](#) (Bohme and Spiller, 1999; England and Sumision, 1995; Morris et al, 2000; Nankivell et al, 1999; Linley and Usherwood, 1998).
- [Performance Measurement models](#), [Return on Investment](#) (ROI) and [Social Return on Investment](#) (SROI) quantify and monetise public library value
- [Social Impact Audits](#) (SIA) measure intangible benefits that are often overlooked by quantitative models such as ROIs (Bryson et. al, 2002; Linley and Usherwood, 1998).
- [Wellbeing, personal development and community cohesion](#) (Carnegie UK Trust, 2017; Linley and Usherwood, 1998; Matarasso, 1997; Reeves et. al 2002; Sinkovics et al., 2014)
- [Narrative based evidence](#) supports ongoing investment in public libraries (Brophy, 2008); Bryant, 2007).

These preliminary findings informed the researchers understanding of the scope and limitations of measurement models that seek to quantify and monetise service outputs and outcomes. The lack of meaningful models capable of measuring the value of things that are hard to measure such as - participation, culture, capability, personal and social development confirmed a need for a model that identifies and measures the impact of the outcomes that public libraries deliver.

The literature review was initially carried out over three years (2007-2010) and was continually updated during research breaks in 2011, 2013, 2016, 2017, and 2022. This ensured that emerging insights and new developments did not overtake this thesis.

## **2.5 Summary of methods and tools used during testing**

### **2.5.1 Case study**

At last count, the Office for National Statistics (ONS) estimated the UK resident population to be around 67 million (ONS, 2020). It is believed that around 60% of the population have a library card. At the time of writing, there are 3,667 and 7.3 million active book borrowers. Between 214 million visits to public libraries were recorded between 2019-2020 (CIPFA, 2020; The Reading Agency, 2020). Due to time constraints and expense it is not possible to survey the entire

population of the UK. Therefore, the researcher proposes a trial SIA-21 with a sample subset of this population.

Case study was chosen because it is a method that supports the researcher to investigate an issue in depth, accounting for the complexity and subtlety of real life situations and human interactions (Denscombe, 2007). Through observation, questionnaires and interviews, case study helps the researcher to create as meaningful a picture as possible of the case (Bryman, 2008).

Two types of case study are used in this research: exploratory and instrumental. Instrumental case study is used to understand more than what is initially obvious from the observations (i.e. to understand user needs, lived experiences and impacts that sit beneath the want to visit the library or borrow a book). Exploratory case study is used to trial the new SIA-21 model in a live setting and iterate the design based on feedback and emerging insights from the research sample.

#### **2.5.1.1 Choosing the case study site(s)**

It is important to choose a case study site that will help address the research questions. In Scotland there are 32 local authorities (sometimes referred to as Councils) and 123 public libraries (BBC, 2021). To ensure the researcher chose sites that were appropriate, Stake's (2006) criteria was consulted: (1) is the case relevant to the research? (2) does the case provide diversity across context? (3) does the case present good opportunities to learn about complexity and contexts? The researcher also returned to the works of other qualitative researchers, such as Linley and Usherwood (1998) and Bryson et. al (2002) to reflect on the challenges they faced in terms of case study sites. As it was the researchers early intention to develop a deeper understanding of public library value in the context of poverty, additional criteria was also established:

1. Is the local authority area ranked "most deprived" by the Scottish Index of Multiple Deprivation was also established?
2. Has the local community been affected by poverty, unemployment, poor health, drug and alcohol misuse, crime, teenage pregnancy?
3. Is it likely that the researcher would be granted permission from the local authority to carry out research within their public libraries?
4. Would the researcher be provided support in identifying public library users to participate in more in depth discussions?

5. As funding and transport options were limited the researcher also set a qualifying criteria for the case study site to be located within 30 minutes' travel time from the research base.

The Scottish Index of Multiple Deprivation (SIMD) website hosts a 'postcode look-up tool'. This tool provides a relative ranking of data zones in Scotland from most to the least deprived. Ranking is based on a weighted combination of data across current income, housing, health, education, skills and training, employment, geographic access and crime (Scottish Neighborhood Statistics, 2012).

Searches using the 'postcode look up tool' produced matches in Argyle and Bute, Edinburgh, Highlands and Islands, Local Authority C, Local Authority B, North Lanarkshire, North Ayrshire, Local Authority A, and Renfrewshire. The researcher attempted to contact library managers for each of these authorities via an introductory e-mail. Library Managers in Argyle and Bute, Local Authority C, Local Authority B and Local Authority A responded with interest. Next, the researcher arranged to telephone library managers in the respective local authorities to discuss the research project in more depth. Only library managers in Local Authority C, Local Authority B and Local Authority A opted into the study. Discussions with the library manager in Argyle and Bute revealed they were more interested in the results of the study than participating in the research process. After that the researcher visited the library authorities that had opted in, to present an overview of the project to a selection of public library senior managers and front line library staff ([See: Original Social Impact Audit-21 Plan](#)). This approach enabled the researcher to increase awareness and encourage participation of staff at the selected sites.

### 2.5.1.2 Summary of original case study sites

Local authority	Public library branch	Summary of the chosen local authority and case study area
Local Authority A	Case Study A	Local Authority A is a large Scottish city known for its council estates, social deprivation, drug misuse, unemployment and petty crime. In recent years, there have been considerable investment and regeneration projects in this area, notably the development of Case Study A which is located within a retail environment. The Case Study A serves a community experiencing social and economic deprivation; unemployment, addiction (alcohol and drugs) and crime are prevalent along with poor physical and mental health.
Local Authority B	Case Study B	Local Authority B is located in an industrial town in the Levern Valley area of Scotland. It has been identified as one of the most deprived communities in Scotland (SIMD, 2012). In 2004, it was identified as a Social Inclusion Partnership (SIP) area by the European Union. The Case Study B serves a community experiencing social and economic deprivation; unemployment, addiction (alcohol and drugs) and crime are prevalent along with poor physical and mental health.
Local Authority C	N/A	Local Authority C is located between the two largest cities in Scotland. At the time of the primary research Local Authority C was experiencing compulsory redundancies and library closures. Local Authority C did not participate beyond the researcher's initial presentations to public library managers and front line staff.

**FIGURE 7 SUMMARY OF ORIGINAL CASE STUDY SITES**

Not long after establishing commitment, the local authority in Local Authority C announced a programme of change which could lead to redundancies and the closure of some community libraries. The researcher agreed through discussions with the library manager that the timing of the study was not ideal and that staff uncertainty about their jobs would likely lead to decreased participation in the study. The researcher was also mindful not to pile more pressure on staff who were already worried about the impact of impending library closures. The decision was taken (in collaboration with the library manager and the thesis supervisor) to exclude Local Authority C libraries as a case study site.

The presentations delivered to library managers in Local Authority B and Local Authority A led to agreement on the best case study sites: Case Study A in Local Authority A and Case Study B in Local Authority B.

### **2.5.1.3 Assessing the readiness of the two case study authorities**

“Organisational readiness for change is considered a critical precursor to the successful implementation of complex changes” (Weiner, 2009)

In attempting to establish buy-in from library managers and frontline staff during the early days of primary research, the present researcher encountered unexpected challenges and resistance from stakeholders at one of the chosen local authority case study sites. This suggested that one of the local authorities lacked organisational readiness for trialling a different method for measuring value of services. A tangible example of this was when the researcher consistently experienced reduced support from Local Authority A, with e-mails and telephone calls requesting interviews with senior managers and queries related to service cuts going unanswered for the first five months of the primary research.

Following ongoing discussions with the researcher’s PhD supervisor it was then agreed that, as both public libraries were in communities with similar user demographics and similar budgets, the benefits from being able to focus solely on one local authority and one set of public library users, outweighed the loss of a larger research sample. This decision is supported by Linley and Usherwood’s own recommendations for future SIA research to focus “on a particular service rather than geographical areas (Linley and Usherwood, 1998, p. 88).

With the support of the PhD supervisor, criteria were set to help the present researcher to decide which local authority to take on to the next stage of the research project. A summary of the four assessment criterion is presented below:

#### **Criteria 1 - the local authority responds to requests for information**

Front line library staff were typically accommodating and supportive but at a more senior level the researcher struggled to make connections with relevant staff. This led to challenges that prevented the research project from progressing at pace. For example, e-mails and telephone calls requesting interviews with senior managers and / or queries related to service cuts remained unanswered. Local Authority B, on the other hand consistently responded to requests for information.

#### **Criteria 2 – the local authority continue to provide ongoing support**

Local Authority B continued to support the research project by providing access to complimentary resources such as office space, a PC and a printer. This could not be matched by Local Authority A. Staff at all levels of the hierarchy within Local Authority B were also willing to engage with the researcher to provide insight on budgets, resources and facilitated access to colleagues across other departments in the council. The researcher recognises that two of the reasons for this support could lie in the researcher's prior experience and connections with Local Authority B, built up during an MSc dissertation project in 2007. It could also have been positively impacted by the researcher being appointed as an Economic Development and Regeneration Officer with Local Authority B's Environment team in 2013; and laterally as Project Manager within their Change and Transformation Team (2017).

### **Criteria 3 - there are opportunities to iterate the research approach over time**

In addition to the positive working relationship developed between the researcher and Local Authority B, an exciting announcement was made in late 2013. Work was about to begin on a £3.8m capital investment project to develop an innovative new community facility in the heart of Case Study B. This project would provide Case Study B with a state-of-the-art library, enhanced sports facilities, digital development hub, a café and an innovative "membership only" Business Centre. Private and third sector partners, including Job Centre Plus, Skills Development Scotland, University of the West of Scotland, West College Scotland, Business Gateway, Citizen's Advice Bureau and Voluntary Action would be co-located there. This would mean that for the first time ever Case Study B's residents would be better connected to education, health, advice, and opportunities. This had the potential not only to regenerate the local community, but also to break the poverty cycle and improve life chances for future generations of families in Case Study B. To be able to participate in this project from inception to delivery and beyond, in the very community where this thesis began as an MSc dissertation project presented the researcher with an exceptional research opportunity and scope to do more.

### **Criteria 4 – the local authority has a track record in supporting this type of research project as research**

The researcher had previous success in Local Authority B with an MSc project.

On review of the assessment criterion Case Study B in Local Authority B emerged as the most useful case study site. To validate these findings the present researcher adopted the MoSCoW prioritisation method.

### 2.5.1.4 MoSCoW prioritisation method

MoSCoW prioritisation method supported the present researcher to reach a decision on the readiness of case study local authorities. MoSCoW originated in the field of software design and is now commonly used in the field of public sector service design was adopted (Hatton, 2008; Tudor, 2006). MoSCoW represents four hierarchical priority groups: M(ust have), S(hould have) M(ust have), C(ould have), W(ont have). The MoSCoW method suits the iterative nature of the Pragmatic Interpretivist paradigm already selected for this research project, as it is a presents a way to prioritise requirements in a smart, pragmatic way.

<p style="text-align: center;"><b>Must Have</b></p> <p style="text-align: center;"><b>Non-negotiable requirements, without which the implementation would fail (i.e. essential)</b></p> <ul style="list-style-type: none"> <li>➤ Sign off to implement the SIA-21 model at a local authority strategic level (i.e. support from corporate leadership team)</li> <li>➤ A senior sponsor to own the implementation of the SIA-21 model.</li> <li>➤ Buy-in from public library managers to support implementation</li> </ul>	<p style="text-align: center;"><b>Should Have</b></p> <p style="text-align: center;"><b>Although important requirements, the implementation can still happen without them (i.e. nice to have)</b></p> <ul style="list-style-type: none"> <li>➤ Public library managers awareness of qualitative research methods and tools.</li> <li>➤ Subscription to CAQDAS</li> <li>➤ Support from local authority learning and development to provide training / upskill staff to support implementation and used CAQDAS?</li> <li>➤ Links to local and national social policy teams</li> </ul>
<p style="text-align: center;"><b>Could Have</b></p> <p style="text-align: center;"><b>Would benefit implementation but not as important as should have</b></p> <ul style="list-style-type: none"> <li>➤ Public library manager’s basic expertise in qualitative research methods and tools.</li> <li>➤ Front line staff awareness of qualitative research methods and tools</li> </ul>	<p style="text-align: center;"><b>Won’t Have</b></p> <p style="text-align: center;"><b>Not important for initial implementation but may benefit future increment (i.e. wish list)</b></p> <ul style="list-style-type: none"> <li>➤ Public library manager as subject matter expert in qualitative research and CAQDAS.</li> <li>➤ Public library front line staff buy-in</li> <li>➤ SIA-21 champions (a subset of public library frontline staff to support peer-buy-in)</li> </ul>

**FIGURE 8 MoSCoW PRIORITISATION METHOD**

This method was effective in supporting the decision making process, ranking the importance of requirements to consider before moving toward trialling the new model in a case study site.



### **2.5.1.5 Why Case Study B was chosen over Case Study A**

On reviewing the combined results of the assessment criteria and the MoSCoW prioritisation method Case Study B within Local Authority B is affirmed as the most useful site to trial the proposed new model. In using these methods to support the decision making process the present researcher realised that although good contacts had been established within Local Authority A through early scoping, it became clear that using a smaller, more accessible library authority would better fit the underlying research goals and resource limitations of this study. The present researcher cognised that to conduct case study research, it was essential to establish personal relationship based on trust, with staff at **all** levels of the library hierarchy; access to meeting rooms to carry out research activities; and a desk and PC to write up the thesis. Local Authority B was the only local authority in a position to meet these essential requirements.

Following five months scoping out the potential case study sites (which involved observations, interviews and a trial of the questionnaire the researcher became more aware of the volume of data that this study would likely capture. As a lone researcher, it was impossible to continue to meet the resource levels and time demands required to conduct research across two different local authorities.

### **2.5.1.6 A further snapshot of Case Study B**

Although Local Authority B is affluent in comparison to the Scottish average, there are pockets of disadvantage and deprivation, which is in the worst 10% neighbourhoods nationally (SIMD, 2014). Case Study B is located 8 miles to the south west of Local Authority A, with a population of 20,000, average house prices at £120,000 and job seeker unemployment at 3.5%. A typical post-industrial Scottish town it was once vibrant with mining, manufacturing, steel, textiles and quarrying. Fast forward to the 2000s and Case Study B was left trying to reinvent itself following the demise of the industries that had once defined the local community. It was identified as a Social Inclusion Partnership (SIP) area by the European Union in 2004, and as one of the most deprived communities in Scotland by the Scottish Index of Multiple Deprivation (SIMD, 2012).

Case Study B residents tend to be more vulnerable and need higher levels of support and service provision. The community has high numbers of children living in poverty, young parents (under 25), children with long term health conditions, single parent households. higher instances of smoking during pregnancy, lower levels of sustained breast feeding and low birth-weight babies (Local Authority B CLD Strategy 2015 – 2018). There is an educational attainment gap in Case

Study B with many young people reporting they are unemployed 6 months after leaving school. Over 44% of Local Authority B's total number of out of work claimants live in Case Study B

Despite its location within Local Authority B, one of Scotland's most affluent local authority areas, Case Study B was failing, so Local Authority B started looking at ways to Regenerate Case Study B. The plan was to create a sustainable town that offered its residents better housing options, improved health, better employment opportunities, improved educational attainment, and an attractive town centre. A £100m+ council-led regeneration programme was approved and this financed the creation of a new Council HQ, a CHCP facility, and an Asda superstore in Case Study B. The new community facility was to be the final piece of the regeneration puzzle for Case Study B and the public library was to be its beating heart and the community magnet (REDACTED, 2013).

In January 2015, the new community facility opened its doors as the Case Study B, named by a local resident to acknowledge its location near the site of the town's historic foundries and as a nod to Case Study B's proud industrial past. Joining the new 21<sup>st</sup> century public library was an array of private and third sector partners, Job Centre Plus, Skills Development Scotland, and University of the West of Scotland, West College Scotland, Business Gateway, Citizen's Advice Bureau and Voluntary Action. It had been decided by the SM01 and the HOS01 that co-locating these services alongside the public library at Case Study B Shared use facility would lead to residents being better connected to services that could bridge gaps in health, education and employment, and create shared experiences and build community capacity.

The Library at Case Study B shared use facility contains over 15,000 items including Adult, Teenage and Children's books, DVDs, magazines and newspapers. It features bright colours, attractive furniture; and customer advisor pods replace the traditional reception area. There is a space dedicated for teenagers and young people and comfortable couches and desk space exist to accommodate both traditional and more modern ways of learning. There is an Early Years Den which provides a space for parents to watch their kids play in the soft play area, while they relax in the café, or to read with them on the comfy cushions on the floor. The Café has space to relax, hold informal meetings, and connect to the WiFi and digital signage screens are located throughout the building. These screens are used to signpost users to information about courses, classes, and events taking place in the library and throughout the rest of the building. A Balcony area offers a quieter space for users to relax or study. Local business people and employability partners can also meet their clients in this space as there is provision for pop up meetings. There is also a small meeting room which can be booked out by the public and partners; and, a Learning Suite dedicated

to IT learning. Modern technology has been integral in the design of the library with free WIFI on offer, access to tablets, PCs, Smart TVs and laptop compatible desks and couches. Traditional services such as public printing, faxing and photocopying remain but users are also encouraged to access Self-Service kiosks to issue, return and renew loans. A move away from routine transactions means that library staff have more opportunities to ‘walk the floor’, interacting with users and offering support.

It is hoped that this local authority setting / public library context will help the researcher to develop a hybrid qualitative method, called SIA-21. It is the researcher’s intention to incorporate a combination of qualitative evaluation tools, and to present and discuss the data that they generate, to assess their efficacy for producing evidence that public libraries can use to demonstrate their value in supporting the local authority to reach its social objectives.

### **2.5.2 Sampling**

On defining the intent for the research sample the researcher reflects on the theory of intersectionality and “the interconnected nature of social categorizations as they apply to a given individual or group, which overlap creating unique systems of disadvantage and discrimination” (Crenshaw, 1990). Although not explicitly stated in public library research, intersectionality is evident in the themes emerging around the complexity and diversity of public library user’s needs and experiences. For example, public library users who experience intertwined disadvantages across more than one domain (such as poverty, poor mental health, and addiction), resulting in an overall vulnerability. On reviewing potential sampling methods the present researcher realised that within the context of this thesis there would be a need for a multi-sampling approach to identify these user types. A multi-sampling approach means that elements from a range of sampling methods are combined to establish a research sample appropriate to the [primary research goals](#) for this thesis. Previous researchers have documented the need to adopt a multi-sampling approach within the pragmatic interpretivism research paradigm (Biesta et. al, 2010; Cronenberg, 2020; Florczak, 2014; Mertens, 2012).

As with others who have adopted the multi-sampling approach within a pragmatic interpretivism paradigm, sampling can be expanded at each stage of the data collection, based on emergent themes and insights that the researcher may wish to explore deeper (Glaser & Strauss, 1967). The present researcher made use of the flexibility inherent in the chosen research paradigm and sampling method to incorporate social media sampling into the prototype design. This allowed for emerging

online samples to be incorporated into the thesis, to test if this sample generated useful knowledge for practice. This was carried out during the testing phase of the prototype model.

A summary of the multi-sampling approach is provided in the following table:

<b>Summary of the multi-sampling method used in this thesis</b>	
<b>Sampling method</b>	<b>Why and how it was used within the multi-sampling approach</b>
<b>Cluster sampling</b>	Cluster sampling (probability sampling) is used to recruit “hard to reach” user types. “Hard to reach” is a commonly used term in public sector research and policy (Doherty, 2004). In sampling literature they are sometimes referred to as “hidden populations” and “vulnerable populations” (Atkinson and Flint, 2001; Lopez et. al, 2013). “Hard to reach” is broadly defined in the literature and is dependant on the context in which it is used (Aldridge, 2014; Cyrus, 2017; Larkin, 2009).
<b>Quota sampling</b>	Quota sampling (non-probability) enables the researcher to establish categories that reflect the overall population in advance and attempt to survey respondents within these categories. Although the researcher will decide who to include in the survey, there will still be a random element to selection as respondents within each predefined category will be approached on a “first to hand basis” as outlined by Denscombe (2005, p.13). Quota sampling will ensure that all categories are represented, ultimately ensuring that the sampling process is both time and cost effective.
<b>Purposive sampling</b>	Purposive Sampling is applied to specific participants who had knowledge of experience in the areas being investigated, such as Adult & Family Learning, Employability, Wellbeing, Early Years etc.
<b>Social media sampling</b>	During the period of this study the popularity of online communities such as Twitter, Facebook and Instagram soared. For example, compare 8.6 million Active Daily Users on Twitter in 2012 with 16.4 million in 2017 (Statista, 2017). Co-inciding with this was endorsements from highly regarded research centres based at the London School of Economics and the University of Oxford to incorporate social media sampling as a means of collecting data for academic research (LSE 2011, 2015).

**FIGURE 9 SUMMARY OF THE MULTI-SAMPLING METHOD USED IN THIS THESIS**

### **2.5.3 Observation methods (ethnography)**

Observational studies (sometimes referred to as ethnography in both the literature and in this thesis) is identified as a possible method for capturing social value. Several studies have used this qualitative research tool in the context of LIS research in the past (Rice-Lively, in Gorman and Clayton, (1997); Molloy, M. (2005), Whipple and Nyce (2007); Brophy (2008); Bryant (2007). Previous researchers have used this to “go native” within the case study site, to develop a greater understanding of how visitors are engaging with the staff, resources, services and spaces that the public library provide (Pickard, 2007, p.122). More can be learned about about observational

studies (ethnography) in relation to the Pragmatic Interpretivism research paradigm and also the sociological school of thought called Symbolic Interactionism in [See: On Pragmatic Interpretivism](#).

In this thesis observational studies were used during the testing phase of the SIA21 model to gather rich data from a smaller sample at Case Study B ([See 4.7.2: Observational study](#)). This activity comprised two types of observations: participant and covert observations. Participant observation took place during Relaxation Workshops, Bounce & Rhyme events, and Employability workshops. Workshop and event participants were informed one week in advance and then again on the day of the observation, by Case Study B staff.

Covert observations took place during random library visits during which time public library users were observed in their own environment. Following recommendations from another ethnographer based at the University of Strathclyde (Eva Hornbecker) it was decided that these would be non-consecutive hours where the researcher would dip in and out over a 12-week study period (January – March 2010).

To gain the most from these observational studies the present researcher reflected on the experience and lessons learned by other ethnographers, and recognised the value in developing positive relationship with key staff within the library and parent organisation beforehand. This was achieved by making initial contact over the telephone, followed up with an e-mail, then an arrangement for face to face meetings with library supervisors and frontline staff to explain how the studies would work and to answer any questions or concerns they may have. The researcher also requested that a small editorial piece about the research be added into each library newsletter.

On the occasions when participant and covert observation studies were happening an A4 information poster was displayed at prominent high points throughout the library such as the reception desk and on notice boards throughout Case Study B. Also prepared in advance for sharing on request were A4 sheet of paper providing a short overview of the study, researcher qualifications and information related to opting out and data management.

In line with qualitative research standards, library users received verbal and written communications that they had the right to opt out of both participant and covert observation studies (see [See Research Integrity](#) and [See: Data protection and processing](#))

## **2.5.4 Questionnaires**

Questionnaires are one of the most widely used research methods. Typically they are designed to collect information which can be used for data analysis. They consist of a list of written questions that ask respondents directly about things related to the research (Denscombe, 2007).

In this study questionnaires are used to elicit direct feedback and opinions from public library users. The questionnaire was comprised of 26 questions, split into eight themes that the researcher identified from the narrative review of the literature and the early observation studies: (1) Services & Resources (2) Citizenship (3) Community Engagement (4) Public Spaces (5) Personal Development (6) Health & Wellbeing (7) Value (8) Demographics

70% of the questions were open-ended and 30% were closed. Four questions asked for information related to demographics. A copy of the questionnaire is included in the appendix.

### **2.5.4.1 The questionnaire trial**

The questionnaire was trailed with three different respondent types – MSc students (MS) at the University of Strathclyde, users at Case Study A (PLU), and public library staff (PLS). General themes emerging from the feedback were:

- Questionnaire was too long
- Too many jargon words that were difficult to understand
- Expectation on participants was too high

Some example responses are provided below:

In line with the iterative and flexible approach adopted by the researcher, the questionnaire was redesigned:

- To be shorter
- Academic and policy jargon was replaced with plain English, as per the recommendations of the Plain English Campaign (Campaign, 2009).
- A status update was added to the bottom of each page to inform respondents of the percentage of the questionnaire that they had completed and to keep respondents motivated.

The researcher sought feedback on the next iteration of the questionnaire with the general feedback being that it was much improved, easier to understand and appropriate for the intended audience. After that the researcher was ready to launch the questionnaire in a live case study site.

In line with the sampling approach established in Chapter 2, non-probability and quota sampling laws were applied in the recruitment of respondents. After just one day in the field the researcher realised that respondent's needed assistance to complete the questionnaires. Without support, respondents were failing to complete the questionnaires before submitting them. In addition, the types of responses that were received were vague, incomplete and lacking in detail. After several conversations with library staff and casual chats with a few respondents, it became clear that there could be a number of reasons why the questionnaires were not being completed.

#### **2.5.4.2 Feedback on the questionnaire trial**

A summary of the feedback received from library staff and library users during the questionnaire trial:

- Library users did not correlate value with public library visits
- Library users do not want to admit the real reason for their visit
- Library users worry that they will look stupid
- Library users suspect the purpose of the study will be to close down the library

This feedback prompted the researcher to recognise that many public library users seemed unable to articulate what the public library meant to them or recognise the impact that the public library had on their lives. A possible solution for this was for the researcher to dedicate time to sitting next to each respondent to verbally explain what the questions meant and to support them to communicate their experience and opinions. Although this was a much more time-consuming process than originally anticipated (with one to one sessions with questionnaire respondents lasting from anywhere between fifteen minutes up to an hour).

#### **2.5.5 One to one interviews**

In carrying out the Masters study that inspired this thesis, the present researcher learned the value of the one to one interview. Data obtained from these interviews was rich and meaningful. At the time it felt like the researcher was being granted a 'peek behind the curtain'. Ryan et. al's summary of the value of carrying out interviews reflects the researcher's own experiences:

“The individual interview is a valuable method of gaining insight into people's perceptions, understandings and experiences of a given phenomenon and can contribute to in-depth data collection” (Ryan et. al, 2013).

Other qualitative researchers have also found value in carrying out one to one interviews in the context of public library studies (Linley and Usherwood, 1998; Bryson et. al, 2002, Eldridge, 2002).

In this study one to one interviews were used to explore the perceptions and attitudes held by those within Library Authority B responsible for setting budgets, measuring service performance and creating policy. The researcher studied Local Authority B’s management hierarchy, identifying seven individuals to participate in one to one interviews. Triangulation, as defined in the section on sampling, helped the researcher avoid excluding those at the lower end of the hierarchy. This also ensured interviews were conducted with a representative cross section of the management team. The general theme of the interview questions was similar for each interview, for example:

- The most enjoyable thing about their job
- The most challenging aspect of their job
- What the term “social value” means to them
- Views of public libraries delivering social value
- Current evaluation methodologies
- How public libraries are perceived by colleagues across other council services

In addition to the general themes, some questions may have been adapted to reflect the interviewees specific role, lived experience or in response to something that the interviewee did or did not say during the interview. A copy of each transcript is included in the Appendix.

#### **2.5.5.1 The interview pack**

In advance of the one to one interviews, interviewees in both sample groups received an interview pack, created by the present researcher. Interviewees were given the option to receive the interview pack via e-mail or as a printed version. Staff opted for the e-mail with an attached PDF, whilst library users chose printed copies. Interviewees received interview packs one week in advance of the scheduled interview. The interview pack contained information related to:

- the right to stop the interview at any time, withdraw original consent and have any associated data destroyed
- the researcher’s background and qualifications



- the research goals
- permission from the University of Strathclyde and Local Authority B to conduct primary research within Case Study B
- details on how the research was funded
- the types of questions they would be asked
- how the data would be recorded as an audio file on the researcher's laptop
- how the data would be stored and analysed in CAQDAS
- what the data would be used for and who it would be shared with

## 2.6 Data protection and processing

As a qualitative research project the present researcher focussed on data in the form of words. These words are based on observations, interviews, questionnaires and documents (Miles & Huberman, 1994, p.9).

As discussed in the earlier section ([on research integrity](#)) the present researcher aligned to principles, commitments and standards defined in the *Concordat to Support Research Integrity*. Adherence to these assures that the collection, processing, storing and analysis of data is carried out honestly, rigourously, and transparently. In addition, data management activities were guided throughout by the the Data Protection Act (1998) the revised Data Protection Act (2018) and the UK General Data Protection Regulation (2021). The Acts set out the framework for data protection law in the UK and define a set of strict rules called data protection principles, to be adhered to by anyone gathering personal data of others. Personal data is data that pertains to individuals both living and identifiable. Data collection principles adhered to by the present researcher include, but are not limited to:

- only gathering the data for specified, explicit purposes and then only using it for those purposes
- retaining the data for no longer than is necessary
- handling and storing the data securely
- processing the data in line with the subject's rights (Data Protection Act, 2018)

To protect the questionnaire participants' and the interviewees' identity and personal data, all information was kept on an encrypted hard disk, and observational notes and interview transcripts were anonymised and stored with codes rather than the participants' names, job title or location.

To ensure that the dataset had traceability the researcher recorded observational data using the tools that were most appropriate for each setting. For example, when opportunities occurred serendipitously, a more traditional approach was applied (e.g. a notebook and pen were used to record data). The majority of the observational data, however, was collected, transcribed and stored in an encrypted file on the researcher’s personal laptop.

**2.6.1 Anonymising and storing personal data during testing of the SIA-21 model**

To ensure anonymity of the sources the names of the interviewees are redacted and replaced with their job title. In the remainder of this thesis the interviewees are referred to by the codes assigned at the time of the interview.

**2.6.2 Collecting, sorting and storing data at the start**

Using cloud based technology (Microsoft Excel in Office 365), the present researcher created an online repository to store evidence and insights from the testing phase of the SIA-21 model. Excel was chosen because it is already commonly used by local authorities and it was compatible for exporting from CAQDAS-A (the software used for collecting, storing and analysing data). It is also an extremely versatile and powerful tool which can be used to organise data into columns and rows and filter evidence based on requirements. Another benefit of hosting the database as an excel spreadsheet is that it opens the evidence up to a wider audience. E.g. the user does not need access to or knowledge of CAQDAS-A to access evidence of the impact of public libraries. Microsoft Excel also allows the user access to tools to filter the database. The top row architecture of the database is presented below, alongside a brief summary of what these cells refer to:

<b>Source</b>	<b>Tier</b>	<b>Evidence</b>	<b>Tag</b>	<b>SOA?</b>	<b>Capability?</b>
<i>Where the evidence / quote came (e.g. library manager, member of the public etc.)</i>	<i>Respondent’s level in the organisation’s hierarchy Tier 4-1</i>	<i>The quote verbatim</i>	<i>Keyword / theme</i>	<i>Which (if any) Single Outcome Agreement the evidence could be linked to</i>	<i>Which (if any) of The Five Capabilities the evidence could be linked to</i>

**FIGURE 10 CAQDAS-A EXTRACT – INFORMATION ARCHITECTURE**

Each week the present researcher exported “source node data” from CAQDAS-A to an excel spreadsheet. There, the data was sorted manually into previously established information architecture. To ensure anonymity a “source code” and “tier code” was assigned to each respondent. The **Source Code** refers to the **respondent** who made the statement. The **Tier Code**

reflects the respondent’s level in the organisation’s hierarchy and was allocated based on the respondent’s salary grade within the organisation. There were four tiers of respondents identified. Tier 1 refers to a Head of Service at grades 16-20, Tier 3 refers to a Service Manager at grades 13-15, Tier 2 refers to a Service Officer or Library Supervisor at grades 10-12 and Tier 1 refers to front line staff at grades 6-9. To aid the reader to better understand data captured and insights generated from the SIA-21 trial, primary data is organised by source code, job title and tier code as shown in the next section.

### 2.6.3 Breakdown of SIA-21 model – respondent type and source code

<b>STAFF</b>		
<b>Source Code</b>	<b>Respondent</b>	<b>Tier Code</b>
<b>HOS01</b>	Head of Education Services (Culture, Sport and Continuing Education)	4
<b>HOS02</b>	Head of Service (Corporate Change)	4
<b>SM01</b>	Learning & Arts Manager	3
<b>SM02</b>	Economic Development & Regeneration Manager	3
<b>LM01</b>	Library Manager	2
<b>LM02</b>	Library Manager	2
<b>CO01</b>	Health and Wellbeing Officer	2
<b>CO02</b>	Family Firm Co-ordinator	2
<b>CO03</b>	Adult and Family Learning Officer	2
<b>USER</b>		
<b>Source Code</b>	<b>Respondent</b>	
<b>LU01</b>	Library user with lived experience of addiction	
<b>LU02</b>	Library user with lived experience of adult learning	
<b>LU03</b>	Library user with lived experience of unemployment and grief	
<b>LU04</b>	Library user with lived experience of insomnia	
<b>LU05</b>	Library user with lived experience of fibromyalgia	
<b>LU07</b>	Library user with lived experience of childhood trauma	
<b>LU08</b>	Library user with lived experience of anxiety and panic attacks	
<b>LU09</b>	Library user with lived experience of neurodiversity	
<b>UQ01 – UQ30</b>	User questionnaire respondents	

FIGURE 11 SIA-21 RESPONDENT TYPE AND SOURCE CODE

### 2.6.4 Reviewing data sorting and storing as insights emerged

Throughout the data analysis process, it emerged that library managers and library staff both agreed that another methodology to measure value and another report to communicate these measures may not be the best fix to the problem:

*“...it’s not another evaluation we need...we just need to become better at promoting ourselves, shouting from the rooftops about what we do and how great we are...it’s advocacy we need, not evaluations” (HOS 02).*

*“...what good is another report, sitting on the shelf gathering dust...? (HOS 01)*

What started to emerge from the one to one data was that static reports had not had the impact that library managers had hoped and expected. Both *HOS 01* and *HOS 02* suggested that reports were rarely read by colleagues in other council departments and that their findings rarely made it into council wide impact reports. In exploring the root cause of this, the present researcher learnt that often nobody beyond the small group of public library managers who produced the report were aware of its existence. Of those who did refer to past reports they noted it took additional time and resource to locate the report and to search and identify relevant evidence to extract from the report. This feedback prompted the present researcher to consider whether replicating the final output of the SIA, could the SIA-21 produce alternative to the traditional report output? Reflecting on the design of the SIA-21 model the present researcher asked – *what is the problem that the SIA-21 seeks to fix? Will a static report be the thing that will fix it? How are other public sector services presenting value data?* Exploring this further with **HOS01** and **HOS02** the present researcher asked: *what if the design of the SIA-21 made it so that public library managers could link evidence to the corporate vision and wider policy intent?* Both were more invested in this concept as the final SIA-21 output, rather than a static report, agreeing that it might produce meaningful insights and evidence to map against wider council objectives. Also, that library managers could add to it over time, so long as information architecture would support this.

On exploring what this might look like, the present researcher discovered a collaborative evidence and searchable database created by the [National Institute for Health and Care Excellence \(NICE\)](#). This web based portal presented a front door into an health outcomes evidence database. Here academics, professionals and practitioners stored, shared and continually updated evidence. The present researcher shared this with **HOS01** and **HOS02** and both agreed that an output such as this would add more value and go further in solving the problem of the perceived value of public libraries, than a static report. This feedback became the catalyst for the development of a prototype evidence database, to replace the original plan to publish a report on the data gathered.

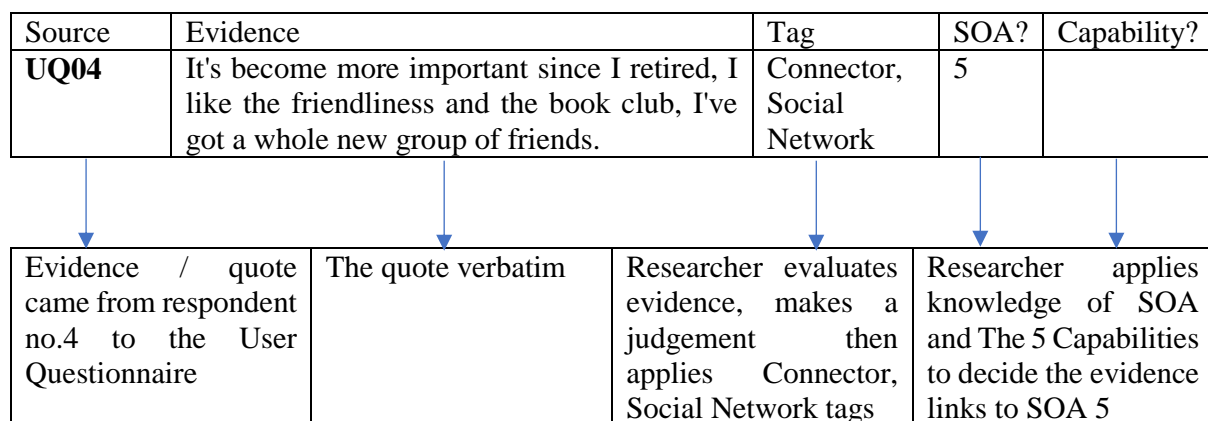
## **2.6.5 Introducing the Public Library Evidence Database-21 (PLED-21)**

This public library evidence database (PLED-21) would be designed with the end user (e.g. library manager) and the wider audience in mind. PLED-21 would be an easy to access and easy to navigate repository, created in a familiar setting (Microsoft Excel). The spreadsheets would be populated by qualitative data collected, recorded and analysed by the researcher in CAQDAS-A, as part of the widely accepted “scientific method”. In the sections that follow the researcher discusses the finer details of The Public Library Evidence Database (PLED-21), presents the steps taken to create it and also highlights how it could be used in practice to tell the public library story. For example, practitioners who are looking to make more informed, quicker, evidence based decisions around library services in the future.

The purpose of discussing PLED-21 in greater depth is to trial its efficacy to transform data into empirical evidence, and evidence into narrative. For example, *does PLED-21 create access to meaningful evidence to reveal why citizens visit the public library, what visitors do during visits to the public library and what the impact of this visit is?*

### 2.6.6 How PLED-21 works

Having tested the efficacy of this approach on a small scale the next step on the research journey involves creating a testing context for Local Authority B, to further demonstrate its use.



**FIGURE 12 PLED-21 EXTRACT – INFORMATION ARCHITECTURE**

Combining the knowledge gained by the researcher during the literature review with the researcher’s ability to identify commonly used words and themes (supported by automated data sorting, filtering and analysis tools available in CAQDAS-A), data is classified into its relevant pre-defined “category” (or theme) so that it is findable / sortable in the future. For the SOA column (SOA?) the researcher reviewed links between “source data” and “policy documents” to align evidence to one or more of Local Authority B’s SOAs. If a link was established, the researcher tagged the evidence with the relevant SOA (e.g. if the evidence supported the council to deliver

SOA1, “All children in Local Authority B experience a stable and secure start to their lives and are supported to succeed”, the researcher tagged the evidence in that column with a 1. This process was repeated for all other evidence, and can be seen in the fourth column of PLED-21.

The above process was repeated for the Five Capabilities column (Capability?) with source node data being linked to one or more of Local Authority B’s Five Capabilities. If it did, the researcher tagged the evidence with the relevant Capability (e.g. if the evidence supported Capability number 5 – “Digital”, the researcher tagged the evidence in that column with a 5. This process was repeated for all other evidence and can be seen in the fifth column of PLED-21 (Figure 60).

CAQDAS-A and tailored to the needs of a library manager working in Local Authority B (i.e. evidence aligned to strategic priorities such as the ODP and the SOA).

#### 2.6.6.1 Example screenshot of PLED-21

Source	Evidence	Tag	SOA?	Capability?
UQ03	Internet for job hunting Local information about MP/MSP when I moved to the area. Taking kids to bookbug.	Enabler, Connector, Social Network	2	5
UQ04	I use it for studying because I've got brothers and sisters at home and I can't concentrate.	Educator	2	
LM01	A lot of our users are unemployed, pensioners, children and small babies with their mothers.		1,4	3
#LibrariesMatter	RT @Local Authority BL4: #LibrariesMatter "because I get to learn coding there and I love it!" Kyle, 6yrs. @CILIPScotland <a href="https://t.co/FqPwqX2zSR">https://t.co/FqPwqX2zSR</a>	Educator, Enabler	1	5
CS02 Sally	There are others like me. And it's not our fault that we don't know how to read and write. We have nothing to be ashamed of".	Network	4	
CO01	It's like, whatever they learn they take back and they share all of the information.	Educator		
LM01	And we've referred people to adult literacy ourselves because we can see they're having trouble with reading and writing	Educator, Connector	2,5	1,5
UQ03	The library got in lots of Gaelic books which was brilliant because I was trying to teach myself but the books were so expensive.	Educator	2	
CO02	I've got a young person with his own tenancy who comes in here quite often to use the computer and internet access on a daily basis because he doesn't have a computer at home.	Educator	2	

FIGURE 13 EXAMPLE SCREENSHOT OF PLED-21

## 2.7 Data analysis

Content analysis is used regularly in the field of mass communications, psychology and sociology. Luhn's theory suggests that by analysing "data frequency" (i.e. the amount of times a word or classes of words appear in a document and their position within a sentence), an automatic system can determine the best words and sentences to represent a document (Luhn, 1958, pp.159-165).

### 2.7.1 Triangulation technique

Triangulation as a data management technique is reflected in the Rasch Model: a generalized psychometric model used frequently in psychometrics, educational research, health research, market and consumer research (Rasch, 1968). By applying triangulation to data mining, the qualitative researcher has capacity to discover "potential gold" (Strauss, 1987, p. 11). Other qualitative researchers have had more recent success applying triangulation criterion, to ensure that information is gathered from multiple sources and multiple perspectives, to improve the robustness of the data and increase the credibility of the qualitative findings (Lemon and Hayes, 2020; Miles and Huberman 1994; Tashakkori et. al, 1998).

In facing similar data management challenges as those identified by Miles and Huberman (1994), (such as such as volume of data and robustness of data management methods), the present researcher applied their "data display" technique to help support the triangulation of the data.

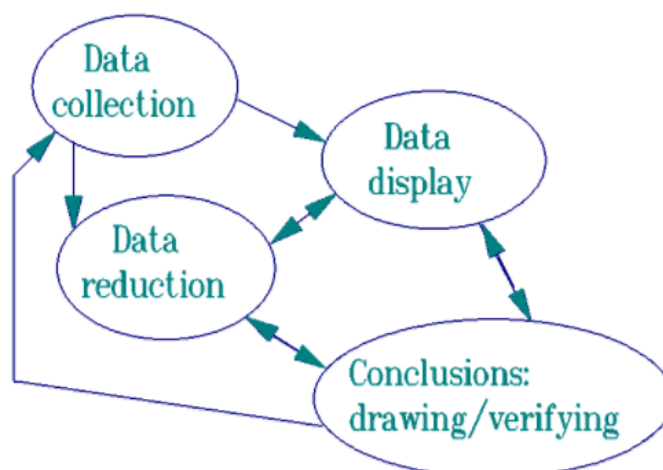


FIGURE 14 MILES AND HUBERMAN'S DATA DISPLAY TECHNIQUE (1994)

In so doing the present researcher organised the data into an accessible and concise dataset, thus reducing hundreds of pages of interviews, observations, and questionnaire responses into a more compact and manageable format. This enabled early and regular triangulation, also known as *data check-ins*, allowing for cross validation of the data and identification of patterns and trends early on. In the first instance the researcher applied “Counting techniques” (Sandelowski, 2001), sometimes referred to as “quantitizing” (Tashakkori and Teddlie, 1998) or “quantitative translation” (Boyatzis, 1998). This technique had been applied manually by the researcher previously and had proven useful in establishing the significance of the original dissertation (Rooney-Browne, 2007). Triangulation supported the present researcher to take regular holistic views of the data and make continuous links between the data being collected and the emergent themes and issues that the data addressed. It also encouraged the researcher to take more time to consider the abilities, attitudes and personality of the respondents and the difficulty in the questions being asked. This more thoughtful approach helped the researcher avoid jumping to “hasty, partial, unfounded conclusions” (Miles & Huberman, 1984 p. 21).

As the volume of data increased the present researcher struggled to maintain this manual approach to triangulation due to limited time and resource. When other researchers have had similar struggles they have found success with Computer Assisted Qualitative Data Analysis Software (CAQDAS) (Ishak and Bakar, 2012; Ozkan, 2004; Patil, 2019, Zamawe, 2015). CAQDAS are basically data management software packages which support researchers with the data management process. Previous social audit surveys have also successfully applied coding to specific themes (Linley and Usherwood, 1998; Bryson et al, 2002).

### **2.7.2 Using Computer Assisted Qualitative Data Analyses Software (CAQDAS)**

The researcher consulted with a local network of fellow researchers within the Department of Computer and Information Studies and the School of Humanities and Social Sciences at the University of Strathclyde. Following discussions with both quantitative and qualitative researchers around approaches to managing large sets of data, the researcher explored computer-assisted qualitative data analyses software (CAQDAS) as a potential solution to the challenge of managing large qualitative datasets and also reducing the chances of researcher bias. Another benefit for this thesis is that in general, CAQDAS’ have many inherent similarities. In 2016 an agreement was reached between the major CAQDAS, to support a common file format, to enable interoperability across platforms. (Lewins and Silver, 2009; Quirkos, 2018). In more recent years the Rotterdam Exchange Format Initiative (REFI) have developed Project Exchange and Codebook Exchange standards (REFI, 2018-2019), to ensure key components across terminology used to describe data,



(such as codes, cases, nodes etc.), thus ensuring that data can be easily transferred across CAQDAS. See below for the terminology table that is common across CAQDAS' (REFI, 2019).

REFI term	ATLAS.ti	f4analyse	NVivo	QDA Miner	Quirkos	Transana
Case	document group/code group	n/a	case	case	source variable	transcript/document
Code	code	code	node	code	quirk	keyword
Codebook	codebook	code system	codebook	codebook	codebook	codebook
Coding	coding	coding	coding	coding	highlights	coding
Description	comment	comment	description	description	description	description
Graph	network	n/a	map	n/a	n/a	n/a
Link	link/relation	n/a	link/connector	n/a	n/a	n/a
Note	comment/memo	memo/comment	annotation/memo	comment/memo	memo	journal/note
Project	project	project	project	project	project	database
Selection	quotation	selection	reference	segment	quote/highlight	quote/clip
Set	group	n/a	set	n/a	n/a	collection
Source	document	text/associated media file	file	document	source	transcript/document
Transcript	transcript	text	transcript	document	source	transcript
User	user		user		author	user
Variable	document group/code group	n/a	attribute	variable	source property	keyword

**FIGURE 15 PROJECT EXCHANGE AND CODEBOOK EXCHANGE STANDARDS (REFI, 2018-2019),**

### 2.7.3 Choosing which CAQDAS to use in this study

Two appropriate CAQDAS were available to the present researcher through a University of Strathclyde subscription. To support the read to understand which option is being discussed the following clarification is provided:

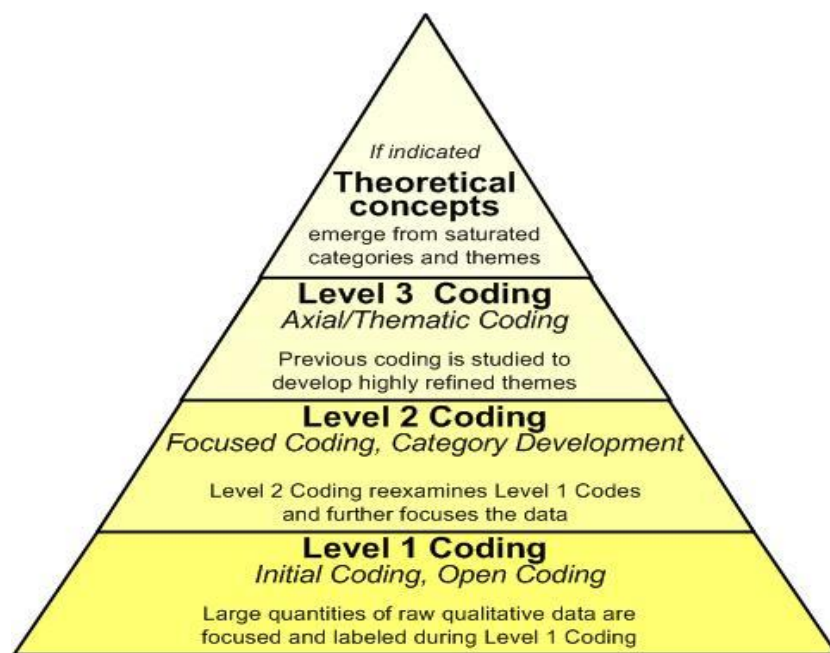
- CAQDAS-A is used to refer to nVivo10 and nVivo11
- CAQDAS-B is used to refer to SPSS

Although it is possible to analyse qualitative data with either of these pieces of software, the researcher realized that there was an important distinction between the two. CAQDAS-B is an ideal computer software tool for the management of large amounts of quantitative data but relies on automated techniques and reports, on associations between field text data. CAQDAS-A on the other hand, is a qualitative data analysis computer software package designed to support qualitative researchers to organize and analyse rich text based and/or multimedia data that is non-numerical or unstructured. Further exploration revealed that CAQDAS-A is used by researchers across a diverse range of social science fields including psychology, anthropology,

communications, sociology and criminology. It is also well known for its user-friendly interface and the online support that is available to researchers via the publishers. This includes a range of accessible e-Demos, forums and a YouTube channel. The researcher also learned that CAQDAS-A presented a perfect mix of technology and human analytical skills, which would humanise the data management process. The relevance of CAQDAS-A, its capacity to interface with Microsoft packages and the benefits it could deliver, led the researcher to integrate it into the trial, to investigate further if it “would work” in the context of capturing the social value of public libraries in the 21<sup>st</sup> century.

#### 2.7.4 Data mining and triangulation with CAQDAS-A

Data mining and analysis could quite literally go on forever in CAQDAS-A but as the researcher was constrained by time, cost and resource, and was also wary not to “get lost in the data”, triangulation was applied as a means of “checking-in”. To ensure that this research was still on the right track to produce a model that can be applied “in the real world”, the researcher again applied triangulation as a method of “checking-in”. In coding and analysing the qualitative test data the researcher discovered Hahn’s Coding Technique (Hahn, 2008), which fits well with Miles and Huberman’s data display technique. supporting researchers using computers to mine the content of qualitative data.. The present researcher combined these techniques specifically to identify word frequency, themes and behaviour across the datasets.



**FIGURE 16 HAHN’S CODING TECHNIQUE (2007)**

## 2.7.5 Thematic analysis

In this study thematic analysis was applied to the process of sorting and coding the data. This ensures the data is managed in a precise and consistent manner. It allows the present researcher to identify, analyse, organise, describe, and report themes discovered within large sets of qualitative data (Boyatzis, 1998; Thorne, 2000; Tobin, 2004; Braun & Clarke, 2006; Lorelli et al., 2017). Although widely accepted as an approach, there is a lack of agreement on how it should be applied, to ensure trustworthy and meaningful findings. To counter this, the researcher referred to guidelines established by Lorelli et al. (2017) to ensure the credibility of the approach, before embedding the following steps into the SIA-21 model:

### 2.7.5.1 Thematic analysis process

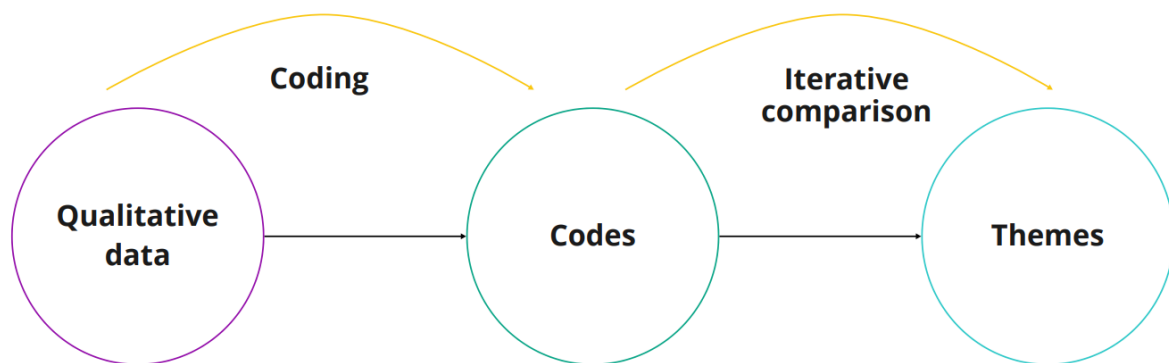


FIGURE 17 SIA-21 THEMATIC ANALYSIS PROCESS

## 2.7.6 How might we...?

In reviewing the themes emerging from the primary data the present researcher considered how best to discuss the findings in relation to the testing context and also previous research. A popular public sector design process called “*How Might We*” was trialled as part of the testing of the SIA-21 model (Scottish Government Digital Directorate, 2019). This method was used to consider:

- How might we demonstrate that the public library supports wider council objectives, such as the Single Outcome Agreement (SOA) and The Five Capabilities
- How might we use the SIA-21 model to become better at measuring the social value of public libraries?
- How might we use the SIA-21 model to build on the existing research base?

- How might we communicate the social value of public libraries?

### **3 REVIEW OF THE LITERATURE**

**In this section the researcher explores the first two research questions:**

- **RQ 1.** How is value defined within the context of public libraries?
- **RQ 2.** How is value measured within the context of public libraries?

The purpose of the literature review is to establish familiarity and knowledge of existing secondary research related to the research questions (presented above) before carrying out any primary research. As this is an interpretative piece of research, a narrative approach was applied to the review of the literature. To learn more about this approach and why it was chosen (see [Literature review](#)).

Secondary research goals aim to identify and define key concepts relevant within the context of how public libraries are evaluated in terms of their performance and value. The researcher will present a review of models used to measure public library performance and value in the late 1990s and early 2000s. This review will encompass examples from Sweden, USA, Australia and Canada. The review will also extend beyond the public library sector to identify models being used in the non-profit, environmental and commercial sector to measure performance and value of goods and services. Through this process the researcher seeks to identify any existing models that could support public libraries with evidence based advocacy arguments to challenge funding cuts and library closures.

The literature review is intentionally multi-faceted to ensure a real understanding of what the public library is and how the performance of public libraries is measured. It has facilitated a telescopic view of the existing research, thus avoiding a narrow intra disciplinary review. It has been a process of discovery for the researcher, enabling an understanding of key concepts relevant to the scope of the research. It has supported the researcher to discover what was already known about the relationship between public libraries, evaluation methodologies and social value. It has allowed for the researcher to critically review existing research, identify themes and evaluate what has and has not worked for researchers in the past. It also confirmed the complex nature of public libraries during key moments in history and also during individual's lifecycles. It helped the researcher to explore the original research questions and identify gaps in the existing research, whilst respecting the original scope of the thesis.

## Network of public libraries

In setting the scene for this study the present researcher presents a summary of key milestones and policy reports that led to the development of the public library network in the United Kingdom.

### 3.1 1835-1942

In 1835 John Silk Buchanan, a strong supporter of temperance presented the *Public Institutions Bill*, calling for a tax levy to enable local boroughs to create public spaces, including museums and libraries. Unfortunately, the Bill failed to pass into law but the work of Silk Buchanan had a positive effect on William Ewart and Joseph Brotherton, two Members of Parliament who later went on to pass the *Museums Act, 1845*. This Act paved the way for a Select Committee report to investigate the need for public libraries in British communities (Black, 2000) as a solution to the many economic and social problems facing British society now (McMenemy, 2008, p.24).

The Select Committee report was a catalyst for the publication of the Public Libraries Act in 1850. This Act recommended that town councils with a population of 10,000+ residents to levy a ½ penny rate to establish a library building, maintain the building and employ staff to work in the building. Town councils would still rely on philanthropy to purchase / acquire books and other resources.

Between 1850 and 1942, the *Public Libraries Act* underwent some important amendments. In 1855, the town council's population condition reduced from 10,000 to 5,000. By 1866 this condition was removed completely and the levy was raised from ½ penny to 1 penny. The Public Libraries Act 1919 removed the 1 penny levy, enabled counties to establish libraries across their geographical region, approved the transfer of administration from libraries to local authorities, established library networks across communities and led to the development of a professionally managed system.

In 1942 Lionel McColvin, the honorary secretary of the *Library Association* published "The Public Library System of Great Britain", known widely as The McColvin Report. This report was funded by the *Carnegie United Kingdom Trust (CUKT)* and was published during a time of "intense wartime efforts to assemble plans for social and economic reconstruction" (Black, 2004, p.1). Its recommendations for a modernised public library system spoke to a post war society ready for radical change and invested in creating a welfare state in Britain (Black 2004, p.1). In addition to presenting a scan of all public libraries across the UK, their purpose and the challenges they face, it presented a positioning statement for the future of public libraries:

Public libraries need to be part of a larger organisational structure if they are to meet the service needs and expectations of all stakeholders (Whiteman, 1986, p.181).

### **3.2 1943 – 1969**

The 1943 report *Blueprint for the Future of Public Libraries*, published by the Library Association incorporated almost all the recommendations proposed by McColvin in 1942 and McColvin's legacy remains strong in today's public library movement (Library Association, 1943 IN Black, 2004, p.16; Whiteman, 1986, p.181). In 1956 McColvin revisited his early recommendations and supplemented them with *five key principles* which "underlie the basis of the modern public library service" (McMenemy, 2008, p.35):

1. Publicly funded
2. Administered by public bodies and not private organisations or individuals
3. Freely available to all members of the community
4. Embrace the needs and interest of all members of the community
5. Free both financially and intellectually, and provide access to materials without bias or interference (McColvin, 1956, p.24).

Less than a decade later the *Public Libraries and Museums Act*, 1964 came into force making it a legal responsibility for local authorities to offer citizens a public library service that was "comprehensive and efficient".

The *Secretary of State* was given the responsibility of supervising public library service provision, with the authority to eradicate any library authority that failed to deliver an acceptable service (McMenemy, 2008, p.32). The *Act* also inspired the establishment of *Library Advisory Councils* in England and Wales; councils which remain to this day but are now referred to as the *Museums, Libraries and Archives Council* (MLA). These factors combined led to the development of "a national strategic framework for public libraries" and "national standards that librarians could use to measure their service quality against"; most of which remain in England and Wales, to this day (McMenemy, 2008, p.33).

### **3.3 1970 - 1999**

In the 1970s IFLA collaborated with UNESCO to publish standards and guidelines aimed at improving public library services across the world. *Standards for Public Libraries* was first published in 1973 and offered a range of quantitative standards related to collections, administrative

units, opening hours, staffing and buildings. The standards were recommended on a global scale and no separate standards were produced for public libraries in developing nations:

- Enable intellectual freedom
- Safeguard democratic values
- Present balanced information
- Promote information literacy and social inclusion
- Address the digital divide
- Celebrate cultural diversity (IFLA, 2001)

Some very minor revisions were made to the original document before it was reissued in 1977 (IFLA and UNESCO, 2001, p.xi; Lynch and Yang, 2004, p.180).

When the second edition was published in 1986 there was a notable change in the tone of the document; specifically, the removal of the word ‘standards’ from the title and more emphasis on *outputs* rather than *inputs* (Lynch and Yang, 2004, p. 180). The new version would be referred to as ‘*Guidelines*’, signifying that IFLA and UNESCO took on an advisory role, “offering not rules but advice, based on experiences drawn from many different countries...” (IFLA and UNESCO, 1986, p.xii, see Figure 4).

### 3.4 2000s

In 2003 the DCMS published *Framework for the Future: Libraries, Learning and Information in the Next Decade*; a ground-breaking national strategy “to provide the library service as a whole with a shared sense of purpose” (DCMS, 2003, p. 12). Research for the strategy was carried out by Charles Leadbetter from Demos, an independent think tank and the findings are based on extensive consultations with individuals and groups within the public library community and a diverse range of stakeholders (DCMS, 2003). This strategy was the first of its kind and offered a long term strategic vision aimed at improving and modernizing public library services in England. It identified four key strengths in public libraries, which they refer to as the 4S’s; *spaces*, *stocks*, *services*, and *staff* (DCMS, 2003, p.14). The report focused on the role public libraries must play in promoting reading and learning; creating access to digital skills and services; encouraging community cohesion and civic values; and developing scope for capacity building (DCMS, 2008). A modern vision was proposed for public libraries based on:

- Evolution: building on libraries’ traditional core skills in promoting reading, informal learning and self-help

- Public value: focusing on areas where public intervention will deliver the largest benefits to society including support for adult literacy and pre-school learning
- Distinctiveness: building on libraries' open, neutral and self-help culture. They should not duplicate the efforts of other public and private sector providers but complement them through partnership working

This vision was to be supported by three key activities perceived to be “at the heart of libraries’ modern mission”; (1) Books, reading and learning; (2) Digital citizenship; (3) Community & civic values (DCMS, 2003; DCMS, 2008). A case study approach offered readers examples of best practice and an analysis of public library services implementing innovative approaches to service delivery was provided. The overriding theme of the report was a ‘call to arms’ for public libraries to engage more with local communities and embrace partnerships with other local authority and private sector organizations. The overall strategy was broken down into an eleven-point vision for public library services to aspire to and the report still informs decisions related to the future direction of the public library service in England.

In 2007 the MLA published the consultation document; *A Blueprint for Excellence – Public Libraries 2008-2011* aimed at developing “a shared universal understanding of the role of the public library and of the core services that the public can expect (Dolan, 2007, p. 2). The document claimed that at the start of the new century public libraries needed a new vision based on themes associated with *improvement* and *innovation*:

*“...it is time for the public library service to take a hard look at both its role in society and the services it can and should be providing for every citizen” (Dolan, 2007).*

Blueprint for Excellence proposed that the core vision for the future of public libraries should be based on six hypotheses, as shown on the next page.



### 3.4.1 Summary of A Blueprint for Excellence

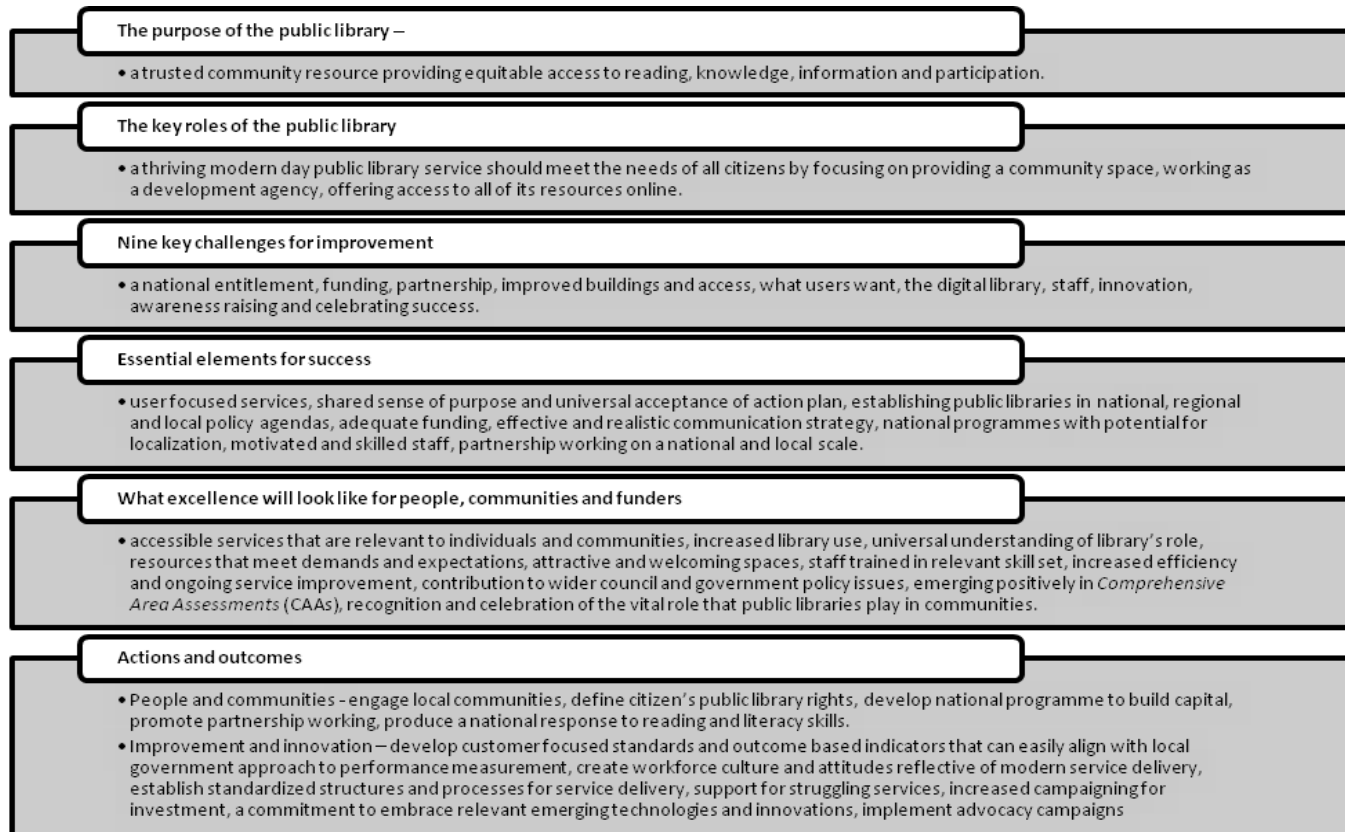


FIGURE 18 SUMMARY OF A BLUEPRINT FOR EXCELLENT (2007)

### 3.4.2 Challenges in the 21<sup>st</sup> century

Since the early 1990s, numerous academics, professionals and commentators have observed that in an increasingly commercialised ‘24/7’ information and entertainment society the concept of the public library grows ever more subjective (Comedia, 1993; Greenhalgh, 1995; Usherwood, 1996, 1998 and 2007; Linley and Usherwood 1998; Elkin and Train, 2001; Audit Commission, 2002; Bryson et al 2002; Lushington, 2002; Train, 2003; Chowdhury et al, 2006; McMenemy, 2007). Some suggest that public libraries also face an ongoing threat from the ‘*Googlization of Everything*’ (Vaidhyanathan 2007) and question the impact that this may have on the future of public libraries. After all, on the surface, access to the internet enables users to search for and retrieve just about every type of information, at any time and in any place. Many of the traditional services offered by public libraries, such as accessing information, browsing books, seeking advice, meeting friends, chatting, and reading newspapers are now available online, as part of a virtual world. Commercial search engines such as *Google* offer a convenient, albeit inappropriate alternative to the library; social networking websites such as *Facebook*, *Instagram*, *YouTube* and *Tumblr* provide virtual destinations that appear to challenge the library’s role as a social space (Browne and Rooney-Browne, 2008).

This leads us to another key challenge for public libraries in the 21<sup>st</sup> century; the growing popularity of the second generation of the web, often referred to as Web 2.0 (O’Reilly, 2005) and the resultant Library 2.0, as defined by Casey (2006) has greatly influenced the future direction of service provision. Libraries are now expected to create and maintain a virtual version of their library online (Miller, 2006, p.3). This changes the way in which users interact with the service; it alters the types of resources and expertise required and increases the reach of public libraries, enabling them to communicate with users on a global scale.

In a society dominated by new technology the public library offers a solution and a guiding light for many who would otherwise be left behind due to barriers such as age and social status; some argue that this makes the public library “more essential now than ever before” (Public Agenda,

2006, p.11). In other words, the internet presents myriad opportunities to access innumerable information sources and to interact with other people on a global scale but it also presents massive challenges for individuals and society.

Public libraries have an invaluable role to play within physical and virtual communities as they try to get to grips with all that this new technology can offer; helping those who would otherwise be left behind due to barriers such as age, social status and information overload (Browne and Rooney-Browne, 2007; Burnham, 2008).

Given the commercial nature on the internet and also the lack of transparency in terms of data sharing (e.g. Facebook) and the rise of ‘fake news’ (e.g. 4Chan) there is a need to support citizen’s information literacy skills to help them stay safe and distinguish between fact and fiction online. Public libraries have taken on this role by creating online versions of the CRAAP test to let users know how to determine the Currency, Relevance, Authority, Accuracy and Purpose of information they read online (UCL, 2017).

The researcher also notes that as the popularity of the internet, digital resources, e-books and social media grows, so too does the relevance and use of the public library:

*“in the last five years when the internet and broadband have taken off – library visits have gone up by 17 million to 288million, with half the population using the library” (Burnham, 2008).*

### **3.5 Value Theory**

An understanding of the historical background to the study of value is necessary to the definition of value. A systemic review of the literature revealed that defining value is a complex task regardless of context. Value Theory is one of the biggest categories of philosophy and can be applied to a number of sub categories (or disciplines), including Ethics, Aesthetics, Political Philosophy, and Social Philosophy, Religious Philosophy and Feminist Philosophy and Axiology.

Axiology seeks to identify the *things* that are good, evaluate how good the *things* are and explore how the goodness of the *things* relate to one another. The *things* might be physical objects, psychological states related to feelings, such as happiness, well being, hope, resilience, and creativity or states of the world. Thereafter, Axiology seeks to understand: of all the *things* that are good, what is of value? This is where Axiology intersects with consequentialism because it does not assess acts or actions for their goodness, rather it is the consequences of these acts or actions, or the state of the world that are assessed for their goodness.

### **3.6 Dimensions of value**

Robert Hartman is considered the original theorist of axiology and has written prolifically on the subject, with much of his early work defining the the structure of value as it is understood today (1967). Hartman identified three basic dimensions of value: (1) extrinsic value relates to financial success and the accumulation of power (this is sometimes referred to in the literature is instrumental value). (2) systemic value relates to an entire system, such as a large organisation or a sector. (3) intrinsic value relates to affiliation and community. The difference between intrinsic and instrumental (extrinsic) value is considered one of the most fundamental and important in moral theory. An understanding of this difference is also key to the scope of this thesis. Intrinsic value refers to the value of the thing itself, not necessarily what it leads to. Happiness, beauty, freedom, knowledge, truth and happiness are examples of intrinsic value. Instrumental value (sometimes referred to as extrinsic value in the literature) refers to the value derived from its purpose rather than the thing itself. The value of money for example is dependent on the end results gained from it. Separated from its purchasing power money is just paper. Intrinsic and instrumental value is not mutually exclusive.

#### **3.6.1 Subjective nature of value: “reading books” analogy**

For example reading books may have intrinsic value for one person because the value is derived from the joy of reading books in itself. For another person, reading books may have instrumental

value because reading books will lead to a career and money. This example illustrates the subjective nature of value.

### **3.7 Economic value**

Economic value is one of many ways that value can be defined and measured. It is useful to measure economic value when making economic choices or decisions. Economic value is a measurement of the benefit acquired by an individual or a company from a thing. It can also be defined as the maximum financial value that someone is willing to pay to use or access a thing. Say for example an individual or organisation is considering procuring a good or a service (a thing), they might consider a range of economic values as a means to reach a decision before investing. For example, reliability, usability, flexibility, speed, status. Economic value can then be calculated by determining the difference between the rate of return on the assets and the capital invested, then multiplying this difference by the net investment in the thing.

Emerson et al. (2000) provide a more academic summary. They describe economic value as taking a resource or set of inputs, providing additional inputs or processes that increase the value of those inputs, and thereby generating a product or service that has greater market value at the next level of the value chain. Economic value can impact economic behaviour of consumers, businesses, the market, the economy, national wealth, income, employment and capital (Radich, 1987).

Audits, return on investment studies, and optimisation models are examples of economic value measures used to evaluate the value of public libraries. These studies have measured growth and decline over time and location (Aabo and Audunson, 2002; Barron et al., 2005; Holt et al., 1999; Jura Consultants, 2005, 2005; Morris et al, 2000) and also the financial return on investment individuals and communities derive from investment in public libraries (Finch and Warner, 1998; British Library, 2004; Griffiths et al., 2004; Aabo, 2009, Chow and Tian, 2021).

### **3.8 Social value**

A systematic review of the literature reveals the concept of social value to be subjective, intangible, malleable and variable. A lack of consensus across the disciplines on the definition of social value – including across economics, sociology, philosophy – means it is not possible to present a definitive meaning for social value, in the same way that it is for economic value.

Social value intersects with other more traditional forms of value, such as those identified by Hartman (1967) - personal value, aesthetic value, religious value, spiritual value, economic value, ethical value. Emerson (2021) relates social value to the value placed on the changes that individuals and communities experience in the longer term. He suggests it is created by things like living near parks; and experienced as happiness, freedom, knowledge etc. Emerson et al. (2000) previously defined social value creation as resources, inputs, processes or policies combining, to generate improvements in the lives of individuals or society as a whole. Sinkovics et al., (2014) offers a similar view of social value, relating it to the benefit a group of individuals derives from knowledge.

#### **3.8.1 Social value in different contexts**

Social value looks very different across different contexts and it is not easily captured by quantitative methods. This creates tension within a political and economic landscape where the quantification of social value outcomes through the use of cost-benefit analysis methods is preferred (O'Brien 2010). This is why some researchers argue against combining social value with other forms of value – in particular economic value - and rather, campaign for it to be viewed as a form of value in its own right (Byrne et al. 2003; Gibson 2009; Jones and Leech, 2015).

In a *cultural context*, social value is defined as “those effects that go beyond the artefacts and the enactment of the event or performance itself...have a continuing influence upon, and directly

touch, people's lives (Landry et al, 1993 in Reeves, 2002, p.29). In a *social enterprise context*, social value results when “resources, inputs, processes or policies are combined to generate improvements in the lives of individuals or society as a whole” (Emerson et al, 2000, p.137).

In the *context of the Arts*, Reeves (2002) defined social value as the effects that go beyond the artefacts and the enactment of the event or performance itself, to have a continuing influence on people and their lives. Whilst Jordan (2021) found that social value is created through human interactions and is the basis for individual and community wellbeing.

In the *context of public services in the UK*, social value is defined as “a concept which seeks to maximise the additional benefit that can be created by procuring or commissioning goods and services, above and beyond the benefit of merely the goods and services themselves” (Social Enterprise, 2012). In 2020 the British Standards Institute published a guide for understanding and enhancing social value in the context of procurement and sustainability. In it they state that social value is created when personal and collective wellbeing is generated by a good or a service over the short and long term.

In summary, there is no single definition of social value - it changes dependent on the context within which it is being discussed and the lens through which it is being viewed. That said, the present researcher has found Wood and Leighton's definition of social value to be useful in the context of this thesis:

*“wider non-financial impacts of programmes, organisations and interventions, including the wellbeing of individuals and communities, social capital and the environment”*  
(Wood and Leighton, 2010).

### **3.9 Social value in the context of public libraries**

**In this section the researcher explores the second research question (RO 2): how is value measured in the context of public libraries?**

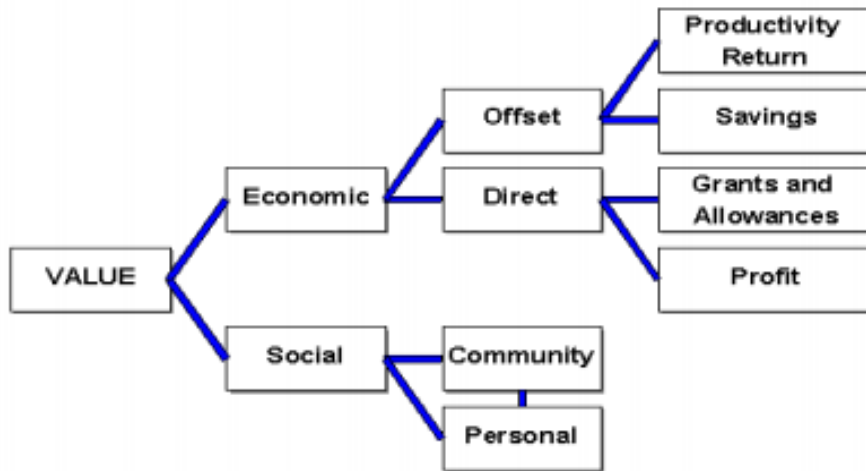
Intrinsic and instrumental value are both relevant in the context of this thesis because there are numerous examples of moments throughout the 20<sup>th</sup> and early 21<sup>st</sup> century which illustrate the subjective value of public libraries, i.e. where the public library is valued as a concept in itself (intrinsic) whilst also valued for the things it can lead to, such as securing a job (instrumental). Argued consistently across the literature is that the complexity of user needs and the diversity of experiences means that value as it applies to public libraries, is hugely dependent on context (Greenhalgh and Worpole, 1993, 1995; Usherwood, 1996, 1998 and 2007; Linley and Usherwood 1998; Samuel, 1992; Black, 1996; Bryson et al 2002; Lushington, 2002; Train, 2003; Chowdhury et al, 2006; McMenemy).

The literature reveals that the value of public libraries has always been subjective. This can be mapped back to the diversity of opportunities and experiences that previous studies have identified. For example evidence of the public library's value throughout the users' lifecycle as a front door into a world of cultures, information, advice, learning, democracy, friendship, and practical support (Bohme and Spiller, 1999; England and Sumision, 1995; Morris et al, 2000; Nankivell et al, 1999; Linley and Usherwood, 1998; et al 2022, forthcoming; Sorensen, 2019; Stenstrom et al., 2019 Usherwood, 1994).

In their multidimensional approach to measuring the value of libraries Cram (1999) found that there is no litmus test for value in the context of libraries. They argue that defining value in the context of libraries is complex because individual stakeholders are unique, performance measurement is essentially spatial, the operating environment is neither causal nor predictive.

Cram visualised the types of value most relevant to libraries - Social Value (intrinsic) and Economic Value (instrumental).





**FIGURE 19 TYPES OF VALUE (CRAM, 1999)**

An emerging demand for new and improved statistical measures which would provide insight into societal progress, beyond simple macro-economic statistics became apparent. Support for this was evident at a policy level, with the publication of reports such as the European Commission’s 2007 “Beyond GDP Initiative” (2007), EU Roadmap (2009), “OECD’s Better Life Initiative”, and GDP (Commission on the Measurement of Economic Performance and Social Progress, 2009; OECD, 2013).

### **3.9.1 Examples of public library value in times of crisis**

The value of public libraries also shifts in times of crisis, yet it seems that the sector remains ill equipped to measure and communicate the value of public library services during and following a

crisis. Often the evidence is anecdotal and provided via word-of-mouth by front line staff or statistics illustrating an increase in use.

In August 2005 the Gulf Coast of America was hit by a natural disaster the likes of which it had never experienced before. Towns and cities across Louisiana and Mississippi were transformed forever by two ferocious hurricanes; Katrina and Rita. The vibrant city of New Orleans, affectionately known as ‘The Big Easy’, was all but destroyed when neither flood walls nor levees could withstand the strength of the hurricanes. The effect was catastrophic and sent shockwaves around the world. The majority of Gulf Coast residents managed to evacuate before the hurricanes hit but there were those who were unable to leave their homes due to ill health, old age, and lack of financial resources or fear of the unknown. The Louisiana Superdome became a ‘refuge of last resort’ for over 20,000 people who had been unable to relocate in time. Not only did the disaster result in the tragic loss of human lives, but also homes and possessions were destroyed and the economy suffered a massive blow. Louisiana reported that 107 public libraries had been either damaged or destroyed by floods while Mississippi reported 34 that needed urgent attention.

In the days that followed the floods there appeared to be little control in the city of New Orleans with reports of looting, violence, theft, firearm attacks, rape and even murder across the city. ‘A State of Emergency’ was declared and mandatory curfews implemented. Clearly the city of New Orleans and surrounding areas were struggling to cope with the pressure of a natural disaster and the accompanying mass hysteria. Until that is a 17,000-strong crowd of librarians showed up for the annual ALA conference; armed with positive ‘can do attitudes’ and an understanding of the power of public libraries to inspire, transform, heal and rebuild communities. Since then community groups, council officials, urban regeneration experts, politicians and media outlets all concur that public libraries have played an integral role in the rebuilding of the city; representing a ‘beacon of hope’ for New Orleans and its people. The public library system became ‘home’ for a lot of people dislocated by the effects of the hurricane. They provided an invaluable connection

to the Internet which many people used to locate loved ones, communicate with the Federal Emergency Management Agency (FEMA), register claims with insurance companies, and basically start living their lives again. Public libraries once again became essential destinations; located at the heart of flood hit communities.

Other examples of the value of public libraries in times of crisis: The Bradford City Fire ;The Zeebrugge ferry disaster; The Hungerford Massacre; The King's Cross Fire; The Clapham rail crash; The Lockerbie Air Disaster; The Hillsborough football stadium disaster All covered in Dover and Simmons (1993).

Public libraries also generate value for those facing a health crisis. For example, the Macmillan Cancer Information and Support Service was developed in partnership with East Local Authority A Community Health and Care Partnership, NHS Greater Local Authority A and Clyde, Culture and Sport Local Authority A (now Local Authority A Life) and Local Authority A, It targets People Affected by Cancer within the wider community of Easterhouse in Local Authority A. Easterhouse is a community renowned for its multiple deprivations (e.g. poverty, unemployment, poor education and drug misuse) and has been identified as a Social Inclusion Partnership area by the European Union (2004). Although the area has benefitted from a series of regeneration projects, residents of the Easterhouse community still have one of the lowest life expectancy rates in the UK and every year around 1,100 new cancer cases are diagnosed within the community (Macmillan,2011). This project represents an attempt to break “[t]he vicious circle of low education and low health literacy and low income, poor health, and the inaccessibility of information technology” (Eysenbach,2000,p.1715) by delivering Health Information Support Services (HISS) in a trusted, non-threatening, easily accessible space within the local community. This service offers Persons Affected by Cancer (PABC) with a: “supportive environment to help people rebuild their confidence and move forward positively in their lives after a cancer diagnosis, aid recovery and treatment; empowering and supporting people, where appropriate, to

self-manage and maximise their experience of health and wellbeing providing a vehicle to return to, or adapt to a new feeling of ‘normality’” (Sutherland and Preston, 2011).

Since opening its doors in 2009 the service has supported 2,720 visitors, many of whom have felt isolated, vulnerable and confused. The value of the service extends well beyond the practical materials on offer with many returning to engage in the ‘community of attachment’ that has developed. This community offers an opportunity to engage with people from the local community who can offer support, advice and hope; and for those in recovery to train as an expert patient in order to ‘give something back’ (Macmillan, 2011). There are now plans to roll out this service over the next six years to two more libraries in Local Authority A, one in the South and another in the West of the city. These will be known as ‘Community Hubs’ which will offer outreach services to twenty-four additional public libraries. It is also hoped that the service model will be transferred to other ‘communities of interest’ such as people living with Long Term Illnesses.

Although these examples demonstrate the value of the public library for the individual throughout the life cycle and for the community in times of crisis, the evidence is considered anecdotal because the outcomes were not directly assessed using an evaluation model. This is another of the challenges faced by the sector and has further motivated the researcher to work towards developing a model to do this.

### **3.10 Quantitative and qualitative methods**

Quantitative methods are typically used to measure the economic value of the thing. They involve the application of mathematical models to surveys and experiments (Schutt, 2006, p.17). They are viewed with “...an aura of respectability...[and] conveys a sense of solid, objective research” (Denscombe, 2005, p.237). Quantitative methods produce *outputs*, typically in the form of statistics which can be transferred easily into attractive tables and graphs. These *outputs*

are often considered more desirable in a culture focussed on profit and loss as the results can be presented in a manner that makes them easy to read at a glance by a variety of audiences.

Qualitative methods are typically used to measure the social value of the thing. They incorporate “a variety of styles of social research, drawing on a variety of disciplines such as sociology, social anthropology and social psychology” (Denscombe 2006, p.267). Rather than produce statistical values they are “...designed to capture social life as participants experience it rather than in categories predetermined by the researcher” (Schutt, 2006, p.17). Even at its simplest level qualitative evaluations produce data that is “rich, full and real” (Smith, 1975, p. 135). Typically, open ended questionnaires, participant observation, and focus groups are used in these surveys in order to reveal outcomes. Many of these outcomes are intangible which makes identifying and measuring them a challenge for evaluators because their value is often intrinsic (Bryson, 1999, p.401; Emerson et al., 2000, p.137; Holden, 2004; Usherwood, 2007, p.127; Jones and Leitch 2015). These methodologies are “...designed to capture social life as participants experience it” (Schutt, 2006, p.17) and have a reputation to produce data that is “rich, full and real” (Smith, 1975, p. 135).

### **3.11 Mixed methods**

Mixed Method approaches combine quantitative and qualitative methodologies to carry out a more holistic evaluation of social and economic value. Mixed methods are common place in the not for profit sector to help measure the benefits of philanthropy. A research paper funded by the *Bill and Melinda Gates Foundation* in 2008 revealed eight integrated approaches which aim to offer some hope for those interested in measuring or estimating social value. These include Cost-effectiveness analysis, Cost-benefit analysis, REDF Social Return on Investment (SROI) Model , Robin Hood Foundation Benefit-Cost Ratio (Tuan, 2008, pp. 10-12).

### 3.11.1 Overview of types of methods identified

Method	Weakness of the method	Strength of the method
Quantitative	<ul style="list-style-type: none"> <li>Requires statistical analysis skillset</li> <li>Requires large data sample</li> <li>Lacks flexibility and insight</li> <li>Setup to measure tangible outputs only</li> <li>Do not consider differences in funding, geography, socioeconomic profiles</li> </ul>	<ul style="list-style-type: none"> <li>Potential to reveal statistical information about number of books borrowed, number of visitors, number of workshop participants, trends (i.e. busy periods) financial return on investment</li> <li>Will reveal nothing about why users visit the public library, the impact of the public library, the value of the public library in terms of supporting other council services, interventions and preventative spending</li> </ul>
Qualitative	<ul style="list-style-type: none"> <li>Smaller datasets</li> <li>Difficult to make generalisations in a wider context</li> <li>Can be costly (financial and time)</li> <li>Findings perceived as less valid / reliable</li> <li>Difficult to replicate</li> <li>Increased chance of researcher bias</li> <li>Quality of findings dependant on skills of researcher</li> </ul>	<ul style="list-style-type: none"> <li>Potential to produce insight into why users visit the public library, the impact of the public library (at a micro and macro level), the value of the public library in terms of supporting other council services, interventions and preventative spending</li> <li>Does not produce the statistical information that the council requires the public library to report on, such as number of books borrowed, number of visitors, number of workshop participants, trends (i.e. busy periods) financial return on investment</li> <li>Requires additional resource</li> </ul>
Mixed method	<ul style="list-style-type: none"> <li>Time consuming and costly</li> <li>Researcher requires knowledge and experience of</li> </ul>	<ul style="list-style-type: none"> <li>Provides the public library with an opportunity to offset the weaknesses of quantitative and qualitative methods.</li> </ul>

	<p>both quantitative and qualitative methodologies Can be challenging to present findings</p>	<p>Public libraries could adopt a two pronged approach to evaluation. Potential to produce insight into why users visit the public library, the impact of the public library, the value of the public library in terms of supporting other council services, interventions and preventative spending PLUS produce the statistical information that the council requires the public library to report on, such as number of books borrowed, number of visitors, number of workshop participants, trends (i.e. busy periods) financial return on investment.</p>
--	---	--

**FIGURE 20 SUMMARY OF QUANTITATIVE, QUALITATIVE AND MIXED METHODS**

## **3.12 Example studies measuring outputs**

### **3.12.1 Performance measurement models**

Interpretation of performance measurement varies across disciplines and time. Regularly quoted regardless of context however, is the more generalist definition provided by Neely et al., (1995) that performance measurement is “the process of quantifying the efficiency and effectiveness of an action”.

Traditional performance measurement models are made up of four key elements – (1) performance measures, (2) performance indicators, (3) inputs and (4) outputs. Performance measures are quantifiable (eg. a count, an average or a percentage). Performance indicators (sometimes referred to as Key Performance indicators or KPIs) are a set of measurable and actionable metrics used to evaluate how well an organisation is performing (i.e. the measure of performance). KPIs can inform decision making relevant to the future strategic direction of the organisation and (based on past performance) identify where improvements to performance is required (this is sometimes referred to as a Results Indicator or RI). In other words, KPIs measure the things that are important to an organisation and critical to its success. Choosing which KPIs to measure against can vary depending on the context of the organisation and it’s goals. E.g. revenue growth for a sales team, time taken to answer the telephone for a call centre or number of patients seen in a day for a GP surgery.

Inputs are the elements required to do an activity (e.g. capital, staff, equipment, time, training) and outputs are the elements delivered as a result of those inputs (e.g. number of sale made, number of products produced, number of patients diagnosed).

More contemporary performance measurement models may also incorporate two additional elements - outcomes and impacts. Outcomes refer to short term effects that measure change objectively whilst impacts refer to longer term effects that tell the story of the effect of the change



subjectively (Pace, 1979). Colloquially outcomes and impacts are used interchangeably but for the purpose of this thesis it is important to distinguish between the two. Although interlinked they remain independent of each other. A simple way of looking at it from a public sector perspective is – impacts are higher level strategic goals, whilst outcomes are the benefits that the project or intervention is designed to deliver.

### **3.12.2 Examples in the context of public libraries**

Insights from the literature suggests that early public library value studies were influenced by the short termism and myopia common in capitalist societies (Jordan, 2021; Schutt, 2006). Prior to the twenty-first century public library performance and effectiveness was determined by Performance Measurement methods.

In the late 1990s there was growing interest in self-assessment tools that encouraged regular performance reviews. These models were heavily influenced by the European Foundation for Quality Management's (EFQM) Business Excellence Model (BEM) (Oger and Platt, 2002), The Quality Framework, and Pfeffer and Coote's Democratic Approach for inspiration in developing the toolkit (Pfeffer and Coote, 1991).

This involved the application of quantitative methods, involving the application of mathematical models to surveys and experiments. This was a sector wide approach to measuring a consistent number of metrics, to produce a set of key performance indicators, used for benchmarking on a national and local scale (Poll, 2009; Poll and Boekerhurst, 2007). Simply put, the things required for delivering the public library service (inputs) are compared against the services that the library produces (outputs) to evaluate the effectiveness and efficiency of the public library in delivering its services, i.e. how the public library was performing.

Favret traced use of these methods back to 1961 with the introduction of a definitive method by *The Municipal Treasurers and Society of County Treasurers* (2000, p. 341). Towards the end of the twentieth century a culture of statistical audits was fully embedded within the sector. A key influence being the *Chartered Institute of Public Finance and Accountancy (CIPFA) Public Library Statistics*. CIPFA required all public libraries to capture a snapshot of public library outputs in terms of expenditure, income, stock, acquisitions, staffing, book issues, user types and visits. Also around this time the International Organisation for Standardisation (ISO) published a set of quality standards on library performance indicators (ISO, 1998) and this has continued to iterate, with the latest set of standards providing a standardised selection of methodologies and approaches for measuring a range of library service performance (ISO, 2014).

Public libraries were regularly tasked with gathering and analysing statistical data to map against these sets of pre-defined measures. This led to an increase in assessments, statistical modelling and associated administrative paperwork for public library staff (Linley and Usherwood, 1998; Toyne and Usherwood, 1999; Chambers, 1997). Below is a summary of a typical performance measurement model used in the public library sector towards the end of the twentieth century.

TYPICAL PERFORMANCE MEASUREMENT MODEL		
Key element	Description	Example in the context of this thesis
1. Performance measures	Typically quantitative methods used to communicate performance and success of a library service.	Number of books borrowed, number of reference enquiries answered, number of visitors).
2. Performance indicators	A means of measuring performance by combining two or more performance measures to produce a meaningful performance indicator	Number of library visitors as a comparison of the total population of the geographical area the library serves.
3. Inputs	Elements required for delivering a service	Funding, staff, equipment, time, training.
4. Outputs	The services being delivered as a result of the inputs.	Number of books being borrowed, number of reference questions being answered.

(Adapted from Chowdhury et al., 2008, p. 244)

### FIGURE 21 TYPICAL PERFORMANCE MEASUREMENT MODEL

Since the 1960s performance measurement models have been used in the public library sector to assess performance, best value, benchmarking and accountability. In this section the researcher highlights a selection of examples of performance measurements models used within the public library sector

#### 3.12.3 Audits

An example of this type of model is the Audit which grew in popularity, particularly towards the end of the twentieth century. Some of the highest profile and most influential audits were those associated with the *Audit Commission*. Examples of these include the *Best Value Performance Indicators (BVPIs)* and the *Performance Assessment Framework (PAF)* (Scottish Executive, 1999). These overarching frameworks comprised a number of smaller scale audits which measured a variety of performance indicators, to determine overall performance.

These smaller scale audits produced a performance snapshot of individual libraries and sector as a whole. The statistics enabled comparisons to be drawn and assurances that public libraries were delivering a range of high quality and relevant services. They also highlighted areas where individual branches were failing to reach an acceptable standard and identified opportunities for development. The statistics also helped the sector to demonstrate the extent to which libraries were supporting parent organisations (i.e. the local authority) to meet its wider economic and social goals (Chowdhury et al., 2008, p. 243).

An example of this type of audit is the *Chartered Institute of Public Finance and Accountancy (CIPFA) Public Library Statistic Actuals* report (White and Creaser, 2009). This report required public library managers to complete a questionnaire about their expenditure and income, staff levels, service points, stock levels, issues, enquiries and visits; and inter-library loans. Statistics produced by these audits presented an holistic view of public libraries in the UK, in terms of the number of public libraries operating, the number of staff employed, expenditure, revenue, visits and membership (The Library and Information Statistics Unit (LISU), 2009).

#### **3.12.4 National Indicators**

In April 2008 a new *National Indicator Set* was introduced by six Inspectorates (Audit Commission, Care Quality Commission, HM Inspectorate of Constabulary, HM Inspectorate of Prisons, HM Inspectorate of Probation and Ofsted) to “measure citizens’ views and perspectives” (Audit Commission, 2010b). The set of 198 National Indicators for the period 2010-2011 were sorted into four themes – (1) Stronger and Safer Communities (NI1 – NI 48), (2) Children and Young People (NI 50 – NI 118), (3) Adult Health and Well-being and Tackling Exclusion and Promoting Equality (NI 119 NI150), (4) Local Economy and Environmental Sustainability (NI 151-198). National Indicator 9 measured the adult use of public libraries by assessing the percentage of the adult population in a local area who say they have used a public library service at least once in the last 12 months (either the physical building, the mobile library, the online library and/or outreach services). National Indicators are still in place today and although some

of the wording and numbering may have changed, their purpose remains the same – to present a statistical snapshot of public library performance over time.

### **3.13 Summary**

The review of performance measurement literature within the context of public libraries demonstrates that performance measurement models are conveniently available and easy to apply. They are best suited to measuring tangible and easily quantifiable outputs. The flip side of this is the argument that performance measurement reduces complex public services down to overly simplistic statistical snapshots (Bryson, 1999; Chambers, 1997; Emerson et al., 2000; Holden, 2004; Toyne and Usherwood, 1999).

An example of this is the Local Government Benchmarking Framework, which pulls data annually from the multiple audits that are informed by national indicator sets, to report overall performance and trends related to public library performance. The most recent of which reported that despite a 30% reduction in spend over the period of 2010-2021, visits to public libraries in Scotland increased by 41%. Public satisfaction rate, however decreased by 10.5% (Local Government Benchmarking Framework, 2021). Although performance measurement has been successful in presenting a high level summary of public library spend and user satisfaction, which helps library managers budget and plan resources, they do not tell the story of the diversity of its users. Missing from the statistics are the many reasons why users might visit the library, what they might do during a visit, how they might interact with staff etc. In other words:

“...quantity of use and quality of performance do not yet prove that users benefitted from their interaction with a library. Measuring impact or outcome means going a step further and trying to assess the affect of services on users and on society” Poll and Boekhort’s (2007, p.31

At the start of the twenty-first century the researcher noted growing momentum to progress beyond quantifiable outputs and performance statistics, towards exploring value creation within the context of public libraries. An advanced search of Emerald Insights using the keywords

“public”, “library” and “value” reveals 3,262 articles published during the period 1960 – 1989, compared to 27,548 between the period 1990-2021. That is an increase of 745%. Also worth noting is the increase since the researcher began this thesis – from 10,208 (between 1960-2005) to 20,602 (between 2006-2021) – an increase of 102%.

Something to note from the literature is the publication of the International Standard on Impact Assessment (ISO 16439) was published (2014) . This was the result of a three year review of impact assessment within the context of libraries. A valuable output from this study is a bibliography linking to 452 publications related to public library impact.

This is clearly a growing field of interest with publications in this area increasing by 29% in the past 12 months. A specific rise in items related to “social impact” and “financial value” was also noted by Poll (2014) in her review of the publication.

### **3.14 Return on Investment (ROI) studies**

In this section the researcher presents an overview of influential public library value studies that incorporated mixed methods to measure public library value.

A number of studies referenced in the late 1990s and early 2000s focussed on measuring the economic value of public libraries using Return on Investment (ROI) models (Aabo and Audunson, 2002; Barron et al., 2005; British Library, 2004; Chow and Tian 2021; Finch and Warner, 1998; Griffiths et al., 2004; Holt et al., 1999; Morris et al, 2000).

These ROI studies adopted economic concepts more traditionally used in the private sector to measure profit and loss. The five key economic concepts evident across public library ROI studies were: (1) Consumer Surplus (2) Cost of Time and Effort (3) Contingent Valuation (4) Input-Output Models. A brief explanation of each of these is provided in the table below:

Economic Concept	Description and examples of use
Cost-Benefit Analysis (CBA)	The CBA enabled quantifiable values, such as a cost or a purchase price, to be applied to variables that were difficult to measure or that did not have a specific monetary value. This cost was then compared to the value that a specific service or resource produced for individuals or communities (known as the direct-benefit-to-cost ratio). This approach had success measuring the benefits of education services and the environment. In the context of public libraries began being used to measure the tax payers monetary return (value) on every £1 invested via tax.
Consumer Surplus	Accepted as the value that consumers place on the consumption of a good or service in excess of what they must pay to get it; i.e. the library user perceives the value of being a member of their library to be worth more than they have to pay for the service via their taxes.
Cost of Time and Effort	Challenges the belief that the public library is a completely ‘free’ service, citing time and effort expended by users. It is believed that the cost to the user must be met with a return greater than the investment to ensure satisfaction.
Contingent Valuation (CV)	Measures the value of both the use and non-use of non-priced goods and services, such as public libraries. Two approaches exist, the first of which, <i>Willingness to Pay</i> (WTP) asks users (hypothetically) how much they would be willing to pay to enjoy the services of a service that they presently enjoy for free, for example, a public library. The second approach is the <i>Willingness to Accept</i> (WTA) model which asks how much users would accept to give up these library privileges or how much of a tax cut they would be happy to accept in exchange for the closure of a public library. CV has enjoyed high profile support from two Nobel Prize winning Laureates (Arrow and Solow, 1993), the World Bank and the Organisation for Economic Co-operation and Development (OECD).
Input-Output Models (IOMs)	Methods for evaluating <i>indirect benefits</i> such as the impact that the library can have on the local economy by helping residents to acquire jobs and local businesses to prosper. These <i>indirect benefits</i> are measured using mathematical software models (available to purchase) such as the Regional Input-Output Modelling System II and the Regional Economic Models, Inc (REMI) which looks at cause and effect relationships. These models have been used in the past to measure the value of beaches and parks.

**FIGURE 22 ECONOMIC CONCEPTS – DESCRIPTIONS AND EXAMPLES OF USE**

### **3.15 Towards measuring outcomes**

#### **3.15.1 Social Return on Investment (SROI) models**

The next iteration of the traditional ROI study is called the Social Return on Investment (SROI) study. This was a key development in the field of public library valuation because SROI provided a set of principles and tools to help understand socio-economic value creation (Great Britain. Cabinet Office, 2010). Socio-economic value incorporates elements of social value to measure impacts and outcomes alongside outputs that create economic value (Emerson and Cabaj, 2000). For example, SROI studies have been successful in identifying important cost savings to society, such such as the financial value of a reduced jail time for offenders.

A number of SROI studies are discussed in great depth by Tuan (2008) in their review of how social value creation is measured across the social sector.

One of the SROI study discussed is of particular relevance to the context of this thesis: the Roberts Enterprise Development Fund (REDF) SROI model. Designed to measure the benefits of philanthropy this model compares the net benefits of a project to the investment required to deliver those benefits over a certain period. Two performance measures are then used to compare socio-economic value with the value of the original investment. The first, the *Social Return Ratio* (SRR) is revealed by combining the net social benefits with the cash flow of the business then dividing them by the total value of the philanthropic investment. The second, the *SROI Rate* is revealed by carrying out an *Internal Rate of Return (IRR)* derived from total socio-economic value and total costs (Emerson and Cabaj, 2000, p. 11).

Recognising the potential benefits of SROI models, *The New Economics Foundation*, in collaboration with the *London Business School* and the *Small Business Service* designed a *SROI Primer* to support organisations to measure social outputs, outcomes and impacts then applying a financial value to them (NEF, 2004).

#### **3.15.2 Notable examples of ROI and SROI models in public library valuation studies**



In 2007 a report published by the Americans for Libraries Council highlighted a trend towards applying *Return on Investment* models within the field of public library value studies (Imolz and Arns, 2007).

The St Louis Public Library Services Benefits Valuation Study is widely regarded as the seminal public library valuation study. It integrated CBA, Consumer Surplus, Contingent Valuation (including WTP and WTA) and Cost of Time to explore the ways in which taxpayer's benefit from investing in urban public libraries. High level insights revealed that for every \$1 invested in public libraries the direct benefit to users is \$4 (Holt et.al, 1999).

The Benefits Valuation approach was developed into a multiple methods model in 2005, to include Input-Output models to measure the indirect benefits of the Suffolk County Cooperative Library System in New York. This enabled a quantification of the employment benefits, as well as local and regional economy benefits that the library system delivered for stakeholders. The Input-Output model calculated that the Suffolk Cooperative Library System generated \$26 million in goods and services, enabled earnings in the area to increase by more than \$50 million, created more than 1,200 jobs for the local economy, resulting in a total multiplier effect of \$232 million (Kamer, 2005).

These studies marked the start of a trend within the field of public library valuation to calculate an holistic quantitative measure that reflected the economic value of public libraries (ALA, 2007; Barron et al, 2005; Carnegie Mellon University, 2006; Levin, Driscoll & Fleeter, 2006; Pung et al., 2004). Most notably the British Library value study (British Library 2004), the State of Florida Public Libraries return on investment study (Griffiths et al., 2004) and the Seattle Central Library Economic Benefits Assessment (SCL, 2005), the Optimisation Model (Morris, 2005) and the Library Use Valuation Calculator (Imholz and Arns, 2007). Provided in the appendix is a more thorough summary of each of these, including an overview of approach, the methodology used, the research sample and the results.

Throughout the early 2000s SROI models within the context of public library value studies continued to develop. A particularly high profile series of studies tested the efficacy of SROI models for measuring the social impact of public libraries and their contribution to wellbeing. Insights from the studies revealed that public libraries contributed positively towards individual and community wellbeing, delivering value across four key policy areas – economy, education, culture and society (Carnegie UK Trust, 2016b).

### 3.16 Measuring social impact

#### 3.16.1 Social Impact Audits

Input, output and return on investment ROI measures illustrate how well the public library performs in terms of cost. Absent however is the measure for impact.

EXTENDING BEYOND PERFORMANCE TO EXPLORE VALUE		
Key element	Description	Example in the context of this thesis
Outcomes	The impact of the outputs on individual users and communities	Improved self esteem, joy from reading, reduced social isolation, opportunities for betterment, stronger and safer communities.
Value	The quality of the service over time ( <b>how well it performs</b> , is it fit for purpose, is it durable)?. $V=f(q/t)$	Social value

**FIGURE 23 EXTENDING BEYOND PERFORMANCE TO EXPLORE VALUE**

Social Auditing has been used successfully to measure the effects of public sector policies (Percy-Smith, 1992). The Social Process Audit is a form of social auditing. It was first introduced by Blake et al. in the 1970s (Zadek et al., 1997). In the late 1990s it developed into the Social Impact Audit (SIA) and was used to measure the social impact of Newcastle and Somerset Library Services. It did this by analysing strategic goals of the local authority and the library service and mapping this against quantitative inputs (resources required to deliver the library service), outputs (the programme or service delivered) and qualitative outcomes (the

user's experience of the programme or service being delivered) (Linley & Usherwood, 1998). A few years later the SIA was adopted again to measure the social impact of museums, libraries and archives (Bryson et al, 2002). Social Impact Audits have continued to gain

At the core of Linley and Usherwoods SIA was dialogue between the public library service and all of its stakeholders (elected members; library staff; groups of library users and non-users). It achieved this through tools such as questionnaires, focus groups and one-to-one interviews. Using these tools the SIA measured how well the public library services in the City of Newcastle upon Tyne and the County of Somerset were meeting the needs and expectations of its stakeholders. It also evaluated the degree to which it supported the local authority to meet its wider strategic goals. Ongoing dialogue between library users and staff helped to identify areas for improvement.

The data gathered through this process was predominantly qualitative and sometimes anecdotal. Linley and Usherwood used Matarasso's themes for assessing the social impacts in the arts: (1) Personal development, (2) Social cohesion, (3) Community empowerment and self determination, (4) Local image and identity, (5) Health & well-being (Matarasso, 1997). Insights from the thematic analysis revealed stakeholders valued both the established role of the library, as defined by IFLA (2001) and also the social and caring role the library played in the lives of individuals and communities.

This study is of importance to the field of library valuation because it attempts to measure intangible benefits that are often overlooked by quantitative evaluations such as performance measurement models (Bryson et al, 2002).

### **3.16.2 Tracking value over time**

Public libraries are catalysts for building social value and social value takes time to build. One way to measure this type of value is to track it over time; and a tried and tested method for tracking value over time is ethnography.

Ethnography originated as a research strategy in the early 1900s where it was used successfully to observe and document cultures and behaviours of tribes in Papua and Samoa (Malinowski, 1922; Mead, 1943). It is a way to observe real people, in real world settings, carrying out real-life activities over a prolonged period of time, without a set of predefined themes to look out for (Creswell, 1998; Pickard, 2007). The ethnographer becomes both storyteller and scientist dedicated to describing and interpreting groups from a social and/or cultural perspective (Fetterman, 1998).

Ethnography has been used in the past to create narrative based evidence in support of ongoing investment in public libraries (Bryant 2007; Given and Leckie, 2003; McKechnie et al., 2004; Bamkin et al (2016). Their potential as a method to demonstrate value is often overlooked and their implementation has been sporadic (Brophy, 2007).

One of the highest profile library value studies to incorporate elements of ethnography was the Urban Libraries Council's (UCL) Engaged Library (UCL, 2006). In the Engaged Library the researchers were tasked with identifying the contribution of Chicago's network of public libraries on the community's wider social, educational, cultural and economic goals. Researchers tracked user behaviour over time and collected rich data that demonstrated the library's contribution to urban regeneration, community transformation and social capital. A summary of this methodology is provided in the appendix.

In 2008 researchers with UK Online Centres used tracking methods were used to demonstrate cause and effect of digital exclusion; and also to support measurement of the social impact of digital inclusion on hard to reach samples (e.g. care experienced young people with additional intersecting needs such as literacy).

The approach enabled researchers to produce narrative based evidence, to illustrate the impact of digital inclusion services on social capital creation (self-confidence, families and friends, civic engagement) and human capital creation (literacy, numeracy, visual literacy). Researchers mapped these impacts to "improved life chances" : income, employment, health, education,

housing, crime, living environment (ONS, 2004). A more detailed review of the methodology, outputs and outcomes from this study is provided in the appendix.

### **3.16.3 Focus on wellbeing**

In the early days on this thesis, methodologies for measuring outcomes in the context of public services were considered novel. Since then, methodologies that help to measure things like wellbeing and happiness have become more mainstream (European Commission, 2007, European Union, 2009). In addition, the field of public library research is organic and it can be challenging to keep up with new publications, research, policies and trends out with the focus of the project.

In 2016 they also released a guidance document for sustainable progress in cities and regions and released data to highlight how people in the UK and Ireland use public libraries and what they think of them (Carnegie UK Trust, 2016a, Carnegie UK Trust, 2016b). The “OECD’s Better Life Initiative”, which was also borne out of an emerging demand for new and improved statistical measures which would offer a greater insight into societal progress, beyond simple macro-economic statistics, such as GDP (Commission on the Measurement of Economic Performance and Social Progress, 2009; OECD, 2013). In other words, to develop a clearer picture of people’s experiences, their welfare and the impact of policies on their lives, over time.

The EU’s recommendations for developing more appropriate metrics to measure progress, and the OECD’s Framework for measuring individual’s wellbeing began to integrate into the decision-making process and public debate in the UK. For example, David Cameron, the Prime Minister at the time, perhaps realising the prevalence of wellbeing data in the absence of economic growth during the largest economic crisis of our lifetime, launched the National Wellbeing Programme in 2010 to:

*“start measuring our progress as a country, not just by how our economy is growing, but by how our lives are improving; not just by our standard of living, but by our quality of life” (Cameron, 2010).*

This resulted in the development and publication of a framework that towns and cities could adopt to evaluate across ten domains and 38 measures, the purpose of which was to make local authorities better informed about people, what matters to them and the impact of government policies on their quality of life. The most recognisable output of this framework has been the Interactive Measures of National Wellbeing Wheel (see Appendix)

A Social Impacts Task Force (SITF) was also set up in 2010, bringing together a team of analysts from across central and devolved administrations to develop metrics that would lead to a more holistic understanding of social impacts, and the impacts of government policies on people's lives (SITF, 2013). Since it was established, this task force has produced a survey of methods used to assess social impacts across government departments, a discussion paper on valuation techniques for measuring Social Cost Benefit Analysis (2011), a framework for understanding the social impact of public policy (Defra, 2011) and a session on "Working Together for Policy Impact" at the Government Social Research Conference (2011).

The Quality of Life team at The Office for National Statistics (ONS, 2014a, ONS, 2014b) had also been measuring personal wellbeing on an annual basis, since 2011, with the following questions:

- Overall, how satisfied are you with your life nowadays?
- Overall, to what extent do you feel the things you do in your life are worthwhile?
- Overall, how happy did you feel yesterday?
- Overall, how anxious did you feel yesterday?

### **3.17 A summary of models identified by the secondary research**

This section provides a summary of the performance measurement and library valuation studies already identified by the review of the literature. The purpose of this is to determine which (if any) of the models have the capacity to support the present researcher to reach the goals of this thesis.

The summary is presented in the format of a matrix. The column to the left contains the name of the method or study. The rows at the top contain a summary of what the method or study is used for, and what it measures, whether it is quantitative (QN), qualitative (QL) or mixed method (MM). Also highlighted is whether the method or study can be used to measure social value.

### **3.17.1 Examples**

Some of these methodological concepts have been adopted by high profile organisations such as the World Bank, Organisation for Economic Co-operation and Development, Impact Arts, Nestlé and the Mayor's Fund for London and UK Online Centres. Others have been carried out by library organisations such as the British Library, Toronto Reference Library, Chicago Urban Libraries Council, Scottish Library and Information Council (SLIC).

Example of use	Method	Summary	Used to measure	QN	QL	MM	Does it measure social value?
British Library, 2004	Cost-Benefit Analysis (CBA)	CBA enables quantifiable values, such as a cost or a purchase price, to be applied to variables that are difficult to measure, such as goods and services that do not have a specific '£' price.	Typically used to measure <i>direct</i> benefits. Costs are compared to the value that a specific service or resource has for an individual or the community. This is better known as the <i>benefit-to-cost ratio</i> which measures the taxpayers return on every £1 invested. If this ratio exceeds £1 then it is agreed that the benefits exceed the costs.	√			



Example of use	Method	Summary	Used to measure	QN	QL	MM	Does it measure social value?
	Consumer Surplus	The value that consumers place on the consumption of a good or service in excess of what they must pay to get it	The perceived value of being a member of the public library in relation to how much citizens have to pay for the service via their taxes and in time and effort.	√			
CV has enjoyed high profile support from two Nobel Prize Winning	Contingent Valuation (CV)	Similar to CBA it measures the value of both the use and non-use of non-priced goods and services, such as public libraries.	<i>Willingness to Pay</i> (WTP) asks users (hypothetically) how much they would be willing to pay to enjoy the services of a service that they presently enjoy for free, for example, a public library. The second approach is <i>Willingness to Accept</i> which asks how much users	√			

Example of use	Method	Summary	Used to measure	QN	QL	MM	Does it measure social value?
Laureates (Arrow and Solow, 1993), the World Bank and the OECD.			would accept to go without library services				
These models have been used in the past to measure the	Input-Output Models (IOMs)	Used to evaluate <i>indirect benefits</i> such as the impact that the library can have on the local economy by helping residents to acquire jobs and local businesses to prosper.	These <i>indirect benefits</i> are measured using mathematical software models (available to purchase) such as the Regional Input-Output Modeling System II and the Regional Economic			√	√

Example of use	Method	Summary	Used to measure	QN	QL	MM	Does it measure social value?
value of beaches and parks.			Models, Inc (REMI) which looks at cause and effect relationships.				
(Morris et al, 2000 p. 64).	Optimisation Model (or Benefits Generated Model)	To determine the amount of 'reads' that a book will experience in its lifetime.	After calculating the amount of 'reads' and applying a monetary value to each read, all costs associated with making the book available to borrow are subtracted. The resultant figure is the net gain of that one book.	√			

Example of use	Method	Summary	Used to measure	QN	QL	MM	Does it measure social value?
The LUVC has been adopted by numerous library authorities across the world (Imholz and Arns, 2007, p.24).	The Library Use Valuation Calculator (LUVC)	Calculates the value of services for individual library users	It works as a downloadable online tool which can be modified to reflect local costs and services etcetera. An underlying Excel spreadsheet automatically calculates monetary values when the library user inputs data related to 'how many books they have borrowed' or 'hours of computer use' to find out the total value of their library use.	√			

Example of use	Method	Summary	Used to measure	QN	QL	MM	Does it measure social value?
Libraries can use social auditing to measure the effect that policy has on its users	Social Auditing or Social Accounting	To measure performance against social objectives and shared values	Social, economic, and environmental benefits and limitations and the effect that a product or service can have on society			√	√
Comprehensive, objective and inexpensive	Social Impact Audit (SIA)	To measure social and economic impact of arts and culture services and their contribution towards wider social objectives	Intangible outcomes such as the impact on personal development, social cohesion, community empowerment and self-determination, local image and identity; and health & well-being			√	√

Example of use	Method	Summary	Used to measure	QN	QL	MM	Does it measure social value?
tool for long term evaluation of the social value of public libraries							
Toronto Reference Library and Vancouver Public	Ethnography	Traditionally used by social anthropologists to observe and document specific cultures, tribes and people	The behaviour of individuals and groups from a social and cultural perspective		√		√

Example of use	Method	Summary	Used to measure	QN	QL	MM	Does it measure social value?
library (central branch) by Given and Leckie in 2003							
The Engaged Library, Chicago Urban	Tracker Surveys	To monitor and understand changes in attitudes, behaviour and outcomes	Surveys are repeated over time to assess the longer-term impact of public library visits and public library services		√		√

Example of use	Method	Summary	Used to measure	QN	QL	MM	Does it measure social value?
Libraries Council							
UK Online Centres, 2010 to determine the impact of digital inclusion projects	Customer Profiling	Traditionally used by customer insight researchers in the commercial sector	Has the capacity to humanize quantitative data by revealing the people behind the numbers			√	
Used by SLIC to	Public Library Quality	A self-assessment toolkit that uses a management and improvement	The potential impact that services can have on the wider health, social,			√	√



Example of use	Method	Summary	Used to measure	QN	QL	MM	Does it measure social value?
analyse the economic and social impact of eight library projects that had received funding from the <i>Scottish Executive's Public</i>	Improvement Matrix (PLQIM)	matrix to carry out regular evaluation and benchmarking.	education and economic goals of parent organisations				

Example of use	Method	Summary	Used to measure	QN	QL	MM	Does it measure social value?
<i>Library Quality Improvement Fund (PLQIF).</i>							
The Seattle Public Library Foundation and the City of Seattle's Office for	Economic Benefits Assessment	To determine the impact that library visits can have on local economic development and urban regeneration	Direct and indirect benefits of the library service, highlighting economic and social value.			√	√

Example of use	Method	Summary	Used to measure	QN	QL	MM	Does it measure social value?
Development, 2005							
Used by not for profit organisations (Impact Arts), investors (Nestlé) and commissioners (Mayor's	Social Return on Investment or Social Accounting	A framework for measuring wider impact, attracting funding and evidencing outcomes through stakeholder's stories	The socio-economic and environmental value created by non-profit organisations and their activities			√	√

Example of use	Method	Summary	Used to measure	QN	QL	MM	Does it measure social value?
Fund for London)							

**FIGURE 24 SUMMARY OF EVALUATION MODELS IDENTIFIED**

### **3.18 Key insights from secondary research**

The researcher has presented a summary of example quantitative, qualitative and mixed methods measurement models from the UK, Europe, USA, Australia and Canada. These examples extended beyond the public library sector, to include relevant value studies from the not for profit, environmental and commercial sector.

The narrative review of the literature has been extensive, answering the present researcher's first two research questions and supporting the first part of the research hypothesis. A summary of key insights is presented below to demonstrate why this conclusion has been reached.

The literature confirms that the public library serves a diverse set of user needs, ranging from the complex (e.g. to learn, to be inspired, to socialise and to escape), to the more practical (e.g. to access photocopiers, computers, the internet and printers). It is the complexity of these needs and the diversity of experiences that make it difficult to articulate and measure the value of public libraries.

Although there is consensus that value in the context of public libraries is subjective and difficult to define, public libraries have faced calls to demonstrate their value since the 1970s [at least]. This is a fundamental problem inherent in any existing or future models designed to measure the value of public libraries because in order to measure value, it must first be defined.

Until the late 1990s the value of public libraries were typically defined by how well they were performing statistically. During this period there was an over-reliance on performance measurement models that measured outputs against inputs to produce snapshots of value in terms of supply and demand. Towards the end of the 1990s there was a growing movement to extend beyond defining value in terms of performance.

Researchers trialled a number of methodological approaches in their quest to measure the value of public libraries (particularly from the late 1990s onwards). The two types of value most often defined in the context of public libraries are – (1) Social Value (intrinsic) and (2) Economic Value (instrumental).

- Return on Investment (ROI) and Social Return on Investment (SROI) models adopted economic concepts to measure socio-economic value of public libraries. These models were effective at measuring outputs that were easy to quantify and monetise.
- Social Impact Audits (SIA) measured intangible benefits of public libraries that were often overlooked by quantitative models such as ROIs.
- Ethnography tracked value over time and produced narrative based evidence to support ongoing investment in public libraries.

The general consensus was that models designed to measure statistical performance and economic value were less costly (in terms of both time and resources), more conveniently available, and easier to implement. Methods for measuring economic value are built on centuries old respected economic infrastructure. As such, it was reported that these models produced reliable quantifiable insights. That said, the research also highlights the limited scope of these types of models, pointing specifically to their inability to effectively identify and measure intangible outcomes that create social value.

Despite a proliferation of public library value studies since the late 1990s, it has not been possible to identify from the literature a consistent sector-wide approach to measuring the social value of public libraries. Secondary research also revealed a general lack of confidence in models designed to measure social value. In contrast to economic models, social value models are at the early stages of the product lifecycle. As yet there is no defined infrastructure for assessing social value and there is no formal 'social auditing body' to create principles, standards or consistency.

In 2006, it became clear that a limited amount of research had been carried out in the field of UK public library valuation. Although academic researchers at Loughborough, Sheffield and Strathclyde Universities had published various journal articles and reports on this topic there was a lack of evidence that local authorities had implemented the methodologies that the academics recommended.

In the discussion section that come later the researcher presents examples of different types of public library valuation studies. These are chosen because they highlight different types of public library value revealed by a variety of different evaluation methods.

Existing research groups the value of public libraries on different characteristics. In this particular context the value of a public library changes throughout the user's life cycle.

The modern day public library sector in the UK has been strongly influenced by high profile documents and strategies published in the early 2000s by the Department for Culture, Media and Support (DCMS) and the Museums and Libraries Archive Council (MLA). A summary of these is provided to further establish the context within which this thesis was carried out.

Secondary research has demonstrated that quantitative Performance Management models and Return on Investment models measure outputs that are easy to quantify and monetise. Outwith the scope of the performance measurement models used in the context of public libraries is: measuring the value of things that are hard to measure such as - participation, culture, capability, personal and social development etc. This revealed a need for public libraries to move toward a model that identifies and measures the impact of the outcomes they deliver.

In the summary matrix of models Linley and Usherwood's SIA was identified as a model with the potential to achieve this. This was because the model was one of the few studies that had attempted to measure the social impact of public libraries and had successfully measured indirect benefits and identified the ways that public libraries contribute towards the achievement of social objectives.

Another key reason why the present researcher was drawn to the SIA was that the researcher's original rationale for designing the SIA aligned with the present researcher's motivations for developing it. In addition the SIA model was easy to understand and inexpensive to apply, an added bonus for an academic researcher with access to limited funds and resources.

## 4 EMPIRICAL RESEARCH

The primary research goal is to design and test a novel model for measuring value within the context of public libraries; and to evaluate its efficacy for generating useful knowledge for practice. To achieve this the researcher will build on an existing social impact model (SIA) to produce a prototype relevant for the twenty-first century, to test in case study sites.

The primary research activities and outputs will address the third and final research question:

- RQ 3. What might an alternative model for measuring value within the context of public libraries look like?

In Chapter 3 a selection of performance management and evaluation models were presented and critically reviewed. Identified from this review was Linley and Usherwood's original Social Impact Audit (SIA) model, which had been used to successfully measure the social impact of Newcastle and Somerset's library services. In reviewing its methods and results the present researcher recognised its potential for supporting the primary research goals of this thesis, noting that it would provide strong foundations for building the next iteration as a prototype, to test in a live environment.

Once again the following clarification is provided, to help the reader distinguish between the two models being discussed throughout this chapter:

Full text	Acronym	Use within the context of this thesis
Social Impact Audit	SIA	In reference to Linley and Usherwood's original Social Impact Audit model, used to measure the social impact of Newcastle and Somerset Library Services in 1998.
Social Impact Audit 21	SIA-21	In reference to the prototype model designed by the present researcher and tested in case study sites.

**FIGURE 25 REMINDER OF KEY ACRONYMS**

### 4.1 Purpose the SIA-21 model

The SIA-21 is inspired by Linley and Usherwood's original SIA model (1998). It has been developed to fill gaps in current evaluation models, as identified by the researcher during the review of literature. The purpose of the SIA-21 is to provide public library managers and staff with a tool



to capture and analyse data which can be translated into evidence to support the argument that public libraries deliver social value. It has been designed with a ‘super user’ in mind to ensure a practical, uncomplicated and easy to implement model. It is anticipated that the SIA-21 would be an “off the shelf” model which library managers can pick up, dip into and apply when required.

During the trial of the SIA-21 in Local Authority B the researcher discovered the capacity of the SIA-21 model to adapt to the needs of a specific local authority. For example, in Chapter 5 it was demonstrated that the data produced by the SIA-21 model could be translated into meaningful evidence, using a storytelling approach. The evidence was then supported by narrative, and linked to mission statements, policies and outcomes (at both micro and macro levels).

The creation of the “the public library evidence database” (PLED-21) and “quotes database” (both presented in the Appendix) demonstrate how data that has been captured and analysed in the early stages of the SIA-21 can be made more accessible and searchable for staff, in a shareable Microsoft Excel document. This worked well in Local Authority B because staff have access to Office 365 and the document could be shared ‘in the cloud’, in the Sharepoint app. This meant that any member of staff with access to the Sharepoint site could view and extrapolate up to date evidence for things like policy reports, service designs, performance reports, and audits.

#### **4.1.1 Target audience**

The target audience for the proposed SIA-21 model include Heads of Service, library managers, library supervisors, and frontline staff. Basically, anyone struggling to articulate the value of the public library service who wishes they had access to more robust data and richer evidence, is keen to use emerging technologies and qualitative software to analyse data, want to learn more about how to gather feedback and opinions from library users via social media.

#### **4.2 Designing the next iteration of the model**

In designing the next iteration of the SIA model the following key tasks were carried out:

(1) review the original SIA model to identify required changes related to public sector language; social, political and technological changes; sampling and anonymity; bias; and advances in

qualitative data analysis software. This resulted in different approaches to addressing bias and objectivity, sampling, scope, peer-review, research tools and data management.

The SIA and the SIA-21 adopt slightly different approaches across a number of key elements, such as how to address bias and objectivity, how to establish samples, whether to extend objectives to include economic impact, how to carry out focus group activity and most notably, how to analyse the data generated by the model. The decision to change approach was based on a number of factors, including resource limitations (financial and people), field study experience (i.e. lack of required support from case study authority), changing political landscapes (national and local), risk aversion (i.e. Local Authority B councillors refusing to be interviewed or to share opinions ‘on the record’ for fear of offending the council, the government or the constituents).

In the table that follows the present researcher provides an overview of the changes in approach, alongside a summary of what the differences look like across the two models.

#### **4.2.1 Task 1 - Addressing bias and objectivity in the research design**

##### **How the SIA did this**

- Steering Group which included professionals from New Economics Foundation and the Audit Commission.

##### **How the SIA-21 did this**

There are a number of ways that the present researcher strived to address bias and objectivity in the research design and these can be separated into two categories:

##### **Adherence to standards, principles and commitments defined by research bodies and professional institutions:**

- Adherence to the standards, principles and commitments as defined in the *Concordat to Support Research Integrity* (UK Research Integrity Office (UKRIO), 2019).

- Adherence to the Chartered Institute of Library and Information Professional's (CILIP) New Ethical Framework, which works in line with European Council of the Liberal Professions Common Values (CEPLIS, 2000).
- Regular reflection on the Code of Professional Practice for Library and Information Professionals (CILIP, 2004) and the enduring values of the library and information profession (CILIP, 2018).
- Primary research proposal submitted to and approved by University of Strathclyde's Ethics Committee on 09.10.09. This proposal outlined the proposed research methods and activities, highlighting a commitment to confidentiality, honesty and integrity. Particular attention was paid to conducting research with humans and the collection, storage and analysis of qualitative data.

### **Regular sensecheck of research approach and dissemination of emerging insights:**

In addition to the ethical frameworks and professional codes of conducts adhered to by qualitative researchers in general, the present researcher followed Linley and Usherwood's process of early and regular sensechecking of research designs, early insights and preliminary reports. This led to invaluable discussions (and challenges) with delegates at international conferences, senior library managers and practitioners (members of both Chartered Institute of Library & Information Professionals and Scottish Library & Information Council), plus academic and social researchers. This activity can be separated into two separate dissemination categories: *Internal* (the audience comprised of staff and research peers at the University of Strathclyde) and *External* (the audience comprised of public library practitioners, senior managers, conference attendees and peer reviewed academic journals).

The use of these internal and external networks was an invaluable way for the present researcher to explore beyond the echo chamber of like minded qualitative researchers. A summary of the activities and experiences of early and regular dissemination with *internal* and *external* audiences is provided below.

### **Early dissemination with internal audiences**

Early dissemination with internal audiences from different disciplines, such as artificial intelligence, data mining and mathematics, prepared the researcher to defend the research design

against the researcher was challenged on the validity and reliability of qualitative research methods, researcher bias and data management. These exchanges also prompted the researcher to recognise weakness in the research design early on, and this inspired regular iterations of the new model. Provided below is a summary of dissemination activities with **internal** audiences:

- Regular meetings with PhD supervisors where “researcher bias” and “research design” were standing agenda items.
- Presentation of methods at University of Strathclyde’s iLab sessions (included post-graduate researchers and staff from Department of Computer and Information Science)
- Knowledge exchange sessions with PhD peers during departmental crit sessions. At these weekly sessions the audience was around 80% quantitative and artificial intelligence researchers and 20% qualitative and social researchers.
- Discussion of methods at cross departmental speed dating session (included researchers from Economics, Management Science, Public Policy, Mathematics)

### **Early dissemination with external audiences**

Early dissemination with professional audiences became an invaluable part of the research process because it generated interest in the research and also served as a sensecheck for bias in the research methodology and insight validation process. In addition to disseminating externally with relevant audiences and responding to questions challenging the validity and reliability of the research project. Provided below is a summary of dissemination with **external** audiences:

- Presentation of the proposed research scope, methodology and early findings to over 200 delegates at the Society of Chief Librarians conference in 2009.
- Dissemination of early findings to audience of senior library managers and practitioners from across the UK at SINTO conference in 2009.
- Previewed initial findings during discussions at Workshop on Measuring the Value of Public Libraries at Leeds Metropolitan University in 2011. Workshop attended by fifteen invited participants from across academia and public sector, including Professor Bob Usherwood, one of the authors of the original SIA.

- Early publication of proposed research design and sections of the literature review in peer reviewed journals including World Library and Information Congress: 74th IFLA General Conference and Council (2009), Bulletin des bibliothèques de France (translated into French) (2009), New Library World (2010), Library and Information Research Group Journal (2012).
- Towards the end of Year 2 and Year 3 preliminary reports were presented to workshops attended by Heads of Service, public library managers and frontline library staff at the relevant local authority.

### **Rationale for changing the approach**

The original SIA was funded by the British Library and supported by many established professional organisations, such as the New Economics Foundation and the Audit Commission. The SIA-21 is a postgraduate research project, carried out by a lone PhD candidate and supported by two academic supervisors. The SIA-21 uses the resources available to the PhD candidate at the time of the research project.

#### **4.2.2 Task 2 Establishing a sample**

##### **How the SIA did this**

- In setting the sample size SIA involved two local authorities – Newcastle and Somerset.
- Profiling in the first instance to build up a general perception of the library community. Reliance on Chief Executive Dept’s staff and library staff to recommend stakeholders to participate. Cross checked the views and perceptions of stakeholders thereafter, in advance of focus groups, to obtain a full view of public library activity.
- Semi-structured interviews.

##### **How the SIA-21 did this**

- The SIA-21 was trialled in one local authority.
- Multi-staged sampling process implemented - including probability, purposive, quota and cluster

- Participant observation and semi-structured question and answer session, plus one to one interviews and laterally the use of social media to reach a wider sample.

### **Rationale for changing the approach**

At the start of this research project the objective was to pilot the SIA-21 model in three local authority areas. After exploring sampling proposal the researcher recognised constraints related to external factors, finance, time, geography and resource made this too ambitious. Following consultation with the PhD supervisor the researcher decided to pilot the full model in one local authority. This would ensure more robust findings and greater freedom to explore the impact of the new library within the context of a multi use council facility.

Researcher realised that relying on library staff to recommend participants led to only users with positive opinions being identified. Researcher developed a more organic approach with the hope it would lead to a more authentic sample.

### **4.2.3 Task 3 Peer review - sensecheck of proposed approach**

#### **How the SIA did this**

- Preliminary Report produced and followed up by discussion workshop with invited politicians and practitioners to review initial findings.

#### **How the SIA-21 did this**

- Literature review and proposed model previewed at Society of Chief Librarians conference in 2009 as part of presentation given by the researcher.
- Sections of the Literature Review published in Library and Information Research Journal (2011)
- Previewed initial findings during discussions at Workshop on Measuring the Value of Public Libraries at Leeds Metropolitan University in 2011. Workshop attended by fifteen invited participants from across academia and public sector, including Professor Bob Usherwood, one of the authors of the original SIA.

### **Rationale for changing the approach**

Given that the SIA-21 formed part of a PhD thesis, the researcher made the decision to share preliminary approach and findings with as wide an audience as possible, to gain feedback from across the academic and public library sectors. This encouraged the researcher to seize any opportunity to share and to welcome feedback.

There was no appetite within the case study authority to share preliminary findings with invited politicians.

#### **4.2.4 Task 4 Extending objectives to include economic impact**

##### **How the SIA did this**

- Review workshop led to the inclusion of evaluating the economic impact of the public library services in the SIA

##### **How the SIA-21 did this**

- The researcher focussed on developing a model to specifically capture the social value of public libraries.

### **Rationale for changing the approach**

Due to findings uncovered in the literature review the researcher opted not to attempt to measure the economic impact of the case study library. In the 1990s, measuring the social impact of public libraries led to many contingent valuation studies within the sector, the most notable being the British Library study. The research revealed that this was a somewhat developed area of research whilst studies measuring social value remained very small. This highlighted the more urgent need for the latter. In addition the decision to narrow the focus of the research was influenced by timescales, capacity and funding.

#### **4.2.5 Task 5 Focus group activity**

##### **How the SIA did this**

- The SIA researchers carried out several general and specific focus groups in Newcastle and Somerset (e.g. Continuing Education group, Older People's Discussion Group, Parents Support Group, Detached Youth Project Group)  
In total, 90 people attended 14 groups in the case study authority of Newcastle.
- Data from the Newcastle focus group was written up by the Council's research services department.

##### **How the SIA-21 did this**

Although it was the original plan to replicate the number of focus group participants this was not feasible in reality. Instead the researcher focussed energy on gathering rich data from a smaller sample. This took the form of participant observation in Relaxation Workshops, Bounce & Rhyme, ICT for re-entering the workforce etcetera. The researcher also implemented ethnography to observe independently what visitors do during visits to libraries. All data was written up by the researcher. Although time consuming it brought added benefits in that the person writing it up was already immersed in the research project. This meant that the researcher was ideally placed to spot emerging themes and link back to the literature review. It also meant that it was not feasible to replicate the volume of focus groups in the original study.

##### **Rationale for changing the approach**

The SIA researchers were better placed to carry out a larger SIA study as they had support in the people within the participating authorities who had been assigned to provide support.

This was not part of the local authority's gift for this research project.

#### **4.2.6 Task 6 Interviews with elected officials**



### **How the SIA did this**

- For the SIA the researchers interviewed 92 % of elected members in Newcastle and 82% of elected members in Somerset.

### **How the SIA-21 did this**

- There was no primary research with elected officials.

### **Rationale for changing the approach**

During the planning stages, the researcher discussed the project with local councillors and the then Convenor for Communities and Education. The Convenor refused on three separate occasions to participate as the researcher did not live in the case study constituency.

#### **4.2.7 Task 7 Extending the original sample**

### **How the SIA did this**

- The SIA did not extend beyond it's original proposed sample. Towards the end of their SIA the researchers reflected, "With hindsight and increased resources we would widen the range of stakeholders in any future work".

### **How the SIA-21 did this**

- The researcher could increase the sample size and range of stakeholders by using social media.

### **Rationale for changing the approach**

The researcher downloaded an CAQDAS-A11 add-one called NCapture to gather data from the general library community on Twitter. There were insufficient posts published under #Case Study Blibrary, so this was expanded to include #librariesmatter and #librariessavelives.

#### **4.2.8 Task 8 Data management**

### **How the SIA did this**

- Data was analysed manually with raw data coded into key categories and final themes decided following discussions of suggested themes at the steering group.

### **How the SIA-21 did this**

- On choosing CAQDAS-A the researcher reviewed the original data management plan, which was based on the experience of the original dissertation.
- Although the basic principles and associated activities remained relevant, the process needed to be tweaked slightly to reflect the use of CAQDAS.
- A high level explanation is that CAQDAS-A was integrated into the trial model, making it easier to analyse large volumes of qualitative data.
- CAQDAS-A interfaced with Microsoft Office packages, including Office 365, making the evidence more accessible and shareable. A deeper explanation of the impact on gathering, importing, exploring, analysing and presenting the data is provided below.

#### *Gathering data*

- Traditional approach (Lit Review, One to One Interviews, Ethnography, Questionnaires).
- Non-traditional approach - Social media
- Digital data repository established by creating a new “Project” in “CAQDAS-A” called SIA-21.

#### *Importing data*

- Data was imported directly as ‘Documents’ or As ‘Other Sources’ via CAQDAS-A data capture tool (datasets).

#### *Exploring and analysing data*

- Data coded as “nodes”, “cases”, “collections” and “sets” (combination of auto coding plus manual coding in CAQDAS-A).

- “Query reports” feature in CAQDAS-A meant researcher could run reports based on “Word Frequency”, “Text Search”, “Coding”, “Matrix Coding” and “Coding Comparison”.

#### *Data presentation*

- “Visualising” features in CAQDAS-A enabled the data to be presented and shared in a user friendly and if required “layman’s terms”.

### **Rationale for changing the approach**

Qualitative data analysis software advanced considerably between 1998 and 2018. Between 2018-2019 a CAQDAS called CAQDAS-A became accessible to the researcher through the University of Strathclyde.

#### **4.2.9 Task 9 Produce final output**

The final output is perhaps the most significant difference between the SIA and the SIA-21 model.

- **How the SIA did this**

The final output from the SIA was a written report.

- **How the SIA-21 did this**

The final output of the SIA-21 model was the Public Library Evidence Database (PLED-21)

### **4.3 Getting ready to test the SIA-21 model**

In the SIA-21 model the present researcher attempts to achieve two key things. Firstly, to establish proof of concept, thus meeting the following key research goal, as defined in Chapter 1:

**Testing a novel model and reporting on its efficacy in generating useful knowledge for practice.**

Secondly, to determine the feasibility of the SIA-21 and its capacity to uncover evidence that supports the the second part of the research hypothesis that:

**An alternative qualitative model, designed to generate meaningful evidence would better reflect the complex experiences and diverse impact of public libraries.**

In preparing to launch the test phase of the SIA-21 model the researcher confirms that Local Authority B has met the essential “must have” non-negotiable requirements, previously defined in Chapter 2. A summary of this is provided below:

<b>“Must Have” requirements</b>	<b>Achieved in Local Authority B</b>
Sign off to implement the SIA-21 model at a local authority strategic level (i.e. support from corporate leadership team)	Yes
A senior sponsor to own the implementation of the SIA-21 model.	Yes
Buy-in from public library managers to support implementation	Yes

**FIGURE 26 REQUIREMENTS GATHERING**

### **4.3.1 Testing context**

Having met the essential requirements for implementation the researcher proceeds with plans to test the SIA-21 model in Local Authority B. Testing of the SIA-21 model takes place within the live case study environment (Case Study B in Local Authority B), identified through the sampling method discussed in Chapter 2. In testing, the present researcher assumes the role of the public library manager tasked with implementing the SIA-21 model within the following hypothetical context (also referred to as the testing context):

- The Scottish government announce major cuts to public sector funding.
- Local Authority B is tasked with saving £X over X years.
- A review of all council services (including frontline services) is announced by the Chief Executive.
- The council’s corporate policy unit are tasked with gathering evidence from every council department, which demonstrates the public services delivering best value for the council.
- The public library service will be reviewed against revenue generating services such as Planning, Housing and Sports.

- It will also be reviewed against high profile services such as Education, which does not generate revenue but is easier to measure in terms of value because its impact is easier to quantify (E.g. exam results, league tables).

## 4.4 Presenting the SIA-21 Blueprint

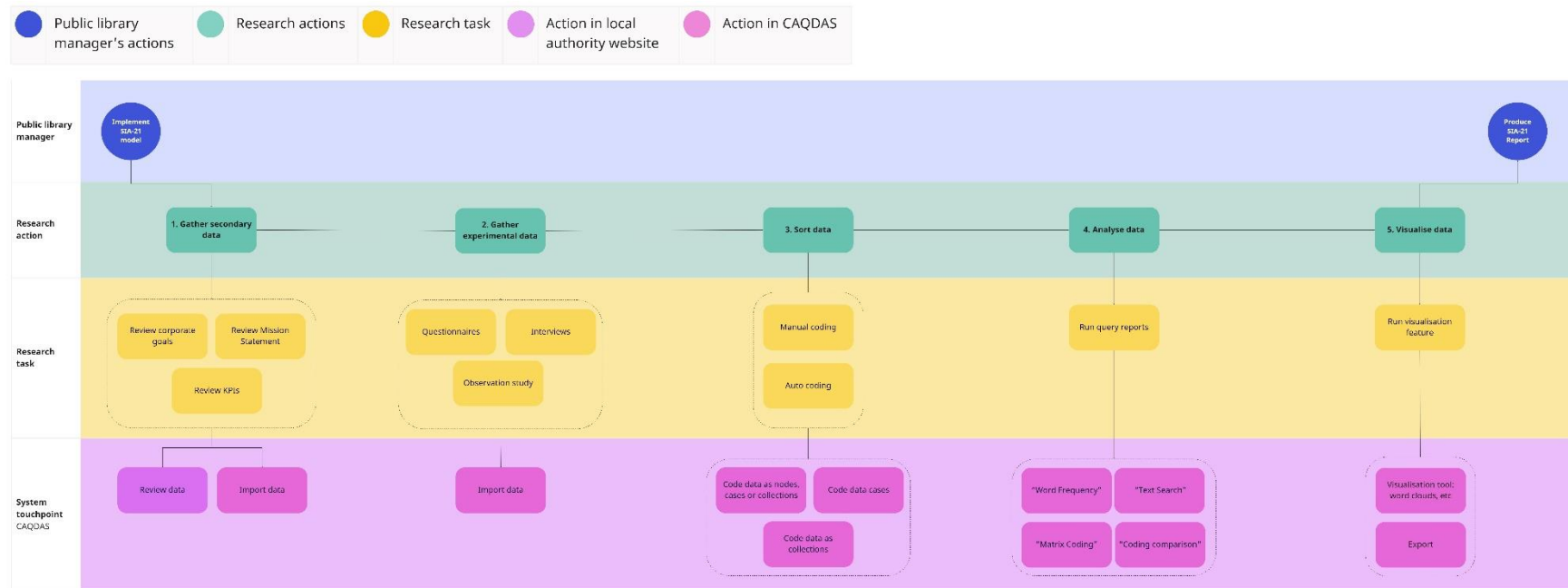


FIGURE 27 SIA-21 BLUEPRINT

The SIA-21 Blueprint presents an end to end visualisation of backstage activities and business processes and addresses implementation of these processes by highlighting research tasks and highlights where the processes touches systems.

#### 4.4.1 How to read the SIA-21 blueprint

The key at the top shows the colour coding used to show public library manager's actions (blue), research actions (green), research task (gold), actions in local authority website (purple) and action in CAQDAS (pink).

The blueprint takes the form of swimlanes. The first blue swimlane highlights the public library's manager's high level activities. Below is the green swimlane, which identifies the research action required by the public library manager. Underneath that is the yellow swimlane which pulls out the research tasks related to the action. The bottom lilac swimlane calls out the systems that the public library manager interacts with to carry out activities, actions and tasks. Each swimlane is connected by arrows.

For example, the public library manager's first action in the blue swimlane is to **implement the SIA-21**. An arrow connects **research actions** in the green swimlane, the first of which is to **gather secondary data**. An arrow then connects to the yellow swimlane where the research action is broken down into **research tasks**. An arrow connects to the **system touchpoints** that enable tasks, actions and activities to be carried out, in this case highlighting the interaction that needs to happen between (1) Library Authority A's websites and (2) the CAQDAS software.

The following five high level research actions are followed consecutively during testing of the model and these are discussed separately in the sections that follow:

1. [RESEARCH ACTION 1 : Gather secondary data](#)
2. [RESEARCH ACTION 2 : Gather experimental data](#)
3. [RESEARCH ACTION 3 : Sort data](#)
4. [RESEARCH ACTION 4 : Analyse data](#)
5. [RESEARCH ACTION 5 : Visualise data](#)

## 4.5 RESEARCH ACTION 1 : Gather secondary data

### 4.5.1 Secondary data

In the first stage of testing the following research actions and tasks are carried out in relation to gathering secondary data:

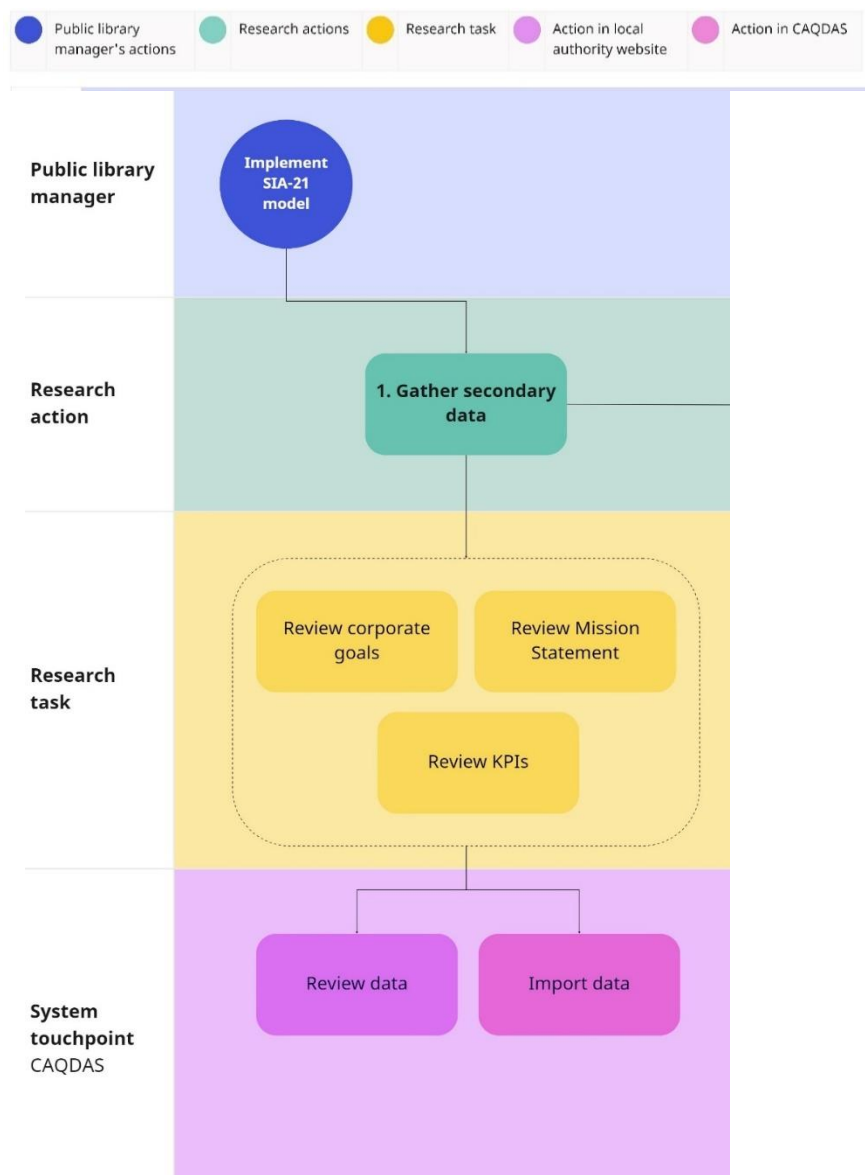


FIGURE 28 SIA-21 RESEARCH ACTION 1: GATHER SECONDARY DATA



In gathering secondary data the researcher aims to establish the internal landscape of Local Authority B. As defined in Linley and Usherwood's original "Framework for Informed Value Judgement" (Linley and Usherwood, 1998; presented in Chapter 2), the internal landscape is made up of the social, economic and political things that matter to the local authority. The internal landscape is also influenced by the key performance indicators and how they are evaluated.

In scanning the internal landscape, the researcher gathered strategic documents published on Local Authority B's to:

- Identify corporate goals
- Identify mission statement
- Identify existing measurement and evaluation KPIs.

In carrying out the research tasks the researcher assumes the role of a public library manager and accesses privileges related to that position (i.e. temporary staff sign on). This enables access to Local Authority B's intranet, public facing website and also meeting rooms in Case Study B.

#### **4.5.2 Research tasks – review corporate goals, mission statement and KPIs**

Using Local Authority B's website and intranet, the researcher identified strategic objectives, policy documents, mission statement and a list of all evidence based reporting related to public library KPIs. Policy papers, evaluation reports, frameworks and visioning documents generated hundreds of pages of data. During the early stages, data sorting was carried out manually using a coding spreadsheet designed by the researcher (in Excel). To ensure there is always a link back to the original data source, the "source resources" were manually sorted into eight pre-defined categories. The eight predefined categories of the source resources were: (1) Policy documents (2) User questionnaire, (3) One to one interviews (4) Ethnography, (5) Social media, (6) Case studies, (7) Carnegie and (8) Quotes. This initial sort means that as the volumes of data increases, the researcher can easily identify the original data source that insights emerged from. A summary of "source resources" that were key to the gathering secondary data stage is provided below:

<b>Source Resource (policy documents)</b>	<b>Reason why it is considered key</b>
How Good is Our Library Service (2014)	relevant because it was an updated version of SLIC's PLQIM
Citizen's Panel Report 2017	relevant because it presented results from the latest Local Authority B residents survey
Outcome Delivery Plan 2016-2019	relevant because it outlined Local Authority B's objectives and key priority areas
Vision for the Future 2017	relevant because it was a positioning document for the future direction of Local Authority B
Local Government Benchmarking Framework	relevant because it provided an overview on council performance for the most recent reporting period (2015/2016)

**FIGURE 29 SIA-21 SUMMARY OF SOURCE RESOURCES**

### **4.5.3 Local Authority B's mission statement and corporate goals**

#### **Review mission statement**

Local Authority B's overarching goals is to become a "modern, ambitious council, creating a fairer future with all". Chief Executive of Local Authority B highlights a commitment to improving the lives of local people, ensuring equality and fairness and enhancing the local built environment in their mission statement. In their vision for the future and route map for delivery they reflect on the wider SOA highlighting five priority areas for the local authority:

1. All children in Local Authority B experience a stable and secure start to their lives and are supported to succeed. Referred to in this thesis as SOA1.
2. Local Authority B residents are fit and active and have the skills for learning, life and work. Referred to in this thesis as SOA2.
3. Local Authority B is a thriving, attractive and sustainable place for businesses and residents. Referred to in this thesis as SOA3.
4. Local Authority B residents are safe and supported in their communities and homes. Referred to in this thesis as SOA4.
5. Older people and people with long term conditions in Local Authority B are valued; their voices are heard and they are supported to enjoy full and positive lives for longer. Referred to in this thesis as SOA5.

(Local Authority B, 2016, Local Authority B, 2017)

A “Golden Thread” runs through the Council’s strategic and service planning framework, linking the ODP to Local Authority B’s SOA, development strategy, and its Five Capabilities (sometimes referred to in the literature as the 5Cs).

The 5Cs present an overview of key priorities for Local Authority B. These are (1) prevention, (2) community engagement, (3) data, evidence and benchmarking, (4) modernising how we work, (5) digital. A summary of each is provided below.

In **prevention** Local Authority B seeks to discover ways to undertake more preventative activity, prioritise early years and reablement of older people, reduce failure demand and also improve outcomes for residents. The prevention theme will be referred to hereafter as SOA1.

In **community engagement** Local Authority B seeks to discover ways to more actively involve the community and individuals in the development of services and community spend, to develop partnerships with local people and groups such as community councils, disability alliances and voluntary groups. The community engagement theme will be referred to hereafter as SOA2.

In **data, evidence and benchmarking** Local Authority B seeks to discover ways to make effective use of data for planning services, gather evidence for knowing what works, benchmark to learn from other organisations, use the internet to improve knowledge of residents. The data, evidence and benchmarking theme will be referred to hereafter as SOA3.

In **modernising how they work** the Local Authority B seeks to improve processes, automate where possible, keep management costs down, reduce the burden of inefficient management processes, improve our asset management, and continually review delivery models to ensure they are efficient. The modernising how they work theme will be referred to hereafter as SOA4.

In **Digital** Local Authority B seeks to rapidly improve their digital offering to meet the needs of residents, using social media where appropriate; and embrace the digital revolution. The digital theme will be referred to hereafter as SOA5.

In summary the review of policy documents establishes the key objectives themes of Local Authority B as:

- reducing inequalities through early intervention and preventative approaches
- striving to make a difference to the lives of all residents
- working towards a more sustainable future
- embracing technology to improve capabilities, employees and services
- commitment to collaborating with communities to ensure equality, sustainability and transparency
- a caring, efficient, trustworthy, innovative, and people-centred organisation

#### **4.5.4 Local Authority B and KPIs**

In retrieving all documents related to KPIs the researcher identified that Local Authority B collects and reports KPI data to the following eight separate evaluators: (1) Best Value (2) Benchmarking (3) Citizen’s Panel (4) Public Service Improvement Framework (PSIF) (5) Public Service Excellence (PSE) (6) Public Library Quality Improvement Matrix (PLQIM) (7) How Good is our Culture and Sport (HGIOCS)? (8) Outcome Based Approach (OBA). A summary of these is presented below:

##### **4.5.4.1 Best Value**

Local Authority B commits to delivering Best Value for the local community. Case Study B is challenged to consider the best ways to achieve corporate goals, to consult with stakeholders, to compare their costs, quality and processes with others delivering similar services, to carry out competitive tendering and to get the best possible return on investment for public money (Local Authority B, 2011).

##### **4.5.4.2 Benchmarking**

Local Authority B have been members of a variety of benchmarking groups such as the Association for Public Service Excellence (APSE), and the ABC Benchmarking Partnership. Local authorities benchmark against one another to ensure Best Value KPIs are being met. Local Authority B must collect KPI data to calculate the return on investment of the public library.

This information is in the form of quantitative data which informs residents that in 2015/2016 the cost per visit to a public library in Local Authority B was £4.13. This data is recorded against the ROI indicator for the Local Government Benchmarking Framework (LGBF). The LGBF final output is a national report on local indicators.

#### **4.5.4.3 Citizen's Panel**

The Local Authority B Citizen's Panel was established in 1998 and is made up of approximately 1,200 residents. The panel represents the local population in terms of age, gender, ethnicity, employment status; and geographic location. The Panel assess service satisfaction and identify areas for improvement. Results have contributed to the development of the Council's Corporate Statement and the Single Outcome Agreement (SOA).

#### **4.5.4.4 Public Service Improvement Framework**

The Public Service Improvement Framework (PSIF) is based on the EFQM Excellence Model (formerly known as the European Foundation for Quality Management). Since 2006 Local Authority B has implemented the PSIF to carry out regular reviews of their performance. The PSIF is a Self-Assessment Toolkit that integrates standards and frameworks from Investors in People, Customer Service Excellence and Best Value. It creates a streamlined approach that guarantees less duplication and greater efficiencies (Quality Scotland, 2011).

#### **4.5.4.5 Public Service Excellence (PSE)**

Public Service Excellence, is a not for profit government body that promotes excellence in public services through its Six Service Principles – (1) One Council, (2) Customer First as the main point to handle enquiries, (3) One strategic intent, (4) Services online, (5) Improved asset management and (6) Support activities streamlined and duplication removed (Local Authority B, 2011).

#### **4.5.4.6 Public Library Quality Improvement Matrix (PLQIM)**

Local Authority B also measures the performance of its Library and Information Services using the Scottish Library and Information Council's *Public Library Quality Improvement Matrix*

(*PLQIM*). The PLQIM aims to emphasise the potential impact that public library services have on the wider health, social, education and economic goals of the Council, thus underscoring their value as essential services. Seven Quality Indicators (QI's) are used as a benchmark for public libraries to measure their success: (1) Access to information, (2) Community and personal participation, (3) Meeting readers' needs, (4) Learners' experiences, (5) Ethos and values, (6) Organisation and use of resources and space and (7) Leadership (SLIC, 2007). Services must grade themselves (on a success scale between 1 & 6 - where 1 equals 'unsatisfactory' and 6 equals 'excellent').

#### **4.5.4.7 How Good is our Culture and Sport (HGIOCS)?**

HGIOCS is a self-evaluation tool that encourages Local Authority B to ask: How good are our libraries? How good can we be? How do we get there? What have we achieved? There is no need to collect new data as the data already exists via other evaluation KPI models.

#### **4.5.4.8 Outcome Based Approach (OBA)**

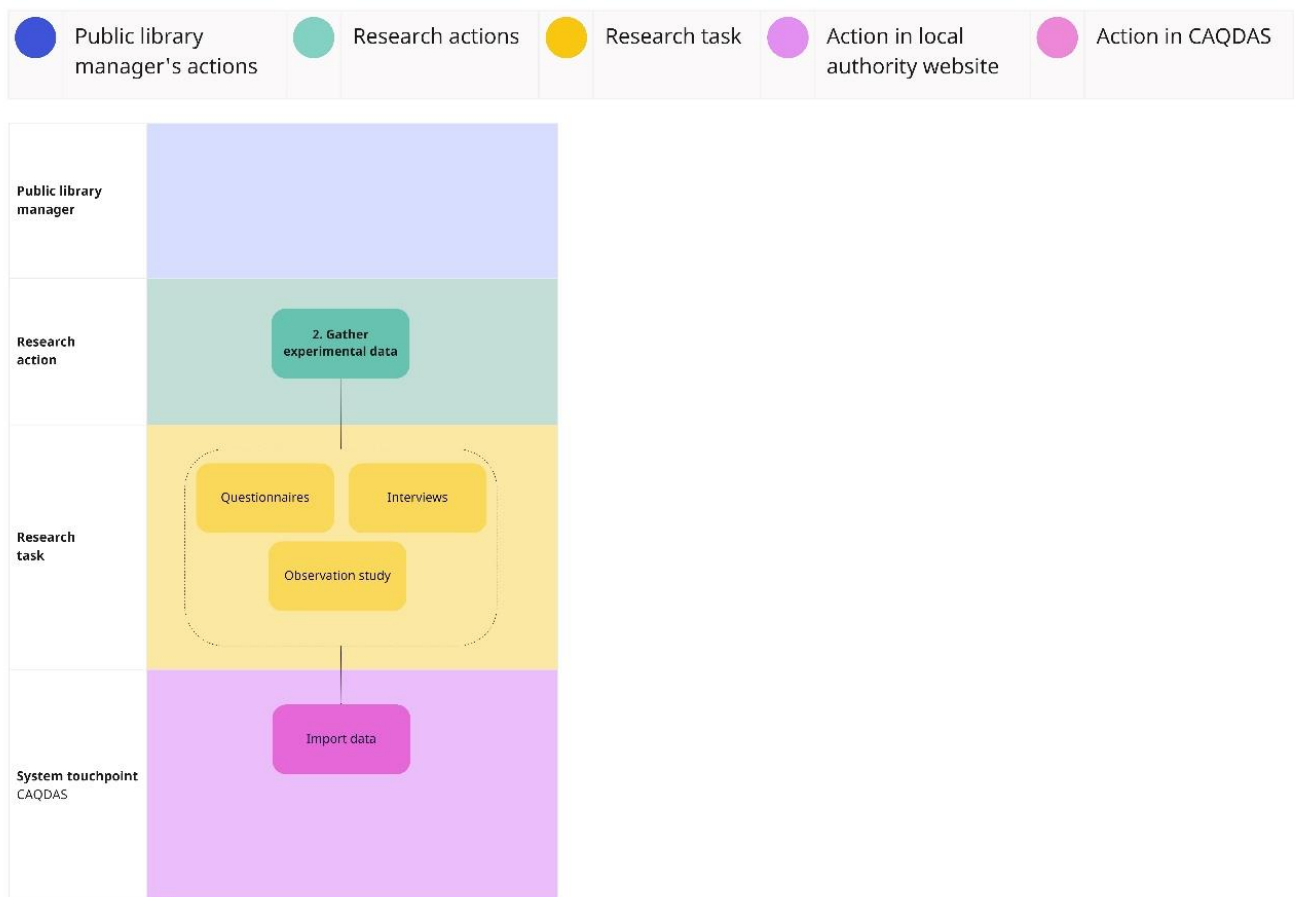
The OBA gives Local Authority B autonomy to manage their budgets and services as they see fit (Scottish Government, National Performance Framework, 2011, p.4).

#### **4.5.4.9 Import data**

On returning to the study after an extended break, the researcher had acquired access to CAQDAS-11 ([See 2.7.3 Using Computer Assisted Qualitative Data Analyses Software](#)). This meant that on identifying a number of updates to Local Authority B's policy and strategic documents there was an alternative option to the previous time consuming and resource intensive method of manually logging the data on an Excel spreadsheet. Instead, the the original data sorting process was replicated in the software and all updated documents were downloaded as PDFs onto the researcher's local drive, then imported in batch format using the document upload feature in CAQDAS-A where they were stored as "source resources". To ensure consistency for the future analysis of the data, these steps were repeated to import documents previously logged and categorised on the original Excel spreadsheet, into the "source resources" dataset.

## 4.6 RESEARCH ACTION 2 : Gather experimental data

In the second stage of testing the following research actions and tasks are carried out in relation to gathering experimental data:



**FIGURE 30 SIA-21 RESEARCH ACTION 2: GATHER EXPERIMENTAL DATA**

In gathering experimental data the present researcher carried out qualitative research activities at Case Study B over a twelve month period. The research tools used were a combination of questionnaires, one to one interviews and observation studies ([See 2.5 Summary of methods and tools used during testing](#)). The multi-sampling approach discussed earlier in this thesis ([See 2.5.2 Sampling](#)) was applied to the recruitment of research participants. Throughout the stage of gathering experimental data the present researcher ensured that standards of rigour and integrity were maintained by regularly referring to the [Chapter 1.2: Research integrity](#).

#### **4.6.1 Questionnaires**

Questionnaires were used to learn more about library users' opinions and experiences of Case Study B and also to develop an understanding of the diversity of user needs. The questionnaire was comprised of 26 questions, split into eight themes that the researcher identified from the narrative review of the literature and the early observation studies: (1) Services & Resources (2) Citizenship (3) Community Engagement (4) Public Spaces (5) Personal Development (6) Health & Wellbeing (7) Value (8) Demographics. ([See 10.4 Appendix for copy of the questionnaire](#)).

The questionnaire was distributed (1) randomly at the customer service desk, (2) at the end of a total of twelve library themed workshops (mindfulness, anxiety, post-natal, CV workshops, adult learning, school holidays), and laterally (3) during random floor walks of the case study site. Questionnaire return boxes were positioned at three locations within Case Study B: (1) the exit point, (2) next to the public access computers, and (3) in the children's book area.

Voluntary uptake of the questionnaire was low at the start (fewer than ten completed questionnaires in one weekend). To increase the volume of responses the researcher approached users (based on non-probability and quota sampling laws as previously discussed in [Chapter 2.5.2: Sampling](#)) to ask them if they would be happy to complete the questionnaire. Early on the researcher recognised that a number of partially complete questionnaires were being abandoned and when asked, respondents said they didn't understand some of the questions). Thereafter the researcher offered to support the user to complete the questionnaire and this led to a rise in completed forms being submitted.



To ensure the researcher avoided influencing the user's responses, this was done in line with the Ethics Plan and the Librarian's Code of Ethics and the researcher restricted this engagement to offers of encouragement and clarifications on the questions being asked and the flow of the instructions ([See Chapter 1.2: Research integrity](#)).

#### **4.6.2 One to one interviews**

One to one interviews were used to explore the perceptions and attitudes of two specific sample groups:

- relevant staff within Local Authority B
- specific library users not employed by Local Authority B.

All one to one interviews took place in a private meeting room, located inside Case Study 02.

##### *Interviews with relevant staff within Library Authority B*

Relevant staff within Local Authority B are defined as those responsible for setting budgets, measuring service performance and creating policy, otherwise known as the management team.

The researcher studied Local Authority B's management hierarchy and by applying triangulation, identified eight individuals to represent the full spectrum of the upper, middle and lower management hierarchy. This established a sample comprising senior management, branch managers and support service managers (referred to sometimes as "Officers") working across key service areas – education, culture, employability, regeneration and lifelong learning.

To ensure anonymity of the sources the names of the interviewees are redacted and replaced with their job title. In the remainder of this thesis the interviewees are referred to by the codes assigned at the time of the interview. These feature in brackets below:

- Head of Education Services: Culture, Sport and Continuing Education (**HOS01**)
- Head of Service: Corporate Change (**HOS02**)
- Library Manager (**LM01**)
- Library Manager (**LM02**)

- Learning & Arts Manager (**SM01**)
- Economic Development & Regeneration Manager (**SM02**)
- Family Firm Co-ordinator (**CO02**)
- Adult and Family Learning Officer (**CO03**)

In general interview questions were similar across all internal staff interviews, however some questions were adapted to reflect the interviewees specific role or lived experience. One to one interviews with specific library users not employed by Local Authority B also took place:

- Library user with lived experience of addiction (**LU01**)
- Library user with lived experience of adult learning (**LU02**)
- Library user with lived experience of unemployment (**LU03**)

Transcripts of one to one interviews are included in [Appendix B](#).

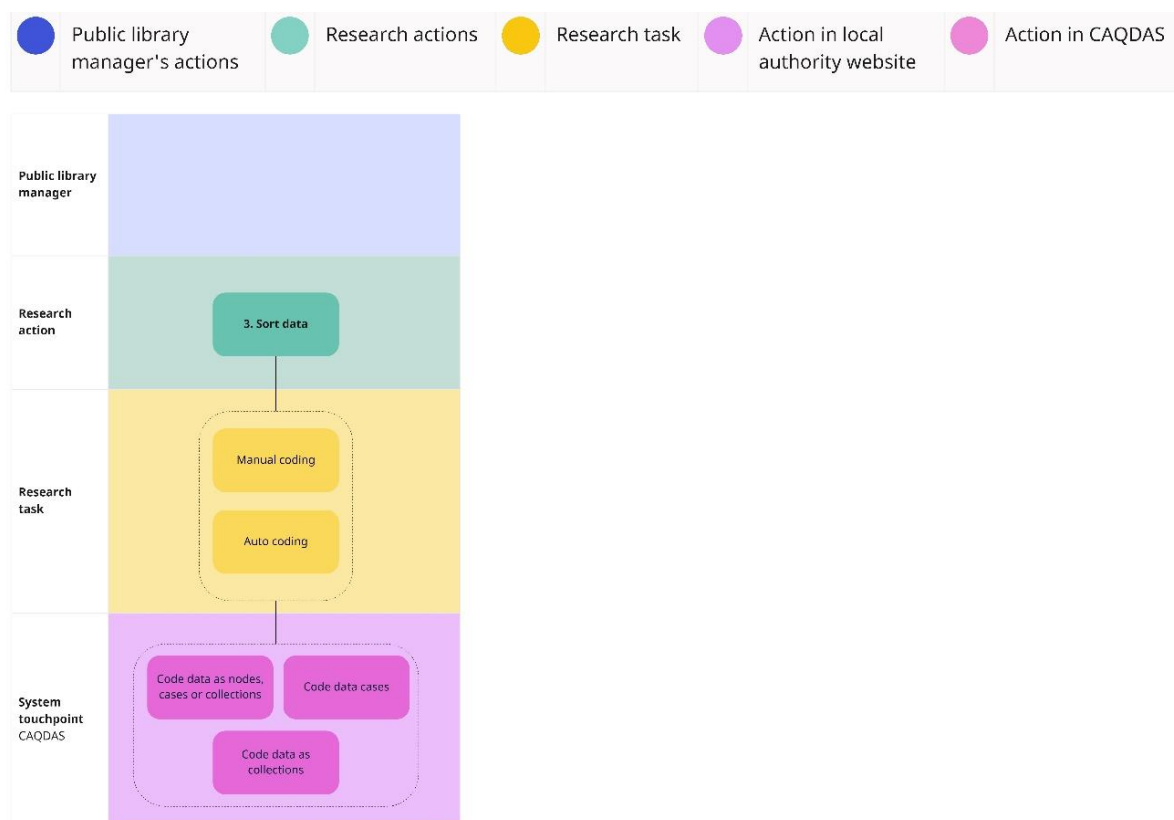
#### **4.6.3 Observational study (ethnography)**

Observational studies were used to gather rich data from a smaller sample. This took the form of two types of observation at Case Study B: participant and covert observations. Participant observation took place during Relaxation Workshops, Bounce & Rhyme events, and Employability workshops. Covert observations took place at Local Authority B once a week, for 1.5 hours each time, over a twelve week period – a total of 18 hours of covert observations.

To learn more about this process and the standards applied to ensure research integrity see [Chapter 2.5.3: Observation methods](#).

#### **4.7 RESEARCH ACTION 3 : Sort data**

In the third stage of testing the following research actions and tasks are carried out in relation to sorting secondary and experimental data:



**FIGURE 31 SIA-21 RESEARCH ACTION 2: SORT DATA**

#### **4.7.1 Transcribing and storing experimental data**

Transcribing and storing experimental data was consciously carried out in line with the process defined in [Data protection and processing](#). Some further details specific to the research tools used are provided in the following sections.

##### **4.7.1.1 Questionnaires**

In this study questionnaires are used to elicit direct feedback and opinions from public library users. The questionnaire was comprised of 26 questions, split into eight themes that the researcher identified from the narrative review of the literature and the early observation studies:

- (1) Services & Resources
- (2) Citizenship
- (3) Community Engagement
- (4) Public Spaces
- (5) Personal Development
- (6) Health & Wellbeing
- (7) Value
- (8) Demographics

70% of the questions were open-ended and 30% were closed. Four questions asked for information related to demographics. A copy of the questionnaire is included in the appendix.

Upon completion, the researcher manually logged questionnaire responses onto an Excel spreadsheet, saved it to the laptop's local drive; to revisit during the data analysis stage.

In total, 30 paper questionnaires were completed by respondents. Responses from the paper forms were replicated by the present researcher in a digital version of the questionnaire stored on a password protected online survey repository.

Upon completion, the researcher manually logged questionnaire responses onto an Excel spreadsheet, saved it to the laptop's local drive; to revisit during the data analysis stage.

#### **4.7.1.2 One to one interviews**

One to one interviews were recorded using the recording device on the present researcher's laptop. Each interview was transcribed within 48 hours of the interview taking place to ensure that the conversation was fresh in the researcher's mind. Post-interview, all interviewees received a typed up transcript of the interview and were given the opportunity to ask questions, make clarifications or withdraw any information recorded. The interviewee was given fourteen days to respond. Once approved, the interview transcript was uploaded to CAQDAS and manually tagged to pre-coded nodes.

#### **4.7.1.3 Observation study**

All observational data was recorded by the researcher during at the time of the observations. This was known as the observation record. Although the researcher sometimes used a traditional notebook and pen to record data, most of the data collected through observations was recorded using the researcher's own laptop. A mobile phone camera was also used to take photographs of certain people/situations, providing a memory trigger for the researcher. Within 48 hours observational data collected in the field was transcribed into the more formal observation record, then imported to CAQDAS-A where it was coded and stored. Although time consuming it was a valuable part of the process as it allowed the present researcher to identify emerging themes to

cross reference with the findings of the literature review and also the research hypothesis and goals of this thesis.

#### **4.7.2 Coding data**

A three stage process was applied to sorting and coding the secondary and experimental data (See [Content Analysis](#) and [Triangulation technique](#)). The three levels of Hahn's Coding Technique (2007) enabled triangulation of multiple data sources. This supported the researcher to manage the large volume of qualitative data more effectively, identify patterns and cross validate findings. It also facilitated a deeper understanding of the concepts emerging from the datasets, categories and themes, and highlighted the complexities of the data.

Initially the secondary and experimental data gathered via a review of the internal policy landscape, questionnaires, one to one interviews and observational studies were stored in Microsoft Excel spreadsheets. The data was predominantly qualitative with the exception of the questionnaire data which also generated quantitative data in relation to respondent demographics. Data categories emerged as general themes during the early content analysis process. Data was manually sorted into these categories before triangulation methods were applied, to ensure validation of the coding. Tabulation was the final step in the analysis process. The number of responses that occurred within each data category comprised an informational set. Cross tabulation was applied to determine the number of observations occurring in each of the data categories and in two or more of the informational sets.

In the final analysis Hahn's Coding Technique enabled greater understanding of the phenomena (in this case, the value of public libraries), from a variety of perspectives and built the foundations for translating the data into stories for a diverse audience (See [Discussion Category 1 - insights relevant to the testing context](#) and [Discussion Category 2 - insights in relation to previous studies](#)). Hahn (2007) refers to this as the emergence of "theoretical concepts" from the categories and themes (referred to as clusters in the [Section 5.4.2](#)).

#### **4.7.3 Level 1 Coding**

First stage coding consisted of a less automated and more humanised approach to enable immersion and interpretation of the data. The present researcher gathered together the large

volume of qualitative data from questionnaires, one to one interviews and observation studies for the purpose of immersion. This manual approach enabled early identification of common words and phrases with the human factor recognising the context within which these appeared. At the end of this stage nodes were established to reflect the key themes emerging from the dataset. A mindmap of this can be viewed in [section 4.9.2](#).

Name	Sources	References	Created On	Created By	Modified On	Modified By
Anonymous	1	5	29/09/2011 10:15	CRB	11/10/2011 11:27	CRB
Challenges	6	27	10/08/2011 14:24	CRB	11/10/2011 10:42	CRB
Citizenship	2	2	10/08/2011 12:19	CRB	10/08/2011 14:49	CRB
Commercial influence	1	5	22/08/2011 11:34	CRB	11/10/2011 11:27	CRB
Community Engagement	6	14	10/08/2011 12:20	CRB	29/09/2011 10:57	CRB
Council Objectives	6	30	10/08/2011 14:00	CRB	11/10/2011 10:52	CRB
Education	3	13	11/08/2011 13:00	CRB	29/09/2011 10:49	CRB
Employability	1	3	29/09/2011 10:37	CRB	11/10/2011 11:27	CRB
Evaluation Frameworks	7	42	10/08/2011 14:00	CRB	11/10/2011 10:52	CRB
Examples of social value	2	11	29/09/2011 10:33	CRB	11/10/2011 11:27	CRB
Health and Well-being	6	29	10/08/2011 12:21	CRB	11/10/2011 10:39	CRB
Job satisfaction	5	21	10/08/2011 14:23	CRB	29/09/2011 10:50	CRB
Marketing	3	5	10/08/2011 14:55	CRB	11/10/2011 10:54	CRB
Partnership working	7	55	10/08/2011 14:00	CRB	11/10/2011 10:37	CRB
Perception of libraries	6	33	10/08/2011 14:29	CRB	11/10/2011 10:54	CRB
Personal Development	5	23	10/08/2011 12:21	CRB	29/09/2011 11:00	CRB
Preventative Spending	1	2	11/10/2011 10:32	CRB	11/10/2011 11:38	CRB
Problems	3	9	28/09/2011 14:32	CRB	11/10/2011 11:27	CRB
Public Spaces	7	14	10/08/2011 12:21	CRB	11/10/2011 10:42	CRB
Recession	3	5	10/08/2011 14:10	CRB	28/09/2011 14:37	CRB
Regeneration	1	7	11/08/2011 12:55	CRB	11/08/2011 13:13	CRB
Services and Resources	7	62	10/08/2011 12:19	CRB	11/10/2011 10:55	CRB
Social interaction	1	4	29/09/2011 10:35	CRB	11/10/2011 11:27	CRB
The future	7	45	10/08/2011 14:22	CRB	11/10/2011 10:55	CRB
Users	2	44	28/09/2011 14:29	CRB	11/10/2011 11:27	CRB
Value	7	90	10/08/2011 12:22	CRB	11/10/2011 10:51	CRB

FIGURE 32 SIA-21 EXAMPLE OF LEVEL 1 CODING

#### 4.7.4 Level 2 coding

With the initial nodes established through manual coding, the present researcher transitions away from manual coding towards auto coding in CAQDAS-A. This transition supports the second stage of focussed coding. To learn more about this approach see [Chapter 2.7.4: Using Computer Assisted Qualitative Data Analysis Software](#).

The original dataset is imported from Microsoft excel, using *import as document* option. The dataset is added to a new project called *public library evidence*, then separated into cases, collections and sets. The nodes established in Level 1 coding are manually added to the project, thereafter raw data is coded to the most relevant node. The summary dashboard presented in CAQDAS-11 can be viewed below.

#### 4.7.5 Level 3 Coding

Level 3 coding becomes an iterative process during which time the source resources, datasets and nodes are further explored through data mining functionality within CAQDAS-11. This enabled further sorting of the dataset and refining of the data coding.

#### Example of level 3 coding

Provided below is a summary example of level 3 coding in relation to experimental data gathered from one to one interviews.

<i>Source</i>	One to one interview - <b>SM02</b> .
<i>Source text</i>	“There’s the idea of libraries as a regeneration tool to maybe help more deprived areas”.
<i>Source coded as</i>	A “node” at “Regeneration”.
<i>Text transfer</i>	Source text is then pulled into the ‘Nodes’ folder where it appears in the “Nodes Summary”, alongside the other six pieces of data coded to the Regeneration “node” (as shown in screenshot below).

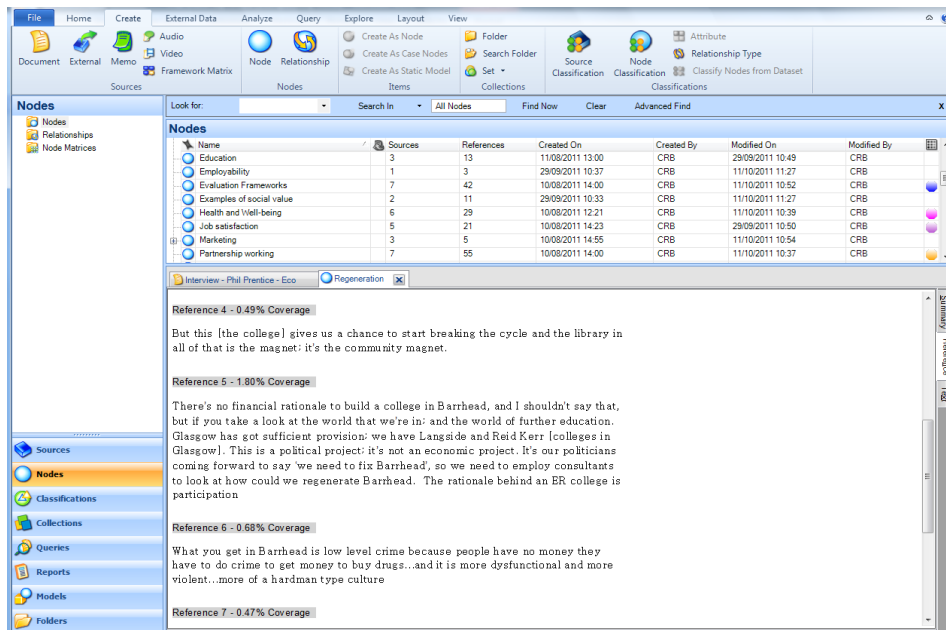


FIGURE 33 SIA-21 EXAMPLE OF LEVEL 2 CODING

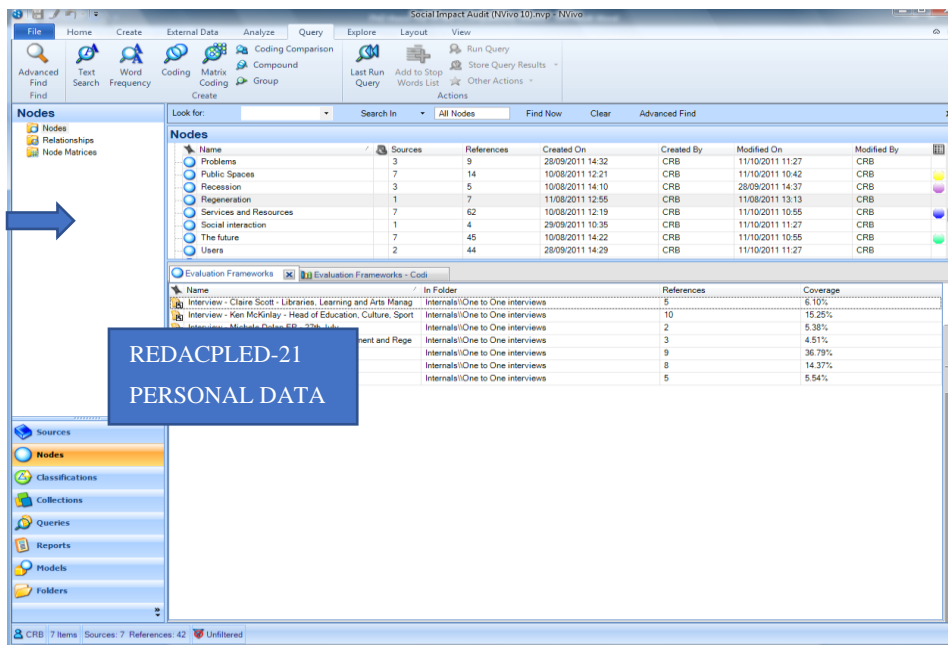


FIGURE 34 SIA-21 EXAMPLE OF LEVEL 1 CODING

Once satisfied that Level 3 coding has been achieved, a series of automated *query reports* are run, to learn more about word frequency, themes, coding comparisons and cross tabulation between user types.



At this point in the SIA-21 trial triangulation was applied to “check in” with how the data management process was progressing ([See: Data mining and triangulation with CAQDAS-A](#) to learn more about this). The present researcher recognised that although there was potential to add more nodes, this would result in scope creep and steer the study off in a different direction. Therefore, functionality within CAQDAS-11 called *coding stripes* was applied to the dataset and this enabled nodes with similarities to be clustered together, and this enabled additional nodes to be combined or eliminated early on. It also supported the study to cap the list to the previously established 26 nodes.

#### 4.8 RESEARCH ACTION 4 : Analyse data

In the fourth stage of testing the following research actions and tasks are carried out in relation to analysing the secondary and experimental data gathered and sorted:

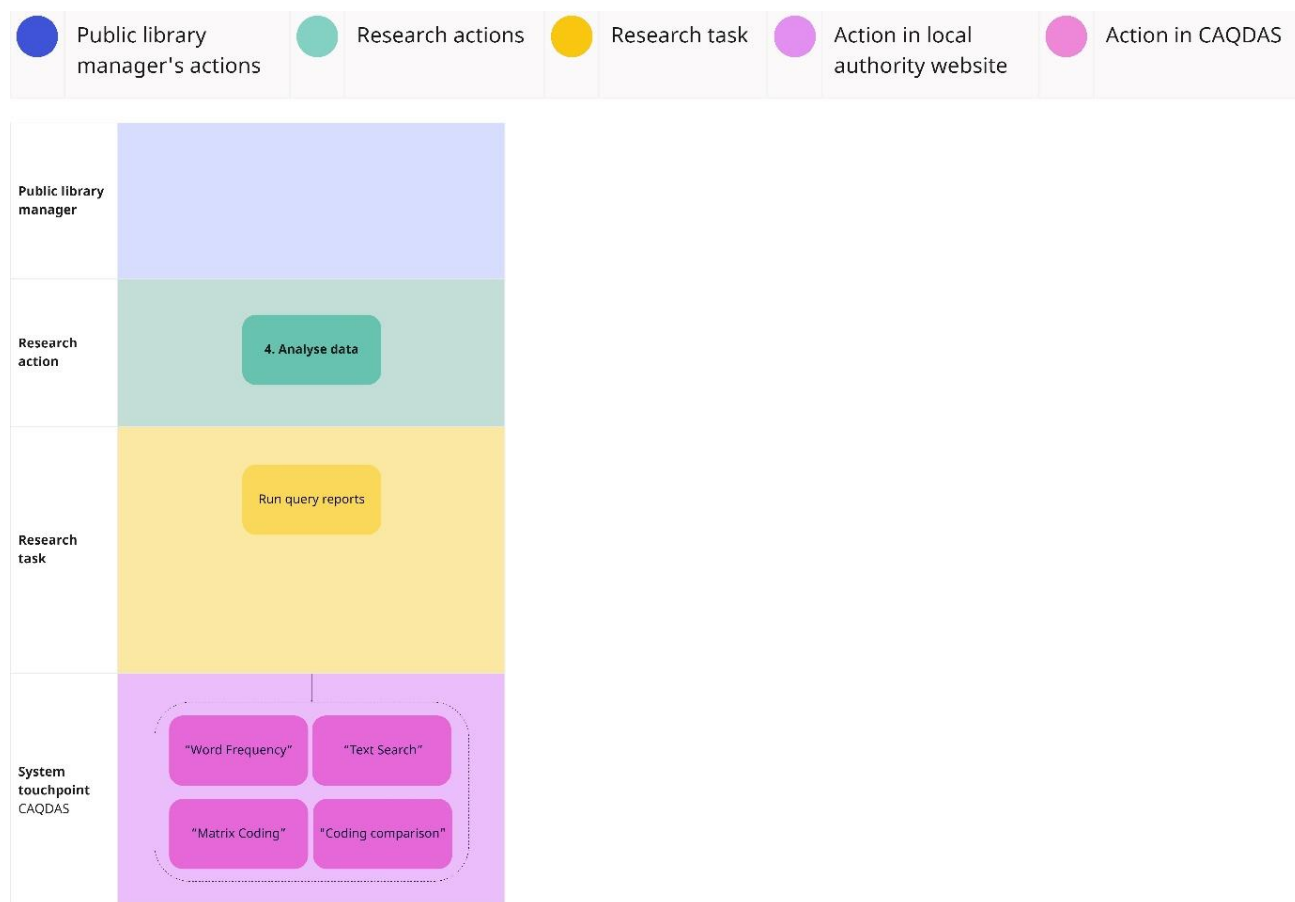


FIGURE 35 SIA-21 RESEARCH ACTION 4: ANALYSE DATA

Thematic analysis has so far supported research actions 1-3 in identifying, sorting and coding the data (see [Thematic analysis](#) to learn more about this method). Further analysis of the data uses the built in functionality of CAQDAS-11 to carry out textual analysis, word frequency queries, and cluster analysis.

#### 4.9 Word frequency queries across dataset

Using the query function in CAQDAS-A the present researcher ran a ‘word frequency query’ across all sources:

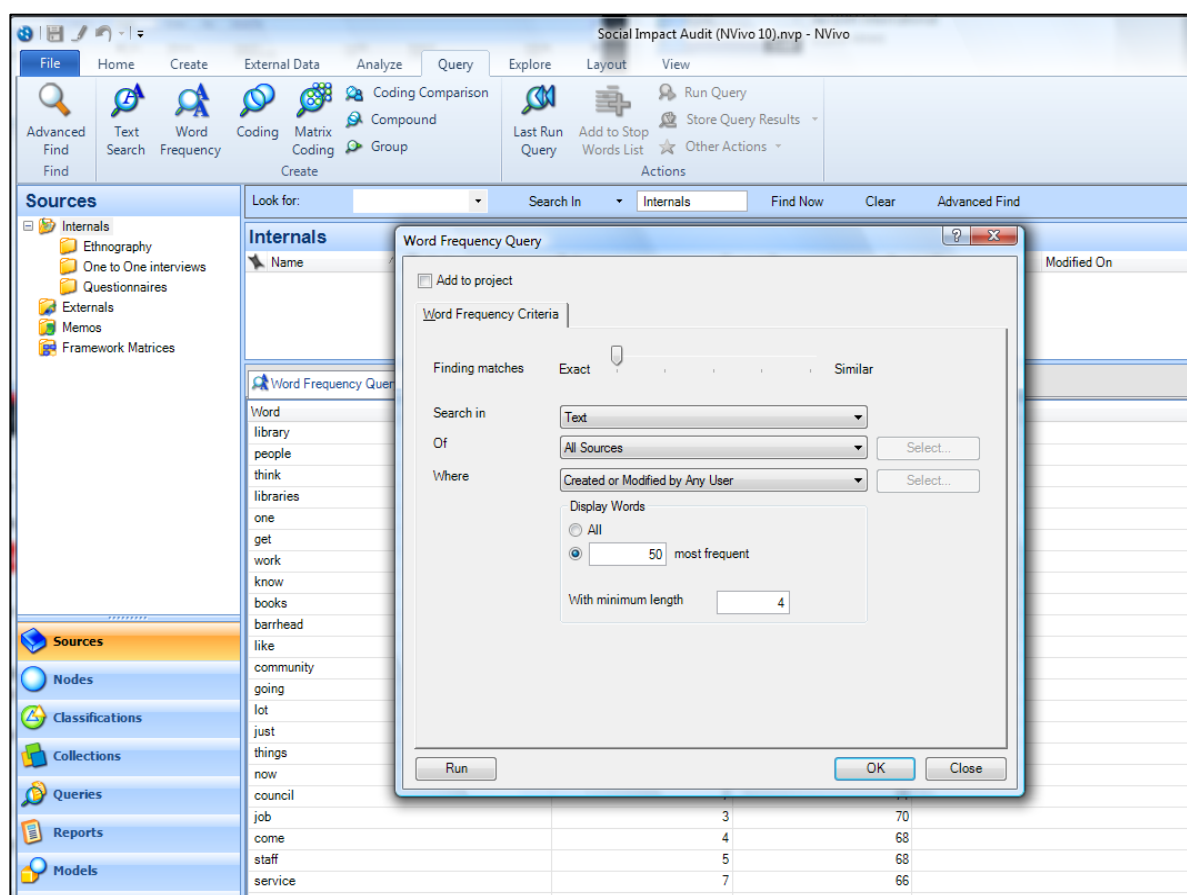


FIGURE 36 SIA-21 EXAMPLE OF WORD FREQUENCY QUERY

This returned a list of 50 of the most frequently used words, based on count. To mine the data further four view options were explored – *summary*, *tag cloud*, *tree map*, and *cluster analysis*. By double clicking on any of the retrieved words in the *summary* view it is possible to view the context it was used in.

#### **4.9.1 The frequency and context of *community***

For example, *community* was the twelfth used word across all sources, appearing 78 times. By double clicking on *community* in the summary view the researcher was able to see ‘how’ the word had been used. This showed that *community* was being used in 23 contexts, demonstrating that it has multiples meanings across the datasets. This process could be repeated for each of the most frequently occurring words retrieved by the word frequency query. A summary of the results in relation to *community* is presented below as an example:

Summary view - Data export from CAQDAS-A – “community + context”
‘community’ in the context of physical location
‘community’ in the context of heritage
‘community’ in the context of buildings
‘community’ in the context of childhood
‘community’ in the context of learning
‘community’ in the context of vulnerable groups
‘community’ in the context of service demographic
‘community’ in the context of sharing
‘community’ in the context of benefits
‘community’ in the context of hub
‘community’ in the context of engagement
‘community’ in the context of collective ideas
‘community’ in the context of health and well-being
‘community’ in the context of regeneration
‘community’ in the context of education
‘community’ in the context of catalyst
‘community’ in the context of facilities
‘community’ in the context of libraries
‘community’ in the context of space
‘community’ in the context of people
‘community’ in the context of libraries
‘community’ in the context of councils
‘community’ in the context of funding
‘community’ in the context of philanthropy

**FIGURE 37 SIA-21 EXAMPLE DATA EXPORT: COMMUNITY**

#### **4.9.2 Word frequency in specific categories**

Word frequency queries were also run across specific *source resource* categories. The example presented below shows the 50 most frequently used words (stemmed) across the one to one interviews with public library managers and colleagues across other council departments:

<b>Word</b>	<b>Count</b>	<b>Weighted (%)</b>	<b>Similar Words</b>
Library	410	4.72	libraries, libraries', library, library'
People	244	2.81	people, people'
Think	192	2.21	think, thinking, thinks
Service	134	1.54	service, service', services, services'
community	93	1.07	communicate, communicating, communication, communications, communities, communities', community
barrhead	79	0.91	barrhead, barrhead'
Job	77	0.89	job, job', jobs
council	76	0.88	council, council'
Value	73	0.84	value, value', valued, values
socially	69	0.80	social, socially
Needs	62	0.71	need, needed, needing, needs, needs'
learning	60	0.69	learn, learned, learning
Classes	55	0.63	class, classes
managers	54	0.62	manage, managed, management, manager, managers
Help	49	0.56	help, helped, helpful, helping, helps
support	49	0.56	support, supported, supporter, supporting, supportive, supports
informed	48	0.55	informal, information, informed
good'	47	0.54	good, good'
College	46	0.53	college, colleges
Meet	43	0.50	meet, meeting, meetings, meets
outcome	43	0.50	outcome, outcomes
Places	42	0.48	place, place', places

Young	42	0.48	young
Deliver	40	0.46	deliver, delivered, delivering, delivers
Staff	39	0.45	staff
Adult	36	0.41	adult, adults
Giving	35	0.40	give, gives, giving
Talking	35	0.40	talk, talked, talking, talks
Books	34	0.39	book, books
Family	34	0.39	families, family
education	33	0.38	educate, educated, education, educational, educationally
Issues	33	0.38	issue, issues
Feel	32	0.37	feel, feeling, feels
Health	32	0.37	health
business	31	0.36	business, businesses, busy
Impact	31	0.36	impact, impacts
New	31	0.36	new
Team	31	0.36	team, teams
economic	30	0.35	economic, economically, economics
Hub	28	0.32	hub, hub', hubs
Build	27	0.31	build, building, buildings, builds
different	26	0.30	difference, different, differently
provide	26	0.30	provide, providers, provides, providing
Ask	26	0.30	ask, asked, asking
Group	26	0.30	group, groups
School	26	0.30	school, schools

Open	24	0.28	open, opened, opening, opens
Visits	24	0.28	visit, visit', visited, visiting, visits
eastwood	23	0.27	eastwood
facility	23	0.27	facilities, facility
cost	22	0.25	cost, costing, costs
planning	22	0.25	plan, planning, plans

**FIGURE 38 SIA-21 MOST FREQUENTLY USED WORDS ACROSS THE DATASET**

### 4.9.3 Coded data mindmap

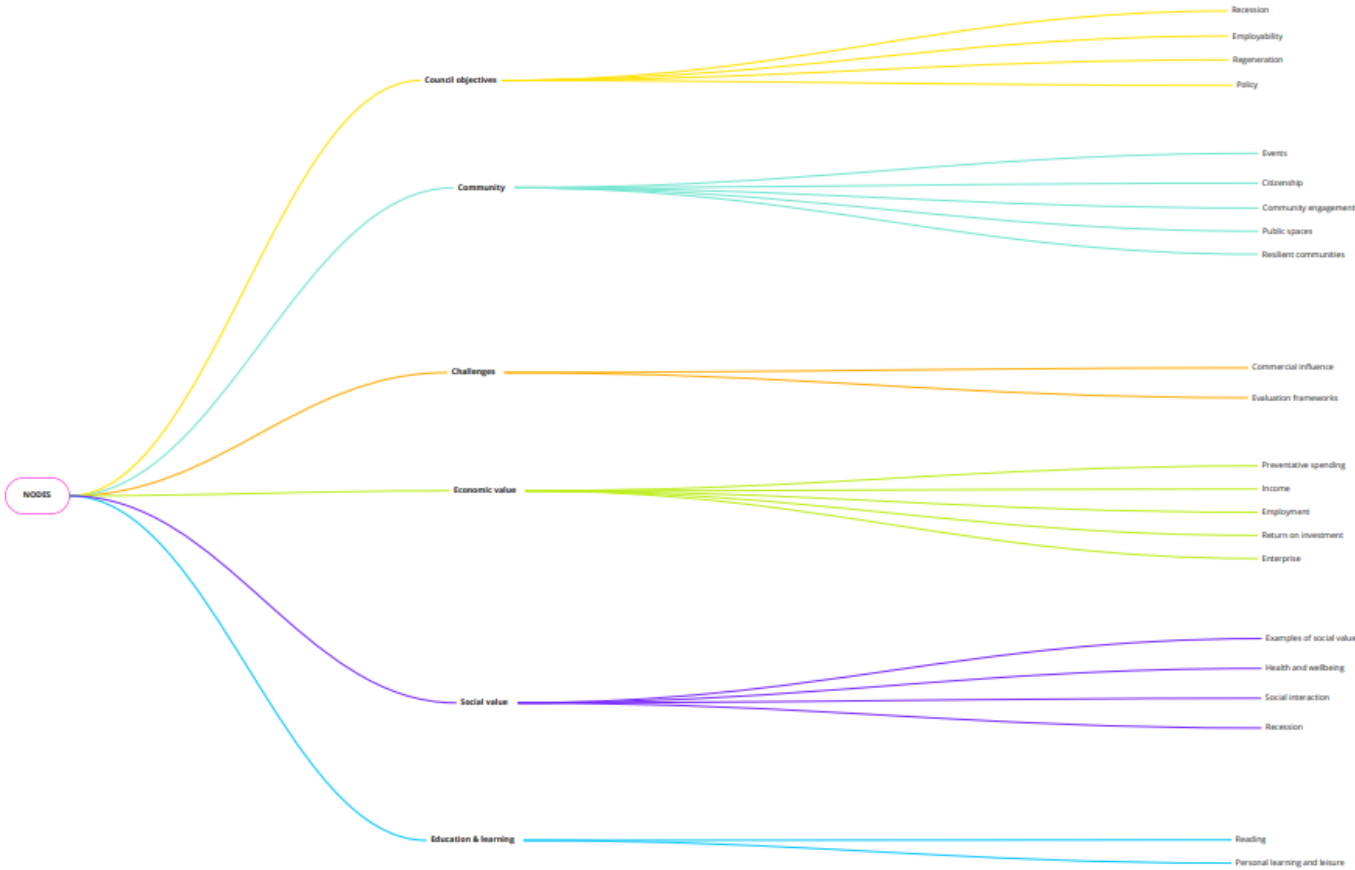


FIGURE 39 SIA-21 CODED DATA MINDMAP



#### 4.9.4 The frequency of “value” across secondary data

Given the relevance of *value* in this study, the researcher ran a *text search query* report for *value* (with stemmed words), across *source data* coded as *policy documents*. This revealed that *value* occurred 146 times across policy documents and appeared as a ‘whole’ or a ‘stemmed’ word 30 times in Local Authority B’s Citizen’s Panel report, and 26 times in their Outcome Delivery Plan.

Further mining was applied to sentences where “value” appeared across the documents to establish the context within which *value* was used. Examples are provided below:

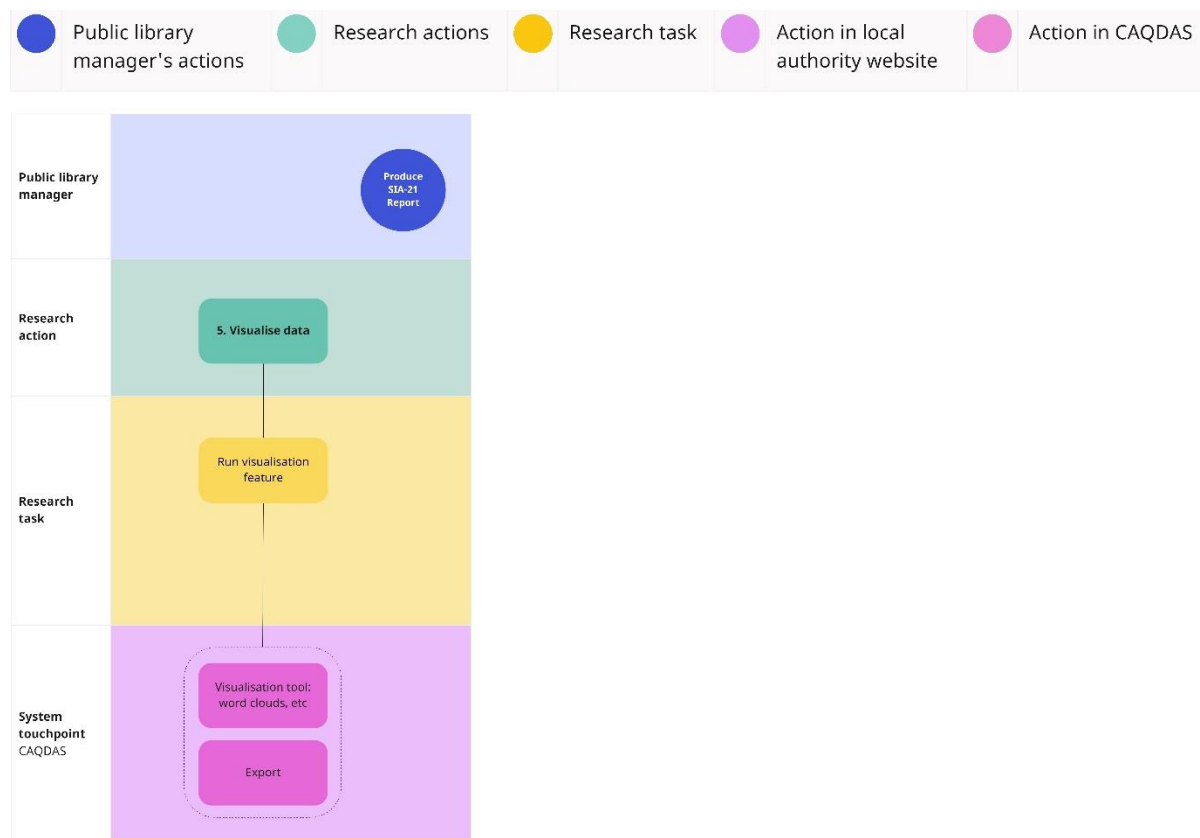
- “while striving to deliver highly **valued** services and achieve positive outcomes”
- “are already passionate about the **value** and role of libraries.”
- “that we can achieve best **value**”

This data could be viewed in multiple formats in CAQDAS-11 and is presented [as a Word Tree](#).

Additional visualisations for “challenges” and “preventative” are included in the [Appendix](#).

## 4.10 RESEARCH ACTION 5: Visualise data

In the fifth stage of testing the following research actions and tasks are carried out in relation to visualising secondary and experimental data:



**FIGURE 40 SIA-21 RESEARCH ACTION 5: VISUALISE DATA**

Visualisation options within CAQDAS-11 enabled the coded, sorted and analysed data to be viewed in the form of charts, word clouds, clusters, lists, hierarchies and geomaps. Countless visualisations were created and stored within CAQDAS-11 - too many to share in this thesis – therefore a selection of visualisations are included by way of an example ([See: Example visualisations](#)). Data sorted, coded and analysed remains stored in CAQDAS-11. For inclusion in the final SIA-21 report the textual data is exported in the form of spreadsheets and saved to Microsoft Excel while the visualised data is exported in the form of images.

### 4.10.1 Example visualisations

Visualisation functionality was applied to the 50 most frequently used words ([See: Word frequency queries across dataset](#)), to transform the dataset into a word cloud:



FIGURE 41 SIA-21 WORD CLOUD OF FREQUENTLY USED WORDS

4.10.2 Word Tree - Text search query (stemmed words) – all sources – evaluation

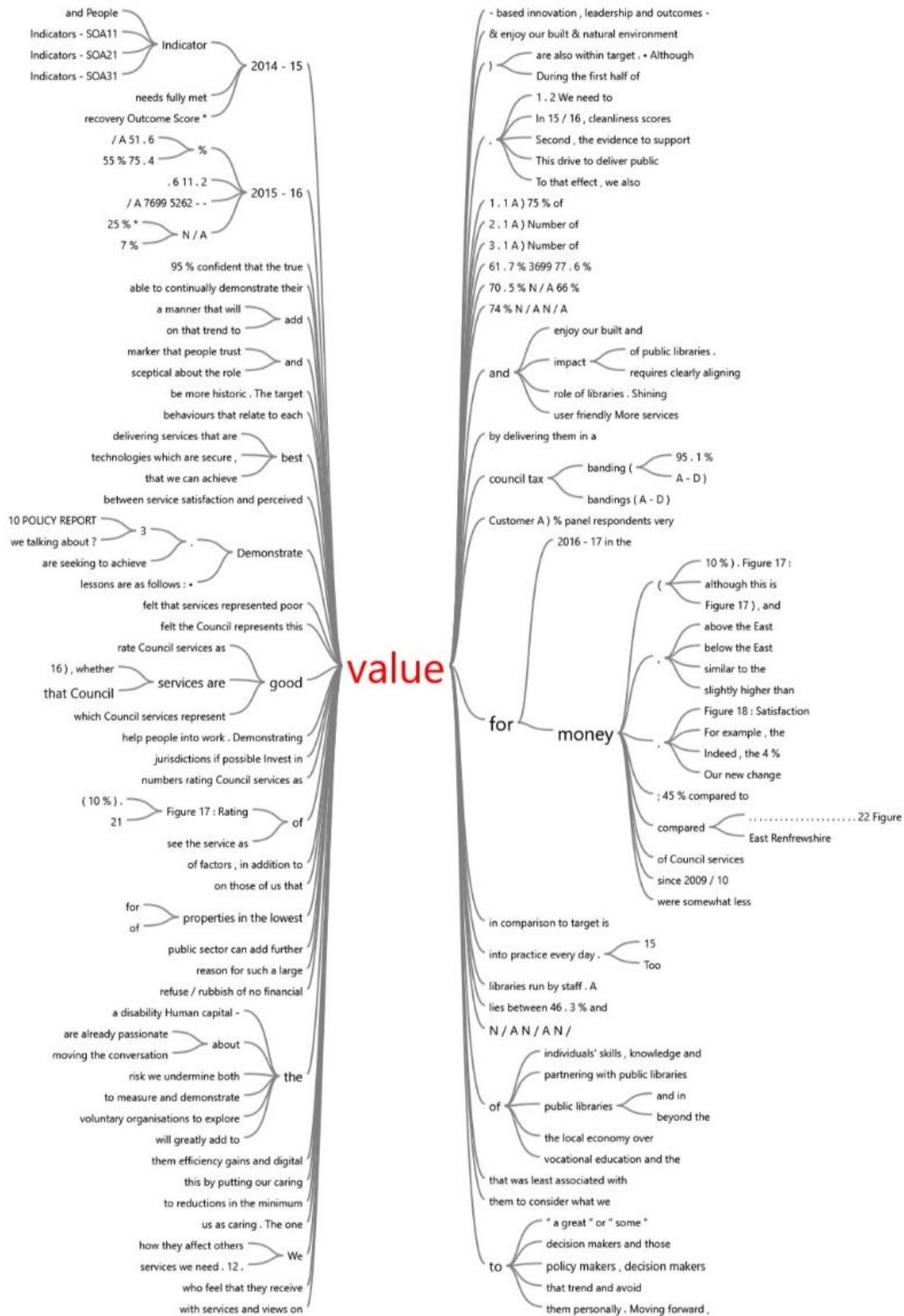


FIGURE 42 SIA-21 WORD TREE: VALUE

### 4.10.3 Word Tree - Text search query (stemmed words) – all sources – evaluation

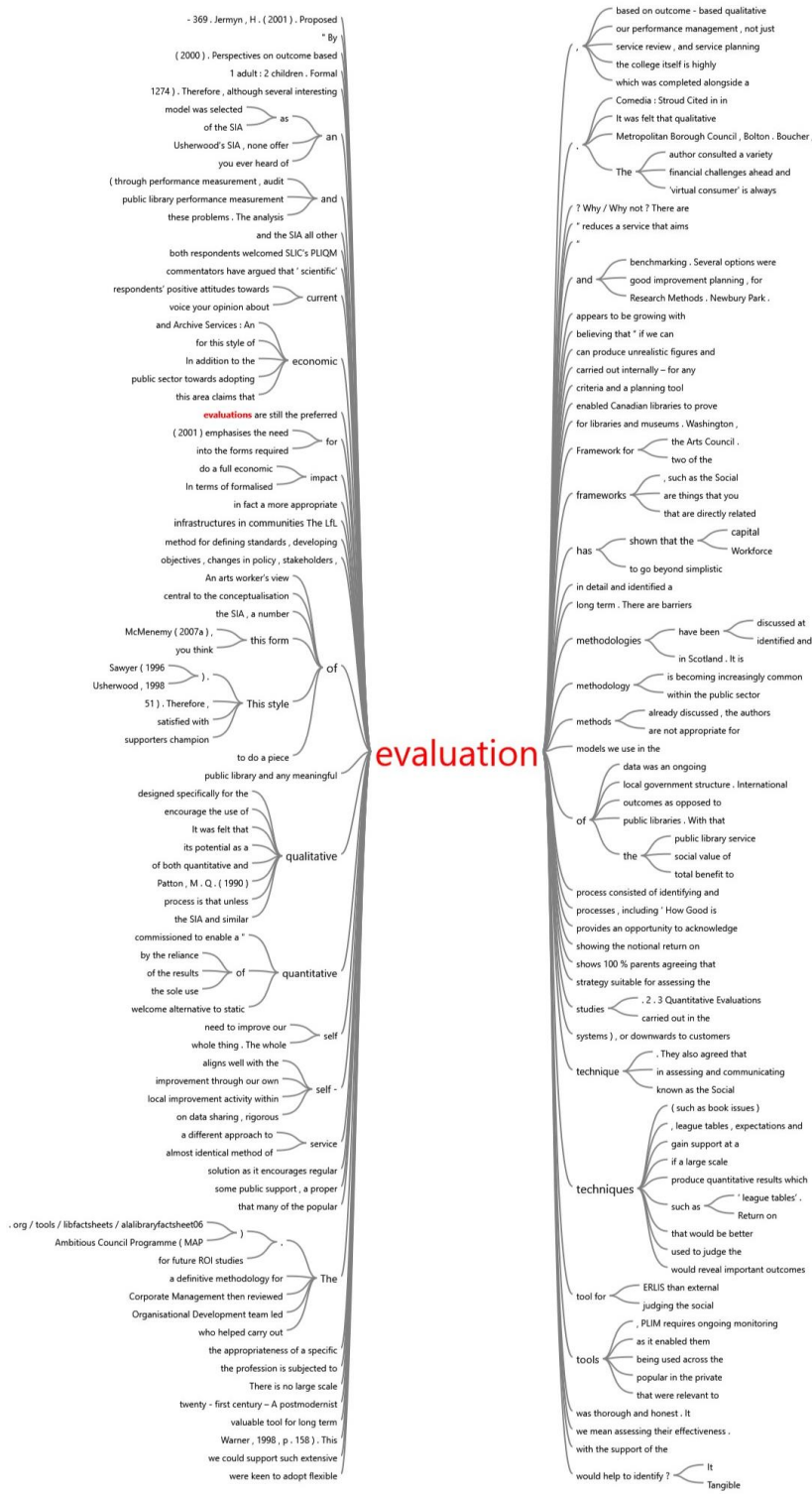


FIGURE 43 SIA-21 WORD TREE: EVALUATION

## 5 FINDINGS AND DISCUSSION

The nature of this thesis means that the empirics and discussions are intertwined. This chapter presents a review and interpretation of the findings of the empirical research and considers the implications of these in relation to previous studies (i.e. review of literature, the research paradigm and methods used). Discussions will centre around the SIA-21 trial within the hypothetical situation; and the wider research hypothesis, research goals and research questions of this thesis. The aim is to highlight the significance of what has been learned, identify the limitations of the findings and reflect on the things that did not go as planned. The original hypotheses, research goals and research questions are summarised below.

### *Hypothesis, goals and questions*

This thesis hypothesises that statistical evaluations models fail to recognise public library service outcomes that are difficult to quantify or monetise, thus overlooking the social value that public libraries deliver for individuals and communities. It further hypothesises that an alternative qualitative model, designed to generate meaningful evidence would better reflect the complex experiences and diverse impact of public libraries.

This study set out with three research goals:

- **RG 1.** To determine a need for an alternative evaluation model in the context of public libraries in the UK.
- **RG 2.** To design and test a novel model and report on its efficacy in generating useful knowledge for practice.
- **RG 3.** To demonstrate how public library managers might use these insights to challenge funding cuts and library closures.

The first research questions in this study sought to address the complex task of defining value in the context of public libraries (**RQ 1**). The second research sought to understand how value is measured within the context of public libraries (**RQ 2**). The final research question sought to explore what an alternative model for measuring value within the context of public libraries might look like (**RQ 3**).

The purpose of this section is not to discuss every piece of evidence generated by the data, as this would not be feasible. Rather it is to create an opportunity for the researcher to review the data

collected and analysed and to determine the SIA-21's potential as a model for measuring the social value of public libraries.

## 5.1 Breakdown of SIA-21 respondents by source code

The following includes themes and representative responses from the following primary research activities:

- Completed questionnaires (n=30)
- One to one interviews with staff (n=9)
- One to one interviews with library users (n=8)
- Covert observations (n=18 hours)

To support the reader through this discussion section a breakdown of SIA-21 respondents by source code is replicated below:

STAFF		
Source Code	Respondent	Tier Code
HOS01	Head of Education Services (Culture, Sport and Continuing Education)	4
HOS02	Head of Service (Corporate Change)	4
SM01	Learning & Arts Manager	3
SM02	Economic Development & Regeneration Manager	3
LM01	Library Manager	2
LM02	Library Manager	2
CO01	Health and Wellbeing Officer	2
CO02	Family Firm Co-ordinator	2
CO03	Adult and Family Learning Officer	2
USER		
Source Code	Respondent	
LU01	Library user with lived experience of addiction	
LU02	Library user with lived experience of adult learning	
LU03	Library user with lived experience of unemployment and grief	
LU04	Library user with lived experience of insomnia	
LU05	Library user with lived experience of fibromyalgia	
LU07	Library user with lived experience of childhood trauma	
LU08	Library user with lived experience of anxiety and panic attacks	
LU09	Library user with lived experience of neurodiversity	
UQ01 – UQ30	User questionnaire respondents	

FIGURE 44 SIA-21 RESPONDENTS BREAKDOWN BY SOURCE CODE

## 5.2 Discussion Categories

The SIA-21 trial generated hundreds of pages of data and it is not feasible to discuss in depth every insight. Instead this discussion section is separated into two distinct categories: rather the discussions are split into two very distinct categories:

1. Discussion around testing of the SIA-21 model in the context of the testing context where a public library manager based in Local Authority B is tasked with demonstrating how the public library delivers social value
2. Discussion around the evidence generated by the SIA-21 and how it builds on the existing research base for demonstrating the social value of public libraries.

Additional data and insights outwith the scope for discussion under these categories can still be viewed in [Appendix B](#) . This also includes the complete [Public Library Evidence Database \(PLED-21\)](#).

## 5.3 Discussion category 1: insights relevant to the testing context

Discussion is focussed around the testing of the SIA-21 model within the context of the [testing context](#); and whether the insights demonstrate the efficacy of the model in producing narrative based evidence that demonstrates that the public library delivers social value for individuals and communities. Narrowing the focus of these discussions will enable testing of the flexibility of the SIA-21 in adapting to local policy (in this case Local Authority B's Single Outcome Agreement).

### 5.3.1 Setting the scene

At the time of testing the SIA-21 model Local Authority B announced ongoing cuts to public services, cautioning the following:

*“... Local Authority B will face a significant cut in funding over the next few years. This is unprecedented and it is clear that we will be faced with very hard choices over the coming months and years... As we go forward, our focus will be to continue to provide frontline services that deliver outcomes for local residents (Local Authority B, 2011, p. 1).*



With this statement Local Authority B clarified that future public funding would be prioritised for frontline services delivering outcomes for local people. In the discussions that follow, the present researcher demonstrates how a public library manager might use the primary data generated by the SIA-21 trial to demonstrate how Case Study B delivers outcomes in support of wider strategic objectives (Local Authority B, 2016). In reviewing Local Authority B’s Outcome Delivery Plan the following Single Outcome Agreement (SOA) themes are identified:

1. *Early Years*
2. *Learning, Life and Work*
3. *Economy and Environment*
4. *Safer, Supported Communities*
5. *Older People.*

In this first category the present researcher discusses findings from the testing of the SIA-21, focussing on insights that demonstrate how Case Study B supports Local Authority B to deliver these outcomes for local people.

The SOA is an agreement between Local Authority B and the Scottish Government to deliver five priority outcomes for the local authority area, and to support the Scottish Government to achieve its national priorities (as outlined in Chapter 3). The purpose of Local Authority B’s SOA is to make people’s lives better and to ensure equity and fairness. These outcomes are listed below:

<b>SOA</b>	<b>Aim</b>	<b>Outcome theme</b>
<b>1</b>	<i>“All children in Local Authority B experience a stable and secure start to their lives and are supported to succeed.”</i>	<b>Early Years</b>
<b>2</b>	<i>“Local Authority B residents are fit and active and have the skills for learning, life and work.”</i>	<b>Learning, life and work</b>
<b>3</b>	<i>“Local Authority B is a thriving, attractive and sustainable place for businesses and residents.”</i>	<b>Economy and Environment</b>
<b>4</b>	<i>“Local Authority B residents are safe and supported in their communities and homes.”</i>	<b>Safer, supported communities</b>
<b>5</b>	<i>“Older people and people with long term conditions in Local Authority B are valued; their voices are heard and they are supported to enjoy full and positive lives for longer.”</i>	<b>Older people</b>

**FIGURE 45 SIA-21 OVERVIEW OF CASE STUDY B SINGLE OUTCOME AGREEMENT**

### 5.3.2 Insights to support SOA1- Early Years

#### Local Authority B strategic objectives:

- “All children in Local Authority B experience a stable and secure start to their lives and are supported to succeed.” (Local Authority B, 2018)
- Local Authority B looks for ways to provide parents with an environment that is safe, healthy, inclusive and sustainable for their families.

The primary data illustrates that the public library supports Local Authority B in its strategic goal to give people the best possible start in life and to extend that to providing a lifeline throughout the lifecycle. One library manager shared something that they see a lot of in Case Study B:

*...teenage mothers who have drink and drug issues, mental health issues, real issues ...the social services are in there [the library] working with them...the baby probably gets brought into a crèche facility and the health nurses are all doing all their stuff and the mother is being worked on...to make sure that we can help to break the cycle (LM02)*

Practical sessions such as weekly Book Bug and Gaelic Rhyme Time give those caring for babies and young children a chance to socialise and talk to other people: “...gets me out of the house, to meet other new mums and dads in the area” (UQ06). Another shared that these sessions had been “...a lifeline for me and my baby” (UQ03). HOS01 emphasises that through these types of activities Case Study B helps deliver on corporate objectives to “... give people the best possible start in life...we can support preschool education...we can support education more widely...”

*The corporate objective is to give people the best possible start in life. And we talked about how we can support preschool education, how we can support education more widely. Part of the hub role will be about enhancing our role as information resource; to use libraries to address corporate concerns and demonstrate value for tactical reasons.*

### 5.3.3 Insights to support SOA 02 - Learning, Life and Work

#### Local Authority B strategic objectives:

- “Local Authority B residents are fit and active and have the skills for learning, life and work.” (Local Authority B, 2018)

The primary data provides evidence of Case Study B's positive influence on users' perceptions of physical and mental health, lifelong learning, and personal achievements. **LM01** recounts numerous occasions over the years where library staff have encouraged local people to learn new skills like "cooking, sewing, reading and typing". Staff in the library regularly convince users to sign up for adult literacy initiatives when they see users who have not yet developed basic reading and writing skills. **LM01** introduced the present researcher to one of the adult learners (**LU02**) who agreed to participate in a one to one interview. **LU02** shared their story of visiting the library with their daughter and over a six month period **LM01** kept encouraging them to sign up for basic read, writing and maths course called 'The Big Plus'. Completing this initiative set them on a journey of learning where they studied information literacy and computer skills through distance learning in the library. On completion of the course they secured a paid placement as a Support Worker within local government.

#### **5.3.4 Insights to support SOA03 - Economy and Environment**

- **Local Authority B works to build a strong physical and economic infrastructure that encourages local people and local businesses to grow.**

In gathering secondary data as part of Research Action 1 Local Authority B was revealed to be one of the least affluent communities in Scotland. A significant proportion of children and young people live at the intersections of poverty, addiction, long term health conditions, unemployment, teenage pregnancy and single parent households (Local Authority B 2015). Case Study B was part of a wider regeneration project to address the social and economic issues prevalent in the local community. During a one to one interview with the **SM02** (**SM02**), they highlighted decade long failed attempts to address these issues because local people had a mistrust of council facilities and a fear of traditional learning environments. He recalled conversations with local people in the past who had stated:

*"I can't go to college cos I'm stupid" or "I can't go to college cos I'm going to embarrass myself...or I can't go in there there because I owe them Council tax money"*

At the time the results of a Citizens Panel survey revealed residents trusted the public library more than any other council service and this inspired **SM02** to explore co-locating early years, adult learning, employment and wellbeing services in Case Study B.

*“We are actively socially engineering Case Study B... so from that perspective I’m really keen to work hand and glove with the library service...I know if we have a library upfront it’s the first thing that draws people in...and bridge gaps in health, education and employment” (SM02)*

Questionnaire respondents also highlighted that Case Study B encouraged them to learn about local politics. UQ01 credited the election information displayed on community noticeboards along with weekly surgeries with local councillors as being the catalyst to engage in local politics when they first moved to the area.

### **5.3.5 Insights to support SOA04 - Safer, Supported Communities**

- **“Local Authority B residents are safe and supported in their communities and homes” (Local Authority B, 2018)**

Secondary data from the SIA-21 trial reveals that a key strategic aim is to make Local Authority B residents feel safe, protected and informed. One member described Case Study B as *“the heart of the town” (SM02)* with another saying *“I’m not sure Local Authority B would be a community without Case Study B” (HOS01)*. Questionnaire respondents shared that Case Study B supported them to connect with their local community. UQ08 stated simply that Case Study B *“keeps me connected...just helps me to be more informed”* and UQ09 highlighted *“there’s all sorts of bits and pieces on noticeboards, I get lots of information...that makes me feel like I am part of the community”* and UQ02 said visiting Case Study B made them *“feel like I know what’s going on in the community”*. UQ06 recalled *“when they were making the new M8 flyover they told us about it in the library. Then I was able to tell other people I know about what was happening”*.

Primary data from multiple sources reveals Case Study B as a safe space within the local community. For example, Case Study B hosted Friday Night sessions alongside community police officers, providing young people with a safe space to engage in positive activities. UQ19 acknowledged that these sessions *“gives boys like my boy somewhere warm to go and do something good while he’s waiting for me to finish work”*. A spin-off from these sessions was young people volunteering within the local community to clean up bus stop graffiti. When asked to describe what it was about Case Study B that made them confident that it supported residents to feel safe and supported they said:

*“...it’s about local identity; it’s about the connectedness of community... it’s about people’s learning, people’s safety, feeling part of the community... sharing space with other people, social interaction”*

### 5.3.6 Insights to support SOA05 - Older People

- **Older people in Local Authority B are valued; their voices are heard and they are supported to enjoy full and positive lives for longer.” (Local Authority B, 2018)**

Secondary insights from Research Action 1 revealed 20% of Local Authority B’s population as being 65 years and older; and by 2025 it will have the largest ageing population in Scotland.

Primary insights from observations studies carried out as part of Research Action 2 showed older library users favoured a more traditional and transactional relationship with Case Study B. They were most likely to visit early in the morning, with a clear purpose (i.e. returning books, borrowing books, reading newspapers). It was rare to see older users verbally asking staff for information or advice, with most relying on leaflets or noticeboards. On exploring this insight further during a staff interview, **LM01** revealed that a lot of the older people who visit Case Study B come either for a specific reason, such as to have their hearing aid tested, to borrow books or to chat to staff:

*...they don’t speak to anyone else and the only people they speak to is us [the staff]...I would say most of it, for the older people, many of them would go all day without seeing anybody else until they go into Case Study B.*

**LM01** also highlighted that they co-ordinate with **CO03** and the local Health and Social Care Partnership to plan preventative interventions, for older people in the community. This works when **CO03** receives a referral from a Local Authority B GPs for an older patient reporting feelings of loneliness and depression. **CO03** arranges for the older person to be welcomed to Case Study B by **LM01** who then encourages them to participate in sessions designed with older library users in mind. **CO03** reveals the impact of this process on the older people’s wellbeing:

*“Some of them express their loneliness...they don’t have anywhere to go for socialising so coming to that old person’s wellbeing class they find that it’s not just them, there are other people in the community”*

As interest in sessions for older people continued to grow **LM02** got them involved in the design of future information sessions. This resulted in a series of energy talks where they learned how to save money, how to organise for engineers to come to their homes to check their boilers and also how they can help preserve energy in their homes. The level of engagement from older people helped **CO03** to communicate to the Health & Social Care Partnership that older people “*have still got a goal in mind...that they are still wanting to learn...and that they’re happy to take part at Case Study B*”.

Older questionnaire respondents (64yrs+) shared how the presence of the public library in their community and the activities they could access there, such as crafting, reading groups, and reminiscing workshops made them feel less isolated and lonely. **UQ23** shared that Case Study B had “*become more important since I retired, I like the friendliness...I’ve got a whole new group of friends*. In response to the question asking how they might feel should Case Study B close down in the future some expressed anger and confusion. (**UQ23**) stated “*I’d be confused. Why would anyone not want us to have a library?*”, **UQ27** said “*I would be very angry. It wouldn’t be fair*” and **UQ30** said they would feel “*cheated*”. Others seemed frightened at the prospect - “*that’s really scary for me*” (**UQ22**). **UQ29** “*wouldn’t know what to do with myself...I’d be at a loss*” and **UQ30** would be “*devastated and sad*”.

These insights reveal that older people feel strongly connected to Case Study B, which is a catalyst for encouraging learning and participation in later life.

#### **5.4 Discussion category 2: insights in relation to previous studies**

The trial SIA-21 generated additional insights beyond what was needed to demonstrate Case Study B’s capacity to support Local Authority B to deliver outcomes for local people. This section discusses how these findings build on the work of other public library researchers that was presented in [Review of the literature](#).

The aim of this section is to highlight examples of value creation derived through engagement with Case Study B. In selecting the insights to discuss the present researcher reflected on the definitions of value and social value used as a baseline for this study ([See: Value Theory](#)).

Building on the work of other researchers, such as Emerson (2021), Hartman (1967), Linley and Usherwood (1998), Moriarty (1997) O’Brien, 2010 and Reeves (2002) the discussion identifies examples of non-financial impacts on the lives of individuals and communities not easily captured by quantitative methods in the form of benefits that individuals and the community have

derived from their public library experience. This is in line with the definitions of social value creation provided by Wood and Leighton (2010), the general definition used by the professional body for social value and impact management (Social Value UK, 2022) and also the British Standards Institute’s guide for understanding social value (2010).

### 5.4.1 On the insights chosen for discussion

A summary of the coding process is provided to set the scene for the insights being discussed in the sections that follow. (For a more detailed view of the coding process (See: [Content Analysis, Triangulation technique](#)). As a quick reminder - triangulation was applied to sorting and coding the secondary and experimental data collected via policy reviews, questionnaires, one to one interviews and observation studies. Originally categorisation of the data reflected the eight predefined questionnaire categories: (1) Services & Resources (2) Citizenship (3) Community Engagement (4) Public Spaces (5) Personal Development (6) Health & Wellbeing (7) Value (8) Demographics. Further synthesis and cluster analysis of the full dataset (which included data from one to one interviews, observation studies and textual analysis of policy papers) led to data being coded into the following emergent themes:

Council objectives	Community	Challenges	Economic Value	Social Value	Perception of libraries	Education & Learning
Recession	Events	Commercial influence	Preventative spending	Examples of social value	Services and resources	Reading
Employability	Citizenship	Evaluation frameworks	Income	Health & Wellbeing	Partnership Working	Personal learning & leisure
Regeneration	Community engagement		Employment	Social interaction		
Policy	Public spaces		Return on Investment	Recession		
	Resilient communities		Enterprise			

**FIGURE 46 SIA-21 EMERGING THEMES**

For a more visual view of the themes emerging from the data [Coded Data Mindmap](#).

In selecting examples for discussion, cluster analysis was applied to help the present researcher to demonstrate the efficacy of the SIA-21 in generating useful knowledge for practice (**RG2**); and

highlight examples from the findings that could be used by public library managers to challenge funding cuts to service or library closures (RG3).

#### 5.4.2 On the structure of this discussion

These data clusters are reflected in the structure of this section, with examples sorted into the following discussion clusters: ([Trust](#)), ([Complex experiences](#)) ([Diverse impact](#)), ([Unemployment](#)), ([Wellbeing](#)), ([Evaluations](#)), ([Partnership and funding](#)).

Interestingly, these clusters broadly reflect Matarasso’s themes for measuring the social impact of the arts, which Linley and Usherwood used to group insights from their original SIA (1998) – see [Chapter 3.12.1: Social Impact Audits](#).

##### 5.4.2.1 Social Value Venn

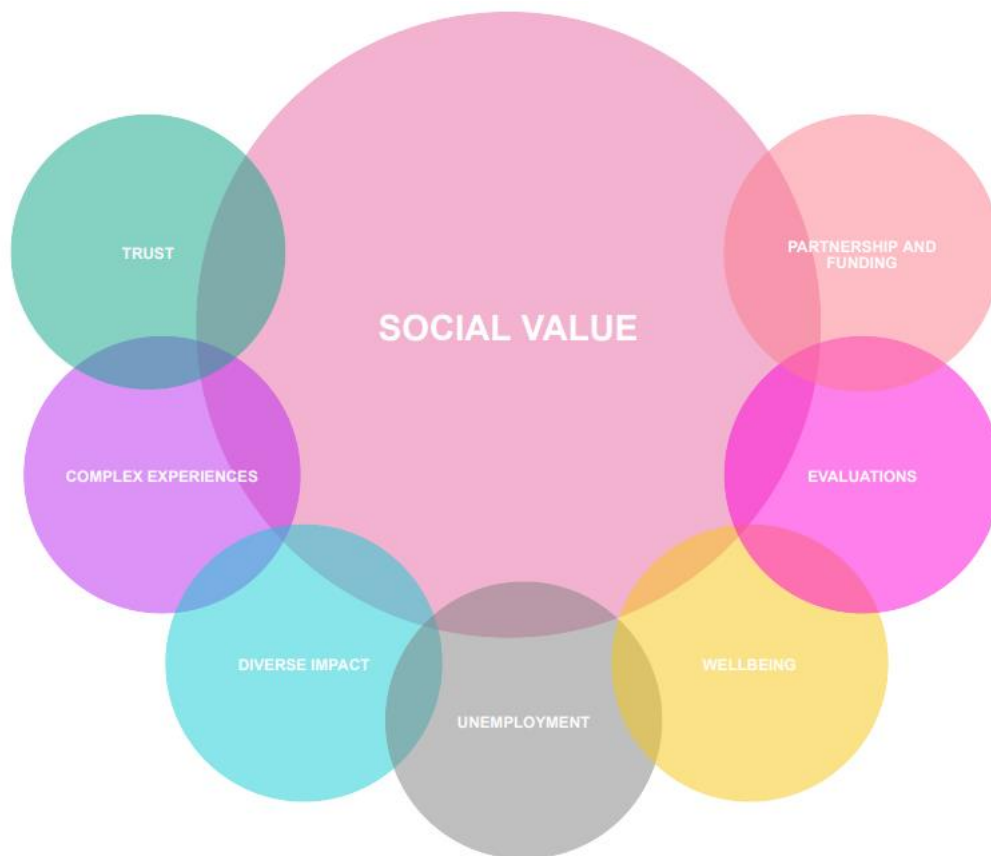


FIGURE 47 SIA-21 SOCIAL VALUE VENN



With these data clusters there is an attempt to address the research questions that were set at the start of this study. As a reminder, the first research question sought to address the complex task of defining value in the context of public libraries (**RQ 1**). The second research sought to understand how value is measured within the context of public libraries (**RQ 2**). The final research question sought to explore what an alternative model for measuring value within the context of public libraries might look like (**RQ 3**).

## **5.5 On examples of social value**

Consistent with the literature, this study found that value in the context of public libraries is subjective. It is difficult to define because of the complexity of user needs, heterogeneity of experiences and diversity of impacts (Bohme and Spiller, 1999; England and Sumision, 1995; Morris et al, 2000; Nankivell et al, 1999; Linley and Usherwood, 1998). Building on the work of other researchers, such as Emerson (2021), Hartman (1967), Linley and Usherwood (1998), Moriarty (1997) O'Brien, 2010 and Reeves (2002) the discussion identified examples of non-financial impacts on the lives of individuals and communities not easily captured by quantitative methods in the form of benefits that individuals and the community have derived from their public library experience. Key insights selected for further discussion corroborate previous findings that public libraries mean different things to different people, at different times of their lives (Bohme and Spiller, 1999; Cram, 1999; Greenhalgh and Worpole, 1993; Samuel, 1992; Stenstrom et al., 2019).

Staff perception of the value of Case Study B is rooted in their personal experiences supporting specific library users during their visits. Senior managers across Local Authority B value the library because it enables the achievement of wider social, health and education objectives. Local councillors value the library because it is important to their constituents. Library users who possibly rely on the library more than any other council service might not articulate the library as being of value. Then there are other users, where the value lies in library staff being able to understand “*what it is they need help with because sometimes they don't even know themselves*” (**LM02**).

Curious to learn more about how research participants might define social value in the context of Case Study B the following was shared:

*“It’s about local identity; it’s about the connectedness of community that we’re serving, I suppose. It’s about community cohesion. It’s about all of those things... it’s also about the intangible things that are hard to measure. It’s about people’s learning, people’s safety, feeling part of the community...” (SM01)*

*“...it’s probably more of a social interaction, it’s more a development of community, it’s more about getting people together to talk about ideas, projects for their local communities... It’s critical to the heart of the town...the library in all of that is the magnet; it’s the community magnet”. SM02*

*...it’s where people can thrive and they can play an essential role educationally and culturally and economically in helping society to thrive” (CO02)*

*“The value of someone coming in [to the library], feeling part of their community, borrowing books, sharing space with other people, social interaction, all that side of things” (LM01)*

### **5.5.1 Trust**

In the insights that follow, the public library emerges as a highly trusted community resource that improves the wellbeing of individuals and communities. Findings were consistent with Usherwood’s assertion that public libraries were trusted more than any other public sector service, viewed as “authentic” and “neutral” by local residents (Usherwood, 1996). The examples provided builds on previous work of Grace and Sen, (2013); Greenhalgh, (1995); Hillenbrand, (2005), Lipkova et. al., (2019); and SCL, (2005).

In a survey of adult learners across Local Authority B about 90% of people surveyed said they’d rather go to the library for information and advice about learning than any other council support service. This was echoed by the Adult and Family Learning Officer (CO03) who explained why they arrange to meet future learners in Case Study B:

*... my definite first choice would be Case Study B. The reason I wouldn’t pick a college is that for, not all of our members but for many of them, school, formal education...they have bad experiences of it.*

On exploring with library managers why they thought adult learners were more likely to attend learning sessions in Case Study B, **LM02** said it was because users trusted those working in the library:

*... Because people know us and we don't stand behind a desk with a screen up in front of us... And they're used to our faces. They've seen us here for years. They can approach us. They know us by our first names... and there's no stigma attached".*

Respondents also spoke of the shame of never learning how to read and write (**LU02**), of being known as an addict (**LU01**), of their secret panic attacks (**LU08**) and how contributed to them disconnecting from formal health, social and education support services. **LU02** explained that when they walked through the doors of the library nobody knew that they was there to attend adult literacy classes. They did not have to worry about *"bumping into someone she knew...[or] ever having to explain to anyone why she was visiting the library...she could have been there to borrow books or use the computer"*. Once that hurdle had been overcome and they started participating in sessions at Case Study B, **LU02** realised *"I'm not alone. There are others like me. And it's not our fault that we don't know how to read and write. We have nothing to be ashamed of"*.

**CO03** recalled their experience of an adult learner with dyslexia who had refused to attend formal evening classes at the local high school to learn how to read and write. It was not until the location switched to **Case Study B** that they agreed to attend. Speaking of the impact this has had on their learner **CO03** said:

*"... what I see from her is a massive raise in her confidence...She would have been someone who you would have had no eye contact with...she would have looked absolutely everywhere rather than at you. She's now someone who phones up constantly asking to to volunteer in the library...to give something back"*.

**LU02** shared that she believed that if the classes had not taken place in Case Study B they would never have learned to read and write in the first place. This was because she would never have attended the lessons at the local school or college, for fear of bumping into another parent or being spotted by one of her children's friends, and having to explain why she was there. Attending the classes at Case Study B meant nobody ever questioned why she was there or what

she was doing. **LM02** shared another example of a young person in their early twenties who had disengaged with school in his teenage years, leaving without knowing how to read or write. Attending adult literary classes on and off for two years in Case Study B he developed core learning and social skills:

*... now the boy had never worked, he was 22, he couldn't read or write and I put him forward for Adult Literacy and now he has ended up getting a job and getting on a plane to Australia, he had never flown before...* **LM02**

**CO02** explained the reason why they used Case Study B as a base to meet care experienced young people was that they “feel safe and at ease” in Case Study B. Young people had previously communicated they would rather meet in the library (over any other council building) because they do not associate it with the bad experiences they had with formal education establishments or social work.

### **5.5.2 Complex experiences**

A key theme that emerged from reviewing the primary data was the complexity of library visits. Under the *Services and Resources* category, respondents shared the various reasons that they visited the library that day. Examples included participating in bookbug events with new babies (**UQ14**), using public access computers to search for jobs (**UQ24**), meeting new people at the book club (**UQ12**), crafting with mum (**UQ04**), a quiet place to study (**UQ15**), reading to my grand-daughter (**UQ27**) and finding out when the next councillor surgery is (**UQ25**). During covert observational studies in Case Study B library users were observed searching for holiday flights on the internet, checking e-mail and scrolling the Open University website. Also noted was the tendency for more visits to be solitary rather than with friends or larger groups. During one of these observations an older user spends their entire visit chatting to **LM02** about her recent stay in hospital. The user leaves after fifteen minutes, without interacting with any other people or resources. From these responses and observations it is recognised that visitors come to Case Study B for a variety of reasons and to carry out tasks based on their situation and needs at that time.

### 5.5.3 Diverse impact

Also consistent with the literature is the diversity of impact experienced by library users. Some examples of this were evident in the questionnaire responses from users who participated in learning sessions at Case Study B. Some adult learners transitioned into volunteer teacher roles and continue to support other adults on their learning journeys (CO03). Others shared the more practical positive impacts such as, “*joy at being able to read newspapers for the first time*” (UQ12) and “*better at talking to people and feeling good about myself*” (UQ14). UQ28 reported that they felt encouraged to self publish a book of original riddles and UQ15 registered as a volunteer at the local charity shop. Other examples emerged from one to one conversations with library users. LU02 self-identified as “a bit of a loner” before participating in learning sessions at Case Study B. Whilst attending sessions they developed a strong network of friends who encouraged them to speak at a city-wide conference, sharing their experiences of being an adult learner with dyslexia. They have also self-published a small collection of creative stories. LU02 is confident that they would not have been able to achieved these things without the support of the staff in Case Study B. Reflecting on the full experience in Case Study B LM02 shared that connecting with other people and feeling less lonely were the biggest impacts, along with learning something more important than reading and writing – “*that my life matters...and it’s okay for me to enjoy living it*”.

LM01 also recalls several occasions where Case Study B staff stepped in to support two separate local families who did not feel safe engaging with the Local Authority B’s Social Services or Housing Services:

*I’ve got a family that come in just now and it’s two former drug addicts and their daughter...they wanted to go on holiday and I had to just about do everything, including helping them get passports and dressing them for this holiday because they didn’t know what to do.*

On another occasion LM01 and her staff supported a local family who showed up at the library looking for help because they had been “thrown out of their house” and did not trust Local Authority B’s Housing Services. LM01 contacted the Council’s homeless unit on their behalf

and arranged for temporary overnight accommodation until the family could meet with a Housing Advisor the next day at Case Study B.

#### 5.5.4 Unemployment

**LM01** stated this was the same reason why users looked to them for support following service cuts at the local job centre. These cuts meant that Job Seekers Allowance (JSA) claimants could no longer source practical support from job centre staff to complete forms and type CVs. Instead they were told to go to Case Study B and use the free public access computers there to type up CVs, apply for jobs and submit disability benefits applications online. **LM01** recalls:

*...Now, we didn't have the staff to do that...sometimes they can have eighteen or nineteen people [requesting help with CVs etc.] so it can get very, very busy. A lot will ask you questions all the time and are looking for you to solve their problems*

**LM01.**

When asked by the researcher why **LM01** strived to fulfil the needs of JSA claimants, despite struggling with limited resources they responded:

*If somebody is stuck with anything they can come here...Nobody leaves here without the answer. Or if we can't give them the answer we will get them the answer. Nobody leaves this library unsatisfied*

**LM01**

**CO02** believed that without Case Study B many young people would have been unable to fulfil their Universal Job Match contract. This is because the jobs match process had been digitised and claimants had to submit evidence of 35 hours of job searches online, otherwise they would be sanctioned (the consequence of which would be no money). With no computer or wifi connection at home “*that's where the library is a necessity for them, the one way they're able to do their Universal Jobs Match*” (**CO02**).

#### 5.5.5 Wellbeing

Identified in the review of the literature were the findings of other studies where public libraries had supported the health and wellbeing of library users ([See: Focus on wellbeing](#)). Thematic

analysis of SIA-21 trial data presented examples where Case Study B had been instrumental in improving health and wellbeing outcomes. These examples include **LU01** who reported they had been supported in their sobriety and employment journey by library staff, **LU03** who made vital connections with other humans following the loss of his wife, **LU04** who was finally sleeping at night after years of insomnia, **LU06** who made peace with the survivors guilt they felt after recovering from leukaemia as a child, **LU08** who credited their weekly visits to the library for making them feel less anxious about life and the future.

A common theme throughout this analysis was the the mistrust they had for more formal health, learning and employments services provided by Local Authority B. **CO01** believed that Case Study B had succeeded in improving the health and wellbeing where other council services had failed was because at the library *“with the library there is no stigma attached and no-one can judge why you are here...people trust what we’re doing at the library”*. On the wide ranging outcomes local people achieved through Case Study B **CO03** commented that when users visit the library:

*“it’s their whole life that we are helping... they realise they are not the only ones. That there are other like them. And I can see the impact...it’s not just that people come to issue a book, it’s people’s whole life”*.

Questionnaire respondents who attended weekly relaxation classes to help their mental health agreed that they would never have engaged in sessions if they had taken place in a GP surgery or a hospital. **UQ07** said they were only willing to try the classes because they took place in their Case Study B, where they *“trusted”* the staff. **UQ04** agreed to attend because they felt they would not be *“judged”* by anyone at Case Study B while **UQ02** agreed they only *“felt safe to do stuff like this”* at Case Study B. These insights seem to be consistent with Greenhalgh’s (1995) findings that public libraries provide which found that public libraries *“non-discriminating spaces for people to be”*.

Another library manager (**LM02**) who hosted weekly health & wellbeing workshops in Case Study B reflected that participants had told them in the past that they felt better after the classes, *“more relaxed...breathing properly for once...”*. **LU03** had been attending sessions for around one year, following the death of his wife when he *“didn’t know what to do when the doctor told me I was having panic attacks and not a heart attack”*. Through these sessions he was supported

in the grief of losing his wife and over time the panic attacks lessened and he no longer felt “*like he was dying*”. Instead, he had developed confidence to start again, interviewing for and securing a part-time job at the local airport.

In a one to one interview, **LU01** (a library user with lived experience of addiction) referred to the library as “a Godsend”, and credited it with maintaining his sobriety:

*“If I wasn’t here I’d be watching telly all day, I’d be bored and I’d relapse because it’s the boredom that makes you relapse. The library keeps me on the straight and narrow”*

Recalling the day that **CO03** recommend he apply for funding to cover the costs of studying for a formal IT qualification he talked about how much that interaction had meant to him. At the time he was “*not welcome anywhere else*”, yet at Case Study B he was being encouraged to spend even more time there. On completing the course he still lacked confidence to apply for a job and was also convinced that his criminal record would sift him out of any recruitment processes. Again **CO03** stepped in and arranged for him to gain experience working alongside **LM01** as a Volunteer Learner at Case Study B. In this role he helped teach other users how to setup e-mail addresses and apply online for jobs. His skillset developed to such an extent that he also helped the library staff to solve basic computing problems related to the library catalogue. Reflecting on the impact of the support he received in Case Study B he said it had helped him to realise

*“There are others like me. And it’s not our fault that we don’t know how to read and write. We have nothing to be ashamed of” (LU01).*

**CO01** revealed that the learning experienced by library users is often passed onto family members and friends. This contributes towards strengthening communities and enabling individuals to be more resilient. **CO01** feels confident that in the long term this will help to break the cycles of low education, low health literacy and low income, as previously documented by (Eysenbach,2000,p.1715)

**SM01** proposed that the public library was the heart of the local community providing local people with a non-threatening environment and a safe place to go. **CO01** recognised that for some users, Case Study B is the community:



*Some people don't have anywhere else to go... a lot of these people come here to meet other people – they can't do that at home. They come here to speak to someone.*

On considering the value of Case Study B to the wider community **HOS01** said “*I'm not sure that this would be a community without a library...*”, whilst **SM02** referred to Case Study B as “*critical to the heart of the town...it's the community magnet*”.

The examples discussed in this section support Dolan's (2007) findings that public libraries provide “*...a place for the whole community to come together as individuals, in families and as a community to read, learn and discover*”. Also, they match those observed in earlier studies that public libraries are a valuable resource for the esteem and connectedness of a local community (Doherty et. al, 2004; Scroggum, 2006; Usherwood, 1998 p.42). Also that they provide individuals with neutral spaces hosting the technical and social infrastructure they need to engage fully in society (Carr et. al, 1992; Skot-Hansen, 2002; Tofflet, 1980; Usherwood, 2007).

#### **5.5.6 Evaluations**

In line with previous research, the insights from this study further support the idea that performance measurement frameworks reduce public libraries down to an overly simplistic statistical snapshots (Bryson, 1999; Chambers, 1997; Emerson et al., 2000; Holden, 2004; Toyne and Usherwood, 1999). There is consensus across the SIA-21 insights that quantitative evaluation methods fail to capture the value of the public library experience. Staff working on the frontline (**LM01**, C001, **CO02**) also report that a lot of the good work being done in libraries is being largely overlooked, as there are no formal methods in place to identify and measure intangible and/or intrinsic service outcomes.

**HOS01** and **LM01** both called out the challenges they faced in terms of the volume of performance measurement frameworks they are measured against. **HOS02**, who has oversight of all evaluation frameworks across Local Authority B recognised:

*“There are a lot of services that are feeling like they're drowning in them...they can't understand why they're being asked for the same bit of data again and again”*

Library managers are already tasked with gathering data and submit evidence to the the following evaluation frameworks:

- Curriculum for Excellence
- How Good is our Culture and Sport
- How Good is our Service Model
- How Good is Our Community Learning and Development
- Audit Scotland
- Scottish Library and Information Council's Public Library Quality Improvement Framework
- Investors in People
- Customer Service Excellence

**HOS01** also acknowledged the gap that exists in terms of understanding the longer terms needs that are being met by a visit to the public library (i.e. upskilling, collaboration etc.) and the number of people visiting the public library. This is supported by **CO02** who confirmed:

*...you cannot see straight away their [public libraries] impact and someone has to learn to appreciate, to value, these sorts of services (CO02).*

**HOS01** believed that current quantitative methodologies, (which require the library service to record numerical data about 'numbers through libraries', 'cost per library visit' and the 'percentage of the population that are borrowers for libraries') fail to capture the complexity of the public library experience.

**HOS02** reveals that they are under pressure to deliver performance information within short reporting periods (typically quarterly), which is not supportive of services whose value is not immediately obvious, because that value emerges over time.

One library manager spoke at length about the time and effort required to report statistical data (such as numbers of visitors, cost per library visit and the percentage of the population that are borrowing from Case Study B). Reflecting on these activities **LM01** stated: "*...it's all statistics and nowadays it shouldn't be all statistics*". Another (**CO01**) who was responsible for delivering health and wellbeing sessions in Case Study B, worried that reporting only on the number of

people who took part meant that evaluations captured a very small part of the story. This supported the view of Poll and Boekhort (2007) who noted in their review of evaluation frameworks that the statistics did not provide insight into why users visited the library, what they did during a visit, and the outcome of that visit. It also supports observations of other researchers who have found that public library managers time was being taken up with reporting on quantity of use and quality of performance and failing to capture more meaningful data related to outcomes and impact. When asked why Local Authority B lacked awareness of the outcomes that Case Study B were producing they admitted “*it’s just really hard to capture those stories, those anecdotes and measure this value. It’s a really big challenge for us...it is really, really hard to measure*”. This is consistent with the literature and has been referred to in the past as attempting to measuring the unmeasurable (Chambers, 1997, Linley and Usherwood, 1998; and Toyne and Usherwood, 1999).

### **5.5.7 Partnership and funding**

Findings from interviews with Local Authority B managers and policy reviews match predictions of previous studies that the public sector continues to experience unprecedented cuts to funding. During the primary data collection and analysis period Local Authority B experienced key changes to its political and social landscape. This included a global recession, changes in leadership and ruling parties, and welfare cuts (including changes to Universal Credit and the introduction of the Work Capability Assessment). These resulted in significant cuts to public spending, with Case Study B evaluated alongside other services, such as health, education, transportation etc.), to enable Local Authority B to prioritise which services they believed were worthy of ongoing investment (Finch and Warner, 1997; Usherwood, 1996). The examples presented in this section seek to show the less obvious social value that Case Study B delivers through supporting internal and external partners to support strategic objectives and deliver key outcomes for local people.

**SM01** and **LM02** highlighted that Case Study B actively collaborate with external and internal partner to support the delivery of initiatives that deliver outcomes for local people. **HOS01** said: “*There’s hardly an area we don’t work with*”. Examples shared include working with a range of internal partners, specifically the Education department to deliver early years and adult literacy workshops; the Environment department to support regeneration projects; the Community Health

195

Care Partnership to deliver health and wellbeing workshops for people affected by mental health issues. Other examples include working with external partners such as local job centres and employability services to support unemployed people back into work. In breaking these down further, examples emerge of Case Study B staff delivering adult computing classes, college recruitment fayres, and local business networking. The scale of support varies but the common examples activities include providing neutral spaces for local residents to connect, setting up conference spaces and meeting rooms, fixing IT problems, and providing long term practical and emotional support to learners after the formal learning activities end.

**SM01** notes that partners regularly acknowledge the valuable role that Case Study B plays in supporting internal and external partners to meet strategic goals through the delivery of social objectives. An example of this is reflected in a quote from **SM02** who discussed the decision to co-locate employability services alongside Case Study B:

*“I know if we have a library upfront it’s the first thing that draws people in... it’s a beacon of light for residents affected by decades of crime, drug and alcohol misuse, teenage pregnancies, unemployment”*

While such praise is welcome, **HOS01** highlighted that anecdotal evidence and informal gratitude are meaningless because they do not result in increased funding. In reality what is being seen in Case Study B is *“reduction in library service budgets, reduced opening hours, staff vacancies not being backfilled”* .

Other staff interviewed by the researcher supported this argument, stating that *“...much of what is achieved [by the library service] is often overlooked”* (**LM02**). **CO02** agreed that corporately, there is a lack of understanding of the power of the public library. This is supported by insights shared by **CO01** (who has been delivering health and wellbeing workshops in public libraries for over a decade) **LM02** (who has been working in public libraries for 30+ years) and also **CO02** (who delivers employability services to young people). These findings reinforce the work of other public library researchers who have previously found that quantitative methodologies fail to capture the impact and social value of the public library experience (Moriarty, 1997; Bryson, 1999, p.401; Emerson et al., 2000, p.137; Holden, 2004; Imholz and Arns, 2007, p. 24; Usherwood, 2008, p.127).

A possible explanation for being ‘overlooked’ might be that outcomes are rolled up into other department’s statistics for reporting across the Single Outcome Agreement and Outcome Delivery Plan, the Curriculum for Excellence, How Good is Our Community Learning and Development etc. **HOS01** highlights that the Employability team take credit for securing employment for a young person, whilst the facilitation of the learning and support that happens in Case Study B gets no recognition. Another example is the library’s role in delivering learning outcomes for adults and young people. This is a common theme where adult and family learning outcomes are reported by the Education department, health and wellbeing outcomes are reported by the Health and Social Care Partnership etc. These insights are important because they highlight how Case Study B is not recognised formally for the invaluable role they play as an enabler and supporter for local people. **HOS01** references this as a risk because these statistics inform the prioritisation of funding.

These findings have important implications for how Case Study B currently supports other council services to deliver outcomes for local people. If Case Study B’s contribution to outcomes is overlooked then there is a risk that they will not secure necessary investment and they will “*die a very long, slow, natural death*” (**HOS01**). Collectively these insights speak to the original hypothesis of this study: that the current models overlooks the social value that Case Study B creates for individuals and communities. Insights also support the findings of Holden’s findings that “*...the true value of public library services cannot be measured in terms of statistics and inspections alone...*” (Holden, 2004).

## 6 CONCLUDING DISCUSSION AND RECOMMENDATIONS

In this section researcher revisits the original hypothesis and research questions, to determine if the questions have been answered and if the hypothesis has been proven. Also provided is a summary of what has been learned from the secondary research review and the SIA-21 trial. The researcher closes with a list of recommendations for future researchers.

### 6.1 Re-iteration of the original hypothesis, research goals and questions

This thesis hypothesises that statistical evaluations models fail to recognise public library service outcomes that are difficult to quantify or monetise, thus overlooking the social value that public libraries deliver for individuals and communities. It further hypothesises that an alternative qualitative model, designed to generate meaningful evidence would better reflect the complex experiences and diverse impact of public libraries.

The following research questions were addressed:

- **RQ 1.** How is value defined within the context of public libraries?
- **RQ 2.** How is value measured within the context of public libraries?
- **RQ 3.** What might an alternative model for measuring value within the context of public libraries look like?

### 6.2 Summary of the research stages

An initial literature review ([Chapter 3](#)) identified key concepts relevant to the context of the study. A selection of performance management and evaluation models were identified and reviewed ([3.13](#)). The review extended beyond the public library sector, into the health, environmental, commercial and non-profit sector.

The review revealed that defining value regardless of context is challenging. The two types of value most often discussed in the context of public libraries are intrinsic value (social value) and instrumental value (economic value) ([3.2](#)). Public library evaluation is more likely to take the form of performance measurement models and return on investment studies which quantify and monetise public library value. Social Impact Audits (SIA) measure intangible benefits that are

often overlooked by these models and the popularity of social return on investment models is growing across the sector (3.17). The review also revealed that in the coming years public libraries would face unprecedented cuts to public spending. They would be evaluated alongside other public services (such as health, education, defence, transport, broadcasting, sport, culture and the arts), to determine which services were worthy of ongoing investment. The review also contributed to a deeper understanding of the complexity of user needs and diversity of experiences and how this makes public library value subjective and difficult to define. Narrative based research revealed examples of the public library's contribution to wellbeing, personal development and community cohesion, particularly in times of personal and collective crisis (3.17.1).

Overall, this research stage informed the present researchers' understanding of the scope and limitations of statistical measurement models. It also highlighted a gap in the existing research for a meaningful model capable of measuring social value and demonstrating that public libraries were worthy of ongoing investment. In exploring a way to address this gap the present researcher discovered Linley and Usherwood's original social impact audit (SIA) model (3.13). This model was used successfully in 1998 to measure the social impact of Newcastle and Somerset Library Services.

The SIA model inspired this study to question what an alternative model for capturing social value within the context of public libraries could look like. This led the researcher to explore what an alternative method for capturing social value in the context of public libraries might look like (Chapter 4). This led to the design of a prototype called the SIA-21 model (4.4). A key change to the original model was the integration of computer assisted qualitative data analysis software.

The original plan was to undertake comparative case studies between two library authorities. After a readiness assessment was performed, only one library authority participated (2.5.1.3). The SIA-21 was tested within a live case study location that had lower than average socioeconomic status. A testing context was set to explore how a public library manager might use the SIA-21 model to produce narrative based evidence that challenged potential funding cuts and library closures (4.3.1). In testing the efficacy of the SIA-21 model, questionnaires, one to one interviews, observation studies and policy review were carried out. Questions related to

value, services and resources, citizenship, community engagement, public spaces, personal development, health and wellbeing were asked. The data generated from the empirical research was enough to confirm the efficacy of the SIA-21 model in generating useful knowledge for practice ([Chapter 5](#)). Throughout the study, the literature review was checked for any emerging research on the topic and updated accordingly.

In [Chapter 4](#) the study explored what an alternative model for measuring value within the context of public libraries might look like. In [Chapter 5](#) the present researcher discussed how a public library manager within the context of the [testing context](#) might use the SIA-21 model to produce narrative based evidence to challenge potential funding cuts and library closures. In so doing it demonstrated the efficacy of the SIA-21 model in generating useful knowledge for practice.

### **6.3 Contribution to the existing knowledge base**

As has been demonstrated by the examples discussed in [Chapter 5](#) this thesis provides distinct contributions to knowledge in the area of public libraries and social value. The review of literature revealed a gap in current knowledge for a model that supported public library managers to capture the social value of their public libraries. This is the first study to revisit Linley and Usherwood's seminal Social Impact Audit and to review each component of the original model to make it fit for the 21<sup>st</sup> century public library researcher. Different approaches were designed across a number of core elements, including addressing bias and objectivity, establishing samples, defining scope; and the significant change; incorporating CAQDAS at the data management stage. In so doing, this study designed the next iteration of this model – the SIA-21 (4.1).

The SIA-21 model addressed the gap in current evaluation models for capturing intangible outcomes that are often overlooked by traditional statistical models. In testing the model, this study demonstrated the capacity of the SIA-21 model to capture large volumes of qualitative data and translate that into meaningful evidence. It adds to the existing knowledge base of public library value studies (3.12) and produces fresh insights to support the argument that the public library supports local authorities to achieve strategic objectives and deliver social outcomes for local people ([Chapter 5](#)). The findings broadly support the work of other studies in this area, linking public libraries with social value. In accordance with the present results, previous studies have demonstrated that public libraries provide essential impartial public spaces for individuals and



communities to thrive (Shera, 1969; Skot-Hansen, 2002; Buschman, 2003; Moura, 2004; Scrogham, 2006; Usherwood, 2007). The findings further support the idea that the value of public libraries is complex due to the complexity of user needs throughout their lifecycle, plus the diversity of experiences and impacts (Elliot, 2005; England and Sumision, 1995; Bohme and Spiller, 1999; Nankivell et al, 1999; Morris et al, 2000, Samuel, 1992). The evidence also emphasises that Local Authority B's public libraries and their staff are trusted and liked by local people. This is consistent with previous studies that identified public libraries as trusted community resources (Dover and Simmons, 1993, Ratten, 2020, Sutherland and Preston, 2011, Usherwood, 2007). Another valuable finding was that public libraries successfully encouraged local people who had previously disengaged with other council services, to connect with each other and explore life enhancing and learning opportunities they might otherwise miss out on. The also data contributes to a clearer understanding of the complexity of the the situation, skills and context of those who engage with public libraries and the outcomes that they value (e.g. kindness, reduced isolation, friendship, and learning). When viewed holistically the insights derived from the primary data confirms Local Authority B library users and partners love their public library. Case Study B it is a trusted community resource that connects Local Authority B with hard to reach residents, and supports partners to deliver learning and health initiatives, plus other outreach initiatives. These findings support Brown's arguments that public libraries play an integral role in connecting hard to reach local people with other council services, because they like and trust the library and its staff (Brown, 2006). They are also in line with findings of other studies that public libraries help to develop healthy and resilient communities (Block, 2004, Carnegie UK, 2016b).

The primary data related to employment and health revealed by the SIA-21, builds on evidence already highlighted for discussion in the literature review. For example, studies carried out in the USA and the UK which have previously found that public libraries are instrumental in helping local authorities address challenges around unemployment (Poole, 1880; Berelson, 1949; James, 1983; Bob, 1985; James, 1986; Getz, 1989, p.4-5; Finch and Warner, 1998, p.5; Lynch 2002; Seavey, 2003, p.378; ALA, 2007; ALA, 2008a; Goulding, 2009; Rooney-Browne, 2009a) and inequalities in health (Eysenbach, 2000,p.1715; Macmillan, 2011; Sutherland and Preston, 2011).

Findings in relation to the testing context reveal that Local Authority B's public libraries support older people to live healthier, independent lives, which in turn helps the local authority manage

the challenges inherent in responding to the needs of a growing ageing population. The evidence also builds on the findings published by Arts Council England (ACE) in 2017. It highlights that value of public libraries providing older people with “high quality enrichment and socialising activities” (ACE, 2016, p. 3). It also adds weight to Scrogg’s observations that the public library is still a place “*where community may thrive across all socio-economic and demographic groups*” (Scrogg, 2006).

Examples from the data present original examples of the public library delivering outcomes for local people across five key themes: Early Years (5.3.2), Learning, Life and Work (5.3.3), Economy and Environment (5.3.4), Safer, Supported Communities (5.3.5); and Older People (5.3.6). Further cluster analysis across the dataset present additional examples to challenge funding cuts or library closures. These highlight the value created through trust (5.5.1), complex experiences (5.5.2) diverse impact (5.5.3), unemployment (5.5.4), wellbeing (5.5.5), and Partnerships and funding (5.5.7).

### **6.3.1 Key outputs of this study**

The key outputs from the SIA-21 study also have practical practical implications for public library managers as they provide alternative ways to capture and communicate the value of public libraries. The three key outputs are summarised in the sections that follow.

#### **6.3.1.1 SIA-21 model (4.4)**

The largest contribution to knowledge is the development of Linley and Usherwood’s original Social Impact Audit (SIA) to create the SIA-21 model for measuring the value of public libraries in the 21<sup>st</sup> century. A pragmatic and iterative qualitative model for capturing the social value of public libraries in the 21<sup>st</sup> century, using CAQDAS to expand sampling to include communities of interest on social media platforms (with flexibility built in to accommodate hacking and development by the sector, as required). In trialling the SIA-21 in a live case study environment it was proven that the SIA-21 model was flexible enough to adapt to the needs of a specific local authority. The SIA-21 captured qualitative data that was translated into meaningful evidence for practice. Chapter 5.3 illustrated how a public library manager might use the data to highlight the less obvious ways the public library supports strategic objectives of the local authority. These

findings, while preliminary, suggests that the SIA-21 may provide library managers struggling to articulate the value of the public library service with access to more robust data and richer evidence. Integrating CAQDAS and social media data contributes to the novelty of the SIA-21 model, making it relevant to 21<sup>st</sup> century qualitative researchers (e.g. has capacity to collect large volumes of qualitative data, with automated processes and visualisation tools built in, to make it easier to store, manage and analyse unstructured data. The SIA-21 fits with the type of evidence being published by the Scottish Government, OECD and the LSE and also responds to Brophy's previous requests for more evidence based practices within the sector (Brophy, 2007).

The SIA-21 model blueprint is presented below:

### 6.3.1.2 SIA-21 Blueprint

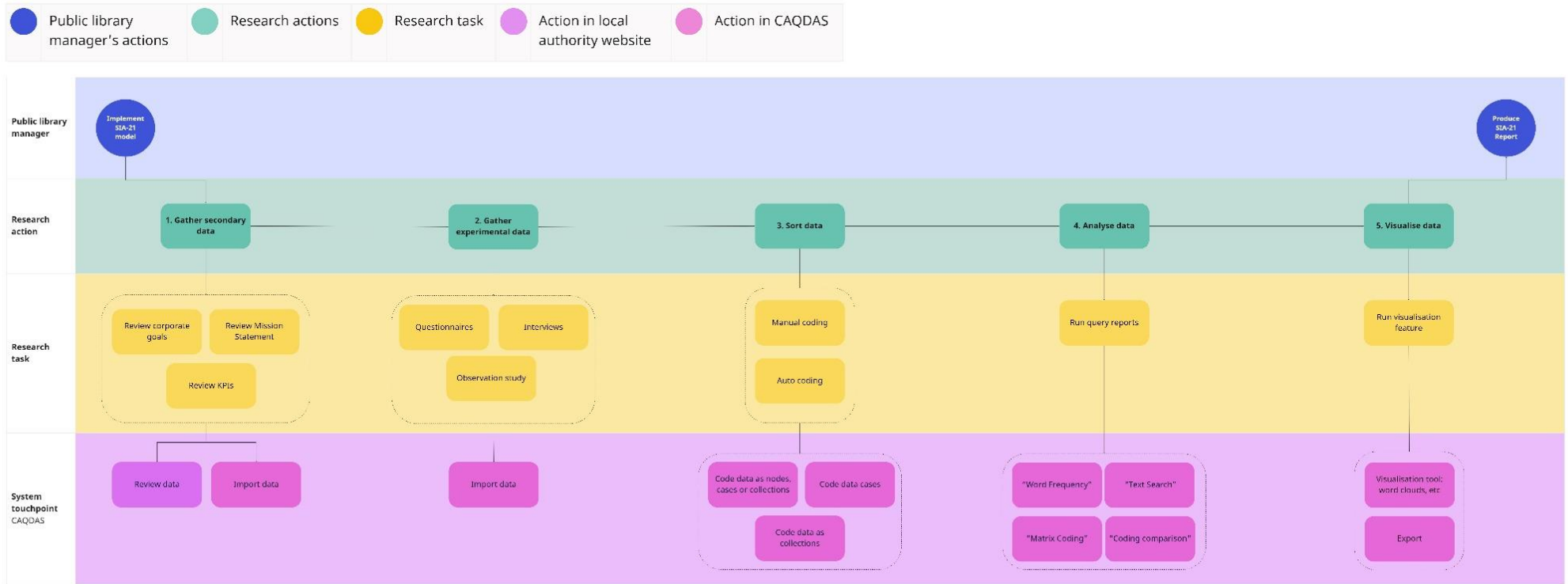


FIGURE 48 SIA-21 FINAL BLUEPRINT

### **6.3.1.3 Public Library Evidence Database (9.1.4)**

The Public Library Evidence Database (PLED-21) is an unexpected but valuable output from this study. It builds on resources produced by the LISU in 2006 with their Evidence Based Management in Action Project and also provides data to build on the Repositories of Public Knowledge (RPK) study carried out by Usherwood, Wilson and Bryson, (2005).

PLED-21 is a database of empirical evidence generated from data gathered and analysed as part of the SIA-21. It is a “front end” tool that pulls meaningful data from CAQDAS-A into an more accessible repository in Microsoft Excel. In this space, data becomes meaningful evidence when it is linked to corporate objectives. PLED-21 is iterative meaning data can be added and sorted at any time, to create more up to date versions of the repository. Practitioners who are looking to make more informed, quicker, evidence based decisions around library services in the future benefit from this repository. This is because PLED-21 is inexpensive: there is no need to purchase additional software as the database can be hosted on Microsoft Excel, which forms part of the Microsoft Office suite that local authorities and universities use as standard. Specialist training is not required: the skillset already exists in-house with staff and researchers typically comfortable using spreadsheets. Built in data mining capabilities make it easier to search the database for keywords and to sort and filter data to meet requirements. PLED-21 is shareable: staff can be invited to view the database via a hyperlink and there is no need to create user names and passwords (unless the database is password protected). It synchs to the cloud: meaning the database can be hosted locally but has the capacity to live in the cloud, meaning that it can be accessed from anywhere with an internet connection. Finally PLED-21 provides a solution to a common problem libraries face with the high volume of qualitative data that gather: the database makes the data and insights more accessible and searchable for staff. This addresses concerns raised by staff that the results would be used in one report then forgotten about ([5.5.6](#))

A note of caution is also due here as the quality of data stored in the repository is reliant on the skills of the data manager and their capacity for ongoing maintenance of the dataset.

### **6.3.1.4 The Quotes Database (9.15)**

The quotes database is an unexpected output of the review of existing literature. It is a repository of all quotes gathered during the review of literature. Quotes are sorted into themes. Sources are also provided (abbreviated, full and URL if available). This is available to view in the appendix.

#### **6.4 Contribution to the public library academic community**

Throughout this study the present researcher published early iterations of this study in a number of peer reviews journals. The most cited article was published in *Library Review* in 2009. The title of this article was “Rising to the challenge: a look at the role of public libraries in times of recession”. In this article the researcher discussed the social value and the role that public libraries play in times of economic crisis. This article has been cited 69 times, notably in in articles published in the *Australian Library Journal*, (Ferguson, 2012), *New Review of Academic Librarianship* (Harper and Corral, 2011), *Journal of Librarianship* (Casselden and Pickard, 2015), *Library Review* (Child and Goulding, 2012), *Journal of Librarianship and Information Science* (Halpin et al., 2015; McCahill et al., 2018)), *New Library World* (Sveum and Tvetter, 2012; Vassilakaki, 2016), *Health Information and Libraries Journal* (Sutton and Grant, 2011), *South African Journal of Libraries and Information* (Skelly, 2013), *Library Trends* (Merlo-Vega, 2015), *Journal of Planning Education and Research* (Knapp, 2018). This article was also cited in a book written by Rankin and Brock (Facet, 2013) *Kostagiolas* (Chandos, 2010) and *Tonkin* (Ariadne, 2013). Articles published by the researcher on methods for demonstrating the value of public libraries and public library advocacy have been cited 24 times, most notably in the *Journal of Documentation* (Vakkari, 2014), *Journal of Librarianship and Information Science* (Halpin et al., 2013), *Journal of Public Money and Management* (Hajek and Stejskal, 2015), *Evidence Based Library and Information Practice* (Rankin, 2012), *Preservation, Digital Technology & Culture* (Liew et al., 2014), *Performance Measurement and Metrics* (Matthews, 2015), *Journal of Librarianship and Information Science* (Sbaffi and Rowley, 2014), *Industrial Relations Journal* (Williams and Beck, 2015), and the *Journal of Academic Librarianship* (Malapela and De Jager, 2018). Articles were also cited in two books, one on evidence based librarianship (Koufogiannakis and Brettle, 2016), and another on public library advocacy (Lawton, 2016). Articles on public library policy and the value of the public library as a public space have been cited in articles published in *Library and Information Science* (Greene and McMenemy, 2012), *Library Management* (2013), *Journal of Librarianship and Information Science* (Halp et al.,

2013), Library Review (Cavanagh and Robbins, 2012; Salarelli, 2014), New Library World (Michnik, 2014; Stevenson, 2016), Journal of Documentation (Soderholm, 2016), Information Research, 2017).

Google scholar, which indexes peer-reviewed online academic journals, books, conference papers list the present researcher with an h-index of 5 and an i10-index of 4.

## **6.5 Contribution to the public library practitioner community**

Since this research journey began in 2007 the present researcher has championed the value of public libraries, publishing widely across multiple platforms (print, digital and social), presenting papers at national and international conferences, participating in knowledge exchange with practitioners and other organisations. The researcher was also commissioned to carry out ad hoc research on behalf of individual public library services, the Chartered Institute of Library and Information Professionals, and the Scottish Library and Information Council. During discussions many policy makers and public library staff felt that academic researchers were disconnected from practice. It was also highlighted that practitioners were unable to keep up with the latest academic research as it was often published in journals which had restricted access (i.e. the reader had to pay a subscription to access). The researcher established a Wordpress blog in 2008 called “Library of Digress” (Figure 72). The purpose of this blog was to break down the barriers highlighted by practitioners at the Chartered Institute of Library and Information Professionals in Scotland conference in Peebles earlier that year. During 2007-2010 the researcher published seven downloadable presentations on Slideshare to ensure that those who could not make it to the conferences the researcher was speaking at still had an opportunity to view the slides presented. The researcher published on topics such as “public libraries in the 21<sup>st</sup> century”, “social value”, “economic and social regeneration”, “qualitative and quantitative methodologies”, “grassroots advocacy” and “social media in public libraries”. These presentations have a combined unique viewing total of 8,448. Open source publishing addressed concerns raised by practitioners about the financial barriers preventing them from accessing academic journals.

The present continues to apply components of the SIA-21 to a range of evaluations, impact assessments, benefits realisation studies, user journey mapping, service design blueprints, as part of their professional roles as Economic Development and Regeneration Officer, Change and

Transformation Manager and more recently as the Service Design Lead with the Scottish Government.

## **6.6 Limitations of the study**

The SIA-21 is not a panacea for measuring the social value of public libraries. It is a pragmatic and iterative model, with flexibility built in. As with Linley and Usherwood's original SIA study, the findings of the SIA-21 trial are tentative and somewhat inconclusive, but this is true of many qualitative studies. The results of the SIA-21 trial alone will not change how public libraries are perceived or valued because the generalisability of the results is limited by the small sample size. By nature qualitative research is considered incomplete and partisan (Smith, 1996). As such, the research findings presented in this thesis must be viewed as preliminary and suggestive rather than exhaustive. In this section the present researcher reflects on learnings from the SIA-21 study to present a summary of its limitations.

One of the main criticisms of qualitative data is that it requires extensive time and resource to gather and analyse to make the findings sufficiently robust. Collecting, storing manually coding and analysing large volumes of unstructured qualitative data are time consuming tasks. This issue was prevalent at the start of this study. In particular, during the data gathering stage (open ended surveys, focus groups, policy reviews and one to one interviews), and the management of large volumes of unstructured data. It was not until the second half of the study period that the present researcher discovered the qualitative analysis package CAQDAS-A (software built to support the qualitative and mixed method researcher). This presented the researcher with opportunities to collect, store, manage and analyse data more efficiently; and made it easier to visualise data and identify data clusters and emergent themes. Although CAQDAS made it easier to sort and analyse the qualitative data, the number of data patterns and insights that emerge from automated analysis can overwhelm. The quality of the findings is still dependant on skills of researcher. Those tasked with implementing the SIA-21 must also be capable of mindful engagement with vulnerable humans and confident in collecting, sorting and analysing qualitative data. As previously identified, researchers need to be trained in the relevant processes and data analysis tools and have access to CAQDAS A software. That said, Bryson et al (2002) had a positive experience when attempting to train public service members in using the *SIA*, reporting that the



model was flexible and easily transferable. The guidance provided in in section [Research integrity](#) can also be used as a guide for future researchers.

Public library managers need to collect data that can be easily converted into evidence to demonstrate how the public library supports strategic goals and outcomes for local people. However, as the SIA-21 pilot revealed, attempting to capture the value of things like trust, kindness, confidence and resilience is challenging. It requires access to a complex range of users by a researcher who can confidently collect and analyse qualitative data. The smaller dataset of this study makes it more difficult to make generalisations about the impact of the SIA-21 model to the wider public library sector.

## **6.7 Things that did not go as planned**

### **6.7.1 Research paradigm**

A key challenge was settling on the research paradigm. A variety of theoretical approaches were considered, including grounded theory, interpretivism, pragmatism and positivism but neither of these adequately supported the aims of this study ([2.3](#)). On reviewing the work of other researchers who had encountered a similar challenge, a combined paradigm called Pragmatic Interpretivism and a sociological school of thought called Symbolic Interactionism were discovered (Mead, 1943; Ansell, 2015; Blumer, 1986; Goldkuhl, 2012). Pragmatic interpretivism was chosen because it supported the exploratory and experimental nature of this thesis ([2.3.3](#)).

### **6.7.2 Case study sample**

In attempting to formally recruit case study sites one of the local authorities who had originally agreed to participate stopped engaging with e-mails and telephone calls. This reduced the anticipated sample size significantly in the first few months of the study and risked the potential for generalising the findings. In exploring how best to address this the present researcher revisited Linley and Usherwood's original SIA to discover their recommendation that future SIA researchers should focus "on a particular service rather than geographical areas (Linley and Usherwood, 1998, p. 88). In the end a decision was reached in collaboration with the PhD supervisor to focus solely on one local authority and one set of public library users, in the hope that deeper more meaningful research would outweigh the loss of a larger research sample ([2.5.1.1](#)).

### **6.7.3 Lack of appetite for another evaluation model**

Another thing that did not go as planned related to onboarding of library managers to the idea of the SIA-21 model. Contrary to expectations, there was little appetite from senior managers and library staff in Case Study B to adopt another evaluation model, even if that model was to support them to capture robust evidence of social value. **HOS01** stated it the SIA-21 would be “*an additional burden for staff*” while **LM01** agreed “*...what good is another report, sitting on the shelf gathering dust...it’s not another evaluation we need...*” (5.5.6). On exploring this further the reluctance was tied to recent staff cuts and the worry that they would not be able to find adequate resource to carry out qualitative evaluations. Providing assurance that there would be no expectation on library staff to oversee the SIA-21, library managers agreed to proceed with the trial.

### **6.7.4 Unrealistic expectations of library users**

Another unanticipated thing occurred during the SIA-21 questionnaire trial with library users at Case Study B. A number of users ( $n=6$ ) were unable to articulate what the library meant to them and why they felt it delivered value (2.5.4.1). Two respondents asked for the researcher to answer it for them, adding that they “*didn’t know what I meant [and] didn’t want to look stupid*”. They were also visibly upset when asked to share how they would feel if Case Study B closed down. This surprised the present researcher who had not expected library users to react this way. On reflection the present researcher had not been adequately empathetic or considerate of library users’ lived experiences when setting the questions. This is a lesson learned for the future.

### **6.7.5 Data management**

In previous research projects the researcher manually coded and analysed qualitative data in Excel and it had been anticipated that this study would follow that approach. The discovery of computer assisted qualitative data analysis (CAQDAS) software was unexpected but welcome (2.7.2). Using CAQDAS-A enabled the researcher could work more efficiently because it provided a place to upload, organise, and store a high volume of unstructured, qualitative data. Batch coding of data and query reports made it easier to identify patterns and discover trends trends. Textual analysis provided summaries of long policy documents and evaluation frameworks. This supported the researcher to identify links between research data and council

priorities. Tree maps and word clouds resulted in data visualisations and exporting features enabled the creation of the evidence databases for inclusion in this thesis.

### **6.7.6 Scope creep**

Towards the end of the data gathering stage of this study scope creep distracted the present researcher temporarily. The field of online social research gained endorsements from the London School of Economics and the University of Oxford, as a credible method for conducting qualitative research. This resulted in the availability of an unprecedented volume of data in the form of opinions, discussions and links. At that time the researcher considered widening the sample to include social media users on the Twitter platform, who were already posting about their public library experiences under the hashtag librariesmatter (#librariesmatter). Using a CAQDAS plugin the present researcher gathered thousands of pages of additional data from Twitter users across the world. Using the automated data analysis capabilities of CAQDAS the researcher attempted to analyse this data and determine its relevance to this study. The impact of this was hugely problematic and resulted in generating data and insights beyond the scope of this study. With more time and a wider scope the present researcher may have integrated this data into the discussions section. Instead the data capture and early analysis of social media data is included in the appendix to demonstrate to future researchers how they might use CAQDAS to to expand their research sample to include online social research ([10.2](#))

## **6.8 Recommendations for further research**

The SIA-21 study generated huge volumes of qualitative data beyond the scope of this study. Time constraints and limited resource meant that the present researcher was unable to explore all the interesting insights or research gaps that emerged from the review of the existing literature and the empirical research. In this section recommendations are made for how future researchers might explore these and continue to build on the findings of this study.

### **6.8.1 Explore unused data collected by the SIA-21**

As stated previously the SIA-21 study generated huge volumes of qualitative data beyond the scope of this study. As such there is a dataset available for future researchers to analyse. Raw data is currently stored in the researcher's CAQDAS-A account. Future researchers could access this data and using CAQDAS-A, or similar, apply the present researcher's data management

methods to discover additional meaningful insights from the data (4.6). By way of example, attention is drawn to the word tree visualisations included in the appendix which demonstrate the potential for further analysis of where public libraries intersect with prevention, challenges, community etcetera (9.12).

### **6.8.2 Public library advocacy**

Empirical research identified that a key challenge for public libraries is the advocacy skills gap that exists across the profession (5.5.7). As this was outwith the scope of this study the present researcher did not explore this further. The secondary research also identified this as a potential gap in the current literature and would be worthy of further investigation (Vakkari, 2014, Halpin et al., 2013, Rankin, 2012, Sbaffi and Rowley, 2014, Malapela and De Jager, 2018).

### **6.8.3 Shame, stigma and loneliness**

Another area to explore further is the long term impact that public libraries have on addressing the stigma and shame experienced by individuals with poor socioeconomic status. Another area to investigate further is the value of public libraries in addressing social isolation. This is something that was recognised anecdotally by staff and some users surveyed during the SIA-21 trial (5.3.6 and 5.5.3). Future researchers could explore this in the context of the recent coronavirus pandemic – i.e. how public libraries can help address the loneliness epidemic emerging as a result of the coronavirus pandemic.

### **6.8.4 Expand the sample: online social research**

At the time of writing, no other research papers have been published in the field of public library evaluations, which had used a community on a social media platform to gather data related to public library value. As stated previously, the present researcher was temporarily distracted by the emergence of online social research in the field of qualitative research (6.7.6). This distraction resulted in the capturing and analysis of Twitter data related to library experiences. Although not included in the final thesis, ideas and guidance for future researchers interested in expanding samples to include online communities and guidance are provided in Appendix B (10.2).

## **6.9 Recommendation to the public library sector**

This researcher also recommends that the public library sector work together to create a comprehensive model which encourages use of common measures, language and practices for collecting and analysing data. Implementation of a standard model could enable the sector to communicate the true value of public libraries to the UK economy and society. This will help to establish a central network where resources can be shared to capture and communicate the social value of public libraries, to as wide an audience as possible.

## **6.10 CONCLUDING REMARKS**

In designing and testing the pragmatic and iterative model called the SIA-21, this study supports the hypothesis that statistical evaluations models fail to recognise public library service outcomes that are difficult to quantify or monetise, thus overlooking the social value that public libraries deliver for individuals and communities. Through testing of the model in a live case study environment, this study demonstrated how an alternative model could generate meaningful evidence to better reflect the complex experiences and diverse impact of public libraries.

## 7 REFERENCES

- Aabo, S. (2005). Are public libraries worth their price? A contingent valuation study of Norwegian public libraries. *New Library World*. 106. (11/12). pp.487-495.
- Aabo, S. (2005). Are public libraries worth their price? A contingent valuation study of Norwegian public libraries. *New Library World*. 106. (11/12). pp.487- 495.
- Aabø, S. (2009). "Libraries and return on investment (ROI): a meta-analysis", *New Library World*, Vol. 110 No. 7/8, pp. 311-324. <https://doi.org/10.1108/03074800910975142>
- Aabo, S., Audunson, R. (2002). Rational choice and valuation of public libraries: can economic models for evaluating non-market goods be applied to public libraries? *Journal of Library and Information Science*. 34 (1), pp5-16.
- Abrams, S. (2010). *The value of public libraries*. Blog post. [online]. Available: URL. <http://stephenslighthouse.com/2010/04/06/the-value-of-public-libraries/>. Last accessed 23rd May 2010.
- Agar, M. (1996). *The Professional Stranger: an informal introduction to ethnography*. London: Academic Press.
- Agenda, P., (2006). Long overdue: a fresh look at public and leadership attitudes about libraries in the 21st century. Retrieved June, 10, p.2006.
- Ahmed, W. and Bath, P.A., (2015). Comparison of Twitter APIs and tools for analysing Tweets related to the Ebola Virus Disease.
- Ahmed, W. and Bath, P.A., (2015). *The Ebola epidemic on Twitter: challenges for health informatics*. In Proceedings of;. Sheffield.
- Ahmed, W., (2015). Challenges of using Twitter as a data source: An overview of current resources. *Impact of Social Sciences Blog*. [online]. Available. URL. <http://blogs.lse.ac.uk/impactofsocialsciences/2015/07/10/social-media-research-tools-overview/>

ALA. (2007). *The State of America's Libraries*. Washington: American Library Association's Public Information Office. [online]. Available: URL. <http://www.ala.org/ala/newspresscenter/mediapresscenter/presskits/2008statereport/2008statehome.cfm/>. Last accessed 1st March 2009.

ALA. (2008a). *Slow economy fuels surge in library visits*. Press Release. 26.08.08. [online]. Available: URL. <http://www.ala.org/ala/newspresscenter/news/pressreleases2008/august2008/RettigEconomy.cfm/>. Last accessed 1st March 2009.

ALA. (2010). *Articles and Studies Related to Library Value (Return on Investment)*. [online]. Available: URL. <http://www.ala.org/ala/research/librarystats/roi/index.cfm/>. Last accessed 23rd May 2010.

Alajmi, B. (2016), "When the nation is in crisis: libraries respond", *Library Management*, Vol. 37 Nos 8/9, pp. 465-481, doi: 10.1108/LM-05-2016-0043.

Aldridge, J., 2014. Working with vulnerable groups in social research: dilemmas by default and design. *Qualitative Research*, 14(1), pp.112-130

Ansell, C., 2015. Pragmatist interpretivism. In *Routledge Handbook of Interpretive Political Science* (pp. 98-110). Routledge.

Aptekar, S. (2019) 'The Public Library as Resistive Space in the Neoliberal City', *City & Community*, 18(4), pp. 1203–1219. doi: 10.1111/cico.12417.

Argyll and Bute Council. (2008). *Population: Where we live*. [online]. Available: URL. <http://www.argyll-bute.gov.uk/content/commlife/externalfunding/argyllinfo/3260782/>. Last accessed 24th September 2009.

Arrow, K., R. Solow, P. R., Portney, E. E., Leamer, R., Radner, and Schuman H. (1993). Report of the NOAA Panel on Contingent Valuation, *Federal Register*, January 15, vol. 58 (10), pp. 4601-4614.

Arts Council England (ACE), (2017). *Stand by me. The Contribution of public libraries to the well-being of older people*. [Report]. Available. Online.

<https://www.artscouncil.org.uk/publication/stand-me-contribution-public-libraries-well-being-older-people>

Atkinson, R. and Flint, J., 2001. Accessing hidden and hard-to-reach populations: Snowball research strategies. *Social research update*, 33(1), pp.1-4.

Audit Commission (2010a). *About the Commission*. [online]. Available: URL. <http://www.audit-commission.gov.uk/aboutus/Pages/default.aspx/>. Last accessed 19th May 2010.

Audit Commission (2010b). *National Indicator Set*. [online]. Available: URL. <http://www.audit-commission.gov.uk/localgov/audit/nis/Pages/Default.aspx/>. Last accessed 19th May 2010.

Audit Commission (2010c). *Comprehensive Area Assessment*. [online]. Available: URL. <http://www.audit-commission.gov.uk/localgov/audit/caa/pages/default.aspx/>. Last accessed 18th May 2010.

Audit Commission (2010d). *National indicators for local authorities and local authority partnerships information portal*. [online]. Available: URL. <http://www.audit-commission.gov.uk/localgov/audit/nis/Pages/niguidancesearch.aspx#/>. Last accessed 18th May 2010.

Audit Scotland (2009). *Statutory Performance Indicators: Cultural and Community Services*. [online]. Available: URL. <http://www.audit-scotland.gov.uk/performance/docs/2008/service/profCCComS08.pdf/>. Last accessed 18th May 2010.

Audit Scotland (2010). *About Audit Scotland*. [online]. Available: URL. <http://www.audit-scotland.gov.uk/about/>. Last accessed 18th May 2010.

Bamkin, M., Maynard, S. and Goulding, A., (2016). Grounded theory and ethnography combined: A methodology to study children's interactions on children's mobile libraries. *Journal of Documentation*, 72(2), pp.214-231.



Barron, D.D. (2005). *The Economic Impact of Public Libraries in South Carolina*. University of South Carolina, School of Library and Information Science. [online]. Available. URL: [www.libsci.sc.edu/SCEIS/impact\\_brochure.pdf/](http://www.libsci.sc.edu/SCEIS/impact_brochure.pdf/). Last accessed 12th June 2010.

BBC. (2016). Children's online junk food ads banned by industry. BBC,[online] Available at: <http://www.bbc.co.uk/news/health-38239259> [Accessed 15 Dec. 2016].

BBC (2021). Quarter of libraries shut despite lockdown easing. BBC, [Online]. Available. <https://www.bbc.co.uk/news/uk-scotland-57246578/> Last accessed 04.02.21.

Berelson, B. (1949). *The Library's Public*. New York: Columbia University Press. Quoted in Lynch, M.J. (2002). *Economic Hard Times and Public Library Use Revisited*. American Libraries. August 2002, pp. 62-63

Berelson, B. (1949). *The Library's Public*. New York: Columbia University Press. Quoted in Lynch, M.J. (2002). *Economic Hard Times and Public Library Use Revisited*. American Libraries. August 2002, pp. 62-63

Biesta, G., Tashakkori, A. and Teddlie, C., 2010. SAGE handbook of mixed methods in social & behavioral research. Book, 2, p.913.

Bill and Melinda Gates Foundation. (2010). *Opportunity for all: how the American public benefits from internet access at U.S. public libraries*. [online]. Available: URL. <http://www.gatesfoundation.org/learning/Documents/OpportunityForAll.pdf/>. Last accessed 11th June 2010.

Black, A 2006, Introduction: The public library in concept and reality. in *The Cambridge History of Libraries in Britain and Ireland: 1850-2000*. Cambridge University Press, pp. 21-23. <https://doi.org/10.1017/CHOL9780521780971.004>

Black, A., (2000). *The public library in Britain, 1914-2000*. British Library Board.

Blake, D.H., Frederick, W.C. and Myers, M.S., (1976). *Social auditing: Evaluating the impact of corporate programs*. Praeger Publishers.

Blumer, H., 1986. *Symbolic interactionism: Perspective and method*. Univ of California Press.

Bob, M.L. (1985). Library Use, Reading and the Economy. *Library Journal* (110), Feb 1985 p. 107.

Bogoch, I.I., Creatore, M.I., Cetron, M.S., Brownstein, J.S., Pesik, N., Miniota, J., Tam, T., Hu, W., Nicolucci, A., Ahmed, S. and Yoon, J.W., (2015). Assessment of the potential for international dissemination of Ebola virus via commercial air travel during the 2014 West African outbreak. *The Lancet*, 385(9962), pp.29-35.

Bohme, S. & D. Spiller (1999). Perspectives of public library use 2: a compendium of survey information. Loughborough: LISU.

Bookstart. (2009). *Bookstart Impact Evaluation*. [Report]. [online]. Available: URL. <http://www.bookstart.org.uk/show/feature/Bookstart-impact-evaluation/>. Last accessed 14th June 2010.

Bouthillier, F. (2000) The Meaning of Service – ambiguities and dilemmas for the public library service providers. *Library and Information Services Research*. 22 (3). Pp.243-272 (30).

Boyatzis, R. (1998). Transforming qualitative information: Thematic analysis and code development. Thousand Oaks, CA: Sage.

Boyle, D. (2000). *Tyranny of Numbers*. London: Harper Collins

British Standards Institution. (2010) BS 8950:2020 Social value. Understanding and enhancing. Guide. BSI. [Online] Available from: [BS 8950 - Guide | BSI \(bsigroup.com\)](#) [Accessed: 23.01.22]

Braun, V., Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77–101. doi:10.1191/1478088706qp063oa From <<https://journals.sagepub.com/doi/full/10.1177/1609406917733847>>

Brophy, P. (2007). Narrative Based Practice. *Evidence Based Library and Information Practice* ( 2:1). [online]. Available: URL. <http://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/137/248/>. Last accessed 12th June 2010.

Brophy, P. (2008). Telling the story: Qualitative approaches to measuring the performance of emerging library services. *Performance Measurement and Metrics*. 9 (1). Pp. 7-17.

Brophy, P. and Coulling, K. (1996). *Quality management for information and library managers*. Aslib Gower: Aldershot.

Browne, A. and Rooney-Browne, C. (2008), Punching above our weight: a small Scottish library service joins the global community, *Information Technology Section for the World Library and Information Congress, Quebec, IFLA*, available at: [http://archive.ifla.org/IV/ifla74/papers/159-Browne\\_Rooney-Browne-en.pdf/](http://archive.ifla.org/IV/ifla74/papers/159-Browne_Rooney-Browne-en.pdf/) (accessed 13 May 2009).

Bryant, J. (2007). *An ethnographic study of user behaviour in Open3 at the Pilkington Library, Loughborough University*. Submitted in partial fulfilment of MSc. Loughborough University. [online]. Available: URL. <https://dspace.lboro.ac.uk/dspace-jspui/handle/2134/3136/>. Last accessed 23rd September 2009.

Bryman, A., (2008). Why do researchers integrate/combine/mesh/blend/mix/merge/fuse quantitative and qualitative research. *Advances in mixed methods research*, pp.87-100.

Bryson, J., (1999). *Effective Library and Information Management*. Gower Publishing Co..

Bryson, J., Usherwood, B. and Streatfield, D. (2002). *Social Impact Audit for the South West Museums Libraries and Archives Council*. Centre for the Public Library in the Information Society. Department of Information Studies, The University of Sheffield. [SWMLAC Report].

Burgess, R.G. (1984). *In the Field: An introduction to field research*. London: Allen and Unwin.

Butler, P. (2015). Thousands have died after being found fit for work, DWP figures show.

[Article]. *The Guardian*. 27.08.15. [Online]. URL.

<https://www.theguardian.com/society/2015/aug/27/thousands-died-after-fit-for-work-assessment-dwp-figures>

Campaign, P.E., 2009. *How to write in plain English* In PE Campaign. High Peak, UK.: Plain English Campaign.

Carnegie UK Trust (2016a). *Sharpening Our Focus*. Available. URL: <https://www.carnegieuktrust.org.uk/carnegieuktrust/wp-content/uploads/sites/64/2016/09/Sharpening-our-Focus.pdf>

Carnegie UK Trust (2016b). Shining a Light – How People in the UK and Ireland use public libraries and what they think of them. Available. URL: <https://www.carnegieuktrust.org.uk/shining-a-light/>

Carnegie UK Trust. (2012). *Shifting the Dial: from Wellbeing Measures to Policy Practice*. Available. URL: <https://www.carnegieuktrust.org.uk/publications/shifting-the-dial-from-wellbeing-measures-to-policy-practice/>

Carnegie UK Trust (2020). Gross Domestic Wellbeing (GDWe): an alternative measure of social progress – summary [online]. Available <https://www.carnegieuktrust.org.uk/publications/gross-domestic-wellbeing-gdwe-an-alternative-measure-of-social-progress-summary/> Last accessed 13.03.22.

Cartwright, H. (2001). Change in store? An investigation into the impact of the book superstore environment on use, perceptions and expectations of the public library as a space, place and experience. MA Thesis, University of Sheffield.

Ceplis.org. 2022. [online] Available. [ceplis.org/wp-content/uploads/2019/09/Common-Values-en.pdf](https://ceplis.org/wp-content/uploads/2019/09/Common-Values-en.pdf) Last accessed 30.01.22

Chad, K. & Miller, P. (2005). *Do libraries matter? The rise of Library 2.0*. [Version 1.0] Talis. p. 4.  
[Online] Available: URL. [http://www.talis.com/applications/downloads/white\\_papers/DoLibrariesMatter.pdf](http://www.talis.com/applications/downloads/white_papers/DoLibrariesMatter.pdf). Last accessed 25 April 2008.

Charmaz, K., 2011. Grounded theory methods in social justice research. *The Sage handbook of qualitative research*, 4, pp.359-380.

Chartered Institute of Public Finance Accounting (CIPFA). (2010). *CIPFA Social Research*. [online]. Available: URL. <http://www.cipfasocialresearch.net/>. Last accessed 10th June 2010.

Chartered Institute of Public Finance Accounting (CIPFA). (2020). Spend on British libraries drops by nearly £20m. [ONLINE]. Available. [Spend on British libraries drops by nearly £20m | CIPFA](#). Last accessed 30.01.22.

Chelmsford Public Library. (2010). *The Value of Your Library*. [online]. Available: URL. [http://www.chelmsfordlibrary.org/library\\_info/calculator.html/](http://www.chelmsfordlibrary.org/library_info/calculator.html/). Last accessed 2nd June 2010.

Chow, A. and Tian, Q. (2021) Public Libraries Positively Impact Quality of Life: A Big Data Study, *Public Library Quarterly*, 40:1, 1-32, DOI: 10.1080/01616846.2019.1632105

Chowdhury, G., Burton, P., McMenemy, D., Poulter, A. (2008). *Librarianship: an introduction*. London: Facet Publishing.

CILIP (2004). Code of Professional Practice for Library and Information Professionals. [ONLINE]. Available [Code of Professional Practice for Library and Information Professionals \(ymaws.com\)](#). Last accessed 30.01.22

CILIP (2010). *Library Statistics*. [online]. Available: URL. <http://www.cilip.org.uk/membership/enquiry-service/top-enquiries/pages/statistics.aspx/>. Last accessed 23rd May 2010.

CILIP (2018). New Ethical Framework. [online]. [Ethics hub - CILIP: the library and information association](#). Last accessed 30.01.22.

Coates, T. (2002). How to fix our libraries. Response to the Audit Commission Report, 2002. *The Guardian*: 18.05.02.

Cram, J. (1999). Six impossible things before breakfast: a multidimensional approach to measuring the value of libraries. In: Proceedings of the 3rd Northumbria International Conference on Performance Measurement in Libraries and Information Services 1999, Newcastle upon Tyne 2000. [online]. Available: URL. <http://www.alia.org.au/~jcram/sixthing.PDF/>. Last accessed 9th June 2010.

Crenshaw, K., 1990. Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stan. L. Rev.*, 43, p.1241.

- Creswell, J.W. (1998). *Qualitative Inquiry and Research Design: choosing among five traditions*. London: Sage.
- Cronenberg, S., 2020. Paradigm parley: A framework for the dialectic stance. *Journal of Mixed Methods Research*, 14(1), pp.26-46.
- Curran, K., Murray, M. & Christian, M. (2007). Taking the information to the public through Library 2.0. *Library Hi-Tech*. 25 (2), pp.288-297. [Online] Available: URL. <http://www.emeraldinsight.com/Insight/viewContentItem.do?contentType=Article&contentId=1610976> Last accessed: 29 April 2008.
- Cyrus, K., 2017. Multiple minorities as multiply marginalized: Applying the minority stress theory to LGBTQ people of color. *Journal of Gay & Lesbian Mental Health*, 21(3), pp.194-202.
- DCMS (2009). *Capturing the impact of libraries*. Report. [online]. Available: URL. [http://webarchive.nationalarchives.gov.uk/+http://www.culture.gov.uk/reference\\_library/publications/5914.aspx/](http://webarchive.nationalarchives.gov.uk/+http://www.culture.gov.uk/reference_library/publications/5914.aspx/). Last accessed 14th June 2010.
- DCMS (2010). *CASE: the culture and sport evidence programme*. [online]. Available: URL. <http://www.culture.gov.uk/case/case.html/>. Last accessed 14th June 2010.
- DCMS (2010). *The modernisation review of public libraries: A policy statement*. [online]. Available: URL. [http://webarchive.nationalarchives.gov.uk/+http://www.culture.gov.uk/images/consultation\\_responses/modernisation\\_review\\_public\\_libraries.pdf/](http://webarchive.nationalarchives.gov.uk/+http://www.culture.gov.uk/images/consultation_responses/modernisation_review_public_libraries.pdf/). Last accessed 19th May 2010.
- Data Protection Act, 2018. Data Protection Act 2018. [online] GOV.UK. Available at: <https://www.gov.uk/government/collections/data-protection-act-2018> [Accessed 27 June 2020].
- Denscombe, M. (2005) *The Good Research Guide for small scale social research projects*. England: Open University Press.
- Dewey, J. (2008). Propositions, warranted assertibility and truth. In J. Boydston (Ed.), *The later works of John Dewey, 1925-1953* (Vol. 14, pp. 168-188). Carbondale: Southern Illinois University Press. (Original work published 1941)

Dolan, J. (2007). *A Blueprint for Excellence Public Libraries 2008-2011. Connecting People to Knowledge and Inspiration*. Museums, Libraries and Archives Partnership.

[http://www.mla.gov.uk/resources/assets/B/blueprint\\_11126.pdf](http://www.mla.gov.uk/resources/assets/B/blueprint_11126.pdf). Last accessed 16 January 2008

Doherty, P., Stott, A. and Kinder, K., 2004. Delivering services to hard to reach families in on track areas: definition, consultation and needs assessment (Vol. 15). London: Home Office.

Dover, M., and Simmons, S. (1993). *Civil disasters: the role of public libraries following a crisis in the community*. London: Bernam Press.

Dudovskiy, J. (2018). *Positivism - Research Methodology*. [online] Research Methodology. Available at: <https://research-methodology.net/research-philosophy/positivism/> [Accessed 28 Jan. 2018].

Dunning, Alastair, 2011. Innovative use of crowdsourcing technology presents novel prospects for research to interact with much larger audiences, and much more effectively than ever before. *LSE Impact of Social Sciences blog*. Published 25th August 2011. Available at <http://blogs.lse.ac.uk/impactofsocialsciences/2011/08/25/innovative-use-of-crowdsourcing/http://shef.ac.uk/is/pgr/students/ahmedw>

General Data Protection Regulation (GDPR). 2021. General Data Protection Regulation (GDPR) – Official Legal Text. [online] Available at: <https://gdpr-info.eu/> Accessed 12.03.22.

Guba, E.G. and Lincoln, Y.S., 1994. Competing paradigms in qualitative research. *Handbook of qualitative research*, 2(163-194), p.105.

Huberman, A. M., & Miles, M. B. (1994). Data management and analysis methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 428–444). Sage Publications, Inc.

Ishak, N. and Bakar, A., 2012. Qualitative data management and analysis using NVivo: An approach used to examine leadership qualities among student leaders. *Education Research Journal*, 2(3), pp.94-103.

Local Authority B (2011). *Council Policy and Performance*. Website. Available. URL: <http://www.hms0.gov.uk/legislation/scotland/acts2003/30001--i.htm#55>

Local Authority B (2011). *Best Value*. <http://www.eastrenfrewshire.gov.uk/council-and-government/council-information-performance-policy-statistics/best-value.htm>

Local Authority B (2017). *Modern Ambitious Programme*. Online. Available. URL. <http://www.eastrenfrewshire.gov.uk/visionanimation>

Local Authority B. *Annual efficiency statement 2010-2011*.  
<http://www.eastrenfrewshire.gov.uk/annual-efficiency-statement-10-11.pdf>

Local Authority B. (2016). *Outcome Delivery Plan 2016-2019*. Website. Available. URL: <http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=17122&p=0/>. Last accessed 17th June 2017.

Local Authority B. *Community Planning and Development*.  
<http://www.eastrenfrewshire.gov.uk/council-and-government/council-information-performance-policy-statistics/community-planning-and-development.htm>

Local Authority B. *Transformation and Efficiency*.(2018).  
<http://www.eastrenfrewshire.gov.uk/council-and-government/council-information-performance-policy-statistics/transformation-efficiency.htm>

Eldredge, J. D. (2002). Evidence Based Librarianship: What Might We Expect in the Years Ahead? Health

Elkin, J. and Train, B. (2001). Measuring the unmeasurable: reader development and its impact on performance measurement in the public library sector. *Library Review*. 50 (6). pp295-304.

Elliott, D (2005). An Economist's Perspective on the State of Library Valuation Studies. A paper presented to the ALC Economic Panel meeting. November 2005.

Ellis, D., 1993. Modeling the information-seeking patterns of academic researchers: A grounded theory approach. *The Library Quarterly*, 63(4), pp.469-486.

Emerson, J. (2021). What is social value? *The Canadian Social Value Exchange*. Website. [What is Social Value? - Definition - Social Value Canada \(socialvalue-canada.org\)](https://www.socialvalue-canada.org/what-is-social-value/). Last accessed 22.01.22.



Emerson, J. and Cabaj, M. (2000). Social Return on Investment. *Making Waves*. 11 (2). [online]. Available: URL.

<http://auspace.athabasca.ca:8080/dspace/bitstream/2149/1028/1/MW110210.pdf/> . Last accessed 8th June 2010.

Emerson, J., Wachowicz, J., and Chun, S. (2001). Social Return on Investment: Exploring aspects of value creation in the non-profit sector. *REDF*. [online]. Available: URL.

[http://www.redf.org/system/files/\(17\)+Vol.+2+-+SROI.pdf/](http://www.redf.org/system/files/(17)+Vol.+2+-+SROI.pdf/). Last accessed 12th June 2010.

Favret, L. (2000). Benchmarking, annual library plans and best value: the implications for public libraries. *Library Management*. 21 (7). pp.340-348.

Fetterman, D.M. (1998). *Ethnography: Step by step*. 2nd edition. pp.1-2. USA: Sage Publications.

Finch, L. and Warner, J. (1998). Dividends: the value of public libraries in Canada. *The Bottom Line: Managing Library Finances*. 11 (4). pp. 158-179

Florczak, K.L., 2014. Purists need not apply: The case for pragmatism in mixed methods research. *Nursing science quarterly*, 27(4), pp.278-282.

Gage, N. L. (1989). The paradigm wars and their aftermath: A historical sketch of research and teaching since 1989. *Educational Researcher*, 18, 4-10

Gair, C. (2010). SROI Act II: a call to action for next generation SROI. [ONLINE]. Available: URL. [http://www.redf.org/system/files/REDF\\_SROI+Act+II\\_FINAL\\_10.09.pdf/](http://www.redf.org/system/files/REDF_SROI+Act+II_FINAL_10.09.pdf/). Last accessed 8th June 2010.

General Register Office. (2007). *Edinburgh Population Estimates 2007*. [online]. Available. URL:

[http://www.edinburgh.gov.uk/internet/City\\_Living/City\\_facts\\_and\\_figures/CEC\\_population\\_estimates/](http://www.edinburgh.gov.uk/internet/City_Living/City_facts_and_figures/CEC_population_estimates/). Last accessed 24th September 2009.

Getz, M. (1989). Libraries and business cycles. *The Bottom Line*. 2(1). pp.4-5. [online]. Available: URL.

<http://www.emeraldinsight.com/Insight/viewPDF.jsp?contentType=Article&Filename=html/Output/Published/EmeraldFullTextArticle/Pdf/1700020102.pdf/>. Last accessed 1st March 2009.

Gibson, L. 2009. Cultural landscapes and identity. In L. Gibson & J. R. Pendlebury (eds) *Valuing Historic Environments*, 67-92. Farnham: Ashgate.

Given, L.M., & Leckie, G.J. (2003). Sweeping the library: mapping the social activity space of the public library. *Library & Information Science Research*. (25). Pp. 365-385

Glaser, B.G. and Strauss, A.L., 1967. *The discovery of grounded theory: strategies for qualitative theory*.

Lincoln, Y.S. and Guba, E.G., 1986. But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. *New directions for program evaluation*, 1986(30), pp.73-84.

Local Authority A (2008). *Population*. [online]. Available: URL.

[http://www.glasgow.gov.uk/en/AboutLocal Authority A/Factsheets/Local Authority A/Population.htm/](http://www.glasgow.gov.uk/en/AboutLocal%20Authority%20A/Factsheets/Local%20Authority%20A/Population.htm/). Last accessed 24th September 2009.

Lyon, J (1998) *Measuring the Unmeasurable Value*. Special Report. Marketing Library Services. Volume 12. (8). [Online]. <https://www.infotoday.com/mls/dec98/story.htm> Last accessed 06.03.22.

Global Statistics for Advocacy (2010). A new set of links. [Blog post]. [online]. Available: URL. <http://iflastat.wordpress.com/2010/05/25/a-new-set-of-links/>. Last accessed 23rd May 2010.

Goedhart, M. and Koller, T., 2020. The value of value creation. *McKinsey Quarterly*, 16.

Golafshani, N., 2003. Understanding reliability and validity in qualitative research. *The qualitative report*, 8(4), pp.597-607.

Goldkuhl, G., 2012. Pragmatism vs interpretivism in qualitative information systems research. *European journal of information systems*, 21(2), pp.135-146.

Gorman, G. And Clayton, P. (1997). *Qualitative Research for the Information Professional*. London: Library Association.

Goulding, A. (2006). *Public libraries in the 21st Century: Defining Services and Debating their Future*. London: Ashgate.

Goulding, A. (2009). Credit Crunch: the impact on libraries. *Journal of Information and Library Science*. 41 (3). [online]. Available: URL. <http://lis.sagepub.com/cgi/reprint/41/1/3/>. Last accessed 12th June 2010.

Goulding, C., (1999). Grounded Theory: some reflections on paradigm, procedures and misconceptions.

Grace, D. and Sen, B. (2013), "Community resilience and the role of the public library", John Hopkins University Press, Vol. 61 No. 3, pp. 513-541, doi: 10.1353/lib.2013.0008.

Great Britain. Cabinet Office (2010). *A Guide to Social Return on Investment*. Available. [A guide to Social Return on Investment | New Economics Foundation](#). Last accessed 27.01.22

Greenhalgh, L, Worpole, K., 1993 *Libraries in a World of Cultural Change*. Comedia Research. Routledge.

Greenhalgh, L. and Worpole, K and Landry, C. (1995). *Libraries in a world of cultural change*. London: UCL Press

Griffiths, J.M., King, D.W., Lynch, T. (2004). *Taxpayer Return on Investment*. [Report], p.5-6. Prepared for State Library and Archives of Florida. [online]. Available: URL. <http://dlis.dos.state.fl.us/bld/roi/pdfs/ROISummaryReport.pdf/>. Last accessed 1st June 2010.

Grills, S. (1998). On Being Non-Partisan In Partisan Settings: Field Research Among the Politically Committed Pp.3-18 in Scott Grills (ed.) *Doing Ethnographic Research: Fieldwork Settings*. Newbury Park: Sage.

Habermas, J. (1989). *The Structural Transformation of the Public Sphere: An Inquiry into the Category of Bourgeois Society*. London: Blackwell.

Hahn (2008). *Hahn's Coding Technique* <http://www.qrtips.com/coding.htm>

Hammersley, M. (1990). *Reading Ethnographic Research: a critical guide*. London: Routledge.

- Hannabuss, S. (2000). Being there: ethnographic research and autobiography. *Library Management*. 21(2), 99-106. [online]. Available: URL. <http://www.emeraldinsight.com/Insight/viewPDF.jsp?contentType=Article&Filename=html/Output/Published/EmeraldFullTextArticle/Pdf/0150210205.pdf/>. Last accessed 24th September 2009.
- Harlen, W. and Schlapp, U., 1998. Literature reviews. The Scottish Council for Research in Education.
- Harris JK, Hawkins JB, Nguyen L, Nsoesie EO, Tuli G, Mansour R, Brownstein JS. (2017) Using Twitter to Identify and Respond to Food Poisoning: The Food Safety STL Project. *J Public Health Manag Pract*. 2017 Feb 03.
- Hartman, R.S. (1967). *The structure of value*. Chicago: Southern Illinois University Press.
- Hatton, S., 2008, March. Choosing the right prioritisation method. In 19th Australian Conference on Software Engineering (aswec 2008) (pp. 517-526). IEEE.
- Henschen, T. (2013) Kant's Pragmatism, *British Journal for the History of Philosophy*, 21:1, 165-176, DOI: 10.1080/09608788.2011.584519
- Hillenbrand, C. (2005) 'A place for all: social capital at the Mount Barker Community Library, South Australia', *Australasian Public Libraries and Information Services*, 18(2), 41+, available: <https://link.gale.com/apps/doc/A133684660/AONE?u=googlescholar&sid=bookmark-AONE&xid=629ac357> [accessed 09 Jan 2022].
- HM Treasury. (2018). *The Green Book. Central Government Guidance on Appraisal and Evaluation*. Crown. [online]. Available. URL. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/685903/The\\_Green\\_Book.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/685903/The_Green_Book.pdf)
- Hoggett, P. ed., 1997. *Contested communities: Experiences, struggles, policies*. Bristol: Policy Press.
- Holden, J. (2004). *Capturing Cultural Value. How Culture has become a Tool of Government Policy*. London: Demos.

Holt, G. E., Elliott, D., & Moore, A. (1999). *Placing a value on public library services*. [online]. Available: URL. <http://www.slpl.lib.mo.us/libsrc/restoc.htm/>. Last accessed 23rd May 2010.

Holt, G., Elliott, D., Watts, A., & Holt, L. E. (2000). *Libraries are valuable . . . Prove it!* St. Louis: St. Louis Public Library.

Holt, G.E., Elliott, D. And Dussold, C. (1996). A framework for evaluating public investment in urban libraries. *The Bottom Line: Managing Library Finances*. 9 (4). pp. 4-13.

Holt, Glen E. and Elliott, Donald. (2003). Measuring Outcomes: Applying Cost-Benefit Analysis to Middle-Sized and Small Public Libraries. *Library Trends* 51, no.3, Winter 2003, pp. 424-440. [online]. Available: URL. <http://jungjw.myweb.uga.edu/8350/9913453.pdf/>. Last accessed 23rd May 2010.

Hornbecker, E. (2009). *Personal conversation with the researcher*. University of Strathclyde: Department of Computer and Information Sciences.

Howe, K. R. (1988). Against the quantitative-qualitative incompatibility thesis or dogmas die hard. *Educational Researcher*, 17, 10-16.

Imholz, S., & Arns, J. W. (2007). *Worth Their Weight: An assessment of the evolving field of library valuation*. Americans for Libraries Council. [online]. Available: URL. [www.bibliotheksportal.de/fileadmin/0themen/Management/dokumente/WorthTheirWeight.pdf/](http://www.bibliotheksportal.de/fileadmin/0themen/Management/dokumente/WorthTheirWeight.pdf/). Last accessed 22nd May 2010.

International Organisation for Standardisation (ISO). (1998). Information and documentation – Library Performance Indicators. [Online] URL. [ISO - ISO 11620:1998 - Information and documentation — Library performance indicators](#). Last accessed 26.01.2022.

International Organisation for Standardisation (ISO). (2014). Information and documentation – Library Performance Indicators. [Online] URL. [ISO - ISO 11620:2014 - Information and documentation — Library performance indicators](#). Last accessed 26.01.2022.

Jackson, D.Z. (2009), ‘The library – a recession sanctuary’, *The Boston Globe*, 3 January, available at:

[www.boston.com/bostonglobe/editorial\\_opinion/oped/articles/2009/01/03/the\\_library\\_a\\_recession\\_sanctuary](http://www.boston.com/bostonglobe/editorial_opinion/oped/articles/2009/01/03/the_library_a_recession_sanctuary) (accessed 1 March 2009).

James W (1907). *Pragmatism: A New Name for Some Old Ways of Thinking*. Hackett: Indianapolis (Edited with an introduction by Kuklick B in 1981).

James, S.E. (1983). An Investigation of the relationship public library use patterns and local economic conditions in twenty urban areas: 1960 – 1979. Michigan: University Microfilms, 1983.

James, S.E. (1986). Economic hard times and public library use: A close look at the Librarian's Axiom. *Public Library Quarterly*. 7 (3/4).

James, W. (1890). *The Principles of Psychology*. New York: Henry Holt and Company the Principles of Psychology.

James, W. (1995). *Pragmatism*. Mineola, NY: Dover Publications. (Original work published 1907)

Jast, S.L. (1936). Library Politics. *Library Review*. 5 (40). pp.364-369.

Javits, C. (2008). *REDF's current approach to SROI*. [ONLINE]. Available: URL. <http://www.redf.org/system/files/REDFs+Current+Approach+to+SROI.pdf/>. Last accessed 7th June 2010.

Jones, K., Kinnell, M. & Usherwood, B. (2000). The development of self-assessment tool-kits for the library and information sector. *Journal of Documentation*. 52 (2), pp.120-135.

Jones, S. and Leech, S., 2015. Valuing the historic environment: A critical review of existing approaches to social value.

Jungher, A. (2016). Introduction and Conceptual Issues in the Use of Digital Trace Data in Social Science, Computational Social Science, Digital Methods, and Big Data (Using Digital Trace Data in the Social Sciences). Blog Post. [online]. URL. Available. <http://andreasjungherr.net/2016/10/23/introduction-and-conceptual-issues-in-the-use-of-digital->

trace-data-in-social-science-computational-social-science-digital-methods-and-big-data-using-digital-trace-data-in-the-social-sciences/comment-page-1/#comment-481671

Jura Consultants (2005). Bolton Metropolitan Borough Council and MLA North West : Bolton's Museum, Library and Archive Services: An Economic Evaluation. Metropolitan Borough Council, Bolton.

Kamer, P. (2005). *Placing an Economic Value on the Services of Public Libraries in Suffolk County, NY*. [http://www.urbanlibraries.org/files/making\\_cities\\_stronger.pdf](http://www.urbanlibraries.org/files/making_cities_stronger.pdf).

Kamer, Pearl. (2006a). *Placing an Economic Value on the Services of the Middle Country Public Library in Suffolk County, NY*. <http://www.actforlibraries.org/pdf/Middle%20Country%20Economic%20impact%20study2006.pdf>. Last accessed 12th June 2010.

Kamer, Pearl. (2006b). *The Economic Value of the Port Jefferson Free Library in Suffolk County, NY*. <http://www.actforlibraries.org/pdf/Port%20Jefferson%20EcoVal%202006%20study.pdf>. Last accessed 12th June 2010.

Kamer, Pearl. 2006c. *Placing an Economic Value on the Services of the Mastic-Moriches-Shirley Community Library in Suffolk County, NY*. Last accessed 12th June 2010.

Kozinets, Robert V. (2010) *Netnography: Doing Ethnographic Research Online*. 2010. London: Sage.

Kuhn TS (2012) *The structure of scientific revolutions: 50th anniversary edition*, 4th edn. University of Chicago Press, Chicago

La Rosa, A., (2013). *Harvesting the Twittersphere: Qualitative Research Methods Using Twitter*.

Landry, C., Bianchini, F., Maguire, M. and Worpole, K. (1993). *The Social Impact of the Arts – A Discussion Document*. Comedia: Stroud. Cited in Reeves, M. (2002). *Measuring the Social and Economic Impact of the Arts: A Review*. Arts Council. p. 21. [online]. Available. URL <http://www.artscouncil.org.uk/media/uploads/documents/publications/340.pdf/>. Last accessed 12th June 2010.

Larkin, M (2009) *Vulnerable Groups in Health and Social Care*. London: Sage.

Lewins and Silver (2009). *Choosing a CAQDAS Package. Working Paper*. University of Surrey. [Online]. Available.

<https://www.surrey.ac.uk/sites/default/files/2009ChoosingaCAQDASPackage.pdf>

Lincoln, Y.S. and Guba, E.G. (1985). *Naturalistic Inquiry*. London: Sage.

Linley, R and Usherwood, B. (1998). *New Measures for the New Library: A Social Audit of Public Libraries. Centre for the Public Library in the Information Society*. Department of Information Studies, The University of Sheffield. [British Library Research and Innovation Centre Report 89]. [online]. Available: URL. [New Library - New Measures: A Social Audit of Public Libraries - Bob Usherwood, Rebecca Linley, 1999 \(sagepub.com\)](http://www.sagepub.com)

Lipkova H., Diviak T., Jarolimkova A., Drobikova B., Landova H. (2019) Assessing Libraries' Community Roles. Proof of Concept. In: Kurbanoglu S. et al. (eds) *Information Literacy in Everyday Life*. ECIL 2018. *Communications in Computer and Information Science*, vol 989. Springer, Cham. [https://doi.org/10.1007/978-3-030-13472-3\\_8](https://doi.org/10.1007/978-3-030-13472-3_8)

LISU (2009). *LAMPOST: Libraries, Archives, Museums and Publishing Online Statistics Tables*. [online]. Available: URL. <http://www.lboro.ac.uk/departments/dils/lisu/lampost09/inst09.html/>. Last accessed 19th May 2010.

LISU. (2006). *Evidence Based Management in Action Project*. [online]. Available: URL. <http://www.lboro.ac.uk/departments/dils/lisu/lancs/home.html/>. Last accessed 18th June 2010.

LISU. (2010). *Research. Current Research: Evaluations*. [online]. Available: URL. <http://www.lboro.ac.uk/departments/dils/lisu/pages/projects/projects-index.html/>. Last accessed 18th June 2010.

Lloyd, A. (2015), "Stranger in a strange land; enabling information resilience in resettlement landscapes", *Journal of Documentation*, Vol. 71 No. 5, pp. 1029-1042, doi: 10.1108/JD-04-2014-0065.



Local Government in Scotland Act. (2003). *Act of Parliament. Website*. Available. URL: <http://www.hmso.gov.uk/legislation/scotland/acts2003/30001--i.htm#55/>. Last accessed 17th June 2017.

Long Island Association (LIA). (2010). *LIA Mission Statement*. [online]. Available: URL: [http://www.longislandassociation.org/mission\\_statement.cfm/](http://www.longislandassociation.org/mission_statement.cfm/). Last accessed 1st June 2010.

LSE. (2011). *Innovative use of crowdsourcing*. Website. Available. URL: <http://blogs.lse.ac.uk/impactofsocialsciences/2011/08/25/innovative-use-of-crowdsourcing/>

LSE. (2015) *Social Media Research Tools Overview*. Website. Available. URL: <http://blogs.lse.ac.uk/impactofsocialsciences/2015/07/10/social-media-research-tools-overview/>

Lynch, M.J. (2002). Economic Hard Times and Public Library Use Revisited. *American Libraries*. August 2002, pp. 62-63

Lopez, A.M., Bourgois, P., Wenger, L.D., Lorvick, J., Martinez, A.N. and Kral, A.H., 2013. Interdisciplinary mixed methods research with structurally vulnerable populations: case studies of injection drug users in San Francisco. *International Journal of Drug Policy*, 24(2), pp.101-109.

Luiz, J.M. (2000), "The politics of state, society and economy", *International Journal of Social Economics*, Vol. 27 No. 3, pp. 227-243. <https://doi.org/10.1108/03068290010286555>

Maddock, J., Starbird, K. and Mason, R.M., 2015. Using historical Twitter data for research: Ethical challenges of tweet deletions. In *CSCW 2015 Workshop on Ethics for Studying Sociotechnical Systems in a Big Data World*. ACM.

Malinowski, B. 1922 [republished 1984 by Waveland Press]. *Argonauts of the Western Pacific: An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea*. Studies in Economics and Political Science. 65. London: Routledge and Kegan Paul.

Mansourian, Y., 2006. Adoption of grounded theory in LIS research. *New Library World*, 107(9/10), pp.386-402.

Manuel, K., Beck, S.E., Molloy, M. (2005). An Ethnographic Study of Attitudes Influencing Faculty Collaboration in Library Instruction. *Reference Librarian*. 89/90 (3/4). Pp. 139-161.

- Matarasso, F. (1997) *Beyond Book Issues: the social potential of library projects*. Comedia: Bournes Green, Stroud.
- Maycut, P. And Morehouse, R. (1994). *Beginning Qualitative Research: a philosophical and practical guide*. London: Farmer Press.
- McCallin, A.M., 2003. Designing a grounded theory study: some practicalities. *Nursing in critical care*, 8(5), pp.203-208.
- McColvin, L. (1942). *The public library system of Great Britain: a report on its present condition with proposals for post-war reorganization*. London: Library Association.
- McKechnie, Lynne (E.F.), (2000). Ethnographic observation of preschool children. *Library & Information Science Research* 22(1) pp. 61-76.
- McKechnie, Lynne (E.F.), et al., (2004). Covered beverages now allowed: public libraries and book superstores. *The Canadian Journal of Information and Library Science*. 28(3). Pp. 39-51.
- McKechnie, Lynne (E.F.), et al., (2006). Rules of (mis)conduct: user behaviour in public libraries. Quoted in Bryant, J. (2007). *An ethnographic study of user behaviour in Open3 at the Pilkington Library, Loughborough University*. Submitted in partial fulfilment of MSc. Loughborough University. [online]. Available: URL. <https://dspace.lboro.ac.uk/dspace-jspui/handle/2134/3136/>. Last accessed 23rd September 2009.
- McMenemy, D. (2007). What is the true value of a public library? *Library Review*. 56 (4). pp. 273-277.
- McMenemy, D. (2009). *The Public Library*. London: Facet.
- McMenemy, D., Ruthven, I., Robinson, E. (2022, forthcoming). Downloading a new normal – Privacy, exclusion, and information behaviour in public library digital services use during COVID. Online: Available. <https://newnormal.cis.strath.ac.uk/>
- Mead, M. (1943). *Coming of Age in Samoa: a study of adolescence and sex in primitive societies*. London: Penguin.

- Mendola, J. (1990). Objective Value and Subjective States. *Philosophy and Phenomenological Research*, 50(4), 695–713. <https://doi.org/10.2307/2108230>
- Mertens, D.M., 2007. Transformative paradigm: Mixed methods and social justice. *Journal of mixed methods research*, 1(3), pp.212-225.
- Mided, J. (2000). The internet and the public sphere: what kind of space is cyberspace? In L. Lengel (ed.), *Culture and Technology in the New Europe*. pp.63-75. Stamford, CT: Ablex
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: an expanded sourcebook*
- Miller, P. (2005). Web 2.0 Building the New Library. *Ariadne*. 45. [Online] Available: URL. <http://www.ariadne.ac.uk/issue45/miller/>. Last accessed 25 April 2008.
- Miller, P. (2006). Library 2.0: The challenge of disruptive innovation. [Version 1.0]. Talis. [Online] Available: URL. [http://www.talis.com/resources/documents/447\\_Library\\_2\\_prf1.pdf/](http://www.talis.com/resources/documents/447_Library_2_prf1.pdf/) [Online]. Last accessed 29 April 2008.
- Mingers J (1980). Towards an appropriate social theory for applied systems thinking: critical theory and soft systems methodology. *J Appl Systems Anal* 7: 41-50. Mingers J (2000). The contribution of critical realism as an underpinning philosophy for OR/MS and systems. *J Opl Res Soc* 51: 1256-1270.
- Mollett, A., Moran, D. and Dunleavy, P., 2011. Using Twitter in university research, teaching and impact activities.
- Morgan, D.L. (2014) (PDF) *Pragmatism as a Paradigm for Social Research*. Available from: [https://www.researchgate.net/publication/265335316\\_Pragmatism\\_as\\_a\\_Paradigm\\_for\\_Social\\_Research](https://www.researchgate.net/publication/265335316_Pragmatism_as_a_Paradigm_for_Social_Research) [accessed Mar 03 2019].
- Moriarty, G. (1997). Taliruni's Travellers: An arts worker's view of evaluation. *Comedia*: Stroud Cited in in Reeves, M. (2002). *Measuring the Social and Economic Impact of the Arts: A Review*. Arts Council, p. 37. [online]. Available. URL: <http://www.artscouncil.org.uk/media/uploads/documents/publications/340.pdf/>.. Last accessed 12th June 2010.

Morris, A., Hawkins, M., and Sumsion, J. (2000). *Economic Value of Public Libraries: Research in general*. [online]. Available: URL. <http://www-staff.lboro.ac.uk/~lsam/pdf/general.pdf/>. Last accessed 12th June 2010.

New Economics Foundation (NEF). (2004). *SROI Primer*. [online]. Available: URL. <http://sroi.london.edu/index.html/>. Last accessed 8th June 2010.

New Orleans Public Library Foundation (2005-2010). *People, Places, Progress: Building Back Better*. [online]. Available: URL. <http://www.noplf.org/>. Last accessed 8th June 2010.

Noonan, D. (2002). *Contingent Valuation Studies in the Arts and Culture: An annotated bibliography. Working Paper Series 03.04*. [online]. Available: URL. [http://harrisschool.uchicago.edu/about/publications/working-papers/pdf/wp\\_03\\_04.pdf/](http://harrisschool.uchicago.edu/about/publications/working-papers/pdf/wp_03_04.pdf/). Last accessed 23rd May 2010.

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*.  
<https://doi.org/10.1177/1609406917733847>

NRS. (2021). Local Authority B Area Profile. [Online]. Available [Local Authority B Area Profile \(nrscotland.gov.uk\)](https://www.nrscotland.gov.uk). Last accessed 29.01.22.

CAQDAS-A (2017a). *Capture from Twitter*. Webpage. Available. URL: [http://help-ncapture.qsrinternational.com/desktop/topics/capture\\_from\\_twitter.htm#MiniTOCBookMark3](http://help-ncapture.qsrinternational.com/desktop/topics/capture_from_twitter.htm#MiniTOCBookMark3)

O'Brien, D. 2010. *Measuring the Value of Culture: a report to the Department of Culture, Media and Sport*. London: DCMS.

O'Neill, O. (2002), BBC Reith Lectures, Lecture Three; *Called to Account*, Broadcast on BBC Radio Four, 19 April

Oakleaf, M.J., 2010. *The value of academic libraries: A comprehensive research review and report*.

OECD (2013) *Measuring wellbeing and progress*. Available. URL: <http://www.oecd.org/statistics/measuring-well-being-and-progress.htm> )

Oger, B. and Platt, D.E. (2002), “Value measurement and value creation models in Europe and the US: a comparison of the EFQM Excellence Model and the Baldrige Award criteria”, *Comptabilité-Contrôle-Audit*, pp. 99-116.

Oneplace (2010). *About this site: Welcome to Oneplace*. [online]. Available: URL. <http://oneplace.direct.gov.uk/aboutthissite/pages/default.aspx/>. Last accessed 18th May 2010.

ONS (2004). Index of Multiple Deprivation. [online]. [Index of Multiple Deprivation 2004 - data.gov.uk](https://data.gov.uk). Last accessed 28.01.22.

ONS. (2014a). *Measuring National Wellbeing* Available. URL: <http://mentalhealthpartnerships.com/resource/measuring-national-well-being/>

ONS. (2013) Measurement of National Wellbeing. Available. [Measuring National Well-being - Office for National Statistics \(ons.gov.uk\)](https://www.ons.gov.uk). Last accessed 28.01.22

ONS. (2014b). People, Population and Community. Available. URL: <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/bulletins/measuringnationalwellbeing/2015to2016>

ONS. (2020). People, population and Community. Population estimates. Available. URL: [Population estimates - Office for National Statistics \(ons.gov.uk\)](https://www.ons.gov.uk). Last accessed 30.01.22.

Ormerod, R.(2006) The History and Ideas of Pragmatism. *The Journal of the Operational Research Society*, vol. 57, no. 8, 2006, pp. 892–909. JSTOR, [www.jstor.org/stable/4102403](http://www.jstor.org/stable/4102403).

Ozkan, B.C., 2004. Using NVivo to analyze qualitative classroom data on constructivist learning environments. *The qualitative report*, 9(4), pp.589-603.

Pace, C.R. (1979) *Measuring Outcomes of College. Fifty Years of Findings and Recommendations for the Future*. San Francisco: Jossey-Bass Inc.

Pascal Jürgens and Andreas Jungherr. (2016). A Tutorial for Using Twitter Data in the Social Sciences: Data Collection, Preparation, and Analysis. Available at SSRN: <http://ssrn.com/abstract=2710146>

Patil, N.A., Computer Assisted Qualitative Data Analysis Method for Management Research using NVivo.

Patton, M.Q. (1987), *How to Use Qualitative Methods in Evaluation*, Sage, Newbury Park, CA.

Patton, M. (1988). Paradigms and pragmatism. In D. Fetterman (Ed.), *Qualitative approaches to evaluation in educational research* (pp. 116-137). Thousand Oaks, CA: SAGE.

Percy-Smith, J. (1992), "Auditing social needs", *Policy and Politics*, Vol. 20 No. 1, pp. 29-34.

Paul, J.L. ed., 2005. *Introduction to the philosophies of research and criticism in education and the social sciences*. REDACTED Hall.

Percy-Smith, J., (1992). Auditing social needs. *Policy & Politics*, 20(1), pp.29-34.

Pfeffer, N. and Coote, A. *Is quality good for you?* London: Institute of Public Policy Research, 1991.

Pickard, A.J. (2007). *Research Methods in Information*. London: Facet.

Peirce C. (1877) The fixation of belief. *Popular Science Monthly*, 15. Retrieved from [Charles Sanders Peirce, The Fixation of Belief \(ubi.pt\)](#) Last accessed 31.01.22

Peirce C. (1878) How to make our ideas clear. *Popular Science Monthly* 12. Retrieved from [Peirce 1878 Make Ideas Clear.pdf \(mit.edu\)](#) Last accessed 31.01.22

Poll, R. (2007b). *Bibliography: Impact and Outcomes of Libraries*. IFLA. [ONLINE]. Available: URL. [http://archive.ifla.org/VII/s22/Impact\\_and\\_outcome\\_of\\_libraries\\_07-12-01.pdf/](http://archive.ifla.org/VII/s22/Impact_and_outcome_of_libraries_07-12-01.pdf/). Last accessed 9th June 2010.

Poll, R. and Boekhorst, P. (2007a). *Measuring Quality: Performance Measurement in Libraries*. 2nd edition. IFLA Publications: The Hague.

Poll, R. (2009). BENCHMARKING IN THE FORM OF PERFORMANCE INDICATORS AND BALANCED SCORECARD. In: Heaney, M. ed. *Library Statistics for the Twenty-First Century World: Proceedings of the conference held in Montréal on 18-19 August 2008 reporting on the*

Global Library Statistics Project. Berlin, New York: K. G. Saur, pp. 61-70.

<https://doi.org/10.1515/9783598441677.1.61>

Polsky, N. (1967). *Hustlers, Beats and Others*. Harmondsworth: Penguin.

Poole, W.F. (1880). Annual Report from the Chicago Public Library. Quoted in Lynch Lynch, M.J. (2002). *Economic Hard Times and Public Library Use Revisited*. American Libraries. August 2002, pp. 62-63

Powell, R.R., (1999). Recent trends in research: a methodological essay. *Library & information science research*, 21(1), pp.91-119.

Proctor, R., Lee, H. and Reilly (1998), Access to Public Libraries. The Impact of Opening Hours Reductions and Closures, 1986-1997, Centre for the Public Library in the Information Society, British Library Research and Innovation Centre Report 90.

Proctor, R., Usherwood, B. and Sobczyk, G. (1996), What Do People Do When Their Public Library Service Closes Down? An Investigation Into the Impact of the Sheffield Libraries Strike, British Library Research and Development Department.

Punch, K.F., 2013. Introduction to social research: Quantitative and qualitative approaches. sage.

Pung, C., Elwes, T., Marks, P. (2004). Measuring the economic impact of the British Library. *Presentation to the Demonstrating Value Conference*, The British Library, Monday 21st June 2004. [online]. Available: URL.

<http://www.bl.uk/aboutus/stratpolprog/increasingvalue/publicvalue/confpres/pungelwesmarks.pdf> /. Last accessed 1st June 2010.

Putnam, Robert D (2000). "Bowling alone: America's declining social capital." In Culture and politics, pp. 223-234. Palgrave Macmillan, New York, 2000.

Putnam, R.D., 1993. What makes democracy work?. *National civic review*, 82(2), pp.101-107. Online.

Putnam, R. and Feldstein, L. (2003). *Better Together: Restoring the American Community*. New York: Simon & Schuster.

Quality Scotland. Public Service Improvement Matrix. [online].

<http://www.qualityscotland.co.uk/public-service-improvement-framework.asp>

Quirkos (2018). The importance of the new qualitative data exchange standard. Online. [Blog].

Available. <https://www.quirkos.com/blog/index.php?tag=qda>

Radich, A.J., (1987). Economic Impact of the Arts: A Sourcebook. Cited in Reeves, M. (2002).

*Measuring the Social and Economic Impact of the Arts: A Review*. Arts Council. p.27. [online].

Available. URL: <http://www.artscouncil.org.uk/documents/publications/340.pdf/>. Last accessed

11 September 2007.

Ratten, V. (2020), "Coronavirus (covid-19) and social value co-creation", *International Journal of Sociology and Social Policy*, Vol. ahead-of-print No. ahead-of-print.

<https://doi.org/10.1108/IJSSP-06-2020-0237>

Ray, L. (2006), Capturing the public value of heritage. *Recordkeeping* (7). pp. 15-16.

Reeves, M. (2002). *Measuring the Social and Economic Impact of the Arts: A Review*. Arts

*Council*. [online]. Available. URL

<http://www.artscouncil.org.uk/media/uploads/documents/publications/340.pdf/>. Last accessed

12th June 2010.

REMI. Regional Economic Models, Inc. [online]. Available: URL. <http://www.remi.com/>. Last

accessed 27th May 2010.

Rice-Lively, M. (1996). Sensemaking in the Electronic Reference Centre: an ethnographic

study. Chapter 13 in Gorman, G., and Clayton, P., (1997). *Qualitative Research for the*

*Information Professional*. London: Library Association Publishing.

RIMS II. *Regional Input-Output Modeling System II* [ONLINE]. Available: URL.

<http://www.bea.gov/region/rims/>. Last accessed 27th May 2010.

Roberts Enterprise Development Fund (REDF). (2000a). *REDF Tools: SROI Excel Model*.

[online]. Available: URL. <http://www.redf.org/learn-from-redf/tools/>. Last accessed 12th June

2010.



Roberts Enterprise Development Fund (REDF). (2000b). *Social Return on Investment (SROI) Collection*. [online]. Available: URL. <http://www.redf.org/learn-from-redf/publications/119/>. Last accessed 8th June 2010.

Roberts Enterprise Development Fund (REDF). (2010). *REDF Publications*. [online]. Available: URL. <http://www.redf.org/learn-from-redf/publications/>. Last accessed 8th June 2010.

Rooney-Browne, C. (2009a). Rising to the Challenge: a look at the role of public libraries in times of recession. *Library Review*. 58 (5). pp. 341-352.

Rooney-Browne, C. (2009b). Social Value: Identifying, measuring and sharing some of the less obvious ways that public libraries contribute to economic and social regeneration. *Presentation to the Society of Chief Librarians Conference, June 2009*. Warwick University, England.

Rooney-Browne, C., (2009). Rising to the challenge: a look at the role of public libraries in times of recession. *Library Review*, 58(5), pp.341-352.

Rooney-Browne, C. (2007). *Overlooking the real issues: evaluating the social value of public libraries*. Unpublished. Dissertation submitted in partial fulfilment of an MSc at the University of Strathclyde, Department of Computer and Information Sciences, Local Authority A.

Rossmann, G.B. and Rallis, S.F. (1998). *Learning in the Field: an introduction to qualitative research*. London: Sage.

Ryan, F. (2017). Universal credit has caused untold hardship. But the worst is yet to come. The Guardian. [Online]. [Universal credit has caused untold hardship. But the worst is yet to come | Frances Ryan | The Guardian](#) Last accessed 30.01.22.

Sagan, C. (1983) *Cosmos*. London: Abacus

Sandelowski, M. (2001) Real qualitative researchers do not count: The use of numbers in qualitative research. *Research in Nursing & Health* 24(3):230 - 240

Sarantakos, S. (1998), *Social Research*. 2nd ed., London: Macmillan.

Saunders, M., Lewis, P. & Thornhill, A. (2012) *Research Methods for Business Students* 6th edition, Pearson Education Limited

Sawyer, R. (1996). The economic and job creation benefits of Ontario public libraries. Cited in: Finch, L. and Warner, J. (1998). Dividends: the value of public libraries in Canada. *The Bottom Line: Managing Library Finances*. 11 (4).

Schutt, R. (2006). *Investigating the Social World*. 5th Edition. California: Sage.

Schwartz, , M.T. (1997). The Eyes of our Ancestors have a Message: studio photographs at Fort Sumner, New Mexico. 1866. *Visual Anthropology*. 10(1). Pp.17-47.

Scott A. Golder and Michael W. Macy.(2014) Digital Footprints: Opportunities and Challenges for Online Social Research. In: *Annual Review of Sociology* 40 (2014), pp. 129–152. doi: 10.1146/annurevsoc071913043145.

Scottish Executive. 1999. Best Value in Local Government, Edinburgh: Scottish Executive.

Scottish Government (2019). *The Scottish Approach to Service Design. How to design services for and with users*. [Online]. <https://resources.mygov.scot/37f87d5/designing-public-services-in-scotland/why-we-need-design-for-public-services-in-scotland/a-scottish-approach-to-design-for-public-services/>

Scottish Government, (2008). *Single Outcome Agreement*. [Online] URL. <http://www.scotland.gov.uk/Topics/Government/local-government/SOA>.

Scottish Government. (2011). *Single Outcome Agreement*. <http://www.scotland.gov.uk/Resource/Doc/344541/0114646.pdf>

Scottish Library and Information Council (SLIC) (2007). *Public Library Quality Improvement Matrix, (PLQIM): Building on success: a public library improvement matrix for Scotland*, pp. 1-29. Scotland: Scottish Executive & Scottish Library & Information Council.

Scottish Library and Information Council (SLIC) (2010). *Public Library Quality Improvement Matrix*. [online]. Available: URL. <http://www.slainte.org.uk/slic/plqim/plqimindex.htm/>. Last accessed 2nd June 2010.

Scottish Library and Information Council (SLIC). (2008). *Public Library Quality Improvement Fund: Impact Study 2006/2007*. [online]. Available: URL.

<http://www.slainte.org.uk/files/pdf/slic/PLQIM/ImpactStudyExecSummary.pdf/>. Last accessed 2nd June 2010.

Scottish Library and Information Council (SLIC). (2018). *Vibrant Libraries, Thriving Schools. A national strategy for school libraries in Scotland 2018-2013*. [Online].

<https://scottishlibraries.org/media/2108/vibrant-libraries-thriving-schools.pdf>

Scroggham, R.E. (2006). The American public library and its fragile future. *New Library World*. 107 (1/2). <Http://www.highschool librarian.com/SJSU/266/readings/scroggham.doc>. Last accessed 14th January 2008

Seale, C., 2012. Secondary analysis and official statistics. *Researching Society and Culture*, 3, pp.302-316.

Seattle Central Library (SCL). (2005). *The Seattle Public Library Central Library : Economic Benefits Assessment*. [online]. Available: URL.

[http://www.spl.org/pdfs/SPLCentral\\_Library\\_Economic\\_Impacts.pdf/](http://www.spl.org/pdfs/SPLCentral_Library_Economic_Impacts.pdf/). Last accessed 9th June 2010.

Seavey, C. (2003). The American public library during the Great Depression. *Library Review*. 52 (8). pp. 373-378.

Shelton, A. (2003). „Books everywhere and always?: a history of London public libraries during the Second World War. *Library and Information Research (LIR)*. 28 (90). [online]. Available: URL. <http://www.lirg.org.uk/lir/ojs/index.php/lir/article/viewFile/171/218/>. Last accessed 8th June 2010.

Silverman, D., 2015. *Interpreting qualitative data*. Sage.

Smith, H.W. (1975). *Strategies of Social Research: The Methodological Imagination*. London: REDACTED-Hall. pp 135, 208, 370.

Smith, H.W. (1975). *Strategies of Social Research: The Methodological Imagination*. London: REDACTED-Hall. pp 135, 208, 370.

Smith, K. (1999). The bookshop as community space. *The Bookseller*, 1st October, no. 4892, p.31.

Smith, P. J. (1992). Auditing social needs. *Policy and Politics*. 20(1). Pp. 29-34.

Smith, K. and Usherwood, B. (2004), "The political perception of the public library: the Australian view", ALIA 2004: Challenging Ideas, Australian Library and Information Association, Gold Coast.

Sobczyk, G., Proctor, R. and Usherwood, B. (1996), What Do People Do When Their Public Library Service Closes Down? An Investigation Into the impact of the Sheffield Libraries Strike, British Library R&D Report 6224, British Library Research and Development Department.

Social Enterprise, U.K., 2012. Public services (social value) act 2012: a brief guide. Social Enterprise UK.

Social Enterprise, U. K. The Social Value Guide: Implementing the Public Services (Social Value) Act. London: Social Enterprise UK (2012).

Social Impacts Task Force (2011) *Working Together for Policy Impact*. Available. URL: <https://www.gov.uk/government/groups/social-impact-investment-taskforce>

Social Impacts Task Force (2013). *Website*. <https://www.gov.uk/government/groups/social-impact-investment-taskforce>

Social Value UK (2022). What is social value? [website]. Available <https://socialvalueuk.org/what-is-social-value/> Last accessed 13.03.22

Society of Local Authority Chief Executives (SOLACE) and the Improvement Service (IS). (2017). Local Government Benchmarking Framework. National Benchmarking Overview Report 2017-18. [online]. Available: URL. [lgbf-overview-report-1718.pdf \(improvementservice.org.uk\)](https://www.improvementservice.org.uk/lgbf-overview-report-1718.pdf)

Söderholm, J. (2016), "Borrowing tools from the public library", *Journal of Documentation*, Vol. 72 No. 1, pp. 140-155, doi: 10.1108/JD-01-2015-0010

Sørensen, K.M., 2021. Where's the value? The worth of public libraries: A systematic review of findings, methods and research gaps. *Library & Information Science Research*, 43(1), p.101067. 244

Soto, S., (1992). Using grounded theory analysis to study the information-seeking behaviour of dental professionals. *Information Research News*, 3(1), pp.2-12.

Sport England (2010). *Active People Survey*. [online]. Available: URL. [http://www.sportengland.org/research/active\\_people\\_survey.aspx/](http://www.sportengland.org/research/active_people_survey.aspx/). Last accessed 19th May 2010.

Starks, H. and Brown Trinidad, S., (2007). Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory. *Qualitative health research*, 17(10), pp.1372-1380.

Statista (2017). *Number of Twitter users in the United Kingdom (UK) from 2012 to 2018 (in million users)*. Available. URL: <https://www.statista.com/statistics/271350/twitter-users-in-the-united-kingdom-uk/>

Strauss AL (1987). *Qualitative Analysis for Social Scientists*. Cambridge University Press: Cambridge

Stenstrom, C., Cole, N. and Hanson, R. (2019), "A review exploring the facets of the value of public libraries", *Library Management*, Vol. 40 No. 6/7, pp. 354-367. <https://doi.org/10.1108/LM-08-2018-0068>

Survey Resources Network (2010). *Survey Question Bank*. [online]. Available: URL. <http://surveynet.ac.uk/sqb/>. Last accessed 11th June 2010.

Tan, J., (2010). Grounded theory in practice: issues and discussion for new qualitative researchers. *Journal of Documentation*, 66(1), pp.93-112.

Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.

Techweez. (2015). *Using Twitter as a Data Source is Challenging: PhD candidate explained* <http://www.techweez.com/2015/09/29/twitter-data-source-challenge/> via @techweez

The British Library. (2004). *Measuring our Value. The British Library*. [online]. Available. URL: <http://www.bl.uk/pdf/measuring.pdf/>. Last accessed 12th June 2010.

The Reading Agency. (2020). Library facts. [online]. Available. [Library facts | Reading Agency](#).  
Last accessed 30.01.22

The Rotterdam Exchange Format Initiative (REFI). (2019). *Developing the Standard*. Online.  
Available. <https://www.qdasoftware.org/developing-the-standard-the-rotterdam-exchange-format-initiative-refi/>

The Scottish Government (2009). *High Level Summary of Statistics Trend: Public Libraries*.  
[online]. Available: URL. <http://www.scotland.gov.uk/Topics/Statistics/Browse/Tourism-Culture-Sports/TrendPublicLibraries/>. Last accessed 18th May 2010.

The Scottish Government. *HGIOS Working Group*.  
<http://scotland.gov.uk/Topics/ArtsCultureSport/arts/CulturalPolicy/workinggroup/HGIOCS>.

The Web Centre for Social Research Methods, (2017) *Grounded Theory*. Available: URL.  
<http://www.socialresearchmethods.net/>

Thorne, S. (2000). Data analysis in qualitative research. *Evidence Based Nursing*, 3, 68–70.  
doi:10.1136/ebn.3.3.68

Tobin, G. A., Begley, C. M. (2004). Methodological rigour within a qualitative framework.  
*Journal of Advanced Nursing*, 48, 388–396. doi:10.1111/j.1365-2648.2004.03207.x From  
<<https://journals.sagepub.com/doi/full/10.1177/1609406917733847>>

Toffler, A. and Alvin, T., (1981). *The third wave*. New York: Bantam books.

Toyne, J., Usherwood, B. (2001). *Checking the Books: The Value and Impact of Public Library Book Reading*. Department of Information Studies. University of Sheffield, Sheffield.

Toyne, J., Usherwood, B. (2001). *Checking the Books: The Value and Impact of Public Library Book Reading*. Department of Information Studies. University of Sheffield, Sheffield.

Train, B. (2003). Building up or breaking down barriers? The role of the public library in adult skills education. *Library Review*. 52 (8) pp. 394-402

Tuan, Melinda T. (2008) *Measuring and/or Estimating Social Value Creation: Insights into Eight Integrated Cost Approaches*, Final Paper 12.15.08. Publication. Seattle: Bill & Melinda Gates  
246

Foundation, 2008. [online]. Available: URL.

<http://www.gatesfoundation.org/learning/Documents/WWL-report-measuringestimating-social-value-creation.pdf/>. Last accessed 8th June 2010.

Tudor, D. and Walter, G.A., 2006, July. Using an agile approach in a large, traditional organization. In AGILE 2006 (AGILE'06) (pp. 7-pp). IEEE.

UCL, (2017). *Evaluating Resources*. CRAAP Test <http://libguides.ioe.ac.uk/evaluating/craap>

UK Online Centres (UKOC). 2009. *Does the internet improve lives?* [online]. Available: URL. <http://www.ukonlinecentres.com/corporate-pages/research/centres-research.html/>. Last accessed 7th June 2010.

UK Online Centres (UKOC). (2008). *Digital inclusion: social impact*. [online]. Available: URL. <http://www.ukonlinecentres.com/corporate-pages/research/centres-research.html/>. Last accessed 3rd June 2010.

UK Online Centres (UKOC, 2007). *Digital Inclusion: a discussion of the evidence base*. [online]. Available: URL. <http://www.ukonlinecentres.com/corporate-pages/research/centres-research.html/>. Last accessed 7th June 2010.

UK Research Integrity Office (UKRIO) (2019). The Concordat to support research integrity. [Revised ed.] [Online]. <https://www.universitiesuk.ac.uk/topics/research-and-innovation/concordat-research-integrity> Last accessed 12.03.22

UNESCO. (1994). *Public Library Manifesto* [online]. Paris: UNESCO. Available:URL <http://www.unesco.org/webworld/libraries/manifestos/libraman.html/>. . Last accessed 12TH June 2010.

Urban Libraries Council (2006). *The Engaged Library: Chicago Stories of Community Building*. Urban Libraries Council. [online]. Available: URL. [http://urbanlibraries.org/associations/9851/files/ULC\\_PFSC\\_Engaged\\_0206.pdf/](http://urbanlibraries.org/associations/9851/files/ULC_PFSC_Engaged_0206.pdf/). Last accessed 3rd June 2010.

Usherwood, B. (1998) Street corner universities, *Public Library Journal*, 100 (6) pp.98.

Usherwood, B. (2002) "Demonstrating impact through qualitative research", *Performance Measurement and Metrics*, Vol. 3 No. 3, pp. 117-122.

<https://doi.org/10.1108/14678040210453546> Last accessed 12.03.22.

Usherwood, B., (2016). *Equity and excellence in the public library: why ignorance is not our heritage*. Routledge.

Van Den Broeck, A., Schreurs, B., Proost, K., Vanderstukken, A. and Vansteenkiste, M., 2019. I want to be a billionaire: How do extrinsic and intrinsic values influence youngsters' well-being?. *The Annals of the American Academy of Political and Social Science*, 682(1), pp.204-219.

Vårheim, A. (2017), "Public libraries, community resilience, and social capital", *Information Research*, Vol. 22 No. 1, pp. 1-14, available at: <http://InformationR.net/ir/22-1/colis/colis1642.html>

Vårheim, A., Steinmo, S. and Ide, E., 2008. Do libraries matter? Public libraries and the creation of social capital. *Journal of documentation*.

Vasconcelos, A.C., (2007). The use of grounded theory and of arenas/social worlds theory in discourse studies: a case study on the discursive adaptation of information systems. *Electronic Journal of Business Research Methods*, 5(2), pp.125-136.

Viktor Mayer-Schönberger and Kenneth Cukier. (2013) *Big Data: A Revolution that Will Transform How We Live, Work, and Think*. New York, NY: Houghton Mifflin.

Webster, F. (2004). *Theories of the Information Society*. 2nd ed. Oxford: Routledge.

Local Authority C. (2008). *Population*. [online]. Available: URL. <http://www.wlinfo.org.uk/population.asp/>. Last accessed 24th September 2009.

Weiner, B.J. A theory of organizational readiness for change. *Implementation Sci* 4, 67 (2009). <https://doi.org/10.1186/1748-5908-4-67> Last accessed 12.03.22.

Welsh, T and Higgins, S (2009). *Library Review; Local Authority A* Vol. 58, Iss. 9, (2009): 652-659. DOI:10.1108/00242530910997937



Whipple and Nyce (2007). Community analysis needs ethnography: an example from Romania. *Library Review*. 56 (8).pp.694-706. [online]. Available: URL. <http://www.emeraldinsight.com/Insight/viewContentItem.do?contentType=Article&hdAction=Inkhtml&contentId=1626548/>. Last accessed 23rd September 2009.

White, P. (Patrick White (2013) Who's afraid of research questions? The neglect of research questions in the methods literature and a call for question-led methods teaching, *International Journal of Research & Method in Education*, 36:3, 213-227, DOI: [10.1080/1743727X.2013.809413](https://doi.org/10.1080/1743727X.2013.809413)

White, S. and Creaser, C., 2009. Trends in UK public library materials expenditure 1998-2008.

Whyte, W.F. (1981) *Street Corner Society: the social structure of an Italian slum*. 3rd ed. Chicago: University of Chicago Press.

Wolcott, H. F. (1999). *Ethnography: a way of seeing*. Walnut Creek: AltaMira Press.

Wood, C. and Leighton, D., 2010. Measuring social value: the gap between policy and practice. *Undercurrent*, (2), pp.7-9. [https://base.socioeco.org/docs/files/measuring\\_social\\_value\\_-\\_web.pdf](https://base.socioeco.org/docs/files/measuring_social_value_-_web.pdf)

Zadek, S., Pruzan, P., and Evans, R. (1997). *Building Corporate Accountability: Emerging Practices in Social and Ethical Accounting, Auditing and Reporting*. London: Earthscan Publications.

Zamawe, F.C., 2015. The implication of using NVivo software in qualitative data analysis: Evidence-based reflections. *Malawi Medical Journal*, 27(1), pp.13-15.

## 8 APPENDIX A: EXAMPLES OF STUDIES

### 8.1 Public library economic return on investment studies

#### 8.1.1 St Louis Public Library: Services Valuation Study

##### Overview

In 1994 at the ALA Midwinter Convention in Los Angeles delegates highlighted the need for methodologies that enabled them to quantify the benefits of their library services and create ‘bottom-line’ estimates of their net value. With support from the *Urban Libraries Council* and financial backing from the *Public Library Association* Dr. Glen E. Holt was appointed to lead a research team to develop and implement a *Benefits Valuation Study* of St Louis Public Libraries (SLPL) (Holt et.al, 1999). The aim of the study was to identify the way in which taxpayer’s profit from investing in urban public libraries. This is widely regarded as a seminal study which has influenced numerous other public library valuation studies over the last decade (Imholz and Arns, 2007).

Adapting a framework that Holt et al. proposed in 1996 the researchers implemented *CBA* methodology. This methodology had previously been popular with economists charged with evaluating the benefits of education services and the environment. The researchers believed *CBA* to be the best available economic methodology because it:

*“...matches the way public libraries deliver services and the way benefits flow from library services... [it] also tends to fit the way that citizens think about taxes that they elect to invest in such public-service organizations”*  
(Holt et al., 1999).

*CBA* made it possible for the researchers to estimate both the *direct* and *indirect* benefits that individuals and communities gain from public libraries. For example, a user can experience a *direct* benefit from personally accessing the health resources in a library. *Indirect benefits* are the ‘knock-on effect’ that public libraries can have on individuals and communities. For example, neighbourhoods experience an *indirect benefit* from the mere presence of the library in the community; and the local economy can prosper from the library’s positive impact on employability in the area. Upon reflection, however, the researchers were reluctant to measure the *indirect* benefits of the library service because of the difficulty in stating with absolute confidence the value of *indirect* benefits to individuals and communities. So, they chose to focus

only on *direct benefits* to ensure that their methodology remained simple and credible and that their results would be sufficiently detailed.

A Service/User Matrix was produced to identify three different *User Types* (General, Teachers and Business) and to determine the benefits that each of these users derived from library resources/services. Seven focus groups were then established using *heavy library users* and *library friends* to identify areas for improvement in the proposed methodology. This included refining the language used so that questions were clearer and the potential for receiving better answers was improved. Focus groups also validated the proposed \$ value that researchers had placed on the 15 services that would be investigated in the survey; children's books, adult books, videos/films, audio/music, magazines, newspapers, toys, parent-teacher materials, reference and research services, special events, craft & activity programs, social skills/etiquette training, computer skills training, encyclopaedias, and, finally, dictionaries and almanacs. The focus groups were facilitated by marketing students not directly involved in the study in order to ensure that the researchers did not influence the feedback from participants.

### **The Methodology**

In the end the researchers chose to implement multiple measures to ensure a range of direct benefits were produced. Thus, values were determined using *Consumer Surplus*, *Contingent Valuation* (including *WTP* and *WTA*) and *Cost of Time*.

### **The Sample**

Using the SLPL Automation System 72,000 active cardholders were identified at 39,444 unique addresses. The technology services team reduced this number to a potential random sample of 2,350 general users, 400 teachers and 100 businesses (2,850 in total). A letter was sent to these cardholders explaining the aim of the survey, benefits of participation and incentives. 16% of general users, 83% teachers and 86% business users agreed to participate. Trained interviewers from the Southern Illinois University Edwardsville conducted the telephone interviews.

### **Telephone Survey**

To determine the *Consumer Surplus*, value the interviewers conducted telephone surveys, asking SLPL users:

- How many books do you borrow from the library?
- How many books have you purchased?
- Which books they would be willing to purchase if they were unable to borrow
- Hypothetical questions such as:
- How much would you be Willing to Pay (WTP) (in tax) to ensure that they continue to enjoy usage of the library service
- How much would you be Willing to Accept (WTA) (as a tax cut) to agree to the closure of the library or to no longer enjoy all the services that the library currently offers.

Chi-square tests were used to demonstrate the statistical validity of the survey. Discrepancies related to the race, income and social status of respondents and results were weighted accordingly. The researchers noted that the first survey produced inflated *Consumer Surplus* estimates so a follow up survey was conducted to ask respondents to clarify their responses. The goal throughout was to be as conservative as possible during the process of calculating prices and values.

### **The Calculations**

- A comparison was then made between the numbers of books borrowed and the number of books the user has/would have purchased from a retailer
- The resultant number is the value that users place on borrowing books more than the cost of time and effort to do so.
- This value is translated into the \$ measure of net benefits provided by borrowing from the library.
- A sum of these individual values is then calculated to estimate the total direct \$ benefits that the library delivers in a year.

### **Outputs/Outcomes**

In the end, it was revealed that for every \$1 invested in public libraries the direct benefit to users is \$4 (SLPL, 1999).

The SLPL study has influenced many other library valuation studies throughout the last ten years; Seattle Central Public Library (2005), Suffolk County (2005), Mastic-Moriches-Shirley

Community Library (2006), Port Jefferson Free Library (2006); and Northport Public Library (2006).

### 8.1.2 Suffolk Co-Operative Library System

#### Overview

In 2004, Pearl Kamer, an economist from the independent *Long Island Association* (LIA) directed a study to investigate the combined value of the Suffolk Cooperative Library System (SCLS). Although heavily influenced by the original methodology used by Holt et al. (1998) this study aimed to evaluate both *direct* and *indirect* benefits; thus, enhancing the methodology to include both *CBA* and *IOMs* (Kamer, 2005).

#### The Methodology

To determine the *CBA* of the 42 libraries servicing 1.4 million residents in Suffolk County the following simple formula was applied to help ascertain the *benefit-to-cost ratio* of the public library system:

*\*Number of key service item uses x \*\*Market value of each service = \*\*\*Total Value of Library*  
*\*Circulation, reference transactions, programming, electronic resources multiplied by frequency of use (statistics derived from the New York State Annual Reports for Public and Association Libraries)*  
*\*\*\$ value that users would have been willing to pay for these services in the marketplace*  
*\*\*\*Number of items multiplied by estimated market value.*

Using this formula, the researchers found that the total value of the existing library collections was \$338,668,897

Total Value of library services ÷ Tax dollars supporting service

\$509,415,038 ÷ \$131,647,566 = \$3.87 : 1 benefit/cost ratio (Imholz and Arns, 2007, p. 19).

This methodology revealed that for every \$1 invested in library services residents received \$3.87 of benefits.

Using the *IOM* called *RIMS II* Kramer then attempted to measure the impact that SCLS had on employment and local economies (*indirect* benefits). The operating and capital expenditures for SCLS (for 2003) were entered onto *RIMS II* to determine how this money flowed within the regional economy. This method enabled the researchers to understand the:

- Number of jobs that SCLS generates
- Value of goods and services that SCLS generates
- Additional impacts of SCLS spending (e.g. wages and disposable income).

### **Outputs/outcomes**

- RIMS II revealed the following *indirect* benefits:
- SCLS generated \$26 million in goods and services
- SCLS enabled earnings in the area to increase by more than \$50 million
- SCLS created more than 1,200 jobs for the local economy
- Total multiplier effect of SCLS spending = \$232 million.

Overall, the combined method of *CBA* and *IOMs* led to several positive outcomes for SCLS:

- In the financial year following these results the SCLS received the highest amount of funding in its history
- The profile of SCLS was raised significantly
- SCLS were invited to work in partnership with other public service organisations
- The results of the study are still being used within the district as advocacy tools.

This study inspired several similar smaller scale research projects within the state, all of which were supervised by Pearl Kamer (Kamer, 2006a, Kamer, 2006b, Kamer, 2006c); and all of which revealed similar positive outputs.

### **8.1.3 The British Library**

#### **Overview**

In 2004, the British Library (BL) adopted an almost identical evaluation methodology to “obtain a quantitative holistic measure to reflect the total value of the BL to the UK economy” (Pung et al., 2004, p. 10). The BL appointed independent researchers at *Spectrum Strategy Consultants*

and *Indepent Consulting* to carry out a three-month investigation into the *direct* and *indirect* benefits that UK citizens receive from investment in the BL.

## **Methodology**

*Direct* and *indirect* values were measured using *Consumer Surplus* theory and surveys were conducted using *CBA* methods (*WTP and WTA* and *costs of alternatives*) (The British Library, 2004, p. 1 - 3). The sample was selected randomly, based on predefined user and non-user groups. 2,000 people were interviewed in order to determine the “use value”, “option value” and “existence value” of the library (Pung et al., 2004, p.15). The methodology enabled values to be ascertained for the following services:

- Reading room access to collections
- Remote document supply and bibliographic services
- Public exhibitions and events
- Indirect value of existence and option to use the library to wider society (Pung et al., 2004, p.15).

## **Outputs/Outcomes**

- Total annual value of the BL is £363 million
- £304 million is *indirect value*
- £59 million is *direct value*
- The benefit/cost ratio is £4.40: £1. For every £1 invested citizens received £4.40 in benefits
- The annual *existence value* of the BL is £280 million
- The BL represents value for money for the UK taxpayer (The British Library, 2004, p.5).

### **8.1.4 State of Florida Public Libraries**

#### **Overview**

Similar methods were employed by a research team from the University of Pittsburgh, the University of North Carolina at Chapel Hill and Florida State University, on behalf of the State Library and Archives of Florida in 2004. The aim of this study was to measure taxpayer return-on-investment in Florida’s public libraries (Griffiths et al., 2004).

## **Methodology**

Traditional data collection methods such as user and non-user surveys were combined with *CBA* and an *IOM*. The *IOM* of choice for this study was the *REMI* software which was used to determine the actual and potential economic value Florida's library services (ALA, 2007, p. 6; Griffiths et al, 2004, p.5).

## **Outputs/Outcomes**

The CBA methodology revealed that the total investment in Florida State libraries of \$449 million returned \$2.93 billion in *direct benefits*.

The overall ROI was revealed as a benefit/cost ratio of \$6.54 to \$1.00 (Griffiths et al., p.21).

REMI inspired forecasting, used to measure the longer term 'ripple effect' of investment in Florida's libraries revealed that the non-existence of these libraries would have a negative effect on the future of the national economy, predicting a net decline of \$5.6 billion in wages and the loss of 68,700 jobs over the 32 year period from 2004-2035 (Griffiths et al, 2004, p. 6).

Overall, the results reveal that public libraries in Florida return considerable dividends for users, non-users and the Florida economy (ALA, 2007, p.6). Although the researchers noted that users and non-users reported 'improved education' and 'enhanced quality' as important benefits, the results focussed rather on the economic benefits of the library service.

### **8.1.5 Seattle Central Library: Economic Benefits Assessment**

#### **Overview**

The Seattle Public Library Foundation and the City of Seattle's Office for Development produced its own Economic Benefits Assessment in 2005. The aim of this study was to determine the extent to which:

- local businesses experienced a positive economic impact due to increased visitation to the Central Library
- the new library affected the economic and cultural vitality of Downtown Seattle
- the library shaped Seattle's image (SCL, 2005, p.1).



## Methodology

The researchers incorporated aspects of Holt and Elliott's (1998) method for evaluating the economic impact of SLPL and expanded the model to incorporate a combination of additional quantitative and qualitative methods.

- The resultant methodology involved:
- CBA methods to estimate economic impact
- a literature review to understand the best way to measure the value of public libraries
- a case study approach to establish the history of the SCL
- visitor and user surveys - 189 in total (random sample)
- 30 x interviews with local businesses, developers and representatives from tourism
- analysis of visitor and usage statistics.

## Results

- SCL generated \$16 million in net new economic activity in its first year of operation
- Projections for new economic activity over the next twenty years: \$80 million for 5 years, \$155 million for 10 years, or \$310 million for a 20-year period
- SCL is attracting greater footfall to the Seattle Downtown area
- SCL improves the desirability of Seattle as a tourist destination and as a location for related industries and knowledge workers
- SCL represents an icon and identity for Seattle's residents
- Findings used as an advocacy tool

The SCL study was successful in producing evidence of *direct* and *indirect benefits* and communicating the economic and social value of the library service. In their review of valuation studies in 2007 Imholz and Arns (p.20) highlighted this research project as “an exemplary study”, citing its use of mixed methods as a key reason for its success. However, although they praise the surveys methodology they draw attention to the small sample size when discussing the impressive benefits revealed by the research. Despite the small survey size and the limited time period over which the research was conducted this researcher believes that the *SCL Benefits Valuation Assessment* methodology used could act as a model for future library valuation studies.

### 8.1.6 The Optimisation Model

In 2000 Morris et al. attempted to identify the economic value of public libraries in the UK. In addition to the economic evaluation methods already discussed, the authors introduced a new performance indicator for use in assessing the amount of ‘reads’ that a book will enjoy (Morris et al, 2000 p. 64). This would become known as *The Optimisation Model* (or the *Benefits Generated Model*). After calculating the amount of ‘reads’ and applying a monetary value to each read, the researchers subtracted all costs associated with making the book available to borrow. The resultant figure is the net gain of that one book. The mathematical formula can be observed below:

$$V = (0.75 I) \times (0.2 P) \text{ or } V = 0.15 \times I \times PV = \text{value}$$

I = book loan issues

P = average price of book acquisitions

0.75 = ratio of book loans to book reads

0.2 = average value of a read as % of purchase price (Morris et al, 2000 p. 64).

### **8.1.7 Library Use Valuation Calculator**

The *Library Use Valuation Calculator* (LUVC) is a simpler approach to calculating the value of services for individual library users. It was introduced by the Massachusetts Library Association and further developed by a librarian at Chelmsford Public Library. It has since been adopted by numerous other library authorities across the world (Imholz and Arns, 2007, p.24). The LVC works as a downloadable online tool which can be modified to reflect local costs, local services etcetera. An underlying Excel spreadsheet automatically calculates monetary values when the library user inputs data related to ‘how many books they have borrowed’ or ‘hours of computer use’. Upon completion, the user simply clicks a button to calculate the total value of their library use. An example of a LUVC is provided below:

**Library Use Value Calculator**  
**Calculate the Value of YOUR Library Use!**

Curious how much the services the library provides you would cost if you had to pay for them directly? To find out, just enter in the lefthand column the number of times you or your family use each service listed down the center. The estimated retail value of each service will be calculated on the right, and the total value of your library use is shown at the bottom of the worksheet - and let us know what you think about our library service using the comments form at the bottom of the page. Also, read stories from library patrons about how the library has impacted their lives.

Input Your Use	Library Services	Value of Services
<input type="text"/>	Adult Books Borrowed	\$ 0.00
<input type="text"/>	Childrens/Young Adult Books Borrowed	\$ 0.00
<input type="text"/>	Magazines Borrowed	\$ 0.00
<input type="text"/>	Newspapers Browsed	\$ 0.00
<input type="text"/>	Movies Borrowed	\$ 0.00
<input type="text"/>	Audio Books Borrowed	\$ 0.00
<input type="text"/>	CDs Borrowed	\$ 0.00
<input type="text"/>	Museum Passes Borrowed	\$ 0.00
<input type="text"/>	Magazine Use in Library	\$ 0.00
<input type="text"/>	Interlibrary Loan	\$ 0.00
<input type="text"/>	Meeting Room Use per Hour	\$ 0.00
<input type="text"/>	Auditorium Use per Hour	\$ 0.00
<input type="text"/>	Adult Programs Attended	\$ 0.00
<input type="text"/>	Children's Programs Attended	\$ 0.00
<input type="text"/>	Hours of Computer Use (i.e. Internet, MS Word, etc.)	\$ 0.00
<input type="text"/>	Online Magazine or Newspaper Article	\$ 0.00
<input type="text"/>	Months of Use for Other Database Searching	\$ 0.00
<input type="text"/>	Reference Questions Asked	\$ 0.00
<input type="button" value="Calculate The Value of Your Library Use"/>		\$ 0.00
<input type="button" value="Reset Form"/>		

This worksheet has been adapted from the downloadable spreadsheet provided by the Massachusetts Library Association. [Read our explanations of the values.](#)  
**Librarians & webmasters:** [put this calculator on your website!](#)

The LUVVC is available free of charge for any library wishing to add it to their website, which perhaps explains the popularity of adoption. Another explanation is that it presents users with an opportunity to easily work out what their local library is worth to them.

### 8.1.8 Summary of Cost Benefit Analysis

Although referred to as a ‘scientific’ method, *CBA* is not an exact science. Many of the scenarios created to obtain impressive monetary values are hypothetical and the resultant values are based on estimations. Such estimations include asking respondents to ‘pick a number out of thin air’ to determine *WTP*, *WTA* and *time costs* and asking them to quantify a service that they have always thought of as ‘free’ (Whynes et al, 2005). *CVs* also lack flexibility and insight. They do not allow for an open conversation between the service and its stakeholders. Surveys tend to focus on producing results illustrating only the things that the public library is doing well. Although this is significant it fails to highlight issues that need to be addressed and improved upon. This could result on an overemphasis on short term financial benefits rather than long term service outcomes. The *cost of time* theory can also be perceived as weak as the results only present the value that individuals place on ‘time’ at the moment of the survey. This value is likely to be highly subjective and could be influenced by innumerable external factors daily.

## **8.2 Social return on investment studies Social Return on Investment**

### **8.2.1 Roberts Enterprise Development Fund SROI model**

#### **Overview**

The REDF (formerly known as the Roberts Enterprise Development Fund) are venture philanthropists based in California, working with non-profits to create job opportunities for the most disenfranchised in society. They conduct rigorous impact studies to ensure that their investments deliver high social and financial returns. Since 1998 they have been instrumental in the creation of the *SROI* concept and on the development of models for measuring *SROI*. Their models are now taught at universities throughout the USA and have been adopted by non-profits around the world (Javits, 2008, p.1).

#### **Methodology**

The REDF *SROI* model enables these benefits to be measured by comparing the net benefits of a project to the investment required to deliver those benefits over a certain period. Two performance measures are then used to compare socio-economic value with the value of the original investment. The first, the *Social Return Ratio* (SRR) is revealed by combining the net social benefits with the cash flow of the business then dividing them by the total value of the philanthropic investment. The second, the *SROI Rate* is revealed by carrying out an *Internal Rate of Return* (IRR) derived from total socio-economic value and total costs (Emerson and Cabaj, 2000, p. 11). The REDF provide free access to their *SROI Excel Model* via their website. A thorough list of instructions for completion is also provided (REDF, 2000a).

### **8.2.2 Public Library Quality Improvement Framework**

Following an extensive consultation process involving three participating authorities and associated organisations, the first *Public Library Improvement Matrix* (*PLIM*) was created (Jones et al, 2000, p. 120 - 123). The *PLIM* toolkit comprised a self-assessment questionnaire, a management and improvement matrix and some pro-forma to aid with improvements, communication and future service objectives. Although this toolkit was a welcome alternative to static quantitative evaluation tools, the researchers stressed that it would require ongoing monitoring and improvements if it was to evolve with changes in politics and user demands (Jones et al, 2000, p. 134-135).

Seven years later, with funding from the Scottish Executive, the *Scottish Library and Information Council (SLIC)* produced its own self-assessment toolkit; *The Public Library Quality Improvement Matrix (PLQIM)*. The PLQIM would succeed the standards developed in 1986 (updated in 1995) by the Convention of Scottish Local Authorities (COSLA). The COSLA standards focused on *inputs* rather than *impacts* whereas PLQIM concentrated on evaluating the effect that public library services in Scotland had on individuals and communities (SLIC, 2010). The PLQIM also aimed to emphasise the potential impact that public library services could have on the wider health, social, education and economic goals of parent organisations, thus underscoring their value as essential services.

### **Methodology**

The overall aim of this toolkit was to “provide a robust method for defining standards, developing evaluation criteria and a planning tool to ensure services meet public demand” (Ferguson, 2007 in SLIC, 2007, p. 6). The framework is heavily influenced by the *HM Inspectorate of Education (HMIE)* which is used to judge the performance of schools. Seven Quality Indicators (QI’s) were defined as a benchmark for public libraries to measure their success against:

- Access to information
- Community and personal participation
- Meeting readers’ needs
- Learners’ experiences
- Ethos and values
- Organisation and use of resources and space
- Leadership (SLIC, 2007)

Services must grade themselves (on a success scale between 1 & 6; where 1 equals ‘unsatisfactory’ and 6 equals ‘excellent’. Service managers are also encouraged to conduct stakeholder consultations and observations prior to defining outcomes.

Each QI is supported by a set of guidelines and a *Mapping Tool* which provide a range of themes and examples to help library managers make judgements and identify best practice. Also provided by the toolkit is a *Range of Evidence* document offering examples of how and where

evidence can be located. A spreadsheet providing *Links to Other Quality Evaluation Frameworks* helps reduce replication of work for evaluators. A sample *Questionnaire* can be downloaded and distributed to library users. An introductory *Presentation and Guidance Notes* are also provided to help train library staff to use the PLQIM. These resources can be downloaded for free via the SLIC website (SLIC, 2010).

## **Results**

In 2006 the PLQIM was successfully used to analyse the economic and social impact of eight library projects that had received funding from the *Scottish Executive's Public Library Quality Improvement Fund (PLQIF)*. Overall, the *PLQIM* revealed that the projects being evaluated produced a range of benefits; *direct, indirect, capital expenditure, induced and generated*. Although no definitive monetary value is provided for each of these benefits a full explanation is discussed in the *Impact Study* produced by the evaluations (SLIC, 2008, p.7). Brief case studies for each funded project are also provided but represent more of an overview of activities and user statistics rather than any additional insight into qualitative outcomes.

### **8.3 Public library ethnography**

In terms of 'basic components', Pickard offers eight (Pickard, 2007, pp.114-119):

1. The research question

The researcher must have a flexible approach to the research question as it is likely to change throughout the study. The predefined research question should "guide" rather than "restrict discovery" (Pickard, 2007, p.114).

2. Prolonged fieldwork

In Pickard's experience, prolonged fieldwork is an absolute necessity. Prior to engaging in fieldwork at a 'micro' level, the researcher should immerse themselves at a 'macro' level in the proposed field of study in order to "establish the context and background to the current situation...to understand its wider social, cultural and historical context, current legislation and the expectations", before observing it at a micro level (Pickard, 2007, p.114). After acclimatising to the proposed field of study the researcher must be prepared to spend a substantial amount of time in the field; observing, recording and analysing people and their situations.

### 3. Researcher as instrument

There is no instrument more ideally suited to capturing “the complexity, subtlety, and constantly changing situation which is the human experience” than the human researcher (Maykut and Morehouse, 1994, p.26, quoted in Pickard, 2007, p.115). As Pickard has found “the human instrument is capable of *responsiveness...adaptability...holistic emphasis...knowledge base expansion...processual immediacy...reflexive clarification* (Pickard, 2007, p.116; Lincoln and Guba, 1985, pp.193-194). Denying that the researcher, as a human being, will have any influence on the ethnographic research is ill-advised; rather it should be acknowledged and embraced somewhat, for what it can bring to the study.

### 4. Participative engagement with the study population

Participation is key to a successful ethnography study. Although building a relationship with relevant gatekeepers will grant the researcher access, the researcher must also be prepared to participate in the community. Pickard recommends *overt* observation over *covert* as it is important that the relationship between the researcher and the *actors* is built on openness and trust. This can be achieved by the researcher discussing their plans candidly and communicating the true reason for entering the group. It is also essential to understand the importance of ‘appearance’ and the role it plays in ensuring the researcher is welcomed into the situation as a participant. After all, participation requires “engagement in the same activities, discussions or events...it is about blending in to the context” (Hammersley, 1990, p.30 quoted in Pickard, 2007, pp.116-117).

### 5. Multiple perspectives

It is important that the researcher does not fall into the trap of focussing on the perspectives of a few key individuals. Rather it is the role of the researcher to obtain multiple perspectives in order to produce multiple stories which allow for “diversity and convergence to be exposed and presented” (Pickard, 2001, p.118).

### 6. Diverse data collection

Multiple data collection techniques make it possible for the researcher to study multiple perspectives. Schwartz suggests that researchers incorporate the following in their participant observations: “direct observation, interviews, document analysis, reflection, analysis and



interpretation (Schwartz, 1997, p.47). Pickard goes on to suggest that, in this context, “Data collection is restricted only by the imagination of the researcher and what is deemed to be trustworthy and ethical” (Pickard, 2001, p.118).

### 7. Cycle of theory building

Theory building in the context of ethnography is an “iterative process” which requires the researcher to constantly immerse and distance one’s self from the fieldwork setting; revisit field notes regularly to unravel and expose what has been observed, and subsequently learned. It is a task which is ongoing throughout the period of observation to “reflect on what is already known, what has been newly acquired, and what remains a mystery...” (Pickard, 2007, p.118). This repetitive process enables the researcher to recognise the emergence of new themes or identify evidence to support themes which have previously been identified.

### 8. Descriptive ‘story telling’

Pickard believes that ethnography is “both a science and an art” (Pickard, 2007, p.118). The artistic element stemming from the researcher’s ability to produce narrative based evidence. Objectivity as it is traditionally defined is not always possible in ethnographic narratives, but Strauss and Corbin (1998, p.43) define objectivity in this instance as; “openness, a willingness to listen and “give voice” to respondents...it means hearing what others have to say, seeing what others do, and representing them as accurately as possible”. It is unrealistic to expect that the researchers’ past, experiences, education and knowledge will not influence the interpretation of the observations (Agar, 1996; Wolcott, 1999, p.173, both quoted in Pickard, 2007, p.119).

#### **8.3.1 Some notes on ethnography**

Having looked at Pickard’s basic components in more depth, the researcher highlights challenges related to *objectivity, location, types of observation, advantages, disadvantages* and *ethics*.

#### Location

One of the most important elements of ethnographic research is being able to access the environment, people and cultures that the researcher wishes to observe. This can present many

“political, ethical and practical implications” for the researcher. Some of which have been highlighted for further discussion in the following sections.

### **Informing the sample**

It is essential that the researcher can observe situations and people in their natural state, or as Denscombe refers to it; *naturalism*. That is, “undisturbed by the intrusion of research tools or the disruption of experimental designs” (Denscombe, 2005, p.90).

One way that this can be achieved is by conducting *covert* research. This has several advantages as it allows the researcher to carry out fieldwork without disrupting the natural order of the situation or having to seek permission. However, this option means that the researcher is unable to obtain ‘informed consent’ and this can raise many ethical concerns. On the flipside, *overt* research allows the researcher to conduct fieldwork in a much more open manner, yet this option comes with its own set of challenges. A key concern is that by informing others about the fieldwork being conducted the researcher influences the natural order of the situation as individuals realise and react to the fact that they are being observed. Overt research also calls for the researcher to gain permission from “gatekeepers” (Denscombe, 2005, p.91); those who control access to the desired fieldwork location. Gaining the support of gatekeepers is one of the essential first steps in the ethnography process and can lead to a culture of trust between the researcher and the groups or individuals that the researcher wishes to observe (Polsky, 1967, Whyte, 1981, quoted in Denscombe, 2005, p.91). As the researcher might need to revisit the parameters in order to deal with emergent themes/situations, the relationship between the researcher and the gatekeeper needs to be flexible and ongoing (Burgess, 1984; Denscombe, 2001, p.91).

### **Advantages of ethnography**

Denscombe presents nine key advantages of implementing an ethnographic study. These include; “direct observation” which enables the researcher to develop their own data rather than rely on the research conducted by others; It’s “empirical” nature means that it enables direct content between the researcher and the groups/situations being observed; Potentially, it “links with theory” and can be used by the researcher to develop or test theories; It produces “detailed data” which is rich and full, and recognises subtleties; the “holistic” nature of ethnography presents opportunities to contextualise findings; findings enable the researcher and the reader to explore

“contrast and comparison” between their own experiences and cultures, and those of the groups being observed; as the researcher absorbs him/herself in the situation, the “actors’ perceptions” emerge; by highlighting “self-awareness” the reader is able to identify research outcomes that might have been influenced by the researcher’s *self*; despite a slight chance of upsetting the natural order of situations the ethnography still represents “ecological validity” (Denscombe, 2001, pp.92-93).

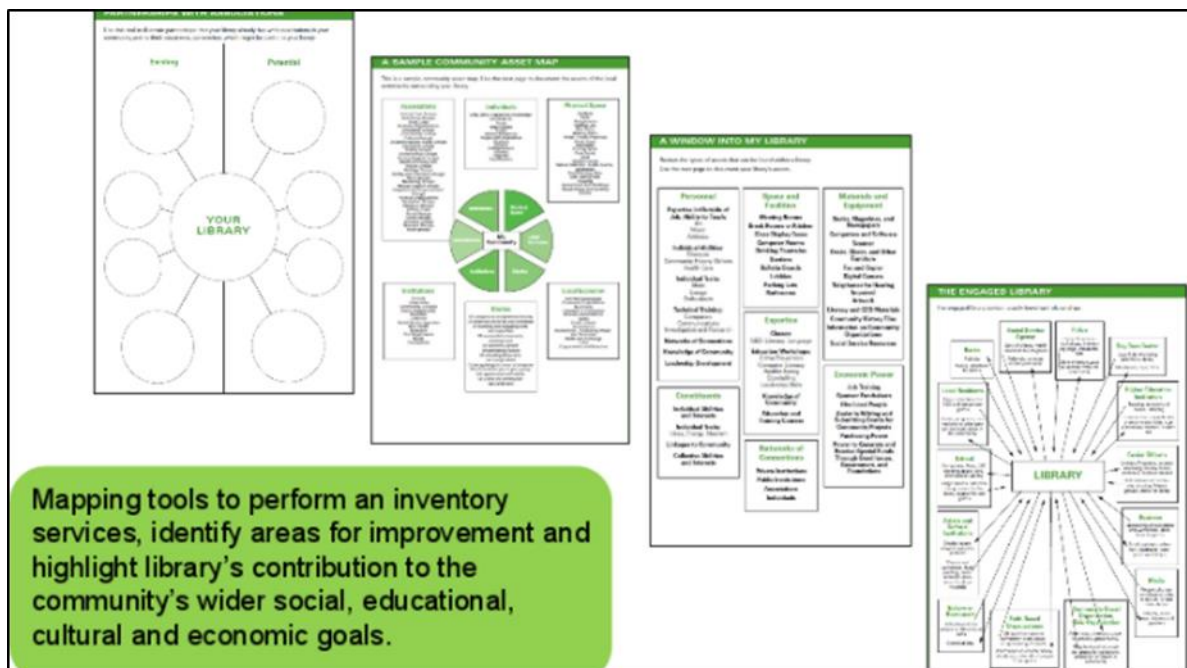
### **Disadvantages of ethnography**

Denscombe highlights seven disadvantages associated with ethnography. These include; “tensions within the approach” between “naturalism” and “reflexivity”; “stand-alone pictures”, which is often the outcome of ethnographic studies, can result in ‘pictures’ emerging that can neither develop beyond “isolated stories” nor allow for generalisations. This can also challenge the “reliability” of the results. Denscombe recommends the adoption of “a coherent theoretical framework” in order to avoid this occurring; a tendency towards “storytelling” can lead to results that are “atheoretical” and lacking in analysis and/or critique; the “ethics” of conducting studies that rely on invading the privacy of groups and individuals are vast; On top of this there is the need to obtain support from the gatekeeper in order to facilitate “access” to the fieldwork location and actors; although “insider knowledge” can often be considered to be an advantage, in the case of ethnographic research it can have a negative impact on the fieldwork; clouding the researcher’s views, influencing perceptions, etcetera (Denscombe, 2001, pp. 93-94).

So far, the researcher has produced a definition for ethnography, highlighted a relationship between ethnography studies and libraries, discussed a suitable research design and considered the pros and cons related to this research method.

### **8.3.2 Urban Libraries Council Engaged Library Toolkit**

Ethnography has been used in the context of public library value to create narrative based evidence.



### 8.3.3 UK Online Centres (UKOC)

UKOC are very proactive in their approach to measuring the value of their work and their research projects offer methodologies that would benefit the public library sector. In addition to their tracker surveys UKOC conducted an explorative study in 2010, looking at *Profiling* as a possible method for improving their approach to measuring value. An overview of this method is provided in the section that follows.

The first two studies (ULC,2007; UKOC, 2008) are presented as examples of best practice in *Tracking Surveys*. The third (UKOC, 2010) takes the *Tracking Survey* to another level by introducing a novel way of *Profiling* audiences, applying a human approach to data and using research outcomes to market services appropriately and advocate for continued support.

#### Methodology

In total, three questionnaires were issued to participants. The first, a new user questionnaire was distributed to 1,727 at the start of the project. It elicited information about personal circumstances and users' opinions. The second questionnaire aimed to track opinions and achievements and comprised four parts. Participants were asked to complete each section bi-monthly until the eighth month of participation. Response rates varied over this period, between

29%-11%. A final questionnaire was distributed to 780 participants at the end of the projects. This had a 25% response rate (UKOC, 2008, p. 49).

A series of four focus groups took place, each involving between 5-9 participants. Eight one-to-one interviews were also carried out. The data gathered in these sessions was purely qualitative and enabled a greater understanding on the participants' experience and the degree to which participation had led to positive outcomes.

### **Outputs/Outcomes**

The results of this research project were published in the form of a report. This report is impressive because it combines quantitative and qualitative findings, This project produced an impressive combination of outputs and outcomes for UKOC and the funders, DIUS and LSC. The researchers could condense these findings to demonstrate that Another important output included the creation of a tested methodology for measuring and communicating social value; and methods for transforming soft outcomes into hard

#### **8.3.4 UK Online Centres II**

Profiling demographic segments humanises quantitative data, and can create new insights into audience groups (UK Online Centres, 2010, p.8).

In 2010 UKOC expanded their research into the impact of digital inclusion by conducting a *profiling study*; inspired by customer insight studies typically used in the commercial sector. Published in February, this was a proactive approach by UKOC to equip themselves with rich data to help them combat the tough times ahead following the General Election. The aim was to build on previous studies (UKOC, 2007; UKOC, 2008; UKOC, 2009) to carry out explorative research to gain as much knowledge as possible about “the people behind the numbers” (UKOC,2010, pp. 4-5). In addition to several important findings for the sector, this method enabled a profile to be created for *Audiences* and *Influencers*, thus making the results more ‘human’. For example, by translating traditional demographic user types from ‘C2DE female to a person; ‘Janet’, with hobbies and interests, a family, a disposable income etcetera (Figure 17).



#### 8.4 Examples of public library activity that supports individual and community wellbeing

<b>Examples of public library activity that supports individual and community wellbeing</b>
Willensden Green Library worked in partnership with New Windows on Willesden Green and Architecture to open an empty retail unit in the town to encourage entrepreneurship in the local community. Librarians were joined by volunteers to provide practical, face to face financial and employability advice, create pop-up workspaces, networking opportunities for local traders and also a free creche facility to support parents trying to re-enter the job market.
Off the Shelf was a month-long arts project that took place at Southsea Library in Portsmouth in 2012 (Funded by ACE). The public library was transformed into an art exhibition and workshop space for local artists to create art that was inspired by books and reading. Library users, many of whom had never considered art to be relevant to their lives, were encouraged to visit the exhibition, speak to the artists and create their own art in the form of bookmarks.
A free, interactive, online legal advice service was established by Westminster Reference Library, Birmingham Central Library, Islington Library, and Brent Library and supported by Instant Law UK in 2012. Library users were offered at least one free face to face video conferencing session with a legal advisor to discuss subjects such as immigration, employment and housing.
Edinburgh City Libraries' developed a safe environment for children with dyslexia to enjoy reading with their Dyslexia Chatterbooks initiative (2010). Supported by six volunteers, recruited via Edinburgh Libraries Volunteer Policy, this initiative was to get children aged 8-10 years who were affected by dyslexia, ADHD and/ or Aspergers out of the traditional school learning environment and into a more chilled and interactive learning space, with smaller teacher to staff ratios, at the public library. Formal evaluation revealed that all participants became more confident with their reading and almost all developed a more positive attitude towards reading for learning and reading for enjoyment. Parents also reported that their children appeared happier following each session.
New York Public Library introduced e-Book Central in 2011 to help users understand how to work their Kindles, Nooks, iPads and other e-readers. As well as online help, free workshops were delivered in libraries throughout Manhattan, The Bronx and Staten Island. Workshops covered the basics such as how to download free eBooks, where to access free learning apps and provided links to digitised library collections.
Get it Loud in Libraries was a five-year UK-wide campaign that promoted access to live music in public libraries. Plan B, Adele, Florence and the Machine, Speech Debelle, and the Thrills were just

some of the names that participated in library events, challenging the perception that libraries were just about books.

Like many public libraries across the UK, Cambridgeshire Libraries' delivered the Books on Prescription initiative. Booklists to support library users affected by stroke, cancer and mental health were made available. An additional service called EngAGE provided support to users aged 50 years and over, through a range of monthly social and information events, basic computer classes, volunteering opportunities, and also opportunities to create 'Memory Boxes' at EngAGE Reminiscence sessions.

Librarians at Roxbury Public Library in New Jersey became unofficial job counsellors and social as the recession hit in 2009 (Carlton, 2009). As many employers no longer accepted paper applications for jobs, residents sought support from their library to apply for jobs online, create electronic versions of their CVs, set up e-mail accounts to correspond with potential employers, and prepare for job interviews.

## **9 APPENDIX B: EMPIRICAL RESEARCH**

### **9.1 Original Social Impact Audit-21 Plan**

#### **Social Impact Audit - Outline**

#### **RESEARCH HYPOTHESIS AND OBJECTIVES**

A trip to the public library, whether it is the physical building or its online location has the power to educate, challenge and inspire individuals and communities; the resulting impact can be remarkable. However, there has been limited research carried out to determine the social value of public libraries.

The performance of public libraries is typically determined by *quantitative outputs* (e.g. book issues or visitor figures), rather than *qualitative outcomes* (e.g. improved self esteem or impact on communities). It is hypothesised that judging the success of a public library based on its *outputs* rather than its *outcomes* means that the social value of a public library may be overlooked.

Therefore the objectives of this research are to:



- Determine the social value placed on public libraries by stakeholders.
- Develop and implement a novel methodology for investigating the social value of public libraries.

## **WHY IS SOCIAL VALUE IMPORTANT?**

Social value refers to the positive impact that public libraries have on the lives of individuals and communities; affects that go beyond the act of simple transactions. However, despite impressive social value studies carried out in the past at the University of Sheffield<sup>1</sup>, the concept is often overlooked in favour of quantitative *Auditing* and *Return on Investment* studies.

Social value methodologies, such as the *Social Impact Audit* (SIA) can be more difficult to implement than numbers driven methodologies. They can take longer to apply, requiring a more sophisticated approach to understanding the human experience and a dedication to identifying cause and effect. It is understandable, therefore, that quantitative economic evaluation techniques continue to grow in popularity. However, these easier to implement statistical methods, such as *Government Audits* and *Return on Investment Studies* communicate a useful but limited view of the role of public libraries within society and can ultimately devalue their impact. By implementing social value methods we can attempt to interpret the social impact of the library service and gain an understanding of the public library's rich tapestry.

## **EVALUATING THE SOCIAL IMPACT OF YOUR NETWORK OF LIBRARIES**

Adaptation of the SIA methodology developed by researchers at the University of Sheffield is the main method for this research project<sup>1</sup>. The researcher proposes that a 'mixed method' approach be implemented for evaluating the social impact of Glasgow Libraries:

### **STAGE 1 – QUALITATIVE**

In a public library context qualitative methods focus on service *outcomes* and enable a greater understanding of cause and effect, and the user experience. For the purposes of this research project the researcher will:

Identify Case Study B'sfrewshire Library Service's stakeholders (chosen with the assistance of library staff using a sampling methodology to represent range of user demographics).

- Conduct ‘initial observation’ in chosen libraries.
- Follow up with ‘participant observation’ in chosen libraries.
- Conduct face to face interview with Heads of Service.
- Distribute targeted questionnaires.
- Conduct focus groups in chosen libraries.

## **STAGE 2 - QUANTITATIVE**

Quantitative evaluations will help to establish the *outputs* of East Renfrewshire Library Service. *Outputs* are typically in the form of numbers and/or statistics which can be transferred easily into tables and graphs and can help library managers to plan staffing strategies and budgets. For the purposes of this project the researcher will need the help of the Librarian in charge of the Library Management System to acquire reports related to the following, for each of the chosen library branches:

- PC Usage.
- Number of new members.
- Number of visitors.
- Number of book issues and onsite renewals.
- User types.

## **DATA ANALYSIS**

The analysis of all data will be carried out by the researcher and will involve:

- Survey responses being analysed under five broad themes<sup>2</sup>:
- Personal development.
- Social cohesion.
- Community empowerment and self determination.
- Local image and identity.
- Health & well-being.

Assignment of categories and symbols to responses (in Microsoft Excel) and more in-depth content and textual analysis using *The Simple Concordance Programme (SCP)*.

Comparisons will be drawn between quantitative and qualitative findings.

The proposed timescale for carrying out qualitative and quantitative research is February – April 2010.

### **ADDITIONAL RESOURCES REQUIRED**

Although the majority of the work will be carried out by the researcher, the project will require the support of Head Office staff, Library Supervisors, and Library Assistants throughout the timescale of the project. Assistance will be required to identify target user groups; encourage participation in the surveys; space and equipment provided to conduct focus groups; and access to Library Management Systems.

### **BENEFITS OF PARTICIPATION\***

Case Study B Library Service will participate in this SIA alongside four other Scottish library services to help develop an appropriate model for measuring the social value of public libraries. This will help to evaluate and communicate:

- **Why** people visit public libraries
- **What** visitors do during these visits
- **How** visitors interact with library staff
- **Impact** that a visit, or the mere presence of a public library, can have on the lives of individuals and the community.

Your library service will also be provided with a copy of the full research project, including a SIA specific to their own library service.

\*A small scale SIA was carried out by the researcher in 2007. If you would like to see the results of this study please e-mail the researcher: [christine.rooney-browne@cis.strath.ac.uk](mailto:christine.rooney-browne@cis.strath.ac.uk)<sup>3</sup>

### **REFERENCES**

1. Bryson, J., Usherwood, B. and Streatfield, D. (2002). *Social Impact Audit for the South West Museums Libraries and Archives Council*. Centre for the Public Library in the Information Society. The University of Sheffield; Linley, R and Usherwood, B. (1998). *New Measures for*

*the New Library: A Social Audit of Public Libraries.* Centre for the Public Library in the Information Society. The University of Sheffield.

2. Matarasso, F. (1997) *Beyond Book Issues: the social potential of library projects.* Comedia: Bournes Green: Stroud.

3. Rooney-Browne, C (2007). *Evaluating the social value of public libraries.* Dissertation submitted in partial fulfilment for an MSc in Information & Library Studies at the University of Strathclyde, Scotland.

## **9.2 Proposal to University of Strathclyde Ethics Committee**

### **Christine Rooney-Browne: Proposal to Ethics Committee**

The researcher proposes an ethnography study of 4 public libraries across 4 local authorities in Scotland; REDACTED, Glasgow, Argyll & Bute; and Edinburgh. The aim of the study is to observe how users interact with public libraries and to develop a greater understanding of the value of public libraries in diverse communities. This study will take place over a 90 day period and consists of 40.5 hours spent conducting *overt* observations in each of the chosen libraries.

#### **How will the participants be obtained?**

The researcher will conduct participant-observation. Participants will be obtained with the assistance of the Gatekeeper at each location.

Probability sampling will be applied and a multi-staged approach is proposed. In the first instance, random sampling will be used to observe individuals interacting with the library staff, resources and space. Cluster sampling will be used to observe group activities within the library setting. Quota sampling techniques will then be implemented to observe specific people and groups in more depth.

#### **What will they be told?**

Participants will be informed that a researcher is conducting observational studies within the library. They will be assured that the data collected will be related to people and their activities and that their anonymity will be guaranteed. Posters will be displayed on library notice boards and at the information desks. Library staff will be informed about the study so that they can answer any queries and/or direct queries to the researcher. Where possible, details about the study will also feature on library newsletters and websites.

#### **What will they be expected to do?**

Participants will be asked to act naturally; to conduct their visit to the library, or participate in the group as they would normally.

**How data will be obtained?**

The main data collection method will be participant-observation. It is the intention to support this with targeted questionnaires, focus groups and one to one interviews at a later stage.

**How data will be stored**

All data will be stored in accordance with the *University of Strathclyde's Code of Practice on Investigations involving Human Beings*. The field note diary, in this case the researcher's laptop, will be the primary method for storing data in the field. A notebook will also be used to observe situations where a laptop is inappropriate. A camera will also be used to take photographs of certain people/situations and will act as memory triggers for the researcher. All electronic data will be password-protected and stored (on a weekly basis) on a University PC; all hard-copy data will be photocopied and stored in a secure place within the University. The researcher will retain backup copies of electronic data on a USB and home PC; and copies of original long-hand notes. As per the suggestions of the CIS Systems Support team the researcher intends to use a free open source encryption software called *TrueCrypt* to store the data safely and securely on disks.

**How data will be processed**

Data will be logged and analysed by the researcher using appropriate data analysis packages, most likely the qualitative data analysis package, NVivo (TBC). Analysis of the data will be password protected and accessible only by the researcher and the researcher's first supervisor.

**How data will be disposed of and when**

The researcher will dispose of the data after five years. Following consultation with the CIS Systems Support team it is the intention to use a software data destruction package such as *Jetico's BC Wipe*, which permanently deletes files and ensures that they cannot be recovered.

The researcher will conduct observations, collect, analyse and store data in accordance with the University of Strathclyde's *Code of Practice on Investigations on Human Beings*; *The Data Protection Act (1995)*; and the *CILIP Code of Professional Practice*.

### 9.3 Overview of LOCAL AUTHORITY B's SOA 2016-2019

CUKT PL x Rising to x LIRG Sci x latest - c x Search r x PhD the x Welcome x CAQDAS x Draft Ou x Draft Ou x christine

file:///C:/Users/Christine/Documents/ODP-\_2016-19.pdf

Apps LinkedIn Huddle Intranet - Change Pro GOSS iCM v10.0.4.0 Word Clouds PEGASUS LearnGaelic - Diction HomePortal Google Scholar non commercial Facebook Twitter

**Section 1: Our Single Outcome Agreement (SOA) Outcomes and Council Intermediate Outcomes**

**SOA1 All children in East Renfrewshire experience a stable and secure start to their lives and are supported to succeed**

**Population Outcome**

SOA1 All children in East Renfrewshire experience a stable and secure start to their lives and are supported to succeed

**Intermediate Outcomes**

1.1 Parents provide a safe, healthy and nurturing environment for their families

1.2 Our children are healthy, active and included

**Community Planning Partnership SOA Critical Indicators**

- Teen pregnancy rates
- Rates of still births and infant mortality
- Rates of low weight births
- Rates of breastfeeding (particularly in deprived areas)
- Child development milestones
- Childhood obesity rates
- Number of placements for looked after children
- Number of children living in poverty

Type here to search 18:41 17/06/2017

CUKT PL x Rising to x LIRG Sci x latest - c x Search r x PhD the x Welcome x CAQDAS x Draft Ou x Draft Ou x christine

file:///C:/Users/Christine/Documents/ODP-\_2016-19.pdf

Apps LinkedIn Huddle Intranet - Change Pro GOSS iCM v10.0.4.0 Word Clouds PEGASUS LearnGaelic - Diction HomePortal Google Scholar non commercial Facebook Twitter

**SOA2 East Renfrewshire residents are fit and active and have the skills for learning, life and work**

**Population Outcome**

SOA2 East Renfrewshire residents are fit and active and have the skills for learning, life and work

**Intermediate Outcomes**

2.1 Children and young people are cared for, protected and their wellbeing is safeguarded

2.2 Children and young people raise their educational attainment and achievement, developing the skills they need during their school years and into adulthood

2.3 Residents have the skills to maximise employment opportunities

2.4 Residents are active and optimise their health and well-being

**Community Planning Partnership SOA Critical Indicators**

- life expectancy at birth (including in deprived communities)
- Exam results for S4 and S5s
- Rate of pupils entering positive destinations
- Rate of children walking/cycling to school
- Employment rate
- Out of work benefits claims
- Smoking rates

Type here to search 18:43 17/06/2017

CUKT PL x Rising to x LIRG Sca x latest - c x Search re x PhD the x Welcom x CAQDA x Draft Ou x Draft Ou x @christine

file:///C:/Users/Christine/Documents/ODP-\_2016-19.pdf

Apps LinkedIn Huddle Intranet - Change Pro GOSS ICM v10.0.4.0 Word Clouds PEGASUS LearnGaelic - Diction HomePortal Google Scholar non commercial Facebook Twitter

**SOA3 East Renfrewshire is a thriving, attractive and sustainable place for businesses and residents**

**Population Outcome**

SOA3 East Renfrewshire is a thriving, attractive and sustainable place for businesses and residents

**Intermediate Outcomes**

3.1 East Renfrewshire is recognised as a place to invest and a place to visit with the right economic foundations for investment, tourism and business growth.

3.2 East Renfrewshire is a great place to live with a good physical environment.

3.3 The Council and its residents' environmental impact is minimised.

**Community Planning Partnership SOA Critical Indicators**

- Rates of satisfaction with living in East Renfrewshire
- Number of new businesses
- Business survival rates
- Recycling rates
- Houses that meeting national standards

Type here to search 18:46 17/06/2017

CUKT PL x Rising to x LIRG Sca x latest - c x Search re x PhD the x Welcom x CAQDA x Draft Ou x Draft Ou x @christine

file:///C:/Users/Christine/Documents/ODP-\_2016-19.pdf

Apps LinkedIn Huddle Intranet - Change Pro GOSS ICM v10.0.4.0 Word Clouds PEGASUS LearnGaelic - Diction HomePortal Google Scholar non commercial Facebook Twitter

**SOA4 East Renfrewshire residents are safe and supported in their communities and homes**

**Population Outcome**

SOA4 East Renfrewshire residents are safe and supported in their communities and homes

**Intermediate Outcomes**

4.1 Communities experience fewer incidents of vandalism, street disorder and antisocial behaviour

4.2 Community safety and public protection are safeguarded

4.3 Residents are protected from harm and abuse and their dignity and human rights are respected

4.4 Residents live in communities that are strong, self-sufficient, resilient and supportive

4.5 People recover from drug and alcohol problems

**Community Planning Partnership SOA Critical Indicators**

- Drug related deaths
- Alcohol related hospital admissions
- Number of people injured in road accidents
- Rates of domestic abuse
- Rates of house breaking
- Violent crime rates
- Number of anti-social behaviour complaints
- Assault rates
- Number of suicides
- Number of fires & fire fatalities/casualties

Type here to search 18:49 17/06/2017



CUKT Pl x Rising to x LIRG Sci x latest - c x Search r x PhD the x Welcome x CAQDA x Draft Ou x Draft Ou x @r33line

file:///C:/Users/Christine/Documents/ODP\_-2016-19.pdf

Apps LinkedIn Huddle Intranet - Change Pro GOSS ICM v10.0.4.0 Word Clouds PEGASUS LearnGaelic - Diction HomePortal Google Scholar non commercial Facebook Twitter

**SOA5 Older people and people with long term conditions in East Renfrewshire are valued; their voices are heard and they are supported to enjoy full and positive lives for longer**

**Population Outcome**

SOA5 Older people and people with long term conditions in East Renfrewshire are valued; their voices are heard and they are supported to enjoy full and positive lives for longer

**Intermediate Outcomes**

- 5.1 Older people and people with long term conditions are supported to improve or maintain their quality of life
- 5.2 Older people and people with long term conditions are able to live as independently as possible in the community and have control over their care and support
- 5.3 People who provide unpaid care are supported to look after their own health and wellbeing
- 5.4 Older people and people with long term conditions feel included and empowered to make a valuable contribution to their local communities

**Community Planning Partnership SOA Critical Indicators**

- Number of people waiting to be discharged from hospital
- Time spent at home
- Mental health admissions rate

Type here to search

18:50 17/06/2017

## 9.4 Public Library User Questionnaire



### Measuring the Social Value of Public Libraries:

#### Social Impact Audit 2010

##### Public Library User Questionnaire

The purpose of this questionnaire is to find out what you use your local library for; and what the public library means to you and your community. This questionnaire forms part of a larger 'Social Impact Audit' survey that is being carried out by a PhD research student at the University of Strathclyde.

This questionnaire is voluntary and should take you around ten to fifteen minutes to complete. There are 26 questions in this questionnaire, which is split into 8 sections: *Services and Resources, Citizenship, Community Engagement, Public Spaces, Personal Development, Health and Wellbeing, Value and About You.*

If you feel that any of the questions are unclear or if you require any assistance completing the questionnaire please ask a member of the library staff. Completed questionnaires should be inserted into the 'Survey' box at the front counter or handed back to a member of staff.

The collective results of this survey will be made publicly available in January 2012.

#### INSTRUCTIONS

Please complete this questionnaire as fully and honestly as you can. There are separate instructions, in *italics*, for any questions that require you to respond differently from ticking an appropriate box.

- Please note that this questionnaire is double-sided.
- Please note that all responses will be treated confidentially.

*In accordance with the Data Protection Act (1998), your personal information and responses will be stored confidentially, on computer, by the University of Strathclyde. The information that you provide will not be shared with any other organisations. If you would like access to your personal file please contact us at any time and we will be happy to meet your request.*

**SECTION A – SERVICES & RESOURCES**

**Q1. Why have you visited the library today? (Please insert a  $\surd$  into as many boxes as you need to)**

a. Borrow books		e. Seek Advice		i. Improve your health	
b. Renew books		f. Use the computer (to access the internet)		j. Attend a learning session	
c. Hire DVDs/CDs		g. Use the computer (NOT to access the internet)		k. Attend an event (e.g. book group)	
d. Read newspapers		h. Meet other people		l. Other (Please state below)	

**Q2. How many times have you visited the library in the last 12 months?**

a. More than once a week		e. A few times a year	
b. Once a week		f. Once a year	
c. 2 or 3 times a month		g. Less than once a year	
d. Once a month			

**Q3. Please rate the following services that your public library provides:**

Services and Resources	Excellent	Good	Average	Poor	Very poor	Unsure
a. Opening hours						
b. Range of books						

c.Range of services						
d.Library layout						
e.Staff helpfulness						
f.Number of computers						
g.Access to the internet						
h.Training workshops						
i.The children's library						
j.Events (e.g. book clubs)						

<b>Q.4. Do you think that it is important that your library provides additional services as well as book borrowing?</b> <i>If 'yes', please go to Q4a., if 'no' or 'unsure' please go to Q.5.</i>	Yes	No	Unsure
--	-----	----	--------

**Q.4a. Can you remember a time when you used the library for more than just borrowing or renewing books:**

**Q.5. From the following list please choose the THREE services that you feel are most important to you:**

*Please rate as follows: 1 = Most important, 2= Second most important, 3= Third most important*

a.Borrow books	
b.Borrow DVDs and/or CDs	
c.Access the internet	
d.Use the computers (NOT to access the internet)	
e.Seek advice	
f.Collect information (e.g. about local councillors)	

g.Read newspapers	
h.Attend learning sessions	
i.Book Groups	
j.Children's library	
k.Children's events	
l.As a social space	

<b>Q.6. Are there any services that your library does not provide that you wish it did?</b>	Yes	If 'yes' please state which service(s) you would like to see provided:
	No	

## SECTION B - CITIZENSHIP

Q.7. Do you think that visiting the library helps you to be a more informed citizen? (An informed citizen being someone who is aware of what is happening in their local community and council; and feels that they can take part in that community and contribute to it in a good way) <i>If 'yes', please go to Q7a, if 'no' or 'unsure' please go to Q.8.</i>	Yes	No	Unsure
---	-----	----	--------

**Error! Filename not specified.**

<b>Q.7a. Can you remember a time when the library helped you to be a better citizen:</b>
--

**Q.8. Have you ever used the library for help with any of the following?**

Citizenship	Yes	No	Unaware that the library could help with this
a.Help completing benefit claims			
b.Help completing tax forms			
c.Your legal rights as a citizen			
d.Electoral register			
e.Your local councillor			
f.Local elections			
g.National elections			
h.Information related to planning permission for redevelopments in your area			

<b>Q.9. Do you believe that the library has a positive impact on your community?</b> <i>If 'yes', please go to Q9a., if 'no' or 'unsure' please go to Q.10.</i>	Yes	No	Unsure
--	-----	----	--------

**SECTION C – COMMUNITY ENGAGEMENT**

<b>Q.9a. Can you remember a time when the library has had a positive impact on your community:</b>
--

**Q.10. How much do you agree that having a library in your community helps to address the following issues?**

Community Engagement	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
a.Crime (e.g. anti-social behaviour)					
b.Safety in your community					
c.Unemployment					
d.Taking part in community activities					
e.Sense of belonging					
f.Creating a safe and welcoming place to visit					
g.Making your community a better place to live					

**SECTION D – PUBLIC SPACES**

<b>Q.11. Do you think that it is important that your library acts as a public space in your community? (e.g. a space that everyone is free to use).</b> <i>If 'yes', please go to Q11a., if 'no' or 'unsure' please go to Q.12.</i>	Yes	No	Unsure
--	-----	----	--------

**Q.11a. Can you describe a time when you used your library as a public space rather than a place to just borrow books (e.g. visiting the library to relax and unwind, or to meet up with friends etc):**

**Q.12. How much do you agree that your library should provide spaces for the following activities?**

Space and Place	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
a. Leisure (e.g. Film nights)					
b. Culture (e.g. Local history events)					
c. Education (e.g. Computer sessions)					
d. Meeting up with others (e.g. a café)					
e. Relaxation (e.g. quiet spaces)					
f. Events (e.g. Book clubs)					

### SECTION E – PERSONAL DEVELOPMENT

Q.13. Do you believe that the library offers chances for you to develop personally (E.g. encouraging you to read books that you would not normally read or try a new skill such as learning to use e-mail) <i>If 'yes', please go to Q.13a., if 'no' or 'unsure' please go to Q.14.</i>	Yes	No	Unsure
Q.13a. Can you provide an example of a time when the library helped you to develop personally:			

**Q.14. How much do you agree that the library helps users with the following?**

Personal Development	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure

a.Improved life chances (e.g. to get a better job)					
b.Access to educational opportunities (e.g. to pursue further education)					
c.Opportunities for users to participate in group activities (e.g.book clubs etc)					
d.Creates social networks (e.g. coffee mornings etc)					

## SECTION F – HEALTH AND WELL-BEING

<b>Q.15. Do you believe that the library provides you with opportunities to access health and well-being resources?</b> (e.g. health books section or willingness of staff to offer advice). <i>If 'yes', please go to Q.15a., if 'no' or 'unsure' please go to Q.16.</i>	Yes	No	Unsure
<b>Q.15a. Can you provide an example of a time when the library helped you with a health concern:</b>			

### Q.16. How much do you agree that your library encourages the following for users?

Health & Wellbeing	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
a.Access to reliable health information (e.g. the books and information provided in the health books section)					
b.Improved self esteem (e.g. can help users overcome depression etc)					
c.Creating networks to help users feel less lonely					
d.The help of staff to access trusted health information online					



**SECTION G – THE VALUE OF YOUR LIBRARY SERVICE**

**Q.17. Read the following statements and tell us how much you agree with them:**

Personal Development	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
a. I like to visit my library because I feel welcome there					
b. One of the things that makes me return to the library is the friendliness of the staff					
c. I trust my library to provide me with reliable and up to date information					
d. The library is one of the places in my community which I feel is safe to visit					
e. I believe that every community should have its own library					

<b>Q.18. Do you believe that your library provides good value for money?</b>	Yes	No	Unsure
If 'yes', please go to Q.18a., if 'no' or 'unsure' please go to Q.18b.			
Q.18a. Please explain why you think that your library <b>DOES</b> provide good value for money:			

Q.18b Please explain why you think that your library **DOES NOT** provide good value for money:

**Q.19. Please describe what it means to you to be a member of your library:**

**Q.20. Please explain how you would feel if you did not have a library in your community:**

**SECTION H – ABOUT YOU**

Q.21. Sex:	a. Female	<input type="checkbox"/>	b. Male	<input type="checkbox"/>
------------	-----------	--------------------------	---------	--------------------------

Q.22. Age:	a.20 yrs or under	<input type="checkbox"/>	b.21-30 yrs	<input type="checkbox"/>	c.31-40 yrs	<input type="checkbox"/>
	d.41-50 yrs	<input type="checkbox"/>	e.51-60 yrs	<input type="checkbox"/>	f.61 yrs or over	<input type="checkbox"/>

Q.23. Employment status	a. Employed full time	<input type="checkbox"/>	b. Employed part-time	<input type="checkbox"/>	c. Unemployed	<input type="checkbox"/>	g. If 'other', please state:
	d. Student	<input type="checkbox"/>	e. Retired	<input type="checkbox"/>	f. Other (e.g. Long term sickness)	<input type="checkbox"/>	

<b>Q.24. How long have you been a member of Glasgow Libraries?</b>	a.0-5 yrs		b.6-10 yrs		c.More than 10 yrs		d.Not a member	
								(Go to Q.24a).

<b>Q.24a. If you are NOT A MEMBER please state why:</b>	
---	--

**Q.25. Are you currently a member of any of the following community groups?**

Community Group	Yes	No
Pensioner Club		
Parent-Teacher Association		
Local History Group		
Walking Club		
Faith group		
Other community group(s) (Please state below)		

<b>Q.26. Would you be interested in taking part in a one-off discussion group that we are setting up? It would give you a chance to tell us more about your local library.</b> <i>If 'yes', please provide your first name and telephone number below:</i>	Yes	No
---	-----	----

## **9.5 Transcripts - One to One Interviews with library staff**

### **9.5.1 Interview with HOS01**

**REDACTED**

10<sup>th</sup> August 2011

**Tell me about the job that you do, including your job title and how long you have worked for ER**

I've worked for ER since [19]96. Current job title is Head of Education Services (Culture, Sport and Continuing Education). It's morphed from Head of Cultural Services, Head of Culture and Sport, Head of Education Services (Culture and Sport) and now into its current form.

**What do you enjoy most about your job?**

Ah, dear...I suppose the variety, the challenge, the sort of sense of, if you don't make a difference, you shouldn't be doing it. I've enjoyed coming into education, somewhat to my surprise. There's been a lot of learning attached to that and a lot of good people to work with. And a lot of stimulation from that. Fundamentally, it's trying to make a difference.

**What's the most challenging aspect of your job?**

Staying sane [laughs]. Suppose...part of it's the multi-tasking. The remits are getting wider and wider. You probably know less and less about individual items and you're looking through other people more. There's the expectation that you are still going to have a handle on things and that you can respond across a very wide range of issues. With some degree of sense attached.

**What does the term 'social value' mean to you?**

[laughs] [pause] I think it means what benefit the community derives from these services...fundamentally, I think that services don't exist for themselves, services exist to deliver and so the social value is what net gain does the community get from these services.

Do you believe that the library service helps to deliver social value?

I think it does. I think it's very easy for us to talk it down. But fundamentally I think that it does.

**Do you think there is evidence to support the claim that your library service delivers social value?**

I think there is limited hard evidence. There are a lot of anecdotes, there's a lot of beliefs. I think at the moment there are lots of stories that would support it. In terms of quantitative evidence I'm not sure. People talk about...we did a presentation to elected members with quotes from people about what it did for their children, what it did for their employment prospects, how it had helped their care. So, there are a lot of individual stories out there. Some which we can capture, I think we [pause] there's not a coherent body or audit.

**Can you briefly tell me how ER library service is evaluated?**

[pause]. I mean, there are a number of things. Corporately, let's start again. We've got the SPIs, which are of limited value. They form part of our outcome delivery plan. Every department has a copy of the outcome plan, which is pretty much just a list of quantified targets which are fitted into the Single Outcome Agreement. Part of those as the SPIs which for libraries, visits, have some relevance but SPIs tell far less than the whole story. We will have commitments within the Outcome Delivery Plan. There's been a continuing challenge throughout the whole of culture and sports to get significant recognition from the Single Outcome Delivery Plan. But there are other things for membership, children's membership targets, visits targets and particular projects which fit against the Single Outcome Agreements outcomes. So, at a corporate level, that is pretty much it. Those will be discussed with senior management and six monthly with the Chief Executive. Everything goes on to Covalent, which is a performance management package. It's doesn't analyse, it just records and holds. It is a performance management system which will do you traffic light systems, for example...'this task is due for completion by...' we have done this...it captures all of the performance reporting into one place. It doesn't so much do...it won't analyse trends for you. More internally, libraries are using the PLQIM. They had validated self assessment last year...about the impact on the community...we have internal reporting...the libraries manager [Claire Scott] and myself discuss these.

**Do you feel that the contribution of libraries can be overlooked?**

I think when you're seeing it in terms of Future Libraries [Report] [pause] it seems very hard to believe that ten years ago we had the People's Network; a really powerful vision for libraries. 90% of that seems to have vanished in recent documents so I think there is still the

perception that libraries are about lending books [only] and they're not about social value. And [pause] so I think for that reason it is actually hard to capture. I mean, we had budget discussions, you know, at one point; budget for libraries was extremely bleak. And there were questions about going back to core library services. And debates about 'what are you meaning by core library service' and the perception of core library services is book learning. So, there's a lot of work that being done, still to work out what a library service is for.

### **Can you describe the relationship between ER libraries and other council departments?**

It is, on the whole, pretty good. The library service has got credibility and there's a belief that if the library service says they'll do it, then they'll go out and do it. They are well regarded within education, both for what they can deliver and for management competence. So, yes, they're regarded as being managerially competent, which is no bad thing. They are increasingly...one of the things they've been doing recently since Education shifted the agenda of not just libraries, but of arts and other areas are more towards children and young people. Not that it wasn't there previous...but it's pushed it even further up the agenda I think. So, the location of education has shifted its (ER library service) priorities slightly. A lot of work is being done in schools. A lot of work being looked at in terms of how do we support CfE. Bearing in mind that we also run the school library service, so we're looking at how we can continue and how we can pull together; PUBLIC-SCHOOLS-LIBRARIES to get a much more coherent vision. We work well with CHCP. We're looking at 'what is the role of libraries, particularly the four main libraries as community hubs. There's a lot of partnership discussion going on. We're talking to CHCP, on both a service delivery level about how they deliver care and about how responsibility is shifted back onto the individual and their carer, which means that the information role, the access to information is critical to that. So there's been early discussions, similar to what's been done down south...with, for example, the Society of Chief Librarians on some of those issues. We're also having very tentative discussions with them [CHCP] about Shared Assets, taking some of their clinics and so on. So if we do that, then Clarkston for example, there might be scope for collocation between health and libraries there. Economic development [department] again, you can picture these levels, there's an information role there, for example, libraries are now doing hearing aid tests, not doing...they're providing an opportunity, a facility for hearing aid tests, things like that. Economic development, there's an information role there, again, in terms of how we can contribute to regeneration. There's a discussion going on, on the back of Barrhead college about the possibility of moving wholly or partly, the library into the sports centre for

combined footfall, for the possibility of at least part funding. So, there is a lot of credibility, there's a lot of joint working, there's a lot of challenge, finding time to do it at the moment. And I think....um...management resources have shrunk over the piece but the amount of corporate tasks has grown. So finding the time to do that sort of networking is challenging.

**Is there a plan in place to evaluate the impact of the library in all of this?**

[Pause] No. The college timescale is still pretty fluid. It should have been in place originally next year but most recent date is 2014 and that's looking challenging. But it's something that we will look at, but we haven't got there at all.

A lot of what you'll find is that there are tasks within the single outcome delivery plan which are other people's tasks which we make a contribution to. But they [other departments], in part it's a product of the budget situation where people are very keen to claim credit to hang on to budgets, but no, it's a valid point. I think a general point is that we are probably struggling to evaluate what we want because of these resource pressures. That meant we have been talking a lot about how we need to improve our self evaluation, our performance management, not just in libraries but across the whole basket of services and we're struggling to do that. It gets very easy just to focus on the instant operational stuff and not create the space to step back. I think, in terms of for me it's one of the key problems, key challenges to be able to evaluate, to step back. And that is getting harder and harder.

**How would you feel about implementing a Social Return on Investment Study?**

We don't have the skills in-house so we'd have to....I think the only caveat is that anything...we've just done something similar with the ESL [English as a Second Language] team. They got a grant to do a piece of evaluation showing the notional return on ESL work. We query some of the assumptions but even with that. It's still a very healthy return. We're taking that to the educational committee next meeting just to try to demonstrate the value. It's going to be quite hard to communicate that. What I'm trying to say is that if you're doing that, the value in doing something like that comes when you get to show it to other people. It's not an internal value. If you're doing that it has to be couched in a way that other people are going to understand it and that it has to reflect that [Single Outcome Agreement]. I think it's very easy to do that stuff and look at it and give yourself a pat on the back and move on so I think advocacy is a huge issue. To be able to show value. Anything that shows value like that in an intelligent way that

fits other people's agendas is powerful, so I think, yes, in principle, but we'd need to be careful; what good is another report, sitting on the shelf gathering dust? why are we doing it? Who are we aiming it at? Rather than just going off and doing it and saying 'aren't we good'. We have a very numerical performance management culture here...how do we do that? How will we use that data? Who will present it?

### **Do you think that libraries are a vital resource for ER council?**

Yes....There was a series of posts on the JISC website and it was about the council putting on firewalls etc...on one side we have librarians saying we want information to be as open to all as possible and you have the council saying they don't want to be at risk...but the tone of the librarians comments about their employers was such that I'm not surprised they're being shut [libraries]. If that's how librarians interact with their employing agency, I'm not surprised we've got problems. The tone was that 'there were philistines at the gates', stuff like that. It was very dismissive of anything corporate, which might have been justified but certainly wasn't corporate. Librarians need to be very clear that the comments they make are not just librarian's act of faith but that they have some justification, some evidence, and are tying into what people want to hear. You can be self righteous but it's not going to get you anywhere.

### **Do you believe that ER libraries are worthy of ongoing investment?**

I think they have to be. I think if we don't succeed in getting investment we are going to die a very long, slow, natural death. I think it's more about 'why would you invest', 'what's the vision', 'what do you think that libraries are for'. And I think the investment has to come from that. In ER politicians think the libraries are wonderful...you know, they're really nice, they do nice things, give them lots of nice photographs. But it's true, but that does not necessarily translate into budget decisions as they're [libraries] seen as warm and cuddly and not always seen as core service. Which I understand, no-one is going to die because we don't have a well resourced library. If you get your care provision wrong or your social work provision wrong somebody is [going to die]. But there's still the need to say 'this is what you get from your library and this is what you're going to miss if you don't resource them. It's getting, I think there is a national Scottish and UK role on advocacy as part of that because I think it can be very hard...we can network, we can ...it's going to be very hard to do at a local level and I think SLIC's Love Libraries campaign was a complete waste of time. Yes, it was the 'highly



successful love libraries campaign' I saw linked to and I was thinking 'really'? God, you're missing the point. Anyway...

**What do you think is the Chief Executive's perception on ER library service?**

[pause] [pause] [long pause]. Claire and I took her around some of the sites and Barrhead was [very busy]. You had everything from pre-school to older people on PCs. I could have wept for happiness because everywhere was like that. The whole place was being used. Chief Executive was surprised. So I think there is, again, the idea that libraries are a good thing but I don't think that this is translating into a generally supportive attitude. It's something we have to work on. And trust me, it's difficult. Saying that, she is supportive of the possible developments at Giffnock, for example, so... [pause] but again I don't think we're the only service having issues with the Chief Executive. I don't think libraries are unique in the challenges that they are facing. Most of the softer services, most of the services that people choose to use rather than have to use are facing very similar challenges. Libraries seem to be more under the spotlight at the moment at a national level.

**Do you think there is a perception that libraries cost the Council money?**

No, I don't think so. The Chief Executive has a very strong focus on subsidy. There will be a hard look at costs per visit in the same way that there will be a look at the cost of a bum on the seat at the theatre and the cost of a swim. Anything costing is an issue. The cost of all services is an issue. But I don't think that at a political or a departmental management level I think it's an issue for...where you've got your subsidy for libraries is 90% a visit and that is going to be seen as an issue. [pause]. So, part of the libraries strategy [due in Autumn] there's a....anything contentious will not see the light of day until after next May [after the elections]. So it's whether there will be proposals within that for asset management, possible collocation, stuff like that, so it's not clear if we'll be told to go away and do it again...I'm not certain. But part of the target for the strategy is that we need to reduce the cost per visit through the hub approach and to reduce our staff costs. We will not save that much. A small library does not cost that much to run. That's why they're still open. The cost of closing is disproportionate in terms of the fallout from closure. So, yeah there is going to be a focus within libraries that you need to bring your unit costs down, both as a genuine financial cost; and to tackle some of these perceptions. So we're looking at a 20-30% reduction in the cost per visit by driving visits up and pulling costs

down. Cost at the moment is £4 per visit and I'm trying to get it down to £3 per visit. So it will still be heavily subsidised but it will be less heavily subsidised.

**Do you think that libraries could do more to help the council to reach its social and economic objectives?**

I think it absolutely could. I think again if we get the hub role right that will be, that will show that libraries make a contribution. We need to work more with the Community Engagement team. Discuss with them; how can we help you? How can we support you? How can we use libraries as a means of reaching communities? We've had discussions with CHCP. We've had discussions with REDACTED [Economic Development] about giving access to employment information. Critically, how we support particularly P5s. The corporate objective is to give people the best possible start in life. And we talked about how we can support preschool education, how we can support education more widely. Part of the hub role will be about enhancing our role as information officer; to use libraries to address corporate concerns and demonstrate value for tactical reasons. Nobody is balking at the idea of the library as a hub...but you sit at a meeting and people agree with you but I'm not sure that two weeks later that thought is still in their head. We have a lot of work to do. We have to focus a lot of staff time. We want people who visit to stay longer because there's so much going on in the buildings.

**How do you feel about opening up your libraries [Giffnock] to commercial influence?**

Okay, I've read your paper [laughs]. I think Wholefoods clearly want to position themselves in the Giffnock area. They're also trying to buy customer loyalty through community support. They're not going to give the council £50K just because they're nice people. They have to get some benefit out of it. It suits their brand. They're Wholefoods and the sort of values of their brand...does it compromise what libraries are trying to do? I don't think it does. If we were putting up a sign saying 'Use Wholefoods, don't use Morrisons' that might be quite challenging but we're not. I think, I understand the issue about the library as a trusted brand. I'm not sure how prevalent it is in people's minds. I'm not sure that the majority of your customers would care that much about it. I mean, would I have a problem putting up an advert on the back of a library ticket? I'm not sure. I suspect if someone gave me enough money for doing so I probably would. I might think long and hard about it but if someone says, it's £30k into the book fund...[pause] I would give it serious thought. Would I put a library into Waitrose? Yes, I think I would, for the sake of the footfall. There have been discussions...should we approach the

supermarket [in Barrhead] to put the library there? Yeah, you maybe compromise some of your values or some perceptions but you get a hell of a lot of people through the door. Your costs are much lower. It's very hard to hold on to perilous principles. I've given up long since. I could afford to be idealistic 4 or 5 years ago, but now? Its how do we survive? We do recognise that we do lose sight of the social objectives but...we've been told by another Council [one that's now a Trust] to forget the social outcomes and go chase the money. Well, that's not what we're about [in ER]. If that's what we are about we might as well pack up and walk out the door. I think it's harder and harder to get clarity and to stay hooked on the objectives and you become more and more pragmatic.

**Do you feel optimistic about the future of ER library service?**

Yes, yes I do...it has a very good track record; it has a lot of credibility. As you know it has come an exceedingly long way over the last 12 years or so. Moving on from that is going to be challenging. There is a danger that we will have plateau. We have a 'Now what' question. In terms of increasingly shrinking budgets...so yeah, if we get it right, if we work hard in the right areas and we translate much of the goodwill feeling into action...they will not stay as they are now, that's impossible. Co-location, different opening hours, self service...so yes, I'm optimistic but it's going to be bloody hard work. I think being in education helps rather than hinders the process. There are a lot of positives coming through. Not something I would have predicted, but the move to education will be a good thing.

**9.5.2 Interview with LM01**

REDACTED

7th September 2011

**Tell me about the job that you do including your job title**

Okay my job title is Barrhead Library Supervisor and in total I've worked for the Council for 36 years. So I've worked for Case Study B since we amalgamated with Renfrewshire district, which is twenty years ago, something like that. So, in total 36 years in the library. Customer satisfaction is what I enjoy most. Especially when somebody comes into the library and they're

leaving satisfied. That's the biggest bit of our job, for all of us. And making sure that the staff all gets on with each other and that there's not any problems in that way. If there are any problems between staff one of my jobs is to make sure that it goes no further and to make sure that I solve that problem. And probably being in charge of the library as well, making sure that it's run properly.

### **Describe your relationship with Senior Management**

We did have a few problems to begin with because we felt that they weren't very approachable but you have to get through these problems by talking and now I really do think that we have a good working relationship and I think they're approachable, more so now than in the beginning. I wouldn't think twice about calling up REDACTED or Claire to tell them I have a problem. Probably because it's not in my nature to sit back. If I had a problem that I couldn't solve myself I'd go straight to REDACTED and Claire.

### **Do you feel that you are kept informed about everything that is happening with the Library Service?**

I have to be because of the situation I'm in now with our HQ moving and with us [the library] moving out [of this building] as well I need to be kept informed. And if I wasn't kept informed I wouldn't be too pleased about it.

### **Tell me a bit about the types of users that you see in the library on a daily basis...**

A lot of our users are unemployed, pensioners, children and small babies with their mothers. The unemployed are in to use the computers and they can sit on them from morning to night. Which can be off putting because a lot of them are under the influence of drugs and/or alcohol and this can cause disruption in the library. And it can be quite off putting when members of the public come in to use the library and they're [unemployed under the influence of drugs/alcohol] are all gathered outside for a cigarette. But we've had a lot of problems in Barrhead Library and now it's under control. Although we have a management rule that we must go by we sometimes have to use our own rules. And that's something that we do sometimes at Barrhead which maybe I shouldn't be saying but we have to do it in Barrhead because it works. I've got my own rule that if there's an ongoing problem I ban them [disruptive users]. The Council don't like to ban anyone but you've got to consider the situation. They think that what I say goes. And that's why this library works the way that it does. And if it didn't work like that then this library wouldn't

300

be in the position that it's in just now because as I say, they [unemployed under the influence of drugs/alcohol] have been known to do drug deals in here as well. But if I find that out I put them out. And six years ago a pregnant girl was on the computer and another girl came in and pulled her by the hair and then this guy came in and pulled her off her and another guy came in and stabbed the guy with a Stanley knife, in front of the staff. And there was a situation where somebody had been taking something in the toilets [drugs] and we have found needles out the back [of the library]. But they do come in, they [unemployed under the influence of drugs/alcohol] go out to get their methadone then they come back in again. The only thing I'd say is that we've got this place down to a fine art now. We take nothing from them, we don't have any toilet facilities, they're not allowed to eat, drink, leave their computer unattended. If they do they are off the computer.

**What would you say your users gain from visiting the library?**

Well, one of the things they do get is meeting other people, being able to socialise with other people. Some people don't speak to anyone else and the only people they speak to is us [the staff]. So, as well as getting the facilities, which are all free, you know the computers, the books, things like that...but I would say most of it, for the older people, many of them would go all day without seeing anybody else until they go into the library. This is not just a library, this is a community library and I have to stress that a lot. We've got people coming in here who come in with forms from places [job centres etc] and they haven't a clue what to do. We've got to spend time with our customers. We can't just have people coming in and we're saying to them, right, there's you're books, here you go. We've got to spend time with them. And through the Adult Literacy and through the IT courses people can improve their lives, learn basics, and learn ECDL. They can start from scratch, people who've never read before. Like today, this morning, there was an adult literacy class on for people with special needs and that gives them the opportunity to read and write. And we've referred people to adult literacy ourselves because we can see they're having trouble with reading and writing so we ask them if they want us to refer them so we refer them [to Adult Literacy]. The other thing we do is on a Thursday morning we have a CV workshop and people come into the library to do their CVs. And we had to make that happen ourselves because over and above what was happening in here we had people coming in saying they'd been sent by the job centre they'd told them we [the library staff] would show them how to make a CV. Now, we didn't have the staff to do that. So the last 'situation' we had in this library, well, it was pretty bad so we decided to put it to management the things that would help us in the library and one of them was closing the toilet and one of them was, can we get a

301

workshop to help people with their CVs. And now the job centre send them up on a Thursday morning and sometimes they can have eighteen or nineteen people so it can get very, very busy. And hopefully it will get kept on.

You couldn't do away with the books though, definitely not, but this library is definitely a meeting place, it is a community library. If somebody is stuck with anything they can come here and they can get the answer. Nobody leaves here without the answer. Or if we can't give them the answer we will get them the answer. Nobody leaves this library unsatisfied. And I will stress that. That's one thing we make sure of. You will very rarely get a complaint form in Barrhead Library, it's mostly praise we get.

**How do you evaluate the impact of your library?**

I am aware of the objectives that I am working towards but at the same time I think they [senior management] do forget that this is a community library. We have to meet the objectives, there's no getting away from it. We all have to meet the objectives but I meet them maybe in a wee bit of a different way from any other library. And I don't think our work is overlooked. I think they realise the work that I'm doing but I'm not out to get praise. I'm out here to make a wage and to do my job and my job is entirely different from any other library supervisor and they know that.

**Do you think that the objectives you work towards are relevant?**

[pauses]. Well, monthly reports, all that, you know, nowadays, it's all statistics and nowadays it shouldn't be all statistics. I would like to be one of the supervisors that are sitting through the back in their offices, spending my whole time doing statistics but I'm not, I'm a people person. Don't get me wrong, they will get done but my main priority is the public. And yes I know that they [senior management] have targets that they've got to meet and I know we [library staff] have to make sure they meet those targets or get back to them to let them know why we didn't meet the target but at the same time my main priority is the customers that come through that door, not the statistics.

**Do you work towards the Single Outcome Agreement?**

No.

**Do you feel valued?**

I feel valued by the people that come through the door. 100% I'm valued. I'm definitely valued; I'm talking about from your druggies to your older people. To me they [senior management] can

have as many statistics as they want but if you've got the public on your side, that's the main thing. Doesn't matter how many statistics you do.

We had one boy that came into the library, now the boy had never worked, he was 22, he couldn't read or write and I put him forward for Adult Literacy and now he has ended up getting a job and getting on a plane to Australia, he had never flown before. I wouldn't say [the library] is stopping crimes. I mean, while they're in here they're not committing crimes so that's good. I would say it [the library] was more a place that they [users] can come to meet people, to have a conversation and know that we're there and know that they can come to us before they go to anyone else. I would say that out of all the libraries in Case Study B we're the friendliest, the most approachable. They [users] can come in and tell us their problems – you wouldn't believe the amount of problems I've had to solve for people. Now, a library is always known for its books but this library is a community library. Right, they're talking about introducing hubs into libraries and I'm all for it. The reason being, that I already think that Barrhead Library is already a hub and that's my opinion. We work well with the Adult Literacy and right now we bring in other Council Services, like *Hear to Help* on a Friday. We've got two volunteers that come in here to check user's hearing aids and give out new batteries. And this is mostly older people and it saves them having to go away into Paisley. They're queuing out the door. It started as once a month, now it's twice a month. We also work in partnership with Munmun for her relaxation classes. We refer people to Munmun if they come to us and they say they're stressed or they don't know how to cope, we refer them to Munmun. They can meet other people that are in the same predicament as they are. It's very much an information centre as well, this library. And another thing that's really really popular here is local history. The microfilm and the local history books are very popular. And we helped the group to publish their books. The last one of Old Barrhead, we sold over 2,000 copies of that for them. And we make £2 off of every book. And we get a lot of visitors from all over the world, Australia, Canada, South Africa. They come in because their family is from the Barrhead area and they want to trace them or they want to find out about their graves and me and Anne Marie [another member of staff], coming from Barrhead means we have local knowledge so we can help.

**What does 'social value' mean to you?**

That's a big thing. Probably the people that are coming in and the value that they're getting from the library. And Barrhead library provides social value 110%. For example I've had somebody come in who said that they're getting put out of their house and they're asking us if we can help

in any way. So we set them off in the right direction or do it for them. We go beyond our job description. And maybe that's wrong and maybe we shouldn't but we do it just about every single day of the week. And that's the way we've always done it and that's the way I'll continue to do it. But if somebody came in and told me they were being hurt or if I thought a child was coming in here and sitting on their own for hours I'd phone social services. One of the things in this job it's not your brains, it's common sense. You have to think about what you're doing. We work well with the community and with the Community Council. I'm on the Gala Committee. I do things like that.

But people prefer to come to us for advice because people know us and we don't stand behind a desk with a screen up in front of us. We're out in the body of the library so they can approach us. And they're used to our faces. They've seen us here for years. They can approach us. They know us by our first names. And sometimes when people come to us we have to figure out exactly what it is they need help with because sometimes they don't even know themselves. And sometimes we can refer them to NHS 24 or to Munmun.

Our computers are a lifeline but there are a lot of people that couldn't do without their books. Some people have computers in their own home but a lot of these people come here to meet other people – they can't do that at home. They come here to speak to someone. 99% of our users are regulars and when they come in for the same things usually. If they like books, they borrow books, if they like computers, they use computers. They don't often change. But then again sometimes they'll come in looking for help to get their passports and driver's license. A lot will ask you questions all the time and are looking for you to solve their problems. I've got a family that come in just now and it's two former drug addicts and their daughter and they won some money so they wanted to go on holiday and I had to just about do everything including dressing them for this holiday because they didn't know what to do. And that's job satisfaction.

A move to a hub will be a good thing. It will be a bigger change for the customers than for us because we'll be moving and a lot of these people can only deal with one thing, they can only function with things they're used to and there's going to be changes. And we're changing the place where they like to go, the place where they feel safe, and the place where they go to get the answers. It's going to take a long while for them to be able to get trust again. I mean we have said to them that it's happening and we've told them, we're not going to be any different; we'll still be the same, so whether it's to a hub or to another library. But we don't know when we're



moving. We might be moving into the sports centre, we just don't know. And if there are not as many books we might lose some members. But I think the people that use computers will be fine. But I don't see how sports centre staff could do our job and I know nothing about sports centres. There would need to be some training but I just don't see it working. I mean, this is years of experience I'm talking about here. Even the girls in the library that have been here for years have still got questions for me every day. Sports centre staff couldn't answer these questions.

If the library goes into the new college, then great. It's a fantastic thing because it will give the people of Barrhead somewhere to improve their lives and if the library was there it would be a great thing.

### **9.5.3 Interview with CO01**

REDACTED

Tuesday 16<sup>th</sup> August 2011

#### **Tell me about the job that you do including your job title**

Alright, my job title is CO01 and my job, if I can describe my job, it's the whole world [laughs]. It's mainly providing information regarding health and wellbeing and it's up to me how we provide this information. It could be one to one, in a group, or seminar, or through e-mail, over the phone. I would say that I am so lucky that I am based in a library since 2003 and the library is such a place that when you come through the door nobody can find out why you are here. There is no stigma attached. And nobody will judge you for why you are here. So people come to see me from variety of reasons, it could be personal health; it could be family, children, sometimes people come to say that my marriage is falling apart. Of course, I'm not a marriage counsellor but I have to find out how I can help this person. By helping that person, giving some information, okay we can do this, we can do that. For example, we have set up a relaxation class which can help people to relax, calm down and learn some skills to relax themselves. When they come to the class they learn these skills, these techniques of breathing and getting some resources from these classes. Every week I prepare some resources for these classes for them so that they

305

can take them home to practice at home because they are here only once a week for two hours but the other days they are at home so I provide CDs and books we have here in the library. They borrow these books for three weeks at a time. You can borrow up to sixteen books each but of course they don't borrow sixteen. Because, you see, my clients they come with lots of, it's not only health issues, its mental health and well being you know? Emotional wellbeing, so it's not possible for them to read sixteen books in three weeks time so but yes, those books, the issues have gone up since we started these relaxation classes and therapy classes and on to one counselling that I do with them. It's not just Barrhead library. I have also set up an older persons well being class in Nielston Library. And that is going on since 2008. The eldest one is 97 at the moment and he enjoys coming. And what I do every six months I try to get something back from the clients. I get feedback from them, sometimes verbal, sometimes written and the feedbacks are so sort of ah..."I've learned something". And it's rewarding when they say "when I come to this class I look forward to come to this class or group and some of them express their loneliness, especially in the Nielston group, express that they don't have anywhere to go for socialising so coming to that older persons well being class they find that it's not only them, there are other people in the community and coming there, learning something, having a good time. And time to time I organise guest speakers for the groups. Like energy talks. I get people who come to tell them how to save money with their energy bills. And this is a huge thing for them. Sometimes they get free energy bulbs. I invited *Scottish Power* to talk and after the talk they went to people's houses to check the boilers and if there is anything wrong with the heating they will fix it. So after that presentation, nine people filled in a form requesting a home visit and *Scottish Power* visited their houses and two ladies now have new boilers. And they have been trying for long time to get this through other ways but people don't want to help them or listen to them. And I got a nice letter after that saying how great they feel, how comfortable is their house and it is really, really rewarding.

How long have you worked at ERC?

Since 2003, so 8 years.

**What do you enjoy most about your job?**

Meeting people (laughs)...and if, any way I can do something for them. Any way I can help health and well-being wise. If I can help, if I can support, if I can give people information. And through these relaxation classes, this is very rewarding. There is no age barrier for relaxation and therapy classes and most of my relaxation and healthy clients that come here they get referred by

their GP or their private care health team, their psychiatrist, other agencies such as the, Substance Misuse Team, RAMH, and also Women's Aid. Relaxation classes are absolutely free. For the therapy classes I charge £7 for each treatment and they get half an hour treatment by one of our professional therapists. And in 2008 I also did the Diploma in Therapeutic Treatment so sometimes if the therapist is not available I do it. [take the class]. Because my background is in psychology I use a lot of psychological therapy through my relaxation classes, group sessions and one to one sessions. And the other thing I started doing since 2008 that I try to relate the health issues with the food. So, how we can change our eating habits and improve our health and it's been working. It's called *Good Mood Food*. There are certain food that will uplift your food and certain food make you feel sluggish. If you have a plate of colourful fruit or salad or vegetables and have a plate full of chips and gravy, which one will be more attractive? See the colour. I have done a few courses about good mood food and Amanda Geary is researcher of *Good Mood Food* and she has given me authority, she has written a nice poem about good mood food and every year when we have mental health open day she gave me permission to use this poem. So, more people are learning and when I get the feedback after my mental health event in October it is amazing how people are learning just by seeing and tasting. So this is something that is working a lot.

### **Describe your relationship with the library service**

Last year I was pushed to the Adult and Family Learning Team which is under the same umbrella as the Library and Information Team – the Education Department. So, I am still working with libraries but I am managed by the Adult and Family Learning team. They wanted me to move out of libraries to be with the Adult and Family Learning Team at St John's school but I said I need to be based with libraries because that is where my customers are. So I was based at Barrhead library. I also have four information points – Barrhead, Nielston, Thornliebank and Giffnock. And the *Healthy Reading* schemes books are at all of the libraries. I am flexible. I can go to any of the other libraries. Sometimes some of the work I do means I am based at a different library for a while. For example, last year, I did the *Food Festival* so I was based at Giffnock Library and during 2.5 hours we had 257 people through the door and that was fantastic. And again, the support from the library staff, support from the IT department – that support is never ending and I am really, really grateful that I am with the library. But we are moving soon. [The library HQ is being moved from offices in the Barrhead Library building to the Council buildings in Barrhead].

### **What does the term 'social value' mean to you?**

Social value [pause]. My sessions provide social value for the library service. No doubt about it. I had a young gentleman and he served with the Navy. And he was off work because he was struggling to sleep. He was working with the Barrhead Health Centre with their Primary Care Mental Health Team. And he was of course on medication and he was sent to our relaxation class. And he was with us about ten weeks. And then after six weeks he had another medical team review. He had to go to Southampton where the naval base is and they assess him and he tells us he is now fit, he is fantastic and he is going back to sea. But he is sending me texts from sea to say he had been feeling really bad but he had been practising his breathing exercises and now he is okay again.

And another gentleman he came about two years ago. He was very, very, very shy middle aged man and he used to sit quietly and hardly talk and after a few months he started opening up because the relaxation group we have it's very informal and at the same time they are learning. So, he started opening up, started talking, started taking part in conversation and then one day I asked "what do you like to do?" and he said "I love riddles". So I say, "Okay, from next week you bring us one riddle". So he started bringing us riddles every time we finish our session for a few weeks and that gives him huge confidence to talk in a small group. And then I send him to other services within our council for a job, for employability, because that is not my area. So I sent him to a place called "Brighter Future" through Renfrewshire Association for Mental Health (RAMH) so he was there. But he keeps coming [to class]. Then he got a job for two weeks at Glasgow Airport as a Winter Assistant and two weeks became two months and now he is now almost permanent. He is on call and anytime they can call him. On the weeks when he doesn't have to work late shift on Monday nights he comes here [to class] on Tuesday mornings. And once I was at Glasgow Airport and I heard this little voice say "Hell Munmun" and I looked around and I say "Hello Dermot" [the man from the class] and he gave me big hug so he said "Munmum I don't know how to thank you". He is now really enjoying his job and he is doing a fantastic job. And these are some of the examples of how [the class] helps with social life.

There are so many of them [attendees] coming here and then they are going back [to the workforce] and sending us a nice letter or card and it is so rewarding that the services that we are providing through library and information services...it's not just that people come to issue a book, it's [the library] people's whole life. So it's really rewarding and sometimes people make me

really cry when people come and tell me what is happening with them. And some of the attendees from the Clarkston class join the Heritage Project and are doing voluntary works, [some] go to the charity shops to do voluntary work and we always provide a reference. We also work with the Royal Alexander Hospital and provide them with some resources. Breast cancer resources, and they use our resources to provide training for their student nurses and we also get student nurses in our relaxation classes as their university course input. Almost every month one or two nurses come for the practical side of their uni course.

Is it important that you deliver your classes in a library?

I prefer to continue providing my classes from the library because I find, with the library there is no stigma attached and no-one can judge why you are here and even if people say they are coming to see Mummun they could be coming for a variety of reasons, not only for the relaxation classes or to deal with emotional issues. So if the class is somewhere else in the community people might know why people are going there but when they come through the doors of the library no-one know why they are here. Of course, we have confidentiality in our class. What we discuss here, you wouldn't believe how people open up and share their personal issues and when they give me feedback they say "I didn't know when I got through the door how I was going to share with others then 6-8 weeks in, they realise they are not the only ones. That there are other like them. And we all have emotional issues; none of us can deny that we don't have emotional issues. Whether they are small or big, we all have them. And our Clarkston meeting is getting bigger and bigger. And the feedback I get, from one Asian lady is "you know Mummun, don't just think that because in front of my house there are three Mercedes parked doesn't mean that I don't have any mental health issues". So, there are things everywhere. But it is difficult to convince affluent areas people to come to this group. But friends bring friends, friends bring neighbours, mothers bring daughters. It's like, whatever they learn they take back and they share all of the information. And it's not just the emotional side, in my classes I also talk about healthy eating and exercises, socialising, how we can expand your social skills, and also we have fun time. Every three to four months we shorten our class and we have a fun time. I get everyone to bring some healthy food, like we have been talking about. And if they can't make it they can buy something that they think is good for their health. Sometimes I provide all the food. Some fruit salad, some couscous. And one lady she gave me feedback about how she improved her whole house. It's not only that she is getting help from our relaxation classes or our therapy classes, it's her whole family. She changed the scenario of eating habits within the family for her husband,

for her children and also they gain confidence about cooking. There was one woman, Morag and she was at a class where I presented fruit salad in transparent cups so she could see the colourfulness of the fruit. And she copied me and brought along some fruit for the class. So all of these tips I have been giving them, that they can cook, that they can put food in a box, you can freeze food, you don't have to cook every day. And also I give hygiene tips because I think in the whole library I am the one with Hygiene certification. So I give hygiene tips, budget shopping tips. So when people come to the relaxation classes it's not only that they are learning to relax and breathe properly, it's their whole life that we are helping – their health and well being is affected by social side, emotional side, your physical side. So if you eat healthily you will feel good and if you feel good you will be motivated to go for exercise or socialisation. And I can see the impact of these sessions or open day or seminar. And the support I get from them is tremendous.

Every year I help to raise money for breast cancer and I need community support for this. It happens every year in Barrhead Library and last year one of my relaxation classes, a very young girl, she had leukaemia when she was thirteen and the ward she was in was a children's ward and only she survives, the rest of them died and since then she had this guilt of *why me?* Why did the rest of them die and not me? So that guilt was there but luckily she has a good partner and she married. But because of the leukaemia she has to walk with support. And she used to come to my relaxation class and last year she heard about the charity work and she come to me to say "Munmun I have small skills and I would like to contribute in anyway...I can make quilt". So I said okay and she made beautiful baby quilt and it's so good, so professional. And her mum also suffers from breast cancer so she made a nice painting. So they donate the quilt and the painting and that was displayed in Barrhead Library and we raised about £300 in two hours in one day for Breast Cancer. It is amazing. We were in *Barrhead News*. Then after that she still comes one to one because now she is expecting a baby. She has had to go through IVF treatment and she is like a guinea pig because of her previous leukaemia. And she said to me "I wouldn't have gone through IVF if I hadn't come to the relaxation class which gave me the confidence to go there [the IVF Clinic], to talk to someone to say "I want to try to have a baby". We went through the discussion since 2008 when she was told by her GP that she cannot have a baby because of all of her medication she has been taking since she was thirteen. But now she is having a baby in November. And I am looking forward to the day. So its people's social life, personal life...the impact [of the class] is huge.

### **How do you evaluate the impact of your classes?**

Questionnaires or their own writing is the only thing I have. When they fill in the forms at the start I have that too. But I never ask anyone because they have huge mental health issues and I never ask formal questions to them. It is all informal and it is all there, there, there (points to letters, postcards and notes she has received over the years from class participants). Sometimes I get a card or letter but I never highlight them. I know about three months ago they [the council] were looking for this information but because of the types of people and the nature of the class I never ask them [to evaluate].

### **How does your work contribute to the Council's Single Outcome Agreement?**

I can tell them [the council] about the feedback I get. I have forms for them to fill in at the start. I need to get personal information about health conditions and GP. And I need to store this information. But otherwise I don't ask for other information. I have a spreadsheet and my line manager is the only person that can see this information. And I keep the paperwork in a locked cabinet because it is confidential.

[Considering the value of the classes] I know where they [past participants] are now. They are learning something, they are doing uni course or they have gone to work. I know this. But I don't press for further information.

### **Do you feel under pressure to prove the value of your classes?**

We do have a true picture of impact. It is not just anecdotal. I have their true writing. And some of my clients I refer to other classes, such as IT or they go for other learning, like parenting skills and employability training. And some other services refer clients to do us. So that is evidence that people know about our impact as well.

### **Do you think that other departments use libraries enough?**

Well yes. Adult and Family Learning Team they are using our community room a lot, a lot! And IT uses other libraries for classes. Using the library is a valuable experience.

### **In your opinion how do other Council departments perceive libraries?**

I cannot speak for other departments but I do know that some staff in other departments are coming to my therapy classes so yes of course they know that something is going on in the

library. People tell each other about my classes and then they e-mail me to say I want come along too. So it is a self-referral.

Do you think that ERC value libraries enough?

I think so. In my view, yes, I think so.

**Do you think that libraries can help the Council to deliver social and economic objectives?**

Yes. When people come to my classes they see all of the other things happening in the library. When my classes are on, *Bookbug* is also happening. One of my clients ask “what is *bookbug*”? I tell them to ask at the library counter. And next session she brings her grandchildren along to Bookbug session. So, it’s not only that they come to the relaxation class; it’s not that narrow focus. It’s a wide focus...and the Healthpoint is used to promote other Council services and activities such as *Go Barrhead!* or *Shape Up!* If I think that any activities will benefit my clients I will promote it at my Healthpoints. When people come to the library they can see all of the other services the council provides and all of the other activities in Barrhead. There is also the plasma which people really do read. We know this because if there is one mistake [spelling error] we get people coming to tell us. [laughs].

**Are you optimistic about the future of Barrhead Libraries?**

Yes I am very optimistic. Sometimes though I think about my services I think people cannot ‘see’ the impact so easily. People can’t see into people’s mind or people’s inner body but I think if you want to ‘see’ you can ‘see’, if you don’t want to ‘see’ you can’t ‘see’. And because it is not highlighted...like pain, if it is bleeding you can see but if pain is inside you cannot see. And if people do not express we cannot see. [Talking about Education Services] Exam results are numbers so you can see straight away the impact. But these sorts of services [Talking about the Library Service] you cannot see straight away their impact and someone has to learn to appreciate, to value, these sorts of services and I hope the Council will appreciate what we are doing [in the library].

**3. Interview with HOS02**



Louise Pringle, HOS02

Case Study B Council HQ. Eastwood Park

14<sup>th</sup> September 2011

**Tell me about the job that you do, including your job title**

I am the *HOS02* and that means that I am responsible for *Customer First Service*, so the *Council Call Centres* and the face to face service centres and receptions. I'm also in charge of the *Public Service Excellence* Programme which is the Council's *Change and Transformation Programme* so that's about efficiency and trying to drive out savings and just make process work a bit better. And some of it is not about savings, some of it is about taking away the headaches of our customers. So, um, *Customer First, PSE, Policy*, which is the performance management side of things, *Best Value* um, planning, not the *Single Outcome Agreement* but the *SOA* is very closely tied into something called the *Outcome Delivery Plan* and that's our Council's representation of how we are going to deliver the *SOA*, so we're in charge of that. And also *Halls and Facilities*, so any of the community facilities and the out of hours use of schools I deal with as well. So, when we're speaking about the social value of libraries we have the same issues with halls. We've been asked to look at *Halls* on quite a business case version of things, so it's like, 'numbers in', 'how much does it cost us', 'how much do we charge people' etcetera. And the Business Model for *Halls* works for things like weddings and hiring them out for that, but, one of the points that the *Halls* manager would make is that there is a lot of services out there, delivering things through our halls, because they've got the space to deliver these services, that are contributing towards the delivery of the *SOA* outcomes. If they didn't have the halls...well, one example is elderly people who come to the halls for their lunch, well if we shut down a hall, those people won't be able to come to their lunch club and they could potentially be stuck in their homes, not seeing anybody, and not to sound too dramatic, but they could go into a decline and end up needing additional services from our *Community Health Care Partnership* so it's trying to track that back through, is really quite hard for us but it's something we're trying to do because there is a bit of pressure to shut halls and to make savings.

How long have you worked for Case Study B Council?

Since 2000, in different jobs. And it's because I've had so many different opportunities within the Council that have suited me [that I'm still here]. I think we've been lucky because we've had fairly consistent political management. So, we've had, the Leader of the Council has always been a Labour politician since I've been here, I think. So I think that leads to some sort of continuity running through things. There are certain things that wax and wane, come and go, depending on national government and what they're looking for. So it's changed a bit since the SNP got in at Holyrood and some of the *Audit* regimes have been cut back a wee bit. And there's more focus on the outcomes and I know that the SNP are starting to move much more into the outcomes because their 'thing' is about *Preventative Spending*, rather than us reacting to what's happening we're now focussing on preventative spend to save certain things happening in the first place. So actually it's going to be quite important for things like *Halls* and *Libraries* because if that's giving people a place to go and keeps them out of other services then that might come into that.

We have been doing a bit of work with REDACTED's [REDACTED] team on Business Cases for libraries going into community halls. And we've been looking at the easier ones where they're right next to each other. So, the one in Busby, that's an easy one for us. And we did look at one recently in one of the towns and thought about "would we shut the library and move them [the library] into the hall" but the problem we have is the Capital Receipt we'd get for the libraries. It's so low and didn't even cover the cost of 'floor loading' to deal with our books because we were going to put the books upstairs and we couldn't have afforded the floors for the money he [REDACTED] got from selling his whole premises plus the car park space.

**What do you enjoy most about your job?**

Um...probably the variety of the things that I get to handle and the fact that sometimes at the end of a big long process we actually do change things and we do make things better so I like having the opportunity to do that. I also really like the fact that my job is a corporate, a Council wide job and some people might say that gives me the opportunity to 'stick my nose in to everything' [laughs]. So, I think it's that kind of thing that you don't know what could land on your desk. I do have service responsibilities too but it's the corporate side that you don't really know what you can get involved in next, you know the variety.

Describe your relationship (if any) with Case Study B Library Service

I think mainly, right, going back, if you want to go back a wee bit in my career, before I had this job, um, kind of business improvement activity but it was more about having a *Continuous*

*Improvement Model* for services to go through so that's moved on to something called *How Good is Your Service*. And previously I designed *Best Value Models* so I would go out to services and run that with them, so probably my main involvement with the [libraries] was to sit with the libraries team and the community leisure team at the time and going through the questions to check that they were being compliant with certain things. So, that was my first thing and probably collating performance information off of them. You know basic stuff that *Audit Scotland* would require in terms of 'numbers through libraries', 'cost per library visit' and the 'percentage of the population that are borrowers for libraries'. But since this job came online it's been more about, well, my team still do all of that stuff, but for me personally it's about talking to REDACTED [REDACTED] about assets and staff, utilisation and how we can possibly do more on that. So, like the Busby stuff we have a library directly across from a community hall, so can we have a librarian in charge of a hall or a hall keeper in charge of the library; how can we run that? And the same applies for Uplawmoor where there's a hall up there and the library is in the hall. So REDACTED puts a librarian up there for a certain amount of hours a week and we're thinking, well, the hall is actually open a lot more than that so if you would go to self-service, can't our hall keeper just open that room and let people go in? So it's about trying to use our staff a bit better and give REDACTED a bit more exposure in terms of opening hours and the same applies to Netherlee [library]. We've got a library room in there and there are a lot of kids around there at the weekend. A lot of people bring their kids up there for football and we think maybe parents could be in the library whilst their kids are out doing stuff [football] but REDACTED doesn't have a librarian in there on a Saturday. So, that sort of thing really...and a wee bit on the asset side: 'So, if we were to close X could we move it into Y and how would that work?'

### **What is the general perception of libraries within your department?**

Libraries...um....they're really enthusiastic, particularly the managers. Staff in the libraries? Purely from personal experience because I've been going in more often recently, you see I haven't been a user of public libraries since I was a child but now that I have Erin [10 month old daughter] I'm back in using libraries and the staff have all been really helpful and quite polite and all the rest of it, so yes, the staff are amazing. But the managers have always been really, really enthusiastic about libraries and really quite, I'm going to use the term, although it might be a bit harsh, but 'pushy'...they've been a bit pushy about pushing libraries forward where they could otherwise become a service which could otherwise be forgotten about but they're always trying to develop them, link in other things, that sort of thing.

**Do you believe that libraries will play an integral role in helping the Council to achieve key objectives?**

It's a strange thing because the role of the Council is to do things for its community which wouldn't otherwise get done. There are a lot of things that the council does that wouldn't make sense if you were a business, you just wouldn't do them. So, whether a business would take over a library and do that...? I'm not really sure... I mean, a library, it gets people out, it gets people reading, there probably is a lot of value in libraries and I'm not sure that other providers would provide that. You could make an argument for example that the private sector should be running swimming pools or I'm trying to think what else...but I'm not sure that that would really apply to libraries, not sure you could get the libraries to do it. I'm sure there's Internet based services like '*Love Film*' and things that you can get things over the internet but I'm not sure you could really do that with books. But I don't think that model would really work either. It's a wee bit like *Halls and Facilities*, the amount of, the biggest grief we get about *Halls* is that community groups want them for free but we can't give everybody these things for free so we have to have a *Letting Policy* but if we only had things like private sector or churches or hotels and stuff for the communities to use they just couldn't afford to use them so there is a wider social value that these things provide. So it's how you can develop your own business model to be more 'business like', to cover your costs more but still deliver what you're doing for wider society. And there are a lot of things; if you had a blank sheet of paper and we were doing a lot of new builds we [Louise and REDACTED] could be doing things very differently. We used to talk about schools being used as wider community facilities and we do try to plan new schools to be a bit like that but sometimes, but despite trying to be we are not involved early enough in the planning stages of new builds to suggest adding spaces for libraries and community facilities. The Education Department's goal is to design a school that fits their needs and not necessarily to think about the wider community and what we're left to manage is a school, well we need to manage the out of hours use of it, and there's a lot of design points that don't make sense and it might have been better to be involved more from the start. As it stands we're working with existing assets, like listed buildings so we can't do everything we would like to do. Although we have tried to do this a little bit with Barrhead Health Centre and we still might have a library in there...

**What is your understanding of the term 'social value'?**

Um...I guess it's the added value to society that we can provide from these services. So, for us on the *Halls* side it's about providing community groups with space, giving people a space to come together, to get out of the house, to interact with others, all of that sort of thing, which helps them to progress their lives in some way. It's something that is really, really hard to measure. You know, if you look at the *Single Outcome Agreement* and we're supposed to be measuring outcomes and that's all very well but we're supposed to be measuring outcomes for a person in terms of what a library or a community hall has done for their life it is really, really hard to measure that final end point. It reminds me of a story I heard recently...there was someone that used to visit a café and it's the only thing they would do all day. They visited it to get out of the house basically, because they were lonely. Then they struck up a friendship with the owner of the café and ended up getting a job working in the café. It's that sort of thing [social value].

**Do you believe that there is evidence to support the claim that ER libraries deliver social value for Case Study B's communities?**

It's difficult because it's mostly anecdotal isn't it? And every time we try to do a business case for a *Hall* we have to remember the impact that a decision can have on the people using it and on other Council services. So, say we closed the lunch club, well there might be an impact on the *Community Health Care Partnership* further down the road and everybody goes "yeah, but prove that....can't we just give them somewhere else"? But if we shut Rhuallan House then the nearest place we have is Eastwood House and see for older people they won't actually make the physical leap across the park gates and walk up that driveway at night, even if they are driving, because it's a park. There's this real mental barrier about the place that they are used to and the space that they have. I mean, yes we can shift them on paper and the business case will look better but they probably won't use it [the new location]. And therefore we lose all of the wider social things. But it's really hard when you are being pressed in a business way to save money, it's just really hard to capture those stories, those anecdotes and measure this value. It's a really big challenge for us going forward: how do we measure these outcomes for the *Single Outcome Agreement*? What you'll find is that my services are not represented on the *SOA*, in fact I don't think that anything I do is represented on there. Because what we're called is 'support services' so nothing is in there. So our translation of it is to look at the *Outcome Delivery Plan* to see how we can fit into that. There's a bit at the back of the *SOA* that we built in because the *SOA* didn't allow a place in our organisation for services like mine and *Internal Audit* and *Accountancy* and *Committee Services*, and all of these things that make the Council work, to plan or to be accountable in any

way, so we built that one in as a place where we could house some objectives and that sort of gives us a way to recognise these services. But we have got a big shift coming and it 's the 21<sup>st</sup> September that the government will start to announce stuff about budgets for next year and this shift towards *Preventative Spend* and whether they can give us the guidance on a newer approach to *SOAs*. And I think it will be really important for us before we do the next *SOA* guidance and *ODP* guidance for our departments and I do know that our Director, Caroline [Innes] is very keen on how our own department can demonstrate preventative action.

There's a *Pyramid of Performance Management* for us [Case Study B Council]. The *SOA* sits at the top then you've got the *ODP*, which is the Council's translation of that and how they are going to deliver the *SOA*. Then what you should have is a layer of departmental information which is important to the Department and some of it might be important enough to pull through to reports that you do for Elected Members. And then there will be *Service Level* stuff which is really only important to Service Managers and their staff, it might not even get to their own Director. And then there's a bit in here [referring to diagram] about the Chief Executive's six monthly discussions. She has a performance meeting with each department six monthly and each *Management Team* have to go in with their performance data, do a presentation to her and you might want to take a wee case study of your service stuff into that presentation with you. So for us we're trying to make sure we have the *SOA* stuff and until we get new guidance, it is what it is and it will be alright. The *ODP* has far too much in it. I think it has 256 indicators just now and I think when we put reports up to Elected Members they're like "really, you're kidding us on". And there's also an overlap there between the *SOA* and the *ODP* so we're trying to say, well we'll only do one report that covers both of them so at least that takes away some of the overlap and each department has to put up their own report so that's potentially three times that they are hearing that same piece of data, so that takes away a third of that. And what we're working on with services, well it's not in my remit but what we're linked into is '*How Good is Our Service Model*' and what we found last time that our services went through that is that services didn't have a good layer of performance information at service level so we had a couple of key performance indicators that we had to do nationally. So, maybe we didn't have a good set of data ourselves that could tell the story, so basically, now, before anybody gets to enter into the next level of '*How Good is Our Service*' they're going to have to make sure that they have that layer of service information and for me, I think we're lacking on the Halls side because we're not able to the wider outcomes, the wider social value and so we do have to do some more work around that. It's about – what layer of that reporting hierarchy...what goes to whom...what do the Elected

318

Members need to see, what does the Chief Exec need to see, what does the Director need to see, what does your Head of Service need to see...and what might Operational Managers want to know on their own. So we have this system called *Covalent* which is a Performance Management IT system and the idea is if we get this right there will be one measure in *Covalent* and we could tag it for all of the other things that it is relevant to so that it could be pulled through for all of the different reports but you only need to update progress once. So, we're kind of getting there but there's still a wee bit of work to do at the Service Level. So, now we're going to cut back the *ODP* drastically, keeping 100 of the 256 indicators as *Strategic Indicators* that would get reported by the Council. And I think there are further cuts that could be made to this to further streamline it. There are a lot of services that are feeling it [drowning in performance management regimes], for them, they can't understand why they're being asked for the same bit of data again and again and again. So I think once they have their own *Service Plans* in place then it will be a lot easier. So, instead of asking services for the same metrics, what we would do is have them in a *Service Plan* and anytime anyone needs to know you just consult the *Service Plan* with all of the key data in it. And we'll make sure that all of this is being tracked in the right way and that it is 'benchmark-able' across Scotland if needs be. And if we can get every *Service* to work to that *Framework* and we enter it all into *Covalent* then we'll have the *Golden Thread* where we can thread things through without having to duplicate reports. And what we think is that if we can get each *Service* motivated to do this through *How Good Is* then we can finally *Golden Thread* things through. So we're starting 'bottom up' now instead of in the past we've been 'top down' with *Performance Management*. The Idea of the *Golden Thread* is that you have progress on each performance measure updated once and then that measure is tagged into each report that it needs to appear in and the information pulls through the IT system to the right places without the same data needing to be updated again and again in separate places.

**In your opinion, are libraries valued enough by the Council?**

Personally, I feel like I don't have enough understanding about libraries to say how they could contribute to the Council's wider objectives so I think there is a perception that they're a 'nice to have thing' and 'we can't stop having them' and we just need to move them on to a more business footing. They almost just sort of 'trot along' at the side of everything else the Council are trying to do and you'll hate me for saying that but that's just an honest perception of libraries. It's a strange thing, when Liz was here we would hear about libraries a lot [Liz McGettigan, previous Head of Library and Information Services), you know 'libraries are doing

this', 'libraries have won that'. And that's what I mean when I was talking about 'pushy' earlier, because she was always, and I don't mean it in a bad way, but she was always pushing her service to the front. It's different under Clare [Scott]. Clare is hugely enthusiastic. I have a lot of time for her, I think she 'gets it', she 'gets' the pressures we're under efficiency wise, she's really trying to work with my Manager on this *Asset* side of things, to 'think outside of the box' but she's not 'pushy' in that way, so potentially libraries do sort of just go along sitting at the side of things. And I'm not saying Liz was thanked for her approach...but...probably that's where we might lose out now...the energy, the passion, the advocacy. Like, we've finally got Self-Service in Clarkston and I'm like, it's great, but why has it taken so long to do, why hasn't it been done before now, and why isn't it in more libraries? Although in fairness we're probably a lot more risk adverse nowadays as a Council. I think Clare's focus at the moment is to keep libraries open and to do whatever she can to survive the impact [of the cuts].

#### **9.5.4 Interview with SM01**

REDACTED

2<sup>nd</sup> August 2011

**Tell me about the job that you do, including your job title and how long you have worked for ER**

My job title is Arts, Learning and Libraries Manager. I've worked for ER council for 6 years in September. I came to ER 6 years ago as the Customer Services Manager and that was a job I enjoyed very much indeed. Then Liz McGettigan, who was the existing [Library Service] manager left and so there was a vacancy for the Library and Information Services Manager which I applied for and after a very rigorous recruitment selection I was successful in getting that job. So I was delighted to get the job and I had been doing that job for about 2 years and last year, what with the early retirement of certain Heads of Service, QIOs rather, there was a decision by the Council to look for a post to be overall Arts, Adult Family Learning and Libraries, and I was successful in getting that job.

**What do you enjoy most about your current job?**



Um...I enjoy the leadership aspect of it actually. I enjoy delivering outcomes for the Council. I get great satisfaction being able to achieve the outcomes we set out to deliver at the start of the year. I get massive enthusiasm from the staff that works in all the different areas – to see them develop and this is not just in libraries...but success, for example, the Early Years Festival down at the theatre. You know, successes that we've achieved in terms of 'excellent' HMIE, community learning and development inspection that was recently held and the huge amount of work that the Adult and Family Learning Team put into that and the success they gained. So, I love to see the fruits of all of the hard work that goes on.

**What are the most challenging aspects of your job?**

I think the most challenging aspects have been caused by the economic climate that we're in at the moment and the need for budgetary reductions and you know making the right decisions about where the service goes under the constraints of the current budget situation we're in. So we have budget savings to make and it's ensuring that you take the proper amounts of time to look at the different scenarios that are available so that you make the right decisions and that you're including your managers, your staff, making sure you're communicating effectively, making sure you're doing all the right things so that at the end, people are aware of what's going on in the organisation and that you're making the correct decisions.

**What does the term 'social value' mean to you?**

[pause] I suppose it's about [pause] it's about local identity; it's about the connectedness of community that we're serving, I suppose. It's about community cohesion. It's about all of those things. It's about how [pause] I always think about it like, there's tangible things that people see about libraries, they see the kind of tangible, books, all that sort of thing...computers...but it's also about the intangible things that are hard to measure. It's about people's learning, people's safety, feeling part of the community...it's about vulnerable people, how they become part of the, you know, the value they get from libraries. What they're gaining from libraries.

**Do you believe that your library service helps to deliver social value?**

Absolutely, yes. It's not just public libraries, it's school libraries as well...they deliver social value to people that are studying for schools and ...the whole connection to the Curriculum for Excellence. The CfE is about lifelong learning and supporting adults as well.

**Do you think that there is evidence to support the claim that your libraries deliver social value? Do you collate that sort of evidence? Do you communicate this evidence?**

[pause] It's difficult to differentiate the huge amount of positivity we get back from our customers. We are always getting positive, we very rarely get negative feedback about the library service, it's always a positive. You just need to look at the Citizen's Panel, that sort of thing. And any surveys we do within libraries. We're talking about customer satisfaction here. We're not asking people about social value. I don't think we've directly asked people what that means to you [social value] and how do you think ER libraries are delivering that for you [social value]. So I don't think that we are capturing that effectively...but I think if you went out and started asking people [about social value] it would be very positive....but it's about that whole intangible thing...it's really difficult to capture. Some people don't think that they're vulnerable, that they're long term unemployed, that they're coming to libraries and they're getting help with their CVs. They're not maybe thinking really what that's actually...the confidence that they're gaining...and it's got massive impact on the economic value as well, not just social value. Because people are feeling much more confident and they're gaining skills and then they can go out and start thinking about opening their own business or getting a job or volunteering...all that side of things. There's a significant economic aspect as well. It's back to that whole intangible thing for me; people come in and use our services and it can just be about feeling a part of their community...that's where they come to...but it's a difficult thing to capture.

**Could you provide me with a list of the tools currently used for evaluating the impact and/or value of your library service?**

- Curriculum for Excellence
- How Good is our Culture and Sport
- HMIE
- SLIC PLQIM
- Investors in People
- Customer Service Excellence
- How Good is Our Community Learning and Development
- Volunteer Friendly Award

We use certain criteria from each of these rather than the whole thing. The whole Self Evaluation Frameworks are things that you can dip in and out of and we use them to look at certain

elements. For example, we're looking at starting a new volunteer programme to deliver to the housebound so we've consulted the Volunteer Friendly Award before we've even started that. We're already using volunteers (WRVS) but we've never done it, you know, in a better organised sort of way.

### **Explain how ER libraries contribute to the Council's Single Outcome Agreement**

The Education Department have an outcome delivery plan which relates directly to the Single Outcome Agreement...Yes, there are a lot of outcomes about schools; and the attainment levels etc but also contained within that are outcomes that are specific to sports, to libraries, to adult and family learning; and to the arts service. We contribute increasingly, we spend time with our staff ensuring they see the linkages between what we're actually doing...the activities they're actually doing on the ground and how that relates to Education Department outcomes and ultimately to how they relate to the Single Outcome Agreement. So, the work that you're actually doing does have relevance to the outcomes that the Scottish government...to their key objectives.

### **Is contributing to the Single Outcome Agreement more useful for you when it comes to fighting for budgets?**

Probably. I think because it's very much, you know, if you went to the Chief Executive and asked what's the Single Outcome Agreement I think they'd know it off by heart, if you went to her and said, what's PLQIM, she'd say [shrugs]. The thing about PLQIM is that it's very specific to libraries. Although it's Scottish government approved it's now quite dated. I think it needs a revamp but also what I should say about PLQIM, where you're successful; you are rewarded for your achievements. We were awarded an 'excellent' for ethos and values and 'very good' for leadership and 'very good' for use of resources...and we did get recognition...you know it was recognised in the Education department and you know we went to the Scottish Parliament to be presented...But I think increasingly we are using other frameworks, it's just used to look at a very specific library project [PLQIM]. For example, one of the criteria is 'meeting readers needs', now that's very specific to libraries, you're not going to get that in How Good is Your...so it can have value because it looks specifically at library based projects.

### **Describe your relationship with other Council Departments**

We are part of Education [department] and have been for two years I think. You have to show your contribution, you have to show your effectiveness and I think the library service is well regarded in ER because it's held in high regard by people who live in ER and that's reflected in the Citizen's Panel and all the feedback we get from customers. We work with schools effectively and all the work we do with Bookbug and that's highly regarded too, with parents with young families etc. We do work with Economic Development, for example, looking at the new store, for example that's opening in Giffnock [Wholefoods]. And we're working with the Communications team. They [Wholefoods] are very keen to work with libraries, to sponsor things. They're already sponsoring some of the Arts programme and sponsoring...they're very keen to work with Giffnock Library, they see Giffnock Library as a partner so there's some work going on there. Very early days...

We work increasingly more closely with Work ER, you know the whole employability, support for employability...and how libraries and Adult Learning can support each other's needs. We work with CHCP (Community Health Care Partnership), social work, that type of thing. So, we're the Health Information side of what they do and we also provide a lot of health information in libraries and that's an area I'm keen to develop. There's hardly an area we don't work with.

And we need to link what we do with the CfE to capture our impact better. We're starting to look at the work that we're doing, looking at the experiences and outcomes at the different levels and capturing that and linking it to the experiences and outcomes and that's very good when it comes to HMIE inspections or just for our own Council reporting and I think that's critical, especially now we're part of education. So we're working hard.

### **What do you think is the Chief Executive's perception of public libraries?**

I think it's positive. I've had the Chief Executive, maybe 18 months ago, came out and I met with her and introduced her to the staff at HQ and we went out and visited some libraries and I think she got a very positive experience. The library service isn't immune to budgetary savings etc, we have to make savings like every other department. And what I've tried to do is manage the process. I've known for a long, long time about the economic downturn, for a number of years and we've tried to manage the transition because we've known we'd have to look at our budgets and reduce them and we have to bring down the unit cost of using the library service and as the majority of our expenditure is in staffing that's the one of the areas we've had to reduce but most of that's been done through you know, natural [pause] voluntary redundancies, through not

filling vacant positions. It's been managed as soon as we saw the writing on the wall with the economic climate. We looked at restructuring, checked our staffing levels, and started to introduce self service terminals, which will allow the staff to work in a different way. If you're not proactive, you're [shrugs]. We also have to look at asset management for savings...looking at new buildings, joined up services; selling off valuable land and re housing into other services. And there's also the College. But the College library is going to be small so we won't be able to deliver everything we need to deliver [for the community] in that library. But we're looking at 4 Hub libraries; making these the best that we can possibly make them and making sure that our libraries can be used by ALL of our stakeholders. And that we become Cultural Hubs and Digital Hubs as well which is what I'm working on just now; looking at WiFi in libraries, digital inclusion. I want to develop a mobile [technology] strategy for the libraries, that sort of thing. Helping people to learn about mobile technologies, QR codes; we want to embed you know, video into our website. I want to take the library into the 21<sup>st</sup> Century. I hope to do this in partnership with the University of Glasgow. I want our staff to learn from them, from their mobile strategy. It's an academic library and I think we have a lot to learn from them. I attended the SLIC conference in Peebles and heard University of Glasgow talking about their mobile strategy and I did work there, so I've got a lot of contacts and they're very keen to be seen to be working with public libraries and I think we've got a lot to learn. I think they're ahead of the game and I think they'll be a great partnership for us. It's quite exciting. It's good to work with other public libraries but it's good to work with other sectors too and I think there's a lot to learn from them [University of Glasgow]. And it will also to allow us to buy devices, iPads, eReaders etc. We'll be able to say to the public, come to your local library and learn about mobile technologies and we'll be making sure our communities don't get left behind [in terms of digital inclusion]. And the budget for that will come from the SLIC bid that I'm pulling together.

**Do you believe that libraries are a vital resource and worthy of ongoing investment?**

Absolutely. They deliver huge amounts of...we deliver social AND economic value to ER and I think that capturing that impact is going to be valuable for us and I look forward to the work that you're doing. If you think about all of the different areas that we make an impact on [in people's lives]...the computing side of things, the access to learning, that whole digital inclusion side of things, children and young people, the things we're doing with early and adult literacy, early interventions sides of things. And that's something I spoke to CHCP about. Even stuff like the Summer Reading Challenge for during the summer, the work that we're doing with schools,

information literacy, health information, there's just the enjoyment side of things too. The value of someone coming in [to the library], feeling part of their community, borrowing books, sharing space with other people, social interaction, all that side of things.

It's the whole community cohesion side of things, capacity building, I think our vision going forward to libraries within ER is to be hubs within communities, to work to support that community cohesion, help vulnerable people. Libraries are still perceived as non-threatening environments, safe places to go...that's important. A library in the college is something we need to work at to get right – with a college we're back to that...the fears..."I didn't have a good education experience" so we have to be careful to get the library aspect of the college right. We might have to provide an additional lending library in the sports centre for the community. So really I think a lot is hinging on capital expenditure – what's available to spend.

**Do you feel optimistic about the future of ER.**

Yes. Sometimes when you get time to reflect and evaluate your service, and yourself, I think that ER has achieved a great deal over the past year. We're up against a difficult economic backdrop. But in that time we've managed to introduce new services because we've been smart enough to get external funding. RFID, self service, ebooks. Using improvement frameworks to improve the way we work with regards training and development and that's transformed the way that we evaluate the treatment of people and the training that they receive. Are we making sure that services we are delivering are to an excellent standard? So I do feel optimistic because we have the most wonderful staff. And you need good teams of people, you need enthusiasm, belief in what you're doing, a belief in the impact that you're making in the lives of the people of ER. And we've got that in bucket loads. I'm really proud of our staff. I think they're wonderful. So I'm optimistic for that reason. The commitment of our staff. If you have staff commitment you will succeed.

**9.5.5 Interview with SM02**

REDACTED

29<sup>th</sup> July 2011

## **Tell me about the job that you do, including your job title**

I am the Council's SM02. I have responsibility for Economic Development, employability and regeneration. If we take economic development to begin with, that will cover everything from the local development planning, planning a pro-development plan that will encourage housing...it will cover everything that has to do with business support, business gateway, PSYBT, all the other sort of social enterprise stuff...a wide range of grant support schemes to help local companies; anything from business development activity through to marketing, finance, property support. In addition to that, we work closely with our Chamber of Commerce and other business support organisations, Scottish Enterprise for example to try and just maximise the offer to local companies. And that's just the business side of things. We also have a rural economic development strategy which is geared towards this rural hinterland. ER is 20% urban centre, 80% rural. It's really a small number of villages; Neilston, Uplawmoor, Eaglesham, Waterfoot...so we're out with Government funds, Leader funds in particular trying to stimulate economic activity which would be around farm diversity, tourism etc. That leads me on to Tourism. We do have a tourism strategy as well and that is looking at Green infrastructure, such as Dams to Darnley Country Park, Whitelees Wind Farm, Cowan Park in Barrhead. Trying to get a Visitor Package pulled together to get people to come in to spend. And also for the resident population too, to improve the offer for local families who want to enjoy going out for a walk etc etc. In terms of employability, that's probably the biggest part of my team, but it's probably the activity that I spend the least amount of time on. That's really about getting people back to work. ER as everybody will perceive is a nice leafy green suburb, very low unemployment but this particular recession has hit us harder than most of Scotland so we've got a lot of white collar unemployment, we've got a lot of graduate unemployment and as a result of that I've had to try to reshape the entire employability service which has meant shutting down some elements of the programme and maybe tinkering with it to try and offer a different market... a new service. Graduates, for example... we have launched our first ever Graduate internships in the council just now. We are looking at management type job clubs, looking at the professional sector and dealing with redundancies and at the same time dealing with the unemployment issues that we've got pockets of. I think a lot of our unemployment is masked by the fact that in Newton Mearns, for example, the Eastwood side, you have a very white collar professional middle class population whereas in the Barrhead Lovern Valley side you have an old industrial town that has major unemployment problems and when you look at the authority as a whole, Eastwood...the fact you have say 1% unemployment while in Barrhead you can have say, 5%

unemployment and some people think it's not that big an issue but if you go into some parts of Barrhead unemployment is sitting at 15% at ward level...in terms of regeneration...a major part of regeneration comes from the Council to bring Barrhead up to a similar level as some of the patches in the East [Eastwood]. There's still notionally somewhere in the region of £100million worth of activity to be delivered. So far we've seen, despite the recession, some of the projects coming through. We've just opened our new community health care facility [in Barrhead], again, that's a sort of best practice example of Council's social work combining with the NHS to deliver a one stop shop approach via an £18 million facility and it seems to be bedding into the town very well. We've put in a lot of Public Realm improvements. A lot of the infrastructure required for the developments that are proposed. For example, one of them is a new college. I'll go back to that because that integrates the new library into a major new complex. And also a major new supermarket that's opening up and hopefully some linked retail that will come from that; and in the background we've opened up a wee business centre and improved the facade of the existing shopping [centre] in the town and we've put a lot of infrastructure into the Glasgow Road Corridor to encourage businesses to come in and all of that is ongoing. Business Improvement districts are being spread out along the Eastwood side. So, in Clarkston that's the first Business improvement district that's been established and it's moving forward reasonably well and we intend to move that out to Giffnock later this year; when we go to Ballot in mid 2012 and that will allow us to establish a second improvement district and the last one will probably be in Newton Mearns and that will give us a sort of five year programme of investment that will allow us to go back into these areas, stronger.

To be honest, in the economy just now things are pretty bad and people are just anxious about their future. If you take a measured approach and take a step back from all of that nonsense that comes out in the news you know, if you look ten years ago... "Doing" Jimmy ran over somebody with his motability scooter, boom... we're going to have a wee war with Iraq and at the very end of the news, even after the funny, there might have been a wee bit about the stock markets and nobody would even listen. See now, it's ¾ of the news [the recession], people have become obsessed with it and I really can't understand why, you know, it's not interesting, it's really not interesting. For the first time in my life I've got people hounding me for answers. It's just...it's economics. Who cares? So I think people need to take...What are the strengths of ER that we can build on and make a very good, strong local economy. Because see the big things? We cannot influence or affect that. What we can do is be very, very strong at a local level, so, when you sit back and take a look at the patch...the M77 motorway is the biggest asset that we



have. That M77 motorway can bring people over from Ireland. It can bring people in from Ayrshire. It allows people in the city to get out to us, so, you look at the M77 and you build upon that. So, the game plan here is to build upon the corridor of growth and opportunity, better transportation, better links, better junctions so that people can get on and off the motorway much easier so you take a look at your big asset base. The asset base that we have is our people. You know, we have a lot of young professionals who have reasonable amounts of disposable income, who have got a sort of quality threshold...it's almost like the west end of Glasgow. We demand a certain quality when it comes to going out at night, what we want in terms of certain types of amenities, in terms of education, in terms of housing. So that keeps the bar very high so ER will always attract that type of person. That means that we will always have a very strong housing market. The housing market is probably, outside of Edinburgh, the second strongest in Scotland and it has consistently been that way. Very few places in Scotland just now can boast having 6,000 developers onsite, going full throttle at Greenlaw. We also have a new school project that's due to complete later this year. We have Greenlaw neighbourhood centre up and running now with the major new Indian restaurant just being finished off, we've got Scotland's first Waitrose new build...a new Wholefoods coming in, which is an international type store and they have been fantastic...they are putting money into the community. They are going to support the Giffnock business improvement district, they'll give us money for a graduate to drive this forward. They're giving the council £20,000 for a new sculpture in the town. They're giving us 180 jobs to fill, so to work with someone like that is absolutely fantastic. So what that allows me to do then as part of the work is the 'Place' Marketing Campaign...to look at a niche retailing offer. We will never, we don't want to even think about competing with Glasgow, that's not what we are about. We are here to compliment Glasgow. We are here to be a corridor of opportunity leading into the city...the fact that we are the Green lung of the city, we are where the country meets the city type authority eh, that's the pitch that we're going to have and with Wholefoods and Waitrose and place like Clarkston and Giffnock we have got a very, very unique retail offer. So for the drones that go to Silverburn or Braehead and just trundle round the same supermarket every week, the same shops, you know, shoot yourself...you can go to Fenwick Road and you can get niche high level independent offers...so you can come in and get a very unique offer. And people will come in and recognise the name of ER with affluence...we'll spend the day at Rouken Glen Park and we'll go to Fenwick Road for some shopping. I don't think we've been good about this in the past...how do we actually tell people what's going on? People who live here get frustrated because they don't even know what's going on. People just tend to jump in their car and go

somewhere else. So the business improvement district initiative was about telling people what they have on their doorstep. Tourism strategy was about, let's put four or five events on in Rouken Glen and maybe at Whitelee and maybe at Dams to Darnley to get people to come to ER for a day out...Before you know it, we've got a day out and somebody has spent £120 that they wouldn't have spent in the area...Tartan Day, 10-12-15,000 people, Winterfest, the Food Festival...sponsorship and media partners onboard. It's all starting to ramp up and I think that Rouken Glen needs a couple of million pounds worth of investment to pull more people in but as a hub to bring people into the area [perfect]. So, regeneration is like the physical side of it. It's trying to build in colleges, it's trying to bring in supermarkets, improve the general offer. The only way we can do this in the Eastwood side is through business improvement and town centre partnerships and that's more or less my remit.

### **How can the library service help you to regenerate the pockets of deprivation?**

REDACTED [REDACTED] and I work well together. And so does REDACTED [REDACTED]. Really on a number of fronts, take a look at splitting that into two questions. There's the idea of libraries as a regeneration tool to maybe help more deprived areas but there is also the idea of libraries serving a wider purpose, so let's start with the first bit.

I actually think that if you're moving into a 21<sup>st</sup> century approach to public libraries we have to move away from this traditional perception of a lending library. And why I got so close to the library service is that...we are quite cutting edge and there was a lot of activity happening and I was quite prepared to invest significant amounts of my regeneration budget into improving and enhancing ER libraries. Now, there was an element with that that went along with asset management. You know, the current climate is that some of the more peripheral areas will have to change. Some of our more existing libraries are underutilised because they are in the wrong place, historically and because it's tired and the amount of investment would be required, it's not economically viable, so I wanted to look at a hub, first of all in Giffnock. So, if we take Giffnock library which is going to be used...one of the big requirements in Giffnock is probably something for the youth, so you know, the younger 16-24 year old type population...ready to leave school, start university, don't have youth clubs in their area, there's not a lot to do in the Eastwood side so we wanted to work up a project that would modernise the library, bring a big canopy out onto the street that would draw people in. We would have a much better electronic provision, more casual areas for people to go in and meet, make a noise, which isn't really the traditional library

type thing. And we would have a reduced stock of books but more relevant to what people are looking for nowadays you would have access to e-books and much more upmarket type provision so from that point of view I could see that it [the library] could integrate more into the community; become a meeting spot, build in your cafe, build in your meeting points, build in your cafés; your library service is built within all of that. And then in that area you have a very highly educated population, it's probably more of a social interaction, it's more a development of community, it's more about getting people together to talk about ideas, projects for their local communities so from that perspective I'm really keen to work hand and glove with the library service and I think we are quite fortunate to have very capable provision within our library service. But if we look at the other end of it, in somewhere like Barrhead I suppose the first thing you do is you correct the misconception that Eastwood subsidises Barrhead. It doesn't. Barrhead pays for itself. There's a perception that because Barrhead has high unemployment and because it's a regeneration area that it gets a higher proportion of investment, it's actually the other way around. Eastwood side gets a disproportionate amount of investment. If you take a look at what's going on in Eastwood, you have the M77 corridor, which has been a major study over the past year with a national team of people, experts, in urban architecture, roads and transpiration, environmental, housing, economics, and we have come up with a 25 year plan for the whole of Eastwood and that's basically going to put a series of investment schemes in place and we're talking hundreds of millions of pounds, in addition of that we're pushing the sports village in Dams to Darnley so we're looking at about £90 million for leisure activities around the country park. We've had Whitelee wind farm which brings in ¼ million pounds a year and perpetuity in terms of a community benefit fund....a new Premier Inn at Greenlaw and 350-500 houses. Now that's several million pounds spent on that area. If you compare that to Barrhead there has been a few million pounds spent. Now Barrhead is a different animal and it won't attract the level of investment right now that Eastwood will but that's all about to change because right now we're all the one authority and developers see that and they can build on Barrhead land but they won't call it that. They'll call it cheap Newton Mearns but somewhere like Springfield [in Barrhead] there will be 4 and 5 bedroom detached homes and they will sell for 250-280k as opposed to exactly same product a mile away that will sell for 600k. People will be able to buy a slice of Case Study B, the schools catchment, the environment at a fraction of the price. So that's the strength of Barrhead at the moment and that's what will tilt the town. We are actively socially engineering the town of Barrhead right now. There's no other way of saying it and if we can bring a population like 2000 people similar to those over on the Eastwood end who will one day

be as affluent as those on the Eastwood end then we will one day change Barrhead. It's a long term 20 year campaign because we still have all the social deprivation but with a major new superstore...a new college...cheap corner shops shut and a Subway opens up...and then we have a new dynamic in the town, then we will see there's no pubs in Barrhead that you can go to without getting a glass in your face so a new pub will open and we'll place it right in the heart of the town. The college will light up the town at night along with the sports centre and all of a sudden you've got an evening culture and that's the first time Barrhead has ever had that. So it's trying to shift Barrhead up this ladder to be closer to what it's like over on the Eastwood side.

### **Where do libraries fit into this plan?**

When you drill down...shops, community centres, libraries, sports centres, all of that is critical to economic development. It's critical to the heart of the town. I actually see, if my Director comes to me and says that you have money to deliver ONE project I would choose the Community College. I could let the supermarket go, I could let the housing developments go but the one thing that I think will make a change to the culture [in Barrhead] is a college facility in the town. Supermarkets don't make that much difference to people's lives. If we build a college what we look at doing is a unique approach of an integrated family centre which will expose the more difficult dysfunctional people at a young age to an educational environment and their kids, their babies who are being born will be visiting a family centre that's right next door to a library and a further education facility. So, what we're trying to show is a positive path. That there are opportunities; your life does have a chance. If we look at what the college and library is going to provide in Barrhead, we're looking at a front of house that will be welcoming, it will be innovative; it will not look like a college, it will have a library up front and it will be as cutting edge a library that you can imagine in terms of interactive ICT, the sort of iPad type approach rather than the old dusty type of book...and that will pull people into an environment that they probably would have been afraid of going to in the past. Probably would have been afraid of going to a college with a big college badge on it; "I can't go to college cos I'm stupid" or "I can't go to college cos I'm going to embarrass myself..." or if it said 'Council' on the front, "Oh I can't go there because I owe the Council tax money", so there's a whole range of reasons why people at the lower end of the social spectrum hide from the public sector.

### **Do you think that library will pull people into the college?**

Yes, the whole concept behind this is not a high flying college. This is very vocational and it's aimed at the under achievers and so it's aimed at people who are low skilled to give them the opportunity to advance and for people who genuinely wouldn't want to go near a community facility. The concept behind the library is something upfront that doesn't look like a college, but that looks like a supermarket or a sports centre. It will be glass front. REDACTED and his guys have been helping the architects. He's been down south visiting some cutting edge libraries. There will be a conference centre, library, cafe, beauty parlour, business gateway and a wee hub of employability people to help people get back to work but it will all be under the umbrella of Work ER rather than the job centres as this makes it much more palatable for local people and this creates an environment that's dynamic and unique. It has so many different functions, it will be lively, it will create a buzz, it will pull people in for a whole range of things, it's the cross fertilization that comes from that. If you've got people in there, all of a sudden they'll be bombarded with imagery and messages about the college and the messages around that will be that there are plenty of courses here that will give you a wee bit of extra money in your pocket, that are not as difficult to undertake as you might think. And the way to do this is to pull taster college courses out into the library. So your hairdressers will be sitting there cutting hair, there will be students offering to do people's nails...and I think just by building up that kind of rapport we will be able to encourage people to take up some of these courses, even when we're doing cooking demonstrations, because food, hospitality will be big in this college. The students will serve the public so it will be a commercial venture but behind all of that there will be VQs delivered to the young people doing it. So young people that visit the college will see their peer group doing all this sort of stuff and I think that's a good way to break down that myth that "I could never do that". So it's trying to open up the doors to the college, pull down the barriers and integrate the whole thing into one big complex, so to be honest, what we're talking about with integrating the family centre is teenage mothers who have drink and drug issues, mental health issues, real issues with their partners who have probably created half of that for them, the social services are in there working with them, probably separately so the baby probably gets brought into a crèche facility and the health nurses are all doing all their stuff and the mother is being worked on in terms of you need a lot of support to help bring up your child to make sure that we can help to break the cycle and the father, if he's actually still around will probably come around to dealing with behavioural and drug and drink issues. So try to work positively...the next step for these people is probably confidence building which could take place in this environment and the next step from that is probably a taster course, very low level, but let's try to do something

around employability. So the guy will probably end up doing something in there; teach him how to turn up – 9-5, 3 or 4 days a week. Once he’s mastered that, see what skills he has, by that time he’s probably got a wee bit more confidence dealing with a group of people (soft skill) and then, right, we want you to walk down the path of this course with some other guys, maybe at the country park, put a supervisor on it and then teach them about the world of work, how materials are delivered, how to do teamwork, a bit of labour, a bit of pay at the end of the day...this is how the real world works. And I’ll be honest with you. It’s easy for us to just sit with the backgrounds that we have had, to judge, but I’ve seen some of these families in Barrhead and there’s this one boy, really genuinely nice boy, just trying to be normal and the rest of the family are completely dysfunctional, maybe running drugs and whenever he gets up in the morning there’s nobody there to see him off to school and they’re shouting at him “Who do you think you are? Better than us? A\*shole!” Because he’s not selling drugs. He goes to school and he tries and he tries but because of his name, because of his postcode he’ll never get a job; it’s just impossible almost to break the cycle and you see so many of the young ones just giving up around that age because they think, nobody wants me...I’ve tried to be good and I’m just going to fall back into what my parents, what my cousins do. The only thing that holds part of Barrhead together is the strong matriarchal thing. You’ve got strong mums who you wouldn’t want to cross but some of these strong mothers, albeit they’re holding their families together are maybe doing it whilst selling heroin at night. You know it’s almost impossible in these places. But this [the college] gives us a chance to start breaking the cycle and the library in all of that is the magnet; it’s the community magnet.

Have you thought about how you will be evaluating the impact of the existence of the library in the college?

I am doing a Social Return on Investment. Well, I’ve done it, it’s finished. Whenever I started working up a full business proposal for the college, probably in 2008 I commissioned a full SROI by EKOS Consultants and they looked at the entire facility, not just the library. And they were also asked to do a full economic impact evaluation, which was completed alongside a SLIMS report which was external to the actual demand for the facility. Now, the brief was to see the demand for a FE facility in the community. So, it would be up to REDACTED to strip out the library element to see what the value of the library is in all of this. So, yes, I’m making anecdotal

decisions on gut feeling because I know if we have a library upfront it's the first thing that draws people in – that is a big leap of faith to make. And I think it would be wise to look at evaluating what role it is the library does fulfil in all of this. If I look at a footfall...somewhere in the region of 100,000 people a year going through these doors, I would say probably 80% of that is people going to the library and a lot of it is just repeat library visits with people just popping in and out for 15 mins. So, while there's 100,000 people using this facility, 80% of them are library users and unless that is measured properly then I think you're right, the library could get lost in amongst this and the value of the library could be undermined. People will just look at the whole thing rather than breaking down the component parts to find out what the key components are to its [the college's] success.

To be honest, the Human side of all of this was what the Director was keen to find out “Who will use this facility”? and it did boil down to that level and we did a couple of focus groups and we spoke to a few different types of users and it was the single mum through the need to have childcare, could not access a normal life [she] would pop in at a certain point during the day to get something out of it. It was the guy at night who was a bit of a labourer but who was also quite ‘booky’ [reads books] who thinks, ‘I can’t do this for the rest of my life-I wouldn’t mind getting an office job as I won’t be able to do labouring when I’m forty’. Now, he could pop in to self-educate. And then REDACTED came up with a ‘Typical Day in the Life of the Library’ to describe what the facility would be doing from a library perspective, not the whole facility so I think it's important to look at that. In terms of formalised impact evaluation, the college itself is highly politicised. There's no financial rationale to build a college in Barrhead, and I shouldn't say that, but if you take a look at the world that we're in; and the world of further education. Glasgow has got sufficient provision; we have Langside and Reid Kerr [colleges in Glasgow]. This is a political project; it's not an economic project. It's our politicians coming forward to say ‘we need to fix Barrhead’, so we need to employ consultants to look at how could we regenerate Barrhead. The rationale behind an ER college is participation...if we don't have a college, that's why people don't go to college...but if you drill further you'll see why people don't go to FE, it's because we have over participation in HE [in Eastwood], so it balances itself out. I still believe that in Barrhead...when I look at a demand analysis I looked at the southside of Paisley, Nitshill, Darnley, N Ayrshire and Eaglesham and Eastwood side because there's pockets of Newton Mearns that you wouldn't believe...the drug situation...the problems are predominantly in Eastwood not in Barrhead. People in Barrhead smoke cheap hash, drink cheap beer, cheap cider, which probably has a longer term impact on health. The heroin trade and the cocaine trade

335

are in Eastwood. Numbers wise you have twice as many people in Eastwood with drugs, drink and mental health problems as we do in Barrhead. It's the bored housewife with the drug and drink problems who disproportionately use the NHS. What you get in Barrhead is low level crime because people have no money they have to do crime to get money to buy drugs...and it is more dysfunctional and more violent...more of a hardman type culture. But the true alcoholic drug addict is in Eastwood not Barrhead.

### **Do you think libraries are worthy of ongoing investment?**

I think libraries need to benefit from much more significant targeted investment. I think more work needs to be done for where libraries should be located and how libraries are used and I think some of the old fashioned traditional type libraries in peripheral areas probably need to be downscaled probably because of the cost involved and the fact that if you hub your libraries they can become more economically viable, more socially viable and can generate income. If you ask me, an area like Eastwood needs probably 3 or 4 very good hubs. One of those would be in Giffnock, one in a new shopping centre and one in Barrhead, one in Clarkston...but if you get one in Giffnock, close down Clarkston because people are really mobile in Clarkston so will travel. So, more investment in fewer facilities. And make a bigger statement. And maybe it shouldn't even be called a library anymore. Maybe the work 'library' turns people off. The name library attracts a certain type and turns a type off. If a community hub idea is developed, like say in the college in Barrhead or the Discovery Centre in Giffnock. Do we have ten? We should move down to three and they should be located where transport access is the greatest and not where they are just used as tools to regenerate. Now, it works in Barrhead to regenerate and that's fine but it should be used for the mass public so that the masses can get access to.

## **5. Interview with CO03**

Barrhead Council Offices

27<sup>th</sup> July 2011

**Tell me about the job that you do, including your job title**



Right...I am a Development Worker with Adult and Family Learning Services. Um...my remit is to try to engage with the community through various methods. You know...it could be outreach, it could be through other organisations, it could be through self-referral, um, and, supporting them with choices of learning in adult and family learning. My main background was in literacies, so, um, it could be for literacy support, it could be for confidence building, it could be ICT, it could be referrals to other learning providers, you know, so there's a whole kind of wide range of learning opportunities that you can get through Adult and Family Learning.

**How long have you worked for Case Study B Council?**

I've been with the Council since 2006. That's 5 years. I've always done this type of job. Mainly before coming to East Ren I was probably more adult literacies. It's more the adult literacies field that I'm trained in. Different types of activities take place within adult learning and I'm not always...I'd say there's some things that some of the team are good at delivering and other members of the team would rather that another member of the team did that activity. We were two teams; Adult Literacy Learning and Adult Opportunities. About 3.5 years ago we all came together to become Adult Learning. We joined in with Family Learning and became Adult and Family Learning. So that's how our team came about. So everyone that came into the team had specialisms and over the last few years we all try to work together and try to deliver...how can I say, any course that we do, we all try to deliver them. But some need someone with training in a specific area to deliver. But other than that we try to deliver all of the courses together.

**What do you enjoy most about your job?**

Um..meeting people. I love to meet people. And I know this might sound a little bit cliché but, how can I put it, I'm an adult learner myself. I didn't go back to college until I was 37. So for me, to get to meet with people, either younger, the same age or older who have still got a goal in mind, who are still wanting to learn, and to be able to encourage them to reach that goal...I think one of the best things you see in this job is the fact that you do encourage people and they do move on and you feel like you've had a wee bit of impact into that.

**What is the general perception of libraries within your department?**

In adult and family learning the perception of libraries can vary. For instance, we attended a kind of...we were doing some stuff for Curriculum for Excellence a wee while back and we were

looking at, sorry not the CfE...there's these new hub ideas that have come up which basically would be, libraries vary as to where they are. I can work very closely with Barrhead Library. Because of the type of clients or learners that I work with um there could be issues, like alcohol, addiction issues around them. There could be issues that maybe they've never worked before or they don't have great social skills, or whatever um and what I find with, say for instance, Barrhead Library, is that they seem to be more community based. They seem to have more of a knack of dealing with that community; with the type of people that come into it [the library]. But, that's not...I'm not going to say that the other libraries don't have that...I just feel that it is possibly because, if you think about Mearns Library, you think about Clarkston Library, they are probably traditionally seen as affluent, compared to a lot of the areas you see in Barrhead.. So I'm wondering if it has sort something to do with the fact that Barrhead can make more impact because the area is more linked to areas of deprivation. I feel that um delivery in Barrhead Library, and I do single that one out, probably because it's where I do most of my delivery but also because I feel that the people who go in there can talk to library staff. I've actually had people come talk to me about one of the other libraries and they were calling the people on the desk snooty. Now, I don't find them that way but possibly maybe for people that aren't used to coming into the libraries they might find them that way. I have to say they're all very nice, I can't criticise them personally. That's from a learner's point of view. But I definitely do think some of the libraries could adapt a little.

Do you work out of Thornliebank Library? That seems to have a similar user demographic to Barrhead as it takes in Arden community?

We have used Thornliebank Library. Probably the libraries that I'm thinking of where Adult Literary Learners would feel more comfortable in would be Barrhead, Thornliebank and Neilston. Um the other libraries that tend to be in the more affluent areas, I hope I'm not speaking out [of turn] here, but I do see a difference in the way that learners approach different areas. How can I say it? We had a learner who came through the Criminal Justice Team in Giffnock. He couldn't attend the Barrhead Literacies Group on a Wednesday afternoon. So he went to Clarkston. He now comes to Barrhead. He feels more comfortable. And from that point of view there is a difference, how can I say, I do not find staff in any way unfriendly and I think if I was going to criticise I would be honest...I find all the staff to be suitable for the roles that they're in. So therefore, maybe that is suitable for the areas that they're in.

## **Describe your relationship with ER Library and Information Service**

I don't have an awful lot to do with staff higher up the hierarchy. When information needs to be filtered it's filtered down the way. I find REDACTED [REDACTED REDACTED, Head of Libraries) extremely friendly, um, REDACTED I don't know. I've spoken to him a few times but there's absolutely no way you can really say something about somebody that you've only met and spoken to a few times. Um...I would definitely say our guidance comes from our line manager, REDACTED she's the Manager of Adult Learning. Eric is the overall Manager of Adult and Family Learning, REDACTED King is the Manager of Family Learning. I expect that they work very closely with REDACTED [REDACTED] and REDACTED [REDACTED]. I know that they're been liaising about what's going to happen to the service after March 2012. And I do know that they all have regular meetings. As for us, we get it [information and communication] as and when required really. I deal mostly with frontline [library] staff.

## **What is your understanding of the term 'social value'**

It means, my understanding of social value is...what is it that the person that comes into that library, what are the things that are beneficial to them. For instance, a lot of people will assume that the library is just a place where you can go to borrow books. We know that there's a lot more than that. So to the outside, to the community, that's what I would call social value, what actually goes on in the library and how it can benefit the community. It's what's there and how it can support people.

Can you provide any examples of a time when you believe your work in libraries has delivered social value?

I'm trying to think...not all of my sessions are delivered in libraries, let me think now...one case that I can think of is a girl who has been attending for adult literacy support for a number of years, which isn't the norm...but what she's now doing, is, she now comes into the group and supports other learners in the group and what I see from her is a massive raise in her confidence. She would have been someone who you would have had no eye contact with. You'd be speaking to her and she'd be, head down here, like that, and she would have looked absolutely everywhere rather than at you. She's now someone who phones up constantly asking to become a volunteer but she's held back purely because of what's been going on in the council. There has to be checks, and everything done on her. She can help out but she can only help out to a certain

level. There's a lot of things that she can't do. Um [pause]. I know of groups that have gone on where there's been progress...people who've attended for support filling in job applications and they've got the job. They've been successful.. We hear about this through feedback we record for HMI. Jan and Ishbel could offer some more examples. [Going back to the woman Michele was talking about earlier]. When this woman first started training she informed us that dyslexia had held her back but the more we got to know her the more we realised that she struggled socially with other people. We were trying to think 'what else can we do with her...to help her grow'? So, she started to become more involved in helping out with social groups in libraries and was partly responsible for editing a newsletter...and over the years we've seen her do more. She's had other areas of her life where she'd had complete disappointment. She wanted to be a nurse but was held back because of her dyslexia but we helped her with her Access to Nursing Course at Cardonald College. They had issues with the amount of support she needed because of her dyslexia. But I felt that they were struggling more with her personality. They were struggling to understand the way that she approached people. She could be quite frightening...like she was shouting at people. Anyway, she was told to leave college so that was a big disappointment so we started work with her again. We encouraged her to become involved with volunteering. She volunteers with Dyslexia ScotWest and the Parkinson's Society as her mum has Parkinsons. So, for her, there were so many levels that when I look back and I think if we hadn't been there to intervene in some way, I wonder where she would have ended up. Now, she wants to give something back now. To volunteer. To give back to her community. So that's not an employability one [outcome] which is a lot of what we seem to be doing at the moment, but, for me, all of these things are equally important to someone. To help them to be able to function in the world, if you like. And these are the things that are difficult to express. I mean, you're down at the grass roots with somebody, you see that person, you get to know that person...you are privy to the emotional background that comes through watching a person change. As a Development Worker I've sat down with people and they've been in tears...I've often said as Development worker it would be good to have Counselling skills as you support people emotionally too. Um...and I think when I talk about what I do, it's very difficult for people who don't work in this field to understand what an individual gets from the type of work that we do. Like that social impact, that kind of working in the libraries...not working towards a set goal, but working for that individual. If you can help somebody be what they want to be, or get them on the road to where they want to be then I think that's extremely useful. But I don't think you can put a price on that. So, does it get shoved aside because it's not seen as being valuable? And

that's my worry...especially the way the Council is going just now. Well, you do think...you can see as a council why they're having to do it [focus on economic value] but you can see as well that they are going to lose a lot if they stop it (sessions with no economic value).

**Is it important that your learning sessions are delivered in libraries rather than colleges or schools?**

First of all, the libraries would always be my first port of call. Say if I was meeting someone for the first time, say to do an interview, my definite first choice would be a library [for that meeting]. If, for instance, I set up a group at the start of the summer my first choice of delivery for that group would be a library. The reason I wouldn't pick a college is that for, not all of our members but for many of them, school, formal education um sitting exams...they found school and formal education...they have bad experiences of it. Not all of them have bad experiences but many will say that's why I'm here now because I hate it [school]. And I think one of the things that I often, when I'm interviewing somebody, if it's [for] literacies, or if there's a literacies element in it, they like to know that it won't be broadcast [the learning session]. When they go into a library they could be going into a library for anything, and nobody knows and I think that's really important.

When we ask people about adult learning and we ask them where they would go to find out information about adult learning they said 'the library' and that was a big percentage of people. About 90 % of people surveyed said they'd go to the library for information and advice.

**Do you think that your council values libraries enough? Please explain your answer.**

I don't know. The Council is there to serve the public and the public's perception of libraries is good, so then, the Council would have to support libraries...but to be honest I'm not sure they do.

I'm not sure that this would be a community without a library. I think any community no matter where...once you start shutting down libraries you're going to lose a lot of the social networking that goes on there.

**Do you think that other Council departments use libraries enough?**

To be honest I don't know. But I have noticed information stands in the library...and I would like to think they would use it but the only problem is that when you use the library to market things

you only reach library users. So from that point of view, maybe that's why they don't use it. I think they [other departments] don't use it enough. I think it's [the library] there, but they [other departments] don't use it enough.

We work with libraries because a lot of people are referred to us through the library.

### **Do you think that libraries promote themselves enough?**

Yes, I think so. We had that 'Hub' meeting and again we were asked at the end to evaluate it. And we all said, at the end that it was great to sit down and talk to all of the other library staff about what it is that they do. We don't know about all the stuff that is happening in the library. Like the books clubs, we might know that they go on but maybe they need to market the social groups that they have. They promote IT and their books but there's so much more that goes on. Like, people[who work] in the background who go out to schools. Unless you work for the council I don't think you know that all of these things go on. How would I know that there is children's and baby group meetings on? But overall, their literature [for marketing] big things like ICT is excellent but they don't focus too much on the smaller social stuff that happen in libraries.

### **How do you evaluate the impact of your learning sessions?**

For ever session that we carry out...at the end of the session there's a couple of minutes where we ask them what they think about today's session. It's recorded on a session planner...I will also record any comments that people make following a session. Like, when somebody gets a job, or if they've had the confidence to write a letter...we record this information on the database and the contacts sheets. And we use this data for the Curriculum for Excellence and we also record hard outcomes in relation to the four areas; Family, community, private and work. We link goals and outcomes to that. For example, I meet with a learner and ask 'what's your main goal' and they say their main goal is 'to get a job'. So, we look at what we need to do to help you get a job. You need to know how to fill in forms, CVs, write good personal statements, search for jobs. When we have somebody that comes back to say they got a job then we can record that they've got an income from that training. We also evaluate how a course is delivered. If we use 'How Good Is' we can see why there's been a high dropout rate. It might mean going back and saying to people 'you never came back – why was that?. (How Good Is 'HGIOCLAD'). Curriculum for Excellence is quite a new thing for us...but we use it to check

our progress but we also use the four main areas of life which are Family, Community, Private and Work. So, between the two of them, (CfE and HGIOCLAD). Quite a few people might say they don't refer to it that much but the CfE has to be used with our adults, the same way that schools use it for all of their students.

**Do you have a lot of data that you do not use?**

I think we've gotten better. We used to collate data...um...I think to answer that at the moment, I think no...the data we collect is put into electronic databases. We don't collate any information that we don't need at that moment in time. In the past we've changed the data we've collected to answer a question that we need to start answering, like how many children do you have.

**Do you think that libraries could do more to help the Council meet its overall social objectives?**

I think that libraries could get involved. I'm not sure they [libraries] have the capacity to get involved. One of the big issues for libraries at the moment is space. But I think if libraries were purpose built then I certainly think that libraries could become the hub [for the council]...The Library would be the hub that other council services would feed into. Um...external services as well. Internally though, yes, there's opportunity for that to happen. If you're talking about 'safer communities' then the local police could link in with the local library. You could have a local police officer allocated to a community library. You could have a social worker allocated to a community library. You know, I think the possibilities are endless...but it's the capacity, it's the physical buildings...would stop us from doing that. Libraries would be ideal for us to do that stuff with and libraries would be the most popular choice. If you were to ask residents/stakeholders about the hub, they'd choose the library as that hub.

**9.6 Transcripts - One to one interviews with library users**

As part of this research project, the researcher gained direct access to two such individuals. A case study review of their learning experience at Case Study B and the impact it has had on their lives is provided below.

**9.6.1 Interview with LU01**

*Library user with lived experience of addiction.*

“The library keeps me on the straight and narrow. It’s a Godsend. I’d be lost without it...I’m not welcome anywhere else”

Harry visits Barrhead Library every day to use the computers and access the internet. He is a recovering heroin addict, living alone in a Council flat in Barrhead. Steven was addicted to heroin for ten years and has been in recovery since 2006 but is still disconnected from his twelve year old son and former partner. In 2006, with the help of the Community Addiction Team, Steven began the Methadone Replacement Programme. At this time he was living in Overlee House, a Homeless Unit in Case Study B and was “surrounded by drug addicts, drug dealers, alcoholics and crime”. He realised that if he was to stay off drugs he had to “get away from the drugs culture as quickly as possible”. It was around this time that Steven moved into his own flat in Barrhead.

For ten years living as a heroin addict Harry’s entire day was taken up “thinking about heroin, trying to ‘earn’ money to buy heroin, taking heroin, coming down from a high”, then beginning the cycle all over again the next day. Now that he was no longer trying to “score drugs” he had a lot of time on his hands and with no job and no prospects of a job he had no idea what to do with himself. He would leave the house once a day for half an hour to visit the GP surgery for his Methadone prescription. The other twenty-three and a half hours were spent at home watching television. He did not try to interact with other people for fear that he would “fall back in with the drugs crowd in Barrhead”.

One day, on his way home from the GP surgery he wandered into Barrhead Library “just to see what was in there”. Immediately he was drawn to the computers because he had really enjoyed working with computers at high school and had passed his Standard Grade exam in Computer Studies. After joining the library Harry spent hours every day browsing sports website and football forums. One day Ishbel Banks, an Adult Learning Co-ordinator for Barrhead library suggested that he apply for an Independent Learning Account to cover the costs of studying for the European Computer Drivers Licence (ECDL). As he did not have a telephone at the time the library staff allowed him to use the library telephone to register for funding. Once Harry was approved for funding he completed the ECDL and since then has gone on to become a Volunteer Learner in Barrhead library. A Volunteer Learner works under the supervision of the Adult



Learning Co-ordinator to help teach other library users how to use computers. He also helps the library staff to solve basic computing problems on a daily basis.

Harry does not talk to many people on a daily basis yet he looks forward to the friendly welcome he receives every time he walks through the doors of Barrhead library. It is also the only time he indulges in small talk but he has come to enjoy these two minute interactions, chatting to staff about “what I got up to last night” and “what I’m doing at the weekend”. When asked to reflect about his experience as a member of Barrhead library Harry reveals that it is where he goes “to get away from things [and] there’s not really anywhere else in Barrhead to go that would keep me out of trouble”. He believes that “the library has definitely helped me to stay sober and clean because if I wasn’t here I’d be watching telly all day, I’d be bored and I’d relapse. Because it’s the boredom that makes you relapse. The library keeps me on the straight and narrow. It’s a Godsend. I’d be lost without it...I’m not welcome anywhere else”

Harry now feels optimistic about his future and is looking into applying to study web development at College. His dream is to “graduate from college, get a job, get good references, set up my own business”.

### **9.6.2 Interview with LU02**

*Library user with lived experience of adult learning.*

53 years old

Currently unemployed due to long term sickness

“I’m not alone. There are others like me. And it’s not our fault that we don’t know how to read and write. We have nothing to be ashamed of”.

Sally had spent most of her life feeling “stupid” and “embarrassed” because she could not read or write. She had hidden her dyslexia from almost everyone, managing to make it through school without having to admit she had a problem. As an adult Sally sought help from her local library and was referred to take part in *The Big Plus*, a national campaign to help Scottish adults improve their literacy and numeracy skills. It was important for Sally that these learning sessions took place in the library. If they had taken place in a school, a doctor’s surgery or a community centre she might never have learnt to read and write. When she walked through the doors of the library

nobody knew that she was there to attend adult literacy classes, she could have been there to borrow books or use the computer and she never had to worry about “bumping into someone she knew” nor did she ever have to explain to anyone why she was visiting the library. It was only when she started participating in these learning sessions that she realised “I’m not alone. There are others like me. And it’s not our fault that we don’t know how to read and write. We have nothing to be ashamed of”.

This marked a turning point for Sally who had always been “a bit of a loner”. She started seeing other learners out with the sessions and in time she became more confident, not only in her ability to read and write but also in her ability to interact with other people. After she completed *The Big Plus* Elizabeth signed up for other courses at Barrhead Library where she improved her computer skills and learned how to create *Powerpoint* presentations, how to edit together home videos and photo collections. Sally also managed to secure a job with the NHS as a Health Care Support Worker.

In recent years Sally decided to “give something back” by becoming a *Volunteer Learner* at Barrhead Library. In this role she works with the learning tutors to identify users in the library that are struggling with literacy, numeracy and life skills and encourages them to participate in learning sessions. She also helps teach users basic computer skills and has become a strong advocate for Barrhead Library. Sally has spoken at conferences about her dyslexia and her experiences in her local library and has also written a small collection of creative stories which she carries around with her in a folder, happily sharing her collection with other people. Previously Sally had been “a bit of a loner” but now boasts a strong network of friends and genuinely enjoys helping other people change their lives for the better, getting “great satisfaction” from her role as a *Volunteer Learner*.

Sally would not have been able to achieve all of this without the support of the people that work in her local library. She is no longer embarrassed about her dyslexia. She is proud of her achievements and thanks to the library has learnt one of the most valuable lessons, that “my life matters...and it’s okay for me to enjoy living it”.

### **9.6.3 Interview with LU03**

*Library user with lived experience of unemployment.*

Barrhead Library users are already being impacted by the cuts. An example of this is John, a 52 year old employability workshop participant who was made redundant from the factory job he worked at since he left school. With the help of library staff John had been learning how to type, use the internet, send e-mails etc, all of which he needs to know to apply for jobs in the 2000s. Unfortunately John will not be able to complete the course after funding was withdrawn from, following a programme of cuts to the library budget:

*“...it does seem unfair that he has to pay for future training... in the past Independent Learning Accounts (ILA) would have contributed towards these costs but funding has been withdrawn from*  
*Case Study B. Employability Workshop Trainer*

As John is currently not earning he cannot afford to pay for the workshops. Although he could pause his learning and apply for financial assistance through a different public sector funding stream, he is reluctant as he would find this “stressful” and is worried that future workshops would not take place in Barrhead Library.

## **9.7 Examples of annual evaluations**

Examples include Annual Library Plans (1998), Public Library Standards (2001), Public Library Position Statements (2002), Public Library Service Standards (2004), Cultural and Community Services Indicators (Scotland-only, 2007), Public Library Quality Improvement Matrix (PLQIM) (Scotland-only, 2007); and Comprehensive Area Assessments (CAA) (McMenemy, 2009, p.152).

## **9.8 List of partners Case Study B works with**

Local Authority B collaborates with Community Planning Partners to deliver the SOA through the ODP. These partners include NHS Greater Local Authority A and Clyde, Local Authority B Community Health and Care Partnership, Local Authority B Chamber of Commerce, Job Centre Plus, North Strathclyde Criminal Justice Authority, West College Scotland, University of the West of Scotland, Scottish Enterprise, Skills Development Scotland, Strathclyde Fire and Rescue, Strathclyde Partnership for Transport, Strathclyde Police and Voluntary Action Local Authority B.

## 9.9 Summary of Framework for the Future (2003)

Framework for the Future: Libraries, Learning and Information in the Next Decade

In 2003 the DCMS published a strategy called *Framework for the Future: Libraries, Learning and Information in the Next Decade* (Department for Culture, Media and Sport (DCMS), 2003). This strategy was the first of its kind and offered a long term strategic vision aimed at improving and modernizing public library services in England. Hailed as a modern vision for the future it specified four key areas for the sector to focus on for the future:

1. **Evolution** - building on libraries' traditional core skills in promoting reading, informal learning and self-help
2. **Public value** - focusing on areas where public intervention will deliver the largest benefits to society including support for adult literacy and pre-school learning
3. **Distinctiveness** - building on libraries' open, neutral and self-help culture. They should not duplicate the efforts of other public and private sector providers but complement them through partnership working
4. **Local interpretations of national programmes** - developing national programmes which will raise the profile of the public library service but which are sufficiently flexible to be adapted to local needs (DCMS, 2003, p.7).

The strategy was updated in 2008 with recommendations for public libraries to embrace their role and responsibility to promote reading and learning, create access to digital skills and services; encourage community cohesion and civic values; and develop scope for capacity building (DCMS, 2008). Also included were examples of best practice and innovation to encourage greater engagement and partnership between local communities, other local authority and private sector organizations. This strategy continues to inform policy decisions related to the future direction of the public library service in England.

## 9.10 Summary of Blueprint for Excellence – Public Libraries 2008-2011

In 2007 the MLA published the consultation document; *A Blueprint for Excellence – Public Libraries 2008-2011*. This document aimed to develop “a shared universal understanding of the role of the public library and of the core services that the public can expect” (Dolan, 2007, p. 2).

It also called for the sector to make improvements to the current service offering and innovate for the future.

### 9.10.1 The Library Service Modernisation Review

In October 2008, at the annual *Public Library Association (PLA)* conference, Andy Burnham, the then Secretary of State for Culture, Media and Sport, launched *The Library Service Modernisation Review (LSMR)*. The aim of the LSMR was to redefine public libraries for the 21<sup>st</sup> century and to build on the work of *Framework for the Future, Blueprint for Excellence* and another government strategy called *A Passion for Excellence*.

The LSMR recognised the rapidly evolving digital environment and called for a comprehensive and exhaustive review of issues documented in a number of published articles and reports, including ‘*Digital Services and Information Literacy*’, ‘*A Skilled and Responsive Workforce*’, ‘*Capturing Impact*’, ‘*A Community-led Service*’, and ‘*Funding Innovation*’. The Review recommended that the public library should be at the heart of modern and future societies and encouraged the sector to work collaboratively to achieve this.

### 9.11 CAQDAS-11 Word Frequency Reports

Word frequency report – 100 most frequently used words (stemmed).

#### 1. Word frequency report for node “one to one interviews”

Word	Count	Weighted Percentage (%)	Similar Words
library	410	4.72	libraries, libraries’, library, library’
people	244	2.81	people, people’
think	192	2.21	think, thinking, thinks
service	134	1.54	service, service’, services, services’

community	93	1.07	communicate, communicating, communication, communications, communities, communities', community
barrhead	79	0.91	barrhead, barrhead'
job	77	0.89	job, job', jobs
council	76	0.88	council, council'
value	73	0.84	value, value', valued, values
socially	69	0.80	social, socially
needs	62	0.71	need, needed, needing, needs, needs'
learning	60	0.69	learn, learned, learning
classes	55	0.63	class, classes
managers	54	0.62	manage, managed, management, manager, managers
help	49	0.56	help, helped, helpful, helping, helps
support	49	0.56	support, supported, supporter, supporting, supportive, supports
informed	48	0.55	informal, information, informed
good'	47	0.54	good, good'
college	46	0.53	college, colleges
meet	43	0.50	meet, meeting, meetings, meets
outcome	43	0.50	outcome, outcomes
places	42	0.48	place, place', places
young	42	0.48	young
deliver	40	0.46	deliver, delivered, delivering, delivers
staff	39	0.45	staff
adult	36	0.41	adult, adults
giving	35	0.40	give, gives, giving

talking	35	0.40	talk, talked, talking, talks
books	34	0.39	book, books
family	34	0.39	families, family
education	33	0.38	educate, educated, education, educational, educationally
issues	33	0.38	issue, issues
feel	32	0.37	feel, feeling, feels
health	32	0.37	health
business	31	0.36	business, businesses, busy
impact	31	0.36	impact, impacts
new	31	0.36	new
team	31	0.36	team, teams
economic	30	0.35	economic, economically, economics
hub	28	0.32	hub, hub', hubs
build	27	0.31	build, building, buildings, builds
different	26	0.30	difference, different, differently
provide	26	0.30	provide, providers, provides, providing
ask	26	0.30	ask, asked, asking
group	26	0.30	group, groups
school	26	0.30	school, schools
open	24	0.28	open, opened, opening, opens
visits	24	0.28	visit, visit', visited, visiting, visits
eastwood	23	0.27	eastwood
facility	23	0.27	facilities, facility
cost	22	0.25	cost, costing, costs
planning	22	0.25	plan, planning, plans

public	22	0.25	public
housing	22	0.25	house, houses, housing
local	21	0.24	local
relaxation	21	0.24	relax, relaxation
problems	21	0.24	problem, problems
employment	20	0.23	employ, employability, employers, employing, employment
evaluate	20	0.23	evaluate, evaluated, evaluating, evaluation
improvement	20	0.23	improve, improved, improvement, improvements, improving
literacy	20	0.23	literacies, literacy
role	20	0.23	role, roles
course	19	0.22	course, courses
investment	19	0.22	invest, invest', investment
sports	19	0.22	sport, sports
challenging	18	0.21	challenge, challenges, challenging
giffnock	18	0.21	giffnock
resources	18	0.21	resource, resourced, resources
change	17	0.20	change, changed, changes, changing
customer	17	0.20	customer, customers
perception	17	0.20	perception, perceptions
careful	16	0.18	care, careful, cares
computers	16	0.18	computer, computers, computing
discussions	16	0.18	discuss, discussed, discussion, discussions
drugs	16	0.18	drug, drugs
money	16	0.18	money



opportunities	16	0.18	opportunities, opportunity
performance	16	0.18	performance
unemployment	16	0.18	unemployed, unemployment
enjoy	15	0.17	enjoy, enjoyed, enjoying, enjoyment, enjoys
objectives	15	0.17	objective, objectives
report	15	0.17	report, reported, reporting, reports
wider	15	0.17	wider
activity	14	0.16	actively, activities, activity
agreement	14	0.16	agreement, agreements
budgets	14	0.16	budget, budgets
culture	14	0.16	cultural, culturally, culture
life	14	0.16	life
main	14	0.16	main, mainly
regeneration	14	0.16	regenerate, regeneration
somebody	14	0.16	somebody
someone	14	0.16	someone
door	13	0.15	door, doors
head	13	0.15	head, heads
offer	13	0.15	offer, offering, offers
positive	13	0.15	position, positions, positive, positively, positives, positivity
referred	13	0.15	refer, reference, referred, referring
town	13	0.15	town, towns
users	13	0.15	user, sers
believe	13	0.15	believe

### 9.11.1 Word Frequency Report for Node: Policy Documents

Word	Count	Similar Words
services	772	service, service', services, services'
councils'	721	council, council', council'9, councils, councils'
people	409	people, people', people', peoples
community	394	communicate, communicated, communicating, communication, communications, communities, community
support	373	support, supported, supporting, supportive, supports
local	344	local, localities, locality, locally
improving	339	improve, improved, improvement, improvements, improves, improving
libraries	280	libraries, libraries', library
cost	273	cost, costly, costs
city	270	cities, city
increasingly	255	increase, increased, increases, increasing, increasingly
outcome	250	outcome, outcomes
change	228	change, changed, changes, changing
plans	225	plan, planned, planning, plans
caring	217	care, cared, carefully, caring
data	217	data
indicators	217	indicate, indicated, indicates, indicating, indication, indicative, indicator, indicators
number	217	number, numbers
ratings	216	rate, rated, rates, rating, ratings
scotland	196	scotland
public	190	public, publication, publications
living	175	live, live', live', lived, lives, living, 'living
nationally	175	nation, national, nationally
target	174	target, targeted, targeting, targets
scottish	173	scottish
populations	170	populate, population, populations
providing	167	provide, provided, provider, providers, provides, providing
performs	161	perform, performance, performances, performing, performs

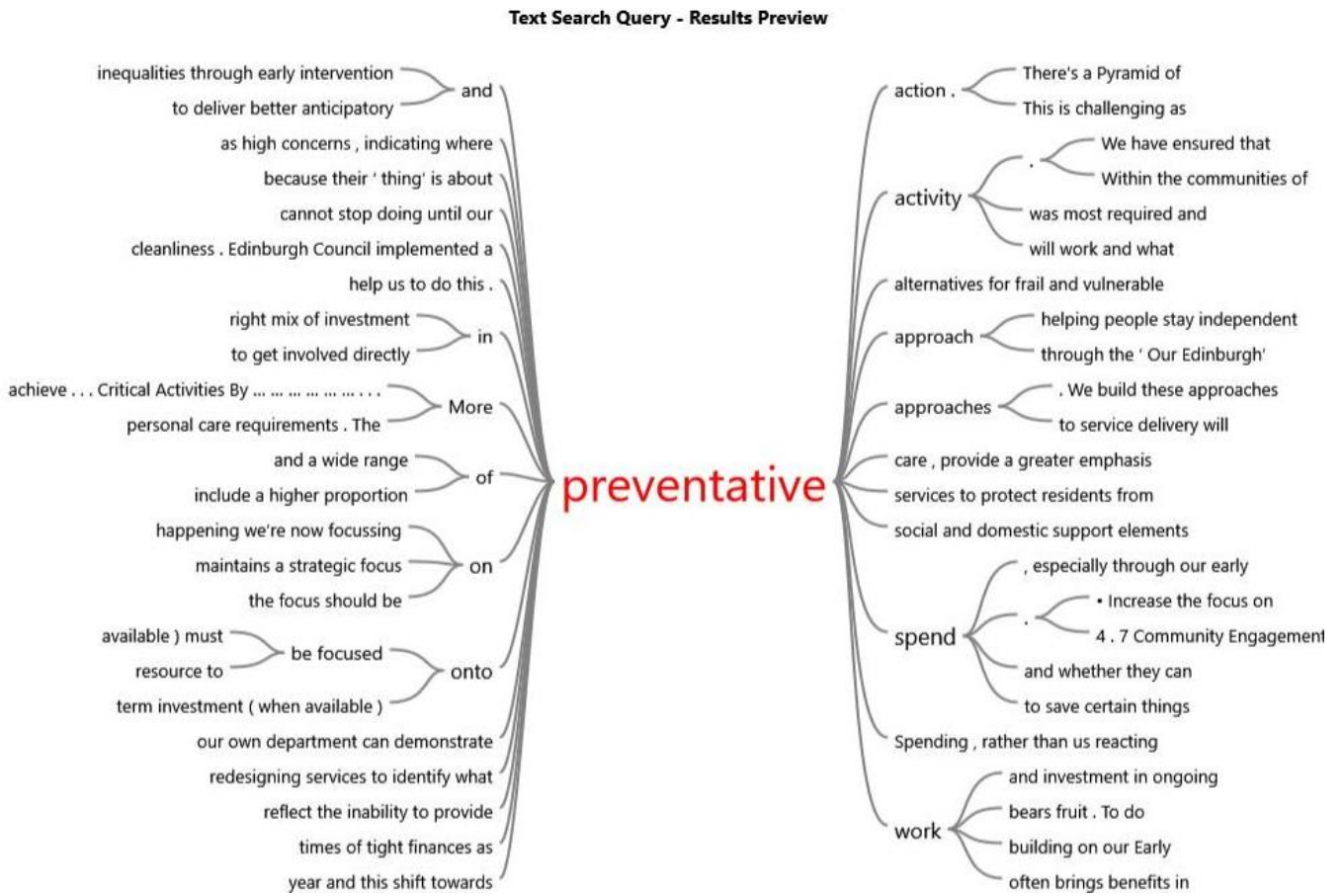
value	146	value, valued, values
residents	141	resident, residents, residents'
range	141	range, ranged, ranges, ranging
activities	140	active, actively, activities, activity
deliver	137	deliver, delivered, delivering, delivers
measures	136	measure, measurable, measured, measurement, measurements, measures, measuring
children	136	children, children'
managing	136	manage, manageable, managed, management, manager, managers, managing
benchmarks	135	benchmark, benchmarked, benchmarking, benchmarks
achieving	132	achievable, achieve, achieved, achievement, achievements, achieving
panel	125	panel, panels
reports	125	reportable, reported, reporting, reports
health	122	health
schools	122	school, schooling, schools
reduce	122	reduce, reduced, reduces, reducing
information	119	inform, informal, information, informed
educational	118	educate, educated, education, educational
places	117	place, placed, places
pupils	115	pupil, pupils, pupils'
social	115	social, socially
life	114	life
focus	113	focus, focused, focuses, focusing

## 9.12 CAQDAS-11 Word tree visualisations

### 9.12.1 “challenges”

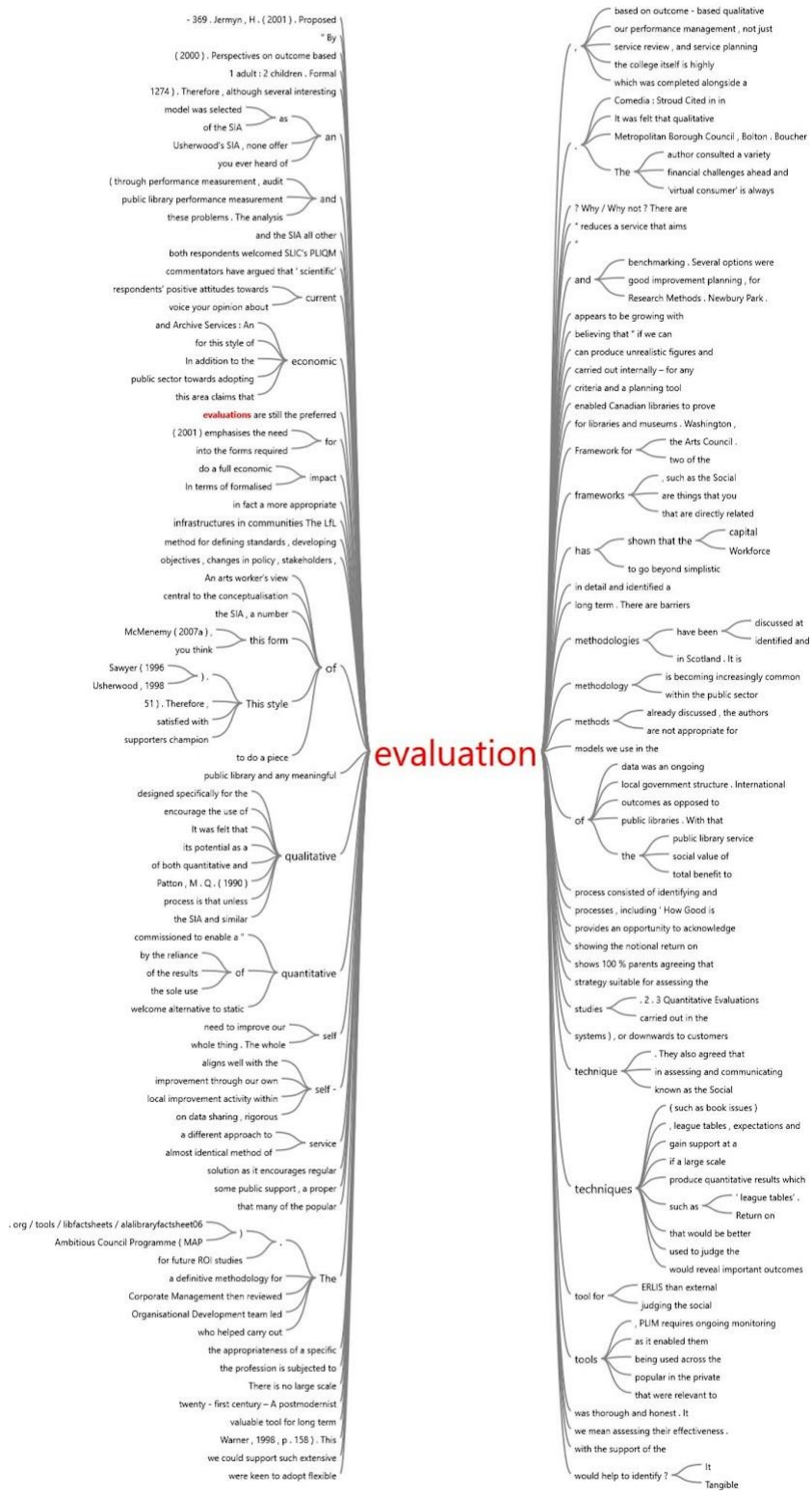


## 9.12.2 “preventative”

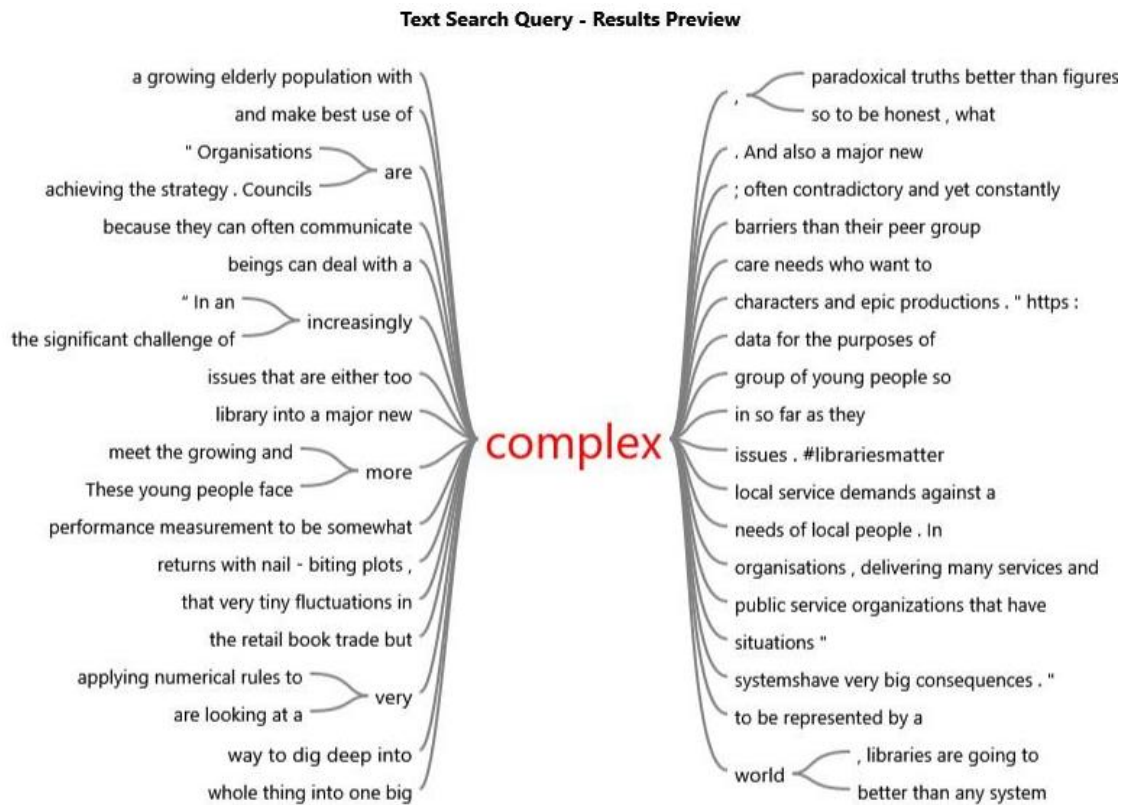


# 9.12.3 "evaluation"

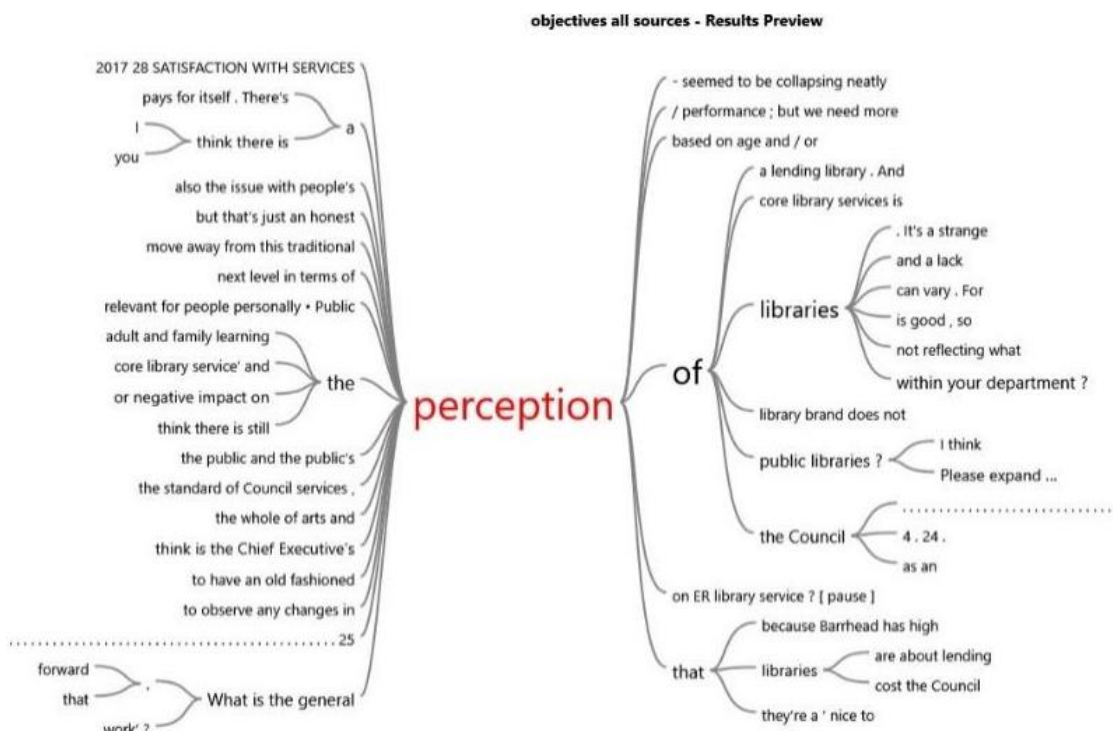
REAL SEARCH QUERY - RESULTS PREVIEW



## 9.12.4 “complex”

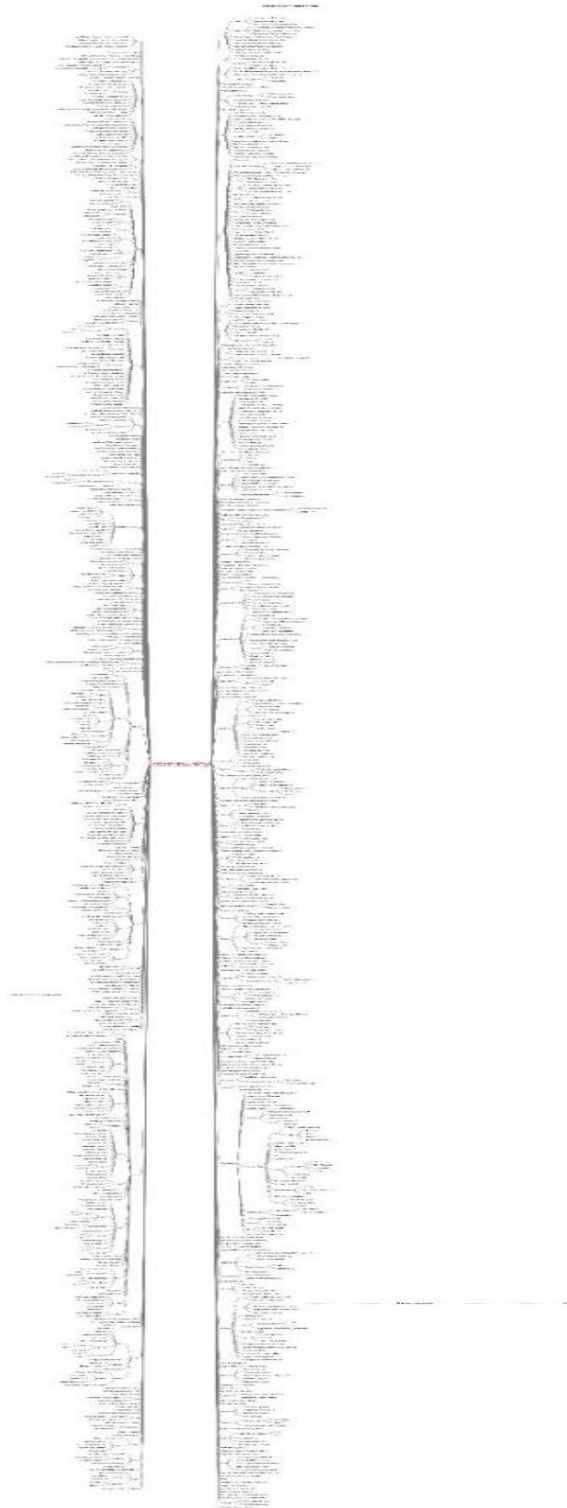


### 9.12.5 “perception”





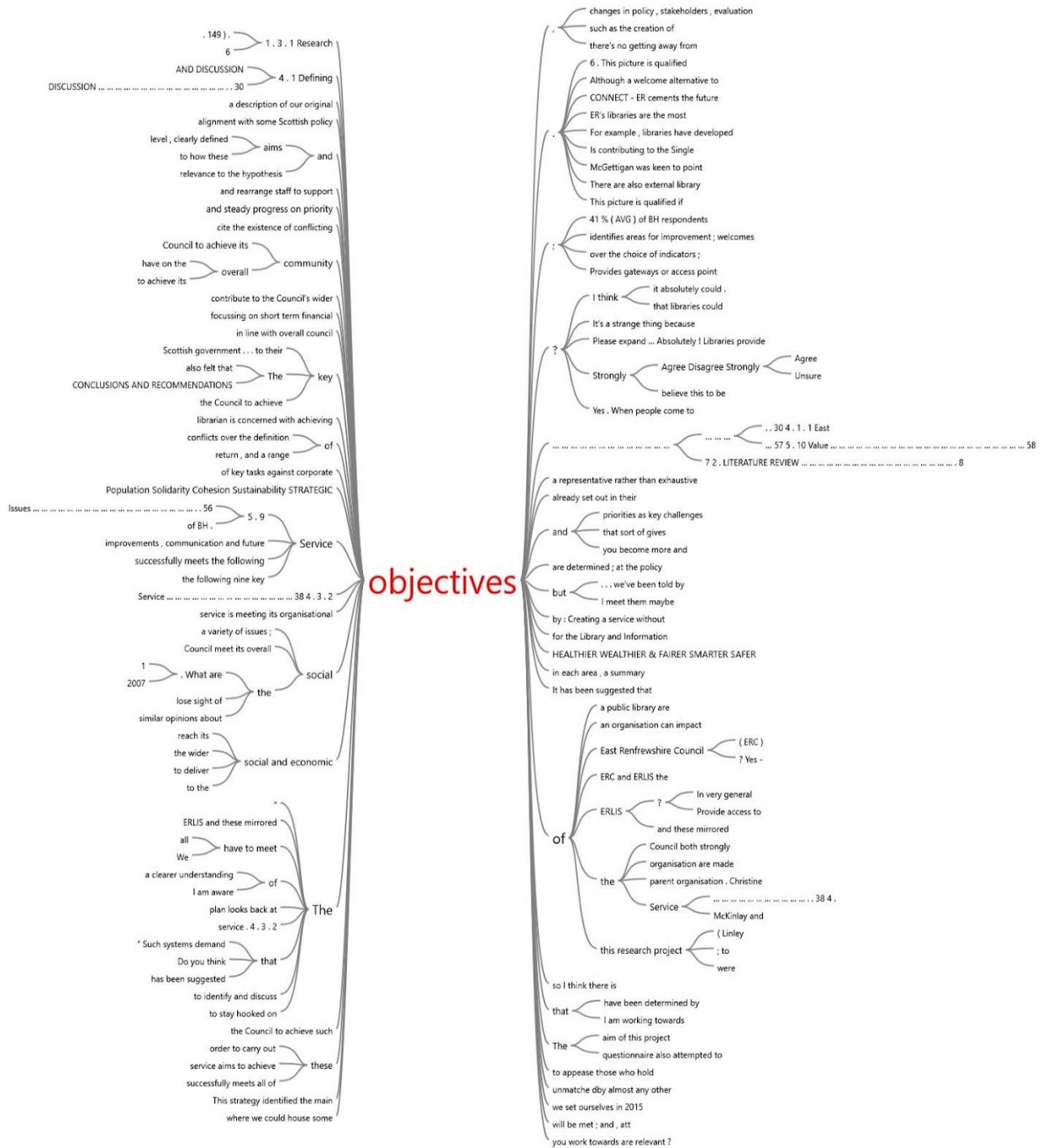
### 9.12.6 “community





## 9.12.8 "objectives"

### Text Search Query - Results Preview





### 9.13 Replicating the study – Tips for using CAQDAS

#### *What researchers will need*

Export source node data from CAQDAS-A11 into Microsoft Excel database (PLED-21) at the end of each reporting period or as often as required. \*\*

Revisit your baseline reporting infrastructure regularly to ensure you are prepared for the next reporting period.

- If raw data has been appropriately coded you should be able to extrapolate relevant data easily from Nvivo 11.
- Data can be exported to Microsoft packages (e.g. to PLED-21 in Sharepoint) or you can export “visualisations” in a variety of image file formats (e.g. charts, lists, word clouds, maps etc.), for use in reports etc. (See Chapter 4, Section 2.2. to see how PLED-21 could work in practice).
- Datasets imported from social media can be visualised as “form view”, “chart view”, “cluster view”, “map format” (with geo mapping) and saved as image files, to be shared in reports etc.
- As appropriate choose from a number of evidence based options such as storytelling, user experience, case studies (based on your reporting requirements) to apply narrative and translate the raw data into evidence (see Chapter 4 for “how this would work in practice”).
- Adopt the “how might we approach” to link evidence to strategic objectives, policy documents, mission statement etc. identified by your baseline reporting infrastructure. (see Chapter 5, Section 2 to see how this worked in the trial SIA-21).

## 9.14 PLED-21

The researcher presents screenshots of PLED-21 to demonstrate how the data would look to the practitioner, after it has been exported from CAQDAS-A into PLED-21 and coded to either the Single Outcome Agreement (SOA) or the Five Capabilities (Capability?).

**FIGURE 49 SIA-21 PUBLIC LIBRARY EVIDENCE DATABASE (PLED-21)**

Source	Data coded in NVivo 11 as “evaluation methodologies”
SM01	<p>Curriculum for Excellence, How Good is our Culture and Sport, HMIE, SLIC PLQIM, Investors in People, Customer Service Excellence, How Good is Our Community Learning and Development, Volunteer Friendly Award We use certain criteria from each of these rather than the whole thing. The whole Self Evaluation Frameworks are things that you can dip in and out of and we use them to look at certain elements. And we need to link what we do with the CfE to capture our impact better.</p>
HOS01	<p>I think a general point is that we are probably struggling to evaluate what we want because of these resource pressures.</p> <p>We’ve got the SPIs, which are of limited value. They form part of our outcome delivery plan. Every department has a copy of the outcome plan, which is pretty much just a list of quantified targets which are fitted into the Single Outcome Agreement. Part of those are the SPIs which for libraries, visits, have some relevance but SPIs tell far less than the whole story. We will have commitments within the Outcome Delivery Plan.</p> <p>There’s been a continuing challenge throughout the whole of culture and sports to get significant recognition from the Single Outcome Delivery Plan. Everything goes on to Covalent, which is a performance management package. It’s doesn’t analyse, it just records and</p>

	<p>holds. It is a performance management system which will do your traffic light systems, for example...’this task is due for completion by...’ we have done this...it captures all of the performance reporting into one place.</p> <p>More internally, libraries are using the PLQIM. They had validated self assessment last year...about the impact on the community...we have internal reporting... [and] within the single outcome delivery plan which are other people’s tasks which we make a contribution to. That meant we have been talking a lot about how we need to improve our self evaluation, our performance management, not just in libraries but across the whole basket of services and we’re struggling to do that. If you’re doing that it has to be couched in a way that other people are going to understand it and that it has to reflect that [Single Outcome Agreement]. I think it’s very easy to do that stuff and look at it and give yourself a pat on the back and move on.</p>
CO01	<p>At the end of the [learning] session there’s a couple of minutes where we ask them what they think about today’s session...we record this information on the database and the contacts sheets. And we use this data for the Curriculum for Excellence and we also record hard outcomes in relation to the four areas; Family, community, private and work.</p>
SM02	<p>I think it would be wise to look at evaluating what role it is the library does fulfil in all of this. If I look at a footfall...somewhere in the region of 100,000 people a year going through these doors, I would say probably 80% of that is people going to the library and a lot of it is just repeat library visits with people just popping in and out for 15 mins. So, while there’s 100,000 people using this facility, 80% of them are library users and unless that is measured properly then I think you’re right, the library could get lost in amongst this and the value of the library could be undermined.</p>
HOS02	<p>There’s a <i>Pyramid of Performance Management</i> for us [Case Study B Council]. The <i>SOA</i> sits at the top then you’ve got the <i>ODP</i>, which is the Council’s translation of that and how they are going to deliver the <i>SOA</i>. Then what you should have is a layer of departmental information which is important to the Department and some of it might be important enough to pull through to reports that you do for Elected Members. And then there will be <i>Service Level</i> stuff which is really only important to Service Managers and their staff, it might</p>

not even get to their own Director. And then there's a bit in here [referring to diagram] about the Chief Executive's six monthly discussions. She has a performance meeting with each department six monthly and each *Management Team* have to go in with their performance data, do a presentation to her and you might want to take a wee case study of your service stuff into that presentation with you. So for us we're trying to make sure we have the *SOA* stuff and until we get new guidance, it is what it is and it will be alright. The *ODP* has far too much in it. I think it has 256 indicators just now and I think when we put reports up to Elected Members they're like "really, you're kidding us on". And there's also an overlap there between the *SOA* and the *ODP* so we're trying to say, well we'll only do one report that covers both of them so at least that takes away some of the overlap and each department has to put up their own report so that's potentially three times that they are hearing that same piece of data, so that takes away a third of that. And what we're working on with services, well it's not in my remit but what we're linked into is '*How Good is Our Service Model*' and what we found last time that our services went through that is that services didn't have a good layer of performance information at service level so we had a couple of key performance indicators that we had to do nationally. So, maybe we didn't have a good set of data ourselves that could tell the story, so basically, now, before anybody gets to enter into the next level of '*How Good is Our Service*' they're going to have to make sure that they have that layer of service information and for me, I think we're lacking on the Halls side because we're not able to the wider outcomes, the wider social value and so we do have to do some more work around that.

So we have this system called *Covalent* which is a Performance Management IT system and the idea is if we get this right there will be one measure in *Covalent* and we could tag it for all of the other things that it is relevant to so that it could be pulled through for all of the different reports but you only need to update progress once. So, we're kind of getting there but there's still a wee bit of work to do at the Service Level. So, now we're going to cut back the *ODP* drastically, keeping 100 of the 256 indicators as *Strategic Indicators* that would get reported by the Council. And I think there are further cuts that could be made to this to further streamline it. There are a lot of services that are feeling it [drowning in performance management regimes], for them, they can't understand why they're being asked for the same



bit of data again and again and again. So I think once they have their own *Service Plans* in place then it will be a lot easier. So, instead of asking services for the same metrics, what we would do is have them in a *Service Plan* and anytime anyone needs to know you just consult the *Service Plan* with all of the key data in it. And we'll make sure that all of this is being tracked in the right way and that it is 'benchmark-able' across Scotland if needs be. And if we can get every *Service* to work to that *Framework* and we enter it all into *Covalent* then we'll have the *Golden Thread* where we can thread things through without having to duplicate reports. And what we think is that if we can get each *Service* motivated to do this through *How Good Is* then we can finally *Golden Thread* things through. So we're starting 'bottom up' now instead of in the past we've been 'top down' with *Performance Management*. The Idea of the *Golden Thread* is that you have progress on each performance measure updated once and then that measure is tagged into each report that it needs to appear in and the information pulls through the IT system to the right places without the same data needing to be updated again and again in separate places.

*Audit Scotland* would require in terms of 'numbers through libraries', 'cost per library visit' and the 'percentage of the population that are borrowers for libraries'...if you look at the *Single Outcome Agreement* and we're supposed to be measuring outcomes and that's all very well but we're supposed to be measuring outcomes for a person in terms of what a library or a community hall has done for their life it is really, really hard to measure that final end point. It's difficult because it's mostly anecdotal isn't it? And every time we try to do a business case for a *Hall* we have to remember the impact that a decision can have on the people using it and on other Council services.

But it's really hard when you are being pressed in a business way to save money, it's just really hard to capture those stories, those anecdotes and measure this value. It's a really big challenge for us going forward: how do we measure these outcomes for the *Single Outcome Agreement*?

CO02	<p>And what I do every six months I try to get something back from the clients. I get feedback from them, sometimes verbal, sometimes written and the feedbacks are so sort of ah..."I've learned something". So its people's social life, personal life...the impact [of the class] is huge. Questionnaires or their own writing is the only thing I have. When they fill in the forms at the start I have that too. But I never ask anyone because they have huge mental health issues and I never ask formal questions to them. It is all informal and it is all there, there, there (points to letters, postcards and notes she has received over the years from class participants).</p> <p>Sometimes I get a card or letter but I never highlight them. I know about three months ago they [the council] were looking for this information but because of the types of people and the nature of the class I never ask them [to evaluate]. I have a spreadsheet and my line manager is the only person that can see this information. We do have a true picture of impact. It is not just anecdotal. I have their true writing. And some of my clients I refer to other classes, such as IT or they go for other learning, like parenting skills and employability training. And some other services refer clients to do us. So that is evidence that people know about our impact as well.</p> <p>Sometimes though I think about my services I think people cannot 'see' the impact so easily. People can't see into people's mind or people's inner body but I think if you want to 'see' you can 'see', if you don't want to 'see' you can't 'see'. And because it is not highlighted...like pain, if it is bleeding you can see but if pain is inside you cannot see. And if people do not express we cannot see. [Talking about Education Services] Exam results are numbers so you can see straight away the impact. But these sorts of services [Talking about the Library Service] you cannot see straight away their impact and someone has to learn to appreciate, to value, these sorts of services and I hope the Council will appreciate what we are doing [in the library].</p>
LM01	<p>Well, monthly reports, all that, you know, nowadays, it's all statistics and nowadays it shouldn't be all statistics. my main priority is the customers that come through that door, not the statistics. To me they [senior management] can have as many statistics as they want but if you've got the public on your side, that's the main thing. Doesn't matter how many statistics you do.</p>

LM02	REDACTED feels very passionately about the impact that her library makes within the community it serves, but acknowledges “that much of what is achieved is often overlooked”...referred to libraries as “the poor relations” to other public sector services such as health and education.
CO02	...the impact of these sessions are not recorded in any official way. The YPT hand out questionnaires a few times a year to help them improve their events but the impact that attending these events has on library users is largely overlooked.
SM02	I think it would be wise to look at evaluating what role it is the library does fulfil in all of this. If I look at a footfall...somewhere in the region of 100,000 people a year going through these doors, I would say probably 80% of that is people going to the library and a lot of it is just repeat library visits with people just popping in and out for 15 mins. So, while there’s 100,000 people using this facility, 80% of them are library users and unless that is measured properly then I think you’re right, the library could get lost in amongst this and the value of the library could be undermined.
HOS02	It’s a strange thing because the role of the Council is to do things for its community which wouldn’t otherwise get done. There are a lot of things that the council does that wouldn’t make sense if you were a business, you just wouldn’t do them.

**1. What does the data tell us about how the public library fits into the council’s objectives?**

Source	Evidence	Social Tag	SOA?	Capability?
--------	----------	------------	------	-------------

HOS01	The corporate objective is to give people the best possible start in life. And we talked about how we can support preschool education, how we can support education more widely. Part of the hub role will be about enhancing our role as information resource; to use libraries to address corporate concerns and demonstrate value for tactical reasons.	Supporter	1	1
CO02	I think if libraries were purpose built then I certainly think that libraries could become the hub [for the council]...The Library would be the hub that other council services would feed into... If you're talking about 'safer communities' then the local police could link in with the local library. You could have a local police officer allocated to a community library. You could have a social worker allocated to a community library. You know, I think the possibilities are endless...but it's the capacity, it's the physical buildings...would stop us from doing that. Libraries would be ideal for us to do that stuff with and libraries would be the most popular choice. If you were to ask residents/stakeholders about the hub, they'd choose the library as that hub.	Enabler	2	2
Citizen's Panel Report 2017	Around 9 in 10 respondents indicated that they had attended a cultural event and/or place of culture in the last year. 50% of these respondents cited the library as the venue. 92% of respondents rated library services as "very good" or "good".	Popular		3
	...the library has definitely helped me to stay sober and clean because if I wasn't here I'd be watching telly all day, I'd be bored and I'd relapse. Because it's the boredom that	Supporter	2,4	1

	makes you relapse. The library keeps me on the straight and narrow. It's a Godsend. I'd be lost without it...I'm not welcome anywhere else".			
	After she completed The Big Plus Sally signed up for other courses at Barrhead Library where she improved her computer skills and learned how to create Powerpoint presentations, how to edit together home videos and photo collections. Sally also managed to secure a job with the NHS as a Health Care Support Worker.	Enabler	2	1
SM01	The Friday Night initiative is a partnership project between the library, youth groups and local police offering a space for troubled youths to come together to participate in constructive activities on a Friday night. Feedback from local police confirms that when this group takes place there is a drop in the number of criminal activities carried out by teenagers in the area.	Connector	1	1,2
#librariesmatter	RT @janholmquist: Glasgow libraries generate £1 million in benefits for vulnerable people in debt <a href="https://t.co/3LDIidFz62">https://t.co/3LDIidFz62</a> #librariesmatter...	Supporter	3	1
HOS02	And there's more focus on the outcomes and I know that the SNP are starting to move much more into the outcomes because their 'thing' is about Preventative Spending, rather than us reacting to what's happening we're now focussing on preventative spend to save certain things happening in the first place. So actually it's going to be quite important for things like Halls and Libraries because if that's giving people a place to go and keeps them out of other services then that might come into that.	Preventer		1
#librariesmatter	RT @CILIPScotland: Did you know? Public libraries welcome 14 times as many visitors as top level football in Scotland <a href="https://t.co/XouGOrRB...">https://t.co/XouGOrRB...</a>	Popular		3

#librariesmatter	RT @CILIPScotland: Why #LibrariesMatter - our fact sheet for candidates standing for election <a href="https://t.co/rh3TYsEYCA">https://t.co/rh3TYsEYCA</a>	Enabler		
#librariesmatter	What a great initiative! #libraries there's so much potential for working together. #librariesmatter <a href="https://t.co/AYfktunuDu">https://t.co/AYfktunuDu</a>	Connector		4
Citizen's Panel Report 2016-2017	Around 9 in 10 respondents indicated that they had attended a cultural event and/or place of culture in the last year (92%, Figure 39). The specific events and places most commonly mentioned by respondents were the cinema (67% attended in the last year), museum (53%), historic place (52%), theatre/dance show (51%), and library (50%).	Popular		3

## 2. What does the data tell us about public libraries and community engagement?

The public library brings the community together and serves as community magnet in council led regeneration projects.

Source	Evidence	Social Tag	SOA?	Capability?
REDACTED	Without libraries we are less human and more profoundly alone #librariesmatter <a href="https://t.co/gSX9bzJ3e7">https://t.co/gSX9bzJ3e7</a>	Connector		2
	With digital resources & self-service reducing human interaction what a great offering. People need people.... <a href="https://t.co/4ybNcTjyoc">https://t.co/4ybNcTjyoc</a>			2
REDACTED	'Smart libraries build smart communities & smart cities' <a href="https://t.co/2kJgijHri1">https://t.co/2kJgijHri1</a> #Librariesmatter...	Regenerator		4

SM01	It's about local identity; it's about the connectedness of community that we're serving, I suppose. It's about community cohesion. It's about all of those things... it's also about the intangible things that are hard to measure. It's about people's learning, people's safety, feeling part of the community... The value of someone coming in [to the library], feeling part of their community, borrowing books, sharing space with other people, social interaction, all that side of things.	Connector	4	2,1
HOS02	I'm not sure that this would be a community without a library. I think any community no matter where...once you start shutting down libraries you're going to lose a lot of the social networking that goes on there.	Connector	4	1,2
SM02	...it's probably more of a social interaction, it's more a development of community, it's more about getting people together to talk about ideas, projects for their local communities... When you drill down...shops, community centres, libraries, sports centres, all of that is critical to economic development. It's critical to the heart of the town...the library in all of that is the magnet; it's the community magnet.	Connector, Enabler	4	2,4
CO01	Some of them express their loneliness, especially in the Nielston group, express that they don't have anywhere to go for socialising so coming to that older persons wellbeing class they find that it's not only them, there are other people in the community	Connector, Network	4	2
CO02	It's about engagement with the community and you are bringing them into a place of learning, by proxy and you are using it as a bit of a hub, so in that sense you are bringing them into somewhere and something... And I think the library can be a real focal point for a local community if used in the right way.	Enabler	4	2

#librariesmatter	Libraries are the heartbeat of communities. A place to get lost in new worlds and interesting facts..... <a href="https://t.co/bg771y6bDc">https://t.co/bg771y6bDc</a>	Beacon		2
REDACTED	Feel like I know what's going on in the community.	Informer	4,5	2
REDACTED	It keeps me connected and aware.	Connector	4	2
REDACTED	Makes me feel like I am part of the community.	Network	4	2
#librariesmatter	@RenLibraries: 77% of people say the facilities found at public libraries are important for their communities	Popular	3	2
Library Supervisor,	On Friday nights The Bridge Library is open late to cater for Youth Clubs. These groups offer opportunities for groups to come together; discuss issues, seek advice, learn and have fun. The group were consulted over the location of the Youth Section library books and the range of resources on offer. Their opinions were taken into consideration and the resources were revised and relocated. As a result, issues have doubled.	Connector, Enabler	1,2	1

### 3. What does the data tell us about public libraries as public spaces?

The public library provides a trusted impartial space which promoting a sense of belonging.

Source	Evidence	Social Tag	SOA?	Capability?
LU01	I'm not welcome anywhere else	Beacon	4	1



LU02	When she walked through the doors of the library nobody knew that she was there to attend adult literacy classes, she could have been there to borrow books or use the computer and she never had to worry about “bumping into someone she knew” nor did she ever have to explain to anyone why she was visiting the library.	Impartial	2, 4	
CO03	All participants agreed that they would probably not attend the sessions if they took place in a GP surgery.	Trusted	2,4	1
#librariesmatter	RT @baggsjedu: Open, Inclusive, Diverse, Free: Libraries Are for Everyone. #DiverseBookBloggers #librariesmatter <a href="https://t.co/SQ1c9KPIDs">https://t.co/SQ1c9KPIDs</a>	Universal		
#librariesmatter	Libraries = fabric of society. What an enlightened Mayor! Congrats #Liverpool #librariesmatter <a href="https://t.co/s9ysGOoVNf">https://t.co/s9ysGOoVNf</a>	Enabler		2
SM01	The value of someone coming in [to the library], feeling part of their community... our vision going forward to libraries within ER is to be hubs within communities, to work to support that community cohesion, help vulnerable people... Libraries are still perceived as non-threatening environments, safe places to go...that’s important	Communicator, Preventer, Enabler, Connector	4	2

#### 4. What does the data tell us about public libraries and citizenship?

The public library has an essential role to play in democratising access to information and resources.

Source	Evidence	Social Tag	SOA?	Capability?
--------	----------	------------	------	-------------

#librariesmatter	“Public libraries are an essential part of a democracy” #libraries #librariesmatter <a href="https://t.co/nHqtoHfM9w">https://t.co/nHqtoHfM9w</a>	Neutral	2	
#librariesmatter	Libraries are our common ground, says @BrendanHowley: <a href="https://t.co/L5G3BmkGyQ">https://t.co/L5G3BmkGyQ</a> #LibrariesTransform #librariesmatter	Neutral		2
#librariesmatter	RT @cityreadlondon: “Public libraries are an essential part of a democracy” #librariesmatter <a href="https://t.co/t89RH1voK6">https://t.co/t89RH1voK6</a>	Neutral	2	
#librariesmatter	RT @clauersen: #Librarians Across America Are Using Their Powers For Political Good <a href="https://t.co/kvmcVS5jE">https://t.co/kvmcVS5jE</a> #librariesmatter	Fact-checker	2	5
#librariesmatter	Did you know that more than 55% of recent immigrants use the public library at least once a week? #LibrariesTransform #NLW17	Connector	2	1
UQ 01	Local information about MP/MSP when I moved to the area	Neutral	2	
UQ 02	During the local election.	Neutral	2	
UQ 03	When I saw posters about volunteering.	Communicator, Enabler		2
UQ 04	Feel like I know what's going on in the community.	Communicator	2	
UQ 05	Being directly in touch / involved with community from talking to staff to sharing facilities with other users.	Network	2	
UQ 06	When they were making the new M8 flyover they told us about it in the library. Then I was able to tell people I know about what was happening.	Communicator	2	2
UQ Ref 08	Just helps me to be more informed	Communicator	2	

UQ Ref 9	There's all sorts of bits and pieces on noticeboards, I get lots of information from that	Communicator	2	
#librariesmatter	“Public libraries are an essential part of a democracy” #libraries #librariesmatter <a href="https://t.co/nHqtoHfM9w">https://t.co/nHqtoHfM9w</a>	Neutral	2	

### 5. What does the data tell us about what users do at the public library?

A visit to the public library is subjective. A day in the life of a public library shows individuals accessing the public library for education, health information, clubs and activities, advice and social connections.

Source	Evidence	Social Tag	SOA?	Capability?
UQ 01	Children's events at weekends and summer holidays.	Educator, Connector	1	1
UQ 02	I've come to bookbug with both of my babies over the years.	Educator	1	1
UQ 03	Internet for job hunting Local information about MP/MSP when I moved to the area. Taking kids to bookbug.	Enabler, Connector, Social Network	2	5

UQ 04	It's become more important since I retired, I like the friendliness and the book club, I've got a whole new group of friends.	Connector, Social Network	5	
UQ 05	There's always a choice of stuff to do here, especially when I bring my grand-daughter	Educator	1,5	
UQ 06	Attend the recruitment event.	Enabler, Participatory	2	4
UQ 07	I am meeting my mum here so we can go to the craft fayre upstairs.	Participatory, Connector		
UQ 08	When I go to the book clubs.	Participatory	2	
#librariestransform	Our portable lego wall in the making! More pictures to follow! @LauraSecordWSD #MakerSpace #LibrariesTransform... <a href="https://t.co/4gv7Oin25B">https://t.co/4gv7Oin25B</a>	Participatory	1	
UQ	I use it for studying because I've got brothers and sisters at home and I can't concentrate.	Educator	2	
	I come here every week to meet my English tutor and to study.	Educator	2	
Ethno	3 new mums arrive, with buggies and 6 children. All of the mums seem to know one another. They greet each other cheerily. Some have arrived for the reading session with the kids... some of the kids start sharing and reading books together.	Connector, Educator	1,2,4	1

Ethno	The younger women are attempting to book holiday flights using a website and their mobile telephone to confirm costs. The older user is on the Open University website and the teenager on MSN, checking e-mail and world news.	Connector, Enabler	2	5
Ethno	So far today the majority of visits have been solitary.	Neutral, Connector		
Ethno	An older woman, possibly in her late sixties is wandering around. Pauline, a LA recognizes her as Mary and says hello. They catch up for a little bit. Mary tells Pauline about her replacement hip operation and about her grandchildren. She then asks the LA for help locating a book and the LA walks her over to the health section	Communicator, Beacon, Network	4	3
Library Supervisor,	A lot of our users are unemployed, pensioners, children and small babies with their mothers.	Multi-layered	1,4	3

**6. What does the data tell us about public libraries and preventative spending?**

Public libraries have the potential to relieve pressure on other public services, thus creating savings through prevention based activities, such as early intervention.

Source	Evidence	Social Tag	SOA?	Capability?
LU02	After she completed The Big Plus LU02 signed up for other courses at Barrhead Library where she improved her computer skills and learned how to create	Educator, Enabler,	2	1

	Powerpoint presentations, how to edit together home videos and photo collections. Sally also managed to secure a job with the NHS as a Health Care Support Worker.			
LU01	“the library has definitely helped me to stay sober and clean because if I wasn’t here I’d be watching telly all day, I’d be bored and I’d relapse. Because it’s the boredom that makes you relapse. The library keeps me on the straight and narrow. ...there’s not really anywhere else in Barrhead to go that would keep me out of trouble”.	Beacon, Network, Supporter	2,4	1
Bounce & Rhyme participant	Bounce and Rhyme offer an opportunity for new parents to get out of the house, to meet other new mums and dads in the area. They provide a lifeline that helps stave off loneliness	Network, Connector, Supporter, Participatory	4	1
Library Supervisor, REDACTED	Friday Night initiative – a partnership project between the library, youth groups and local police offering a space for troubled youths to come together to participate in constructive activities on a Friday night. Feedback from local police confirms that when this group takes place there is a drop in the number of criminal activities carried out by teenagers in the area.	Multi-layered, Neutral, Connector		1,2,4
#librariesmatter	RT @janholmquist: Glasgow libraries generate £1 million in benefits for vulnerable people in debt <a href="https://t.co/3LDIidFz62">https://t.co/3LDIidFz62</a> #librariesmatter...	Worthwhile		1,3

#librariesmatter	@alisonflood ICYMI #LibrariesWithoutBorders is using #libraries to build #Peace in #Colombia <a href="https://t.co/YL9dOLWdhZ">https://t.co/YL9dOLWdhZ</a> #LibrariesMatter	Multi-layered, Neutral, Connector		
HOS02	the SNP are starting to move much more into the outcomes because their 'thing' is about Preventative Spending, rather than us reacting to what's happening we're now focussing on preventative spend to save certain things happening in the first place. So actually it's going to be quite important for things like Halls and Libraries because if that's giving people a place to go and keeps them out of other services then that might come into that.	Worthwhile	4	1
CO02	Some of my young people will do their Universal Jobs Match at the library because they don't have a computer at home so they have to prove 35 hours of job searches when they go to sign on, otherwise they'll be sanctioned. So if you're on Universal Credit you have to fill it in every day. And it's all digitised, so again, doesn't really take into account digital literacy or the fact that some of our young people are digitally excluded because they don't have wifi or the money for a laptop. and that's where the library is a necessity for them, the one way they're able to do their Universal Jobs Match	Educator, Enabler, Participatory	2	5
CO02	25% of population with low levels of literacy and this impacts on their ability to find a job and form relationships even etc etc so anything that gets people reading or encourages people to access these services are absolutely essential... we know that literacy is a huge barrier for employability so I would hope the support would	Educator	2	

	be there. Collaborative working, learning, championing libraries should be top of the agenda.			
CO01	<p>And another gentleman he came about two years ago. He was very, very, very shy middle aged man and he used to sit quietly and hardly talk and after a few months he started opening up because the relaxation group we have it's very informal and at the same time they are learning. So, he started opening up, started talking, started taking part in conversation and then one day I asked "what do you like to do?" and he said "I love riddles". So I say, "Okay, from next week you bring us one riddle". So he started bringing us riddles every time we finish our session for a few weeks and that gives him huge confidence to talk in a small group. And then I send him to other services within our council for a job, for employability, because that is not my area. So I sent him to a place called "Brighter Future" through Renfrewshire Association for Mental Health (RAMH) so he was there. But he keeps coming [to class]. Then he got a job for two weeks at Glasgow Airport as a Winter Assistant and two weeks became two months and now he is now almost permanent.</p>	Educator, Beacon, Multi-layered, Connector, Enabler	2,4	1

**7. What does the data tell us about public libraries and economic value?**

Public libraries deliver a return on investment for the council.



Source	Evidence	Social Tag	SOA?	Capability?
HOS02	We do recognise that we do lose sight of the social objectives but...we've been told by another Council [one that's now a Trust] to forget the social outcomes and go chase the money. Well, that's not what we're about [in ER]. If that's what we are about we might as well pack up and walk out the door.	Ethical		
Development Officer, Adult and Family Learning Services	You can see as a council why they're having to do it [focus on economic value] but you can see as well that they are going to lose a lot if they stop it (sessions with no economic value).	Multi-layered		1
Development Officer, Adult and Family Learning Services	So, we look at what we need to do to help you get a job. You need to know how to fill in forms, CVs, write good personal statements, search for jobs. When we have somebody that comes back to say they got a job then we can record that they've got an income from that training.	Enabler	2,4	1
Economic Development & Regeneration Manager	If we take economic development to begin with, that will cover everything from the local development planning, planning a pro-development plan that will encourage housing...it will cover everything that has to do with business support, business gateway, PSYBT, all the other sort of social enterprise stuff...a wide range of grant support schemes to help local companies; anything from business development activity through to marketing, finance, property support. In addition to that, we work closely with our Chamber of Commerce and other business support	Enabler, Connector, Catalyst	3	2,4

	organisations, Scottish Enterprise for example to try and just maximise the offer to local companies. And that's just the business side of things. We also have a rural economic development strategy which is geared towards this rural hinterland. ER is 20% urban centre, 80% rural...so we're out with Government funds, Leader funds in particular trying to stimulate economic activity			
CO02	Libraries are places where people can thrive and they can play an essential role educationally and culturally and economically in helping society to thrive	Educator, Catalyst, Enabler	2	1

## 8. What does the data tell us about public libraries and education?

Public libraries can successfully deliver grassroots education initiatives. Public libraries are excellent partners and are catalysts for positive change.

Source	Evidence	Social Tag	SOA?	Capability?
#BarrheadFoundry  #LibrariesMatter	#BarrheadFoundry welcomes St Johns Primary 4 to celebrate #WorldBookDay20 #LibrariesMatter <a href="https://t.co/1bSTBA4yma">https://t.co/1bSTBA4yma</a>	Educator, Participatory	1	
#LibrariesMatter	RT @ERCL4: #LibrariesMatter "because I get to learn coding there and I love it!" Kyle, 6yrs. @CILIPScotland <a href="https://t.co/FqPwqX2zSR">https://t.co/FqPwqX2zSR</a>	Educator, Enabler	1	5
#BarrheadFoundry	*NEW* Spring Holiday Teen Digital Photography sessions at Barrhead Foundry!	Network, Educator		5

	<a href="https://t.co/VUqXNYRUpj">https://t.co/VUqXNYRUpj</a> <a href="https://t.co/lsPh6TSsJN">https://t.co/lsPh6TSsJN</a>			
#BarrheadFoundry	Fantastic games at the foundry to celebrate World Book Day. Emoji Book challenge! @ERCLA <a href="https://t.co/wnjJK1QBNU">https://t.co/wnjJK1QBNU</a>	Participatory		
CS01 Harry	After joining the library Harry spent hours every day browsing sports website and football forums. One day Ishbel Banks, an Adult Learning Co-ordinator for Barrhead library suggested that he apply for an Independent Learning Account to cover the costs of studying for the European Computer Drivers Licence (ECDL). As he did not have a telephone at the time the library staff allowed him to use the library telephone to register for funding. Once Harry was approved for funding he completed the ECDL and since then has gone on to become a Volunteer Learner in Barrhead library. A Volunteer Learner works under the supervision of the Adult Learning Co-ordinator to help teach other library users how to use computers. He also helps the library staff to solve basic computing problems on a daily basis.	Beacon, Multi-layered, Educator, Enabler	2	1
CS01 Harry	Harry now feels optimistic about his future and is looking into applying to study web development at College. His dream is to “graduate from college, get a job, get good references, set up my own business”.	Catalyst	2	1
CS02 Sally	There are others like me. And it’s not our fault that we don’t know how to read and write. We have nothing to be ashamed of”.	Network	4	
CS02 Sally	As an adult Sally sought help from her local library and was referred to take part in The Big Plus, a national campaign to help Scottish adults improve their	Educator, Neutral	2, 5	1

	<p>literacy and numeracy skills. It was important for Sally that these learning sessions took place in the library. If they had taken place in a school, a doctor's surgery or a community centre she might never have learnt to read and write. When she walked through the doors of the library nobody knew that she was there to attend adult literacy classes, she could have been there to borrow books or use the computer and she never had to worry about "bumping into someone she knew" nor did she ever have to explain to anyone why she was visiting the library.</p>			
CS02 Sally	<p>After she completed The Big Plus Sally signed up for other courses at Barrhead Library where she improved her computer skills and learned how to create Powerpoint presentations, how to edit together home videos and photo collections. Sally also managed to secure a job with the NHS as a Health Care Support Worker.</p>	Catalyst	5	1
Ethno Young People's Team, REDACTED	<p>After 20 minutes some of the children appear to get restless and one starts insulting others in the group out of the blue. He calls another boy "a weirdo". Lucy tells him to stop and points out that talk like that is not nice. The boy shrugs his shoulders. Another boy leaves. Some other young boys, located outside of the activity room start calling out to those participating in the session. They appear to embarrass their peers for participating in this session. One of the boys in the session appears annoyed and starts once again to verbally abuse his friends. He calls one of the other boys "gay". Lucy tells</p>	Educator, Catalyst, Beacon	1	

	<p>him that it is not nice to call other people names and asks why he was calling his friend gay in the first place. The boy does not seem to know why. Lucy asks the group if they know what it means to be “homophobic”. None of them do, so she explains that homophobia occurs when an individual or group discriminates against another because of their sexual orientation – e.g. they are gay. Lucy also speaks quietly to the boy who shouted the insult and he nods in acceptance. Another boy confesses that his cousin is “gay” but he’s “totally normal”. Lucy agrees that there is nothing abnormal about being gay and they all nod in agreement.</p>			
Ethno Employability Workshop	<p>EB01 learns how to hold a mouse and how to navigate a computer screen by completing some mouse exercises on the website Senior Net. EB01’s hands are shaking as he tries to learn these new skills but he is keen and picks it up quickly. He notes that it is like learning a new language.</p>	Educator	2	5
#LibrariesMatter	<p>RT @C_Gibbons2005: All libraries are beautiful. They are places of inclusion and learning and of hope. #librariesmatter</p>	Neutral, Beacon, Educator		
#LibrariesMatter	<p>Because 73 milion europeans have low #literacy skills #librariesmatter so much @CILIPScotland @ilonadawnkish... <a href="https://t.co/JyDWhoXp11">https://t.co/JyDWhoXp11</a></p>	Educator		3
#LibrariesMatter	<p>Great to hear @Digital_MW at #edinedge talking about why #LibrariesMatter to digital engagement in local government.</p>	Educator, Catalyst		5

#LibrariesMatter	RT @PennyRobertson: They give us free access to the best technology ever invented... books #librariesmatter #everyoneshouldwearatophat http...	Educator, Beacon		5
#LibrariesMatter	RT @TheSandyGrant: I'm a philosopher because of libraries. They're vital so I now give talks in libraries. ❤️ #libraries #LibrariesR4Every1...	Beacon, Catalyst	2	
#librariesma...	a great place for quiet study #librariesma...	Educator	2	
Economic Development & Regeneration Manager	So young people that visit the college will see their peer group doing all this sort of stuff and I think that's a good way to break down that myth that "I could never do that...But this [the college] gives us a chance to start breaking the cycle and the library in all of that is the magnet; it's the community magnet.	Beacon, Catalyst, Neutral	2	1
Health & Wellbeing Officer	It's like, whatever they learn they take back and they share all of the information.	Educator		
Library Supervisor, Barrhead	And through the Adult Literacy and through the IT courses people can improve their lives, learn basics, and learn ECDL. They can start from scratch, people who've never read before. Like today, this morning, there was an adult literacy class on for people with special needs and that gives them the opportunity to read and write. And we've referred people to adult literacy ourselves because	Educator, Connector	2,5	1,5

	we can see they're having trouble with reading and writing so we ask them if they want us to refer them so we refer them [to Adult Literacy]			
CO02	Libraries are places where people can thrive and they can lay an essential role educationally and culturally and economically in helping society to thrive	Educator, Beacon, Catalyst	2	1,2
#librariesmatter	RT @RenLibraries: Renfrewshire Libraries Digiteers Service - "I learned so much and am now going to college." - Jenny #librariesmatter #Di...	Educator, Catalyst		5
#librariestransform	Tweens and teens learning character design and creating their own comics. This is what #LSTA makes possible.... <a href="https://t.co/wgy5pkvhvP">https://t.co/wgy5pkvhvP</a>	Educator, Participatory	1	
UQ	I was able to come in here to study for my exams.	Educator	2	
UQ	The library got in lots of Gaelic books which was brilliant because I was trying to teach myself but the books were so expensive.	Educator	2	
UQ	I don't have to go to college to learn.	Educator	2	
#BarrheadFoundry	Fantastic games at the foundry to celebrate World Book Day. Emoji Book challenge! @ERCL4 <a href="https://t.co/wnjJK1QBNU">https://t.co/wnjJK1QBNU</a>	Participatory		

## 9. What does the data tell us about public libraries and reading?

Public libraries are grassroots educators. Public libraries promote reading for learning and leisure.

Source	Evidence	Social Tag	SOA?	Capability?
--------	----------	------------	------	-------------

CS02 Sally	As an adult Sally sought help from her local library and was referred to take part in The Big Plus , a national campaign to help Scottish adults improve their literacy and numeracy skills. It was important for Elizabeth that these learning sessions took place in the library. If they had taken place in a school, a doctor's surgery or a community centre she might never have learnt to read and write. When she walked through the doors of the library nobody knew that she was there to attend adult literacy classes, she could have been there to borrow books or use the computer and she never had to worry about "bumping into someone she knew" nor did she ever have to explain to anyone why she was visiting the library.	Educator, Neutral, Supporter	2,5	1
Ethno Clarkston	Behind me, the gran has returned to the children's section and has started reading aloud to the toddler. The child laughs and makes scary monster noises as gran reads.	Connector	1	
#librariesmatter	Freedom to Read requires public libraries. #FTRWeek #librariesmatter <a href="https://t.co/MDa7RMFh9e">https://t.co/MDa7RMFh9e</a>	Neutral		
#librariesmatter	RT @LitScotland: Libraries 'crucial' for the nation's engagement in literature, says @RSLiterature #LibrariesMatter <a href="https://t.co/ZZfhSJ00AL...">https://t.co/ZZfhSJ00AL...</a>	Educator	2	
QR	I probably would never have read Eastern authors, now I seek out books about the East. So it's opened me up to new authors and cultures through their staff suggestions.	Educator, Influencer	2	
QR	The special summer reads and special Scottish author reads made me read books I wouldn't normally	Influencer	2	
QR	I can read for the rest of my life.	Beacon	2	



Ethno, Clarkston	The LA believes there should be something in the stock that should contain something about Anne Frank. She discusses reading abilities with the user and they decide on one book that might suit the user's little boy's needs. The user leaves with a collection of about 4 picture books and thanks the LA for her assistance and advice	Educator	1	
Ethno Clarkston	Behind me, the gran has returned to the children's section and has started reading aloud to the toddler. The child laughs and makes scary monster noises as gran reads.	Connector	1	
Ethno, Clarkston	A middle aged user accepts the challenge to take a mystery book. She likes the idea of trying something she might normally have chosen.	Influencer	2	
#LibrariesMatter	RT @ERCL4: Mearns library staff reading fantastic stories #WorldBookDay to children at local schools @OLM_Primary @St_Thomas_ERC #Librar...	Educator	1	

#### 10. What does the data tell us about public libraries and digital?

Public libraries level the playing field between the 'digital haves' and the 'digital have-nots'.

Source	Evidence	Social Tag	SOA?	Capability?
#librariestransform	RT @WNPL: Libraries transform to bridge the digital divide which is real for many community members. #LibrariesTransform #WNPLNLW #National...	Transformer	2	5
#librariestransform	Redland #Libraries provide #coding & robotics education #STEAM #LibrariesMatter #Robots <a href="https://t.co/653UXkuNTC">https://t.co/653UXkuNTC</a>	Educator		5

#librariestransform	I've got a young person with his own tenancy who comes in here quite often to use the computer and internet access on a daily basis because he doesn't have a computer at home.	Enabler	2	5
UQ	I come in here to learn the computer.	Educator	2	5
UQ	The staff helped me set up my e-reader and taught me how to download e-books for free.	Educator, Supporter	2	5
UQ	The staff helped me to look something up on the internet	Educator, Supporter	2	5
#BarrheadFoundry	*NEW* Spring Holiday Teen Digital Photography sessions at Barrhead Foundry!  <a href="https://t.co/VUqXNYRUpj">https://t.co/VUqXNYRUpj</a> <a href="https://t.co/lsPh6TSsJN">https://t.co/lsPh6TSsJN</a>	Educator, Network		5

## 11. What does the data tell us about public libraries and information literacy?

Public libraries encourage positive information seeking behaviour and teach critical evaluation skills.

Source	Evidence	Evidence Tag	SOA?	Capability?
#librariesmatter	RT @SKLibrary: Wapiti Finances: Countering SK Government Misinformation  #saveSKlibraries #skpoli #librariesmatter <a href="https://t.co/lwVumAtXSe">https://t.co/lwVumAtXSe</a>	Neutral, Fact-checker		5

#librariesmatter	Damn! We NEED to continue teaching children to use their libraries and to engage in media studies. These are VITAL... <a href="https://t.co/lXFr3sC0dw">https://t.co/lXFr3sC0dw</a>	Educator, Enabler, Improver	1	5
#librariesmatter	RT @MarkRanumMN: Terrific infographic / methodology for determining #fakenews and #badsources from @IFLA #dayoffacts #librariesmatter #Libr...	Neutral, Fact-checker		5
#librariestransform	@kelleratlarge FYI: BPL offers workshop about how to spot fake news. <a href="https://t.co/jcU2W0delq">https://t.co/jcU2W0delq</a> #news #libraries #Boston #LibrariesTransform	Neutral, Educator, Fact-checker, Improver		5

## 12. What does the data tell us about public libraries and social value?

Public libraries deliver social value. They can transform lives and communities, connect people to better opportunities, break the poverty cycle, promote democracy and citizenship, and make people feel safe, happy and content.

Source	Evidence	Evidence Tag	SOA?	Enabler?
Library Supervisor, REDACTED	REDACTED believes that REDACTED Library thrives within the co-location building because she strives to ensure that the library is at the heart of all activities happening within the building. For example, REDACTED has located a small library of health books within the health	Connector, Enabler	3	4

	centre and through regular consultation with partners ensures that the stock on offer within her library reflects the activities going on within the building.			
#librariesmatter	Early celebration of #pride -- #libraries helping young people discover who they are. <a href="https://t.co/dOjYGZfgUY">https://t.co/dOjYGZfgUY</a> #librariesmatter #LGBT #youth	Educator, Network, Catalyst, Transformer, Influencer	4	
#LibrariesTransform	Libraries are our common ground, says @BrendanHowley: <a href="https://t.co/L5G3BmkGyQ">https://t.co/L5G3BmkGyQ</a> #LibrariesTransform #librariesmatter	Neutral	4	
#LibrariesTransform	Libraries are the heartbeat of communities. A place to get lost in new worlds and interesting facts..... <a href="https://t.co/bg771y6bDc">https://t.co/bg771y6bDc</a>	Beacon, Educator	4	2
#librariesmatter	We are guiding the next generation of information consumers. #librariesmatter	Educator, Supporter	2	5
#librariesmatter	RT @cityreadlondon: #librariesmatter ‘They preserve history, and more importantly, truth’ @bustle – we couldn’t agree more #libraries <a href="https://t.co/...">https...</a>	Neutral, Fact-checker		

#librariesmatter	RT @OrkneyLibrary: It's Friday which is when we deliver books to readers in the rural and remote areas of the #Orkney mainland. Because #Li...	Connector, Network		
#librariesmatter	RT @LitScotland: "I should've come to the library sooner; it would have made my life a lot easier." #LibrariesMatter <a href="https://t.co/IUBrfiaAL1">https://t.co/IUBrfiaAL1</a>	Enabler		
#librariesmatter	When I was 14 found an album of Mozart, 2 concertos for flute & orchestra at the library & fell in love.... <a href="https://t.co/jXLcvfA16O">https://t.co/jXLcvfA16O</a>	Connector, Educator	2	
#librariesmatter	RT @zinca: #librariesmatter We used to go every week when I was a child. The worlds it opened up to me were life-changing. #inspiration <a href="https://t.co/6YDoV5O3jT">htt...</a>	Transformer	1	
#librariesmatter	How libraries help refugees on @ScottishBkTrust <a href="https://t.co/6YDoV5O3jT">https://t.co/6YDoV5O3jT</a> #librariesmatter	Transformer	2,4	1
#librariesmatter	@alisonflood ICYMI #LibrariesWithoutBorders is using #libraries to build #Peace in #Colombia <a href="https://t.co/YL9dOLWdhZ">https://t.co/YL9dOLWdhZ</a> #LibrariesMatter	Neutral, Catalyst		

CO01	<p>And time to time I organise guest speakers for the groups. Like energy talks. I get people who come to tell them how to save money with their energy bills. And this is a huge thing for them. Sometimes they get free energy bulbs. I invited Scottish Power to talk and after the talk they went to people's houses to check the boilers and if there is anything wrong with the heating they will fix it. So after that presentation, nine people filled in a form requesting a home visit and Scottish Power visited their houses and two ladies now have new boilers. And they have been trying for long time to get this through other ways but people don't want to help them or listen to them. And I got a nice letter after that saying how great they feel, how comfortable is their house and it is really, really rewarding.</p>	Beacon, Connector, Improver	2,4	1
	<p>I had a young gentleman and he served with the Navy. And he was off work because he was struggling to sleep. He was working with the Barrhead Health Centre with their Primary Care Mental Health Team. And he was of course on medication and he was sent to our relaxation class. And he was with us about ten weeks. And then after six weeks he had another medical team review. He had to go to Southampton where the naval base is and they assess him and he tells us he is now fit, he</p>	Transformer, Catalyst, Connector, Supporter	2,4	1

	is fantastic and he is going back to sea. But he is sending me texts from sea to say he had been feeling really bad but he had been practising his breathing exercises and now he is okay again.			
CO01	He was very, very, very shy middle aged man and he used to sit quietly and hardly talk and after a few months he started opening up because the relaxation group we have it's very informal and at the same time they are learning. So, he started opening up, started talking, started taking part in conversation and then one day I asked "what do you like to do?" and he said "I love riddles". So I say, "Okay, from next week you bring us one riddle". So he started bringing us riddles every time we finish our session for a few weeks and that gives him huge confidence to talk in a small group. And then I send him to other services within our council for a job, for employability, because that is not my area. So I sent him to a place called "Brighter Future" through Renfrewshire Association for Mental Health (RAMH) so he was there. But he keeps coming [to class]. Then he got a job for two weeks at Glasgow Airport as a Winter Assistant and two weeks became two months and now he is now almost permanent.	Supporter, Improver, Transformer	2,4	1

CO01	There are so many of them [attendees] coming here and then they are going back [to the workforce] and sending us a nice letter or card and it is so rewarding that the services that we are providing through library and information services...it's not just that people come to issue a book, it's [the library] people's whole life.	Enabler, Transformer	2	
CO01	And some of the attendees from the Clarkston class join the Heritage Project and are doing voluntary works, [some] go to the charity shops to do voluntary work	Connector, Catalyst		2
CO01	Last year one of my relaxation classes, a very young girl, she had leukaemia when she was thirteen and the ward she was in was a children's ward and only she survives, the rest of them died and since then she had this guilt of why me? Why did the rest of them die and not me? So that guilt was there but luckily she has a good partner and she married. But because of the leukaemia she has to walk with support. And she used to come to my relaxation class and last year she heard about the charity work and she come to me to say "Munmun I have small skills and I would like to contribute in anyway...I can make quilt". So I said okay and she made	Beacon, Network, Supporter, Connector, Transformer	2,4	1



	<p>beautiful baby quilt and it's so good, so professional. And her mum also suffers from breast cancer so she made a nice painting. So they donate the quilt and the painting and that was displayed in Barrhead Library and we raised about £300 in two hours in one day for Breast Cancer. It is amazing. We were in Barrhead News. Then after that she still comes one to one because now she is expecting a baby. She has had to go through IVF treatment and she is like a guinea pig because of her previous leukaemia. And she said to me "I wouldn't have gone through IVF if I hadn't come to the relaxation class which gave me the confidence to go there [the IVF Clinic], to talk to someone to say "I want to try to have a baby". We went through the discussion since 2008 when she was told by her GP that she cannot have a baby because of all of her medication she has been taking since she was thirteen. But now she is having a baby in November. And I am looking forward to the day.</p>			
CO01	<p>When people come to my classes they see all of the other things happening in the library. When my classes are on, Bookbug is also happening. One of my clients ask "what is bookbug"? I tell them to ask at the library counter. And next session she brings her grandchildren along to Bookbug session. So, it's not only that they come to the relaxation class; it's not that</p>	Connector, Communicator	2,4	1

	narrow focus. It's a wide focus...and the Healthpoint is used to promote other Council services and activities such as Go Barrhead! or Shape Up! If I think that any activities will benefit my clients I will promote it at my Healthpoints.			
Library Supervisor, Barrhead	We had one boy that came into the library, now the boy had never worked, he was 22, he couldn't read or write and I put him forward for Adult Literacy and now he has ended up getting a job and getting on a plane to Australia, he had never flown before.	Educator, Connector, Transformer	2	
Library Supervisor, Barrhead	And we get a lot of visitors from all over the world, Australia, Canada, South Africa. They come in because their family is from the Barrhead area and they want to trace them or they want to find out about their graves and me and Anne Marie [another member of staff], coming from Barrhead means we have local knowledge so we can help.	Network, Beacon	2	
Library Supervisor, Barrhead	I've had somebody come in who said that they're getting put out of their house and they're asking us if we can help in any way. So we set them off in the right direction or do it for them.	Connector, Corporate Parent	2,4	1

Library Supervisor, Barrhead	But people prefer to come to us for advice because people know us and we don't stand behind a desk with a screen up in front of us. We're out in the body of the library so they can approach us. And they're used to our faces. They've seen us here for years. They can approach us. They know us by our first names.	Neutral, Corporate Parent	4	1
Library Supervisor, Barrhead	And sometimes when people come to us we have to figure out exactly what it is they need help with because sometimes they don't even know themselves.	Corporate Parent	2,4	
Library Supervisor, Barrhead	A lot will ask you questions all the time and are looking for you to solve their problems. I've got a family that come in just now and it's two former drug addicts and their daughter and they won some money so they wanted to go on holiday and I had to just about do everything including dressing them for this holiday because they didn't know what to do. And that's job satisfaction.	Transformer, Corporate Parent	4	1

CO02	There's nowhere else to go unless it's a coffee shop and sometimes you are talking about confidential issues with the young people and the cafe is not the best fit for that. At least with a library there's a place you can go to have discussions and the young people are more comfortable with it rather than an office space or a cafe.	Neutral	4	
CO02	Some of my young people will do their Universal Jobs Match at the library because they don't have a computer at home so they have to prove 35 hours of job searches when they go to sign on, otherwise they'll be sanctioned. So if you're on Universal Credit you have to fill it in every day. And it's all digitised, so again, doesn't really take into account digital literacy or the fact that some of our young people are digitally excluded because they don't have wifi or the money for a laptop. And that's where the library is a necessity for them, the one way they're able to do their Universal Jobs Match	Enabler, Educator, Supporter	2	5
CO01	Of course, we have confidentiality in our class. What we discuss here, you wouldn't believe how people open up and share their personal issues and when they give me feedback they say "I didn't know when I got through	Neutral, Network, Connector	4	1

	the door how I was going to share with others then 6-8 weeks in, they realise they are not the only ones. That there are other like them. And we all have emotional issues; none of us can deny that we don't have emotional issues. Whether they are small or big, we all have them.			
CO01	So when people come to the relaxation classes it's not only that they are learning to relax and breathe properly, it's their whole life that we are helping – their health and well being is affected by social side, emotional side, your physical side. So if you eat healthily you will feel good and if you feel good you will be motivated to go for exercise or socialisation. And I can see the impact of these sessions or open day or seminar.	Transformer, Catalyst, Motivator	4	1
#LibrariesMatter	Safe, quiet & still: a magical world away from the yelling, bullying & belittling of my stepfather's house. Thank y... <a href="https://t.co/ppKkWTu38w">https://t.co/ppKkWTu38w</a>	Neutral, Corporate Parent	1	
#LibrariesMatter	If you're affected by cancer you can turn to @wdclibraries & @MacmillanScot for info and support... <a href="https://t.co/1U6ilBj3Us">https://t.co/1U6ilBj3Us</a>	Supporter	4	1

#LibrariesMatter	RT @LynnGerrard: #Libraries a constant source of therapy for the mind...body...and soul!	Transformer, Supporter		
#LibrariesTransform	"People may go to the #library mainly for information, but they find each other there." #LibrariesTransform #kpla2017	Transformer		
CO01	I would say that I am so lucky that I am based in a library since 2003 and the library is such a place that when you come through the door nobody can find out why you are here. There is no stigma attached. And nobody will judge you for why you are here...I prefer to continue providing my classes from the library because I find, with the library there is no stigma attached and no-one can judge why you are here and even if people say they are coming to see Munmun they could be coming for a variety of reasons, not only for the relaxation classes or to deal with emotional issues. So if the class is somewhere else in the community people might know why people are going there but when they come through the doors of the library no-one know why they are here.	Neutral	4	4

<p>Learning Development Officer</p>	<p>One case that I can think of is a girl who has been attending for adult literacy support for a number of years, which isn't the norm...but what she's now doing, is, she now comes into the group and supports other learners in the group and what I see from her is a massive raise in her confidence...She would have been someone who you would have had no eye contact with. You'd be speaking to her and she'd be, head down here, like that, and she would have looked absolutely everywhere rather than at you. She's now someone who phones up constantly asking to become a volunteer but she's held back purely because of what's been going on in the council.</p>	<p>Corporate Parent, Transformer, Educator</p>	<p>2</p>	<p>1</p>
<p>Learning Development Officer</p>	<p>When this woman first started training she informed us that dyslexia had held her back but the more we got to know her the more we realised that she struggled socially with other people. We were trying to think 'what else can we do with her...to help her grow'? So, she started to become more involved in helping out with social groups in libraries and was partly responsible for editing a newsletter...and over the years we've seen her do more...So, for her, there were so many levels that when I look back and I think if we hadn't been there to intervene in some way, I wonder where she</p>	<p>Educator, Corporate Parent, Connector, Enabler, Transformer</p>	<p>2,4</p>	<p>1</p>

	would have ended up. Now, she wants to give something back now. To volunteer. To give back to her community. So that's not an employability one [outcome] which is a lot of what we seem to be doing at the moment, but, for me, all of these things are equally important to someone. To help them to be able to function in the world, if you like. And these are the things that are difficult to express. I mean, you're down at the grass roots with somebody, you see that person, you get to know that person...you are privy to the emotional background that comes through watching a person change.			
CO01	And some of the attendees from the Clarkston class join the Heritage Project and are doing voluntary works, [some] go to the charity shops to do voluntary work and we always provide a reference.	Connector		2
CO01	We do have a true picture of impact. It is not just anecdotal. I have their true writing. And some of my clients I refer to other classes, such as IT or they go for other learning, like parenting skills and employability	Connector, Corporate Parent		3



	training. And some other services refer clients to do us. So that is evidence that people know about our impact as well.			
SM01	The value of someone coming in [to the library], feeling part of their community, borrowing books, sharing space with other people, social interaction, all that side of things.	Beacon, Network, Connector	4	1
CO01	There is no age barrier for relaxation and therapy classes and most of my relaxation and healthy clients that come here they get referred by their GP or their private care health team, their psychiatrist, other agencies such as the, Substance Misuse Team, RAMH, and also Women's Aid. Relaxation classes are absolutely free.	Universal	4	
Library Supervisor, Barrhead	And through the Adult Literacy and through the IT courses people can improve their lives, learn basics, and learn ECDL. They can start from scratch, people who've never read before. Like today, this morning, there was an adult literacy class on for people with special needs and that gives them the opportunity to read and write. And we've referred people to adult	Educator, Enabler, Connector	2	1

	literacy ourselves because we can see they're having trouble with reading and writing so we ask them if they want us to refer them so we refer them [to Adult Literacy].			
Library Supervisor, Barrhead	Some people have computers in their own home but a lot of these people come here to meet other people – they can't do that at home. They come here to speak to someone.	Network, Connector	4	
Library Supervisor, Barrhead	This library is definitely a meeting place, it is a community library. If somebody is stuck with anything they can come here and they can get the answer. Nobody leaves here without the answer. Or if we can't give them the answer we will get them the answer. Nobody leaves this library unsatisfied.	Network, Connector	2	2
Library Supervisor, Barrhead	We go beyond our job description. And maybe that's wrong and maybe we shouldn't but we do it just about every single day of the week. And that's the way we've always done it and that's the way I'll continue to do it.	Corporate Parent	4	

#LibrariesMatter	RT @Eva_B89: I was a bookworm as a child. My parents couldn't afford to regularly buy me books. Libraries made me who I am today. ❤️ #Librar...	Enabler, Universal, Transformer		
#LibrariesMatter	RT @GMacraeBurnet: I write novels in mine. What do you do in yours? #Librariesmatter campaign <a href="https://t.co/V964NqAZKk">https://t.co/V964NqAZKk</a> Please RT to support...	Enabler		
Library Supervisor, Barrhead	A lot of our users are unemployed, pensioners, children and small babies with their mothers.	Universal	1,2,3,4,5	
Library Supervisor, Barrhead	We also work in partnership with the CO01 for her relaxation classes. We refer people to the CO01 if they come to us and they say they're stressed or they don't know how to cope, we refer them to the CO01. They can meet other people that are in the same predicament as they are. It's very much an information centre as well, this library.	Connector, Network	4	4

Library Supervisor, Barrhead	And another thing that's really, really popular here is local history. The microfilm and the local history books are very popular. And we helped the group to publish their books. The last one of Old Barrhead, we sold over 2,000 copies of that for them. And we make £2 off of every book.	Catalyst		
SM02	it's probably more of a social interaction, it's more a development of community, it's more about getting people together to talk about ideas, projects for their local communities so from that perspective I'm really keen to work hand and glove with the library service and I think we are quite fortunate to have very capable provision within our library service	Beacon, Transformer, Connector		2
SM02	We are actively socially engineering the town of Barrhead right now...it will have a library up front and it will be as cutting edge a library that you can imagine in terms of interactive ICT, the sort of iPad type approach rather than the old dusty type of book...and that will pull people into an environment that they probably would have been afraid of going to in the past. Probably would have been afraid of going to a college with a big college badge on it; "I can't go to college cos I'm stupid" or "I can't go to college cos I'm going to embarrass myself..." or if it said 'Council' on the front, "Oh I can't go there because I owe the Council tax money", so	Regenerator, Educator, Influencer, Enabler, Connector, Corporate Parent	2, 4	5

	<p>there's a whole range of reasons why people at the lower end of the social spectrum hide from the public sector.</p> <p>So young people that visit the college will see their peer group doing all this sort of stuff and I think that's a good way to break down that myth that "I could never do that".</p>			
--	--	--	--	--

**13. What can Relaxation Workshop participants tell us about public libraries and social value?**

Public libraries promote access to health information in the community. Public libraries are perceived as a safe and welcoming spaces by users affected by mental illness. Public libraries are a trusted community resource. Public libraries improve people's lives.

Source	Evidence	Social Tag	SOA?	Capability?
FG Participant 1 Kathleen, +65 years old.	It's a good reason to get out of the house on a Tuesday morning.	Beacon, Network	4	

FG Participant 3 Patricia, 39 years old.	I suffer with fibromyalgia so there's not much I can do but I'm here to relax more, be calm, and feel less anxious"	Transformer	4	1
FG Participant 4 Joe, 59 years old	I was referred by my GP three and a half years ago when they couldn't figure out what was wrong with me. My wife had just passed away and I was convinced I was dying. They tested me for everything but couldn't find anything physically wrong with me then they realised all my pain was being caused by stress	Connector	4	1,4
FG Participant 5 Christina, 21 years old.	I've had mental health problems for years, like my mum; and I was really struggling to function, especially in group situations so I started coming here to help me manage my social anxieties	Corporate Parent	4	1
FG Participant 6 Annabelle, 55 years old.	I suffered from panic attacks and did not like relying on Temazepan or Prozac to calm me down so I started coming to the classes in here	Beacon	4	1
FG Participant 7 Gillian, 49 years old.	I started coming over a year ago to get myself back into more of a routine"	Catalyst	4	
FG Participant 8 Veronica, +65 yrs	I already came to the library every Tuesday and I just fancied joining in	Connector	2	

FG Participant 9 Miranda, 62 yrs	Lynn points out that when she comes to the library, “nobody knows why I’m here”.	Neutral	2	
FG Participant 4 Joe, 59 years old	Joe supports this by revealing that when he has attended similar sessions in a GP surgery he felt that everyone was “watching him, saying oh, here come the ‘loonys’”.		4	4
FG Participant 3 Patricia, 39 years old.	Patricia has had bad experiences with health centres and GPs and “doesn’t trust them. I have more faith in the CO01 and the library	Neutral, Trusted	4	1
FG Participant 5 Christina, 21 years old.	Christina lost all respect for my GP when, after one consultation at the age of nineteen, she was offered a choice between Beta Blockers or Prozac” to help with panic attacks. Moira thinks it is “super” that the sessions take place in the library as there is “a better atmosphere here, it’s more relaxed and people are friendlier”.	Neutral, Trusted	4	1
FG Participant 10 Rose, 22 years old.	Rose “does not see many people during the day” but when she comes to the Relaxation Sessions she knows she can go for a coffee and a chat with a couple of other participants afterwards”.	Connector, Network	4	

FG Participant 5 Christina, 21 years old.	Christina who “likes the social aspect. I enjoy being around people that are like me. I value the connection with others who have mental health problems. Today is the day that I always feel better about myself because I am actively doing something. I have got out of my bed to come here”	Connector, Network	4	1
FG Participant 4 Joe, 59 yrs	Joe concludes by stressing the importance of the social connections and the support network that the Relaxation Sessions provide, saying that “there’s a comfort in being able to connect with people who are just like us...and in helping each other get through the tough times. There’s value in that”.	Connector, Network	4	1
FG Participant 15 Cecelia, 42 yrs	Cecelia confided that she had struggled to get out of bed all week and that this was her first time out of the house since last week’s class	Catalyst	4	
FG Participant 16 Vince, 71 yrs	Vince felt “very angry about how noisy the world had become” and had a desire to experience “peace and quiet for an hour”.	Neutral	4	1



FG Participant 17	Frank had been “sleeping better” since starting the group	Transformer	4	
Frank, 49 yrs				

**14. What can a recovering addict tell us about public libraries and social value?**

Public libraries provide support and hope for the disenfranchised within communities. Public libraries can be the catalyst for someone to turn their life around. Public libraries often provide users with what they perceive as ‘their last chance’.

Source	Evidence	Social Tag	SOA?	Capability?
CS01  Harry, 37 yrs	<p>Harry visits Barrhead Library every day to use the computers and access the internet. He is a recovering heroin addict, living alone in a Council flat in Barrhead. Harry was addicted to heroin for ten years and has been in recovery since 2006 but is still disconnected from his twelve year old son and former partner.</p> <p>After joining the library Harry spent hours every day browsing sports website and football forums. One day the Adult Learning Co-ordinator for Barrhead library suggested that he apply for an Independent Learning Account to cover the costs of studying for the European Computer Drivers Licence (ECDL). As</p>	<p>Beacon, Influencer, Corporate Parent, Educator, Enabler, Transformer, Network, Connector, Catalyst, Supporter</p>	2,4	1

	<p>he did not have a telephone at the time the library staff allowed him to use the library telephone to register for funding. Once Harry was approved for funding he completed the ECDL and since then has gone on to become a Volunteer Learner in Barrhead library. A Volunteer Learner works under the supervision of the Adult Learning Co-ordinator to help teach other library users how to use computers. He also helps the library staff to solve basic computing problems on a daily basis.</p> <p>Harry does not talk to many people on a daily basis yet he looks forward to the friendly welcome he receives every time he walks through the doors of Barrhead library.</p> <p>When asked to reflect about his experience as a member of Barrhead library Harry reveals that it is where he goes “to get away from things [and] there’s not really anywhere else in Barrhead to go that would keep me out of trouble”.</p> <p>“the library has definitely helped me to stay sober and clean because if I wasn’t here I’d be watching telly all day, I’d be bored and I’d relapse. Because it’s the boredom that makes you relapse. The library keeps me on the straight and narrow. It’s a Godsend. I’d be lost without it...I’m not welcome anywhere else”</p>			
--	--	--	--	--

	<p>Harry now feels optimistic about his future and is looking into applying to study web development at College. His dream is to “graduate from college, get a job, get good references, set up my own business”.</p> <p>There are others like me. And it’s not our fault that we don’t know how to read and write. We have nothing to be ashamed of’.</p>			
--	--	--	--	--

**15. What can an Adult Learner tell us about public libraries and social value?**

Adult learners prefer to learn in a public library environment rather than a classroom.

Source	Evidence	Social Tag	SOA?	Capability?
CS02 Sally, 47 yrs	As an adult Sally sought help from her local library and was referred to take part in The Big Plus, a national campaign to help Scottish adults improve their literacy and numeracy skills. It was important for Sally that these learning sessions took place in the library. If they had taken place in a school, a doctor’s surgery or a community	Educator, Connector, Enabler, Transformer, Neutral, Participatory, Network, Supporter	2,4	1

	<p>centre she might never have learnt to read and write. When she walked through the doors of the library nobody knew that she was there to attend adult literacy classes, she could have been there to borrow books or use the computer and she never had to worry about “bumping into someone she knew” nor did she ever have to explain to anyone why she was visiting the library.</p> <p>It was only when she started participating in these learning sessions that she realised “I’m not alone. There are others like me. And it’s not our fault that we don’t know how to read and write. We have nothing to be ashamed of”.</p> <p>This marked a turning point for Sally who had always been “a bit of a loner”. She started seeing other learners out with the sessions and in time she became more confident, not only in her ability to read and write but also in her ability to interact with other people.</p> <p>After she completed The Big Plus Elizabeth signed up for other courses at Barrhead Library where she improved her computer skills and learned how to create Powerpoint presentations, how to edit together home videos and photo collections. Sally also managed to secure a job with the NHS as a Health Care Support Worker.</p> <p>In recent years Sally decided to “give something back” by becoming a Volunteer Learner at Barrhead Library. In this role she works with the learning tutors to</p>			
--	--	--	--	--

	<p>identify users in the library that are struggling with literacy, numeracy and life skills and encourages them to participate in learning sessions.</p> <p>She also helps teach users basic computer skills and has become a strong advocate for Barrhead Library. Sally has spoken at conferences about her dyslexia and her experiences in her local library and has also written a small collection of creative stories which she carries around with</p> <p>her in a folder, happily sharing her collection with other people. Previously Sally had been “a bit of a loner” but now boasts a strong network of friends and genuinely enjoys helping other people change their lives for the better, getting “great satisfaction” from her role as a Volunteer Learner.</p> <p>Sally would not have been able to achieve all of this without the support of the people that work in her local library. She is no longer embarrassed about her dyslexia. She is proud of her achievements and thanks to the library has learnt one of the most valuable lessons, that “my life matters...and it’s okay for me to enjoy living it”.</p>			
--	--	--	--	--

**16. What does the data tell us about the perception of public libraries?**

Public libraries are undervalued at a corporate level but highly valued at a community level.

Source	Evidence	Social Tag	SOA?	Capability?
SM02	I actually think that if you're moving into a 21st century approach to public libraries we have to move away from this traditional perception of a lending library.	Misunderstood		
Library Supervisor, REDACTED	REDACTED referred to libraries as "the poor relations" to other public-sector services such as health and education...libraries often "hide their light under a bushel" rather than shouting about the impact that their services can have on the wider social and economic objectives of the parent organisation.	Misunderstood, Undervalued		
#LibrariesMatter	RT @LitScotland: "A healthy #library, like a healthy habitat, is diverse and dynamic." #LibrariesMatter @SLIC1991 @CILIPScotland <a href="https://t...">https://t...</a>	Beacon		
#LibrariesMatter	RT @C_Gibbons2005: All libraries are beautiful. They are places of inclusion and learning and of hope. #librariesmatter	Educator, Beacon, Enabler		
#LibrariesMatter	RT @LibraryatEA: Librarians are more freedom fighters than shushers... #librariesmatter. <a href="https://t.co/1ZcIJV3e0O">https://t.co/1ZcIJV3e0O</a>	Misunderstood		

HOS02	I think there is still the perception that libraries are about lending books [only] and they're not about social value.	Undervalued		
HOS02	The library service has got credibility and there's a belief that if the library service says they'll do it, then they'll go out and do it. They are well regarded within education, both for what they can deliver and for management competence.	Respected		4
HOS02	In ER politicians think the libraries are wonderful...you know, they're really nice, they do nice things, give them lots of nice photographs. But it's true, but that does not necessarily translate into budget decisions as they're [libraries] seen as warm and cuddly and not always seen as core service.	Supporter, Undervalued		2
HOS02	No-one is going to die because we don't have a well-resourced library. If you get your care provision wrong or your social work provision wrong somebody is [going to die]. But there's still the need to say 'this is what you get from your library and this is what you're going to miss if you don't resource them.	Supporter		3
HOS02	We need to work more with the Community Engagement team. Discuss with them; how can we help you? How can we support you? How can we use libraries as a means of reaching communities?	Supporter, Connector		2
Learning Development Officer	First of all, the libraries would always be my first port of call. Say if I was meeting someone for the first time, say to do an interview, my definite first choice would be a library [for that meeting].The reason I wouldn't pick a college is that for, not all of our members but for many of them, school,	Neutral, Trusted, Educator, Enabler, Connector, Communicator	2	4

	<p>formal education um sitting exams...they found school and formal education...they have bad experiences of it. Not all of them have bad experiences but many will say that's why I'm here now because I hate it [school]. And I think one of the things that I often, when I'm interviewing somebody, if it's [for] literacies, or if there's a literacies element in it, they like to know that it won't be broadcast [the learning session]. When they go into a library they could be going into a library for anything, and nobody knows and I think that's really important.</p> <p>When we ask people about adult learning and we ask them where they would go to find out information about adult learning they said 'the library' and that was a big percentage of people. About 90 % of people surveyed said they'd go to the library for information and advice.</p>			
SM02	<p>There will be a conference centre, library, cafe, beauty parlour, business gateway and a wee hub of employability people to help people get back to work but it will all be under the umbrella of Work ER rather than the job centres as this makes it much more palatable for local people and this creates an environment that's dynamic and unique...it's the cross fertilization that comes from that. If you've got people in there, all of a sudden they'll be bombarded with imagery and messages about the college and the messages around that will be that there are plenty of courses here that will give you a</p>	Beacon, Connector, Neutral, Corporate Parent		1,2,4



	<p>wee bit of extra money in your pocket, that are not as difficult to undertake as you might think. And the way to do this is to pull taster college courses out into the library...But this [the college] gives us a chance to start breaking the cycle and the library in all of that is the magnet; it's the community magnet...So, yes, I'm making anecdotal decisions on gut feeling because I know if we have a library upfront it's the first thing that draws people in – that is a big leap of faith to make.</p>			
HOS02	<p>Staff in the libraries? Purely from personal experience because I've been going in more often recently, you see I haven't been a user of public libraries since I was a child but now that I have Erin [10 month old daughter] I'm back in using libraries and the staff have all been really helpful and quite polite and all the rest of it, so yes, the staff are amazing.</p>	Respected		
HOS02	<p>I feel like I don't have enough understanding about libraries to say how they could contribute to the Council's wider objectives so I think there is a perception that they're a 'nice to have thing' and 'we can't stop having them' and we just need to move them on to a more business footing. They almost just sort of 'trot along' at the side of everything else the Council are trying to do</p>	Undervalued		3
CO02	<p>from the social work point of view the libraries are used regularly as a hub, as a place to meet with our young people so I know that they are held quite</p>	Respected, Connector		4

	dearly by them as they are used as a working place by them to meet with the young people.			
CO02	In the environment department I'm not so sure how they value libraries as I've not had those kinds of discussions although I do know that meetings take place here and that the rooms are used quite regularly. I'd describe the relationship as more practical, whereas with social work the library is more of a community resource.	Undervalued		
CO02	I've not "seen anything" like on the intranet, I've caught sight of maybe a case study but there's been nothing from libraries that's stood out to me that shows how valuable libraries can be. On a corporate level I'd be hard pressed to say how much libraries are valued by the council.	Undervalued		3
CO02	The issue with people's perception of libraries not reflecting what they are really like today. They view them as those musty old places when really they're not. But people don't realise that... I'm a big supporter of public libraries and I think when it's done right a public library can be a really valuable resource for the community. And when I say done right I mean, like moving with the 21st century, you know, computer access, online, whatever, and offering support	Misunderstood		3
HOS02	The Council is there to serve the public and the public's perception of libraries is good, so then, the Council would have to support libraries...but to be honest I'm not sure they do.	Undervalued		

**17. What does the data tell us about public libraries and partnership working?**

Public libraries are strong and loyal partners that support the wider council and other public sector partners to meet objectives and connect with communities.

Source	Evidence	Social Tag	SOA?	Capability?
Library Supervisor, REDACTED	REDACTED believes that REDACTED Library thrives within the co-location building because she strives to ensure that the library is at the heart of all activities happening within the building. For example, REDACTED has located a small library of health books within the health centre and through regular consultation with partners ensures that the stock on offer within her library reflects the activities going on within the building.	Connector, Supporter		4
CO02	Collaborative working, learning, championing libraries should be top of the agenda.	Collaborator, Connector, Enabler, Supporter		4
Library Supervisor, REDACTED	REDACTED talked passionately about partnership working between herself at the library and supervisors at other facilities within the joint use building; museum, health centre, sports centre, cafe, Citizens Advice Bureau and Stress Clinic.	Connector, Enabler, Supporter		4

SM01	<p>We work with schools effectively and all the work we do with Bookbug and that's highly regarded too, with parents with young families etc. We do work with Economic Development, for example, looking at the new store, for example that's opening in Giffnock [Wholefoods]. And we're working with the Communications team. They [Wholefoods] are very keen to work with libraries, to sponsor things. They're already sponsoring some of the Arts programme and sponsoring...they're very keen to work with Giffnock Library, they see Giffnock Library as a partner so there's some work going on there.</p> <p>We work increasingly more closely with Work ER, you know the whole employability, support for employability...and how libraries and Adult Learning can support each other's needs. We work with CHCP (Community Health Care Partnership), social work, that type of thing. So, we're the Health Information side of what they do and we also provide a lot of health information in libraries and that's an area I'm keen to develop. There's hardly an area we don't work with.</p>	Connector, Collaborator, Influencer, Trusted, Enabler	1,3	4
HOS02	There's a lot of partnership discussion going on. We're talking to CHCP, on both a service delivery level about how they deliver care and about how responsibility is shifted back onto the individual and their carer, which means that the information role, the access to information is critical to that.	Collaborator, Connector, Supporter, Enabler		1,4

	<p>We're also having very tentative discussions with them [CHCP] about Shared Assets, taking some of their clinics and so on. So if we do that, then Clarkston for example, there might be scope for collocation between health and libraries there.</p> <p>Economic development, there's an information role there, again, in terms of how we can contribute to regeneration. There's a discussion going on, on the back of Barrhead college about the possibility of moving wholly or partly, the library into the sports centre for combined footfall, for the possibility of at least part funding. So, there is a lot of credibility, there's a lot of joint working,</p>			
HOS02	<p>We need to work more with the Community Engagement team. Discuss with them; how can we help you? How can we support you? How can we use libraries as a means of reaching communities? We've had discussions with REDACTED [Economic Development] about giving access to employment information.</p> <p>The corporate objective is to give people the best possible start in life. And we talked about how we can support preschool education, how we can support education more widely. Part of the hub role will be about enhancing our role as information resource; to use libraries to address corporate concerns and demonstrate value for tactical reasons.</p>	Collaborator, Corporate Parent, Supporter, Enabler		1,2,4

Learning Development Officer	We work with libraries because a lot of people are referred to us through the library. I think they [other departments] don't use it enough. I think it's [the library] there, but they [other departments] don't use it enough.	Collaborator, Undervalued		1,4
SM02	If we build a college what we look at doing is a unique approach of an integrated family centre which will expose the more difficult dysfunctional people at a young age to an educational environment and their kids, their babies who are being born will be visiting a family centre that's right next door to a library and a further education facility. So, what we're trying to show is a positive path. That there are opportunities; your life does have a chance. The concept behind the library as something upfront that doesn't look like a college, but that looks like a supermarket or a sports centre. It will be glass front. REDACTED and his guys have been helping the architects. He's been down south visiting some cutting edge libraries. There will be a conference centre, library, cafe, beauty parlour, business gateway and a wee hub of employability people to help people get back to work but it will all be under the umbrella of Work ER rather than the job centres as this makes it much more palatable for local people and this creates an environment that's dynamic and unique... So it's trying to open up the doors to the college, pull down the barriers and integrate the whole thing into one big complex. But this [the college] gives us a chance to start breaking the cycle and the library in all of that is the magnet; it's the community magnet.	Collaborator, Connector, Corporate Parent, Educator, Beacon, Trusted	3	1,4

CO01	The support from the library staff, support from the IT department – that support is never ending... I prefer to continue providing my classes from the library because I find, with the library there is no stigma attached and no-one can judge why you are here. Adult and Family Learning Team they are using our community room a lot, a lot! And IT uses other libraries for classes. Using the library is a valuable experience.	Supportive, Neutral, Collaborator		4,5
Library Supervisor, Barrhead	We work well with the Adult Literacy and right now we bring in other Council Services, like <i>Hear to Help</i> on a Friday. We've got two volunteers that come in here to check user's hearing aids and give out new batteries. And this is mostly older people and it saves them having to go away into Paisley. They're queuing out the door. It started as once a month, now it's twice a month. We also work in partnership with Munmun for her relaxation classes. We refer people to Munmun if they come to us and they say they're stressed or they don't know how to cope, we refer them to Munmun. They can meet other people that are in the same predicament as they are.	Collaborator, Educator, Supporter, Connector	4	4
CO02	I don't have a very strong relationship with the Trust, it's just that I do use the building a lot as a base so I do interact a lot with the door staff, the frontline staff. On a more senior, strategic level, I have had meetings with the Trust to set up some work opportunities and I did meet someone from the library service and he was very keen to offer work placements and we had that	Undervalued		

	meeting last July or August, but what's happening between us is that we've not had a young person showing an interest in working in the library,			
SM01	<p>We do work with Economic Development, for example, looking at the new store, for example that's opening in Giffnock [Wholefoods]. And we're working with the Communications team. They [Wholefoods] are very keen to work with libraries, to sponsor things. They're already sponsoring some of the Arts programme and sponsoring...they're very keen to work with Giffnock Library, they see Giffnock Library as a partner so there's some work going on there.</p> <p>We work increasingly more closely with Work ER, you know the whole employability, support for employability...and how libraries and Adult Learning can support each other's needs. We work with CHCP (Community Health Care Partnership), social work, that type of thing. So, we're the Health Information side of what they do and we also provide a lot of health information in libraries and that's an area I'm keen to develop.</p>	Collaborator, Connector, Supporter, Communicator, Educator	3	1,4



## 9.15 Quotes Database

FIGURE 50 SIA-21 PREVIOUS RESEARCH - QUOTES DATABASE

Quote	Keyword	Abbreviated Source	Full Source
“The public library is exceptionally well positioned to help realize the aging opportunity. As a source of information, ideas, and community connections, the library has inherent qualities that make it a powerful asset for older adult learning and community engagement”	Ageing Population	(Americans for Libraries Council, 2005 quoted in Usherwood, 2007, p. 110)	Americans for Libraries Council (2005). Designs for Change: Libraries and Productive Aging. <a href="http://www.ims.gov/publications/publications.shtm">Http://www.ims.gov/publications/publications.shtm</a> Last accessed 14 January 2008
Late 1990s "Alternative indicators were all the rage. The Canadian environmentalist William Rees has pioneered a method of counting the environmental impact of cities in terms of the hectares they need of the earth to satisfy their needs. The UN Human Development Index was ranking countries according to life expectancy, education and purchasing power. The World Bank was working ont its improved 'Wealth Accounting System' that	Alternative Indicators	Boyle, 2000, p. 190	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.

included environment and human measurements...Hazel Henderson's Calvert-Henderson Quality of Life Indicators - measuring each country by a series of different measures of their environment, health, safety, human rights..."			
“For example, the institutions of audit (performance measures, standards, inspection) are in potential – and often actual – conflict with the institutions of entrepreneurship and the market (flexibility, responsiveness and dynamism”	Audit	Clarke and Newman, 1997, p. p. 101	Clarke and Newman (1997). The Managerial State. London: Sage
“Research has shown that there are many excluded groups who could benefit from a quality library service but that they are simply unaware of what is available. For example, cultural barriers, both real and imaginary, can stop some adult learner groups from using library services. In the same way, some immigrant groups may not have such services in their home countries, and may not know how a library can meet their needs”	Barriers	(Usherwood, 2007, p. 115)	Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.

<p>“The Library Service has great synergy with BBC programme aspirations. These include reaching into different and more diverse communities, being accessible and opening and widening the base of media literacy skills’ (Cordwell quoted in Slane, 2006). At the same time, Aspden (2004) has written about how the BBC is, in ‘a tricky position hovering between several expectations: as a guardian of the cultural cannon [and] as a mass broadcaster that has to win the approval of several different elite groups...’. Like the BBC, public libraries also face competition from new technologies, commercial imperatives and, some would suggest, changing public attitudes” (Usherwood, 2007, p.3).</p>	<p>BBC</p>	<p>(Usherwood, 2007, p.3)</p>	<p>Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i>. England: Ashgate.</p>
<p>“Best Value’ rules for British local authorities is unleashing a wave of local counting...”</p>	<p>Best Value</p>	<p>Boyle, 2000, p. 191</p>	<p>Boyle, D. (2000). <i>The Tyranny of Numbers</i>. London: Harper Collins.</p>
<p>“The logic seemed quite explicit and clear in the development of recent audits that seek to justify themselves as being carried out on behalf of ‘patients as consumers’ or</p>	<p>Best Value</p>	<p>Miller, 2005: 235 quoted in Clarke et al 2007. p. 43</p>	<p>Clarke, Newman, Smith, Vidler, Westmarland (2007). <i>Creating Citizen Consumers</i>. p. 3. London: Sage</p>

'students as consumers' or consumers more generally..."			
"In Daniel Miller's study of New Labour's 'Best Value' inspection regime for local government, he identifies the 'virtual consumer' as central to the conceptualisation of evaluation. The 'virtual consumer' is always represented by, or spoken for, by some other authority, while that authority in turn gains 'the authority of the consumer' (Keat et al., 1994)	Best Value	Referring to observations of Miller, 2005: 235 in Clarke et al 2007. p. 43	Clarke, Newman, Smith, Vidler, Westmarland (2007). <i>Creating Citizen Consumers</i> . p. 3. London: Sage
"Books are no longer published because they enlighten but because they sell"	Books, commercialisation	D'Angelo, 2006. <i>Barbarians at the Gates of the Public Library</i> . Library Juice Press. Duluth, Minnesota p. 57	D'Angelo, 2006. <i>Barbarians at the Gates of the Public Library</i> . Library Juice Press. Duluth, Minnesota p. 113
"What is at stake is the unequal distribution of the social and cultural resources that enable and empower choice: what Bourdieu calls the fields of social and cultural capital (Bourdieu, 1984)	Bourdieu	Clarke et al 2007. p. 107	Clarke, Newman, Smith, Vidler, Westmarland (2007). <i>Creating Citizen Consumers</i> . p. 3. London: Sage
"As long as there are libraries everywhere, freely available, national and international	Brain-washing	(Thompson, 1974 quoted in	Thompson, J., <i>Library power</i> . Bingley. 1974 quoted in Usherwood, B. (1989). <i>The Public Library as Public Knowledge</i> . London: Library Association Publishing Ltd

brainwashing operations become more difficult" 1989, p.9)		Usherwood 1989, p.9)	
"The dominant trend of the past half century has been the emergence of postmodern consumer capitalism"	capitalism, citizen-consumer, commercialisation	D'Angelo, 2006. Barbarians at the Gates of the Public Library. Library Juice Press. Duluth, Minnesota p. 113	D'Angelo, 2006. Barbarians at the Gates of the Public Library. Library Juice Press. Duluth, Minnesota p. 113
"Both the library's relationship to its clients and its internal organisation have changed"	capitalism, citizen-consumer, commercialisation	D'Angelo, 2006. Barbarians at the Gates of the Public Library. Library Juice Press. Duluth, Minnesota p. 113	D'Angelo, 2006. Barbarians at the Gates of the Public Library. Library Juice Press. Duluth, Minnesota p. 113
"...increasingly viewed as customers in the marketplace"	capitalism, citizen-consumer, commercialisation	D'Angelo, 2006. Barbarians at the Gates of the Public Library. Library Juice Press. Duluth, Minnesota p. 113	D'Angelo, 2006. Barbarians at the Gates of the Public Library. Library Juice Press. Duluth, Minnesota p. 113

"...tend to bring their expectations from their shopping experiences with them to the library"	capitalism, citizen-consumer, commercialisation	D'Angelo, 2006. Barbarians at the Gates of the Public Library. Library Juice Press. Duluth, Minnesota p. 121	D'Angelo, 2006. Barbarians at the Gates of the Public Library. Library Juice Press. Duluth, Minnesota p. 113
"Yet cause and effect is the one thing it is quite impossible to measure - interpreting the burgeoning wealth of data to work out what causes what is always a matter of judgement, common sense and intuition"	Cause and Effect	Boyle, 2000, p. 191	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"There is a certain relief in change even though it be from bad to worse. As I have found travelling in a stage coach, that it is often a comfort to shift one's position and be bruised in a new place"	Change	Usherwood, 1996, p. 40	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
"Chaos theory showed that very tiny fluctuations in complex systems have very big consequences."	Chaos theory	Boyle, 2000, p. 37	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"...'choice' is the focus of a variety of aspirations and anxieties and - in its consumerist form - rests on a promise that the problems or dissatisfactions of the present can	Choice	Clarke and Newman, 2006; Clarke et al., 2006; Vidler and Clarke,	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage

be remedied by more or different choices in the future"		2005) in Clarke et al., 2007 p.6	
"The citizen embodies what Epsing-Andersen (1990) called the 'de-commodification' of public rights, goods and relationships - their removal from the market-generated or market related patterns of wealth and income inequality"	Citizen V Consumer	Clarke et al 2007. p. 3	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"The rise of a consumer culture provides one site through which individuals can define and project their identities"	Citizen-Consumer	Clarke et al 2007. p. 10	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"Consumer culture features a populist and quasi-egalitarian impulse, asserting that everyone is entitled to consume and to consume what they want"	Citizen-Consumer	Clarke et al 2007. p. 10	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"The idea of a collective, inclusive, public resource commands their attention in ways that consumerist choice cannot"	Citizen-consumer	Clarke et al 2007. p. 137	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"...the implication that people come to think and act as consumers in their encounters and engagements with public services"	Citizen-Consumer	Clarke et al 2007. p. 21	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"S/he self-confidently articulates political views, engages productively in public dialogue, and makes demands on the state as	Citizen-Consumer	Clarke et al 2007. p. 4	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage

of right. Equally the consumer forms judgements and makes choices, assertively pursuing self interest and bursting free of social and political constraints"			
"...connecting 'the people' to processes of privatisation, marketisation, systems of multiple providers, workforce recomposition and regulation, and systems of audit and inspection"	Citizen-consumer	Clarke et al 2007. p. 44	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"...the user being 'empowered' in the sense that challenging the service provider was acceptable, even encouraged"	Citizen-consumer	Clarke et al 2007. p. 53	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"Need has an uncomfortable relationship to the 'choice' agenda, since need is never simply a matter of 'what people want'. Need (rather than want) implies the existence of an objective condition"	Citizen-consumer	Clarke et al 2007. p. 61	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"...the have articulated the claim that users - not professionals - are the 'experts of their own condition'.	Citizen-consumer	Clarke et al 2007. p. 61	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"...a public composed of demanding, sceptical consumers with high expectations of service delivery"	Citizen-consumer	Clarke et al 2007. p. 64	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"...the conjunction of consumerism and public services was associated with four key themes: challenge,	Citizen-consumer	Clarke et al 2007. p. 64	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage



choice, inequality and responsibility"			
"It is the new 'common sense' that public service users have shifted from the deferential to the assertive; from the ignorant to the knowledgeable; from the passive to the active voice. This set of changes has, of course, been narrativised as the transition from citizens to consumers"	Citizen-consumer	Clarke et al 2007. p. 67	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"'Choice' as a governmental agenda includes a belief that people can define their own needs (Clarke et al., 2006)	Citizen-consumer	Clarke et al 2007. p. 68	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"What happens if citizens are addressed and treated as consumers of public services? And what are the consequences of practices and identities of consuming if they are displaced into the realm of citizenship?"	Citizen-Consumer	Clarke et al 2007. p. 7	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"From some perspectives the rise of the citizen-consumer is viewed as 'empowering', a means of challenging the paternalistic power of the professions and of ensuring that citizens might benefit from more flexible and responsive public service provision. For other commentators, it marks a shift	Citizen-Consumer	Clarke et al 2007. p. 9	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage

towards a more marketised and privatised form of service delivery, driven by commercial rather than public service values".			
"In a climate of demands for increasing accountability for the police, Heward noted in 1994 that senior officers were proclaiming their similarity to 'supermarket bosses' and their market-like approach to goods and services"	Citizen-consumer	Heward, 2004, referred to in Clarke et al., 2007, p.56	
"Many can afford to walk away from public services which do not command their confidence"	Citizen-consumer	Milburn, 2001 quoted in Clarke et al 2007. p. 121	
"Today we live in quite a different world. We live in a consumer age. People demand services tailor made to their individual needs. Ours in the informed and inquiring society. People expect choice and demand quality"	Citizen-consumer	Milburn, then Secretary of State for Health, 2002a quoted in Clarke et al 2007. p. 53	
"We are proposing to put an entirely different dynamic in place to drive our public services; one where the service will be driven not by the government or by the manager but by the user - the patient, the parent, the pupil and the law-abiding citizen"	Citizen-consumer	T. Blair, quoted in the Guardian, 24 June 2004:1 quoted in Clarke et al., 2007, p. 45)	

<p>"All four principles [national standards, devolution, flexibility, choice] have one goal - to put the consumer first. We are making the public services user-led, not producer or bureaucracy led, allowing far greater freedom and incentives for services to develop as users want"</p>	<p>Citizen-consumer</p>	<p>Tony Blair, Speech to Public Sector Workers at the British Library, London, 16 October 2001, quoted in Clarke et al 2007. p. 44</p>	
<p>"By the 1990s an extreme form of consumer capitalism had appeared which almost completely replaced the citizen with the consumer"</p>	<p>Citizen-consumer, commercialisation</p>	<p>D'Angelo, 2006. Barbarians at the Gates of the Public Library. Library Juice Press. Duluth, Minnesota p. 65</p>	<p>D'Angelo, 2006. Barbarians at the Gates of the Public Library. Library Juice Press. Duluth, Minnesota p. 113</p>
<p>"We are a short step away from equating democracy with markets and citizens with consumers"</p>	<p>citizen-consumer, democracy, commercialisation, capitalism</p>	<p>D'Angelo, 2006. Barbarians at the Gates of the Public Library. Library Juice Press. Duluth, Minnesota p. 71</p>	<p>D'Angelo, 2006. Barbarians at the Gates of the Public Library. Library Juice Press. Duluth, Minnesota p. 113</p>
<p>"By consultation with the people who are affected by services – 'their views about the services they should be sought regularly and systematically to inform decisions</p>	<p>Citizen's Charter</p>	<p>(Prime Minister, 1991: 4-5 (Barnes and Prior, 1995: 53 quoted in</p>	

about what services should be provided' ”		Clarke and Newman, 1997 p.110	
“Capitalism is based on aims and drives such as making profits for companies, creating markets, buying and exchanging commodities and money. Our public services, including our public libraries are based on a completely different set of principles”.	Commercial Models	(Rikowski, 2002 quoted in Usherwood, 2007, p.39)	Rikowski, R. (2002). The WTO/GATS Agenda for Libraries Talk, prepared for public meeting at Sussex University, 23 May, <a href="http://www.ieps.org.uk/cwc.net/rikowski2002a.pdf">http://www.ieps.org.uk/cwc.net/rikowski2002a.pdf</a> . Last accessed
“This is a nation, not a firm”	Commercial Models	(Williams, quoted in Usherwood, 2007, p.47)	Williams, R and Higgins, J. (2001). <i>The Raymond Williams Reader</i> . Blackwell Publishing
“A key conclusion to be drawn from this whole discussion is that no overall consensus about the feasibility or desirability of commercialised models of library service provision was found”	Commercial Models	(Fox, 2005 quoted in Usherwood, 2007, p.49)	Fox, C. (2005). <i>An Investigation into Political and Professional Attitudes Regarding Commercialised Models of Service Provision in Public Libraries</i> . A study submitted in partial fulfilment of the requirements for the degree of Master of Arts in Librarianship at the University of Sheffield
“One of the problems facing public librarians and other public-sector communications workers is that the present government all too often wishes to impose inappropriate commercial models on services operating in the public sector”	Commercial models	(Usherwood, 1989, p.71)	Ushwerwood, B. (1989). <i>The Public Library as Public Knowledge</i> . London: Library Association Publishing Ltd

<p>“The profession must decide if it wants to maintain public libraries as social institutions serving the public good or as quasi retail outlets that simply seek to maximise their popularity by responding to populist demands”</p>	<p>Commercial Models</p>	<p>(Usherwood, 2007, p.29)</p>	<p>Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.</p>
<p>“Are they to be regarded as fundamental rights of citizenship and public goods, or as commodities to be distributed according to the mechanics of the market place?”</p>	<p>Commercial Models</p>	<p>(Usherwood, 2007, p.39)</p>	<p>Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.</p>
<p>“If we view the public library simply as a commercial entity, it takes away the idea of commonality. In a true public library the user is a citizen rather than a customer. The commercial sector is not concerned with citizenship. Customers and consumers are viewed differently from citizens”</p>	<p>Commercial Models</p>	<p>(Usherwood, 2007, p.47)</p>	<p>Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.</p>
<p>“...it is the role of public libraries to provide an alternative to the many commercial institutions to be found in our society”</p>	<p>Commercial Models</p>	<p>(Usherwood, 2007, p.49)</p>	<p>Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.</p>
<p>"Much of the present text is critical of people in the public services who simply adopt commercial models of management, but in this</p>	<p>Commercial Models</p>	<p>Usherwood, 1996, p. 62</p>	<p>Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.</p>

case it may be possible to learn something from those hotels and airlines whose quality systems include soliciting comments and suggestions from users on the range and quality of services offered, and the helpfulness of the staff delivering them"			
"If libraries don't ask what they are about, then they meet the challenges of commercialisation unprepared, and incapable of doing more than adapting to a business agenda"	Commercial Models	Webster, 1999 quoted in Usherwood, 2007, p.49)	Webster, F. (1999) Contribution to: Do Public Libraries have a Future? Public Libraries in the Information Age. Online. Available. URL: <a href="http://www.librarylondon.org/localgroups/camden/pdfdocs/Webster.pdf">http://www.librarylondon.org/localgroups/camden/pdfdocs/Webster.pdf</a> . Last accessed 14 January 2007.
"...democracy, civil education and the public good are the three pillars supporting the public library. Postmodern consumer capitalism threatens all three and with them the institution of the public library"	Commercialisation, public sphere, bookshop model, democracy	D'Angelo, 2006. Barbarians at the Gates of the Public Library. Library Juice Press. Duluth, Minnesota p. 4	D'Angelo, 2006. Barbarians at the Gates of the Public Library. Library Juice Press. Duluth, Minnesota p. 113
"In responding to consumer demand the market is responding to the democratic will of the people. But it is wrong to identify consumer demand with the democratic will of the people because democracy operates on the principle of one vote per person whereas the market operates on the	Commercialisation, public sphere, bookshop model, democracy	D'Angelo, 2006. Barbarians at the Gates of the Public Library. Library Juice Press. Duluth, Minnesota p. 47	D'Angelo, 2006. Barbarians at the Gates of the Public Library. Library Juice Press. Duluth, Minnesota p. 113

principle of one "vote" per dollar, favoring the rich over the poor"			
"...all public librarians need to consider the communications networks that exist in their local communities – networks that, more often than not, have been established without the help of librarians, information scientists or media professionals"	Communication	(Usherwood, 1989, p.79)	Ushwerwood, B. (1989). The Public Library as Public Knowledge. London: Library Association Publishing Ltd
"Learning enables people to play a full part in their community and strengthens the family, the neighbourhood, and consequently the nation"	Community	(David Blunkett's foreword to The Learning Age, Department for Education and Employment, 1998 quoted in Usherwood, 2007, p.90)	Department for Education and Employment (1998), The Learning Age: A Renaissance for a New Britain. Online. Available. URL: <a href="http://www.leeds.ac.uk/educol/documents/000000654.htm">http://www.leeds.ac.uk/educol/documents/000000654.htm</a> . Last accessed
"Community has become an increasingly significant focus of governance arrangements in the UK, reflected in the decentralisation of public services and the increasing expectations of participation, consultation and involvement of communities and neighborhoods"	Community	Clarke et al 2007. p. 141	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage

“When we help individuals improve their skills and their lives, we make the entire community richer and healthier”	Community & Value	(Block, 2004 quoted in Usherwood, 2007, p.36)	Block, M. (2004). In need of a better business model. Ex Libris 207. 12 March <a href="http://marylaine.com/exlibris/xlib207.htm">http://marylaine.com/exlibris/xlib207.htm</a> . Last accessed 14 January 2008.
(on cultural organisations) “to bring different people together and bridge divides. This will involve these institutions become (sic) more porous, participatory and interactive – being not just in the community but of the community”	Community & Value	(Miliband, 2005 quoted in Usherwood, 2007, p. 109)	Miliband, D. (2005). Social Exclusion: The Next Steps Forward. <a href="Http://www.davidmiliband.info/sarchive/speech05_14.htm">Http://www.davidmiliband.info/sarchive/speech05_14.htm</a> . Last accessed
“public libraries enable individuals and communities to undertake a wide range of activities”	Community & Value	(Usherwood, 2007, p.48)	Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.
“Material should be selected that contributes to the self-development and enrichment of the individual and the community”	Community & Value	(Usherwood, 2007, p.68)	Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.
"Different aspects of their personality need different things at different times in their lives"	Conflicting needs	Boyle, 2000, p. 105	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"Demotic populism rests on claims that the voice of the people is typically excluded or repressed by the dominant institutional forms of politics and social life"	Consumer Culture	Clarke et al 2007. p. 11	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"It promotes de-traditionalisation, unlocking taken-for-granted associations of taste, style and social position"	Consumer Culture	Clarke et al 2007. p. 11	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage



"The threads of consumer culture - commodified consumption, conspicuous consumption and consumption as a site of collective mobilisation and social regulation..."	Consumer Culture	Clarke et al 2007. p. 12	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"The consumer thus embodies the private (rather than the public), the market (rather than the state) and the individual (rather than the collective)".	Consumer Culture	Clarke et al 2007. p. 17	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"...there are claims that the defining characteristic of modern Western societies is that they have become 'consumer cultures'. Such consumer cultures are dominated by the 'cash nexus': the exchange of money for desired goods and services...It is in this context that the hybrid figure of the citizen-consumer begins to appear, indicating the potential spread of market-based experiences, expectations, practices and relationships to the public realm"	Consumer culture	Clarke et al 2007. p. 4	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"...the shift from citizen to consumer marks a new phase in western capitalism, predominantly theorised as the moment of neoliberalism"	Consumer Culture	Harvey, 2005, referred to in Clarke et al., 2007, p. 15	Clarke et al 2007. p. 15

<p>"Neoliberalism is in the first instance a theory of political economic practices that proposes that human well-being can best be advanced by liberating individual entrepreneurial freedom and skills within a framework characterized by strong private property markets, free markets and free trade..."</p>	<p>Consumer Culture</p>	<p>Harvey, 2005:2-3, quoted in Clarke et al., 2007, p. 15)</p>	<p>Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage</p>
<p>"New labour has pushed marketisation and privatisation forward, at least as zealously as the Conservatives did, narrowing the frontiers of the public domain in the process...Ministerial rhetoric is saturated with the language of consumerism. Te public services are to be 'consumer focused'; schoolsand colleges are to ensure that 'what is on offer responds to the needs of consumers'; the 'progressive project' is to be subjected to rebranding"</p>	<p>Consumer Culture</p>	<p>Marquand, 2004: 118 quoted in Clarke et al., 2007, p. 16</p>	<p>Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage</p>
<p>"It is choice with equity we are advancing. Choice and consumer power as the route to greater social justice not social division"</p>	<p>Consumer society</p>	<p>Blair, 2003a quoted in Clarke et al 2007. p. 39</p>	<p>Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage</p>
<p>"Governing the (modern) social involves the problem of how to manage diverse, differentiated and mobile populations. These</p>	<p>Consumer Society</p>	<p>Clarke et al 2007. p. 23</p>	<p>Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage</p>

populations are also 'reflexive' and becoming detached from previous forms of authority, identity, identification and attachment".			
"The consumer culture narrative provided a way of 'voicing' dissatisfactions and discontents about the quality, accessibility and responsiveness of public services...In New Labour terms, a consumer-centered model of public services would both promote equity and overcome the problems of inequality associated with 'old' public services"	Consumer society	Clarke et al 2007. p. 38	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"People grow up today in a consumer society. Services - whether they are private or public - succeed or fail according to their ability to respond to modern expectations...People today exercise more choices in their lives than at any point in history. Many can afford to walk away from public services which do not command their confidence"	Consumer society	Milburn, 2002c, quoted in Clarke et al 2007. p. 34	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage

<p>"Consumers have also been the focus of collective mobilisations - a pattern somewhat at odds with the current valorisation of the consumer as the highest point of individualism. As Trentmann (2001) details, the consumer interest was collectively organised around food (such as bread and milk) in nineteenth and twentieth century Britain. More recently here have been consumer mobilisations around such diverse issues as automobile safety, corporate politics, 'McDonaldisation' and economic globalisation (Hilton, 2003 and 2006).</p>	<p>Consumerism</p>	<p>Clarke et al 2007. p. 5</p>	<p>Clarke, Newman, Smith, Vidler, Westmarland (2007). <i>Creating Citizen Consumers</i>. p. 3. London: Sage</p>
<p>"At times, the consumer has been looked upon with scorn and criticism reflecting an anxiety about consuming as a practice that 'uses up' scarce or valued resources. Such concerns persist, of course, in environmental and ethical politics around the excesses of contemporary consumerism"</p>	<p>Consumerism</p>	<p>Malpass et al., 2006 quoted in Clarke et al, 2007, p. 5)</p>	<p>Clarke, Newman, Smith, Vidler, Westmarland (2007). <i>Creating Citizen Consumers</i>. p. 3. London: Sage</p>
<p>"Becoming a customer (even if your rights are spelled out in a glossy charter) reduces political poer (however limited), replacing it</p>	<p>Consumers</p>	<p>Cochrane, 1993, quoted in Usherwood, 1996, p. 122</p>	<p>Usherwood, B. (1996). <i>Rediscovering Public Library Management</i>. London: Library Association.</p>

with a rule-based quasi contractual complaints system"			
"...the Thatcher and Major governments have redefined the citizen as consumer, society as a supermarket and the state as a kind of Securicor. Those who can, shop; those who can't; beg. Inside the supermarket anything goes. On the streets huddle the excluded"	Consumers	Marquand, 1993, quoted in Usherwood, 1996, p. 122	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
On David Pearce - "...one of the best known and most experienced proponents of cost-benefit analysis in the UK"	Cost Benefit Analysis	Boyle, 2000, p. 196	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"Because it was free to cut down the Amazon rainforest or pollute the atmosphere, everyone just went ahead and did it. Yet there clearly were hidden costs when people did so - damage to the air we breathe causes health problems, for example. Damaged rainforest speeds up global warming, which means freak weather conditions and rising sea levels. There are real costs attached. The idea was to measure these costs and give threatened forests, views and species a monetary value"	Cost Benefit Analysis	Boyle, 2000, p. 197	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.

<p>"If it could be measured - the value of elephants, the cash cost of aircraft noise, the value of the Grand Canyon - Pearce would measure it. And by measuring it, you could set a price to it, and find a way of protecting it".</p>	<p>Cost Benefit Analysis</p>	<p>Boyle, 2000, p. 199</p>	<p>Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.</p>
<p>"There is nothing wrong with cost benefit analysis, as long as you remember what a benefit and cost means. If you do it badly, even bad brain surgery might lead you to think that brain surgery is a bad idea".</p>	<p>Cost Benefit Analysis</p>	<p>Boyle, 2000, p. 203</p>	<p>Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.</p>
<p>On cost benefit analysis - "a procedure by which the higher is reduced to the lower and the priceless is given a price...It can therefore never serve to clarify the situation and lead to an enlightened decision. All it can do is lead to self-deception or the deception of others" E.F. Schumacher</p>	<p>Cost Benefit Analysis</p>	<p>E.F. Schumascher (Small is Beautiful) quoted directly in Boyle, 2000, p.214</p>	
<p>"Anything can be counted, say the management consultants McKinsey &amp; Co., and anything you count you can manage...But the truth is, even scientific measurement has its difficulties".</p>	<p>Counting</p>	<p>Boyle, 2000, p. 37</p>	<p>Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.</p>

<p>Boyle highlights the range of counting systems available for organisations - "emotional bonding' measure to measure customer loyalty. There is 'lifetime value modelling' to work out what customers might be worth throughout their buying lives. There is Customer Value Management, lead indicators, lag indicators, Total Asset Utilization, People Value-Added. Even Calculated Intangible Value. There is a new generation of horrendous acronyms, GIPS, TOMAS, EFQM or BREEAM...There are even the new social auditing standards S A 8000, GRI and AA 1000. It's a number cruncher's paradise..."</p>	<p>Counting systems</p>	<p>Boyle, 2000, p. 148</p>	<p>Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.</p>
<p>"Counting Paradox 1: You can count people, but you can't count individuals"</p>	<p>Counting, Measurements, Statistics</p>	<p>Boyle, 2000, p. 45</p>	<p>Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.</p>
<p>"Counting Paradox 2: If you count the wrong thing, you go backwards" - "Because it is so hard to measure what is really important, governments and institutions pin down something else. They have to. But the consequences of pinning down the</p>	<p>Counting, Measurements, Statistics</p>	<p>Boyle, 2000, p. 45</p>	<p>Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.</p>

wrong thing are severe: all your resources will be focussed on achieving something you didn't mean to."			
"Counting Paradox 3: Numbers replace trust, but make measuring even more untrustworthy" - "Numbers are democratic. We use them to peer into the mysterious worlds of professionals, to take back some kind of control".	Counting, Measurements, Statistics	Boyle, 2000, p. 47	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"Counting Paradox 4: When numbers fail, we get more numbers" Like in libraries, assistants do what is being counted, for example rushing through book issues instead of spending time talking to users, as that will go unnoticed by the counters...	Counting, Measurements, Statistics	Boyle, 2000, p. 49	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"Counting Paradox 5: The more we count, the less we understand" "Numbers are the international tool of scientists...Decisions by numbers are a bit like painting with numbers. They don't make for great art"	Counting, Measurements, Statistics	Boyle, 2000, p. 50	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"Counting Paradox 6: The more accurately we count, the more unreliable the figures"	Counting, Measurements, Statistics	Boyle, 2000, p. 51	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.



"Counting Paradox 7: The more we count, the less we compare the figures"	Counting, Measurements, Statistics	Boyle, 2000, p. 51	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"Counting Paradox 8: Measurements have a monstrous life of their own"	Counting, Measurements, Statistics	Boyle, 2000, p. 53	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"Counting Paradox 9: When you count things, they get worse" "...the official statistics tend to get worse when society is worried about something...I'll call it the 'Quantum Effect'"	Counting, Measurements, Statistics	Boyle, 2000, p. 54	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"Counting Paradox 10: The more sophisticated you are, the less you can measure"	Counting, Measurements, Statistics	Boyle, 2000, p. 58	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"Since the invention of clocks, measurement was also a way of controlling an unruly population"	Counting, Measurements, Statistics	Boyle, 2000, p. 81	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"Measuring things...controlled people's emotions and dampened their spirits"	Counting, Measurements, Statistics	Boyle, 2000, p. 81	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"In short, the Victorian population was inspected, preached at and counted, and the very chief of the counters, fighting ancient prejudices, superstitions, tradition and emotion, was Edwin Chadwick"	Counting, Measurements, Statistics	Boyle, 2000, p. 81	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"If junk food results in wide waistlines, a poor cultural diet leads to narrow minds"	Cultural diets	(Usherwood, 2007, p.26)	Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.

<p>“Today it is important that public libraries, and the professionals and policy makers responsible for the service support and promote a lifestyle that helps develop a taste for healthy and sustaining cultural diets”</p>	<p>Cultural diets</p>	<p>(Usherwood, 2007, p.27)</p>	<p>Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.</p>
<p>"Out of the society in which we live today the greatest culture should grow, but this will only happen if the cultural sector is truly relevant to 21st century Britain and its audiences"</p>	<p>Culture</p>	<p>McMaster, 2008, p.6</p>	<p>McMaster, B. (2008). Supporting Excellence in the Arts - From Measurement to Judgement". DCMS</p>
<p>“Just because the service performs important social and economic functions it does not mean that its wider cultural and educational activities should be ignored”</p>	<p>Culture &amp; Education</p>	<p>(Usherwood, 2007, p. 127)</p>	<p>Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.</p>
<p>“Reference to cultural values is commonplace in the literature of anthropology and material culture studies, but is rarely applied explicitly in discussions of the cultural context in which we currently exist”</p>	<p>Culture &amp; Value</p>	<p>(Holden, 2004)</p>	<p>Holden, J. (2004).Capturing Cultural Value. How Culture has become a Tool of Government Policy. London: Demos.</p>
<p>The report, “Capturing Cultural Value” (Holden, 2004) identifies the variety of cultural values; “historical, social, symbolic, aesthetic, and spiritual”</p>	<p>Culture &amp; Value</p>	<p>(Holden, 2004 quoted in Usherwood, 2007, p. 127)</p>	<p>Holden, J. (2004).Capturing Cultural Value. How Culture has become a Tool of Government Policy. London: Demos.</p>

<p>“The best services are those that appeal simultaneously to many different interest groups without compromising the needs of any of them”</p>	<p>Culture &amp; Value</p>	<p>(Usherwood, 2007, p. 128)</p>	<p>Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i>. England: Ashgate.</p>
<p>“Culture and creativity can help communities and nations celebrate diversity”</p>	<p>Culture &amp; Value</p>	<p>(Usherwood, 2007, p.62)</p>	<p>Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i>. England: Ashgate.</p>
<p>“It is argued that the orientation to greater engagement with the public means more than merely collecting consumer-like preferences”</p>	<p>Culture &amp; Value</p>	<p>In 2006, Horner and Bevan delivered a presentation to the AHRC on the topic of Public Value. (Usherwood, 2007, p. 128 – Usherwood’s words, based on their PowerPoint presentation)</p>	<p>Horner, L. and Bevan, S. (2006) <i>Public Value</i>. Presentation given to the Arts and Humanities Research Council Impact Seminar. 15 March 2006. Online. Available. URL: <a href="http://www.ahrc.ac.uk/images/4_97703.ppt#256,1">http://www.ahrc.ac.uk/images/4_97703.ppt#256,1</a>, Public Value Arts and Humanities Research Council - 15 March 2006. Louise Horner and Stephen Bevan. Last accessed 14 January 2008</p>
<p>“Libraries have a responsibility to ideas, to nurturing, sustaining, preserving, and making readily available the intellectual capital of our society to anyone who may want or need it, now or in the future”</p>	<p>Democracy</p>	<p>(Bob, 1982 quoted in Usherwood, 2007, p.75)</p>	<p>Bob, M.C. (1982). The case for quality book selection. <i>Library Journal</i>. 107 (15). September, 1707-1710</p>

<p>“In an increasingly complex world, libraries are going to become more necessary, in order to make the full range of material available, so that people are better able to understand the issues in the world around them”</p>	<p>Democracy</p>	<p>(Usherwood, 1989, p.73)</p>	<p>Usherwood, B. (1989). <i>The Public Library as Public Knowledge</i>. London: Library Association Publishing Ltd</p>
<p>“All the community, regardless of background or circumstances should be given opportunities to share the benefits of the service. Such provisions can help counteract the defects in our society that come from such factors as, commercialization, social exclusion, dumbing down...The public library service should be a service that is built on a belief in excellence, education, social justice and the public good”</p>	<p>Democracy</p>	<p>(Usherwood, 2007, p. 122)</p>	<p>Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i>. England: Ashgate.</p>
<p>“At their best public libraries help to democratize knowledge, counter prejudice, and play an important part in promoting the values of a democratic and civilized society”</p>	<p>Democracy</p>	<p>(Usherwood, 2007, p.87)</p>	<p>Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i>. England: Ashgate.</p>
<p>“Anyone can go into a library; they can come off the street and benefit from what libraries have to offer”</p>	<p>Democracy</p>	<p>(Blackstone, 2004, quoted in Usherwood, 2007, p. 110)</p>	<p>Blackstone, T. (2004). Lords Hansard text for 17 March. <a href="http://www.parliament.the-stationery-office.com/pa/1d200304/ldhansrd/vo040317/text/40317-06.htm">Http://www.parliament.the-stationery-office.com/pa/1d200304/ldhansrd/vo040317/text/40317-06.htm</a>. Last accessed</p>

<p>“One way in which the library demonstrates that it is interested and involved in community values is by providing materials and programs on current social issues of importance to the community even where these may be controversial or the subject of political dispute”</p>	<p>Democracy</p>	<p>(Lipsman, 1972 quoted in Usherwood, 1989, p.33)</p>	<p>Lipsman, , C.K., (1972). <i>The disadvantaged and library effectiveness</i>. Cicago: American Library Association quoted in Ushwerwood, B. (1989). <i>The Public Library as Public Knowledge</i>. London: Library Association Publishing Ltd.</p>
<p>‘Every library is a centre for international understanding. By it’s very existence, free from propaganda and prejudice and with no axe of its own to grind, the public library serves peace as well as democracy’ ”</p>	<p>Democracy</p>	<p>(Maurois, 1961 quoted in Usherwood, 1989, p.32)</p>	<p>Maurois, A. (1961). <i>Public libraries and their mission</i>. UNESCO quoted in Ushwerwood, B. (1989). <i>The Public Library as Public Knowledge</i>. London: Library Association Publishing Ltd</p>
<p>“The library connects us with the insight and knowledge painfully extracted from Nature, of the greatest minds that ever were, with the best teachers, drawn from the entire planet and from all our history, to instruct us without tiring, and to inspire us to make our own contribution to the collective knowledge of the human species”</p>	<p>Democracy</p>	<p>(Sagan, 1983 quoted in Usherwood, 2007, p.84)</p>	<p>Sagan, C. (1983) <i>Cosmos</i>. London: Abacus</p>
<p>“Services which help turn information into knowledge are surely just as vital for the long-term maintenance of a democratic and civilised society”</p>	<p>Democracy</p>	<p>(Usherwood, 1989, p.62).</p>	<p>Ushwerwood, B. (1989). <i>The Public Library as Public Knowledge</i>. London: Library Association Publishing Ltd</p>

<p>“The communication of information and ideas is a major concern of the public library profession. Public libraries are communications organizations every bit as important to democratic society as those that manufacture the electronic and other mass media”</p>	<p>Democracy</p>	<p>(Usherwood, 1989, p.71)</p>	<p>Usherwood, B. (1989). The Public Library as Public Knowledge. London: Library Association Publishing Ltd</p>
<p>“Moreover, it should be prepared to do things that commercial organizations will not do and seek to counteract the ignorance and prejudice engendered by a society that cultivates celebrity, cash and trash. In so doing, it needs to provide equality of access to excellent, socially beneficial, material and services. Often these will be materials and services not provided elsewhere, or not immediately accessible to those without the ability to pay”</p>	<p>Democracy</p>	<p>(Usherwood, 2007, p. 120)</p>	<p>Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.</p>
<p>“a unique storehouse of intellectual stimulation providing free and equal access to information, ideas, and works of the imagination”</p>	<p>Democracy</p>	<p>(Usherwood, 2007, p. 124)</p>	<p>Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.</p>
<p>“...the public library will, for some time, have an important role to play in protecting and providing for</p>	<p>Democracy</p>	<p>(Usherwood, 2007, p. 124)</p>	<p>Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.</p>

those on the wrong side of the digital divide”			
“The mission of the public library should be to provide for those, from whatever background, who want to combat ignorance and intolerance and quench their thirst for knowledge”	Democracy	(Usherwood, 2007, p. 129)	Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.
“In a democracy, the public library’s role is to provide all people with quality services. These should be services that support the vulnerable while satisfying and extending the able”	Democracy	(Usherwood, 2007, p.106)	Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.
“The aim should be for a library service that is able to guarantee diversity both in terms of its collection and the people it serves. There is a balance to be struck. The library should include the best of the popular, and a comprehensive range of material that has stood the test of time. It is a function of the public library to show people other worlds and to help users in their choice of material. It should provide the opportunity for them to stumble across a challenging and rewarding read”	Democracy	(Usherwood, 2007, p.29).	Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.

<p>“The public library service should provide all people, irrespective of race, class or gender with the opportunity to familiarize themselves with the seminal ideas, great art and literature of their own country and from the varied and fascinating cultures that lay beyond”</p>	<p>Democracy</p>	<p>(Usherwood, 2007, p.37)</p>	<p>Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.</p>
<p>“To place an equal status on all kinds of material not only fails the individual but also society at large”</p>	<p>Democracy</p>	<p>(Usherwood, 2007, p.50)</p>	<p>Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.</p>
<p>“There is a need to cultivate critical values amongst library staff and library users. The development of critical thinking skills is essential if the long term plans for the library is to include, as promised in the USA, the promotion of enlightened citizenship”</p>	<p>Democracy</p>	<p>(Usherwood, 2007, p.57)</p>	<p>Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.</p>
<p>“There continue to be profound social divisions in access to information, ideas and works of imagination. These divisions can affect the life chances of millions and they are woven deeply into the fabric of many societies. The digital divide can take many forms, and the public library service needs to consider the needs, amongst others, of the elderly, the disabled,</p>	<p>Democracy</p>	<p>(Usherwood, 2007, p.81)</p>	<p>Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.</p>



and those from the less Developed World”			
“A good library, with properly selected material and the benefit of educated and professional staff, can improve people’s capacity to think”	Democracy	(Usherwood, 2007, p.82)	Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i> . England: Ashgate.
"Public libraries are vital to securing the citizen's 'right to know'	Democracy & Knowledge	McGuigan, 1996, p.73	McGuigan, J. (1996). <i>Culture and the Public Sphere</i> . London: Routledge
"The major threat, of course, is to do with the privatisation of information and the further commodification and marketisation of the properties of the public sphere"	Democracy & Knowledge & Space	Schiller, 1989 quoted in McGuigan, 1996, p.73	Schiller, H. (1989). <i>Culture Inc - The Corporate Takeover of Public Expression</i> . New York: Oxford University Press
“public libraries are precisely the type of ‘ institutions that are expected to bear in mind the good of individuals and community as a whole without being concerned with short term economic goals”	Economic goals	(Kleveland, 2005 quoted in Usherwood, 2007, p.10)	Kleveland, A. (2005). <i>The Library and the Cultural Political Challenges in a Digital Age</i> . Paper to World Library and Information Congress: 71st IFLA General Conference and Council. Online. Available: URL. <a href="http://www.ifla.org/IV/ifla71/papers/193e-Kleveland.pdf">http://www.ifla.org/IV/ifla71/papers/193e-Kleveland.pdf</a> . Last accessed 14th January 2007
“Education is unlikely to win an “open market” competition with entertainment because “easy” and “hard” can never compete on equal ground...”	Education	(Barber, 1985 quoted in Usherwood, 2007, p.94)	Barber, B.R. (1995). <i>Jihad vs. McWorld: How Globalism and Tribalism are Reshaping the World</i> . New York: Ballantyne Books.

"It is in a library that people can make the connection between the value of education, in its widest sense, and the enhancement of their day-to-day lives"	Education	(Usherwood, 2007, p. 122)	Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i> . England: Ashgate.
"It is through its involvement with education that the public library can do most to contribute to social equality and democracy"	Education	(Usherwood, 2007, p.92)	Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i> . England: Ashgate.
"A public library as a source of informal self-education for children, students, and adults is a useful and excellent thing. Only a minority uses it. But that minority consists of a great many individuals; and they use the library for something alone it offers"	Education	Williams, 1998, quoted in Scroggum, 2006, p.8	Williams, P. (1998). <i>The American Public Library and the Problem of Purpose</i> . New York: Greenwood Press.
"the other rights of citizenship are worth little without the right to education and information"	Education and Information	National Consumer Council, 1977 quoted in Usherwood, 1996, p. 83	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"Oh heavens, how I long for a little ordinary human enthusiasm. Just enthusiasm - that's all. I want to hear a warm, thrilling voice cry out Hallelujah - Hallelujah! I'm alive"	Enthusiasm	Osborne, 1960, quoted in Usherwood, 1996, p. 125	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"The library is based on the principle of borrowing from a	Equality	Borrowed Time? 1993	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.

common resource that is greater than any one individual or family could afford to accommodate"		quoted in Usherwood, 1996, p. 84	
"There are some things that the market system does not do either well or badly. In the good society these are the responsibility of the state...It must always be in mind that many of these parks and recreation facilities...libraries, the arts, are more needed by the underclass than the affluent"	Equality	Galbraith, 1994, quoted in Usherwood, 1996, p. 85	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"...reading should be as independent of the individual pocket as the lighting of streets and drainage of districts"	Equality	Greenwood, 1891, quoted in Usherwood, 1996, p. 84	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"The inequalities present in access to information and ideas are related to the primary inequalities inherent in the distribution of power, income and wealth"	Equality	Usherwood, 1996, p. 128	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"...equality of access is important because information, reading and literacy skills are fundamental to people's life chances"	Equality	Usherwood, 1996, p. 84	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"Where social democratic ideology treated 'public servants' as a neutral social force, motivated by an ethos of public service, the New Right construed them as motivated by self-interest, seeking to expand	Ethics & Values	(du Gay, Chapter 4 in same book, Clarke et al, 2000, p. 525)	Clarke, Gerwitz and McLaughlin (ed). (2000). <i>New Managerialism, New Welfare?</i> London: Sage

the power or resources over which they could exercise control			
“In the process, many of the defining features of ‘public service values’ – neutrality, impartiality, fairness, equity – have become disarticulated from the organisational regimes in which they were enshrined. We have yet to see the emergence of new values that go beyond those of flexibility, responsiveness and quality of service which are embedded in the couplet of managerialism and consumerism”	Ethics & Values	Clarke and Newman, 1997, p. 127	Clarke and Newman (1997). The Managerial State. London: Sage
“In place of the presumptions of trust associated with old public service ethics, the relationships of public service have been increasingly formalised through contractual mechanisms, monitoring and both financial and performance audits”	Ethics & Values	Clarke and Newman, 1997, p. p. 123	Clarke and Newman (1997). The Managerial State. London: Sage
“It does not have the capacity to enable organisations and managers to deal with complexity and uncertainty. Greater flexibility does not necessarily lead to improved responsiveness”	Ethics & Values	Clarke and Newman, 1997, p.p. 147	Clarke and Newman (1997). The Managerial State. London: Sage

<p>“References to ‘public service values’ can easily slide into little more than a nostalgic reference to a past golden era in which there was a mythical consensus around what these values were”</p>	<p>Ethics &amp; Values</p>	<p>Clarke and Newman, 1997, p.p.125</p>	<p>Clarke and Newman (1997). The Managerial State. London: Sage</p>
<p>"...ethics has gone from an onscure way of measuring corporate success to something as vital as it is undefinable".</p>	<p>ethics, measuring unmeasurable</p>	<p>Boyle, 2000, p. 139</p>	<p>Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.</p>
<p>Booth began "sharing lives...took lodgings in houses typical of classes C,D and E to find out about life around the poverty line"</p>	<p>Ethnography</p>	<p>Boyle, 2000, p. 119</p>	<p>Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.</p>
<p>"The term ethnography literally means a description of peoples or cultures. It has its origins as a research strategy in the works of the early social anthropologists, whose aim was to provide a detailed and permanent account of the cultures and lives of small, isolated tribes. Such tribes were seen, with some justification, as 'endangered species', and the social anthropologists saw the need to map out those cultures before they became contaminated by contact with the industrial world or withered away to extinction".</p>	<p>Ethnography</p>	<p>Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.84</p>	<p>Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.84</p>

Legendary social anthropologists: Bronislaw Malinowski (1922) and Margaret Mead (1941) - their research strategies influenced what we now call today, ethnology	Ethnography	Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.84	Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.84
"It requires the researcher to spend considerable <i>time in the field</i> among the people whose lives and culture is being studied. The ethnographer needs to share in the lives rather than observe from a position of detachment. Extended fieldwork allows for a <i>journey of discovery</i> in which the explanations for what is being witnessed emerge over a period of time".	Ethnography	Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.84	Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.84
"Routine and normal aspects of <i>everyday life</i> are regarded as worthy of consideration as research data. The mundane and the ordinary parts of social life are just as valid as the special events and ceremonies which can all too easily capture our attention".	Ethnography	Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.84	Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.84
"There is special attention given to the way the people being studied see their world. Quite distinct from the researcher's analysis of the situation, the ethnographer is	Ethnography	Denscombe, M. (2005). The Good Research Guide. 2nd ed.	Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.84

<p>generally concerned to find out <i>how the members of the group/culture being studied understand things</i>, the meanings <i>they</i> attach to happenings, the way <i>they</i> perceive their reality. 'To grasp the native's point of view, his relation to life, to realize <i>his</i> vision of <i>his</i> world' (Malinowski, 1922:25).</p>		<p>OUP. London. P.84-85</p>	
<p>"There is an emphasis on the need to look at the interlinkages between the various features of the culture and to avoid isolating facets of the culture from the wider context within which it exists. Ethnography generally prefers a <i>holistic approach</i> which stresses processes, relationships, connections and interdependency among the component parts.</p>	<p>Ethnography</p>	<p>Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.85</p>	<p>Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.84</p>
<p>"There is some acknowledgement that the ethnographer's final account of the culture or group being studied is more than just a description - it is a <i>construction</i>. It is not a direct 'reproduction', a literal photograph of the situation. It is, rather, a crafted construction which employs particular writing skills (rhetoric) and which</p>	<p>Ethnography</p>	<p>Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.85</p>	<p>Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.84</p>

<p>inevitably owes something to the ethnographer's own experiences.</p>			
<p>"...the most popular development of ethnography in recent times has been its application to lifestyles, understandings and beliefs within 'our own' society. The element of <i>comparison</i> and <i>contrast</i>, though, is retained as an underlying facet of ethnographic research. Ethnography, for its part, thrives on being able to compare and contrast lifestyles, understandings and beliefs within a society, rather than between societies"</p>	<p>Ethnography</p>	<p>Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.86</p>	<p>Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.84</p>
<p>"In its early days...the anthropological stance was applied to deviant subgroups, oddball cultures that stood out as different from the norm...they offered something intrinsically interesting in the way their lifestyles seemed quaint, crazy, even exotic compared with the everyday experience of those who studied the groups and those who read the resulting books".</p>	<p>Ethnography</p>	<p>Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.86</p>	<p>Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.84</p>



<p>"There remains, it is true, legacies of an interest in the exotic and special, ceremonies and the unusual features of social life within the realms of ethnography. However, the routine and the mundane, the normal and the unspectacular facets of social life have become recognized as equally valid topics for ethnographic enquiry. In recent times, attentions have been refocused on to more routine, mainstream aspects of social life - for example, life in the classrooms (Woods 1979) or life on a building site (Reimer, 1979).</p>	<p>Ethnography</p>	<p>Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.86</p>	<p>Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.84</p>
<p>"At one end of the spectrum there are those who regard the main purpose of ethnography as providing rich and detailed descriptions of real-life situations as they really are. At the other end of the spectrum there are those who see the role of ethnographic fieldwork as a test-bed for theories - a means of developing theories by checking them out in small-scale scenarios".</p>	<p>Ethnography</p>	<p>Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.87</p>	<p>Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.84</p>

<p>"Somewhere towards the middle of the spectrum lies the view 'that "idiographic" and "nomothetic" approaches are not mutually exclusive, and that we can have both rich and intensive description <i>and</i> generalizability' (Quoting Woods, 1979: 268). Advocates of the middle position are keen to hold on to the idiographic aspect of ethnographic research in as much as it provides a valuable and distinct kind of data - the <i>detailed descriptions of specifics based on first hand observation in naturally occurring situations</i>. They also recognize the need for theory within ethnography. They recognize the need to <i>locate the ethnography within a theoretical context</i>".</p>	Ethnography	Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.87	Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.84
<p>"One of the first conditions of acceptable Ethnographic work certainly is that it should deal with the totality of all social, cultural and psychological aspects of the community, for they are so interwoven that not one can be understood without taking into consideration the others. (Malinowski, 1922: xvi)</p>	Ethnography	Malinowski, 1922: xvi. Quoted in Denscombe, M. (2005). The Good Research Guide. 2nd ed. OUP. London. P.85	

<p>“The pursuit of ‘quality’, ‘excellence’, or ‘standards’ means that evaluative agencies have come to colonize organizational terrain that was previously the province of professional expertise”</p>	<p>Evaluation</p>	<p>(Clarke et al, 2000, p. 257)</p>	<p>Clarke, Gerwitz and McLaughlin (ed). (2000). <i>New Managerialism, New Welfare?</i> London: Sage</p>
<p>“Something had to fill the vacuum created by this dissolution of identification and trust between the public and public services...Audit was developed in this space, offering the prospect of an <i>independent evaluative practice</i> that would both safeguard ‘taxpayers money’ and provide a countervailing influence to the problem of ‘producer domination’ of service provision” .</p>	<p>Evaluation</p>	<p>(Clarke et al, 2000, p.253)</p>	<p>Clarke, Gerwitz and McLaughlin (ed). (2000). <i>New Managerialism, New Welfare?</i> London: Sage</p>
<p>“a major extension of the role of the audit , which traditionally has been mainly concerned with the accuracy of accounts and ensuring public bodies were acting within the legal remit. VFM (value for money) audit, however, involves an assessment of service performance, an area which, of course, intersects with professional judgements that were of limited or no relevance to the narrower,</p>	<p>Evaluation</p>	<p>(Cutler and Waine, 1997, pp 30-31 quoted in Clarke et al, 2000, p.255)</p>	<p>Cutler, T. and Waine, B. (1997). <i>Managing the Welfare State: Text and Sourcebook</i>. Oxford: Berg</p>

financial and legal concerns of traditional audit practice .			
“The local authority is not concerned with catering for a narrowly defined Markey but for the community as a whole in all its diverse aspects – social, economic, cultural and political. Its rest of success cannot be reduced to a mere profit and loss computation but must instead involve the promotion of the far less tangible concept of the public good”	Evaluation	(Hayes, 1980 quoted in Usherwood, 1989, p.135)	Hayes, R.J., <i>Organisation theory and local government</i> . Allen and Unwin quoted in Usherwood, B. (1989). <i>The Public Library as Public Knowledge</i> . London: Library Association Publishing Ltd
“The Audit Commission has identified the best forms of organizational structure, culture and management practice for the delivery of various public services, from community care to crime prevention .	Evaluation	(Langan and Clarke, 1994; Hughes, 1999; Clarke et al, 2000, p.258)	Langan, M. and Clarke, J. (1994). <i>Managing the mixed economy of care</i> . In Clarke, J., Cochrane, A., McLaughlin, E. (eds) <i>Managing Social Policy</i> . London: Sage;
“...this emphasis on costs has tended to work against investigations of the more theoretical kind. It has also perhaps led to an over-emphasis on quantitative methodologies in public library research”	Evaluation	(Usherwood, 1989, p.138)	Usherwood, B. (1989). <i>The Public Library as Public Knowledge</i> . London: Library Association Publishing Ltd

<p>“However, many, but not all, information workers in the public sector would argue that the library service is more than a product; that it is a collective response to a basic human need for information and ideas. As such, it is too important to be provided only via the mechanics of the market place. In providing for need in other crucial areas such as health and education most informed authorities, if not the government, agree that services should be judged and provided by more than simple reference to the crude test of market success”</p>	<p>Evaluation</p>	<p>(Usherwood, 1989, p.52)</p>	<p>Usherwood, B. (1989). <i>The Public Library as Public Knowledge</i>. London: Library Association Publishing Ltd</p>
<p>“Information is a basic human need and public information services be they libraries or radio stations should surely be judged by more than the crude test of success or failure in the commercial market”</p>	<p>Evaluation</p>	<p>(Usherwood, 1989, p.71)</p>	<p>Usherwood, B. (1989). <i>The Public Library as Public Knowledge</i>. London: Library Association Publishing Ltd</p>
<p>“Public libraries are not simply parts of the retail book trade but complex public service organizations that have to balance the needs of the individual with those of society as a whole. They should be managed and assessed accordingly”</p>	<p>Evaluation</p>	<p>(Usherwood, 2007, p.50)</p>	<p>Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i>. England: Ashgate.</p>

“The remaking of many public organisations as quasi businesses has been based on an attempt to structure incentives around outputs, measured through performance indicators and publicised through league tables tied to financial or market rewards”	Evaluation	Clarke and Newman, 1997, p 85	Clarke and Newman (1997). The Managerial State. London: Sage
“It also positions managers accountable – either upwards to policy makers (through performance measurement, audit and evaluation systems), or downwards to customers and users”	Evaluation	Clarke and Newman, 1997, p.66	Clarke and Newman (1997). The Managerial State. London: Sage
“To paraphrase the emerging common sense on performance measurement: what doesn’t get measures, doesn’t get done”	Evaluation	Clarke and Newman, 1997, p.79	Clarke and Newman (1997). The Managerial State. London: Sage
“Thirdly, what Michael Power (1994) has referred to as the audit explosion indicates the growth in both internal and external evaluations of performance”.	Evaluation	Clarke and Newman, 1997, p.80	Clarke and Newman (1997). The Managerial State. London: Sage
“Such systems demand that the objectives of the organisation are made explicit and measurable, despite defensive professional claims about the irreducible complexity of unquantifiable character of their work”	Evaluation	Clarke and Newman, 1997, p.p.119	Clarke and Newman (1997). The Managerial State. London: Sage

“...organisations strive to manage their information (if not their activities) into the forms required for evaluation”	Evaluation	Clarke and Newman, 1997, p.p.158	Clarke and Newman (1997). The Managerial State. London: Sage
“Such information allows the organisation to be evaluated both intrinsically and comparatively (i.e., is it efficient and is it more or less efficient than similar organisations”	Evaluation	Clarke et al, 2000, p. 255	Clarke, Gerwitz and McLaughlin (ed). (2000). New Managerialism, New Welfare? London: Sage
“There are potential conflicts over the definition of objectives; over the choice of indicators; over the attribution of causal effect; and over how comparison is effected”	Evaluation	Clarke et al, 2000, p. 256	Clarke, Gerwitz and McLaughlin (ed). (2000). New Managerialism, New Welfare? London: Sage
"...libraries worldwide are suffering spiritual deprivation as library managers strive to fit the mould carved by cost accountants. They are suffering narrowing of purpose and and loss of direction as they concentrate more and more ont heir contribution to the economic bottom line"	Evaluation	Cram, 1995, quoted in Usherwood, 1996, p. 119	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
"it is not the number of users which gives an institution its democratic character, but the fact that it serves the interests of the community (in particular the liberty and equality of the citizen)"	Evaluation	Giappiconi, 1995, quoted in Usherwood 1996, p. 78	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.

...it can only be socially profitable; it can only be competitive by defining its purpose and limiting itself to that identity; and it can only be less fearful of the future when it stops measuring its worth by counting circulation and reference transactions like sales"	Evaluation	Scrogam, 2006, p. 12	Scrogam, R.E. (2006). The American public library and its fragile future. <i>New Library World</i> . 107 (1/2). <a href="http://www.highschoolibrarian.com/SJSU/266/readings/scrogam.doc">Http://www.highschoolibrarian.com/SJSU/266/readings/scrogam.doc</a> . Last accessed 14th January 2008
"The objectives of a public library are multifaceted and not all of them are capable of being quantified"	Evaluation	Usherwood, 1996, p. 17	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"By evaluation we mean assessing their effectiveness. This assumes making a judgement against a standard, goal or yardstick"	Evaluation	Usherwood, 1996, p. 68	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"Statistics are just a small part of the reality of the public library and any meaningful evaluation has to go beyond simplistic quantification"	Evaluation	Usherwood, 1996, p. 68	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"The trouble is that in the present political climate library professionals have to make public libraries understandable to people who feel that nothing is of use unless it can be measured, preferably in terms of money"	Evaluation	Usherwood, 1996, p. 68	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"How does one measure love, kindness and generosity?"	Evaluation	Usherwood, 1996, p. 69	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"Moreover, the results of such an accountant's view of the world are	Evaluation	Usherwood, 1996, p. 69	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.



often misleading in terms of assessing the real quality and impact of the service provided"			
"Whereas populist slogans such as 'value for money' may attract some public support, a proper evaluation of the public library service demands a more thorough investigation and diagnosis of its contribution to society"	Evaluation	Usherwood, 1996, p. 73	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
"In a public library social values should predominate over financial values, and this complicates the measurement process"	Evaluation	Usherwood, 1996, p. 75	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
"It is necessary therefore to move from a system based on measurement to one based on judgement, and one that in making judgements on excellence, innovation and risk taking, doesn't end up discouraging all three"	Evaluation & Excellence	McMaster, 2008, p.21	McMaster, B. (2008). Supporting Excellence in the Arts - From Measurement to Judgement". DCMS
"At their most damaging, targets have led arts organisations to take decisions based on meeting quantifiable targets (such as filling seats) at the expense of less easily measurable but equally important outcomes such as excellence, innovation and risk taking"	Evaluation & Excellence	McMaster, 2008, p.21	McMaster, B. (2008). Supporting Excellence in the Arts - From Measurement to Judgement". DCMS

<p>"Ministers are promoting a culture of continuous improvement for all public services and wish to reduce unnecessary bureaucracy, but in return providers must take greater responsibility for monitoring and evaluating their own performance. New performance management arrangements are developing, which will mean that more reliance can be placed on the capacity of service providers to manage services and account for performance"</p>	<p>Evaluations</p>	<p>Crerar, L. (2007) Chapter summary and recommendations. Section 2.8</p>	<p>Crerar, L. (2007). The Crerar Review: The Report of the Independent Review of Regulation, Audit, Inspection and Complaints Handling of Public Services in Scotland. Edinburgh: The Scottish Government.</p>
<p>"This report considers how Scotland's systems of regulation, audit, and inspection (referred to as 'external scrutiny' throughout) and complaints handling for public services could be improved".</p>	<p>Evaluations</p>	<p>Crerar, L. (2007) Executive Summary</p>	<p>Crerar, L. (2007). The Crerar Review: The Report of the Independent Review of Regulation, Audit, Inspection and Complaints Handling of Public Services in Scotland. Edinburgh: The Scottish Government.</p>
<p>"We have suggested that the unique role of external scrutiny is to provide independent assurance that services are well-managed, safe and fit for purpose and that public money is being used properly. This is an essential function in the system of governance and accountability that will always be required".</p>	<p>Evaluations</p>	<p>Crerar, L. (2007) Executive Summary</p>	<p>Crerar, L. (2007). The Crerar Review: The Report of the Independent Review of Regulation, Audit, Inspection and Complaints Handling of Public Services in Scotland. Edinburgh: The Scottish Government.</p>

<p>"We argue throughout the report that primary responsibility for improving services lies with the organisations that provide them, but we recognise that external scrutiny can also be a catalyst for improvement where it influences behaviour and culture of providers, leading to improvements in the way that services are delivered. We have concluded that five principles should govern the application and use of external scrutiny - independence; public focus; proportionality; transparency; and accountability"</p>	<p>Evaluations</p>	<p>Crerar, (2007) Executive Summary</p>	<p>L.</p>	<p>Crerar, L. (2007). The Crerar Review: The Report of the Independent Review of Regulation, Audit, Inspection and Complaints Handling of Public Services in Scotland. Edinburgh: The Scottish Government.</p>
<p>"Growth in scrutiny reflects circumstances where the governments at the European, UK and Scottish levels have felt the need to increase the indirect supervision of public service delivery through increased inspection, audit and regulation. This is partly because of lack of confidence in service delivery, absence of robust performance management in many services, and partly because of new policy priorities. The growth also reflects the ongoing reality that changes in</p>	<p>Evaluations</p>	<p>Crerar, (2007) Executive Summary</p>	<p>L.</p>	<p>Crerar, L. (2007). The Crerar Review: The Report of the Independent Review of Regulation, Audit, Inspection and Complaints Handling of Public Services in Scotland. Edinburgh: The Scottish Government.</p>

<p>services, or emerging sector problems and unexpected high profile cases will continue to happen. The Scottish Government's intentions are changing, and it is now seeking to devolve more responsibility for managing and monitoring services to front-line providers and to streamline reporting processes. These developments have contributed to the debate about the role and future use of external scrutiny".</p>			
<p>"The creation of the Scottish Parliament has changed the accountability landscape"</p>	Evaluations	Crerar, L. (2007) Executive Summary	Crerar, L. (2007). The Crerar Review: The Report of the Independent Review of Regulation, Audit, Inspection and Complaints Handling of Public Services in Scotland. Edinburgh: The Scottish Government.
<p>"Given the importance of the public as beneficiaries of external scrutiny, it is important that scrutiny contributes to wider policy intentions to focus services more effectively on their needs"</p>	Evaluations	Crerar, L. (2007) Executive Summary	Crerar, L. (2007). The Crerar Review: The Report of the Independent Review of Regulation, Audit, Inspection and Complaints Handling of Public Services in Scotland. Edinburgh: The Scottish Government.
<p>"The unique role of external scrutiny is to provide independent assurance that services are well-managed, safe and fit-for-purpose, and that public money is being used properly. The five guiding principles for external scrutiny</p>	Evaluations	Crerar, L. (2007) Executive Summary	Crerar, L. (2007). The Crerar Review: The Report of the Independent Review of Regulation, Audit, Inspection and Complaints Handling of Public Services in Scotland. Edinburgh: The Scottish Government.

<p>should be public focus, independence, proportionality, transparency and accountability"</p>			
<p>"Over time Ministers and the Parliament should rely more on self-assessment by providers, enabling a reduction in the volume of external scrutiny. In future Ministers and Parliament should consider the extent to which the assurance they require can be provided by providers, before commissioning external audit, inspection or regulation"</p>	<p>Evaluations</p>	<p>Crerar, L. (2007) Executive Summary</p>	<p>Crerar, L. (2007). The Crerar Review: The Report of the Independent Review of Regulation, Audit, Inspection and Complaints Handling of Public Services in Scotland. Edinburgh: The Scottish Government.</p>
<p>"The landscape of government and accountability changed significantly with devolution. The devolved administration in Scotland has resulted in more Ministers and elected representatives with an interest in the delivery of public services, and accountability arrangements under the new system are still evolving. Devolution has also led to a greater level of awareness amongst the public and the media about public services, resulting in more public reporting, more Parliamentary debate and more media coverage"</p>	<p>Evaluations</p>	<p>Crerar, L. (2007) Public Sector Context. Section 2.3</p>	<p>Crerar, L. (2007). The Crerar Review: The Report of the Independent Review of Regulation, Audit, Inspection and Complaints Handling of Public Services in Scotland. Edinburgh: The Scottish Government.</p>

<p>"...the 2007 Review of Best Value in local government, commissioned by the Accounts Commission, found that the Best Value regime has been a driver of modernisation and improvement in local government and that the Best Value audit process is increasingly challenging under-performance as well as identifying success. The Best Value Review also suggested that future Best Value audits should adapt to reflect the performance, capacity and challenges facing each council and that the existence of baseline performance audit information should enable more reliance to be placed on self-assessment and more proportionate approaches to Best Value audit and other scrutiny processes"</p>	<p>Evaluations</p>	<p>Crerar, L. (2007) Public Sector Context. Section 2.8</p>	<p>Crerar, L. (2007). The Crerar Review: The Report of the Independent Review of Regulation, Audit, Inspection and Complaints Handling of Public Services in Scotland. Edinburgh: The Scottish Government.</p>
<p>"There is a need for the development of more outcome focused measurements of public services"</p>	<p>Evaluations</p>	<p>Crerar, L. (2007) Recommendations. Section 10</p>	<p>Crerar, L. (2007). The Crerar Review: The Report of the Independent Review of Regulation, Audit, Inspection and Complaints Handling of Public Services in Scotland. Edinburgh: The Scottish Government.</p>
<p>"Distributors of public funds should not spend money on what is not, or does not have the potential to be, excellent"</p>	<p>Excellence</p>	<p>McMaster, 2008, p.16</p>	<p>McMaster, B. (2008). Supporting Excellence in the Arts - From Measurement to Judgement". DCMS</p>

"I have found a hunger in the cultural sector for the system of public funding to be more ambitious and to be tuned to allow excellence to occur more than it currently does"	Excellence	McMaster, 2008, p.25	McMaster, B. (2008). Supporting Excellence in the Arts - From Measurement to Judgement". DCMS
"The desire and ability to innovate and the willingness to take risks is fundamental for any organisation striving to be excellent"	Excellence	McMaster, 2008, p.7	McMaster, B. (2008). Supporting Excellence in the Arts - From Measurement to Judgement". DCMS
"Excellence itself is sometimes dismissed as an exclusive canonical and 'heritage' approach to cultural activity. I refute this"	Excellence	McMaster, 2008, p.9	McMaster, B. (2008). Supporting Excellence in the Arts - From Measurement to Judgement". DCMS
"...excellence in culture occurs when an experience affects and changes an individual"	Excellence	McMaster, 2008, p.9	McMaster, B. (2008). Supporting Excellence in the Arts - From Measurement to Judgement". DCMS
"for at least twenty five years, economists have recognized that individuals who make no active use of a particular beach, river, bay or other such natural resource might, nevertheless, derive satisfaction from its mere existence, even if they never intend to make active use of it"	Existence Value	(Arrow et al, 1996, quoted in Usherwood, 2007, p.105)	Arrow, K. et al. (1993). <i>Report of the NOAA Panel on Contingent Valuation, Federal Register</i> . Volume 58. Washington DC
"public libraries in the industrialized world of today are institutions on the crossroads between conflicting expectations..."	Expectations	(Vestheim, 1994 quoted in Usherwood, 2007, p.11)	Vestheim, G. (1994). Public libraries cultural institutions on the crossroads between purposive and humanistic rationality in <i>The Future of Librarianship</i> . Proceedings of the 2nd International Budapest Symposium. Januray 1994. Hogeschool van Amsterdam, 81-95.

"Focault's development of the concept of governmentality as a way of thinking about the forms in which societies are ordered has been influential in shaping innovative work in very diverse fields..."	Focault	Clarke et al 2007. p. 18	Clarke, Newman, Smith, Vidler, Westmarland (2007). <i>Creating Citizen Consumers</i> . p. 3. London: Sage
"The best time to reinforce the moral and social foundations of institutions is not after they have collapsed but when they are cracking"	Foundations	(Etzioni, 1995 quoted in Usherwood, 2007, p.7)	Etzioni, A. (1995). <i>The Spirit of Community. Rights Responsibilities and the Communitarian Agenda</i> . London: Fontana Press quoted in Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i> . England: Ashgate.
"The public library service is not in the state of collapse, but there are definite cracks in its edifice, and it is perhaps not unfair to suggest that a number of these have been caused by some contemporary professionals who have neglected to look after its foundations"	Foundations	(Usherwood, 2007, p.7).	Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i> . England: Ashgate.
"There seems little doubt that the prevailing collective voice calls for the core public library services to be provided free of direct charge on the user. This reflects the fact that for many people there is no other realistic choice"	Free service	Usherwood, 1996, p. 93	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"If you compete by building then you have a future. If you compete by cutting, you don't"	Funding	Roach, 1996, quoted in Usherwood, 1996, p. 113	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.



"Although at the margin there may be possibilities to raise extra funds through new partnerships, income generation, the national lottery and other diversified sources, the evidence clearly shows that the public library requires an injection of new public money"	Funding	Usherwood, 1996, p. 82	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
"In the end, most who have studied the issue have concluded that public libraries should be funded substantially from the public purse"	Funding	Usherwood, 1996, p. 87	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
"...future generations will inhabit a different landscape and the public library will need to respond to that, but it should do so in a way that reflects what Gorman (2000) called its 'enduring values'"	Future	(Usherwood, 2007, p.7)	Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.
Dolan highlights nine key challenges for future improvement - "Funding...Partnership...Improved buildings and access...What users want...The Digital Library...Staff...Innovation...Awareness raising and celebrating success"	Future	Dolan, 2007, p. 6-7	Dolan, J. (2007). A Blueprint for Excellence Public Libraries 2008-2011. Connecting People to Knowledge and Inspiration. Museums, Libraries and Archives Partnership. <a href="http://www.mla.gov.uk/resources/assets/B/blueprint_11126.pdf">http://www.mla.gov.uk/resources/assets/B/blueprint_11126.pdf</a> . Last accessed 16 January 2008
"It was a revolutionary and enjoyably unscientific idea, and it led to the idea of 'hot indicators'.	Hot Indicators	Boyle, 2000, p. 189	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.

<p>"We can encourage people to measure locally what they think is important, not what they're told to measure. We can de-standardize, get the subjects of measurement to do their own measuring - the pupils, the patients, the poor...Human beings can deal with a complex world better than any system or series of measurements".</p>	<p>Human being, measurements</p>	<p>Boyle, 2000, p. 225</p>	<p>Boyle, D. (2000). <i>The Tyranny of Numbers</i>. London: Harper Collins.</p>
<p>"People want rhythms and music rather than bald statistics. We don't want data, we want enlightenment. We don't want numbers, we want meaning".</p>	<p>Human being, measurements</p>	<p>Boyle, 2000, p. 226</p>	<p>Boyle, D. (2000). <i>The Tyranny of Numbers</i>. London: Harper Collins.</p>
<p>"The idea stores employ supervisors and customer service representatives, but no librarians. There are cafés near the entrance to each Idea Store but no reference service is available. Corporate designers and advertising agencies seek to draw "customers" into the Idea Stores by creating an appealing brand image"</p>	<p>Idea stores, commercialisation, public sphere, bookshop model</p>	<p>D'Angelo, 2006. <i>Barbarians at the Gates of the Public Library</i>. Library Juice Press. Duluth, Minnesota p. 3</p>	<p>D'Angelo, 2006. <i>Barbarians at the Gates of the Public Library</i>. Library Juice Press. Duluth, Minnesota p. 113</p>
<p>"The project - described as retail-inspired - is based on the conviction that in our 'increasingly retail-focused and lifestyle-conscious world' commerce is now the ruling influence on the lives of</p>	<p>Idea stores, commercialisation, public sphere, bookshop model</p>	<p>Ezard, 2003, quoted in D'Angelo, 2006, p.3</p>	

younger people. This group, it is felt, is far more likely to borrow books or use educational services if the ambience reminds them of a superstore or, as with the colours and signs at Bow, the departure lounge at Gatwick airport".			
"A good public library is one that provides opportunities for people to hear, read and learn about a diverse range of cultures. The removal of ignorance is one of the greatest contributions that the library can make to social inclusion"	Ignorance	(Usherwood, 2007, p.36)	Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.
"Moreover, as a society, we are beginning to pay the price for the fashionable celebration of ignorance, and the modish dismissal of the value of education"	Ignorance	(Usherwood, 2007, p. 121)	Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.
"We may not be able to measure trust - or feelgood, or self-esteem - but we know what it is when we see it...You can't measure these human attributes directly, but that doesn't mean they're not important"	Inappropriate measures, statistics, measurements	Boyle, 2000, p. 107	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"It is that the number-crunchers don't have the necessary tools for the new world"	Inappropriate measures, statistics, measurements	Boyle, 2000, p. 59	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.

<p>"The difficulty comes when numbers are used to reduce the sheer complexity of life to something manageable"</p>	<p>Inappropriate measures, statistics, measurements</p>	<p>Boyle, 2000, p. 59</p>	<p>Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.</p>
<p>"...Nevertheless, the myth prevades our society that if you are profitable you are succesful. Or if you're int he public sector, then efficiency is what matters. But efficiency is not quite the same as effectiveness. You can have a very efficient hospital if you don't take in very sick people or people who are not going to get better, like the old ones. So you push them outside. You're efficient but you're not terribly effective" direct quote from Chris Handy, lecturing at the Royal Society of Arts in London, 1996 'What's it all for?'</p>	<p>Inappropriate measures, statistics, measurements</p>	<p>Handy, 1996 quoted in Boyle, 2000 p.59</p>	<p>Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.</p>
<p>"When we measure life, we reduce it"</p>	<p>Inappropriate measures, statistics, measurements</p>	<p>Handy, 1996 quoted in Boyle, 2000 p.60</p>	<p>Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.</p>
<p>"Yet you can define something precisely, count every attribute and measure it in every way, Dickens implied, and still not know much about it" Boyle refers to Dicken's novel Hard Times</p>	<p>Inappropriate measures, statistics, measurements</p>	<p>Idea inspired by Dickens, Hard Times (1850)Boyle, 2000, p. 82</p>	<p>Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.</p>

"What about those life-enhancing but priceless aspects of life that never got counted?"	Inappropriate measures, statistics, measurements,	Boyle, 2000, p. 170	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"Accounting-based measures of performance drive employees to achieve targets of sales, revenue and costs, by manipulation of processes, and by flattery or delusive promises to cajole a customer into purchase of what he does not need" Deming, quoted by Boyle	Inappropriate measures, statistics, measurements,	Deming, unsure date, quoted in Boyle, 2000, p.151	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"If you don't measure it, it doesn't count" direct quote from John Kenneth Galbraith, economist by Boyle, 2000, p. 102	Inappropriate measures, statistics, measurements,	Boyle, 2000, p. 102	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"...the perennial problem for number-crunchers - an inability to work out what causes what"	Inappropriate measures, statistics, measurements, improvements	Boyle, 2000, p. 117	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"Companies now have vast databanks of information about their customers, segmentable in every possible direction. They know precisely how they behave and what they buy. <i>Why</i> they behave like that remains as elusive as ever"	Inappropriate measures, statistics, measurements, improvements	Boyle, 2000, p. 150	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.

<p>"If you measure problems you get depressed. If you measure particular solutions, they might be wrong - they often are. You might for example measure how close the shops or bus stops were to people's homes - forgetting that food could still be disgusting and the bus service scandalous".</p>	<p>Inappropriate measures, statistics, measurements, improvements</p>	<p>Boyle, 2000, p. 189</p>	<p>Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.</p>
<p>"For indicators to lead to change, there needs to be emotional content: people need to care in their hearts as well as their minds" direct quote from Gary Lawrence, mayor of Seattle, 1993</p>	<p>Inappropriate measures, statistics, measurements, improvements</p>	<p>Boyle, 2000, p. 189</p>	<p>Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.</p>
<p>"What we count is important because it reflects who we are"</p>	<p>Inappropriate measures, statistics, measurements, improvements</p>	<p>Boyle, 2000, p. 192</p>	<p>Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.</p>
<p>Quoting Hazel Henderson - "Indicators only reflect our innermost core values and goals, measuring the development of our own understanding"...then goes on to surmise in his own words "No wonder when we measure what we fear the most - greenhouse gas or child abuse - the figures tend to get worse. At last, an explanation for the Quantum Effect</p>	<p>Inappropriate measures, statistics, measurements, improvements</p>	<p>Boyle, 2000, p. 193</p>	<p>Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.</p>

"This failure of numbers means we get increasingly blind. Things that can't get measured - love, creativity, awe, religion, altruism - get forgotten by professionals and sometimes get ridiculed too".	Inappropriate measures, statistics, measurements, improvements	Boyle, 2000, p. 215	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"The measurements have blinded us to our greatest failures..."	Inappropriate measures, statistics, measurements, improvements	Boyle, 2000, p. 220	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"...human beings are more than their constituent chemicals, and that individuality needs measuring too...Yardsticks are a vital human tool, as long as we remember how limiting they are if we cling to them too closely..."	Inappropriate measures, statistics, measurements, improvements	Boyle, 2000, p. 223	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"Some measures of success hide other kinds of failure"	Inappropriate measures, statistics, measurements, improvements	Boyle, 2000, p. 92	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"If it cannot get beyond its vast abstractions, the national income, the rate of growth, capita/output ratio, input/output analysis, labour mobility, capital accumulation; if it cannot get beyond all of this and make contact with the human realities of poverty, frustration,	Inappropriate measures, statistics, measurements, improvements	Schumacher, quoted in Boyle, 2000, p.193	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.

alienation, despair, breakdown, crime, escapism, stress, congestion, ugliness and spiritual death, then let us scrap economics and start afresh" E.F. Schumacher, Small is Beautiful			
"A major item on the agenda has been to suggest that libraries seek alternative sources of income"	Income	(Usherwood, 1989, p.55)	Ushwerwood, B. (1989). The Public Library as Public Knowledge. London: Library Association Publishing Ltd
"Inequality is not merely a matter of individual abilities and aptitudes; it is a social fact. The life chances of any individual, his or her abilities are, to a greater or lesser extent, the result of that individual's place in society"	Inequality	(Usherwood, 1989, p.17)	Ushwerwood, B. (1989). The Public Library as Public Knowledge. London: Library Association Publishing Ltd
"Governments and politicians are interested in the control of library services for other than financial reasons, for as Francis Bacon wrote in the sixteenth century 'knowledge itself is power'. Public libraries help turn information into knowledge"	Information & Knowledge	(Usherwood, 1989, p.32)	Ushwerwood, B. (1989). The Public Library as Public Knowledge. London: Library Association Publishing Ltd
"Business leaders increasingly recognise that the key to success is realising that their assets are intangible qualities which are extremely hard to measure directly - like knowledge, information or reputation"	Intangible, Measurements, Brand identity, brand loyalty	Boyle, 2000, p. 58	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.



<p>“In other ways the mass media are more easily accessible than public libraries. Very often they are available at the touch of a button. The daily newspaper is delivered to the door. The media can come into the home with little effort – but people have to visit libraries. This can involve both a physical and a psychological effort...library services can no longer be restricted by the walls of the library”</p>	<p>Internet</p>	<p>(Usherwood, 1989, p.73)</p>	<p>Usherwood, B. (1989). <i>The Public Library as Public Knowledge</i>. London: Library Association Publishing Ltd</p>
<p>“Urban and rural networks will differ in a number of ways...Public librarians and other local communicators need to be able to ‘plug in’ to such informal networks”</p>	<p>Internet</p>	<p>(Usherwood, 1989, p.80)</p>	<p>Usherwood, B. (1989). <i>The Public Library as Public Knowledge</i>. London: Library Association Publishing Ltd</p>
<p>“the devotees of information technology seem totally brainwashed, confusing a delivery system with culture”</p>	<p>IT</p>	<p>(Drummond, 2000 quoted in Usherwood, 2007, p. 124)</p>	<p>Drummond, J. (2000) <i>Tainted by Experience: A life in the Arts</i>. London: Faber &amp; Faber.</p>
<p>“However, there are, as we have illustrated, limits as to what the technology can achieve”</p>	<p>IT</p>	<p>(Usherwood, 2007, p. 124)</p>	<p>Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i>. England: Ashgate.</p>
<p>"There is a danger that an obsession with IT will cause problems unless correct emphasis is placed on the needs of people"</p>	<p>IT</p>	<p>Usherwood, 1996, p. 34</p>	<p>Usherwood, B. (1996). <i>Rediscovering Public Library Management</i>. London: Library Association.</p>

<p>"Not for Keynes the reduction of the grandeur of human life to money, or to numbers...he never used numbers to pin down life. It was the generation that came later that took his national accounts and turned them into an absolute description, one that reduced whole nations to a single tyrannical figure"</p>	<p>Keynes</p>	<p>Boyle, 2000, p. 156</p>	<p>Boyle, D. (2000). <i>The Tyranny of Numbers</i>. London: Harper Collins.</p>
<p>"In the public sector context they have become increasingly enmeshed in the intensification of competitiveness (rankings, league tables) despite the acknowledged problems of both comparability and the identification of appropriate indicators" 80</p>	<p>League Tables</p>	<p>Cutler and Waine, 1994: Ch2 quoted in Clarke and Newman, 1997 p.80</p>	<p>Cutler, T and Waine, B. (1994). <i>Managing the Welfare State: The Politics of Public Sector Management</i>. Oxford: Berg</p>
<p>"The health of the literary community is inextricably linked to the health of the public library systems"</p>	<p>Literacy</p>	<p>(Canadian Publishers Association quoted in Fitch and Warner, 1997 quoted in Usherwood, 2007, p.11).</p>	<p>Fitch, L. and Warner, J. (1997) <i>Dividends: The Value of Public Libraries in Canada</i>. Toronto Books and Periodical Council. Online. Available. URL: <a href="http://www.cla.ca/divisions/capl/Dividends.pdf">http://www.cla.ca/divisions/capl/Dividends.pdf</a>. Last accessed</p>
<p>"It is unrealistic to suggest that public libraries will always be able to have a direct impact on every social problem, although it should be emphasized that literacy skills</p>	<p>Literacy</p>	<p>(Usherwood, 2007, p. 109)</p>	<p>Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i>. England: Ashgate.</p>

are an essential prerequisite to a full participation in most societies”			
“If care is not taken, the public sector, not for the first time, will find itself adopting approaches to management precisely at the same time that they are being abandoned as ineffective in the private sector”	Managerialism	Walsh, 1995: 30 in Clarke and Newman, 1997, p. 91	
"The library is nothing if it is not part of the community it represents and the collections held within it are anything less than a reflection of New Zealanders".	Maori Community	John H Mohi	A New Zealand Perspective on Managing Cultural Diversity. Paper delivered at the 65th IFLA Council and General Conference, Bangkok, Thailand, 1999. [online]. Available. URL: <a href="http://www.ifla.org/IV/ifla65/papers/095-106e.htm/">http://www.ifla.org/IV/ifla65/papers/095-106e.htm/</a> . Last accessed 26th February 2008
The idea of a library as a context for diversity presents challenges to management, cataloguers, reference staff and most importantly to our clients.	Maori Community	John H Mohi	A New Zealand Perspective on Managing Cultural Diversity. Paper delivered at the 65th IFLA Council and General Conference, Bangkok, Thailand, 1999. [online]. Available. URL: <a href="http://www.ifla.org/IV/ifla65/papers/095-106e.htm/">http://www.ifla.org/IV/ifla65/papers/095-106e.htm/</a> . Last accessed 26th February 2008
Diversity means dealing with people we do not normally deal with and sometimes it includes witnessing their pain or their joy.	Maori Community	John H Mohi	A New Zealand Perspective on Managing Cultural Diversity. Paper delivered at the 65th IFLA Council and General Conference, Bangkok, Thailand, 1999. [online]. Available. URL: <a href="http://www.ifla.org/IV/ifla65/papers/095-106e.htm/">http://www.ifla.org/IV/ifla65/papers/095-106e.htm/</a> . Last accessed 26th February 2008
We do have years of imbalance faithfully locked into our cataloguing systems. It is a bias rooted in the world of yesterday's paper-based library systems, which if not addressed will perpetuate	Maori Community	John H Mohi	A New Zealand Perspective on Managing Cultural Diversity. Paper delivered at the 65th IFLA Council and General Conference, Bangkok, Thailand, 1999. [online]. Available. URL: <a href="http://www.ifla.org/IV/ifla65/papers/095-106e.htm/">http://www.ifla.org/IV/ifla65/papers/095-106e.htm/</a> . Last accessed 26th February 2008

neo-colonial constructs of the world.			
It has taken us over 150 years to address the harm we have done each other. The healing of pain from the past can no longer be hidden or ignored.	Maori Community	John H Mohi	A New Zealand Perspective on Managing Cultural Diversity. Paper delivered at the 65th IFLA Council and General Conference, Bangkok, Thailand, 1999. [online]. Available. URL: <a href="http://www.ifla.org/IV/ifla65/papers/095-106e.htm/">http://www.ifla.org/IV/ifla65/papers/095-106e.htm/</a> . Last accessed 26th February 2008
“...the ideas of the ruling class are in every epoch the ruling ideas...The class which has the means of material production at its disposal, has control at the same time over the means of mental production”	Marx the ruling class	(Marx, 1970, quoted in Usherwood, 1989, p.18)	Marx, K. and Engels, F., (1970). The German ideology. Lawrence and Wishart quoted in Usherwood, B. (1989). The Public Library as Public Knowledge. London: Library Association Publishing Ltd
“It is appropriate for the public library to promote high culture, but it also has a part to play in terms of mass culture, pop culture and the culture of the local community. There are all kinds of dangers, it is true, in jumping onto fashionable bandwagons, and there is a need to be aware of the more crass aspects of commercialization but, all that having been said, it is necessary to make sure that the cultural gap in our libraries is not just a consequence of the generation gap”	Mass culture	(Usherwood, 1989, p.11)	Usherwood, B. (1989). The Public Library as Public Knowledge. London: Library Association Publishing Ltd

"And so it is that politicians can't measure poverty, so they measure the number of benefit claimants instead. Or they can't measure intelligence, so they measure exam results. Doctors measure blood cells rather than health, and people all over the world measure money rather than love".	Measurement	Boyle, 2000, p. 37	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"The coastline of Britain is different each time you count it and different for everyone who tries"	Measurement	Boyle, 2000, p. 38	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
""What makes this such a peculiar moment in the history of measurement is that in almost every area of public life, qualities like happiness, competence or loyalty are being picked over by hordes of radical accountants and politicians, visionary entrepreneurs and planners - desperately trying to find ways of being more effective in a competitive world"	Measurement	Boyle, 2000, p. Xiv	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"...so often, you can't measure what's really important...so they find themselves isolating something with <i>can</i> be counted "	Measurement	Boyle, 2000, p. Xv	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"Things have to keep static if you're going to count them: that's probably why the first statisticians	Measurement	Boyle, 2000, p. Xv	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.

were known as 'statists'. But real life isn't still"			
"To count things, you first have to define them in measurable ways, and magically the system can manipulate the figures by narrowing the definition"	Measurement	Boyle, 2000, p. Xvi	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"The National Audit Office and the Audit Commission arrived in the world in the early 1980s...The British Standards Institute organised a standard of quality, then called BS5750, which auditors could measure accountants' achievements by. Environmental quality standards followed, and the whole range now available across the world, US, European, global standards, and auditors behind each one - measuring, measuring, measuring".	Measurement, Audits	Boyle, 2000, p. 39	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"Counting things is a lucrative business"	Measurement, Audits	Boyle, 2000, p. 39	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"And the trouble with auditors of any kind (accountants or academics) is that they are applying numerical rules to very complex situations"	Measurement, Audits	Boyle, 2000, p. 40	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"Even if you use the same measuring rod everywhere, local people perceive it differently,	Measuring intangibles	Boyle, 2000, p. 186	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.

define it differently and interpret it differently"			
On developments at the start of the 21st century - "There was the challenge to accountancy posed by measuring the value of companies like Microsoft".	Measuring intangibles	Boyle, 2000, p. 187	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"The experience and knowledge of employees have no value on conventional measuring scales...But they do have value. Knowledge is wealth...which is why the old measurements don't work anymore"	Measuring knowledge, intangible assets, unmeasurable	Boyle, 2000, p. 132	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"So measuring the unmeasurable matters, which is why there has been such a flurry of business gurus, all of them trying to corner the market by naming the missing factor. Should we call it 'intellectual capital' like Thomas Stewart, or 'working knowledge' like James Brian Quinn, or 'managing know-how' like Karl-Erik Sveiby".	Measuring knowledge, intangible assets, unmeasurable	Boyle, 2000, p. 134	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
Celemi - the world's first audit of intangible assets - note	Measuring knowledge, intangible assets, unmeasurable	Boyle, 2000, p. 135	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.

"Measuring is often impossible, but sometimes you have to try anyway"	Measuring the unmeasurable	Boyle, 2000, p. 212	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"...the unequal distribution of social and cultural capital that has historically enabled the middle class to benefit disproportionately from public services"	Middle class	Clarke et al 2007. p. 79	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"The image of the consumer that has dominated political and policy debate in recent years is the first of these - the consumer as chooser"	Multiple views of the consumer	Clarke et al 2007. p. 5	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"...a mirror image of the consumer as chooser - the consumer as victim. In such debates, consumers are either the sovereign heroes of their own lives (independent, confident, judgement-forming, and choice exercising agents) or are the cultural dupes preyed upon by the forces beyond their control (and often beyond their knowledge). The heroes / dupes split has been a recurrent one in arguments over popular culture"	Multiple views of the consumer	Clarke et al 2007. p. 6	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"Their book offers nine variants: the consumer as chooser, communicator, explorer, identity-seeker, hedonist, victim, rebel, activist and citizen"	Multiple views of the consumer	Gabriel and Lang, 1994:4 quoted in Clarke et al., 2007, p. 5	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage



<p>"Public libraries have been sucked into the morass of local government reform and placed in leisure groupings. There they have sat, comfortably meeting user needs rather than creating user aspirations"</p>	<p>Needs versus aspirations</p>	<p>Law, 1996 quoted in Usherwood, 1996, p. 32)</p>	<p>Usherwood, B. (1996). <i>Rediscovering Public Library Management</i>. London: Library Association.</p>
<p>"...the client is the most important person in any public library service. This is not to say that he or she is, in the simplistic marketing sense, always right, but that professional librarians must develop effective techniques to understand and serve their needs. These, as we have seen, may be different from wants"</p>	<p>Needs versus wants</p>	<p>Usherwood, 1996, p. 58</p>	<p>Usherwood, B. (1996). <i>Rediscovering Public Library Management</i>. London: Library Association.</p>
<p>"In popular usage, neoliberalism is equated with a radically free market: maximized competition and free trade achieved through economic deregulation, elimination of tariffs, and a range of monetary and social policies favorable to business and indifferent towards poverty, social deracination, cultural decimation, long term resource depletion, and environmental destruction..."</p>	<p>Neoliberalism</p>	<p>Brown, 2006, 37-8 quoted in Clarke et al., 2007, p. 19</p>	

<p>“It is our argument that if the library is to be a social force, it cannot afford to be neutral on some issues, for instance, institutionalized racism. Further we would argue that in fact the public library has never been neutral, and that as a concept it embodies some most important radical ideals – equality, provision for need rather than commercial profit, educational advancement, free access to, and free expression of, information and ideas. To stand for such issues is to take a very positive stance. It is certainly not a neutral one” .</p>	<p>Neutrality</p>	<p>(Usherwood, 1989, pp.12-13)</p>	<p>Ushwerwood, B. (1989). The Public Library as Public Knowledge. London: Library Association Publishing Ltd</p>
<p>"John Vasconcellos measuring the success of schools and prisons by their ability to give people self-esteem. Simon Zadek and the social auditors measuring corporate ethics. Perry Walker and Hazel Henderson measuring salmon, frogs, vegetarian restaurants and everything else".</p>	<p>New Economists</p>	<p>Boyle, 2000, p. 224</p>	<p>Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.</p>
<p>"What makes the new world of numbers different from the old is that no two companies, and probably no two people, would measure it in the same way"</p>	<p>New economy, new measures</p>	<p>Boyle, 2000, p. 136</p>	<p>Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.</p>

"...We can read the transormation of the citizen into the consumer as the practice of a shifting mode of governance that involves the simultaneous remaking of subjects (citizens to consumers), sites (from state institutions to plural and competing agencies) and practices (from bureau-professionally structured delivery to choice)"	New Labour	Clarke et al 2007. p. 148	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"The move away from direct provision to a model of government as funder, strategist, regulator and evaluator created a discursive space - the 'arm's length' - in which the new identity could be elaborated	New Labour	Clarke et al 2007. p. 32	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"New labour came into power in the UK in 1997 committed to a programme of public service reform and modernisation"	New Labour	Clarke et al 2007. p. 32	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"New Labour's pro-market, anti-poverty, individualistic, communitarian and managerialist tendencies..."	New Labour	Clarke et al 2007. p. 35	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"New labour's narrative of the societal shift from a rationing culture to a consumer culture also offered a potent shorthand fro other dimensions and dynamics of social change...People, it was assumed,	New Labour	Clarke et al 2007. p. 38	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage

had come to view public services through a frame of reference grounded in the experience of being treated as consumers elsewhere"			
"State reform since the 1980s has involved multiple dynamics - privatisation, marketisation, contractualisation, pluralisation, managerialisation, decentralisation, overlaid by more recent enthusiasm for 'partnership'"	New Labour	Glendinning et al., 2002 referred to in Clarke et al 2007. p. 42	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"New Labour is a hybrid regime, composed of two strands. However, one strand - the neo-liberal - is in the dominant position. The other strand - the social democratic - is subordinate."	New Labour	Hall, 2003, p. 19, quoted in Clarke et al., 2007, p. 46	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"New Labour spoke of public service values and public purposes. They stressed processes of collaboration, partnership and 'joined-up' government as alternatives to the fragmented and competitive world of services created by Conservative reforms (Newman, 2001)	New Labour	Newman, 2001 referred to in	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"The structures created in the 1940s may now require change, but the values of equity and opportunity for all will be sustained. The challenges and	New Labour	Office of Public Services Reform, 2002: 8, quoted in	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage

demands on today's public services are very different from those post-war years. The rationing culture which survived after the war, in treating everyone the same, often overlooked individuals' needs and aspirations..."		Clarke et al 2007. p. 33	
"...a model of a 21st century developed nation: with sound, stable economic management; dynamism and enterprise in business; the best educated and creative nation in the world; and a welfare state that promotes our aims and achievements...We need a system designed not for yesterday, but for today"	New Labour	Prime Minister, Foreword to Secretary of State for Social Security and Minister for Welfare Reform, 1998, iii-iv quoted in Clarke et al 2007. p. 33	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"Newspapers such as The Sun or Daily Mail simply exploit prejudices and resent us with a very narrow view of the world"	Newspapers	Usherwood, 1996, p. 60	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
"NPM in general represents the marriage of "administrative reform" with "business type managerialism".	NPM	Adcroft and Willis, 2005, p. 387	Adcroft, A. and Willis, R. The (un)intended outcome of public sector performance measurement. International Journal of Public Sector Management. 18 (5). Pp.386 - 400
"The outcome of these doctrines and reforms has been the creation of a new set of principles which govern practices in the public	NPM	Adcroft and Willis, 2005, p. 387 then Ferlie	Adcroft, A. and Willis, R. The (un)intended outcome of public sector performance measurement. International Journal of Public Sector Management. 18 (5). Pp.386 - 400

sector; Fearlie and Steane (2002) suggest that all this boils down to "managers, markets and measurement"		and Steane, 2002, p. 1461	
"Ferlie and Steane (2002) examine the issue more broadly and conclude that the adoption of private sector practices has, to many intents and purposes, blurred the distinction between public and private sectors where the government's role has become much more of a facilitator of services compared to the frontline provider of services"	NPM	Adcroft and Willis, 2005, p. 388 refer to the findings of Ferlie and Steane, 2002	Adcroft, A. and Willis, R. The (un)intended outcome of public sector performance measurement. <i>International Journal of Public Sector Management</i> . 18 (5). Pp.386 - 400
"But numbers are still an absolutely vital tool for human progress...They seek out the fraudulaent or inefficient...It's just that they are not objective, nor the final answer, and we rely on them too much"	Numbers, counting, statistics	Boyle, 2000, p. 57	Boyle, D. (2000). <i>The Tyranny of Numbers</i> . London: Harper Collins.
"In identifying desired outcomes it is necessary to invlove politicians, professionals, frontline staff and the users of the service"	Outcomes	Usherwood, 1996, p. 79	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"It is fine for the library service to be 'cool' at the edges but, it owes to society, to be solid at its core"	Perception	(Usherwood, 2007, p.75)	Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i> . England: Ashgate.

<p>"Preoccupations with performance measurement, however, are clearly built on the assumption that it will bring real and tangible benefits to organisations"</p>	<p>Performance measurement</p>	<p>Adcroft and Willis, 2005, p. 388</p>	<p>Adcroft, A. and Willis, R. The (un)intended outcome of public sector performance measurement. International Journal of Public Sector Management. 18 (5). Pp.386 - 400</p>
<p>Meyer (1994, p.101) suggests that performance measurement is useful in so far as it can "tell an organisation where it stands in its effort to achieve goals" but also points out that it is less useful in explaining "what it should do differently"</p>	<p>Performance measurement</p>	<p>Adcroft and Willis, 2005, p. 388 refer to Meyer, 1994</p>	<p>Adcroft, A. and Willis, R. The (un)intended outcome of public sector performance measurement. International Journal of Public Sector Management. 18 (5). Pp.386 - 400</p>
<p>"Measuring the performance of the public sector through private sector practices and principles is hardly a new or recent idea. In many ways the origins of the modern regimes of assessment lie in the 1980s and the early work of the Audit Commission (Local Government Finance Act, 1982)"</p>	<p>Performance measurement</p>	<p>Adcroft and Willis, 2005, p. 389</p>	<p>Adcroft, A. and Willis, R. The (un)intended outcome of public sector performance measurement. International Journal of Public Sector Management. 18 (5). Pp.386 - 400</p>
<p>"The Audit Commission began with a problem definition that stated that public sector (under) performance was a product of (poor) public sector management and the solution to these problems was the creation of frameworks which mimic the private sector</p>	<p>Performance Measurement</p>	<p>Adcroft and Willis, 2005, p. 389</p>	<p>Adcroft, A. and Willis, R. The (un)intended outcome of public sector performance measurement. International Journal of Public Sector Management. 18 (5). Pp.386 - 400</p>

(Audit Commission, 1988; Banham, 1987)"			
"The broad managerial context fort hese changes was the need for public sector organisations to become more strategic in their behaviour with the need for, for example, "corporate vision" and a "shared culture" (Audit Commission, 1986, p. 15)	Performance measurement	Adcroft and Willis, 2005, p. 389	Adcroft, A. and Willis, R. The (un)intended outcome of public sector performance measurement. International Journal of Public Sector Management. 18 (5). Pp.386 - 400
"Drucker (1995) argues that benchmarking is built on the assumption that "what one organisation does, any other organisation can do as well".	Performance measurement	Adcroft and Willis, 2005, p. 389 refer to Drucker, 1995	Adcroft, A. and Willis, R. The (un)intended outcome of public sector performance measurement. International Journal of Public Sector Management. 18 (5). Pp.386 - 400
"Holloway et al. (1999, p.352) raise some important qualifications for the use of benchmarking and performance measurement as effective management tools...and suggest that this effectiveness depends "on taking a relatively holistic approach", where all elements of onteraction, especially "softer" (and therefore harder to measure) aspects are "fully appreciated before changes are proposed".	Performance measurement	Adcroft and Willis, 2005, p. 389 refer to Holloway et al. (1999, p. 352)	Adcroft, A. and Willis, R. The (un)intended outcome of public sector performance measurement. International Journal of Public Sector Management. 18 (5). Pp.386 - 400



"Organisations are complex in so far as they are collections of visible and invisible, tangible and intangible elements and performance itself is determined by a multitude of different internal and external factors and conditions"	Performance measurement	Adcroft and Willis, 2005, p. 390	Adcroft, A. and Willis, R. The (un)intended outcome of public sector performance measurement. International Journal of Public Sector Management. 18 (5). Pp.386 - 400
"Bovaird and David (1999, p. 307) point out that local authorities are forced to make use of "performance measurement and management systems as a way of evaluating their performance"	Performance measurement	Adcroft and Willis, 2005, p. 390 refer to Bovaird and David, 1999, p. 307	Adcroft, A. and Willis, R. The (un)intended outcome of public sector performance measurement. International Journal of Public Sector Management. 18 (5). Pp.386 - 400
"...resources with strings attached"	Performance measurement	Adcroft and Willis, 2005, p. 391	Adcroft, A. and Willis, R. The (un)intended outcome of public sector performance measurement. International Journal of Public Sector Management. 18 (5). Pp.386 - 400
"At the strategic level, clearly defined aims and objectives are determined; at the policy level, choices are made as to how these aims and objectives will be met; and, at the tactical level, these plans and policies are implemented"	Performance measurement	Adcroft and Willis, 2005, p. 391	Adcroft, A. and Willis, R. The (un)intended outcome of public sector performance measurement. International Journal of Public Sector Management. 18 (5). Pp.386 - 400
"Official concern moved away from services to the disadvantaged to a methodology for costing public libraries, a manual on performance indicators and a guide to objective setting"	Pis	Usherwood, 1996, p. 8	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.

“Rather than embracing an easy populism the library needs to be a public space where excellence moves to centre stage and “the idea of learning infuses every issue and where individuals and organizations are encouraged to learn”	Place	(Usherwood, 2007, p. 121 and quote within quote is Pachter and Landry, 2001))	Pachter, M. and Landry, C. (2001). <i>Culture at the Crossroads: Culture and Cultural Institutions at the Beginning of the 21st Century</i> . Bournes Green: Comedia
“They are one of a decreasing number of institutions that provide access to material that enables people to fully engage with their society, participate in democracy and enjoy new experiences”	Place	(Usherwood, 2007, p. 129)	Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i> . England: Ashgate.
“a growing band of feckless, greedy envious British natives whose crude, loud, prejudiced moans increasingly dominate the public space”	Place	(Alibhai-Brown, 2007 quoted in (Usherwood, 2007, p. 122)	Alibhai-Brown, Y. (2007). The view from India: Horror at these Barbarians. <i>The Independent</i> , 22 January, 21
“Libraries are integral to every community in Britain and provide a neutral environment where people can access resources which might otherwise remain out-of-reach”	Place	(Brown in CILIP news, 2006 quoted in (Usherwood, 2007, p.97)	CILIP News (2006). The All-Party Parliamentary Group on Libraries and Information Management. 14 June. <a href="http://www.cilip.org.uk/aboutcilip/newsandpressreleases/archive2006/news060614a.htm">http://www.cilip.org.uk/aboutcilip/newsandpressreleases/archive2006/news060614a.htm</a> Last accessed 14 January 2008
“the need to provide alternatives and alternative spaces in a culture dominated by information capitalism and media image and spectacle” p.49)	Place	(Buschman, 2003, p.180 quoted in Usherwood, p.492007,	Buschman, J.E. (2003). <i>Dismantling the Public Sphere. Situating and Sustaining Librarianship in the Age of the New Public Philosophy</i> . Westport, CT: Libraries Unlimited.

“Public Libraries are possibly the last cultural space available to all without distinction. It is a public meeting space, where identity roots are sought and the future accessed”	Place	(Moura, 2004 quoted in Usherwood, 2007, p.50).	Moura, M.J. (2004). Public Libraries and Development Planning in Portugal. <i>Paper to World Library and Information Congress: 70th IFLA General Conference and Council</i> . <a href="http://www.ifla.org/IV/ifla70/papers/161e-Moura.pdf">Http://www.ifla.org/IV/ifla70/papers/161e-Moura.pdf</a>
“...a place of books and reading, of research, of librarians, of free thought, and of balance – balance between education and recreation, between print and electronic, between quiet and noise, and between parental concern and civil liberties”	Place	(Scrogam, 2006 quoted in Usherwood, 2007, p. 129)	Scrogam, R.E. (2006). The American public library and its fragile future. <i>New Library World</i> . 107 (1/2). <a href="http://www.highschool librarian.com/SJSU/266/readings/scrogam.doc">Http://www.highschool librarian.com/SJSU/266/readings/scrogam.doc</a> . Last accessed 14th January 2008
“civic society’s unique space for free communication and critical reflection in contrast to the market’s commercialisation of experiences”	Place	(Skot-Hansen, 2002 quoted in Usherwood, 2007, p.49)	Skot-Hansen, D. (2002). The public library in the service of civic society. <i>Scandinavian Public Library Journal</i> . 35 (1). <a href="http://www.splq.info/issues/vol35_3/05.htm">Http://www.splq.info/issues/vol35_3/05.htm</a> Last accessed 14 January 2007
“They are public spaces, which belong to everyone, and those responsible for their management have a duty to encourage their use, and to ascertain why some groups use the library while others do not”	Place	(Usherwood, 2007, p. 117)	Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i> . England: Ashgate.
“Accurate information and well written works of imagination can help counter prejudice. Libraries are educational institutions that broaden minds and help overcome ignominy of ignorance. They provide an arena in which different	Place	(Usherwood, 2007, p. 129)	Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i> . England: Ashgate.

cultures can be celebrated, debated and discussed”			
PLs should offer a space where people “can experience their identity as citizens rather than consumers”	Place	(Worpole quoted in Black and Crann, 2002, quoted in Usherwood, 2007, p.49)	Worpole, K. (2004). 21st Century Libraries. Building Futures. A joint initiative between CABE and RIBA. Online. Available. URL: <a href="http://www.buildingfutures.org.uk/pdfs/pdffile_31.pdf">http://www.buildingfutures.org.uk/pdfs/pdffile_31.pdf</a> Last accessed 14 January 2007
"...a place for the whole community to come together as individuals, in families and as a community to read, learn and discover"	Place	Dolan, 2007, p. 7	Dolan, J. (2007). A Blueprint for Excellence Public Libraries 2008-2011. Connecting People to Knowledge and Inspiration. Museums, Libraries and Archives Partnership. <a href="http://www.mla.gov.uk/resources/assets/B/blueprint_11126.pdf">http://www.mla.gov.uk/resources/assets/B/blueprint_11126.pdf</a> . Last accessed 16 January 2008
“A library should be a place in which myriad schools of thought make contributions to knowledge, and the intellect may safely range and speculate...It is a place where inquiry is pushed forward and the “discoveries” of the individuals are verified and tested” Shera, 1969 quoted in (Usherwood, 2007, p.62)	Place	Shera, 1969 quoted in (Usherwood, 2007, p.62)	Shera, J.H. (1949). <i>Foundations of the Public Library: The Origins of the Public Library Movement in New England 1629-1855</i> . Reprint edition. Hamden, CT:Shoestring Press, 1974.
“...the prevailing political climate appears to favour individual consumer expenditure over the collective provision of public good”	Politics	(Pawley, 2003 quoted in Usherwood, 2007, p.10).	Pawley, C. (2003). Reading versus the Red Bull: Cultural constructions of democracy and the public library in Cold War Wisconsin' quoted in Augst, T. and Weigand, W. (eds) <i>Libraries as Agencies of Culture</i> . Madison, WI: University of Wisconsin Press
“...if library professionals are to exercise an effective influence on public policy issues, a level of	Politics	(Usherwood, 1989, p.29).	Usherwood, B. (1989). <i>The Public Library as Public Knowledge</i> . London: Library Association Publishing Ltd

political awareness needs to be acquired?"			
"...now live in a bullying, bitchy, conformist [society] where dissent from the prevailing philistine vulgarity rarely goes unpunished"	Politics	Billington, 1993 quoted in Usherwood, 1996, p. 11	Billington, M. (1993). I just do an arts show, a little radio and write books. <i>The Guardian</i> . 27 November 1993.
"...the key values which underpin New Right thinking are individualism, personal freedom and inequality, in contrast to those of collectivism, social rights and equality associated with the Keynesian Welfare State"	Politics	Farnham and Horton, 1993 quoted in Usherwood, 1996, p. 11	Farnham, D. and Horton, S. (eds). (1993). <i>Managing the new public services</i> . Basingstoke: Macmillan Press
"a determined attack by the government on the professions...which were portrayed as conspiracies against the market"	Politics	Greenhalgh et al, 1995 quoted in Usherwood, 1996, p. 12	Greenhalgh, L. and Worpole, K and Landry, C. (1995). <i>Libraries in a world of cultural change</i> . London: UCL Press
"The manager in the public sector operates within the goldfish bowl of public scrutiny and accountability"	Politics	Lawton and Rose, 1994 quoted in Usherwood, 1996, p. 17)	Lawton, A. and Rose, A. (1994). <i>Organisation and management in the public sector</i> . 2nd ed. London: Pitman
"Local politics should be at the heart of library management"	Politics	Stewart, 1983 quoted in Usherwood, 1996, p. 24	Stewart, J. (1983). The role of the public library and information service in an age of uncertainty. Proceedings of the Public Library Authorities Conference 1983. Public Libraries Group, The Library Association, 1-6
"What value have politics for us? Politics are all about conflict, one ideology against another. You never archive anything worthwhile"	Politics	Stoakley, 1983, quoted in Usherwood, 1996, p. 24	Stoakley, R. (1983). Presenting the library service: the political management of libraries in Usherwood, B. (ed). <i>Professional persuasion. Library public relations and promotion</i> . Proceedings of the AAL Weekend Conference, Harrogate, May 6-8 1983. London: AAL 18-22

in this world through conflict. Conflict inevitably leads to alienation and alienation is certainly what we do not want in libraries"			
"Certainly we should not reject what may be sound practical ideas simply because they are associated with the ideology of a particular political party"	Politics	Usherwood, 1996, p. 14	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
"The public librarian is concerned with achieving objectives that have been determined by political processes"	Politics	Usherwood, 1996, p. 16	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
"...librarians need to be aware of, and sensitive to, their local political environment"	Politics	Usherwood, 1996, p. 26	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
"There is some concern that when all the new and smaller unitary authorities come into operation more library services will be linked with leisure or education departments, and consequently lose out in terms of finance and political influence"	Politics	Usherwood, 1996, p. 30	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
"In Britain there can be little doubt that the change in the structure and style of local government management has been greatly influenced by the policies of the	Politics	Usherwood, 1996, p. 8	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.

Thatcher and Major administrations".			
"By conserving and preserving material libraries become the collective mind and memory of society"	Preservation	(Usherwood, 1989, pp.8-9)	Usherwood, B. (1989). <i>The Public Library as Public Knowledge</i> . London: Library Association Publishing Ltd
"In addition, public libraries in the North-west Territories help preserve Inuktitut as a living language	Preservation	(McMahon and Fiscus quoted in Fitch and Warner, 1997, quoted in Usherwood, 2007, p.11)	Fitch, L. and Warner, J. (1997) <i>Dividends: The Value of Public Libraries in Canada</i> . Toronto Books and Periodical Council. Online. Available. URL: <a href="http://www.cla.ca/divisions/capl/Dividends.pdf">http://www.cla.ca/divisions/capl/Dividends.pdf</a> . Last accessed
"In a subtle but important way, an over-reliance on private funding would also alter the character of the relationship between the public library and its community"	Private investment	(Usherwood, 1989, p.64)	Usherwood, B. (1989). <i>The Public Library as Public Knowledge</i> . London: Library Association Publishing Ltd
"Libraries should look beyond their traditional sources of funds and consider whether some costs may be recovered from users, or whether private sponsorship, or even private investment in new services is possible"	Private Investment	Report by the Minister for the Arts on library and information matters during 1983 quoted in Usherwood, 1989, p.55)	(HMSO (1983). <i>Report by the Minister for the Arts on library and information matters during 1983</i> . CMND 9109 quoted in Usherwood, B. (1989). <i>The Public Library as Public Knowledge</i> . London: Library Association Publishing Ltd.
"This is not to say that the private sector should not be involved with the public library service in any way...little would be gained and	Private versus Public	Usherwood, 1996, p. 102	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.

much lost if businesses were to tun public libraries, but there could be opportunities for cooperative programmes involving partnerships with the private and voluntary sectors"			
"He or she must be flexible enough to deal with a changing world, but strong enough to resist the fads of fashion and the siren voices of populist management gurus"	Private versus Public	Usherwood, 1996, p. 139	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"The private sector model takes no account of the realities of political control"	Private versus Public	Usherwood, 1996, p. 16	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"The user of a public service is a citizen of a society rather than a customer in a marketplace"	Private versus Public	Usherwood, 1996, p. 18	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"Cooperation is rarely part of the private sector culture"	Private versus Public	Usherwood, 1996, p. 99	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"Making sound management decisions for public libraries depends on a thorough understanding of the nature of the public library"	Private vs Public	Curley, 1994 quoted in Usherwood, 1996, p. 14	Curley, A. (1994). 'Introduction' in Gertzog, A. and Beckerman, E. <i>Administration of the public library</i> . New Jersey: The Scraecrow Press Inc
"Commercial enterprises and public services are underpinned by different assumptions and values. The motivation for public service is just that, whereas for commerce it is profit, customer demand, competitive advantage and value	Private vs Public	Usherwood, 1996, p. 12 - 13	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.



added. Whereas commercial firms seek to identify areas that will provide profitable markets for their products, public sector organizations are more concerned with identifying areas of need and deprivation, with a view to targeting specific services towards them"			
"As with those in love, critical faculties are too often suspended. Feeling desired, it is understandable that the library world has welcomed New Labour"	Private vs Public	Webster, F. 1999, p. 4	Webster, F. (1999) Contribution to: Do Public Libraries have a Future? Public Libraries in the Information Age. Online. Available. URL: <a href="http://www.librarylondon.org/localgroups/camden/pdfdocs/Webster.pdf">http://www.librarylondon.org/localgroups/camden/pdfdocs/Webster.pdf</a> . Last accessed 14 January 2007.
"Patients in a hospital may be able to judge how they feel after an operation but do not have the knowledge or ability to judge how effectively the surgeon has performed. Only the surgeon or a colleague may have that knowledge"	Professionalism	Stewart and Walsh, 1989 direct quote in Usherwood, 1996, p. 54)	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"In the words of an American publication, 'a library is not a profit making business whose success or failure depends on turnover or inventory. It is an essential community resource like the hospital or the fire department' "	Profit	(Seymour, 1979 quoted in Usherwood, 1989, p.63)	Seymour, W. N. Jr and Levine, E.N., <i>For the people: fighting for public libraries</i> . New York: Doubleday quoted in Usherwood, B. (1989). <i>The Public Library as Public Knowledge</i> . London: Library Association Publishing Ltd
"A key element in the articulation of the citizen-consumer was	Public Choice Theory	Clarke et al 2007. p. 30	Clarke, Newman, Smith, Vidler, Westmarland (2007). <i>Creating Citizen Consumers</i> . p. 3. London: Sage

provided by the rise of public choice theory..."			
"Certainly it would appear that in the contemporary public library world the emphasis is now very much on satisfying public demand"	Public demand	(Usherwood, 2007, p.19).	Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.
"...public libraries ought to strive to promote public information as a public good - i.e. access to information should be uninhibited by ability to pay factors, available to citizens free at the point of delivery, and information should, as far as possible, be untainted by commercial considerations"	Public Good	Webster, 1999, p.4	Webster, F. (1999) Contribution to: Do Public Libraries have a Future? Public Libraries in the Information Age. Online. Available. URL: <a href="http://www.librarylondon.org/localgroups/camden/pdfdocs/Webster.pdf">http://www.librarylondon.org/localgroups/camden/pdfdocs/Webster.pdf</a> . Last accessed 14 January 2007.
"...beware the hype of the new technologies, to be suspicious of the increased commercialisation of information, and to hold hard to the ideal of information as a public good"	Public Good	Webster, 1999, p.6	Webster, F. (1999) Contribution to: Do Public Libraries have a Future? Public Libraries in the Information Age. Online. Available. URL: <a href="http://www.librarylondon.org/localgroups/camden/pdfdocs/Webster.pdf">http://www.librarylondon.org/localgroups/camden/pdfdocs/Webster.pdf</a> . Last accessed 14 January 2007.
"Public libraries, unlike other major cultural institutions...have been from the start user friendly, accommodating a promiscuous mix of activity in their premises and ministering to what, in any given period, has been an astonishingly heterogeneous public"	Public Libraries	Samuel, 1992, quoted in 1996, p. 81	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.

<p>“cultural institutions have to argue their case in their own terms and show, for example, how they distinguish themselves from theme parks or social agencies, while not reverting to exhausted snobbery”</p>	<p>Public Library</p>	<p>(Pachter and Landry, 2001 quoted in Usherwood, 2007, p. 116)</p>	<p>Pachter, M. and Landry, C. (2001). <i>Culture at the Crossroads: Culture and Cultural Institutions at the Beginning of the 21st Century</i>. Bournes Green: Comedia</p>
<p>“Such promotion should not merely copy or adapt the methods used by commercial organizations, but demonstrate that libraries do offer something different from that available in the market place. It should be the kind of promotion that helps widen people’s horizons”</p>	<p>Public Library</p>	<p>(Usherwood, 2007, p. 116)</p>	<p>Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i>. England: Ashgate.</p>
<p>“If a public library is to successfully serve a diverse population, then the management must have a clear vision of who the library serves and their needs...the library profession needs to consider the function and purpose of the library in contemporary society”</p>	<p>Public Library</p>	<p>(Usherwood, 2007, p. 118)</p>	<p>Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i>. England: Ashgate.</p>
<p>“As a public service, the library exists, in large part, to provide what the market will not”</p>	<p>Public Library</p>	<p>(Usherwood, 2007, p. 120)</p>	<p>Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i>. England: Ashgate.</p>

<p>“Those who favour the commercial approach argue that unless this experience is expressed via individual demands it is a waste of resources...In reality the situation is rather different in that consumers are merely given an increasingly limited choice between what is on offer...a library should seek to surprise, challenge and delight its users by providing access to material that has not been filtered through the fingers of the grad grind accountants”</p>	<p>Public Library</p>	<p>(Usherwood, 2007, p.49-50)</p>	<p>Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.</p>
<p>“Rather than copying other communication organizations and aiming at the lowest common denominator, public libraries should try to inspire their users and raise their expectations of what the service can offer”</p>	<p>Public Library</p>	<p>(Usherwood, 2007, p.57)</p>	<p>Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.</p>
<p>“Will members of the library profession be able to meet the demands of policy makers to open up the service without destroying it? Should libraries, at least in part, be evaluated by their contribution to the population’s understanding of the arts and enjoyment of literature and music? Have egalitarian aspirations hindered</p>	<p>Public Library</p>	<p>(Usherwood, 2007, p.6)</p>	<p>Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.</p>

<p>attempts to create public libraries as centres of excellence? Indeed, should public libraries be centres of excellence? Is it the role of the library to select, stock, communicate and promote material that is not entirely dependent on the whims of the market place? Should it be a place where every one can access minority tastes, a place for the unpopular and the experimental? Should it contain works that are untried and untested, and promote ideas that will disturb, question and on occasions offend?" (Usherwood, 2007, p.6)</p>			
<p>"If the public library is not going to provide a superior selection of novels than that to be found in the local supermarket, or more accurate sources of information than the tabloid press, how can it justify public funding?"</p>	Public Library	(Usherwood, 2007, p.73)	Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.
<p>"...it is time for the public library service to take a hard look at both its role in society and the services it can and should be providing"</p>	Public Library	Dolan, 2007, p. 4	Dolan, J. (2007). A Blueprint for Excellence Public Libraries 2008-2011. Connecting People to Knowledge and Inspiration. Museums, Libraries and Archives Partnership. <a href="http://www.mla.gov.uk/resources/assets/B/blueprint_11126.pdf">http://www.mla.gov.uk/resources/assets/B/blueprint_11126.pdf</a> . Last accessed 16 January 2008

"It is fragile indeed if it tries to be all things to all people and in the end is nothing to no one"	Public Library	Scrogam, 2006, p. 15	Scrogam, R.E. (2006). The American public library and its fragile future. <i>New Library World</i> . 107 (1/2). <a href="http://www.highschoolibrarian.com/SJSU/266/readings/scrogam.doc">Http://www.highschoolibrarian.com/SJSU/266/readings/scrogam.doc</a> . Last accessed 14th January 2008
"...it is important that we do not spend so much time on the short term and the obvious that we fail to grasp the opportunity to develop a philosophy that will be significant in the long term, for both the public library profession and the people it seeks to serve"	Public Library Philosophy	Usherwood, 1996, p. 132	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"Public service involves taking risks to make it relevant for people's lives. It should not be wall to wall instant gratification...there is the capacity to do so much more than that"	Public Service	(Grade, 1999, quoted in Usherwood, 2007, p.22)	Grade, M. (1999) Comment made during an <i>Off the Shelf</i> literature event in Sheffield on Wednesday 20 October, 1999.
"...it is necessary for us to recognize the difference between private organisations that will provide a service for money and public authorities that require money to provide a service"	Public V Private	(Usherwood, 1989, p.139)	Ushwerwood, B. (1989). <i>The Public Library as Public Knowledge</i> . London: Library Association Publishing Ltd
QALYS - Quality adjusted life years	QALYS	Boyle, 2000, p. 86	Boyle, D. (2000). <i>The Tyranny of Numbers</i> . London: Harper Collins.
"The democratic approach...seeks to satisfy the community as a whole and to achieve common goals, and they would argue that it	Quality and Measurement	Pfeffer and Coote (1991) not directly quoted but referred to in	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.

is the most appropriate model for public services"		Usherwood, 1996, p. 45	
"Pfeffer and Coote (1991) have identified a number of different approaches to quality, but argue that many fail in terms of public service management 'because they do not acknowledge important distinctions between commerce and welfare'	Quality and Measurement	Pfeffer and Coote (1991) quoted in Usherwood, 1996, p. 44	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
Usherwood notes that Pfeffer and Coote have identified a number of approaches to quality - "The traditional approach...The scientific approach...The managerial or excellence approach...The consumerist approach...The democratic approach"	Quality and Measurement	Pfeffer and Coote (1991) quoted in Usherwood, 1996, p. 44-45	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
The emphasis on quality management has been accelerated by a number of factors, including the government's expectation that public services will adopt a business ethos, and the financial constraints that have been imposed on those services"	Quality and Measurement	Usherwood, 1996, p. 45	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
On Charles Booth - "He decided to approach the truth by mixing statistics with personal	Quantitative & Qualitative	Boyle, 2000, p. 116	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.

observation, to find the mid-point between quantity and quality"			
"When libraries are part of a culture that places emphasis on profit and loss, and relies primarily on quantitative data it changes the way in which libraries operate" (Usherwood, 2007, p.47)	Quantitative Evaluations	(Usherwood, 2007, p.47)	Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i> . England: Ashgate.
Usherwood cites interviews carried out by Hemsley (2003) where librarians reported that they felt "pressure placed on them by targets that hold them to account for the amount of stock issued. They suggested that this prevented them from following a more adventurous policy when promoting books"	Quantitative Evaluations	(Usherwood's words, Usherwood, 2007, p.72)	Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i> . England: Ashgate.
"excess accountability is like pulling a plant out of its pot every day to check its roots and then being surprised when it withers and dies"	Quantitative Evaluations	Frayling, quoted in Evans, 2001, quoted in Usherwood, 2007, p.47)	Frayling, C. (2005). <i>The Only Trustworthy Book... Arts and Public Value</i> . RSA Lecture, 2005 quoted in Evans, M. (2001). <i>The economy of the imagination</i> . The New Statesman Arts Lecture, 27 June, <a href="http://www.resource.gov.uk/information/policy/newstat01.asp">http://www.resource.gov.uk/information/policy/newstat01.asp</a> . Last accessed
"to develop readers who are not only able to recognise their own fiction reading preferences and feel confident in their choices, but also to develop their tastes through an increased understanding of their own reading experiences...thus	Reader Development	(Glenn, 2004 quoted in Usherwood, 2007, p.59)	Glenn, I. (2004). <i>The Creativity of Reading Fiction: An Exploration of the Creative Processes and Responses to Fiction Readers</i> . A study submitted in partial fulfillment of the requirements for the Degree of Master of Arts in librarianship at the University of Sheffield.



enhancing the quality of each reading encounter”			
“Part of the function of the public library service is to help develop public taste and to underpin cultural life”	Reader Development	(Usherwood, 2007, p.58)	Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.
“...in the not too distant future we will refer to public resource centres rather than public libraries”	Rebranding	(Usherwood, 1989, p.74)	Ushwerwood, B. (1989). The Public Library as Public Knowledge. London: Library Association Publishing Ltd
"The idea of reflexive individuals has been used to legitimise the need for the public - as consumers - to have access to new sources of information in order for them to make more informed choices. And the individuation thesis is linked to calls for more personalised services tailored to the needs of individuals"	Reflexive Individuality	Clarke et al 2007. p. 13	Clarke, Newman, Smith, Vidler, Westmarland (2007). Creating Citizen Consumers. p. 3. London: Sage
"For research to have an impact the results must be made known"	Research	Usherwood, 1996, p. 134	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
"Overall, the investment of public money in public libraries achieves a return, and a range of objectives unmatched by almost any other public or private institution"	ROI	Usherwood, 1996, p. 88	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
"A social audit went even further, trying to measure the impact companies have on what are now	Social Audit	Boyle, 2000, p. 142	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.

generally described as their 'stakeholders'..."			
Social Audits, sometimes referred to as social accounting were developed by Richard Evans (Traidcraft) and Simon Zadek (NEF)...leading to reports with NO BOTTOM LINE - notes	Social Audit	Boyle, 2000, p. 142 - NOT A QUOTE - JUST SOME NOTES	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"...the painful process of peering in the mirror at themselves long and hard"	Social Audit	Boyle, 2000, p. 143	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"It means understanding how an organisation thinks and breathes and acts, from the procedures it has and its inner thinking. It means looking at it not from one perspective but from many perspectives" Zadek told Boyle	Social Audit	Boyle, 2000, p. 144	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"It works if companies approach it with honesty and enthusiasm. If they don't, it doesn't. And like any other counting system, it may not be accurate".	Social Audit	Boyle, 2000, p. 147	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"...social auditing is about measuring your reputation - not according to what it's worth on the balance sheet - but to show where it's wanting...it's about listening and distilling what people say about you. It is as close to a way of	Social Audit	Boyle, 2000, p. 148	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.

measuring without using numbers as it's possible to get".			
"The social audit is a practical strategic management tool, allowing an assessment of social costs and benefits and encouraging greater social gains. It is currently being used by a variety of voluntary organizations and companies such as Traidcraft and The Body Shop"	Social Audit	Usherwood, 1996, p. 72	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"...despite problems with its definition as well as its operationalization, and despite its (almost) metaphorical character, social capital has facilitated a series of very important empirical investigations and theoretical debates which have stimulated reconsideration of the significance of human relations, of networks, of organizational forms for the quality of life and of developmental performance"	Social capital	Adam and Roncevic, 2003, p.177	Adam and Roncevic, 2003, p.177 quoted in Claridge, 2004 <i>Benefits and Importance of Social Capital</i> .
"...all studies must discuss social capital in relation to the particular discipline, study level, and context and that a set of definition for such is not required, only an	Social capital	Claridge, 2004 in <i>Definitions of Social Capital</i>	

identification of operationalization or conceptualization"			
"Social capital is multidimensional and must be conceptualised as such to have any explanatory value	Social capital	Eastis, 1998, not directly quoted from but cited by Claridge, T (2004) in <i>Definitions of Social Capital</i>	Claridge, T. (2004). Social Capital Theory. Online. Available: URL: <a href="http://www.gnudung.com">http://www.gnudung.com</a> . Last accessed 9 January 2008
"...social networks have value. Just as a screwdriver (physical capital) or a college education (human capital) can increase productivity (both individual and collective), so too social contacts affect the productivity of individuals and groups".	Social capital	Putnam, R. 2000, p. ?	Putnam, R. (2000). <i>Bowling Alone: The Collapse and Revival of American Community</i> . Simon & Schuster
"Optimism, satisfaction with life, perceptions of government institutions and political involvement all stem from the fundamental dimensions of social capital"	Social capital	Narayan and Cassidy, 2001, not directly quoted but cited by Claridge, 2004 <i>Benefits and Importance of Social Capital</i>	Narayan and Cassidy, 2001, not directly quoted but cited by Claridge, 2004 <i>Benefits and Importance of Social Capital</i>
"...some of the empirical evidence on the importance of social capital for economic and social outcomes	Social capital & Evaluation	Aldridge, Halpern et al, 2002	Aldridge, Halpern et al, 2002 not directly quoted but cited by Claridge, 2004 <i>Benefits and Importance of Social Capital</i>

needs to be treated with caution because of the mis-specification or ambiguity of equations or models used to estimate impact"			
"There is considerable debate and controversy over the possibility, desirability and practicality of measuring social capital yet without a measure of the store of social capital, its characteristics and potential remain unknown"	Social capital & Evaluation	Claridge, 2004, <i>Social Capital Literature Summary</i>	
"one of the greatest weaknesses of the social capital concept is the absence of consensus on how to measure it"	Social capital & Evaluation	Fukuyama, 2001, p.12 quoted in Claridge, 2004 <i>Measurement of Social Capital</i>	Fukuyama, 2001, p.12 quoted in Claridge, 2004 <i>Measurement of Social Capital</i>
"the tide of public opinion is now turning back towards the collective visions of Titmuss, Abel Smith and Townend on grounds of both social justice and efficiency"	Social Justice	Page, 1996 quoted in Usherwood, 1996, p. 92	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"The funding of the service should reflect not just the volume of use but also the social benefits achieved"	Social values	Usherwood, 1996, p. 139	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"The public library, as a public institution, is both a cause and a consequence of its society. As societies change so too must libraries, but libraries and	Society	(Usherwood, 1989, p.7)	Usherwood, B. (1989). <i>The Public Library as Public Knowledge</i> . London: Library Association Publishing Ltd

librarians also have the power to bring about change in society. The extent to which that power can or should be used must be a subject of some debate			
"Public space is the stage upon which the drama of communal life unfolds"	Space	Carr et al, 1992, p. 3	Carr, S. et al (1992). <i>Public Space</i> . Cambridge: Cambridge University Press
"We see public space as the common ground where people carry out the functional and ritual activities that bind a community, whether in the normal routines of daily life or in periodic festivities	Space	Carr et al, 1992, p. xi	Carr, S. et al (1992). <i>Public Space</i> . Cambridge: Cambridge University Press
"Libraries should jealously guard against the incursion of the language of the market in a public institution because the values of the public sphere will always fall short when analyzed according to those of the private sphere"	Space	Scrogam, 2006, p. 11	Scrogam, R.E. (2006). The American public library and its fragile future. <i>New Library World</i> . 107 (1/2). <a href="http://www.highschool librarian.com/SJSU/266/readings/scrogam.doc">Http://www.highschool librarian.com/SJSU/266/readings/scrogam.doc</a> . Last accessed 14th January 2008
"If the picture is fragile, then it is a self-inflicted fragility because of a failure to recognize the library as a place within the public sphere for the intellectual development of a community primarily through books and reading, where service to the public is framed by professional librarians"	Space	Scrogam, 2006, p. 8	Scrogam, R.E. (2006). The American public library and its fragile future. <i>New Library World</i> . 107 (1/2). <a href="http://www.highschool librarian.com/SJSU/266/readings/scrogam.doc">Http://www.highschool librarian.com/SJSU/266/readings/scrogam.doc</a> . Last accessed 14th January 2008

"In these days of electronic communications, the idea of a library being limited by space is an anachronism"	Space	Webster, F. 1999, p. 5	Webster, F. (1999) Contribution to: Do Public Libraries have a Future? Public Libraries in the Information Age. Online. Available. URL: <a href="http://www.librarylondon.org/localgroups/camden/pdfdocs/Webster.pdf">http://www.librarylondon.org/localgroups/camden/pdfdocs/Webster.pdf</a> . Last accessed 14 January 2007.
"We believe that the overriding mission of public space should be to assist in the creation of a free and democratic public life"	Space & Democracy	Carr et al, 1992, p. 364	Carr, S. et al (1992). <i>Public Space</i> . Cambridge: Cambridge University Press
"...an open space where community may thrive across all socio-economic and demographic groups"	Space & Democracy	Scrogam, 2006, p. 12	Scrogam, R.E. (2006). The American public library and its fragile future. <i>New Library World</i> . 107 (1/2). <a href="Http://www.highschoolibrarian.com/SJSU/266/readings/scrogam.doc">Http://www.highschoolibrarian.com/SJSU/266/readings/scrogam.doc</a> . Last accessed 14th January 2008
"...public librarians, like others in the public sector, should be aware of the strings attached to gifts that sponsors bring"	Sponsorship	Usherwood, 1996, p. 91	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"Pacioli and his spiritual descendants have helped to create the modern world with its obsession with counting, and the strange idea that once you have counted the money, you have counted everything"	Statistics	Boyle, 2000, p. 13	Boyle, D. (2000). <i>The Tyranny of Numbers</i> . London: Harper Collins.
"We are in a world obsessed with numbers...it is exact about some of the least interesting things, but silent on wider and increasingly important truths"	Statistics	Boyle, 2000, p. 13	Boyle, D. (2000). <i>The Tyranny of Numbers</i> . London: Harper Collins.
"'Brutes cannot number, weigh and measure' said the great pioneer of	Statistics	Boyle, 2000, p. 3	Boyle, D. (2000). <i>The Tyranny of Numbers</i> . London: Harper Collins.

quantification, the fifteenth century cardinal Nicholas of Cusa"			
"Numbers have been in constant use for the past 6,000 years, but we have never quite resolved what they are".	Statistics	Boyle, 2000, p. 4	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"Numbers rule the universe, said Pythagoras..."	Statistics	Boyle, 2000, p. 5	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"Scholars at Merton College, Oxford in the fourteenth century thought about how you can measure not just siz, taste, motion, heat, colour, but also qualities like virtue and grace...They must have been heady days, when the whole of quality - the whole of arts and perception - seemed to be collapsing neatly into science".	Statistics	Boyle, 2000, p. 9	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"What we can't do is leave things as they are - all of those numbers are making us misunderstand things...measuring things means defining them and reducing them...Every time a new set of statistics comes out I can't help feeling the some of the richness and mysteries of life gets extinguished!	Statistics	Boyle, 2000, p. Xviii	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"...counting promotes the counter and denotes the counted"	Statistics	Chambers, quote from Whose Reality	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.



		Counts? Quoted in Boyle, 2000, p. 41	
" ' In power and influence, counting counts...Quantification brings credibility. But figures and tables can deceive, and numbers construct their own realities. What can be measured and manipulated statistically is then not only seen as real; it comes to be seen as the only or the whole reality"	Statistics	Chambers, quote from Whose Reality Counts? Quoted in Boyle, 2000, p. 42	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
" 'Without number, we can understand nothing and know nothing,' said the philosopher Philolaus in the fifth century BC, and he was right. But 25 centuries after Philolaus, the French philosopher Alain Badiou put the other point of view, and he was right too "what arises from an event in perfect truth can never be counted'. Both Philolaus and Badiou are right. The more we rely on numbers to understand problems or measure aspects of human life, the more it slips through our fingers and we find ourselves clinging to something less than we wanted. Because	Statistics & Measures	Boyle, 2000, p. 14	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.

every person, every thing, every event is unique and unmeasurable...This is the paradox. If we don't count something it gets ignored. If we do count it, it gets perverted"			
"The consumer may sometimes be wrong"	Stock	Lawson, 1996 quoted in Usherwood, 1996, p. 108	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
"...difficulty is not seen as a challenge but as a justification for avoidance. The result is a society which is increasingly obsessed with instant gratification, undemanding comforts and off-the-shelf satisfactions"	Stock	Naughton, 1995, quoted in Usherwood, 1996, p. 108	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
"...public libraries, as a public service must not fall into the trap of being entirely demand led"	Stock	Usherwood, 1996, p. 105	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
"At some point the public librarian will be faced with the central dichotomy of value versus demand"	Stock	Usherwood, 1996, p. 106	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
"Indeed, there is a very real danger that in giving people what we think they want we will patronize our users"	Stock	Usherwood, 1996, p. 107	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.

"They should seek to influence rather than slavishly follow public taste"	Stock	Usherwood, 1996, p. 108	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
"I've a feeling it's about telling stories and asking difficult questions. Telling stories, because they can often communicate complex, paradoxical truths better than figures. Asking questions because they can devastate most political statistics"	THE FUTURE!	Boyle, 2000, p. 231	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"The RPK study and other projects have shown that libraries are regarded as one of the most trusted sources of information. They are thought of as one of the best places for people to seek out the truth, and to acquire knowledge about matters that are important to themselves and their communities"	Trust	(Usherwood, 2007, p.35)	Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.
"The RPK study demonstrated that information provided in public libraries is highly trusted. It is perceived to have higher levels of authenticity and neutrality; and a lack of editorial bias or manipulation"	Trust	(Usherwood, 2007, p.74)	Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.
"The purpose of the public library is to be a trusted community resource..."	Trust	Dolan, 2007, p. 6	Dolan, J. (2007). A Blueprint for Excellence Public Libraries 2008-2011. Connecting People to Knowledge and Inspiration. Museums, Libraries and Archives Partnership.

			<a href="http://www.mla.gov.uk/resources/assets/B/blueprint_11126.pdf">http://www.mla.gov.uk/resources/assets/B/blueprint_11126.pdf</a> . Last accessed 16 January 2008
"On the whole we have trusted public service and professional library staff to do their best and not to act in a dishonest way. Public services have been built on trust relationships, which are less often to be found in the free market"	Trust	Usherwood, 1996, p. 46	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"If truth is not to be found on the shelves of the British Museum, where I asked myself, picking up a notebook and pencil, is truth"	Truth	(Woolf, 1929 quoted in Usherwood, 2007, p.74)	Woolf, V. (1929). <i>A Room of One's Own</i> . London: Hogarth Press
"Cities have traditionally hosted an array of public and private spaces where people from across the social spectrum may meet and gather, such as saloons, cafés, libraries, bookstores, clubs, lecture halls, parks and museums. Suburbs on the other hand offer relatively few public spaces, and private spaces are segmented by economic status"	Urban versus rural, public space	D'Angelo, 2006. <i>Barbarians at the Gates of the Public Library</i> . Library Juice Press. Duluth, Minnesota p. 66	D'Angelo, 2006. <i>Barbarians at the Gates of the Public Library</i> . Library Juice Press. Duluth, Minnesota p. 113
"The desirableness of establishing intercourse and relations between librarians and readers in popular libraries"	User surveys	In 1876 Svett Green discussed this at a professional conference, highlighted by	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.

		Usherwood, 1996, p.57	
"Traditional definitions of marketing based on the primacy of meeting customer's needs are increasingly being challenged by the requirements to satisfy the needs of wider stakeholders in society"	User surveys	Palmer, 1996 directly quoted in Usherwood, 1996, p.56	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"Public librarians were interested in their users long before the Citizen's Charter, quality councils and the award of Charter marks...Public library user surveys have been carried out since the 1950s and earlier"	User Surveys	Usherwood, 1996, p. 56	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
"Have provided their relevance to the needs of a wide variety of client groups, including children and the disadvantaged, as well as the many ethnic minority populations that have made use of them"	Value	(Black, 2006 quoted in Usherwood, 2007, p. 111)	Black, A. (2006). Introduction. <i>The public library in concept and reality</i> , in Black, A. and Hoarse, P. (eds), <i>The Cambridge History of Libraries in Britain and Ireland Vol III 1850-2000</i> . Cambridge: Cambridge University Press, 21-23
"Critical to the future success of the public library service will be a clear sense of purpose and value shared by policymakers, service managers and staff, communities and stakeholders of every variety. It is only with this shared sense of purpose that it will be possible to develop a strong and compelling	Value	(Dolan, 2007, quoted in Usherwood, 2007, p. 109)	Dolan, J. (2007). <i>A Blueprint for Excellence Public Libraries 2008-2011. Connecting People to Knowledge and Inspiration. Museums, Libraries and Archives Partnership</i> . <a href="http://www.mla.gov.uk/resources/assets/B/blueprint_11126.pdf">Http://www.mla.gov.uk/resources/assets/B/blueprint_11126.pdf</a> . Last accessed

narrative about the worth of public libraries that will put them at the heart of future policies”			
“The power of libraries should be harnessed; while maintaining their own sense of identity, they need to work in partnership with schools, youth services and social services to release young people’s creativity”	Value	(Holden, 2004a quoted in Usherwood, 2007, p.61)	Holden, J. (2004a). Creative Reading. <a href="http://www.demos.co.uk/media/pressreleases/creativereading">Http://www.demos.co.uk/media/pressreleases/creativereading</a> Last accessed 14 January 2008
Those responsible for public libraries have to devise access policies that strike a proper balance between the attraction of short term numbers, and the maintenance of long term values and distinct and valued experiences”	Value	(Usherwood, 2007, p.65)	Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.
PLs “will have a social value much greater than the gross numbers involved”	Value	(Leigh, 1950 not directly quoted in Usherwood, 2007, p.62)	Leigh, R.D. (1950) <i>The Public Library in the United States. The General Report of the Public Library Inquiry</i> . New York: Columbia University Press.
“The changing needs and values of the public library’s owners have pushed it this way and that until it’s really quite hard...to see what it’s actually for”	Value	(Matarasso, 2000 quoted in Usherwood, 2007, p.106)	Matarasso, 2000. An equal chance to know. <i>Public Library Journal</i> . 15(2)pp. 35-8

<p>“It is time for libraries to be much more fully recognised as part of the creative world...their work to reach and inspire young readers injects creativity into the community in a big way, and deserves much greater attention. Its power to help achieve our national ambitions should not be underestimated”</p>	Value	(McKearney, 2004 quoted in Usherwood, 2007, p.60)	McKearney, M. (2004). Quoted in <a href="http://www.demos.co.uk/media/pressreleases/creativereading">http://www.demos.co.uk/media/pressreleases/creativereading</a> Last accessed 14 January 2008
<p>“the library should identify what makes it unique and make a virtue of that necessary uniqueness”</p>	Value	(Scrogam, 2006 quoted in Usherwood, 2007, p. 120)	Scrogam, R.E. (2006). The American public library and its fragile future. <i>New Library World</i> . 107 (1/2). <a href="Http://www.highschoolibrarian.com/SJSU/266/readings/scrogam.doc">Http://www.highschoolibrarian.com/SJSU/266/readings/scrogam.doc</a> . Last accessed 14th January 2008
<p>“The true value of public library services can not be measured in terms of statistics and inspections alone. There is a need to consider their public value, together with a range of other values; cultural, historical, social, symbolic, aesthetic, and spiritual</p>	Value	(see Holden, 2004) (Usherwood, 2007, p.47)	Holden, J. (2004). <i>Capturing Cultural Value. How Culture has become a Tool of Government Policy</i> . London: Demos.
<p>“There is a need for an effective lobby to communicate the value of public libraries and public librarianship to politicians, the media and others who can influence public opinion and social policy”</p>	Value	(Usherwood, 1989, p. 29)	Ushwerwood, B. (1989). <i>The Public Library as Public Knowledge</i> . London: Library Association Publishing Ltd
<p>“It has enhanced and enriched the lives of many and those from</p>	Value	(Usherwood, 2007, p. 111)	Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i> . England: Ashgate.

within the profession who are critical of the public library service need to be reminded of its contribution”			
“The value of a public library and the material it includes is not just about the present day but extends into the future” .	Value	(Usherwood, 2007, p.23)	Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.
“Public librarians who are responsible for the public provision of information, ideas and works of the imagination will always be faced to varying degrees with difficult decisions reflecting the dichotomy of value <i>versus</i> demand”	Value	(Usherwood, 2007, p.24)	Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.
“Services that promote culture, education and imagination are integral to the public library and need greater emphasis in any assessment of its value and values. There is hope in the fact that this is recognized by some of the coming generation of librarians”	Value	(Usherwood, 2007, p.48)	Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.
“In addition to and in many ways more important than the economic argument is the impact of good quality material on the individual and society”	Value	(Usherwood, 2007, p.73)	Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.



“...there is no guarantee that culture will always make us better people. However, it is equally true that the provision of high quality cultural material can have a positive value. It provides many people with richer and deeper experiences than they may have in their everyday lives. It helps people to understand other people and the world around them”	Value	(Usherwood, 2007, p.73)	Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i> . England: Ashgate.
In the future, Dolan calls for "recognition by national, regional and local policy makers of the vital importance of public libraries to personal, family and community development"	Value	Dolan, 2007, p. 2	Dolan, J. (2007). <i>A Blueprint for Excellence Public Libraries 2008-2011. Connecting People to Knowledge and Inspiration. Museums, Libraries and Archives Partnership</i> . <a href="http://www.mla.gov.uk/resources/assets/B/blueprint_11126.pdf">http://www.mla.gov.uk/resources/assets/B/blueprint_11126.pdf</a> . Last accessed 16 January 2008
"...with increased competition for public resources, there is a need to place future activities within a clear narrative that offers wide support for compelling messages about the ways in which public libraries are able to enrich the lives of everyone"	Value	Dolan, 2007, p. 3	Dolan, J. (2007). <i>A Blueprint for Excellence Public Libraries 2008-2011. Connecting People to Knowledge and Inspiration. Museums, Libraries and Archives Partnership</i> . <a href="http://www.mla.gov.uk/resources/assets/B/blueprint_11126.pdf">http://www.mla.gov.uk/resources/assets/B/blueprint_11126.pdf</a> . Last accessed 16 January 2008
“The idea of a free library presupposes value, to the individual and to society”	Value	Jacobson, 2005 in Usherwood, 2007, p.31)	Jacobson, H. (2005). What are libraries for? Tramps, filth and erudition - not soul destroying detritus. <i>The Independent</i> . 22 October, 42
"The driver must be not the achievement of simplistic targets,	Value	McMaster, 2008, p.5	McMaster, B. (2008). <i>Supporting Excellence in the Arts - From Measurement to Judgement</i> ". DCMS

but an appreciation of the profound value of art and culture"			
"To ensure its future, the library should identify what makes it unique and make a virtue of that necessary uniqueness"	Value	Scrogam, 2006, p. ?	Scrogam, R.E. (2006). The American public library and its fragile future. <i>New Library World</i> . 107 (1/2). <a href="http://www.highschool librarian.com/SJSU/266/readings/scrogam.doc">Http://www.highschool librarian.com/SJSU/266/readings/scrogam.doc</a> . Last accessed 14th January 2008
"Despite a long history of creative efforts to be universally appealing, the public library does not have uinersasl use"	Value	Scrogam, 2006, p. 8	Scrogam, R.E. (2006). The American public library and its fragile future. <i>New Library World</i> . 107 (1/2). <a href="http://www.highschool librarian.com/SJSU/266/readings/scrogam.doc">Http://www.highschool librarian.com/SJSU/266/readings/scrogam.doc</a> . Last accessed 14th January 2008
"Increasingly the profession is being asked to prove that services are providing value for money, and/or that they are being provided in the most cost effective way. The setting of output or outcome standards or measures has become a way of life for the public library manager"	Value	Usherwood, 1996, p. 67	Usherwood, B. (1996). <i>Rediscovering Public Library Management</i> . London: Library Association.
Raber (1997) suggests that PLs should be assessed "in terms of the quality of, and need for, the product rather than the volume of use"	Value & Evaluation	(Raber 1997 quoted in Usherwood, 2007, p. 127)	Raber, D. (1997). <i>Librarianship and Legitimacy. The Ideology of the Public Library Inquiry</i> . Contributions in Librarianship and Information Science, no. 90. Westport, CT and London: Greenwood Press.
"The lack of confidence in the intrinsic value of libraries is often demonstrated in the way that services are judged and evaluated"	Value & Evaluation	(Usherwood, 2007, p. 127)	Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i> . England: Ashgate.
"It is essential to go beyond the numbers and assess the value of the	Value & Evaluation	(Usherwood, 2007, p. 127)	Usherwood, B (2007). <i>Equity and Excellence in the Public Library</i> . England: Ashgate.

library experience once people are inside”			
“Even those who want change need to ask if our public libraries are in danger of being downgraded and their values eroded by a combination of commercialism, cultural relativism, and mistaken egalitarianism?” (Usherwood, 2007, p.6)	Values	(Usherwood, 2007, p.6)	Usherwood, B (2007). Equity and Excellence in the Public Library. England: Ashgate.
On Pearce's work - "He and his colleagues were introducing a whole new jargon - bequest values, total user values, option values...existence values..."	Values	Boyle, 2000, p. 207	Boyle, D. (2000). The Tyranny of Numbers. London: Harper Collins.
"The challenge for today's public librarians is to consider management in terms of the distinctive function and values of the public service ideal, but in such a way that will allow the service to remain an effective social force in the next century and beyond"	Values	Usherwood, 1996, p. 137	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.
"A public service is required to respond to needs rather than wants or demands. The difference is far more than semantic. In the first place, it is much more difficult to find evidence of need than a want because a person may not want what they need"	Wants Versus Needs	Usherwood, 1996, p. 17	Usherwood, B. (1996). Rediscovering Public Library Management. London: Library Association.



## **10 INSIGHTS TO SUPPORT FUTURE RESEARCH**

### **10.1 Lessons learned from testing a new qualitative model**

The present researcher presents a summary of lessons learned from the SIA-21 trial. Firstly, start small and make it scalable. To do this, establish some baseline facts before implementing the audit:

- Agree the scope of your research and be clear on what is in and what is out of scope for your study.
- Review strategic objectives and vision statement for the organisation.
- Ask hard questions such as, is there organisational readiness and an appetite for this study?
- Recruit a senior sponsor who can facilitate access to staff, services and users.
- Review existing evaluation methods already in flight.
- Avoid duplication of work by reviewing up to date available data related to the sector, the service and the user.
- Be clear on the purpose of your study.

Secondly, keep it simple. There are many examples of effective methodologies which you can adapt to your research needs, there is no need to invent an overly complex model. However, it is recommended that you:

- Build flexibility into your model.
- Make it easy for people to “buy-in” by making it easy to get involved in your
- Test early and often - reflect on your model and do not be afraid to pivot.
- Triangulate
- Be prepared to adapt to political, economic, social and environmental changes
- Return to the purpose of your study regularly to ensure you are still on track with your scope and timescale.
- Recognise your limitations (e.g. due to being a lone researcher on a limited budget).

## 10.2 Online social research – ideas and guidance

Twitter is a social media channel that combines instant messaging, blogging and texting to provide a platform for users to share their thoughts and opinions in 140 characters or less. It is a key 21st century digital communication tool with many political leaders, businesses, celebrities and campaigners maintaining their own Twitter accounts. At the time of writing Twitter has 310 million active monthly users globally, (estimates around 23 million of these are bots) with around 500 million tweets being posted every day. There are around 16.4 million monthly active users (MAU) in the UK (Statista, 2017).

Twitter provides a unique and cost-effective opportunity for researchers to gather large amounts of grassroots evidence and data for their studies. This can be attractive to PhD students who are limited by time, resource and finance. By nature, Twitter offers an insight into user's feelings, since what they tweet is usually their individual perspective on a subject.

Unlike many other social media platforms, Twitter also allows researchers to use APIs to access and interact with its data, making it much easier and less expensive for researchers to collect and analyse huge volumes of data, which can easily be filtered and imported as datasheets through the API (e.g. CAQDAS-A). Other platforms, such as Facebook and Instagram do not offer researchers this same level of accessibility which can result in challenges in terms of restrictions around privacy settings and less control over the volume of data.

As tweets are limited to 140 characters it means that content is consistently short. This lends itself well to sentiment analysis, which can be used to mine data to uncover attitudes, emotions and opinions and time series analysis and network analysis tools which make it easier for the researcher to spot trends and identify relationships amongst the data.

Twitter's popularity with the mainstream media means that it is regularly referenced as a source for news articles across a wide spectrum of topics and this has contributed to a raised awareness in the qualitative research community. Twitter's easy to access search feature, along with the ability to retrieve tweets as part of a Google search make it easy for researchers to find and follow conversations. Twitter users' option to type hashtags to summarise their tweet or align it to a specific Twitter conversation make it easy for researchers to collate, analyse and code data. This

can help if the researcher is interested in analysing data posted about elections (e.g. #indyref2), major incidents (e.g. #westminster), activist movements (e.g. #blacklivesmatter) or awareness campaigns (e.g. #icebucketchallenge).

### 10.2.1 #librariesmatter

In 2018 the Chartered Institute of Library and Information Professionals in Scotland (CILIPS) began posting under #librariesmatter. Their intention was to stimulate discussion around the impact of public libraries and their value to individuals and communities. At the time of writing CILIPS were using some of the data posted to form communication messages for advocacy campaigns published across newspapers, radio stations, television and online. The researcher reached out to the then-President of CILIPS (Liz McGettigan) on Twitter, who confirmed that CILIPS' intention was to use the data for advocacy campaigns and that they had no plans to analyse tweets posted under #librariesmatter. This presented an opportunity for the SIA-21 trial to import and analyse in CAQDAS-A11, the qualitative data posted under #librariesmatter, to determine its efficacy as evidence of the social value of public libraries (See Chapter Chapter 4, Section 1.10 for breakdown of the data import and analysis process). During the data gathering process this study identified CAQDAS's capacity for capturing huge volumes of online data that relates to the public library experience.

Export source node data from CAQDAS-A11 into Microsoft Excel database (PLED-21) at the end of each reporting period or as often as required. \*\*

Revisit your baseline reporting infrastructure regularly to ensure you are prepared for the next reporting period.

- If raw data has been appropriately coded you should be able to extrapolate relevant data easily from Nvivo 11.
- Data can be exported to Microsoft packages (e.g. to PLED-21 in Sharepoint) or you can export “visualisations” in a variety of image file formats (e.g. charts, lists, word clouds, maps etc.), for use in reports etc. (See Chapter 4, Section 2.2. to see how PLED-21 could work in practice).
- Datasets imported from social media can be visualised as “form view”, “chart view”, “cluster view”, “map format” (with geo mapping) and saved as image files, to be shared in reports etc.

- As appropriate choose from a number of evidence based options such as storytelling, user experience, case studies (based on your reporting requirements) to apply narrative and translate the raw data into evidence (see Chapter 4 for “how this would work in practice”).
- Adopt the “how might we approach” to link evidence to strategic objectives, policy documents, mission statement etc. identified by your baseline reporting infrastructure. (see Chapter 5, Section 2 to see how this worked in the trial SIA-21).

Next, using the search box at the top of the Twitter page (search terms #library, #libraries, #public library, #publiclibraries) the researcher reviewed the number of “library” themed campaigns running on Twitter at that time (2017). This revealed #savelibraries, #lovelibraries and #librariestransform as the campaigns with the largest and most current tweets. The volume of data posted across these campaigns was too much for a lone researcher to collect and analyse. Therefore, recognising the limitations of the research, the researcher paused to triangulate with the PhD supervisor and peers within academia and the public library sector before deciding which hashtags to follow and why. In the end data posted under #librariesmatter was chosen for the following reasons:

#librariesmatter was created by CILIPS which has a strong connection with Local Authority B’s library service. CILIPS’ chair Liz McGettigan was previously Head of Library and Information Services in Local Authority B and was based at Case Study B for a number of years

With #librariesmatter CILIPs aimed to reach out with the silos of the sector to gather evidence, influence policy and challenge attitudes about library value

#librariesmatter called for grassroots advocacy

#librariesmatter stimulated discussion and debate on a global scale with many Twitter users from outside of the UK participating in the conversation

Evidence gathered under #librariesmatter was used to create advocacy tools in the form of guides, factsheets, and case studies

#librariesmatter resulted in unprecedented media coverage for Scottish libraries (across traditional and digital platforms



### 10.2.2 Disadvantages of Twitter for researchers

Ahmed and Bath (2015) identified a set of challenges that researchers face when using Twitter as a source to gather public opinion, views, thoughts and perceptions.

The researcher used CAQDAS-A's social media plugin to capture social media data from Library Authority B's social media pages. The researcher searched using the hashtags+keyword/campaign (e.g. #librariesmatter), then followed the instructions and prompts on screen to collect data from Twitter. This data was then imported as a "dataset" to CAQDAS-A (as shown below).

This was piloted as part of the trial SIA-21 in Chapter 4. Using CAQDAS-A11's plugin for Chrome (called NCapture) the researcher imported Twitter posts as "datasets", into CAQDAS-A for storage, coding and analysis (the process for this is presented in Chapter 4, Section 1.10.1-1.10.2).

To begin with, the researcher attempted to gather data from Case Study B's Twitter account (@erc14). This revealed that Case Study B was using the Twitter platform as a "bulletin board" to post updates and links, such as those shown below:

The researcher observed Case Study B's tweets to be typically static and did not encourage dialogue with followers. The result being that very few Twitter users were communicating with Case Study B on Twitter. This meant that the dataset imported to CAQDAS-A11 was of low value, because it did not provide any insight of the Case Study B user experience. As such, it would not be useful, in terms of evidence to support the argument that public libraries generate social value for individuals and communities. To accommodate this discovery the trial SIA-21 trial would need to deviate from its original plan of sampling Case Study B users on Twitter, to gather richer qualitative data being posted on Twitter.

A solution was found in the form of hashtags. A hashtag (#) is used by Twitter users to encapsulate the mood or subject of their tweet (e.g. #welfare reform, #netflixandchill). People can also use this function to search for tweets on a common topic and to engage in dialogue with other twitter users (e.g. to follow or participate in #Brexit discussions on Twitter).

After a review of the most popular public library related hashtags on Twitter (see Chapter 4, Section 1.10 for further explanation) it was decided that #librariesmatter would be used as a source to crowdsource data related to public libraries, as part of the SIA-21 trial.

During the period of this thesis library supporters became more active on social media platforms (particularly Twitter) where they were posting rich and meaningful data, which (at the time of writing), no local authority or practitioner group was collecting. This, combined with recognition across academia for the validity of Twitter as a social science research tool, plus the development of an automated “social media data” plugin in CAQDAS-A the decision was taken to integrate social media data into the SIA-21 trial.

### 10.2.3 Importing tweets to CAQDAS-A

Firstly the researcher created two additional nodes in CAQDAS-A – “Twitter” and “libraries” matter” to ensure the data did not become mixed in with other source data at the early stages following the import.

Next the researcher instructed NCapture to collect Twitter data (tweets) posted by users under the #librariesmatter. The tweets (5,057 in total) were then imported into CAQDAS-A where they were auto sorted, filtered and coded under “Twitter” and “#LibrariesMatter” nodes (Figure 50). Once imported to CAQDAS-A11 the tweets can be coded using a combination of auto coding and manual coding to the 26 existing nodes, to determine if any new nodes needed to be added (the 26 existing nodes plus 12 new nodes).

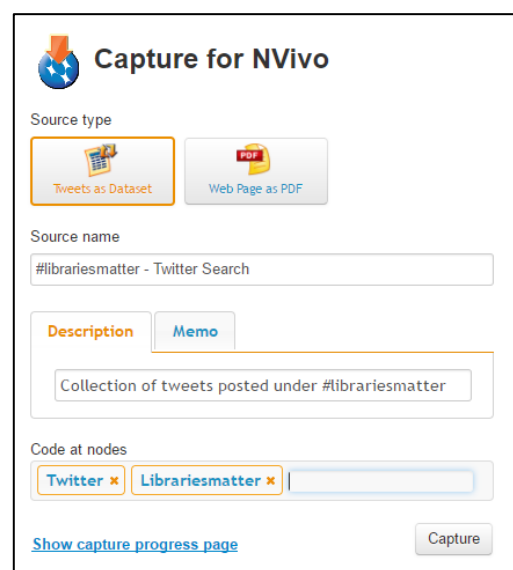


FIGURE 2 - SCREENSHOT OF NCAPTURE PLUGIN

Immersion in the data, supported by the data visualisation tools, cross tabulation options and word frequency lists produced by CAQDAS-A11, afforded the author the chance to explore the SIA-21 data collectively, to identify emerging themes and stories.

### 10.2.4 Visualising Twitter data in CAQDAS-A

As discussed previously, CAQDAS-A offers researchers the option to use “dynamic diagrams” to support the visualisation of source data. There are five main options for visualising your data in CAQDAS-A – “dataset”, “form”, “word cloud”, “cluster analysis”, and “map”. These options were used as a tool to help the researcher visualise large volumes of qualitative data derived from

Twitter. To demonstrate its efficacy in the context of qualitative research, the researcher presents how it was used to support the management of large volumes of qualitative data derived from Twitter (in the sections that follow).

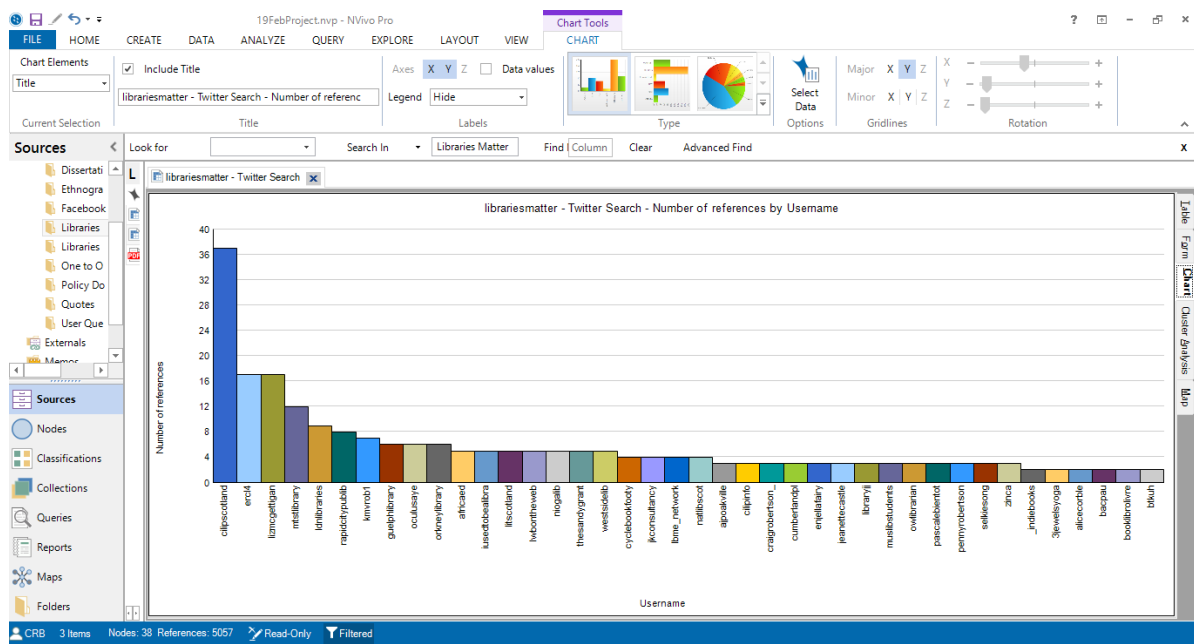
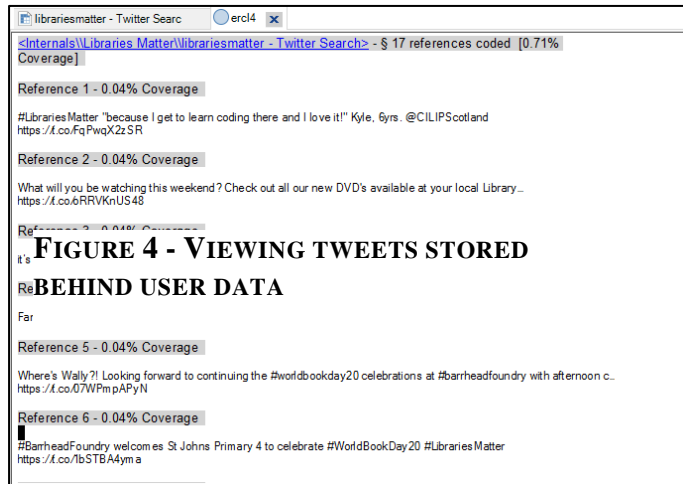


FIGURE 3 - VISUALISING TWITTER DATA BY USERNAME

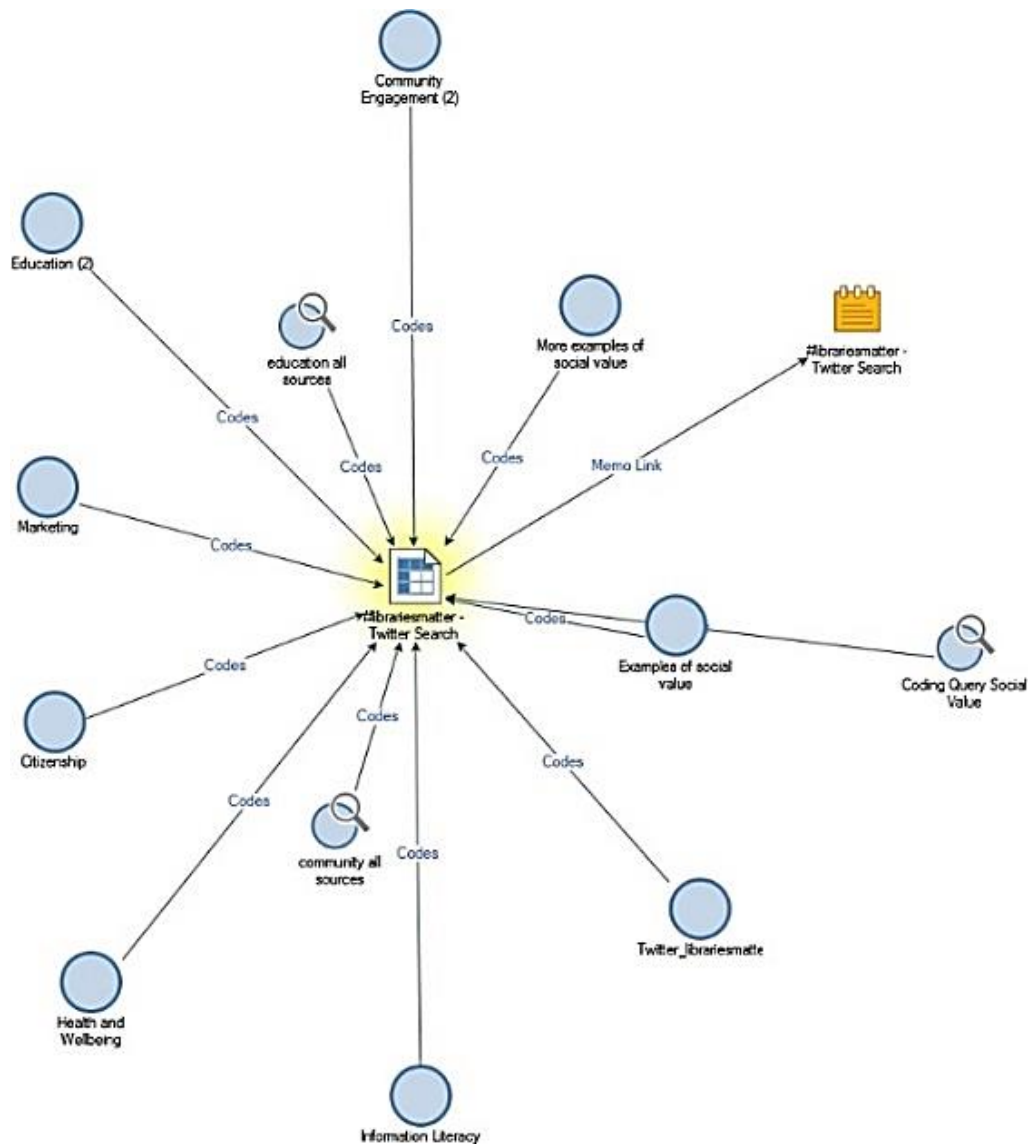
An example of how data can be grouped by username is provided below, in the format of a “dynamic diagram” (Figure 51).

By clicking on the “ercl4” bar on the chart the researcher can access the tweets stored behind that user (see Figure 52). This can be repeated on any of the bars to view the data stored behind every source.



**FIGURE 4 - VIEWING TWEETS STORED BEHIND USER DATA**

To gain a holistic view of all Twitter data coded to each parent node the researcher used “dataset” view. This sorted data into a set of bubble. The bubbles represented each parent node. the “dynamic diagram” which opposite was the starting point for viewing the dataset as a series of “bubbles” representing the data that had been coded to each parent node (see Figure 53).



**FIGURE 5 - DYNAMIC DIAGRAM OF TWEETS**

Further mining of the data in 'dataset view', under the 'Vizualize- chart dataset coding' command, resulted in the following 'Explore Diagram' (see image on next page). This diagram provided the researcher with a 'helicopter view' of tweets coded to parent nodes.

Clicking on these bubbles opened up a new window containing the ‘Reference’ listing of every tweet coded to that node (see Figure 54 for all data coded to parent node – “examples of social value”).



**FIGURE 6 - EXPLORING ALL DATA CODED TO PARENT NODE - "EXAMPLES OF SOCIAL VALUE"**

It was also possible to view Twitter source data alongside “all other source data”, in the context of that particular node. This could be repeated for each node so that the researcher could gain a holistic view of all imported source data.

Then, using the “view” options in CAQDAS-A the researcher explored the data in more depth. ‘Form view’ presented a snapshot of the user who had posted the tweet and included username, actual name, location, bio, number of followers, number following and total number of tweets posted under username. ‘Chart view’ provided a breakdown of references by username. As with the charts created for other source data, the researcher used dynamic elements to click into each username. This allowed for the data to be mined further by setting parameters for the retrieval of data. For example, to mine and retrieve a collection of all tweets made by a specific user (Twitter handle) under #librariesmatter.

Again, applying triangulation the researcher paused regularly to review the volume and quality of the tweets in the “Twitter source folder”. When this number rose to 5,000 tweets (with coding under 38 nodes) the researcher used **informed judgment** and concluded that enough data had been collected and coded to enable meaningful analysis.

As part of the regular data “check-ins”, the researcher instructed ‘text frequency’ searches for the 40 most frequently used words (stemmed). The purpose of this was to highlight emerging themes, patterns and/or trends. Using CAQDAS-A’s visualisation tools the researcher was then able to view the results of this (and similar) data searches, in a number of formats, as shown below.

This “word cloud” format (Figure 55) provided the researcher with a flavour of the type of things being tweeted about under #librariesmatter. This enabled the researcher to gain deeper understanding and insight into this community of library supporters.



**FIGURE 7 - WORDCLOUD OF #LIBRARIESMATTER TWEETS**

Another of the data views in CAQDAS-A is “Cluster analysis” format, which produced a vertical dendrogram of usernames clustered by word similarity (Figure 56). Again, the dendrogram is dynamic, which enabled the researcher to mine the data further, to cross reference (or correlate) tweets in a ‘reference’ view. This provided greater insight of the “type” of users that tweet about similar topics.





'Map' format is the final view option explored by the researcher. It provides geo mapping capabilities which enables the researcher to view the geographic location of the source data (from Twitter). This is achieved by hovering over each 'pin' until a small box pops up to see where user IPs are registered. This revealed the global reach of the campaign with users tweeting under #librarymatters from the UK, Canada, USA, The Hague, Australia, Bangladesh, New Zealand, Bangladesh and Nigeria etc.

Further mining of the data in "map" format enabled the researcher to gain even greater insight into the type of things that users in specific locations across the world were tweeting about.

### **Example**

The process used to capture and analyse tweets in CAQDAS-A11 is described in Chapter 4 (Section 1.10). Just one NCapture of Twitter posts containing "#librariesmatter" (on 5<sup>th</sup> March 2017) retrieved 5,057 results. CAQDAS-A11 has capacity to store large volumes of qualitative data, plus analysis is achievable using a combination of manual and auto coding options, plus geospatial mapping tools help the researcher to identify trends in different countries, cities, towns and villages (See Chapter 4, Section 1.7.5). The researcher, however does not have resource nor capacity to discuss every piece of evidence emerging from the Twitter data in this thesis but an extensive snapshot of these are provided in the appendix.

For the purpose of the SIA-21 trial which aims to test a model for capturing the social value of public libraries, the scope of these discussions are narrowed to those tweets coded to the "social value" node in CAQDAS-A11. A selection of these are highlighted (and anonymised) in Figure 63, to demonstrate how this data could be used in practice by those working in the public library sector:

The researcher observed Case Study B's tweets to be typically static and did not encourage dialogue with followers. The result being that very few Twitter users were communicating with Case Study B on Twitter. This meant that the dataset imported to CAQDAS-A11 was of low value, because it did not provide any insight of the Case Study B user experience. As such, it would not be useful, in terms of evidence to support the argument that public libraries generate social

value for individuals and communities. To accommodate this discovery the trial SIA-21 trial would need to deviate from its original plan of sampling Case Study B users on Twitter, to gather richer qualitative data being posted on Twitter.

A solution was found in the form of hashtags. A hashtag (#) is used by Twitter users to encapsulate the mood or subject of their tweet (e.g. #welfare reform, #netflixandchill). People can also use this function to search for tweets on a common topic and to engage in dialogue with other twitter users (e.g. to follow or participate in #Brexit discussions on Twitter).

After a review of the most popular public library related hashtags on Twitter (see Chapter 4, Section 1.10 for further explanation) it was decided that #librariesmatter would be used as a source to crowdsource data related to public libraries, as part of the SIA-21 trial.

The researcher consulted CAQDAS-A's step by step guide for capturing tweets using their social media plugin. Then sought additional guidance from CAQDAS-A's YouTube page to learn how to capture, import, display and analyse tweets. As a side note, the social media plugin can also be used to capture data from other online sources such as websites, blogs, and the most popular social media platforms. However this was dismissed in the context of this study because Facebook and Instagram's APIs do not offer researchers the same level of accessibility that Twitter does.

## **11 APPENDIX C: SCREENSHOTS**

### **11.1 National Institute for Healthcare and excellence: evidence portal**

## Evidence search

Search...



Make better, quicker, evidence based decisions.  
Evidence search provides access to selected and authoritative evidence in health, social care and public health.

