

# **Tackling Social Exclusion in Libraries**

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Yesterday I talked about the changes we are making in Lincolnshire in order to Develop a Needs Based Library Service. This is a holistic and transformational change process which seeks to ensure that our strategies, structures, systems and culture are all in line with, and mutually reinforcing, each other. Today I am going to explore some of the concepts and research which underpin a Needs Based approach to service delivery.

In this presentation I will be looking at the concepts of social inclusion, social exclusion and social (or community) cohesion. I will be examining the response of the UK government to these concepts, through a number of pieces of research and reports. I will be illustrating some attempts to put these ideas into action, with examples from the library service which I manage in Lincolnshire. I will also tell you something about The Network – an organisation which was created in the UK for those who are committed to tackling social exclusion in libraries, museums, archives and galleries. There are three main themes which run through this presentation:

- the relationship between libraries and the socially excluded
- an understanding of what being community focused means
- looking at library services through the eyes of the community

Yesterday I visited your Carnegie library and saw some good examples of these principles being put into practice. There was a positive and dynamic relationship between the library and the people who live in the neighbourhood. Many libraries are based in the community, but not all libraries are community based. The Carnegie library is community based and there was a clear organic connection between the work of the library and the work of the other agencies operating in the same building. Everyone in that building was community focused and working to tackle social exclusion and disadvantage in the local area.

In terms of looking at library services through the eyes of the community I would like to draw a distinction between customer orientation and customer care. Customer orientation comprises a range of techniques for dealing with customers – this can include giving a welcoming smile, wearing a name badge or picking the phone up within three rings. Customer care is about going the extra mile (or kilometre) and having the skills to understand and assess the needs of library users. It is about recognising that customers are not all equal in their life experiences and chances; so we should not treat all of our customers equally, but in a way that meets their individual needs. This

challenges some deeply held professional library paradigms around issues such as equality, fairness and neutrality.

Staff attitudes and perceptions play a vital role in the effectiveness of public libraries contribution to social inclusion policy and objectives. Questions to be considered include whether or not the ethnicity and social and cultural background of staff can be a key driver in maintaining a positive attitude towards community librarianship. It is necessary to test the theory that an inclusive organisation facilitates an inclusive public service, and that the ability to empathise through personal experience motivates the pro active and successful community librarian.

This will require an assessment of the relationships between staffs own ethnicity, social, cultural and professional background and their capacity to make an effective, empathic contribution to social inclusion objectives. This assessment should be based on the following data:

- staff demographics in terms of ethnicity, age, gender, social background, educational attainment, professional status, and length of time in service
- staff awareness of national, regional and local social inclusion policies and the perceived impact of these policies on current practice
- the extent of staff participation (including willingness to become involved) in social inclusion policy implementation
- the effects of internal policies, including marketing, communication and training upon attitudes towards social inclusion policy
- perceptions of the community role for the public library
- perceptions of socially excluded groups in the locality, which excluded groups staff feel that the library service particularly targets, and which groups staff feel that the library service lets down
- the ways in which exclusion is being tackled and the attitudes towards staff roles and responsibilities in addressing exclusion

Staff awareness of the policy context and drivers for tackling social exclusion is essential. An understanding of the differences between social exclusion, social inclusion and social cohesion is also desirable.

### **Social Exclusion**

Social exclusion as a concept has been recognised in Europe since at least the 1970s, but has been part of the policy agenda in the UK since only 1997. The UK Government's earliest definition of social exclusion was quite limited, but this is the definition that most organisations are still using: "Social exclusion is a shorthand term for what can happen when people or areas suffer from a combination of linked problems such as unemployment, poor skills, low incomes, poor housing, high crime, bad health and family breakdown." The importance of this definition is the recognition of social exclusion as being "a combination of linked problems".

Such definitions were used by the Policy Action Teams set up in 1999 by Government departments to develop their thinking and to take forward these policy areas. For example, in their consultation document, *Libraries for all*, the

Department of Culture, Media and Sport developed their work on social exclusion against a broad background definition: "Social exclusion takes many forms. It can be direct or indirect, and can embrace both groups and individuals. Exclusion also has a geographical dimension embracing rural, urban and suburban areas alike."

However, by 2001, the Government's definition had broadened considerably: "Social exclusion is something that *can* happen to anyone. But some people are significantly more at risk than others. Research has found that people with certain backgrounds and experiences are disproportionately likely to suffer social exclusion. The key risk-factors include: low income; family conflict; being in care; school problems; being an ex-prisoner; being from an ethnic minority; living in a deprived neighbourhood in urban and rural areas; mental health problems, age and disability."

The most recent definition from the government's Social Exclusion Unit states: "While social exclusion is often associated with highly marginalised groups facing extreme forms of multiple disadvantage, our approach is broader. We also include an understanding of how wider social inequality and intergenerational disadvantage can impact on the causes of social exclusion and the risk of becoming excluded. This is a deliberately pragmatic and flexible definition. One of the characteristics of social exclusion is that problems are linked and mutually reinforcing "

Some people have tended to see social exclusion as being related almost entirely to poverty – certainly, there is an economic element to exclusion, but early work at the University of Bristol identified social exclusion as being "multidimensional", and more recent work by Leeds Metropolitan University has shown that there are at least seven "dimensions":

- Economic - long-term unemployment; workless households; income poverty
- Social - homelessness; crime; disaffected youth
- Political - disempowerment; lack of political rights; alienation from and lack of confidence in political processes
- Neighbourhood - decaying housing stock; environmental degradation
- Individual - mental and physical ill health; educational underachievement
- Spatial – concentration and/or marginalisation of vulnerable groups
- Group - concentration of above characteristics in particular groups eg disabled, elderly, ethnic minorities

In talking about social exclusion, we are focusing on the needs of groups and individuals who can be defined using the "dimensions" listed above and who do not have access to services and facilities, or to society's decision-making and power structures. Work by the Local Government Information Unit shows that: "There are excluders as well as victims of social exclusion, and these excluders include mainstream public services, such as health, housing and education." The question we must ask ourselves is, are public libraries also excluders and, if so, what can we do about it?

## **Social Inclusion**

Social inclusion policies locate social exclusion in a wider context. The advocates of social inclusion point out that it is not only the socially excluded who suffer from the outcomes of exclusion; so does the rest of the community. This can take the form of a moral concern by the socially included for the plight of those who are socially excluded and a wish to ensure something is done about it. It can also manifest itself as a fear, on the part of socially included people, that they might suffer the consequences of others exclusion: an example is the fear that crime will spill over from socially excluded areas.

Social inclusion policies are also concerned to reduce the economic impact of social exclusion on mainstream society. The advocates of social inclusion policies would point out that, were it not being used to deal with the consequences of exclusion, the public service budget – and therefore general taxation – could be reduced or the savings reinvested into improved services for all. In other words, the socially included stand to gain financially, or through improved services, if social exclusion can be tackled successfully. Social inclusion therefore puts as much emphasis on providing benefits to the included as it does on helping the excluded

## **Community cohesion**

The proponents of social cohesion reach conclusions that are similar to, but broader than, those of social inclusion. Social cohesion focuses on whole communities, on participation and governance, as well as on the needs of those who are excluded. It sees the development and maintenance of social capital as a fundamental building block, alongside employment, services and a sustainable living environment. By social capital is meant those networks of interactions that we have with one another, that bind us together and act as a primary means of exchanging the information, skills and help that anyone needs in their day to day life.

People who are socially excluded have their access to networks greatly reduced. This leads to social isolation, and a lack of the usual forms of social support that others can take for granted, for people who are already living in difficult circumstances. That is why a lack of social capital has been shown to have a direct effect in undermining the health of socially excluded people. Social capital is therefore not only a basic component of civil society but also a necessity in tackling social exclusion. The broad working definition is that a cohesive community is one where:

- there is a common vision and a sense of belonging for all communities;
- the diversity of people's different backgrounds and circumstances are appreciated and positively valued;
- those from different backgrounds have similar life opportunities; and
- strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

For a library service to be considered as contributing to community cohesion, it needs to have:

- A focus on the 'bigger picture' (e.g. countering racism, healing inter-generational rifts)
- The intention to contribute to community cohesion
- A strategic approach with long-term goals
- A change of culture for the service concerned
- The development of strong and healthy partnerships
- Sustainability – longer-term work, not one-off projects

### **The exclusion – inclusion – cohesion policy continuum**

Social exclusion, inclusion and cohesion are not separate, but overlapping points of view that may best be viewed as an additive policy continuum. Each move across the continuum makes further links between the benefits gained by those who are excluded and the benefits gained by those who are not. At the exclusion end, the focus is on alleviating and eliminating the exclusion. Social inclusion adds to the exclusion focus the need both to satisfy the moral concerns of the rest of the population that people should not be excluded, and to ensure that the included do not suffer the spill over effects that can come from some aspects of exclusion such as crime or the costs of tackling exclusion. Finally, social cohesion adds to the aims of tackling exclusion and promoting inclusion the wish to do so within the context of a civil society whose cohesion is based on mutual links between people, that is, social capital.

It is highly likely that, in any one local area, there will be at least some activity taking place at each point on the continuum. The strategic question is therefore not, on which part of the continuum should one's efforts be focussed, but what should be the balance of efforts and connections between the different elements. For example, should further effort be focused on social exclusion? In the end, it can be argued, it is the socially excluded who are suffering the most and so focussing solely on their needs might at least ensure that something gets done.

On the other hand, if it was felt that there would be resistance to focusing resources on the socially excluded, then social inclusion might be a more viable focus. Such concerns could be dealt with by explaining the benefits to socially included people or appealing to their moral sensitivities. Social cohesion would be a natural focus for people who are concerned to unify the work of tackling social exclusion into wider agendas such as democratic renewal and the development of sustainable communities and environments. In the end, deciding where to focus on the continuum will involve a balance between pay offs, feasibility, legitimacy and the possibility of making links with other policy agendas.

### **Public Libraries and social exclusion**

Since the 1970s, there have been publications identifying the role that public libraries could play in tackling social exclusion – then often called “disadvantage” or “deprivation”. A major response was via “community

librarianship” which Dave Muddiman has described as “an inconclusive and incomplete revolution”. From the late 1990s onwards, there have been a number of key reports looking at the role of the public library in tackling social exclusion:

### **Roach and Morrison**

In 1998 Patrick Roach and Marlene Morrison published *Public libraries, ethnic diversity and citizenship*, which focused on the “social distance ... between the public library and ethnic minority communities”, the “lack of clear vision and leadership on ethnic diversity and racial equality matters”, and the lack of account by public libraries for their “progress in respect of race equality whilst current performance systems are largely colour-blind.” Amongst their recommendations were calls for:

greater integration and partnership between the public library service and related service providers; and a review of the ongoing training and professional development needs of public library staff in the light of changing demographic and social circumstances.

### **Libraries for all**

In 1999, I was a member of the government working group which published *Libraries for all*, a consultation document which identified the role that public libraries could take in tackling social exclusion. This included a set of assessment criteria, six steps which can be used to assess where a library service has reached. These are: identify the people who are socially excluded and their distribution. Engage with them and establish their needs; assess and review current practice; develop strategic objectives and prioritise resources; develop the services, and train the library staff to provide them; implement the services and publicise them; evaluate success, review and improve. The final results of the consultation were published in 2001 as *Libraries, Museums, Galleries and Archives for All* which emphasised the need for a joined up approach to tackling social exclusion.

### **Open to all?**

In 2000 I was a member of the research team which produced *Open to all? The Public Library and Social Exclusion*. The most significant part of this title was the question mark because we were challenging the widely held assumption that libraries really are open to all and the attempts we make to be everything for everybody rather than taking a more focused and targeted approach. This research project had three main elements: researching and writing a set of Working Papers (I wrote two Working Papers – one on *Public Libraries and Social Class* and the other on *Social Exclusion: an international perspective*); a survey of all public library authorities in the UK; and 8 case studies.

The report concluded “that UK libraries have adopted only weak, voluntary and 'take it or leave it' approaches to social inclusion. The core rationale of the public library movement continues to be based on the idea of developing universal access to a service which essentially reflects mainstream middle class, white and English values.” Key consequences of this approach include: “a continuing underutilisation of public libraries by working class people and

other excluded social groups; a lack of knowledge in the public library world about the needs and views of excluded 'non users' ; the development in many public libraries of organisational, cultural and environmental barriers which effectively exclude many disadvantaged people.”

The survey of UK public libraries found that: only one-sixth of public library authorities approximated to a comprehensive model of good practice for social inclusion; most authorities (60%) had no comprehensive strategy and had uneven and intermittent activity; one quarter of authorities had little apparent strategy and service development; only about one third of authorities comprehensively targeted disadvantaged neighbourhoods and social groups; most authorities had no consistent resource focus on exclusion, and this was sometimes very marginal; many of the UK's most marginal and excluded people were not considered to be priorities in library strategy, service delivery and staffing. These included refugees, homeless people and Travellers.

These findings were supported by the eight case studies (carried out across the UK), which found that there were: “some successes in addressing social exclusion, most frequently linked to targeted initiatives employing community development, partnerships, and other proactive ways of working; problems in developing an overall, service wide, policy framework with exclusion issues 'mainstreamed' only exceptionally; a reluctance to adopt resourcing models that consistently prioritise excluded communities or social groups; limits on the ability of library staff to work with excluded people because of lack of skills and training and sometimes negative attitudes; a tendency to suggest that any 'community' activity automatically addresses exclusion and a tendency to consult with communities and excluded groups only sporadically; a preoccupation with libraries as a 'passive' service which prioritises 'access' rather than with proactive and interventionist ways of working.”

The report's final conclusion was that public libraries need to be transformed “to become much more proactive, interventionist and educative institutions, with a concern for social justice at their core.” The specific strategies for such a transformation were identified as: “the mainstreaming of provision for socially excluded groups and communities and the establishment of standards of service and their monitoring; the adoption of resourcing strategies which prioritise the needs of excluded people and communities; a recasting of the role of library staff to encompass a more socially responsive and educative approach; staffing policies and practices which address exclusion, discrimination and prejudice; targeting of excluded social groups and communities; the development of community-based approaches to library provision, which incorporate consultation with and partnership with local communities; ICT and networking developments which actively focus on the needs of excluded people; a recasting of the image and identity of the public library to link it more closely with the cultures of excluded communities and social groups.”

The report also concluded that there are a number of “prescriptions for action” for tackling social exclusion, which include empowering local communities; targeting resources and services; tackling consumerism and the managerial

culture; a re-examination of equality of opportunity; and the need to establish an information policy. A small number of library authorities, including Lincolnshire, are using the findings of *Open to all?* to inform and assess their work in tackling social exclusion.

### **Neighbourhood renewal and social inclusion**

In 2002, Resource (the Council for Museums, Libraries and Archives) published a report on the role that libraries, archives and museums could play in neighbourhood renewal and social inclusion. Whilst the report found “clear evidence that the sector is actively involved with projects focusing on neighbourhood renewal and social inclusion” (and a number of other positive benefits created by the sector), it also showed that: There was a lack of knowledge on the part of organisations as to what the sector could offer; There was a lack of effective, comprehensive evaluation methods to measure the sector’s impact on neighbourhood renewal and social inclusion; There was limited evidence of the sector’s working in “inter-domain or pan-sectoral collaborative partnerships”

### **Other studies**

Examples of other work looking at the role of public libraries include: A survey carried out by Resource in 2001 showed that, whilst 83% of public libraries' equal opportunity policies mention disabled people, only 27% had, at that stage, a disability action plan, 45% provided disability training to all staff, and 53% consulted with user groups.

A report by the Central London Learning & Skills Council in 2002 – *Young People’s Attitude to Learning* - makes it clear that young people do not necessarily see libraries as a source of information about further courses of study and career options.

A survey of public libraries' provision for refugees and asylum-seekers by The Network in 2002 found that some library authorities were providing excellent levels of service, whilst some were barely providing a service at all. For example, several library authorities knew they had refugees and asylum-seekers within their authority, but did not know what languages they spoke. A 2004 Youth Libraries Group publication, *Bright young things*, gives examples of the range of work that public and school library services are undertaking to support learning by children and young people, including young people who may be socially excluded .

A 2004 report from the Department of Culture, Media and Sport *Bringing communities together through sport and culture*, highlights the role that public libraries can play in tackling social exclusion.

A 2004 report by the Local Government Association on *Extending the Role of libraries* which featured Lincolnshire as a best practice case study of a library service that is remodelling for the future. Findings from this research provide an insight into partnership working, funding, targeting user groups, the role of library staff and national and local support networks

These reports indicate that there is some evidence to show that public libraries can provide a focus for civic engagement, but there are many issues arising from this, including: the clash between the “old” and the “new” in terms of the sometimes conflicting needs of existing and new service users; the homogeneity of users may deter others; and expectations of appropriate behaviour. As Anne Goulding has said “The very success of democratic public space lies in its embrace of conflict and plurality and libraries need to consider how to address any tensions inherent in their use and access whilst still ensuring that their capacity to help promote social capital is maintained.”

### **What works**

From the work that has been developed particularly over the last five years or so, it is clear that library services which are tackling social exclusion successfully have the following ways of working, which I would like to illustrate via our Multicultural Development Service in Lincolnshire:

- Services are **targeted** towards specific needy groups and individuals – the Multicultural Development Service targets ethnic minorities, Travellers, refugees, asylum seekers and migrant workers;
- Services are mainstreamed and become part of the ‘core service’ – the Multicultural Development Service has become mainstreamed via £100,000 of core County Council funding. The service was first set up as a pilot using £60,000 of external funding provided by the Children’s Fund.
- Services are sustainable – the Multicultural Development Service has six permanent staff – 2 full time manager and 4 part time outreach workers. This service is being embedded in the strategies, structures, systems and organisational culture of the library service.
- The critical importance of working in partnerships is fully recognised and acted upon – the Multicultural Development Service works in partnership with a wide range of public, private, voluntary and community agencies and organisations, including other Council departments, District Councils, and regional bodies
- Services are provided in partnership with local communities – the Multicultural Development Service works in partnership with a range of local communities who tell us what they need and we then provide it. Examples include a homework club for Portuguese children at Boston library , foreign language newspapers for east European migrant workers living at a hostel in Lincoln, and Arabic, Polish and Russian language academies at Branston Community College, which is a joint public library service and secondary school facility.
- Staff are given thorough and on-going **support and training** – the Multicultural Development Service provides support in stock selection and organising events such as Black History Month and International Women’s Day. The service also provides staff training on issues such as equality and diversity and cultural awareness. Examples include a workshop on Traveller culture (run by a local Traveller) and the UK’s first conference on Library Services for Migrant Workers (organised in partnership with, and with participation by, migrant workers).

## **The Network**

I would like to conclude by telling you something about the Network for tackling social exclusion in libraries, museums, archives and galleries. The Network emerged from the *Open to All?* research project. A key feature of this project was that we held regular seminars to discuss preliminary findings with practitioners, and, at one of these seminars in February 1999, the participants asked if a network of some sort could be formed, in order for them to share good practice and to prevent 'reinventing the wheel'. The Network started primarily with library authorities in London and the South East – however, by October 1999, we had over 20 organisational members.

Since then, we have broadened our remit to include museums, archives and other organisations (including the Heritage Lottery Fund, Manchester Metropolitan University, the House of Lords Record Office, the Petrie Museum, the British Museum, the British Library, and the National Library of Wales), and, today we have 118 members (plus some 15 individuals). Once one part of a local authority joins The Network, this confers membership on the whole authority, and some of our members have used this to take advantage of reduced training course rates.

Although The Network has received some seed-funding in the past, it is primarily reliant on raising its income from subscriptions (which have purposely been kept as low as possible – members pay currently £23 pa for an individual membership, and from £73-£250 for institutional membership) and from its other activities. These include:

### **Running training courses and conferences**

These are a mix of open courses (which anyone can attend) and in-house training courses which are developed to meet the specific needs of local authorities. Topics covered include: An introduction to tackling social exclusion; Working with socially excluded children; Working with looked-after children and young people; Providing services for lesbians and gay men; Working with refugees and asylum-seekers.

Some courses have also been provided for staff outside the libraries / museums / archives fields: for example, the introductory course has been run for the whole senior management team of a borough council; and the services for lesbians and gay men course has been provided for a London Borough's Children's Play staff, and a county authority's Human Resources and Equalities managers.

### **Specific projects**

The Network is also involved in delivering specific projects, including: developing a training kit for library staff working with looked-after young people; and developing service provision for refugees and asylum-seekers, which has become a model for service delivery across the UK. In addition to this, we produce a monthly newsletter, drawing together news, good practice, reviews of key documents, and updates of work at national and Government level – I have bought some copies with me for you to look at, take away and read. The Network manages a number of email discussion lists for members

to share good practice and make enquiries of each other. We also maintain a website which gives access to a wealth of information in these fields ([www.seapn.org.uk](http://www.seapn.org.uk)).

We think that we are probably the only national library Network in the world which is dedicated to tackling social exclusion. The Network is now open to library services worldwide, including the Vancouver Public Library Service, so why not join us?

## Key resources

Carpenter, Helen (2004) *Welcome to Your Library: developing public library services for asylum seekers and refugees in the London Boroughs of Brent, Camden, Enfield, Merton, Newham – final report*. LLDA  
[www.lda.org.uk/files/WTYL\\_PC\\_FINAL\\_REPORT.pdf](http://www.lda.org.uk/files/WTYL_PC_FINAL_REPORT.pdf)

CILIP (2002) *Start with the child: report of the CILIP Working Group on library provision for children and young people*

CILIP (2002) *Making a difference – innovation and diversity: the report of the Social Inclusion Executive Action Group to CILIP*:  
[www.cilip.org.uk/NR/rdonlyres/6315E6DA-785D-4A08-9FCD-33C07A57CAA1/0/sereport2.pdf](http://www.cilip.org.uk/NR/rdonlyres/6315E6DA-785D-4A08-9FCD-33C07A57CAA1/0/sereport2.pdf)

DCMS (1999) *Libraries for all: social inclusion in public libraries – policy guidance for local authorities in England*

DCMS (2001) *Libraries, museums, galleries and archives for all: co-operating across the sectors to tackle social exclusion*

DCMS (2003) *Framework for the future: libraries, learning and information in the next decade*  
[www.culture.gov.uk/global/publications/archive\\_2003/framework\\_future.htm](http://www.culture.gov.uk/global/publications/archive_2003/framework_future.htm)

DCMS (2004) *Bringing communities together through sport and culture: Oldham 2004*

DCMS (2004) *Culture at the heart of regeneration*

Fitzpatrick, S (1999) *Poverty and social inclusion in Glasgow* [discussion paper for the Glasgow Alliance Social Inclusion Inquiry] in Geddes, Mike (2000) *Strategies for social inclusion: learning from the Scottish experience*. LGIU (Local Authorities and Social Exclusion Network, Research Paper 1)

Goulding, Anne (2004) "Libraries and social capital", *Journal of librarianship and information science* 36 (1) March, pp3-6

Home Office (2001) *Building cohesive communities: a report of the Ministerial Group on Public Order and Community Cohesion*

Home Office (2001) *Community cohesion: a report of the Independent Review Team chaired by Ted Cattle*

Home Office (2004) *The end of parallel lives? The report of the Community Cohesion Panel*

Home Office (2004) *Strength in diversity: towards a community cohesion and race equality strategy*

IDeA (2004) *Something to shout about! Cultural connections: cultural services and better public service delivery*

LISC (Wales) (2003) *Mapping social inclusion in publicly-funded libraries in Wales/Mapio Cynhwysiant Cymdeithasol mewn Llyfrgelloedd a Gyllidir ag Arian Cyhoeddus yng Nghymru*

Local Government Association (2004) *Community cohesion – an action guide: guidance for local authorities*

London Central LSC (2002) *Young people's attitudes to learning*

Magne, Sam and McTiernan, Angela (2004) *Open hearts, open minds: a social inclusion self-assessment handbook for staff working with the public and those who support them. Exeter Community Initiatives*

Mears, Sarah (editor) (2004) *Bright young things: libraries inspiring children's learning. CILIP Youth Libraries Group*

Miller, Clive (1999) *Managing for social cohesion. Office for Public Management*

Morrison, Marlene and Roach, Patrick (1998) *Public libraries and ethnic diversity: a baseline for good practice. University of Warwick Centre for Research in Ethnic Relations (British Library Research and Innovation Report 113)*

Muddiman, Dave *et al* (2000a) *Open to all? The public library and social exclusion – Volume 1: Overview and conclusions. Resource (Library and Information Commission Research Report 86)*  
[www.mla.gov.uk/action/learnacc/00access\\_04.asp](http://www.mla.gov.uk/action/learnacc/00access_04.asp)

Muddiman, Dave *et al* (2000b) *Open to all? The public library and social exclusion – Volume 2: Survey, case studies and methods. Resource (Library and Information Commission Research Report 86)*

Muddiman, Dave *et al* (2000c) *Open to all? The public library and social exclusion – Volume 3: Working papers. Resource (Library and Information Commission Research Report 86)* [www.seapn.org.uk](http://www.seapn.org.uk)

Museums, Libraries and Archives Council (2004b) *Inspiring learning for all*  
[www.inspiringlearningforall.gov.uk](http://www.inspiringlearningforall.gov.uk)

Museums, Libraries and Archives Council (2004e) *Framework for the Future: Action Plan 2004-06*

National Literacy Trust (2004) *Literacy and social inclusion: the policy challenge*

Parker, Sandra *et al* (2002) *Neighbourhood renewal & social inclusion: the role of museums, archives and libraries*. Resource

Pateman, John (2003) *Developing a needs based library service*. NIACE ("Lifelines in adult learning" series no.13)

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Pateman, John and Newby, Charles (2004) "The essence of inclusion: Cuba and the Nordic States", *Update* 3 (11) November, pp30-33

Percy-Smith, Janie (editor) (2000) *Policy responses to social exclusion: towards inclusion?* Open University Press

Resource (2001) *Survey of provision for disabled users of museums, archives and libraries* [www.mla.gov.uk/information/execsummaries/es\\_solon.asp](http://www.mla.gov.uk/information/execsummaries/es_solon.asp)

Roach, Patrick and Morrison, Marlene (1998) *Public libraries, ethnic diversity and citizenship*. University of Warwick Centre for Research in Ethnic Relations and Centre for Educational Development, Appraisal and Research (British Library Research and Innovation Report 76)

Room, Graham *et al* (1993) *Anti-poverty action-research in Europe*. University of Bristol, School for Advanced Urban Studies

Ryder, Julie and Vincent, John (2002) *Public library services for refugees and asylum-seekers: the results of the "Words without Frontiers" survey*. The Network

Social Exclusion Unit (2001a) *A new commitment to Neighbourhood Renewal: National Strategy Action Plan – a report by the Social Exclusion Unit*. Cabinet Office

Social Exclusion Unit (2001b) *Preventing social exclusion: a report by the Social Exclusion Unit*. Cabinet Office

Social Exclusion Unit (2004c) *Breaking the cycle: taking stock of progress and priorities for the future – a report by the Social Exclusion Unit*. ODPM