

Every Child a Library Member Phase 2 Evaluation Report



“Library staff report parents and siblings visiting with children who have joined as part of the project and signing up, including dads and lads.”

Report prepared for Museums, Archives & Libraries Division - Welsh Government

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1. Executive Summary

Following the pilot project which launched in six authorities across Wales, Phase 2 of this initiative resulted in the participation of an additional 10 local authorities and built on the successes and challenges of the initial pilot project.

Key highlights from the Phase 2 evaluation are shown below, it should be noted that some of the authorities had not completed the process when evaluation forms were submitted therefore many of these figures will now be higher:

- 625 schools have so far signed up from a potential of 963
- 12,746 children at the time of evaluation had been issued with new library cards from a potential 24,560
- 28,938 books and other items were issued to children with the new cards (in a three month period)
- An overall 10% increase in membership was achieved compared to the same period last year
- At least 50 libraries in Communities First/Pioneer Areas were taking part at the time of the evaluation
- At least 235 schools in Communities First/Pioneer Areas were taking part at the time of the evaluation



Headline figures from the completed surveys are shown below – 279 surveys were completed from across the Phase 2 participating authorities:

- **94%** of children like reading more now that they are using the library
- **65%** of children said other family members had joined the library
- **100%** of parents feel that they have benefited from using the library
- **100%** of parents would recommend the library to friends and family
- **100%** of teachers would like to work with their local library again

Despite a lack of engagement from some local authority education departments (as highlighted in the pilot evaluation), once schools have visited the library and become involved in the project many of them have now added regular library visits to their timetables.

“100% of my class come with the school every 3 weeks”

(Teacher’s comment)

2. Strategic Overview

The ECALM project seeks to increase reading for pleasure amongst year 4 pupils (aged 8-9 yrs) as reading for pleasure has been shown to be one of the critical success factors to success later in life (see Rationale page 5).

The scheme is a partnership between public libraries, local primary schools and the Welsh Government’s Libraries Inspire external Audience Development Team.

This evaluation, based on the responses from the 16 participating authorities, found that the project provided excellent value for money, costing circa £1.37 per child involved, and initial qualitative and anecdotal evidence indicates that the objective, to get at least 75% of school signed up to the scheme, has been achieved.

The evaluation has found however, that pressures on public library services, and problems with engaging with schools and local authority education departments in some areas, are both limiting factors. It may be appropriate to also look at creating closer links with other reading and literacy schemes that could help cross-promote each other for example: Make Time To Read or Read On Get On.

The Phase 3 roll-out is taking place during 2015-16 and the findings from this interim evaluation will be used in considering the future development of the ECALM service. The evidence suggests that, whilst in financial terms it is very economical, a significant amount of unquantified time and effort by library and other local authority staff makes the project quite resource intensive.

FUSION PROGRAMME

Every Child a Library Member supports an innovative new Welsh Government policy initiative, Fusion: Tackling Poverty through Culture which links cultural bodies more closely together with the Communities First programme to inspire young people and adults. Fusion: Tackling Poverty through Culture is currently being trialled in six 'Pioneer Areas' across Wales. For more information visit <http://gov.wales/topics/cultureandsport/tackling-poverty-through-culture/?lang=en>

All authorities identified libraries and schools that are located within Communities First clusters or other recognised areas of deprivation and recorded this information on their feedback forms.

ECALM is a key element in delivering Fusion priorities, and this will influence the future development of the service.

“The children were all really enthusiastic straight after the library visit, with some children taking their parents back there on the weekend”

(Teacher’s comment)

3. Rationale

As outlined in the initial pilot scheme evaluation report, published research shows that children who read for pleasure, and outside of school, have far better life chances than those who do not.

The Reading Agency – The impact of reading for pleasure and empowerment

The impact of reading for pleasure and empowerment' surveys research into the effects of reading for pleasure on people of a range of age groups and requirements - among the benefits it finds are improved social capital for children, young people and the general adult population; better parent-child communication and reduction of depression and dementia symptoms among adults.

<http://readingagency.org.uk/news/The%20Impact%20of%20Reading%20for%20Pleasure%20and%20Empowerment.pdf>



Read On, Get On – how reading can help children escape poverty – a report published by Save The Children

“Each year we leave thousands of young children, very many of them poor, behind in their reading. This means they’re less likely to experience the joy of reading, and they then struggle for the rest of their education and career.

http://www.savethechildren.org.uk/sites/default/files/docs/Read_On_Get_On.pdf

OECD Reading for Change

Reading literacy is needed to function well in adult life, whether in fulfilling personal goals, progressing in the labour market or participating more widely in society."

<http://www.oecd.org/education/school/programme-for-international-student-assessment-pisa/33690986.pdf>

Reading for pleasure puts children ahead in the classroom, study finds:

"...those children who read for pleasure made more progress in maths, vocabulary and spelling between the ages of 10 and 16 than those who rarely read." And, "...reading for pleasure was found to be more important for children's cognitive development between ages 10 and 16 than their parents' level of education. The combined effect on children's progress of reading books often, going to the library regularly and reading newspapers at 16 was four times greater than the advantage children gained from having a parent with a degree. Children who were read to regularly by their parents at age 5 performed better in all three tests at age 16 than those who were not helped in this way."

<http://www.ioe.ac.uk/newsEvents/89938.html>



Lost for Words: Poor literacy, the hidden issue in child poverty - A policy position paper by the National Literacy Trust

Emily McCoy, National Literacy Trust programme manager and author of the paper says: "In the current financial climate, we firmly believe that tackling low literacy in disadvantaged communities must be an integral part of the Government's efforts to reduce child poverty."

http://www.literacytrust.org.uk/media/5484_government_must_act_on_literacy_to_break_poverty_cycle_says_charity_coalition

Increasing literacy levels is a priority for the Welsh Government. With financial pressures at home, being able to borrow books at the local library for free could make a significant difference to families. It also supports other Welsh Government initiatives to increase reading and tackle child poverty.

Education begins at home is a relatively new Welsh Government initiative encouraging parents and carers to engage with their children's learning. Research shows that parents and carers have a vital role to play in supporting their child's education and that the home environment is the single biggest factor in educational attainment. By creating an environment that values education and supports a child's learning, parents are giving their child a significant head-start in life and the ECALM project can help to support this.

<http://learning.gov.wales/news/sitenews/education-begins-at-home/?lang=en>

Wales is leading the way in giving children automatic library membership.

Given that only approximately 20% of the Welsh population are active public library borrowers, it is reasonable to assume that there are many families who do not have the reading habit and whose children never go to the library. To help tackle child poverty, targeting children directly, and automatically signing them up to the local library, is an important step to encourage them to read more for pleasure, and thus to improve their life chances. The ECALM scheme removes the requirement for proof of address and parental/signature and thus children can visit on their own. It is targeted at Year 4 pupils initially (ages 8-9) as children under 8 are not allowed into libraries unaccompanied.

Other countries are now embracing this type of service:

England piloted it 22 locations in 2013 and in August 2015 announced a larger scale roll out of the automatic library card for primary school children..

Pilot- reports and evaluation <http://www.artscouncil.org.uk/funding/apply-funding/funding-programmes/automatic-library-membership/>

19th August 2015 announced by the Education Secretary in England

<https://www.gov.uk/government/news/nicky-morgan-and-david-walliams-launch-child-literacy-campaign>

<http://www.telegraph.co.uk/education/11810700/Every-child-in-England-to-be-enrolled-in-a-local-library-Nicky-Morgan-says.html>

<http://www.theguardian.com/education/2015/aug/19/david-walliams-literacy-campaign-children-book-clubs-libraries>

Scotland- piloted some schemes in 2014-15 following calls by the Scottish Book Trust for a scheme to be introduced in Scotland (24 November 2014) and following discussions with Wales.

<http://www.bbc.co.uk/news/uk-scotland-30166994>

[Scotland have just announced £80,000 to introduce Every Child A Library Member at birth](#)

<http://www.bbc.co.uk/news/uk-scotland-scotland-politics-34048868>

Further afield, the President of the USA also launched a similar initiative earlier this year:

<http://lj.libraryjournal.com/2015/04/youth-services/president-obama-announces-new-library-initiatives/#>

“The library is awesome”

(Children’s comment)

4. Potential Impact

This scheme has the potential to have a significant impact on pupils' lives, and society as a whole, with a myriad of social and economic benefits.

A selection of evidence below highlights some of these impacts.

- Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009)
- Research reports demonstrate a link between library use and reading for pleasure; young people who use their public library are nearly twice as likely to be reading outside of class every day (Clark and Hawkins, 2011)
- Reading for pleasure has been revealed as the most important indicator of the future success of a child (OECD, 2002)
- Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002)
- An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and Phythian-Sence, 2008)
- Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families (Cremin et al, 2009)
- Profile of a literate nation: more likely to vote; smoke and drink less, better mental health; better skilled and more flexible workforce. (NLT, 2008)
- The cost of illiteracy to the global economy is estimated at USD \$1.19 trillion. (World Literacy Foundation, 2012)
- Illiterate people earn 30%-42% less than their literate counterparts (World Literacy Foundation, 2012)



- An estimated total of £81.312 billion is lost to the UK economy each year; individuals and businesses lose a total of about £58 billion through lower personal income or business earnings due to poor literacy; an estimated £23.312 billion of UK taxpayer revenue is spent on benefits and social programmes. (World Literacy Foundation, 2012)
- 48% of prisoners have literacy skills at or below Level 1 - Level 1 is what is expected of an eleven year old. 67% of offenders were unemployed at the time of imprisonment (CIVITAS, 2010). It costs around £40,000 to keep someone in prison each year (Prison Reform Trust)

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Automatic Library Membership Pilots Final Report [England]. (Published: May 2014)

<http://www.artscouncil.org.uk/funding/apply-funding/funding-programmes/automatic-library-membership/>

Research Evidence on Reading for Pleasure – Department for Education (Published: May 2012)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf

Reading for change: Performance and engagement across countries. (OECD, 2002).

<http://www.oecd.org/education/school/programme-for-international-student-assessment-pisa/33690986.pdf>

Literacy changes lives: An advocacy resource. (National Literacy Trust, 2008)

<http://www.literacytrust.org.uk/research/nlt-research/243-literacy-changes-lives-an-advocacy-resource>

The economic and social cost of illiteracy: a snapshot of illiteracy in a global context. (World Literacy Foundation

2012) http://www.worldliteracyfoundation.org/The_Economic_&_Social_Cost_of_Illiteracy.pdf

Factsheet - Education in Prisons. (CIVITAS Institute for the Study of Civil Society, 2010)

<http://www.civitas.org.uk/crime/factsheet-EducationinPrisons.pdf>

Prison: The facts. (Prison Reform Trust, Summer 2013)

<http://www.prisonreformtrust.org.uk/Portals/0/Documents/Prisonthefacts.pdf>

5. Phase 2 Roll Out

Following the successful pilot project with Blaenau Gwent, Flintshire, Gwynedd, Merthyr Tydfil, Powys and Swansea, the Audience Development team received expressions of interest from an additional 10 local authorities who wished to be involved in rolling the scheme out to another tranche of Year 4 pupils across Wales between October 2014 and March 2015 - targeting up to 25,000 children.

A full evaluation of the pilot project can be viewed here:

<http://welshlibraries.org/stafftoolkit/every-child-a-library-member/>

Using the feedback from this report, the Audience Development Team suggested some revisions to the materials, timescales and communications methods. The main alteration was the creation of a leaflet on which to attach the new library card to, replacing numerous letters to children and parents.



As can be seen from Torfaen's extensive feedback, some very useful and positive comments came as a result of using the surveys and recording feedback/comments from children, teachers and parents.

5.1 Participating Authorities

The six initial pilot authorities also took part in the Phase 2 roll out – but did not receive the additional £500 grant funding towards hosting a Dr Rhys Jones event.

The initial pilot authorities were:

Blaenau Gwent, Flintshire, Gwynedd, Merthyr Tydfil, Powys, Swansea

The 10 additional Phase 2 participants were:

Bridgend, Carmarthenshire, Conwy, Denbighshire, Monmouthshire, Neath Port Talbot, Pembrokeshire, Rhondda Cynon Taf, Torfaen, Wrexham

5.2 Timescales

The initial timescales for the Phase 2 roll out of ECALM are outlined below – these were circulated via the first staff briefing for Phase 2.

As more authorities came on board than initially anticipated, the funding received from Museums, Archives & Libraries Division of Welsh Government (MALD) was insufficient to provide additional giveaway items (pencils, bookmarks, door-hangers) which were included in the initial pilot .

Information to Audience Development Team	Thursday 25 th September 2014
Applications for grants to support ECALM activities	End September 2014
Delivery of bags /library cards	End October 2014
Rhys Jones events	November 2014 – March 2015

Some of the events took place after March due to local timescales and Rhys' availability

Invoices for grants to Audience Development Team	31 st January 2015
Individual evaluation reports	31 st March 2015

This deadline was extended twice with the final evaluations being received in July 2015

Final evaluation report for Phase 2	30 th June 2015
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This report is being submitted by the end of August 2015, due to the delays in receiving information from libraries.

5.3 Communication

The Audience Development Team issued three staff briefings to participating authorities during Phase 2 and communicated regularly via email and telephone.

ECALM was an agenda item on each of the marketing champions meetings during the year - giving participants an opportunity to discuss any issues, highlight any achievements and also pass on advice to others where relevant.

The staff briefings can be viewed on the staff toolkit:

<http://welshlibraries.org/stafftoolkit/every-child-a-library-member/>

See Appendix 2 for a full set of the feedback received from all 16 authorities.

“So much positive feedback from the children, their parents and siblings and teachers. Things like ‘I love coming to the library; I am going to visit as much as I can.’ ‘Staff are really friendly and helpful’. Also, the children take pride in showing their parents around the library on return visits. Hugely positive initiative.”

(Library Staff comment -Torfaen)

5.4 Celebrity Support

Dr Rhys Jones was once again appointed to attend a key event in each of the 10 new participating authorities for Phase 2 - his genuine love of books, appreciation of libraries and willingness to inspire children to read came across in each of the events.

Rhys spent 10 full days on the project and in order to make the most of his time at least two events were organized in each of the authorities – ideally one in a library and one in a school, but as can be seen from the feedback some event took place in leisure centres or other venues.

Each of the new participating authorities received a grant of £1,500 – which was used to pay for transporting children to the library (as many schools cannot afford to arrange buses) or to pay for additional author events and to buy additional library stock.

Rhys was very keen to not just stand and talk and asked to include a ‘creative session’ at each event. This was not possible at every event either due to the number of children or the logistics of moving groups of children in and out of venues.

Each event began with Rhys talking about how his adventures had all started as a result of reading books, referring to his adventures in Australia, Kenya and Wales. Where the creative session took place, Rhys then challenged the children to write and/or draw an adventure that they would like to take him on.

Children were then invited to the front of the room and Rhys helped them to tell their story to the rest of the class - with lots of actions and noises.

As in the pilot project, several teachers commented that children who were usually reluctant to get involved were getting up and having the confidence to speak. The teachers were again also interested to see how he motivated some of the reluctant pupils and commented that it had made them think of working with these children in a different way.



“The children absolutely loved listening to Dr Rhys Jones. His stories were fantastic and he really inspired the children – boys in particular.”

(Teacher’s comment)

6. Phase 2 - Events

With the 10 new authorities signing up to ECALM in Phase 2, there was a lot of work involved in arranging the ten events, co-ordinating Dr Rhys Jones' availability and suitable timing for each of the authorities.

Officials from Museums, Archives & Libraries Division (MALD) of Welsh Government attended most of the events and the Deputy Minister attended the event in Pontardawe which doubled up as the library's official opening after it had received a Welsh Government grant towards its refurbishment.

A very brief summary of each event is given below:

7th November 2014 - Bridgend & Maesteg Libraries (Bridgend)

Each of the two sessions took place in leisure centres located on the same site as a library and large numbers of children from several schools attended each event. Although the feedback was quite positive, the Audience Development Team and Dr Rhys Jones felt that the groups were too big for the children to get the best experience and were difficult to manage logistically.



There was fantastic engagement from local councillors with several attending including the Mayor and Deputy Mayor and great input from library staff at all levels. Having Mike Church to entertain a group of the children in the leisure centre while Rhys did a more intimate Q&A with a smaller group in the library also worked well.



24th November 2014 – Abercynon Library (Rhondda Cynon Taf)

Both sessions took place at Abercynon library with Ynysboeth School in the morning session and Abercynon Primary in the afternoon. Really good well organised events giving each group the opportunity to hear Rhys' talk, spend half an hour picking their books and collecting their cards and bags in the library and having half an hour doing a creative session with Rhys.

Once again, there was great engagement from local councillors, with some even staying to take part in the creative session. The Audience Development Team also arranged for some short films by a local film crew to be used for promoting libraries.

14th January 2015 – Llanrwst & Colwyn Bay Libraries (Conwy)

It was good to hold an event in a smaller library and although there wasn't the space for the children to do a creative session with Rhys, the library staff did manage to get two groups in for the sessions. The teachers and VIPs in attendance all felt that the event was very successful and that the children had really benefitted from listening to Rhys and having the opportunity to choose their own books in the library.



Over 80 children (in two groups) attended the Colwyn Bay session in the afternoon – there was no creative session with Rhys but children had the opportunity to choose their books and collect their bags/cards from the library. There was good attendance and fantastic support from council officers and members at both events.



15th January 2015 – Prestatyn & Rhyl Libraries (Denbighshire)

Prestatyn Library is a great venue with a lot of space and the event generated interest from the public who were in the library at the time. Forty pupils from Ysgol Clawdd Offa attended and took part in the presentation, creative session and had the chance to pick books and collect their bags/cards. There was a really good photographer in attendance which resulted in some great photos from the event. Rhys did a radio interview with local radio.

The event in Rhyl had approximately 90 children in attendance and was very lively. The creative sessions were held in a smaller room which was a bit tight for the numbers and maybe didn't give the children the best opportunities to work with Rhys. The staff in both libraries were great and managed the logistics of moving the children around the library very efficiently.

"It is great for people who have never read before"

(Children's comment)



26th January 2015 – Caldicot & Chepstow Libraries (Monmouthshire)

Two well attended events with over 130 pupils across the two sessions. Great support from Monmouthshire council press officer resulted in attendance from press in afternoon (see Appendix 1).

Unfortunately there were no councillors or dignitaries or other council departments' staff in attendance at either event.

4th March 2015 - Wrexham & Coedpoeth Libraries (Wrexham)

Wrexham held two great sessions with approximately 120 pupils in attendance. The morning session was attended by the Head of Lifelong Learning and the Head of Communities, Wellbeing & Development as well as the Lead Member.

There was good support from the local press office and attendance by local press.



"The library is super fun because I like the types of books in the children's section. My favourite books are Goosebumps. I would like all of them books."

(Children's Comment)



20th March 2015 – Milford Haven Library (Pembrokeshire)

Both sessions took place at the same venue. The local press officer was very engaged and had organised a photographer to attend but no press attended.

One very enthusiastic councillor attended the event, but unfortunately there were no senior library staff or other council departmental heads in attendance. Feedback from the teachers attending was great and the creative sessions went very well.

26th March 2015 – Pontardawe and Port Talbot Libraries (Neath Port Talbot)

Pontardawe was a key event attended by the Deputy Minister.. The ECALM event doubled up as the ‘official opening’ of the library which had received a refurbishment grant from Welsh Government – therefore the event was well attended by local councillors.

The session was extremely well organised with great engagement from all the library staff. The sessions with Rhys were in a separate community room as the library itself is very small, but the photo opportunities with the Deputy Minister and Dr Rhys Jones took place in the children’s section of the library.



Tantrwm provided filming and photography services and a short film from the event can be viewed here: <https://www.youtube.com/watch?v=QBFKPF-s4nc>



The afternoon session in Port Talbot comprised Rhys’ talk and a Q&A session. The library staff had created some great displays themed around animals, wildlife, etc. including animal-themed bunting on the shelves.

“It is an amazing place to do lots of fun things and I thank the librarians for helping me. Thank you!”

(Children’s comment)

28th April 2015 - Carmarthen and Llanelli Libraries (Carmarthenshire)

Two more good events targeting over 120 children, the afternoon session was shortened to accommodate the schools’ travel times. Only one councillor was in attendance (in afternoon session) and there were no education or other council department staff at the events.

However, feedback from teachers at both events was really positive and children enjoyed having the opportunity to look around the libraries, choose their books and use the RFID machines.

18th May 2015 – Cwmbran Library (Torfaen)

Both sessions were held in the same library with nearly 100



children attending over the two sessions.

The staff were really enthusiastic and the events were really well organised. There was only one councillor in attendance at the morning event and as with some of the previous events there were no council officers or other potential library supporters/advocates attending.

The local press officer was very supportive, attended the event and invited local press who turned up and took photographs and press coverage was obtained in several local newspapers/online media.



“My daughter is reading much more since joining and is enjoying it. I’m also borrowing a book for her teenage sister. I’ll be joining in the weekly Rhymetime with my baby, and my daughter will be coming to Easter holiday storytimes.”

(Parent’s comment)

7. Cost Breakdown

The Audience Development Team submitted a grant application to the Museums, Archives & Libraries Division (MALD) at the end of August 2014 and were awarded a grant of £45,000 towards the delivery of this roll out from September 2014 to March 2015. In addition, the Audience Development Team allocated just under £20,000 from their main grant funding for the purchase of promotional drawstring bags.

Phase 2 of ECALM (2014-15) covered 16 authorities, targeted almost 25,000 children (primarily Year 4 pupils but some mixed classes contained Years 3 and 5) in 824 schools across Wales.

Details of Expenditure	Supplier	Cost
25,000 library cards with A5 flyers	Spectrum Plastics	3,959.40
25,000 drawstring bags	Promark	19,040.00
Delivery approx. £42.00 x 16 addresses	Promark	672.00
Grants to newly participating authorities x 10	£1500 each	15,000.00
Grants to previous pilot authorities x 6	£1000 each	6,000.00
Dr Rhys Jones attendance at 10 events	Speakers Unlimited	13,500.00
High profile key event, Translation costs, Travel & Subsistence costs (marketing team)		3,000.00
	Sub-total	61,171.40
	Contingency @ 5%	3,058.57
	TOTAL	£ 64,229.97

The approximate cost per child for delivery of Phase 2 was £1.37

(The pilot project cost per child was £4.10)

This demonstrates that the project offers good value for money, but does not take into account the time and resources invested by the local library services.

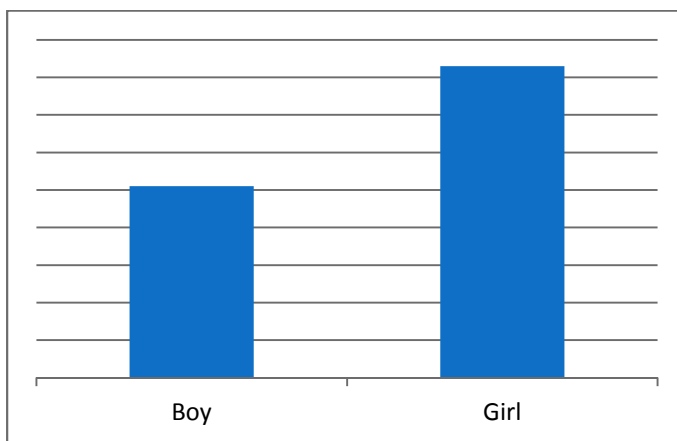
8. Analysis of Surveys

A total of 312 surveys were returned from participating authorities – these include responses from children, library staff, school teachers and parents.

In addition, some anecdotal evidence was provided in individual feedback reports which can be seen in Appendix 2.

8.1 Children's Survey Results (236 surveys were returned)

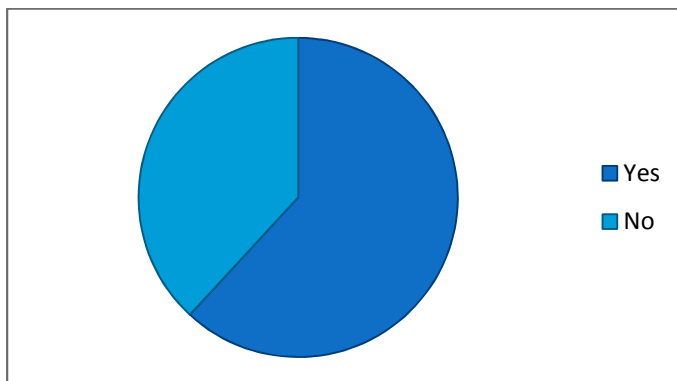
Q1. Are you a boy or a girl?



Girl: 62% / Boy: 38%

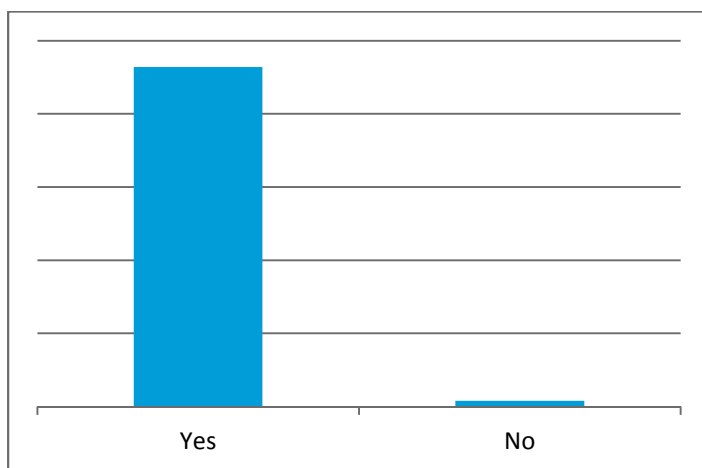
Q2 – ‘what is the name of your local library?’ has not been included in this analysis

Q3. Did you go to the library before your new card?



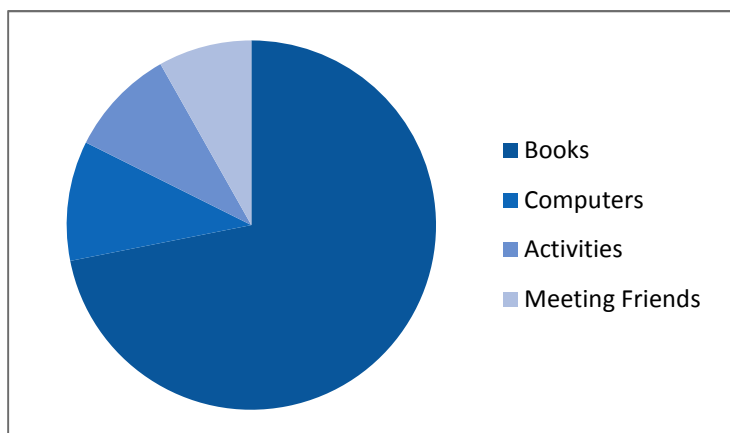
Yes: 62% / No: 38%

Q4. Have you enjoyed using the library?



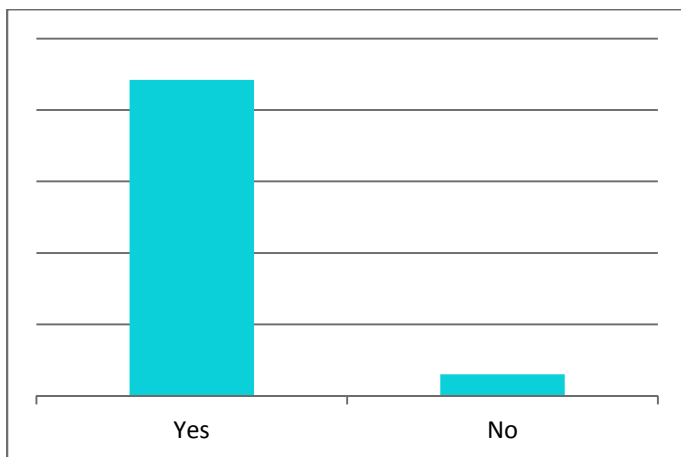
Yes: 98% / No: 2%

Q5. What do you like best about using the library?



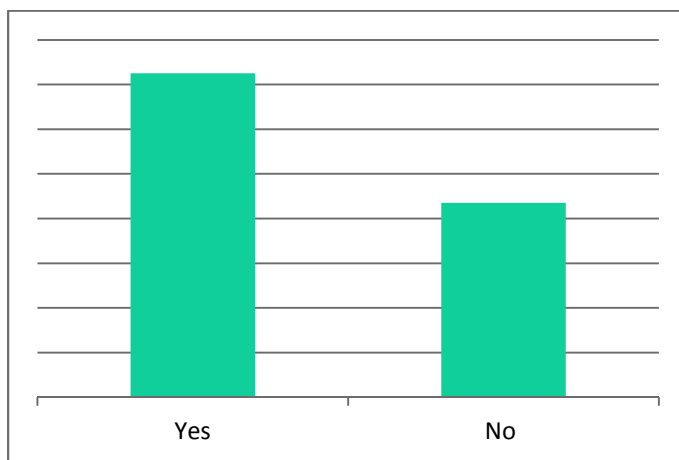
Books: 72% / Computers: 10% / Activities: 10% / Meeting Friends: 8%

Q6. Do you like reading more now that you are using the library?



Yes: 94% / No: 6%

Q7. Has anyone else in your family joined the library?



Yes: 65% / No: 35%

Q8. Do you want to tell us anything else about the library?

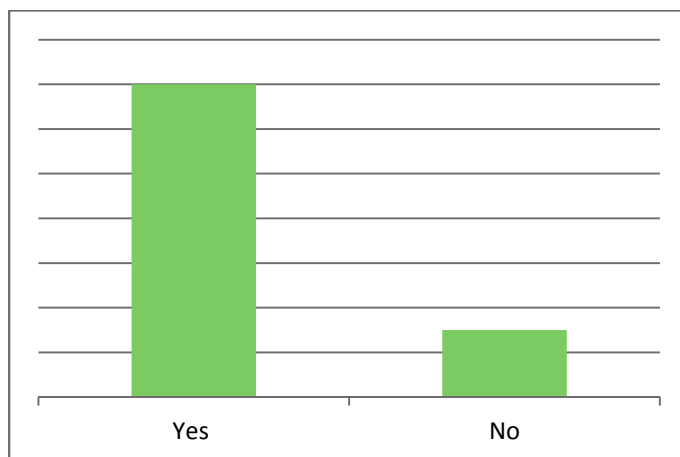
- More events, new authors, more books, football books

- I think you should bring more authors to the library
- More events
- More meeting authors
- ***The library is awesome***
- I like the reading groups. They have a huge selection of books. It is a very warm and welcoming place. The staff are very nice.
- I learn new things every time I come
- ***I like to go to the library because it helps me read and makes me enjoy the books more***
- I really like the animal fact books
- ***I learn new facts every time I come. I enjoy using the library***
- I like the books and the movies
- I have been a member of the library since I was a baby
- It's a very good place for homework and practically anything
- ***It is an amazing place to do lots of fun things and I thank the librarians for helping me. Thank you!***
- The library is fun and has lots of activities
- The library is interesting because the books have lots of information
- I like the books there and I like the library and I would like to visit more often
- I like the way it encourages people to read more books
- ***The library is super fun because I like the types of books in the children's section. My favourite books are Goosebumps. I would like all of them books.***
- ***It's fun. I get to learn more about books and I like reading more now.***
- I like the way it helps people enjoy reading more
- ***It is great for people who have never read before***
- It's a nice and quiet place to go
- It's fun in the summer holidays to make activities
- I like Chatterbooks
- I think the library is cool because I like seeing my friends and new books
- ***It is good and makes me a better reader***
- It is very good and other people should come here. The books are very interesting and the activities.

8.2 Library Staff Survey Results (17 surveys were returned)

Please note Q1 -7 of the staff survey have not been included in this analysis because the questions were regarding location and the numbers /percentages of schools and pupils targeted. The individual authority reports (see Appendix 2) provide this data.

Q8. Do you think the promotional materials and specifically designed cards helped with promoting the project and attracting children to the library?



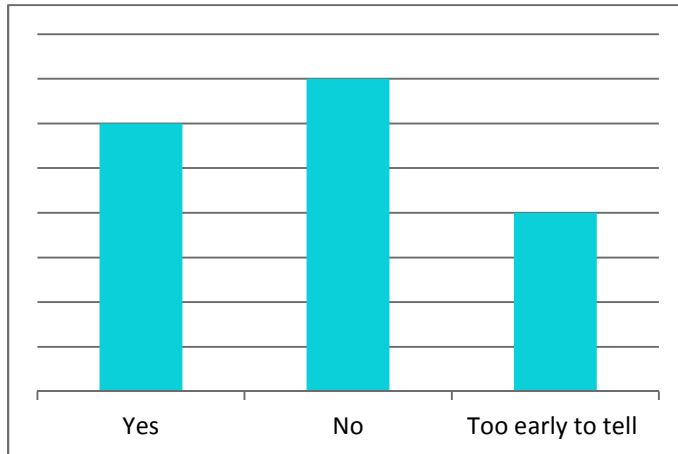
Yes: 82% / No: 18%

Q9. What if any, anecdotal feedback has been received from children, parents or other?

- Positive comments from children, teachers, parents. A great encouragement for families to use the library services and facilities.
- *So much positive feedback from the children, their parents and siblings and teachers. Things like 'I love coming to the library; I am going to visit as much as I can.' 'Staff are really friendly and helpful'. Also, the children take pride in showing their parents around the library on return visits. Hugely positive initiative.*
- *For those children who have never been in a library before they were amazed at how lively and vibrant they are, and how much is on offer. Even existing members found out about new services that we are able to promote during their visits.*
- Lots of positive comments from parents and children. Occasional negative comments from some parents that they don't have the time to bring their child to the library and that it does not fit in with their lifestyles.
- *Pupils attending made comments that they would return to the library with their parents*

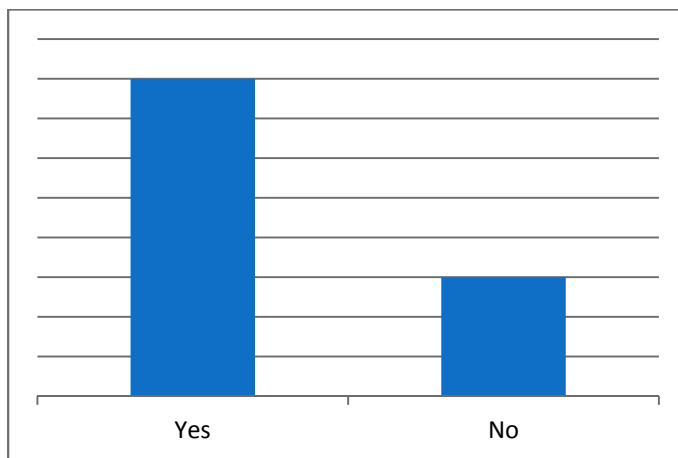
- *Lots of positive quotes from parents and children at session and on the surveys. Library staff report parents and siblings visiting with children who have joined as part of the project and signing up including dads and lads.*
- *From the children that have joined other family members have also joined.*

Q10. Do you think there has been an increase in the use of libraries by children since the launch of the initiative?



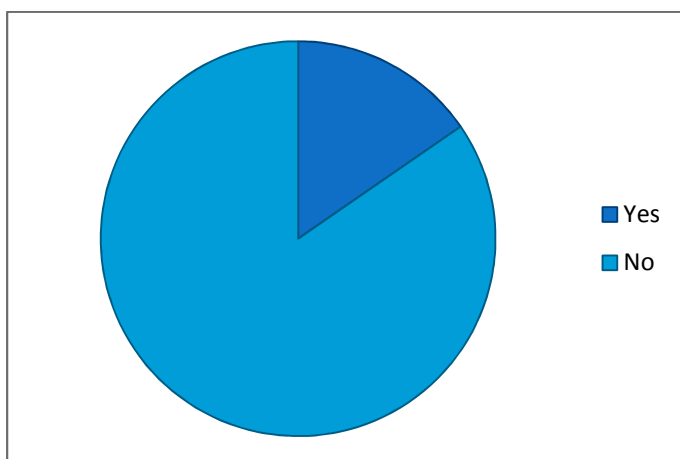
Yes: 35% / No: 41% / too early to tell: 24%

Q11. Do you think the profile of the library has increased locally?



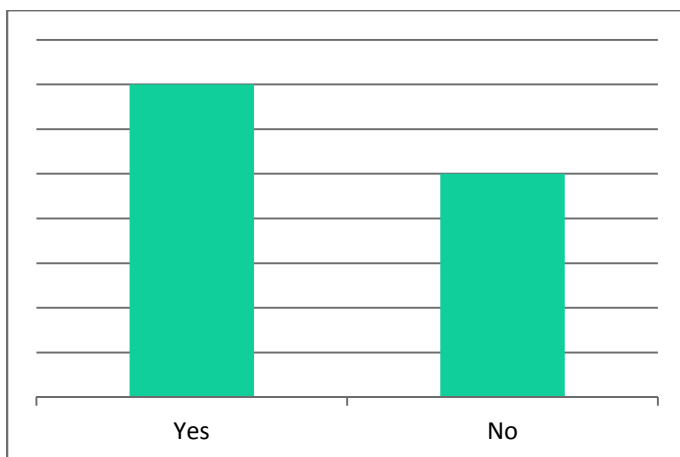
Yes: 53% / No: 47%

Q12. Have links with other council departments (e.g. education) improved as a result of the project?



Yes: 15% / No: 85%

Q13. Do you feel that there have been any other benefits to the library service?



Yes: 59% / No: 41%

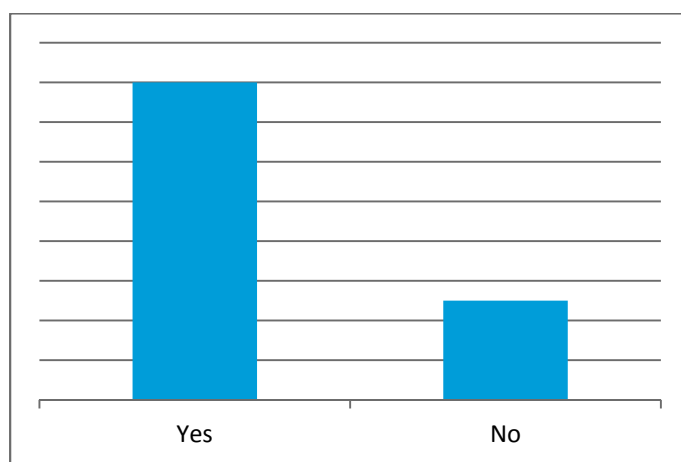
Q14. Do you have any further comments about the initiative e.g. what could have been done better?

- This initiative is very successful and children enjoy their library visits. They bring their siblings and parents, which encourages the whole family involvement. Children are enthusiastic and actively participate in different workshops and activities.
- I think this is a great and totally positive initiative. I hope it is carried onto further school years

- *Some schools do not see the value of the project even refusing to take part. Perhaps more could be done by the Welsh Government to raise the profile of the project with head teachers.*
- It has been quite time consuming getting some schools to respond. Perhaps the Education Minister could write to urge participation in the project to ease progress and assuage data protection concerns? I understand the Minister in England has recently written to schools urging them to ensure that all Year 3 pupils become library members.

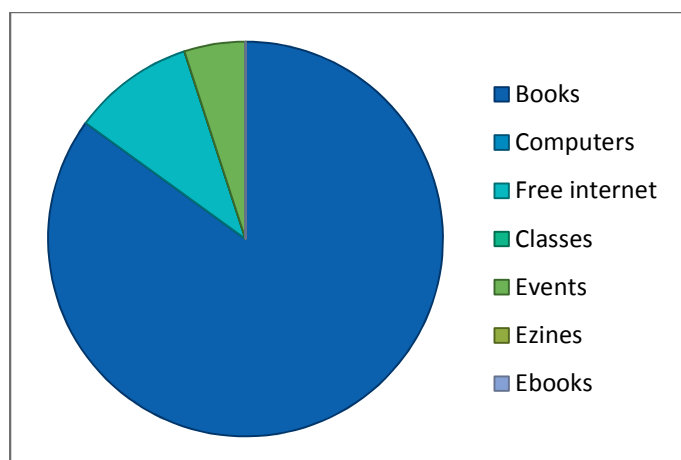
8.3 Parents/Guardians' Survey Results (21 surveys were returned)

Q2. Had you used the library before your child joined?



Yes: 76% / No: 24%

Q3. What have you used the library for since joining?

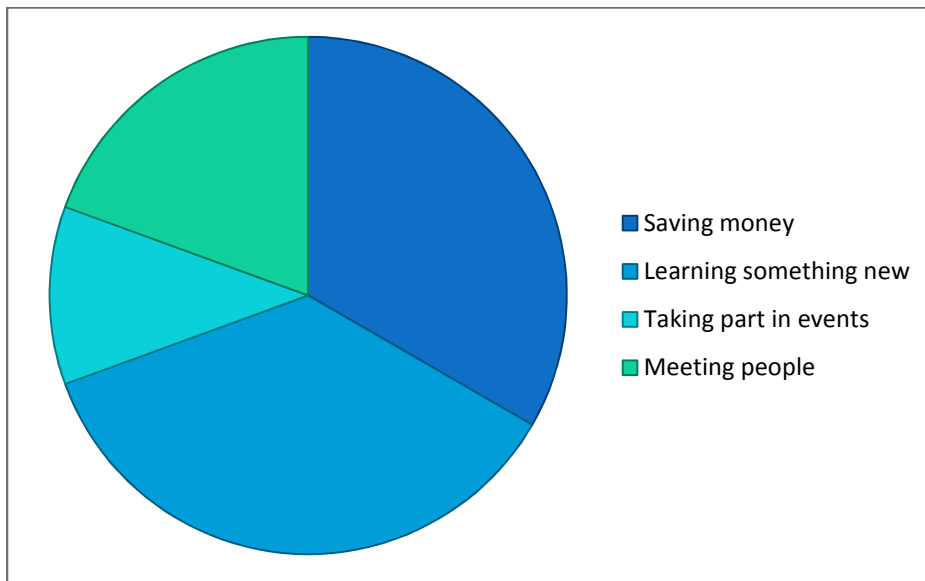


Books: 85% / Computers: 0 / Free Internet: 10% / Classes: 0 / Events: 5% / E-books:0 / E-zines:0

Q4. Do you feel that you have benefitted from using the library?

100% of respondents answered **YES** to this question.

If yes, how?



Saving Money: 33% / Learning something new: 36% / Taking part in events: 12% / Meeting people: 19%

Q6. Would you recommend the library to friends and family?

100% of respondents answered **YES** to this question.

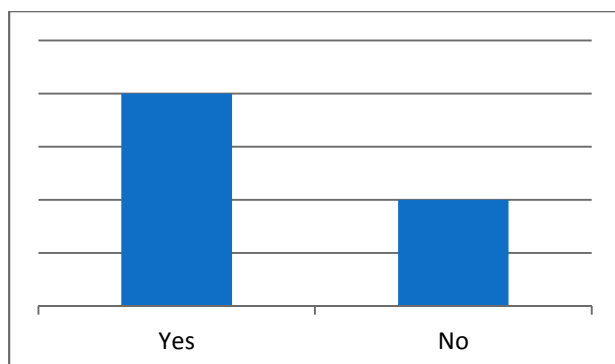
Q7. Do you have any further comments?

- Libraries are essential locations and community hubs. The range and choice of books is excellent as are the facilities such as computers and events.
- Friendly, open place
- I think the library is an important part of the community
- The library is an essential facility for the local community
- *The whole family loves going, can't imagine life without it.*
- We love our library; it is so convenient for borrowing books and games. Also as information centre.

- We should use more
- I think this is a vital resource, important for community young and old. I really hope we continue to have a library in Bethesda and that it gets the local authority support it needs.
- Its new
- I recently found that there is a library in Aberfan for the kids to benefit from
- I really value the library service – we all borrow books regularly. I request and reserve specific titles for me and the children also borrow a wide range of reading material. We use libraries all over Gwynedd – as places to visit when we are out and about. I am pleased that children are being encouraged to join and use the library. I wish we had known in advance so I could send my child with their existing library card – a new account was created for her which meant I could not access her online account when I realised this. Also seems a waste of resources to issue a new card. Otherwise brilliant project.

8.4 Teachers' Surveys (5 surveys were returned)

Q1. Have you seen any immediate changes or improvements in the reading levels or interest among the year 4 pupils?

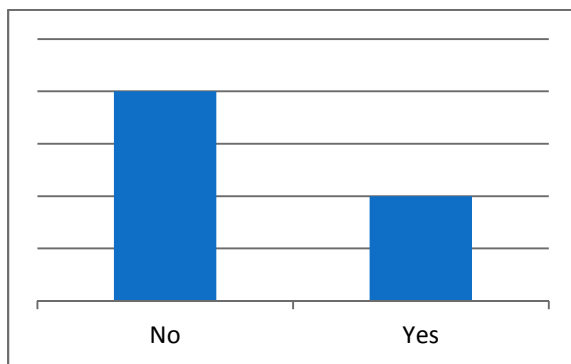


Yes: 75% / No: 25%

If yes, give a short explanation:

- The children were very enthusiastic about return with their parents to the library
- *The children were all really enthusiastic straight after the library visit, with some children taking their parents back there on the weekend.*

Q2. Do you know how many year 4 pupils have gone to the library as a result of this scheme?



No: 75% / Yes: 25%

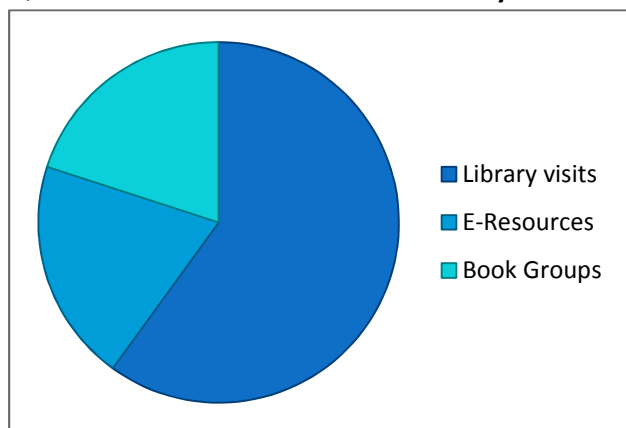
Q3. If your school took part in an event with Dr Rhys Jones, do you feel this inspired and motivated the children?

One teacher responded with yes to this question as only one of the schools questioned had a Dr Rhys Jones event.

Q4. Would you like to work with your local library again in the future?

100% of respondents answered YES to this question.

Q5. What kind of events or visits would you like to be involved in?



Library Visits: 60%

E-Resources: 20%

Book Group: 20%

Additional Comments...

- A session linked to our topic work so that the children could use the reference books for research would be really useful

9. Facts & Figures

These figures are taken from the individual feedback received from each of the 16 participating authorities. It has taken considerable time to obtain this information from some of the authorities and therefore some of the early responders may well now have higher figures than initially reported.

A full set of the feedback forms and other evidence from authorities is included in this report (see Appendix 2).

Information Required	Figures		Comments
• Number of primary schools targeted	824 out of a potential 963		Not all authorities targeted all the schools in their area. This was due to a variety of factors from staff resources to library closures (see individual feedback for more information)
• Number of schools signed up	625 (approx. 76%)		Some authorities have struggled to get into schools, but are hoping it will be easier in Phase 3 if the school has added it to their calendar
• Number of Year 4 pupils (across the 16 authorities in total)	24,560		
• Number of Year 4 pupils issued with new cards	12,746 (approx. 52%)		
• Number of opt-out children recorded	158		Many of the children who opted out were already members and didn't want a new card. NB Powys operated an opt-in system.
• Number of any additional children targeted (in mixed classes)	2,738		
• Number of year 4 children who are already library members	7,734		
• Number of issues to children with new cards (books and other items)	28,938		
• Percentage increase in membership compared to the same period last year	Last year 152,717	This year 168,363 (+10%)	Various statistics submitted – mainly numeric as opposed to percentages and some including adult members. Trend in membership appears to be upwards (approx. 10%)
• Number of libraries and schools that are based in Communities First or other areas which are given official classification as being deprived.	Libraries 50	Schools 235	Additionally there are many more CF areas served by libraries despite the library not being based in a CF area. And schools who may not be classed as CF but do have a high number of children receiving Free School Meals. See individual feedback for more information.

10. Conclusions

The Phase 2 roll out of Every Child A Library Member has shown that despite the challenges of local branch closures, cuts to public services and the resulting impact on library staff, this is a very positive initiative with some great outcomes for children, libraries and schools as shown in the analysis of the feedback and the very positive comments from library staff, children, teachers and parents.

Particularly pleasing are those areas where schools have signed up to ECALM and then included regular library visits on their timetables – ensuring all the children have the opportunity to choose their own books and have that opportunity to read for pleasure.

Initial figures shown in the table above show that approximately 76% of the schools targeted in the 16 authorities have engaged with the ECALM project with at least three authorities managing to sign up 100% of their schools at the time the evaluations were submitted.

It should be noted that the majority of authorities were continuing to roll out ECALM at a local level into May/June 2015 in order to mop the schools that still hadn't visited their local library. It is therefore likely that a further evaluation would show improved figures across the board.

Very few children opted out of the scheme and the majority of those that did were already library members and didn't want a new library card.

Additional materials were again required by most authorities to cater for mixed classes where pupils in Year 3 and 5

The overall increase in junior membership has also been pleasing with some authorities reporting increases of 200-300%.

It should however be noted that not all authorities submitted membership figures and some included all memberships not just juniors.

Some of the pilots tried new methods of implementing the scheme – which has resulted in some useful feedback – see Swansea and Gwynedd reports in Appendix 2.

As can be seen from the table above, there are a large number of libraries and schools in Communities First/Pioneer areas involved – demonstrating how ECALM can be a key part of delivering on the priorities included in the Welsh Government policy initiative - Fusion: Tackling Poverty through Culture which links cultural bodies more closely together with the Communities First programme to inspire young people and adults.



There were some difficulties in getting schools engaged in some areas – the amount of time and commitment from library staff needs to be recognised and their input is a key element to the success of Every Child a Library Member.

“It has been quite time consuming getting some schools to respond. Perhaps the Education Minister could write to urge participation in the project to ease progress and assuage data protection concerns? I understand the Minister in England has recently written to schools urging them to ensure that all Year 3 pupils become library members.”

(Library Staff comment)

As mentioned in the comment above, many library staff feel that some direction from DFES to schools and/or head-teachers could greatly help to increase the engagement of schools. The figures and links to reports cited in this report could be used to demonstrate the value of reading for pleasure and its links to improved attainment.

Outcomes and Impacts

The outcomes and impacts identified for the pilot project are outlined below and a selection of statistics and comments received from the surveys analysed in Section 7 demonstrate how the ECALM project has delivered on these.

Children

I enjoy reading more

- *I like to go to the library because it helps me read and makes me enjoy the books more*
- *I like the way it encourages people to read more books*
- *I learn new facts every time I come. I enjoy using the library*
- *I like the way it helps people enjoy reading more*
- *It's fun. I get to learn more about books and I like reading more now.*

I feel my reading skills have improved

- *It is good and makes me a better reader*
- *I like Chatterbooks*
- *I like the reading groups. They have a huge selection of books. It is a very warm and welcoming place. The staff are very nice.*

My family also use the library now

- *62% of children said that someone else in their family had joined the library*
- *Library staff report parents and siblings visiting with children who have joined as part of the project and signing up, including dads and lads.*

- *The children were all really enthusiastic straight after the library visit, with some children taking their parents back there on the weekend.*
- *The whole family loves going, can't imagine life without it.*

Longer term: improved literacy levels

- *80% of teachers who responded to the survey said they had seen immediate changes or improvements in the reading levels or interest among the year 4 pupils*
- *100% of teachers said they would like to work with their local library in the future – with 62% wanted to do more library visits and 25% wanting to start/join a book group*

Parents/guardians

I have saved money through using the library

- *33% of respondents said that they had saved money*

I have started using the library now

- *24% of respondents had not used the library before their children joined*
- *100% would recommend the library to friends and family*
- *85% of respondents use the library for books*
- *100% of respondents feel that they have benefited from using the library*
- *36% have learned something new*

Library Services

Improved collaboration between local departments

- *53% of library staff who responded felt that the profile of the library had increased locally*
- *85% of staff who responded did not think that links with other departments (eg. education) had improved*
- *Some schools do not see the value of the project even refusing to take part. Perhaps more could be done by the Welsh Government to raise the profile of the project with head teachers.*

Increase use of libraries, with resulting benefits for people

- *The initiative is very successful and children enjoy their library visits. They bring their siblings and parents, which encourages whole family involvement. Children are enthusiastic and actively participate in different activities.*

11. Recommendations for Phase 3

Library staff have provided some valuable feedback and insight into the running of the project in their area.

The Audience Development Team has taken on board many of their recommendations and will take these forward into the Phase 3 roll-out.

Some of the key recommendations to take from this evaluation are:

- Need to get more support from education departments/DFES to encourage schools to engage with ECALM – the Audience Development Team is working with MALD to identify ways to take this forward.
- Difficulties in targeting all schools – some authorities feel it is better to focus their attentions on specific schools rather than trying to do all of them in one hit – particularly where there smaller numbers of libraries, reduced staffing, etc.
- The issue of existing members has been raised by several authorities – the Audience Development Team encourages library staff to do what works best for them; the initiative is aimed at non or lapsed members therefore if the authority has a large cohort of existing active library members then attention should be focused on those schools/areas where there is a much lower percentage of engagement in library services.
- The importance of putting on regular events/activities has been highlighted to encourage children to remain active borrowers, similarly encouraging regular class visits works well in keeping the children and teachers engaged with the library.
- The Audience Development Team noted that some of the Dr Rhys Jones events did not work as well as others and some library services did not take full advantage of the opportunity to invite key stakeholders or local press along – the initial staff briefing for Phase 3 has addressed this and outlined a recommended format for the final six events with Rhys.
- The Audience Development Team will also work closely with each local authority press office to maximise press coverage opportunities. A communications and social media plan will also be drawn up providing text, quotes, tweets and photographs in Welsh and English that local authorities can use to promote the project.
- A few authorities used their mobile library service to target some of their schools (e.g. Conwy, Torfaen, Rhondda Cynon Taf)–, especially where library closures have been a major issue – the Audience Development Team will highlight this to all ECALM participants.

12. Phase 3 Roll Out

Work has already begun on the Phase 3 roll out which will encompass all 22 local authorities and will be targeting approximately 35,000 children across Wales.

The Audience Development Team has received a grant of £50,000 from Welsh Government in order to complete this roll out in 2015-16.

Performance Indicators

The Audience Development Team have identified six performance indicators for this project:

- To deliver bags and cards to all 22 authorities by September 2015
- To administer grants to all 22 authorities to aid with events, stock, transport costs by January 2016
- To target up to 35,000 Year 4 children (some Year 3/5 children will also be signed up where there are mixed year groups)
- To hold 6 key events with Dr Rhys Jones in the newly participating authorities by March 2016 – one of which will be celebration event with Ministerial attendance.
- To have 75% of the children targeted in these areas signed up to the scheme by March 2016
- For loans of children's material to be 10% higher in these areas compared to the same period in previous years.

Thank you

The Audience Development Team would like to take this opportunity to thank library staff across Wales for their amazing efforts in getting this project up and running despite facing numerous challenges and for their continued support and feedback.