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**An Exploration of the Essential Elements of Community Engagement
in Public Libraries**

by

Hui-Yun Sung

A Doctoral Thesis

Submitted in Partial Fulfilment of the Requirements

for the Award of

Doctor of Philosophy of Loughborough University

16 January 2012

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Abstract

This research aims to explore and identify essential elements of community engagement in the public sector, including library services. Previous research has highlighted public libraries' objectives in undertaking community engagement, in terms of tackling social exclusion, promoting democracy and contributing to social/cultural/human capital. However, it is also apparent that there is a lack of shared vision and strategy for community engagement in public libraries. Furthermore, little systematic research has examined the community engagement process in practice. Hence there is a need for a systematic, comparative and empirical investigation into essential elements of community engagement in public libraries.

The study was qualitative, involving three case studies in England. Research methods employed to gather data included semi-structured interviews, direct observation and document analysis. Both the viewpoints of service providers and service users were captured. Essential elements of community engagement were initially identified in case specific contexts. The discussion of the relationships between elements then identified two key underlying variable drivers (i.e. 'influence of authority' and 'willingness to learn') that had a fundamental impact on community engagement.

- 'Influence of authority' was defined as the extent that the initiative was led by the service or the community.
- 'Willingness to learn' was defined as the extent that the service was willing to embrace a community-driven approach or a library-based approach for implementing community engagement.

The empirical investigative results identified the essential elements of community engagement as comprising of: 'accountability', 'belonging', 'commitment', 'communication', 'a flexible approach', 'genuineness', 'relevance' and 'sustainability'.

The significance of this research is the identification, based on empirical data, of arguably the essential elements of community engagement in the public

library context. However, it is likely that these elements are key to forms of community engagement both within and outside the public sector. Recommendations are made in conclusion for the promotion of genuine community engagement, where the community-driven approach and the organic nature of the community engagement process are seen as being paramount to engagement.

Keywords: community engagement, participation, involvement, partnership, community relations, public libraries.

This thesis is dedicated to my beloved parents and dearest siblings.

謹以此文獻給我最摯愛的父母和最親愛的姊弟妹們。

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Table of Contents

Chapter 1 Introduction	1
1.1 Definition of Public Libraries	1
1.2 An Introduction to Community Engagement	2
1.3 Political Background of Community Engagement in Public Libraries	3
1.4 Engaging with Community Engagement in Public Libraries	5
1.5 Research Aim and Objectives	6
1.6 Thesis Outline	8
Chapter 2 Literature Review	10
2.1 Objectives of Community Engagement for Public Libraries	10
2.1.1 <i>Tackling Social Exclusion and Public Libraries</i>	10
2.1.2 <i>Democracy and Public Libraries</i>	12
2.1.3 <i>Social/Cultural/Human Capital and Public Libraries</i>	14
2.1.4 <i>Criticisms of Community Engagement</i>	18
2.2 Community Engagement Models	22
2.2.1 <i>Community Engagement Models outside Librarianship</i>	22
2.2.2 <i>Community Engagement Models within Librarianship</i>	30
2.2.3 <i>Dimensions of Community Engagement</i>	37
2.3 Key Aspects of Community Engagement in Public Libraries	41
2.3.1 <i>Public Libraries as a Community Space</i>	43
2.3.2 <i>Partnership Working</i>	45
2.3.3 <i>Community Involvement in the Library Service</i>	47
2.3.4 <i>Involvement of Volunteers</i>	50
2.3.5 <i>Working around Books or Information</i>	50
2.3.6 <i>Engaging in Public Dialogue and Deliberation</i>	54
2.4 Chapter Conclusion	54
2.4.1 <i>Common Patterns for Community Engagement</i>	55
2.4.2 <i>Gaps in the Community Engagement and Public Libraries Literature</i>	55
Chapter 3 Research Methodology	57
3.1 Research Philosophy	57
3.1.1 <i>Pragmatism</i>	59
3.2 Strategies of Inquiry	61
3.2.1 <i>Qualitative Strategy</i>	61
3.2.2 <i>Partial Grounded Theory</i>	62
3.2.3 <i>Multiple-Case Studies</i>	64
3.3 Data Collection	69
3.3.1 <i>Semi-Structured Interviews</i>	69
3.3.2 <i>Direct Observation</i>	74
3.3.3 <i>Documentation</i>	78
3.4 Data Analysis	80
3.4.1 <i>Within-Case Analysis: Description and Explanation</i>	80

3.4.2	<i>Cross-Case Analysis: Comparison</i>	95
3.5	Reliability and Validity.....	97
3.5.1	<i>Reliability</i>	97
3.5.2	<i>Validity</i>	98
3.6	Ethical Considerations	102
3.7	Chapter Conclusion	103
Chapter 4 Case Study One: Citizens' Eye (Leicester Central Library)		104
4.1	Summary of Citizens' Eye	104
4.2	Contexts of Community Engagement in Citizens' Eye	105
4.2.1	<i>Task Environment</i>	105
4.2.2	<i>Project Characteristics</i>	106
4.3	Dimensions of Community Engagement in Citizens' Eye	107
4.3.1	<i>Who Was Engaged?</i>	107
4.3.2	<i>How Was the Local Community Engaged?</i>	110
4.4	Essential Elements of Community Engagement in Citizens' Eye	114
4.4.1	<i>Belonging</i>	114
4.4.2	<i>Commitment</i>	118
4.4.3	<i>Communication</i>	122
4.4.4	<i>A Flexible Approach</i>	127
4.4.5	<i>Genuineness</i>	134
4.4.6	<i>Relevance</i>	141
4.4.7	<i>Sustainability</i>	151
4.5	Chapter Conclusion	154
Chapter 5 Case Study Two: Project LiRA (Derby City Libraries).....		157
5.1	Summary of Project LiRA.....	157
5.2	Contexts of Community Engagement in Project LiRA.....	158
5.2.1	<i>Task Environment</i>	158
5.2.2	<i>Project Characteristics</i>	159
5.3	Dimensions of Community Engagement in Project LiRA	160
5.3.1	<i>Who Was Engaged?</i>	160
5.3.2	<i>How Was the Local Community Engaged?</i>	162
5.4	Essential Elements of Community Engagement in Project LiRA.....	165
5.4.1	<i>Accountability</i>	166
5.4.2	<i>Hierarchy</i>	169
5.4.3	<i>Commitment</i>	175
5.4.4	<i>Communication</i>	177
5.4.5	<i>A Flexible Approach</i>	182
5.4.6	<i>Genuineness</i>	189
5.4.7	<i>Relevance</i>	196
5.4.8	<i>Sustainability</i>	200
5.5	Chapter Conclusion	205
Chapter 6 Case Study Three: Community Health and Wellbeing in Libraries (Leicestershire County Council: Library Services)		207

6.1	Summary of Community Health and Wellbeing in Libraries	207
6.2	Contexts of Community Engagement in Community Health and Wellbeing in Libraries.....	208
6.2.1	<i>Task Environment</i>	208
6.2.2	<i>Project Characteristics</i>	208
6.3	Dimensions of Community Engagement in Community Health and Wellbeing in Libraries.....	210
6.3.1	<i>Who Was Engaged?</i>	210
6.3.2	<i>How Was the Local Community Engaged?</i>	212
6.4	Essential Elements of Community Engagement in Community Health and Wellbeing in Libraries.....	217
6.4.1	<i>Accountability</i>	218
6.4.2	<i>Hierarchy</i>	221
6.4.3	<i>Expertise</i>	226
6.4.4	<i>A Flexible Approach</i>	229
6.4.5	<i>Familiarity</i>	236
6.4.6	<i>Relevance</i>	240
6.5	Chapter Conclusion	244
Chapter 7 Discussion		246
7.1	Relationships between Essential Elements of Community Engagement.....	246
7.2	Key Aspects of Community Engagement for Public Libraries	248
7.2.1	<i>Public Libraries as a Community Space</i>	252
7.2.2	<i>Partnership Working</i>	254
7.2.3	<i>Community Involvement in the Library Service</i>	261
7.2.4	<i>Involvement of Volunteers</i>	275
7.2.5	<i>Working around Books or Information</i>	279
7.2.6	<i>Engaging in Public Dialogue and Deliberation</i>	281
7.3	Essential Elements of Community Engagement in Public Libraries.....	283
7.3.1	<i>Underlying Variable Driver: Influence of Authority</i>	283
7.3.2	<i>Underlying Variable Driver: Willingness to Learn</i>	286
7.3.3	<i>A Model of Essential Elements of Community Engagement in Public Libraries</i> 290	
7.4	Comparison with Other Community Engagement Models	292
7.5	Chapter Conclusion	295
Chapter 8 Conclusions and Further Work		298
8.1	Research Overview.....	298
8.2	Contribution to Knowledge.....	300
8.3	Limitations of the Study and Future Work.....	302
8.4	Recommendations for Genuine Community Engagement in the Public Sector .	304
References.....		307
Appendix 1A Interview Schedule (with Library Staff)		325

Appendix 1B Interview Schedule (with Local Community members)	328
Appendix 1C Interview Schedule (with Partnership Organisation Staff).....	331
Appendix 1D Interview Schedule (Background Information)	334
Appendix 2 Changes Made to Interview Questions from Pilots	337
Appendix 3 Interview Transcript Sample	340
Appendix 4 Observation Schedule	359
Appendix 5A Observational Field Note Sample (Expanded Notes)	362
Appendix 5B Observational Field Note Sample (Fieldwork Journal).....	373
Appendix 5C Observational Field Note Sample (Running Record).....	377
Appendix 6A Data Analysis Procedure (Project LiRA)	380
Appendix 6B Data Analysis Procedure (Community Health and Wellbeing in Libraries)	384
Appendix 7A Complete Set of Themes Identified (Citizens' Eye)	388
Appendix 7B Complete Set of Themes Identified (Project LiRA).....	389
Appendix 7C Complete Set of Themes Identified (Community Health and Wellbeing in Libraries)	390
Appendix 8A Participant Information Sheet.....	391
Appendix 8B Informed Consent Form	394
Appendix 8C Amended Informed Consent Form	395
Appendix 9 Author Publications	396

List of Figures

Figure 1.1 Structure of the thesis.....	9
Figure 2.1 Eight rungs on the ladder of citizen participation (Arnstein 1969, p.217)	23
Figure 2.2 The public participation spectrum (International Association of Public Participation 2007, [no page]).....	24
Figure 2.3 The wheel of participation (South Lanarkshire Council [no date]) .	24
Figure 2.4 A framework for participation (Wilcox 1994, [no page])	25
Figure 2.5 Interests in participation (White 1996, p.7)	26
Figure 2.6 Ingredients for engagement (Ipsos MORI 2006, p.6)	27
Figure 2.7 Key purpose and elements of community engagement practice (Scottish Community Development Centre 2007, p.12).....	28
Figure 2.8 Community-led service planning model (Working Together Project 2008, p.30)	31
Figure 2.9 Needs-based library service (Pateman and Vincent 2010, p.120) ...	32
Figure 2.10 Library-community convergence framework for community action (Mehra and Srinivasan 2007, p.133).....	34
Figure 3.1 Four paradigms for the analysis of social theory (Burrell and Morgan 1979, p.22)	58
Figure 3.2 Framework for the research design	58
Figure 3.3 Multiple-cases study analysis design (Adapted from: Yin 2009, p.57)	80
Figure 3.4 Annotating the data on Microsoft Word 2007.....	83
Figure 3.5 Initial thematic map in Citizens' Eye (Excerpt)	87
Figure 3.6 Developed thematic map in Citizens' Eye (Excerpt)	88
Figure 3.7 Revised thematic map in Citizens' Eye (Excerpt).....	90
Figure 3.8 Final thematic map, showing seven main themes	91
Figure 3.9 Structure of codes.....	92
Figure 3.10 Illustration of assigning codes in ATLAS.ti 6.1	93
Figure 3.11 Illustration of writing comments and memos in ATLAS.ti 6.1	94
Figure 4.1 Process of community engagement in Citizens' Eye	107

Figure 4.2 A diagram of multiple partners in Citizens' Eye (Excerpt).....	109
Figure 4.3 Essential elements of community engagement in Citizens' Eye.....	155
Figure 5.1 Process of community engagement in Project LiRA	160
Figure 5.2 A diagram of multiple partners in Project LiRA (Excerpt)	161
Figure 5.3 The hierarchy of staff structure in Project LiRA.....	170
Figure 5.4 Essential elements of community engagement in Project LiRA	205
Figure 6.1 Process of community engagement in Community Health and Wellbeing in Libraries.....	210
Figure 6.2 A diagram of multiple partners in Community Health and Wellbeing in Libraries (Excerpt).....	212
Figure 6.3 The hierarchy of service structure in Community Health and Wellbeing in Libraries.....	222
Figure 6.4 The hierarchy of staff structure in Community Health and Wellbeing in Libraries	223
Figure 6.5 Essential elements of community engagement in Community Health and Wellbeing in Libraries.....	245
Figure 7.1 Relationship between 'hierarchy', 'accountability' and 'belonging'	253
Figure 7.2 'Belonging' and 'commitment' relationship to 'sustainability'	256
Figure 7.3 'Genuineness' relationship to 'sustainability'	257
Figure 7.4 'A flexible approach' and 'genuineness' relationship to 'relevance'	258
Figure 7.5 'Relevance' and 'commitment' relationship to 'sustainability'	260
Figure 7.6 'Relevance' relationship to 'sustainability'	261
Figure 7.7 'Commitment', 'communication' and 'belonging' relationship to 'sustainability'	264
Figure 7.8 'Communication', 'a flexible approach' and 'relevance' relationship to 'sustainability'	267
Figure 7.9 'Belonging', 'commitment' and 'genuineness' relationship to 'sustainability'	269
Figure 7.10 'Belonging' and 'genuineness' relationship to 'relevance'	272
Figure 7.11 'Belonging' and 'genuineness' relationship to 'sustainability'	274
Figure 7.12 'Belonging' and 'commitment' relationship to 'sustainability'	278

Figure 7.13 ‘Genuineness’ relationship to ‘relevance’	281
Figure 7.14 ‘Hierarchy’ and ‘accountability’ relationship to ‘relevance’	282
Figure 7.15 Underlying variable driver: ‘influence of authority’ (‘belonging’ and ‘commitment’ relationship to ‘sustainability’)	286
Figure 7.16 Underlying variable driver: ‘willingness to learn’ (‘belonging’, ‘genuineness’ and ‘relevance’ relationship to ‘sustainability’)	288
Figure 7.17 Underlying variable driver: ‘willingness to learn’ (‘genuineness’ and ‘communication’ relationship to ‘sustainability’)	289
Figure 7.18 Underlying variable driver: ‘willingness to learn’ (‘genuineness’, ‘a flexible approach’ and ‘relevance’ relationship to ‘sustainability’)	290
Figure 7.19 A model of essential elements of community engagement in public libraries	291

List of Tables

Table 2.1 The usages of community mapped to community librarianship (Adapted from: Black and Muddiman 1997, pp.3-14)	40
Table 2.2 Summary of key aspects of community engagement in public libraries	43
Table 3.1 Characteristics of potential organisations/projects for investigation	67
Table 3.2 Final sampling frame for field study	68
Table 3.3 Breakdown of interview respondent numbers	71
Table 3.4 Events and meetings observed	75
Table 3.5 Breakdown of observation respondent numbers.....	77
Table 3.6 A list of documents collected	79
Table 3.7 Data extract, with initial codes applied in Citizens' Eye.....	85
Table 3.8 Illustration of a list of codes	92
Table 4.1 Citizens' Eye and different news agencies.....	108
Table 4.2 A synopsis of roles of partnership organisations in Citizens' Eye....	110
Table 4.3 An overview of example techniques and their influence in the different stages of engagement in Citizens' Eye	113
Table 5.1 A summary of community engagement related policies in Project LiRA.....	158
Table 5.2 A synopsis of roles of partnership organisations in Project LiRA	162
Table 5.3 An overview of example techniques and their influence in the different stages of engagement in Project LiRA.....	165
Table 5.4 A summary of the remit of key staff in Project LiRA.....	171
Table 6.1 A summary of community engagement related policies in Community Health and Wellbeing in Libraries (Adapted from: Leicestershire Together [no date])	209
Table 6.2 A synopsis of roles of partnership organisations in Community Health and Wellbeing in Libraries.....	213
Table 6.3 An overview of example techniques and their outcomes in the different stages of engagement in Community Health and Wellbeing in Libraries	217

Table 6.4 A summary of the remit of key staff in Community Health and Wellbeing in Libraries.....	224
Table 6.5 A summary of library staff's perceptions and attitudes towards approaches to community involvement.....	228
Table 7.1 Occurrence of essential elements of community engagement in the three case studies	247
Table 7.2 Attributes of relationships between essential elements of community engagement.....	247
Table 7.3 Patterns of relationships between essential elements of community engagement.....	248
Table 7.4 Cross-case analysis summary table.....	249
Table 7.5 Comparison of stakeholders' involvement.....	262
Table 7.6 Comparison of contents	264
Table 7.7 Comparison of approaches to knowledge and engagement.....	270
Table 7.8 Underlying variable driver: 'influence of authority'	284
Table 7.9 Underlying variable driver: 'willingness to learn'	286

Chapter 1 Introduction

The aim of this study is to explore and identify essential elements of community engagement (CE) in the public sector, specifically public libraries. CE is high on the Government's agenda and it is particularly related to the concept of 'Big Society', initiated by the coalition Government in the UK, which aims "to put more power and opportunity into people's hands" (Cabinet Office 2010). CE also attracts both academics' and practitioners' interests. Therefore, it is the intention of this study to deal with one of the significant issues facing today's public services and to make a contribution to the policy and practice literature in this area.

This chapter begins with defining public libraries and providing an introduction to CE. It goes on to provide the political background of CE in the public library. It also examines how CE has been applied within public libraries. The aim and objectives of the thesis are presented as well as an overview of the remaining chapters.

1.1 Definition of Public Libraries

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) defined 'public sector' as "a national, sub-national or local level government body, or in certain cases an international organization" (2004, p.4). In line with this definition, public libraries are regarded as one of the services provided by the public sector. As Goulding (2006, p.20) stated, local authorities, or collectively local government, have a statutory duty to provide public library services in England, Wales and Scotland.

More recently, 'public libraries' have been broadly defined by their connection to the concept of citizenship (Murdock and Golding 1989; Melody 1990); their role in social impact (Greenhalgh et al 1995; Kerslake and Kinnell 1998; Muddiman et al 2000), and their relation to literacy and education (Ashcroft et al 2007; Akparobore 2011). In this study, the term 'public libraries' was broadly understood as an institutional context for the association of individuals and groups bound by a common public objective for their

educational, informational, cultural and recreational roles.

1.2 An Introduction to Community Engagement

The past decades have witnessed the increasing popularity of the term 'community engagement', which has been adopted by a wide range of organisations (e.g. local government bodies, non-government organisations and the World Bank), in various disciplines (e.g. politics, development studies and health services) and in many countries (e.g. England, Africa and Brazil). However, despite its widespread adoption, there is no universal consensus about the meaning of CE (Sarkissian et al 2009, p.47).

Compounding this complexity, when theorists and practitioners discuss the meaning of engagement, a discussion about diversity of terms emerges (Department of Sustainability and Environment 2009). For instance, Harris and Carter (2009, p.4) stated "participation, engagement, involvement and empowerment have been the subjects of a great deal of research, debate and policy." In addition, the term 'engagement' is frequently qualified with an array of prefixes, such as 'civic', 'civil', 'public', 'community' and 'citizen'. It was also noted that terms, such as 'consultation' and 'participation', are often used interchangeably (Sarkissian et al 2002).

To simplify the language used in this thesis, the term 'community engagement' (CE) was adopted. Although the concept of 'community' bears different meanings to different authors, such as Kelly (1984), Dolan (1989) and Miller (1998), for the purpose of this research, 'community' was regarded as a multi-faceted concept. Specifically, an individual could be a member of a community living in the same locality, sharing common interests/needs or relating to a demographical characteristic. Also, an individual could belong to multiple communities at any one time and move in and out of any community over the course of time.

Bearing in mind the different meanings that the much-used term, CE, has been given by different authors from a variety of academic literature, manuals and models for practitioners, this research has relevance for all forms of CE at a

variety of scales. Although there is no widely-accepted definition of CE, for the purpose of this research, Rogers and Robinson's definition of CE was adopted:

Community engagement encompasses a variety of approaches whereby public service bodies empower citizens to consider and express their views on how their particular needs are best met. These may range from encouraging people to have a say on setting the priorities for community safety [...] to sharing decision-making with them in relation to defined services. (Rogers and Robinson 2004, p.1)

1.3 Political Background of Community Engagement in Public Libraries

An awareness of the importance of CE has been increasingly recognised by the UK government since the 1960s. Centrally, *Public Libraries and Museums Act 1964* required library authorities to “provide a comprehensive and efficient library service for all persons desiring to make use thereof”. The White Paper on modernising government highlighted the necessity to ensure that users are at the heart of all decisions about public services (Cabinet Office 1999). The act set the context in which libraries work and the White Paper then obliged libraries to conduct community consultation to investigate different user groups' needs and wants in order to serve a population with different ages, backgrounds and interests.

Furthermore, *Framework for the Future* (Department for Culture, Media and Sport 2003) defined one of the potential roles of public libraries in developing social capital as ‘community and civic value’ and the action plan accompanying the strategy focused on ‘building social cohesion’ and ‘addressing social exclusion’. Communities are also a key theme of *Investing in Knowledge* in terms of “involving communities in the creation and running of their local integrated museum, library and archive services, supporting community identity and citizenship” (Museums, Libraries and Archives Council 2004).

Following these, *Public Library Service Standards*, which came into effect in 2001 with an aim to provide a ‘comprehensive and efficient service’ and set for the first time a performance monitoring framework for public libraries in England, were revised in 2008 to assess service performance and ensure that

public libraries reflected the new strategy and delivered quality services to meet local needs effectively (Department for Culture, Media and Sport 2008). The standards were abolished in 2009 (Cipfa 2011).

More recently, the policy statement *Modernisation Review of Public Libraries* (Department for Culture, Media and Sport 2010), building on *Framework for the Future*, emphasised the purpose and role of public libraries as information and learning services that support equality of opportunity and help to create informed and empowered citizens through CE and partnership working. The Review appeared just before the end of the previous (Labour) Government, and has not been picked up by the new (Coalition) administration. Additionally, the Chartered Institute of Library and Information Professionals, Community Services Group published its policy statement to library and information organisations on their role and action to contribute to community development and social justice through CE (Chartered Institute of Library and Information Professionals 2010).

Locally, the *Duty to Involve* act came into effect on the 1st April 2009 for all best value authorities¹ across England, which requires local authorities to “embed a culture of engagement and empowerment”. Put specifically, when planning and delivering their services, local authorities, including public libraries, must fulfil the following activities:

1. to inform: providing local people with appropriate information about services, policies and decisions, which affect them, or might be of interest to them;
2. to consult: offering local people appropriate opportunities to have their say about the decisions and services that affect them through consultation; and

¹A local authority is a best value authority and “A best value authority must make arrangements to secure continuous improvement in the way in which its functions are exercised, having regard to a combination of economy, efficiency and effectiveness” (*Local Government Act 1999*).

3. to involve: providing more interactive forms of engagement, such as working with the authority in designing policies, carrying out some aspects of services for themselves and assessing services. (*Local Government and Public Involvement in Health Act 2007*)

To take this act a step further, *Communities in Control: Real People, Real Power* aimed to “pass power into the hands of local communities”. It further stated “we want to generate vibrant local democracy in every part of the country, and to give real control over local decisions and services to a wider pool of active citizens” (Department for Communities and Local Government 2009, p.1).

One of the common threads running through these policies and strategies, either at the central or local level, was that public services, including public libraries, in England were encouraged to embrace CE in the process of service planning and delivery. Indeed, a review of the librarianship literature showed a variety of examples of public libraries embracing CE to demonstrate their contribution to the Government’s agenda of providing comprehensive and efficient services, meeting community needs, building cohesive communities, supporting community identity, building citizenship or fostering community development.

1.4 Engaging with Community Engagement in Public Libraries

The decline of public library service usage, for example, reduced access to public library service points, decline in library visits and decrease in adult book issues (Audit Commission 1997; Audit Commission 2002; Coates 2004; Cipfa 2008) and reassessing of library policies and practice in accordance with the Government’s agenda (Goulding 2009; Pateman and Vincent 2010) have resulted in a growing literature on CE in the context of public libraries both in theory and in practice. To this end, the trends and trajectories of CE in public libraries were observed by the researcher.

Changes were noticed when CE was conceptualised into models. More recently, library-related models have tended to incorporate CE culture in the library service as a whole, instead of regarding CE as a separate or one-off activity (Mehra and Srinivasan 2007; Pateman and Vincent 2010). Furthermore,

greater emphasis is placed on a community-led service, rather than a library-based one, which has been implemented for some time (Working Together Project 2008).

Following an increasing interest in CE in rhetoric, a number of community-based programmes occurred in public libraries all over the world. A wide diversity of forms of CE emerged in tandem and changes were also observed. For example, one of the obvious changes was a shift in the relationship between library services and local communities, where the community went from being considered as passive beneficiaries or customers with choices to actually becoming active stakeholders (Pateman and Vincent 2010). Additionally, as engagement went wider and deeper, some emotional aspects of the process were observed, such as friendship, trust, respect, ownership and commitment (Working Together Project 2008).

A more sophisticated discussion about different forms of CE is now to be found in the documentation literature and empirical evidence than was evident a decade ago. Effort in contributing to genuine CE is evidenced. Yet, a genuine form of CE, which is community-driven and self-sustained, is still rarely discussed in the librarianship literature. This could be because the ethos of genuine CE conflicts with traditional library professionals (Willingham 2008). More challenges that contradict the development of genuine CE in libraries, such as a lack of library staff's skills, bureaucracy of the service's procedures and policies, and accountability to meet funding criteria on project bases, were raised by Wilson and Birdi (2008). Therefore, in order to reap the rewards of genuine CE, public library services still have a long way to go.

1.5 Research Aim and Objectives

The literature has provided evidence for the popularity of the term, community engagement, and research has identified public libraries' objectives in undertaking CE. While there is a call for wider, deeper and stronger levels of CE in library services (Hart 2007; Mehra and Srinivasan 2007; Goulding 2009), it has been identified that there exists a lack of shared vision and strategy for CE in the librarianship context (Taylor and Pask 2008; Willingham 2008; Goulding

2009).

Furthermore, it was observed that little systematic research has examined the CE process in practice in public libraries; nor have the practical implications of CE for public libraries been addressed. To this end, it is considered appropriate to investigate the essential elements of CE and the implications of these elements for public libraries. Therefore, this research aims to explore and identify essential elements of CE in public libraries, from the perspectives of both service providers and service users. In order to achieve this aim, the following objectives need to be met:

1. to identify practice in public library services with regard to CE;
2. to identify the key stakeholders in the engagement process;
3. to capture key stakeholders' perceptions, attitudes and actions towards CE within the public libraries selected for investigation;
4. to explore how the selected public libraries implement CE in different ways; and
5. to investigate how different strategies influence CE and identify key drivers and essential elements of CE.

The scope of this research is located in CE within public libraries. It concentrates on the position in England but takes account of experience in other countries around the world where relevant and feasible.

In addition, the intention of this research is not to generalise but to deeply understand both service providers' and service users' 'meanings' about CE; to explore essential elements of CE; and to identify the relationships between those elements. Recommendations for genuine CE within the public sector follow the systematic and comparative analysis of the three selected case studies.

1.6 Thesis Outline

This thesis contains eight chapters, of which the first has provided an introduction to the research domain and set out the aim and objectives of this research.

Chapter 2 is the literature review, which explores and critically reviews the current literature in the area of CE and public libraries, ending with six key aspects of CE that the literature suggests are common to library practice.

Chapter 3 focuses on the research methodology and discusses the research philosophy and strategies of inquiry relevant to this research. The process of data collection and data analysis are also justified and explained.

Chapters 4, 5 and 6 present the findings from the three selected case studies respectively, providing the background information of the projects and identifying essential elements of CE that were emphasised by research participants.

Chapter 7 discusses the findings of a comparative analysis of the three case studies in the context of the current literature, identifying underlying variable drivers in the CE process and essential elements of CE. A model of essential elements of CE is proposed.

Chapter 8 concludes this thesis by presenting an overview of the research, justifying its contribution to knowledge, discussing its limitations and opportunities for future research, and offering recommendations for genuine CE in the public sector.

The structure of the thesis is shown in Figure 1.1, which demonstrates the relationships between existing knowledge, the research objectives set out and the studies undertaken in each chapter to help answer the research question.

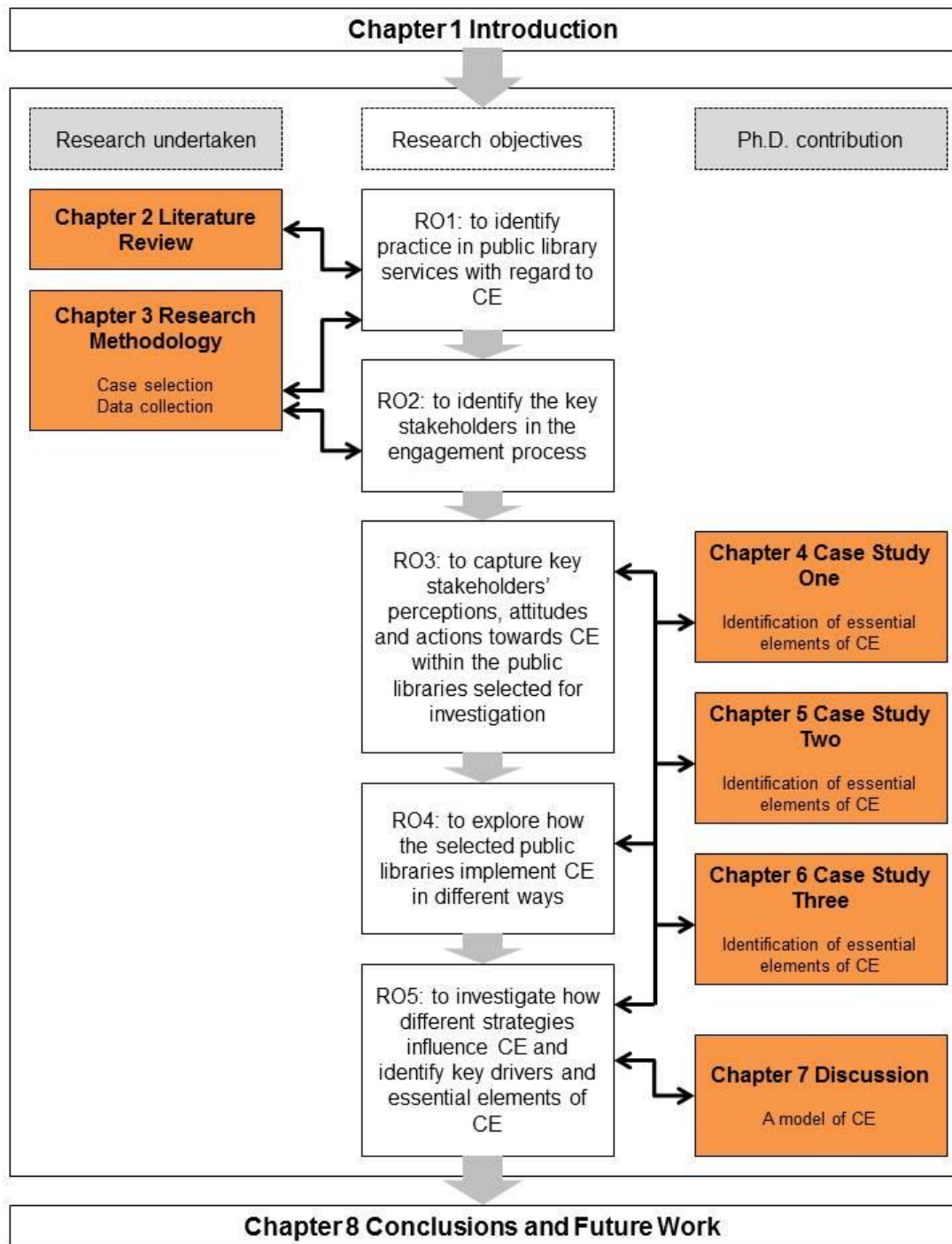


Figure 1.1 Structure of the thesis²

Having laid out the background of the research and the structure of the thesis, the thesis now moves on to the literature review.

² Chapter 2 Literature Review also influenced RO2 - 5.

Chapter 2 Literature Review

This chapter reviews the policy and practice literature in order to understand the current position regarding community engagement (CE) and public libraries research. It starts by exploring objectives of CE for public libraries. This chapter also identifies models that are related to CE both within librarianship and outside the domain. Finally, a range of examples of how CE has been applied within public libraries in practice are provided.

2.1 Objectives of Community Engagement for Public Libraries

A number of studies have shown that one of the critical components for success in development projects is CE, which is associated with, for example, greater efficiency, understanding social cohesion, greater transparency and accountability, and increased empowering of the poor and disadvantaged (Pretty 1995, p.1251). Similarly, a review of the librarianship literature summarised three main objectives of CE for public libraries, that is, tackling social exclusion, democracy and social/cultural/human capital, which are discussed next. In addition, criticisms of CE for libraries were also identified.

2.1.1 Tackling Social Exclusion and Public Libraries

Theoretically, community librarianship is one of several ways of grappling with social exclusion and promoting community development (Vincent 1986; Black and Muddiman 1997; Birdi et al 2008; Pateman and Vincent 2010). A review of the literature indicated that in some cases public libraries are recognised as places for tackling social exclusion (Stilwell 2006; Birdi et al 2008; Gehner 2010). In other cases, it is more about libraries recognising that they have to reassess their policies and practice in the light of what has been known as social exclusion, for example from focusing on inequality and disadvantage during the 1970s and on the specific library and information needs of the minority in the early 1980s particularly on ethnic diversity and citizenship in the 1990s, to promoting race equality from 2000 (Vincent 2009a).

Whether it is to fulfil the library's role as a place to tackle social exclusion or to reassess their policies and practice, research has shown a number of ways that

libraries adopted to combat social exclusion. For example, Broady-Preston and Cox's (2000, p.149) research revealed that public libraries tackle social exclusion by providing access, using new technologies to information for the disadvantaged. Similar results in meeting social inclusion objectives were found in the research of Benstead et al (2004), which suggested that innovative use of rural locations, such as schools, village halls or post offices, in order to provide books and access to PCs and the Internet, are more adequate than delivering traditional mobile library services to rural communities in England.

In addition, public libraries have carried out a range of work, in the form of outreach or partnership, to reach marginalised groups and tackle social exclusion. For example, in Australia the Cranbourne Communities for Children project has developed a partnership with the Casey Cardinia Library Corporation to take the library's resources to places in the community, via existing agencies and child friendly facilities (Smith 2008). In England the Studio 12 project is a partnership between Leeds Library, Information Service and Pavilion (a media arts organisation), which supports the aspiration of young people to find work opportunities within the creative and cultural sector and inspires the socially-excluded in the region (Stevenson et al 2006). On a positive note, these initiatives reflected the change in the library services from being bystanders, encouraging people to come to library buildings, to actually taking services out into the community. Yet, on closer inspection, the community still played a passive role of beneficiaries on the receiving end of those projects that were mentioned above.

Partly because of this, Birdi et al (2008, p.582), reviewing the reports by Muddiman et al (2000) and Audit Commission (2002), concluded that "a number of changes must be made if the public library service is to become socially inclusive and engage effectively with local communities in terms of its service delivery." Echoing this notion, Middleton (2006, p.37) suggested "We [Public libraries] need to move away from concentrating on tackling social exclusion and move towards real participation or – a term increasingly used by policy makers – civic engagement."

Furthermore, a number of articles have sought to highlight the impact of public libraries in identifying the causes of social exclusion and in providing socially-inclusive services. Gehner (2010) investigated the ways in which the public library engages low-income individuals and communities, for example looking beyond the income level to understand deprivation; focusing on the causes of social exclusion not just symptoms; removing barriers that alienated socially excluded groups; getting out of the library; and getting to know people. Gehner, therefore, suggested that public libraries need to “move beyond categorical problem solving to a more comprehensive sense of community development as a way to positively affect the lives of low income families and individuals” (2010, p.39). Echoing this notion, a related term to community development is ‘community building’, which was particularly emphasised by Sarah Ann Long for her year as American Library Association president in 2000-2001. As Sarah Ann Long explained, “Libraries Build Community means collaborating and forming partnerships and alliances” (McCook 2000, p.vii).

2.1.2 Democracy and Public Libraries

The role of the public library as a promoter of citizenship and democracy has been historically embodied by the concept of civic librarianship (Kerslake and Kinnell 1998; McCable 2001; Schull 2004). For example, McCabe (2005, p.67) claimed that “civic librarianship holds that public libraries are community development and problem-solving agencies, not mere distributors of materials and services.” The theoretical role of civic librarianship was translated into a practical service model, that is, the Civic Library Model, which was advanced at the US-based Libraries for the Future³ (LFF) meeting in 2000. The model suggested six areas of activity that libraries could engage to promote their democratic values and foster civic participation:

1. public space;
2. community information as a medium for engagement;

³ According to Schull (2004, p.63), “Libraries for the Future was founded in 1992 by a group of citizens, including librarians, who were concerned [...] about the public’s lack of awareness and understanding regarding the library’s key importance for civic infrastructure. Its programmes and projects have been nourished by the philosophy that libraries are core elements of democratic culture.”

3. public dialogue and problem solving;
4. citizenship information and education;
5. public memory; and
6. integrating the newcomer. (Schull 2004, p.64)

Echoing the six points of the LFF Civic Library Model, Kranich (2005, p.94) underscored that “libraries play a critical role in rekindling civic spirit not only by providing information, but also by expanding opportunities for dialogue and deliberation that are essential to making decisions about common concerns.” In this respect, Kranich further gave a number of examples of civic partnerships:

1. the library as a civic space;
2. the library as a public forum;
3. the library as a civic information centre;
4. the library as a community-wide reading club; and
5. the library as a partner in public services, such as public broadcasting stations, museums and educational institutions. (Kranich 2005, pp.95-97)

More recently, there has been increasing literature on the role of CE in enhancing and fostering the public library mission of democracy. For example, Budd (2007, p.1) noted that this mission includes the goal of changing society by enhancing egalitarian access to democratic participation. Willingham (2008, p.99) advocated that “Libraries are civic agents creating civic agency⁴”, which indicated a collaborative relationship between the library service and the community. Further, Somerville and Haines (2008) claimed that CE should enhance democratic accountability, improve community well-being and result in fairer and more effective decision making. There is an additional way of

⁴ Willingham (2008, pp.99-100) defined ‘civic agency’ as “the capacity of human communities to act cooperatively and collectively on common problems and challenges”.

thinking, as exemplified by Pateman and Vincent (2010), which advocates that public libraries have a more active, political role in contributing to social justice – for example, helping to combat racism.

One of the common threads among the articles mentioned above is a call for reform, both conceptual and practical, in the public library service. For example, Budd (2007) evoked the ideas of ‘egalitarianism’, ‘community’, ‘freedom’, ‘responsibility’ and ‘autonomy’ in a democratic process. Additionally, it was suggested that libraries must think creatively about how the library could fulfil community needs, not from the belief of professionals but from the requirements of the community (Deane 2003; Willingham 2008).

2.1.3 Social/Cultural/Human Capital and Public Libraries

In a lecture to the Joseph Rowntree Foundation, Tony Blair clearly identified some of the most difficult problems of social exclusion:

Their poverty is, not just about poverty of income, but poverty of aspiration, of opportunity, of prospects of advancement. We must not in any way let up on the action we take to deal directly with child poverty. But at the same time, we have to recognise that for some families, their problems are more multiple, more deep and more pervasive than simply low income. The barriers to opportunity are about their social and human capital as much as financial. (Blair 2006)

The last sentence quoted above echoed some of the librarianship literature, which made the connection between public libraries and different forms of capital (Goulding 2008). This section thus depicts the role of the public library in contributing to social, cultural and human capital, which is seen as being intertwined.

2.1.3.1 Social Capital and Public Libraries

Social capital is defined by the Organization for Economic Co-operation and Development (OECD) as “networks together with shared norms, values and understandings that facilitate co-operation within or among groups” (Côté and

Healy 2001, p.41). In essence, it focuses on the social relationships between members of a community.

It is evident from the librarianship literature (Kranich 2001; Goulding 2004; Hillenbrand 2005; Hart 2007) that the public library is recognised as a creator or developer of social capital. In this regard, Hillenbrand's research concluded that public libraries contributed to social capital in a number of ways through:

1. encouraging civic engagement by delivering programmes that bring citizens together;
2. upholding democratic ideals by making information freely available to all citizens and promoting information literacy;
3. engaging in partnerships with other community organisations;
4. encouraging trust through social inclusion and cohesion by providing a neighbourhood resource and meeting place that is accessible to everyone;
5. facilitating local dialogue and disseminating local data; and
6. providing a public space where citizens can work together on personal and community problems. (Hillenbrand 2005, p.9)

Echoing the final point, Kranich (2005, p.95) also stated that "Libraries abet social capital by providing a space, or commons⁵, where citizens can turn to solve personal and community problems." Furthermore, Schull highlighted a leadership role for the library to play in organising and managing local information and creating local information networks, which ultimately helped to "build social capital by linking the skills and interests of residents to opportunities for service that benefit the overall community" (Schull 2004, p.65).

⁵ The 'commons' is referred to, in the US literature, as the idea of "a public space that brings together people from diverse backgrounds to interact, share concerns and work together" (Hillenbrand 2005, p.9).

While libraries have been involved in building social capital, there exists a gap between rhetoric and reality. For example, Stambaugh (2002) and Johnson (2010) suggested that little evidence (i.e. empirical studies) had been found to support the causal relationship between the library and social capital. Hart (2007) also indicated that public libraries in South Africa failed to find measures of outcome that people outside the field, such as their funding bodies, would understand. Echoing these notions, the necessity of investigating the contribution of public libraries to creating social capital was therefore highlighted (Hart 2007; Vårheim 2009; Johnson 2010).

2.1.3.2 Cultural Capital and Public Libraries

Cultural capital concerns the role that cultural competence, knowledge and experience play in relation to the formation of class differences or social stratification. Whilst there was literature, such as Rueda et al (2003), investigating the role of education, particularly schooling, in the cultural capital formation, scant literature was found to specifically address the relationship between public libraries and cultural capital. Usually, cultural capital was mentioned in librarianship literature in the discussion of relevant concepts, such as social inclusion (Stilwell 2006) and social capital (Johnson 2010). Indeed, as Goulding (2008, p.237) suggested, “For public libraries, the idea that facilitating cultural capital may be a means of addressing social exclusion, contributing to social capital and stimulating community engagement has some merit and could give an added dimension to their role.”

Drawing from education literature, the extent to which public libraries contributed to cultural capital formation tended to focus on their service as loaners of books. For instance, Sullivan’s (2001) research on cultural capital and educational attainment recognised young people’s use of public libraries and book borrowing as key indicators in their acquisition of linguistic skills, cultural knowledge and academic qualifications. *Cultural Capital: A Manifesto for the Future* (2010, p.13) also claimed that public libraries had the potential to contribute to cultural capital and stated “Public libraries offer access to information and the Internet, helping to build skills.” However, in addition to

passive possession of information and resources, libraries could have a lot more to offer, for instance combating social exclusion (see Section 2.1.1).

2.1.3.3 Human Capital and Public Libraries

The OECD (1998, p.9) defined human capital as “the knowledge, skills and competences and other attributes embodied in individuals that are relevant to economic activity.” Describing that libraries are seen as cost centres to the local government, Hart (2007, p.20) advocated “The aim is to prove that public libraries provide a good return on investment.” It was from the aspect of public service accountability that human capital started to receive more attention in the librarianship literature. For example, research by White (2007) focused on how public libraries could assess their human capital investment (i.e. staff expenditure) and the resulting performance generated by the staff. Asonitis and Kostagiolas’s (2010) research explored human capital as one of the intellectual capital forms and identified its contribution to the objective of improving library services and performance.

It was not a surprise to learn that human capital assessment, in the two studies mentioned above, tended to focus on the library service and staff. As White (2007, p.110) justified, “A historical review of different types of libraries yields that generally a library allocates 50-70 percent of annual total expenditure to staffing and related costs”, which indicated that library staffing was one of the largest outgoings for the library.

Yet, another aspect of human capital in librarianship turned to look at the skills, education, experience and knowledge of individuals in the community. For example, Chisita ([no date], p.13), quoting Xavier (1999), stated that “The main determinant of poverty today is [...] lack of appropriate human capital to produce value, make use of technology and attract investment.” Based on this notion, Chisita gave an example of Harare City Library in Zimbabwe and illustrated the role that public libraries played in contributing to a broader context of socio-economic development:

The public library contributes towards socio-economic development through provision of free access to educational materials and

information literacy programmes with regards to the skills needed by the user to find, retrieve, analyse and use information judiciously. These skills are critical for users as they help them to deal with the complexities of the modern information driven environment. This also contributes to capacity building in the form of human resource development, through equipping individuals with the understanding, skills and access to information that enables them to improve performance. (Chisita [no date], p.13)

This idea was echoed by Clayton and Hepworth (2006), whose research concluded that public libraries are important generators of intangible capital (i.e. competitive assets, such as organisational learning and human capital) and customer capital (i.e. the strength and loyalty of the customer relationship) in the knowledge economy.

In summary, prefixed by 'civic', librarianship has a definitively democratic ring to it. Qualified with 'community', it evokes a warm, inclusive feeling of people working collaboratively for the common good. Whether it is civic librarianship or community librarianship, it is good to learn that the public library started to put local communities at the centre of its service and attempted to contribute to the socio-economic development.

2.1.4 Criticisms of Community Engagement

It was evident from the discussion above that the concept of CE has been increasingly applied to public library services in order to make a case for their contribution to tackling social exclusion, fostering democracy and developing social/cultural/human capital. However, the researcher argued that such rhetoric or theories are ideological assumptions of the significance of CE for public libraries, and are not supported by systematic and empirical evidence. Additionally, the researcher was aware that by focusing on the positive aspects of CE, there is a risk of neglecting any failings in approach, barriers to meaningful CE or areas of under performance in the engagement process. This section therefore discusses criticisms of CE, from a philosophical perspective and a practical perspective respectively.

2.1.4.1 From a Philosophical Perspective

Critical analysis of the literature has shown a wide range of criticisms surrounding CE as a philosophical approach, such as representation issues (Cornwall 2008b), inequality (Sarkissian et al 2009), unequal distribution of power and resources (Beetham et al 2008).

When Cornwall (2008b), reviewing the literature in the field of development studies, discussed questions pertaining to 'representation and voice' in the engagement process, she raised two controversial issues. One was related to "the identification of predetermined categories of 'stakeholders' whose views are taken to represent others of their kind" (Cornwall 2008b, p.277). In this respect, Cornwall (2008b) criticised that the use of categories rely only on the views of those who speak about and for a particular interest group and on outsiders who decide those categories.

The other was that "the use of categories to distinguish between different segments of 'the community' leads outside agencies to treat these categories as unproblematic and bounded units" (Cornwall 2008b, p.277). Echoing this notion, Cohen and Uphoff (1980, p.222) gave an example of engaging with 'the rural poor' and explained "their [the rural poor] being considered as a group is not, indeed, something they would themselves be likely to suggest". Indeed, those who were put into the same categories might not see themselves in these terms.

Cohen and Uphoff (1980, p.222) went on to illustrate the diversity of a community: "There are significant differences in occupation, location, land tenure status, sex, caste, religion or tribe which are related in different ways to their poverty." Similarly, Dempsey (2010, p.360), drawing upon a qualitative case study of a campus-community partnership, criticised "[E]xisting discussions of community engagement downplay the complexity of community, abstracting and dissolving important divisions and power structures in the process. As a result, they misleadingly assume a unity and homogeneity that rarely exists." These quotes highlighted the diverse nature of

individuals within a community, which made the representation issues in CE projects even more challenging.

Furthermore, issues around 'power' in the CE process also obtained attention from the literature. For example, "Although promoted in terms of empowerment, community engagement can reproduce or accentuate problematic social relationships" (Dempsey 2010, p.360). One of the examples that Dempsey (2010) gave was that unequal access to decision making could lead to harmful power imbalances that undermine the goals of CE. Additionally, Cornwall (2008b, p.278) drew a distinction between involvement and influence, stating "Being involved in a process is not equivalent to have a voice." Indeed, the increasing popularity of CE sometimes disguises the fact that CE can take on multiple forms, which are influenced by the unequal distribution of power, resources and control, as discussed in Section 2.2.1.1.

2.1.4.2 From a Practical Perspective

The literature also warns that there are challenges encountered with the practical application of CE to a public library context if libraries are to benefit from wider and deeper CE. One of the biggest challenges to overcome is related to library staff's skills, attitudes and ways of working. For example, Pateman and Vincent (2010, p.120) stated that "this [change] challenges some deeply held professional library paradigms around issues such as equality, fairness and neutrality." One of the examples they gave was that library staff are reluctant, and regard it as intrusive, to ask library users many 'personal questions', which might be more meaningful in terms of understanding community needs, as opposed to relying on a simple count of library visitors. In this respect, Pateman and Vincent (2010, p.120) suggested a shift from customer orientation (i.e. a range of techniques for dealing with customers, such as giving a welcoming smile) to customer care (i.e. understanding and assessing library users' individual needs).

Another challenge is related to the conflict between library service professionalism and CE. As Willingham (2008, p.108), based on her professional experience as a public engagement and change management

consultant, noted, "Library and Information Science lacks the language or model of its new emerging role and in many cases, rejects proactive, community building as 'out of hand' for a neutral public funded institution."

Other challenges are related to the library's organisational culture. There is a wide agreement in the literature that conducting CE is not an easy task, partly because it conflicts with the traditional library service. As Budd (2007, p.13) put it, "These recommendations [for libraries as leaders and changing society] are likely to be controversial in some environments. They will be difficult to implement." Similarly, while Goulding (2004, p.5) regarded libraries as "a physical and social focus for civic engagement", she also noted: "The homogeneity of users may also discourage certain sections of the community entering the library. A white, middle-class, academic culture can alienate disadvantaged people and those of ethnic origin. Similarly, expectations of appropriate behaviour such as the rules and regulations surrounding library membership and use can intimidate potential users, especially young people."

In terms of the library's organisational culture, Pateman and Vincent (2010) suggested a new way of thinking and working (compared with the traditional library service) in order to engage the whole of the local community in the development of a needs-based library service. To be specific, Pateman and Vincent (2010) suggested that libraries should have flatter matrix structures (rather than long hierarchies), have community development (rather than outreach), regard communities as stakeholders (rather than as customers) and have a long-term approach to culture change (rather than relying on short-term grants and project workers).

For example, as Pateman and Vincent (2010, p.122) explained, the use of 'outreach' in library staff's job descriptions indicates an emphasis on 'special services' or 'equal access'. However, by using the term 'community development' in the job descriptions of those whose responsibilities include targeting socially excluded people, the remit becomes broader. This enhances that a role has been found to encourage multi-skills, a more flexible workforce

and an increased portfolio of transferable skills for improving job satisfaction, employability and progression (Pateman and Vincent 2010).

2.2 Community Engagement Models

In the light of various languages, meanings and approaches attached to CE, it is clear that CE is a complex and contested concept. In order to help understand some of the meanings that CE has come to be associated, this section first examines a range of CE related models, both outside and within the librarianship domain. It goes on to explore the diversity of 'dimensions' of CE.

2.2.1 Community Engagement Models outside Librarianship

A review of the literature summarised two forms of CE models. One focuses on typologies of CE (Arnstein 1969; Wilcox 1994; Pretty 1995; White 1996; South Lanarkshire Council 2002; International Association of Public Participation 2007). The other, more recently, identifies key elements for CE (Ipsos MORI 2006; Scottish Community Development Centre 2007; Sarkissian et al 2009). These two forms of models are discussed below.

2.2.1.1 Typologies of Community Engagement

According to Arnstein (1969, p.216), "Citizen participation is a categorical term for citizen power." In this regard, typologies, as Cornwall (2008b, p.270) suggested, provide a useful starting point for examining different levels, degrees and types of engagement. Hence, several published typologies of CE are analysed to help understand some of the meanings of CE.

2.2.1.1.1 The Ladder of Citizen Participation

Arnstein's Ladder of Citizen Participation (see Figure 2.1) depicted the difference between an empty ritual of participation and having the real power needed to affect the outcome of the process in the context of citizens' involvement in the planning process in the 1960's America. Her ladder looked at citizen participation from a viewpoint of those on the receiving end. Arnstein differentiated eight forms of participation, which were placed under three broader categories, that is, 'nonparticipation', 'tokenism' and 'citizen power' (1969).

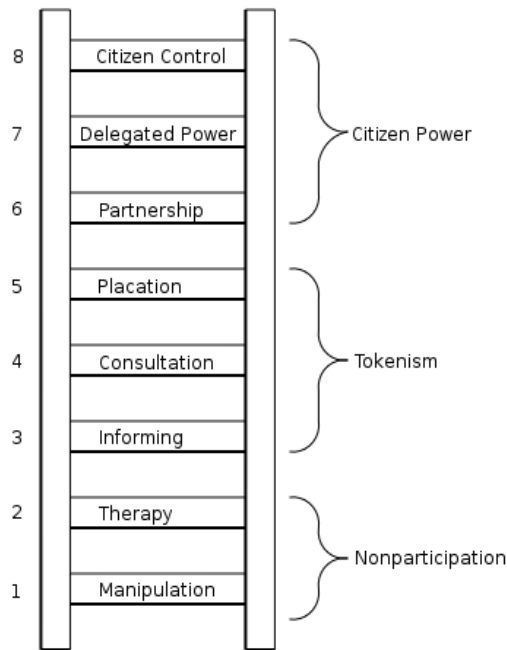


Figure 2.1 Eight rungs on the ladder of citizen participation (Arnstein 1969, p.217)

As the ladder progressed upwards, the form of participation was characterised by greater degrees of citizen control and power. For example, Arnstein (1969) described ‘manipulation’ and ‘therapy’ as substitutes for genuine participation and explained their objective was for power holders to educate and cure citizens. Further up the ladder were ‘informing’, ‘consultation’ and ‘placation’, where citizens could hear and have a voice, without having influence over decision making. Finally, at the level of ‘citizen control’, citizens had full decision-making clout.

Influenced by Arnstein’s Ladder of Citizen Participation was the public participation spectrum (see Figure 2.2), developed by the International Association for Public Participation (IAP2) in 2007. IAP2’s typology demonstrated five forms of participation and showed an increasing level of public impact as progressing from ‘inform’ to ‘empower’. Both Arnstein’s and IAP2’s typologies placed different degrees of participation along a ladder, spectrum or continuum, which implied moving along the axis was a better approach.



Figure 2.2 The public participation spectrum (International Association of Public Participation 2007, [no page])

Based on the concept of Arnstein's Ladder of Citizen Participation, South Lanarkshire Council in Scotland developed the Wheel of Participation (see Figure 2.3), which identified four forms of participation, moving from 'information' with no community input to 'empowerment', where the community made their own decisions on the issues that affected them. However, South Lanarkshire Council's Wheel of Participation did not suggest that moving up the ladder, as put forwarded by Arnstein, or moving along the spectrum, as put forwarded by IAP2, was a better approach. Instead, each quadrant of the wheel identified different responses and approaches for each of the four forms of participation (Sarkissian et al 2009, p.51).

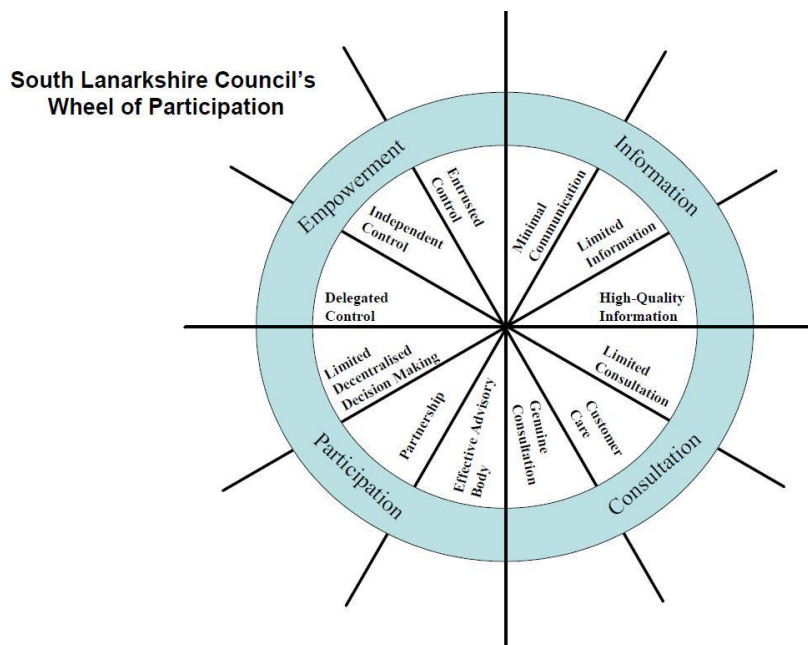


Figure 2.3 The wheel of participation (South Lanarkshire Council [no date])

2.2.1.1.2 A Framework for Participation

Whilst Arnstein's ladder looked at participation from the viewpoint of those on the receiving end, Wilcox's theoretical Framework for Participation (see Figure 2.4) was developed for those people who were planning or managing participation processes. Wilcox's typology addressed five stances, from 'information', 'consultation', 'deciding together', 'acting together' to 'supporting'. Both Arnstein's and Wilcox's typologies saw increasing degrees of control shift from authorities to communities.

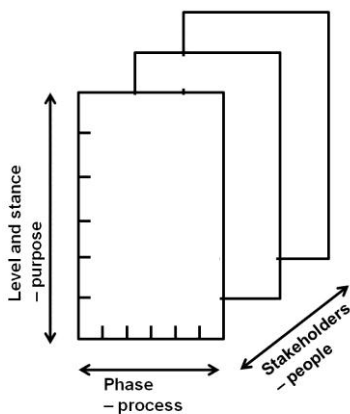


Figure 2.4 A framework for participation (Wilcox 1994, [no page])

However, the researcher noticed that the end point was different. 'Citizen control' in Arnstein's ladder went further than 'supporting' in Wilcox's framework. As Wilcox (1994, [no page]) noted, "Supporting independent community-based initiatives means helping others develop and carry out their own plans", which also implied that "resource-holders who promote this stance may, of course, put limits on what they will support." Wilcox's typology emphasised the importance of authorities' commitment to empower local communities and communities' willingness to starting and running initiatives; Arnstein's typology emphasised that participation was ultimately about power and control.

In addition to discussion about 'level and stance' of participation, Wilcox (1994) added two other aspects of participation to his framework, that is,

'phase' and 'stakeholders'. In terms of 'phase', Wilcox (1994) contended that participation should be regarded as a process, which included 'initiation', 'preparation', 'participation' and 'continuation'. The aspect of 'stakeholders' depicted the roles and interests of those who were involved, which evoked some of the main issues of participation: where the power and control lay between those interests and roles.

2.2.1.1.3 Interests in Participation

Echoing the third aspect of 'stakeholders' in Wilcox's framework for participation, White (1996) further offered some insights into the different interests of the implementing agency (top-down) and those on the receiving end (bottom-up) in the four distinct forms of participation (see Figure 2.5).

Form	Top-Down	Bottom-Up	Function
Nominal	Legitimation	Inclusion	Display
Instrumental	Efficiency	Cost	Means
Representative	Sustainability	Leverage	Voice
Transformative	Empowerment	Empowerment	Means/End

Figure 2.5 Interests in participation (White 1996, p.7)

Take, for instance, the form of 'nominal participation'. From the perspective of the implementing agency (e.g. government departments), their interest in forming groups was for 'legitimation' in order to obtain financial support or fulfil their accountability. For those who were members of those groups but did not participate in any events or meetings, they kept their names on the books to show their interests in 'inclusion'. Therefore, this type of participation was said to serve the function of 'display', without having practical meanings in it (White 1996).

In summary, central to these typologies, which identified different forms of CE, was the issue about where the power and control of resources were located (Wilcox 1994; Cornwall 2008b; Brodie et al 2009). Rather than suggesting that one form of participation was better than another, Cornwall (2008b, p.273) noted "Different purposes, equally, demand different forms of engagement by

different kinds of participants.” For example, a process that sought consultation with community leaders on key issues was different from one that empowered community leaders in the decision-making process.

2.2.1.2 Key Elements for Community Engagement

More recently, other models have investigated key elements for CE. Three published models of this kind were analysed in order to help understand the meanings of CE through examining and comparing the key elements for CE in the different models.

2.2.1.2.1 Ingredients for Engagement

Ipsos MORI’s (2006) model identified nine key ingredients, which interacted with each other, to form the foundations of successful engagement (see Figure 2.6). ‘Money/resources’ were located at the heart of the model, with four core ingredients and other four secondary ingredients.



Figure 2.6 Ingredients for engagement (Ipsos MORI 2006, p.6)

A review of these key ingredients suggested that Ipsos MORI’s model took a service perspective to the CE process, which indicated that CE was service-initiated. This was evidenced when Ipsos MORI located ‘leadership/champion’ as a core ingredient and identified ‘community-driven’ as a secondary ingredient. Additionally, the ingredient of ‘targets’ implied that setting targets

or performance indicators might help formalise engagement and encourage senior management buy-in from the organisation.

2.2.1.2.2 Key Purpose and Elements of Community Engagement Practice

Scottish Community Development Centre's (2007) model showed the key purpose of CE and identified nine primary elements that helped achieve the purpose (see Figure 2.7). Among these elements, four were seen as foundation elements for CE and the other five were seen as developmental elements to build on the foundations. In this model, it appeared that the service acted as an initiator, a resource provider and a supporter in the process of CE, through use of concepts, such as 'enabling' and 'supporting'.

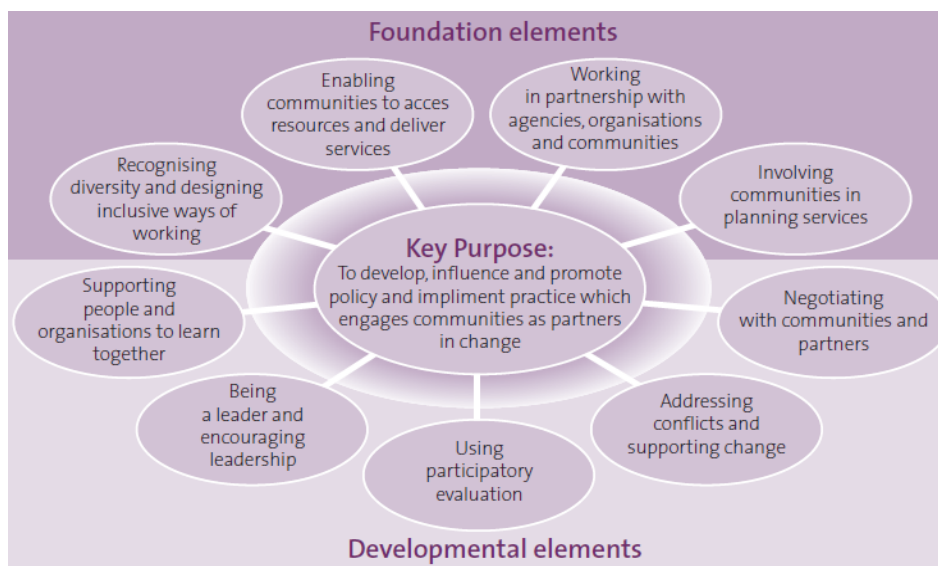


Figure 2.7 Key purpose and elements of community engagement practice (Scottish Community Development Centre 2007, p.12)

Both Ipsos MORI's and Scottish Community Development Centre's models featured two main strands, i.e. community involvement and partnership working, in the CE process. However, the researcher noticed that these two models stemmed from a service perspective and did not explicitly recognise engagement as stemming from the community. In addition, it was not stated that communities had the capacity to autonomously run and sustain the engagement process. It was implied that the initiative for engagement came from the service or the organisation rather than the community.

Furthermore, there was a lack of emotional attachment in the process of CE in the models of Ipsos MORI and Scottish Community Development Centre, which focused on service-related aspects (e.g. 'organisational culture and structure', 'targets' and 'leadership') and considerations of methods or strategies that the service could use to engage with local communities (e.g. 'involving communities in planning services', 'recognising diversity and designing inclusive ways of working').

2.2.1.2.3 The EATING Approach

Sarkissian et al (2009) developed the EATING approach to CE – an acronym for its six components: 'Education', 'Action', 'Trust', 'Inclusion', 'Nourishment' and 'Governance'. These headings encapsulated the basic components that must be borne in mind when designing CE processes for sustainability.

Although the EATING approach was developed based on real-life experiences of the authors, it covered perspectives for both communities who sought to engage with sustainability issues and developed localised solutions, as well as people in government who embraced an approach that embodied facilitation and empowerment, as opposed to Ipsos MORI's and Scottish Community Development Centre's models, which only reflected a service-led conception of CE.

In summary, different models embraced different approaches to CE. There were therefore different interpretations of CE and no clear agreement on the key elements. This observation resonated with the librarianship literature, such as Taylor and Pask (2008), Willingham (2008) and Goulding (2009), who indicated that there is a lack of shared vision and strategy for CE in library services. In addition, criticising the current limited homogeneous models of the community and limited CE processes, Sarkissian et al (2009, p.70) also suggested that "We need new, updated and inclusive conceptions of community and vastly improved and updated approaches to community engagement."

2.2.2 Community Engagement Models within Librarianship

A review of the literature identified a number of published models pertaining to engaging with CE within a library context. From the point of view of this research, an examination of these models served the purpose of understanding how CE had been conceptualised in the librarianship literature and of discovering different aspects of the process that were identified to help foster CE in libraries. Therefore, the following sub-sections discuss a number of published models of this kind from both the UK and abroad.

2.2.2.1 Community-Led Service Planning Model

The Community-Led Service Planning Model was the result of the four-year (from 2004 to 2008), four-city (Vancouver, Regina, Toronto and Halifax) Working Together Project in Canada, with the aim to develop more inclusive public library services. During the project, the community development librarians engaged with thousands of socially excluded community members from diverse communities in different ways, including community assessments; needs identification; service planning; and delivery (Working Together Project 2008).

The Community-Led Service Planning Model (see Figure 2.8) discerned the differences between traditional library service planning and community-led service planning. These two approaches represented two different forms of CE, which embraced different approaches and had in turn different social impact.

One of the biggest differences was the role of the library staff, changing from experts in the community needs in the traditional planning to facilitators by actively listening to local communities in the community-led planning. As a result, the traditional service planning was more likely to deliver a library-based, pre-scripted library programme, whilst the community-led service planning adopted a community-driven, non-prescriptive and flexible model, with community input and library facilitation (Williment 2009). In this regard, Pateman and Vincent (2010, p.152) commented on the traditional service planning and stated “This model of community engagement is limited, since the entire process is based upon the librarian’s perception of community need

without collaboratively engaging the community to determine and address their needs.”

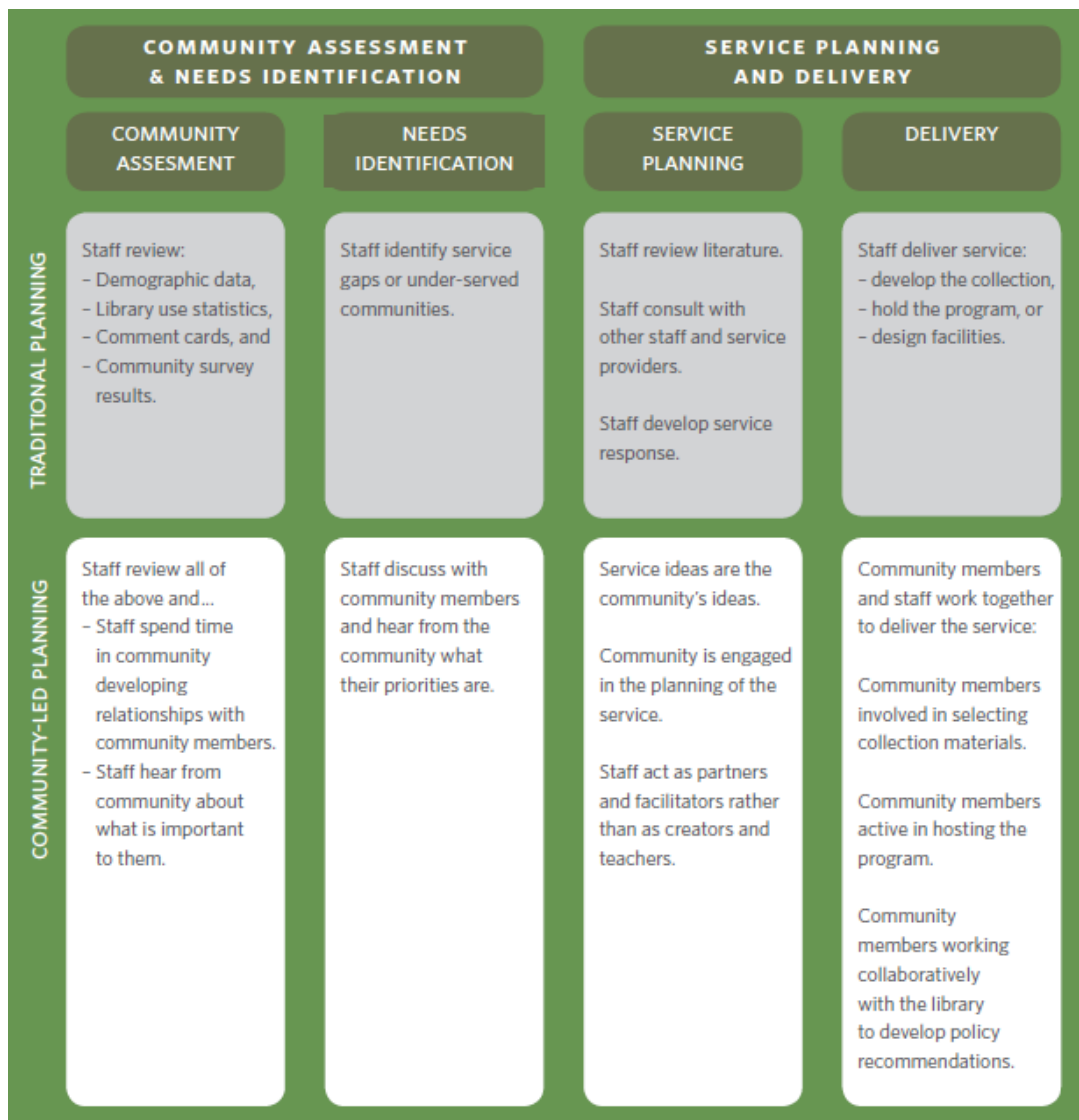


Figure 2.8 Community-led service planning model (Working Together Project 2008, p.30)

A unique aspect of the community-led service planning was the direct and ongoing relationship between the library service and the local community throughout the entire service planning process. Take, for instance, community needs assessment. It was criticised that traditional methods, such as collecting demographic data to assess the community, could not truly reflect the social realities of community members' lives and the emotional and psychological impacts of data (e.g. economic pressures), particularly not socially excluded

community members' (Working Together Project 2008). Instead, relationship-building by having conversations through, for example, library staff attending meetings in the community or facilitating group discussions helped library staff understand life experiences of socially excluded community members and helped the community self-identify their needs. In this respect, Williment (2009, p.8) concluded that "this process allows all voices to be heard and all skills utilized when developing a library-based programme or service. Moreover, it provides an opportunity for community members to develop new skills, to increase community knowledge and capacity, and to enhance community-based sustainability."

In addition, Williment (2009) stated that the relationship between the library service and the local community was built by developing trust and mutual respect in this model. By doing so, libraries could increase their relevance and inclusiveness towards achieving the institutes' social goals, ideals and potential (Working Together Project 2008).

2.2.2.2 Needs-Based Library Service

Considering similar concepts to the Community-Led Service Planning Model, the Needs-Based Library Service placed community needs at the heart of the model (Pateman 2003; Pateman 2005; Pateman and Vincent 2010). A needs-based library service consists of the essential elements of strategy, structure, systems and culture (see Figure 2.9).

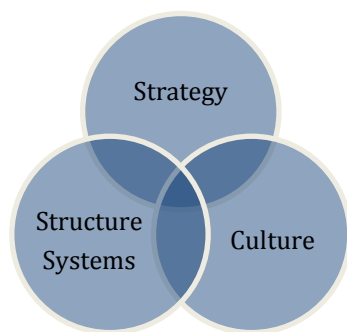


Figure 2.9 Needs-based library service (Pateman and Vincent 2010, p.120)

According to Pateman and Vincent (2010, p.119), "A needs-based library service is a new way of thinking and a new way of working." It thus called for a

robust strategy and clear vision, remodelling of the staffing and service structures, review of the current service systems, procedures and process, and, most importantly, changes in the organisational culture (e.g. ways of working, attitudes, behaviours and values).

Among all the changes, Pateman and Vincent (2010) observed that most libraries were physically based in the community, but not all libraries were community-based. The latter suggested a positive and dynamic relationship between the library and the local community. Yet, there had been little effort in looking into the relationship either in research (Vårheim 2009) or in practice (Williment 2009).

Different from the Community-Led Service Planning Model (Working Together Project 2008), this model viewed a needs-based library service as a whole, which suggested a holistic transformation in the service.

2.2.2.3 Library-Community Convergence Framework

The Library-Community Convergence Framework (LCCF) was developed as a result of Mehra and Srinivasan's (2007) two qualitative research studies, namely using ethnographic outreach with local immigrant communities and using participatory action research with local sexual minorities. A unique point of the LCCF (see Figure 2.10) was that it bridged together the philosophical aspect (i.e. library goals and approaches/methodologies) and the practical aspect (i.e. library functions/activities and community empowering outcomes).

Different from the previous two models, the LCCF suggested three methodologies: reflexive ethnography, participatory design and action research, to fulfil the role and activities of libraries in the context of the problematic of engaging multicultural publics. It also explicitly focused on the 'community empowering outcomes', which implied an attempt to "equalise localised community facets of power to achieve community-desired relevant outcomes" (Mehra and Srinivasan 2007, p.133). Accordingly, the LCCF not only extended the role of all libraries to participate more fully in community action but also enhanced libraries' function as proactive catalysts of social change in favour of people on the margins.

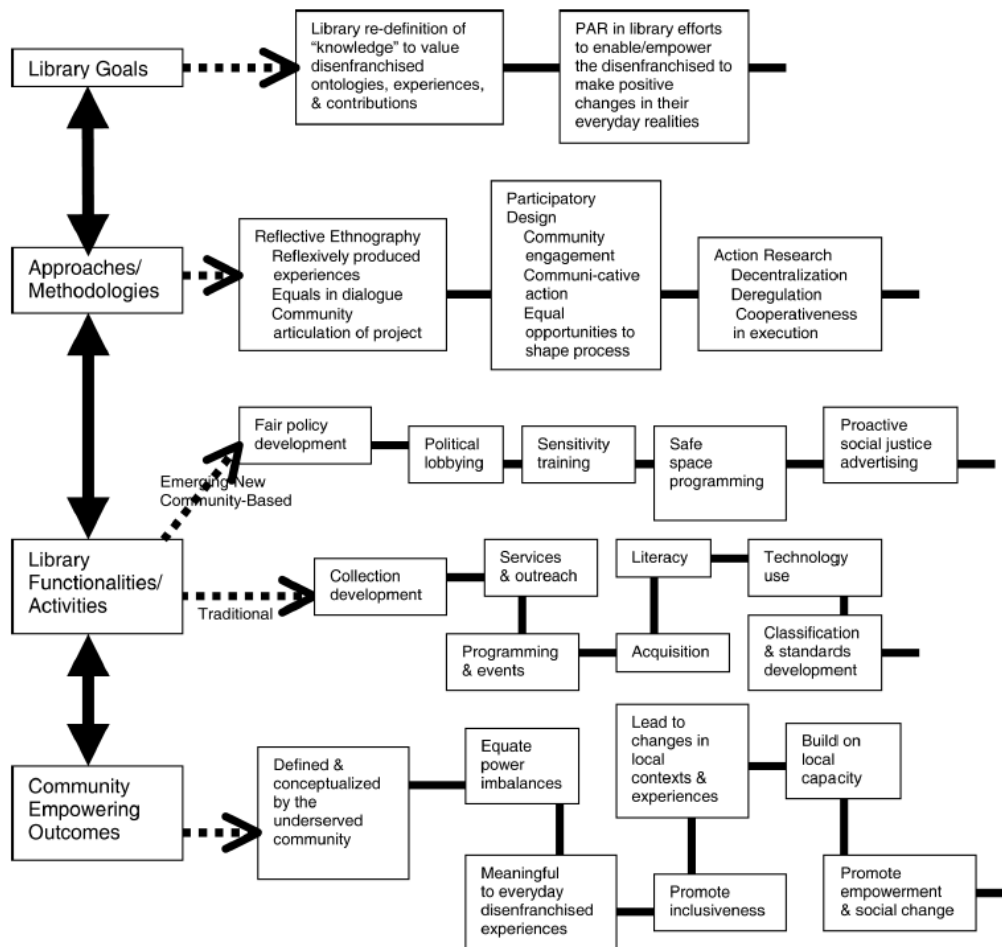


Figure 2.10 Library-community convergence framework for community action (Mehra and Srinivasan 2007, p.133)

In summary, the three models discussed above put the community at the heart of the library service, as opposed to the traditional library service, which was characterised by a service-driven, internally-generated, linear and passive process (Williment 2009; Pateman and Vincent 2010). Although the three models (a. Community-Led Service Planning Model; b. Needs-Based Library Service; c. Library-Community Convergence Framework) focused on different facets of CE, there were a number of shared beliefs running through all of them:

1. A call for change from traditional library services:
 - a. “The ways the Model [Community-Led Service Planning Model] is interpreted and applied at every stage differ markedly from

the traditional service model” (Working Together Project 2008, p.24). For differences between community-led planning and traditional planning, see Figure 2.8 (on p.31).

- b. “A needs-based library service is a new way of thinking and a new way of working. It is about hearts and minds, attitudes and behaviours, as well as policies and services. It is a framework and infrastructure which enables and facilitates organisational change. It is a whole service approach to meeting needs, a holistic transformation, a revolution” (Pateman and Vincent 2010, p.119).
- c. “[The LCCF] include new and emerging community-based efforts that libraries must seek to incorporate in their traditional activities as well as explore newly (and creatively) identified directions or community applications” (Mehra and Srinivasan 2007, p.133).

2. Recognition of the diverse nature of the community:

- a. “Clearly defining and identifying social exclusion in communities can be a difficult task due to the wide range of social factors that cause people to be excluded from active social life in their community” (Williment 2009, p.2).
- b. “A needs-based library service is predicated on the assumption that everyone has needs and everyone has different needs” (Pateman and Vincent 2010, p.118).
- c. “The framework [LCCF] assumes that the communities various libraries serve are dynamic, diverse, heterogeneous, and ever-changing” (Mehra and Srinivasan 2007, p.126).

3. Promoting a proactive role for the library service to engage with the community:

- a. "The Community-Led Service Planning Model builds inclusive libraries that are proactively welcoming to all community members" (Working Together Project 2008, p.26).
 - b. "A needs-based library service involves and engages the whole of the local community in the planning, design, delivery and evaluation of library services" (Pateman and Vincent 2010, p.119).
 - c. "[The research] present a compelling framework [LCCF] for potential library community convergences that all libraries can adopt in their efforts to extend their role as proactive agents of community-wide changes" (Mehra and Srinivasan 2007, p.130).
4. Emphasis on a collaborative, democratic, equitable, participatory process:
- a. "We [The library] need to change... the way we engage so that planning and decision making is collaborative and participatory" (Working Together Project 2008, p.9).
 - b. "A needs-based library service does not have customers, but stakeholders, who own a stake in the library service [...] A needs-based library service is both democratic and accountable" (Pateman and Vincent p.119).
 - c. "The LCCF for community action [...] Such efforts will be democratic and equitable, participatory, and sustainable" (Mehra and Srinivasan 2007, p.135).

Thus, they all shared common goals: to achieve relevant community outcomes and a sustainable service in order to promote social change. Take, for example, the Community-Led Service Planning Model. As Williment (2009, p.9) put it, "[The] Model provides libraries with a sustainable approach to working with underserved communities. This approach, working with individuals who tend

to be non-users and socially excluded community members, increased the relevance and quality of library services.”

2.2.3 Dimensions of Community Engagement

A number of models that were reviewed above focused on either different forms of CE or various elements or methods for CE. However, Cornwall (2008b, p.269) argued, citing Cohen and Uphoff (1980), that proper attention should be paid to “who is participating, in what and for whose benefit” in order to foster a more genuinely inclusive and democratic citizen engagement. Similar concerns were raised by other authors in the literature. For instance, White (1969, p.6) asked: “Who is involved, how, and on whose terms?” Brodie et al (2009, p.21) posed the question: “Who participates in what and why?”

Indeed, the outcome of CE depends a lot on its different dimensions (e.g. who was engaged in the process; in what; how the process occurred). The following sub-sections look at the three important questions of ‘Who was engaged?’, ‘Engagement in what?’ and ‘How did community engagement occur?’ in the context of public library services.

2.2.3.1 Who Was Engaged?

It is not uncommon to read in policy statements (e.g. *Public Libraries and Museums Act 1964* and *Libraries for All 1999*) that public libraries are open for all. This might be ideal in theory but it is rarely possible in reality. Studies by Fisher and Bramley (2006) showed a shift towards a ‘pro-rich’ bias in terms of public service usage, including library services, with poorer households constrained either financially or by availability during the 1990s. However, Pateman (2005, p.2) argued that “Public libraries were founded to educate the poor and disadvantaged. They were not established for the rich or the middle class. They were not intended to be neutral, universal or open to all. They were targeted, focused and pro poor.”

In response to the Government’s agenda to tackle social exclusion, such as *Framework for the Future* (Department for Culture, Media and Sport 2003) and *Investing in Knowledge* (Museums, Libraries and Archives Council 2004), Vincent (2009b), reviewing the past 30 years’ publications on public library

provision for black and minority ethnic communities, observed that public library services in England re-focused on the poor, ethnic minorities, black people, refugees and asylum seekers, the elderly, and vulnerable groups (Vincent 2009b). Yet, it was argued that those who were put into these categories, set by outside agencies (i.e. the library service in this case), might not see themselves in these terms (Cornwall 2008b, p.277). In addition, Cohen and Uphoff (1980, p.222) took 'the rural poor' as an example and argued that "If they are considered in such an aggregated mass, it is very difficult to assess their participation in any respect, since they are a large and heterogeneous group." Bearing these comments in mind, it is vital to pay more attention to distinguish the interests and background characteristics of different persons in those groups.

2.2.3.2 Engagement in What?

The second question 'engagement in what?' is related to what Farrington and Bebbington (1993) referred to as the 'depth' of CE, which also echoed the typologies of CE outlined earlier in Section 2.2.1.1. As Cornwall (2008b, p.278) suggested, "Being involved in a process is not equivalent to having a voice." This notion implied that different activities or different stages of the process in which people engaged had different implications.

Take, for example, the Big Lottery Fund's Community Libraries Programme in 2007 in England. A unique aspect of the programme was "the attempt to involve the community in the development, delivery and management of their library services" (Museums, Libraries and Archives Council 2010, p.3). One example was engaging with local communities in the physical library development phases. However, the researcher questioned if local communities' involvement was limited to choosing the colour of paint for the library's carpet, would that count as empowerment or delegating the power to people, also, how much social impact would that bring about?

It is not uncommon to read that some library authorities have carried out consultation to seek information from the community in order to inform service planning. However, attention should be given to the requirements on

which the library service consulted the community. As Willingham, citing Martin (2003), argued that “It is far less important to ask users what hours they want the library to be open than it is to ask them what their goals and needs are and then think creatively about what we can do to help them achieve their goals or fulfil their needs” (2008, p.102).

Other issues around consultation in public services, particularly in libraries, were also raised; for example, the effectiveness of using more traditional methods of consultation, such as surveys, staff feedback⁶, library charters⁷ (Morris and Barron 1998) and the representation of focusing on user consultation, instead of community consultation or engagement (Goulding 2009). In addition, Perkin, drawing upon examples from the heritage sector, stated “organisations often develop and direct community-based projects to fulfil their own prescribed ideals for engagement. Such models of engagement [...] can also result in tokenistic and unsustainable projects which erode the trust of communities and result in a lack of support for future initiatives” (Perkin 2010, p.107). In this respect, it is crucial to make explicit in which activities and at which stages of the CE process the community would take part.

2.2.3.3 How Did Community Engagement Occur?

Related to the above questions of ‘who engaged whom, in what?’ is the question of ‘how the CE process occurred’. Asking the ‘how’ question helps generate qualitative outcomes to the analysis of CE and clarify what the feel-good language of CE might mean in practice (Cohen and Uphoff 1980). It also helps lead to insights into questions, such as who initiated CE? Was it a community-led or library-based initiative? Why did stakeholders engage with CE? Was it voluntary or coercive? Was it direct engagement or indirect representation? Was it on an individual or collective basis? Was it once-and-

⁶ Staff feedback refers to the information that is obtained through the interaction between the front-line library staff and the public, which is then fed into the decision-making process.

⁷ According to Morris and Barron (1998), “Charters are, in essence, statements of commitment to service users on what can be expected from the service.” In some UK public libraries, they have similar statements of commitments to users, such as mission statement or library promise.

for-all or on-going? How much power did the authority delegate to the grassroots?

Traditional approaches to CE, which are usually passive and service-based, have been implemented for some time in the public library service. Other methods drawing upon a more community-led approach and participatory design are evolving. The difference between these approaches was also reflected in Black and Muddiman's (1997), influenced by Vincent (1986) and Yeo and Yeo (1988), threefold notions of community – 'as mutuality', 'as service' and 'as state' – in community librarianship (see Table 2.1).

Table 2.1 The usages of community mapped to community librarianship (Adapted from: Black and Muddiman 1997, pp.3-14)

Usage of community	As state	As service	As mutuality
Description	The information needs of groups are satisfied by community groups (e.g. voluntary bodies), assisted by professional guidance and resourcing from library authorities.	Community practices are fostered by the provision of public facilities (e.g. libraries), which are notionally available to all.	Community librarianship initiatives stem from the public.
Direction	Top-down		Bottom-up
Tone	Stressing the importance of social cohesion on authority's terms		Emphasising a natural, or organic, sense of community
View of the community	A single cohesive community		Identities of difference

Understanding the way in which the term 'community' was used in a context of community librarianship helped understand how the library service was offered, by whom, and why the service was offered in the way in which it was. For example, community librarianship could be the library service that was defined by a library authority, which reflected the ideas of community 'as state' and 'as service'. It could also be about local communities planning, managing and delivering their own library services, which reflected the idea of community 'as mutuality'. Hence, thinking about the way in which 'community' was used already indicated the different types of library service and helped

think critically about the relevance of the service to local communities and its sustainability.

Furthermore, it was noted that community 'as mutuality' was later moving up the policy agenda, such as *Co-Production: A Manifesto for Growing the Core Economy* (New Economic Foundation 2008), via the idea around 'co-production'. Co-production went beyond consultation or participation, and highlighted the 'shared responsibility' between the service and the community:

The point [of co-production] is not to consult more, or involve people more in decisions; it is to encourage them to use the human skills and experience they have to help deliver public or voluntary services. It is [...] about "broadening and deepening" public services so that they are no longer the preserve of professionals or commissioners, but a shared responsibility, both building and using a multi-faceted network of mutual support. (New Economic Foundation 2008, pp.10-11)

2.3 Key Aspects of Community Engagement in Public Libraries

Similar to other cultural institutions, such as the heritage sector (Perkin 2010) and the archive sector (Stevens et al 2010), a review of both practitioners' and academic literature identified a wide range of approaches towards CE that were adopted in the public library service.

As mentioned in Section 2.1, the LFF Civic Library Model consisted of six areas of activity to promote democratic values and to foster civic participation (Schull 2004); Kranich (2005) suggested examples of civic partnerships to promote civic engagement; and Hillenbrand's (2005) research investigated the role of public libraries in contributing to social capital. In addition, the Community Service Volunteers and the Museums, Libraries and Archives Council in England put forward Aspects of Community Engagement as a library service template, which identified what libraries are currently doing and plan future activities in relation to CE. The seven aspects are:

1. library as a space for community activity;
2. partnership working with voluntary and community sector;

3. partnership working with other public services towards community engagement;
4. involvement of volunteers;
5. community involvement in one off decision making;
6. community involvement in relation to projects; and
7. community involvement in relation to boards/strategic decision making. (CSV Consulting 2006, p.7)

This template moved away from traditional public library services as solely a storehouse of knowledge and information provider, and encouraged CE in a broader range of library services, for example, working in partnership and involving local communities in the service decision-making process.

Table 2.2 reflects a variety of aspects of CE in public libraries from the literature.

Summarising Schull (2004), Kranich (2005), Hillenbrand (2005) and CSV Consulting (2006), the researcher identified six key aspects of CE that are common to library practice, in terms of achieving key objectives of libraries (i.e. tackling social exclusion, promoting democracy and contributing to social/cultural/human capital). The six key aspects are:

1. public libraries as a community space;
2. partnership working;
3. community involvement in the library service;
4. involvement of volunteers;
5. working around books or information; and
6. engaging in public dialogue and deliberation.

These six key aspects of CE in public libraries are next discussed.

Table 2.2 Summary of key aspects of community engagement in public libraries

Schull (2004, p.64)	Kranich (2005, pp.95-97)	Hillenbrand (2005, p.9)	CSV Consulting (2006, p.7)
<ul style="list-style-type: none"> • Public space • Community information as a medium for engagement • Public dialogue and problem solving • Citizenship information and education • Public memory • Integrating the newcomer 	<ul style="list-style-type: none"> • The library as a civic space • The library as a public forum • The library as a civic information centre • The library as a community-wide reading club • The library as a partner in public services 	<ul style="list-style-type: none"> • Encouraging civic engagement by delivering programmes that bring citizens together • Upholding democratic ideals by making information freely available to all citizens and promoting information literacy • Engaging in partnerships with other community organisations • Encouraging trust through social inclusion and cohesion by providing a neighbourhood resource and meeting place that is accessible to everyone • Facilitating local dialogue and disseminating local data • Providing a public space where citizens can work together on personal and community problems 	<ul style="list-style-type: none"> • Library as a space for community activity • Partnership working with voluntary and community sector • Partnership working with other public services towards community engagement • Involvement of volunteers • Community involvement in one off decision making • Community involvement in relation to projects • Community involvement in relation to boards/strategic decision making

2.3.1 Public Libraries as a Community Space

There is a consensus across the literature that recognises public libraries as a shared public space to promote CE. For instance, Goulding (2004, p.4) noted that “Public libraries are being increasingly identified as a force for increasing

social capital as they provide shared space for a variety of different groups within the community.” Similarly, Bryson et al (2003) highlighted the potential of new library buildings as tools for contributing to social capital through bringing the community together.

However, according to CSV Consulting (2006, p.7), providing a community space to local communities is not CE in itself, but it could be a mechanism for increasing contribution to the wider community and a foundation for partnership working. Schull (2004, p.64) echoed this statement, saying that “The sense of place, the concept of ‘commons’, is affected not only by the architecture of the library but also the design and use of its external spaces and how they relate to surroundings.” While the two notions highlighted the necessity of making space available for local communities in order to further develop CE work, it is in essence a passive form of CE.

In addition, public libraries are generally viewed as neutral, comfortable and safe places in librarianship literature, which helps promote CE activities. For example, Goulding’s (2009) research indicated that the ‘neutrality’ of the public library space is considered to be a positive attribute, which enables people from diverse backgrounds to feel ‘comfortable’ when they use the public library space. Similarly, Kranich (2005), reviewing an array of civic engagement initiatives in libraries in the USA, stated that public libraries provide ‘inviting’, ‘comfortable’ and ‘attractive’ commons for residents to reflect and converse.

In contrast, Willingham (2008) suggested that in order to act as civic agents and to advocate for the community, entrepreneurial librarians who are ‘ambitious’, ‘resourceful’, ‘innovative’, ‘creative’, ‘relationship-orientated’, ‘results-orientated’ and ‘willing to take risks’ are required. However, Willingham also observed that “Some librarians view an entrepreneurial role as being in conflict with the philosophy of the library as a safe, neutral space” (2008, p.108).

In practice, the past decade has evidenced a range of examples focusing on the design and architecture of the library space, through refurbishing or building

new spaces. For instance, the Salt Lake City (UT) Public Library opened in 2003 in the USA, which was designed intentionally to foster social and civic interaction as a public good (Schull 2004). The Newcastle City Library, funded via the Big Lottery Fund's Community Libraries Programme, opened in 2009 in the UK, which demonstrated the local council's commitment to providing contemporary and easily accessible services (Chartered Institute of Library and Information Professionals 2009).

In the UK, probably in response to the Government's agenda towards one-stop shop services, it is not uncommon to see that public libraries work in partnership with a range of local authorities through co-location (Goulding 2009). In this respect, Goulding (2004) warned that working in partnership, such as through co-location, with other local authorities might have negative repercussions on the public library service. In this respect, she gave an example of the Idea Stores at Tower Hamlets in London and stated that "[...] the location of the library, which is generally regarded as trustworthy and neutral, with other services which are perhaps less accepted (e.g. social services, housing) may be a mistake and public libraries could be damned by association" (Goulding 2004, p.5).

2.3.2 Partnership Working

In line with the promotion of CE in libraries, partnership working was accentuated in the Government's agenda, academic literature and empirical evidence. As Kranich (2005, p.99) stated, "Working closely with a rich and diverse array of partners, libraries of all types must help rekindle civic engagement, promote greater citizen participation, and increase community problem solving and decision making." It is evident that the concept of partnership is not new to libraries. However, the concept of how libraries could move beyond traditional partnerships and work collaboratively with organisations that potentially share the same goals is challenging. Generally, three types of organisations with which public libraries tend to work in partnership were discussed in the literature: voluntary and community sectors; other public services; and corporate partners, which are discussed below.

One of the most encouraging partnerships occurs between the voluntary and community sectors and public libraries. It was suggested that the Voluntary and Community Sectors acted as “pathfinders for the involvement of users in the design and delivery of services” and as “advocates for those who otherwise have no voice” (Home Office 1998, para.6). As a result of working collaboratively with such organisations, it could help libraries investigate the needs of local communities and support further CE.

For example, the Partners for Change project was launched in 2005 to encourage socially excluded young people in the South West region of England to shape public library services. Three participating local library authorities included Dorset, Gloucestershire and Swindon. Take, for instance, the Gloucestershire project. The Library worked in collaboration with local youth clubs, schools and specialist agencies to identify and engage with young people in decision-making about library services through focus groups. To this end, Eastell (2008) concluded that these local partnerships undoubtedly helped libraries reach the target groups of young people and build trusting relationships with them. In other words, partnerships with the voluntary and community sector could help public libraries identify marginalised groups, and further tackle social exclusion and promote social inclusion.

Another type of partnership organisation that public libraries work with is other public services. For example, the Auckland City Libraries in New Zealand has a reputation for its high level of community participation and is at the heart of collaborative effort to build a stronger sense of community (Meikle 2007). The library works in partnership with local schools to provide a homework centre, collaborated with Auckland City Council, The Salvation Army, Glen Innes Library, Punket, Ngati Whatua Community Health Service and Sport Auckland to design a parenting course and to design employment initiatives.

Partnership of this kind is especially common in rural communities. According to Kibandi (2008), with the severe shortage of resources and in order to develop a reading culture in communities, the library in Naivasha, Kenya, has established partnerships with many institutions, including the local council

(through donating the land), Friends of the Library (through donating books and magazines), prisons (through supplementing reading programmes), the medical department (through promoting health issues, e.g. HIV/AIDS) and Computer for Schools (through teaching IT skills and e-resources).

Finally, partnerships with corporate partners, such as publishers, local bookshops and media could shape a new vivid image for public libraries to display the books on shelves and advertise their services, as evidenced in the Summer Reading Challenge, Six Book Challenge and Chatterbooks.

Generally, public libraries are encouraged to work with a wide variety of partnership organisations and the importance of building partnerships is highly emphasised as being essential for public libraries to be able to develop their CE work (Kranich 2001; Goulding 2006; Willingham 2008). However, what should be noted is that libraries should not put too much emphasis on partnership working and neglect the centre of CE - the community. As Willingham, citing the deliberative forums that the National Issues Forums held in 2006 to address the theme of Democracy's Challenge: Reclaiming the Public's Role, suggested, "These forums documented a public desire for less partnership and more opportunities for authentic public engagement" (Willingham 2008, p.102).

2.3.3 Community Involvement in the Library Service

Involving local communities in the library service planning has been increasingly highlighted in order to meet community needs. In practice, there are some past and present examples in a variety of contexts, such as the preservation of indigenous knowledge, the establishment of public libraries and the development of library services, which are illustrated below.

Firstly, an example of CE in developing content for a digital library of local indigenous knowledge was found in Durban in South Africa. In the programme, library staff introduced the programme to the community through community leaders; supported fieldworkers to collect data by providing space for interviews and assisting with audio-visual equipment; managed the data (e.g. uploading, editing and organising the data); and reviewed the programme. The

community leaders played a pivotal role in the establishment and continuation of the project, and volunteer fieldworkers collected data from local community members who had the ownership of local knowledge.

In this case, the high turnover, low skills, lack of Internet access and poor communication of fieldworkers were considered as challenges in the implementation of the project, as these factors conflicted with the funding, staffing and time pressure from the institutional side. However, the benefit from CE should not be ignored. As Greyling and Zulu (2010, p.30) stated, “A library with content of local relevance will encourage communities to make use of library services, especially if they are empowered to participate in development of the content.”

Secondly, in terms of CE in the establishment of public libraries, one of the examples was found in the establishment of the Georgetown Public Library in Pietermaritzburg from 1993 to 1995. There were direct involvement and participation by community representatives in enabling planners and designers to identify communities’ needs and requirements for the new library. Despite criticisms (e.g. lack of proper representation and consultation with the community concerned), Mini’s (1997) research, based on the documentation of the case study, concluded that “community participation did have an impact on the establishment of this public library and its acceptance by the community” (p.42) and “community participation in this study did not only humanise the bureaucracy, but it strengthened the capacities of the individuals and community to mobilise and help themselves” (p.46).

Thirdly, an example of involving communities in the development of the new library service was the Unleash the Library Users project, run by the Aarhus Public Library in Denmark from 2007 to 2009. It involved co-creational activities with collaboration between library staff and citizens, as opposed to library staff observing library users’ behaviour and planning services according to the results. Techniques used in the workshops (e.g. World Café,

Appreciative Inquiry and Village Square⁸) were featured by their participatory methods, which resulted in the “libraries entering into new and meaningful relationships with the citizens” (Strong British Heart & The Municipality of Aarhus Citizens’ Service and Libraries 2008, p.11).

In summary, the international attempts to engage with local communities, as mentioned above, demonstrated high levels of originality which in turn reflected the culture, climate, historical backgrounds and communities served. In addition, many of the above examples had inspirational qualities, drawing upon the input of local communities themselves to innovate new approaches to service delivery, in a style of 'co-creation'. The illustrations demonstrated that although those examples were unique they shared common ground. For instance, one of the themes running through all the examples was that while CE was not an easy task, the benefits (e.g. community relevance, ownership, capacity building and trust) obtained from engaging with CE were shown to outweigh challenges and hindrances in the process of CE.

Furthermore, the nature of short-term project working emerged as a barrier to ongoing CE. With reference to the international examples of CE, it was also noticed that sustainability of the engagement, namely the initial and continuing participation by the community, was rarely discussed. The researcher concluded that this was in part due to the fact that most examples mentioned above were 'project based', implying a finite access to staffing and resources. Some of the services mentioned did not see CE as an investment beyond the initial project which in part might be attributed to a scarcity of resources to undertake these activities. Hence, the short term nature of project working itself became a barrier to meaningful and continuous CE.

⁸ World Café, Appreciative Inquiry and Village Square are dialogue-promoting methods. The basic principle is co-creation, which means that citizens as participants create the result in cooperation with organizers. When adopting World Café or Appreciative Inquiry, the library sets the agenda of the workshops and citizens concentrate on helping the library in ways that also benefit themselves. When using Village Square, citizens have the opportunity to create their own agenda. See, for example, Strong British Heart & The Municipality of Aarhus Citizens’ Service and Libraries (2008).

2.3.4 Involvement of Volunteers

In terms of engaging with local communities, it was suggested that “the more involved volunteers are in development of projects, the stronger the elements of engagement” (CSV Consulting 2006, p.7). However, Witbooi’s (2006, p.49) case study, which aimed to set up a community library in an impoverished community in Cape Town, indicated that expecting people who were struggling to survive to work for nothing was “very idealistic and optimistic”.

In contrast, the research of Cookman et al (2000) argued that there was an increase (at least during a period of relative economic growth) in the use of volunteers by English public libraries both in scale and diversity. Among other benefits of working with volunteers (e.g. using people’s existing knowledge and skills, fostering partnership working), involving local communities through their volunteering could help enhance volunteers’ feelings of ‘community ownerships’, which in turn brings the library to the community (Cookman 2001).

In addition, the importance of volunteering is particularly emphasised in terms of contributing to tackling social exclusion: “The recognition that volunteers from socially excluded communities could be used as a bridge for authorities to make contact and involve the community in the service they receive is an important one” (Cookman 2001, p.9). In this respect, Larsen et al (2004) stated that volunteers could be very helpful within refugee communities. For example, when engaging with marginalised groups, volunteering is seen as a strength to enhance the relationship with them as well as to promote their involvement in the service to good effect.

2.3.5 Working around Books or Information

The survival of the future library service is open to debate. As Pateman and Vincent (2010) noted, there are two schools of thought: one focuses on what is often described as the core library service (e.g. book borrowing); the other centres on meeting community needs through CE (e.g. engaging communities in the service planning, design, delivery or evaluation). Concerning this issue, a conference, entitled Community Engagement through Reading, concluded that

libraries could work with readers as a springboard to involve people in decision making about future local public services (Local Government Association 2007). Echoing this statement, Goulding (2009, p.48) suggested that one encouraging area of potential for CE in public libraries is 'working around books and reading'.

In practice, libraries in the UK have been involved in several projects around reading, such as the Summer Reading Challenge and the Carnegie and Kate Greenaway Awards Shadowing scheme for children and young people, and The Vital Link and the Six Book Challenge for adults. Take, for instance, the Summer Reading Challenge. Run by The Reading Agency, the Summer Reading Challenge is one of the largest established national reading projects for four to eleven year olds, with participation from 95 percent of the library authorities in the UK. The programme provides children with a personal reading challenge designed to encourage them to visit their local libraries and read up to six books of their choice throughout the summer holidays.

Taylor and Hicks (2007) conducted an impact study of the 2006 Summer Reading Challenge, which concluded that there were widescale benefits (e.g. attitudes to reading, creative reading, and books and author knowledge) to the participating children, based on the following statistics:

1. 660,000 children took part;
2. 48,000 children joined the library because of the Challenge;
3. 16 million books and other children's materials were issued during the summer;
4. Libraries ran 10,500 creative events and activities;
5. 342,200 children completed the Challenge; and
6. 95 percent of UK (99 percent of English) library authorities ran the Challenge. (The Reading Agency 2007)

On face value from the statistics, this project sounded impressive. Yet, what those numbers did not convey was the actual impact on those participating children and those who did not participate. Also, this project tended to be delivered to and for (rather than by and of) participating children, which raised a few questions: Was this project developed to genuinely meet children's (reading) needs or to tick the boxes for the library's accountability? Did it help children's capacity building? How could this project be structured differently or improved?

In addition to such reading projects, the past few years saw an increasing popularity in promoting reading groups in public libraries, which were usually considered as 'community-based programmes' (Peoples and Ward 2007). An example of that is the One Book/One Community programme in the USA. Initiated by the Allegheny County Library Association (ACLA), this programme aims "to build a better community through reading and civic discourse" (The Allegheny County Library Association [no date]).

Following the USA experience, Inspiring Readers, including One Book, was developed in the Europe, aimed at using books creatively to address issues, such as conflict resolution and cultural identify (Peoples and Ward 2007). Projects of this kind emphasised the importance of shared reading, especially in dealing with sensitive issues, such as race, disability and immigration.

It was reported that "Inspiring Readers provided innovative projects that engaged local people and communities" (Peoples and Ward 2007, p.227). On closer inspection, the book was chosen by library staff and a senior member of the Community Relations Council and the relevant events were planned and managed by library staff. Clearly, local communities remained as passive beneficiaries and customers (rather than active stakeholders) in the process of project planning and delivery. Additionally, Peoples and Ward (2007, p.226) stated that "the success of One Book was measured by the level of participation, the number of loans of the book and the extent of the publicity generate." Again, did those numbers really demonstrate the actual impact on local communities?

Furthermore, there have been many relevant engaging events in public libraries. For example, in the Headspace project, The Reading Agency in the UK worked with public libraries and youth services to involve young people in the design and running of the new spaces where they could relax and enjoy the reading experience (Eastell 2008). Similarly, PUNKTmedis in Sweden was developed for a group of young people selected from local schools to work with architects and interior designers to create a library space where young people would feel comfortable (Eastell 2006). In Singapore, Verging All Teens was created for and run by teenagers due to the low use of public library service by young people. According to Ahmad (2004), the Teen Management Committee were interviewed and selected from local schools and colleges to work with the National Library Board Singapore teen advisory committee to plan and manage the new VAT library service, and teen volunteers recruited by the Teen Management Committee ran Verging All Teens.

On a positive note, these projects moved beyond traditional reading projects that were delivered to local communities and engaged with local communities in the design of the library space and the planning and management of the library service. However, this type of engagement belongs to what Cornwall (2008a) called 'invited participation', i.e. where local communities are invited to participate. It is possible that this kind of engagement is carefully planned and managed by the library staff to meet the service's objectives, rather than starting with the real needs of the community (Pateman and Vincent 2010).

Finally, an African experience demonstrated how it was possible to secure community interests and ownership of the community library development projects under financial constraints, which in turn developed a reading culture in communities (Kibandi 2008). For example, the Kenya National Library Service, under financial constraints, served local people by taking books round to schools every two weeks on motorcycles and getting involved in teacher librarian training in Karatina, and refurbished beer halls into public library buildings in Naivasha. Bearing these two examples in mind, Kibandi (2008, p.203) concluded that "Community libraries and information centres have

made a meaningful impact on the rural people as they are developed through community participation and not based on an outsider's opinion."

2.3.6 Engaging in Public Dialogue and Deliberation

In addition to providing civic and government information to the community, the importance of engaging public libraries in public dialogue and deliberation was emphasised in order to encourage civic engagement, promote democracy and contribute to social capital, particularly in the USA literature (Schull 2004; Kranich 2005) and the Australian literature (Hillenbrand 2005).

According to Schull (2004, p.65), "Libraries fulfill the 'forum' function in various ways." Examples of this kind are widespread in the USA public libraries. For instance, public libraries in Arizona worked in partnership with the Arizona Community Foundation, Arizona Humanities Council and Libraries for the Future to organise and host a series of 'community conversations' after the events of 11 September 2001 (Arizona 2002). The LaPorte County Public Library worked in partnership with the Democratic Women's Club and the League of Women Voters to enhance its longstanding study circles series with dialogue about the county jury systems and voting (Kranich 2005).

It is encouraging to learn that libraries revitalise their civic spirit not only by providing space and information but also by expanding opportunities for dialogue and public deliberation. Nevertheless, the intention of these above-mentioned activities tended to focus on the role of the library service or library staff, in terms of informing, educating and leading. What was missing was an active role for local communities to participate in the service. Echoing this observation, Kranich (2005, p.99) suggested that "If libraries are to fulfill their civic mission in the information age, they must find active ways to engage citizens in order to encourage their involvement in democratic discourse and community renewal."

2.4 Chapter Conclusion

The literature review observed common patterns for CE in public libraries. Bringing together theory and practice also identified some gaps in the

literature concerning CE and public libraries. These two aspects, common patterns and gaps, are discussed below.

2.4.1 Common Patterns for Community Engagement

As identified by this review, CE is a complex concept, with no universally agreed definitions or languages. Yet, what could be confirmed is its increasing popularity in a wide range of disciplines (e.g. politics, development studies and health services). This literature review started by examining the objectives of CE for public libraries. A range of views were examined to identify how CE could help the library tackle social exclusion, foster democracy and contribute to social/cultural/human capital. Yet, the implementation of CE in order to reap those benefits is far from straightforward. Therefore, the literature review also covered criticisms of CE from both philosophical and practical perspectives.

In addition, a number of CE models, including typologies of CE and key elements for CE, were reviewed to help understand some of the meanings of CE. Different dimensions of CE (i.e. who was engaged, in what and how) were also discussed to help explore the breadth and depth of the engagement process.

The literature review then moved on to investigate the application of CE to a public library context. Summarising the literature (Schull 2004; Kranich 2005; Hillenbrand 2005; CSV Consulting 2006), six key aspects of CE in relation to library practice were identified. These six key aspects are: 'public libraries as a community space'; 'partnership working'; 'community involvement in the library service'; 'involvement of volunteers'; 'working around books or information'; and 'engaging in public dialogue and deliberation'.

2.4.2 Gaps in the Community Engagement and Public Libraries Literature

The literature review has evidenced a growing interest in CE and identified public libraries' objectives in undertaking CE. Taking into account the changing, diverse and complex nature of a community, there is a call for wider, deeper and stronger level of CE in library services (Hart 2007; Mehra and Srinivasan 2007; Goulding 2009). However, there exists a lack of shared vision

and strategy for CE within librarianship (Taylor and Pask 2008; Willingham 2008; Goulding 2009). Furthermore, little systematic research has examined the CE process in practice in public libraries, such as characteristics of a project, the role of stakeholders, the degree to which communities were involved and the relationship between different stakeholders.

This study intends to address the lack of research literature on conceptualisation of the practical aspects of the CE process in a context of public libraries. In this respect, Cornwall (2002, p.58) suggested, drawing upon conclusions from participation in development projects, that an investigation of 'key ingredients' is necessary:

The spectrum of practices associated with participation in development is so vast that capturing their complexity would be impossible. What is evident, however, is that certain 'key ingredients' are necessary – if not always sufficient – to turn rhetoric into sustainable, positive change.

Therefore, in order to fill the research gap, a research question was developed:

- What are the essential elements of CE from the perspective of local communities, library services and partnership organisations - within the selected public libraries?

In order to answer the question, next chapter presents, explains and justifies the research methodology.

Chapter 3 Research Methodology

This chapter presents the rationale for selecting an appropriate research philosophy, along with justification for the strategies of inquiry chosen for this research. This chapter also addresses a mix of research methods used for data collection and analysis. It concludes with a discussion of reliability, validity and ethics concerning this research.

3.1 Research Philosophy

The choice of research philosophy adopted by the researcher may be considered to exist somewhere between the two extremes of radical positivism and radical post-positivism. Research methods are often considered in terms of a dichotomy between qualitative and quantitative approaches but while quantitative approaches may be favoured by positivist researchers and qualitative by interpretivists, both quantitative and qualitative methods can be used by researchers working in either tradition.

A more adequate typology was provided by Burrell and Morgan, as illustrated in Figure 3.1. A researcher's positioning or standpoint on the subjective/objective dimension will be determined by their position regarding the ongoing philosophical debates on ontology, epistemology, and their assumptions about their professional role and the nature of the human condition (Burrell and Morgan 1979).

Positivism refers to the application of the natural science methods to the study of social reality and beyond (Bryman 2008). However, Creswell (2009) argued that researchers could not be positivistic about the claims of knowledge when studying the behaviours and actions of human. Creswell (2009, p.7) explained:

Developing numeric measures of observations and studying the behaviour of individuals becomes paramount for a post-positivist [...] the accepted approach to research by post-positivists, an individual begins with a theory, collects data that either supports or refutes the theory, and then make necessary revisions before additional test are conducted.

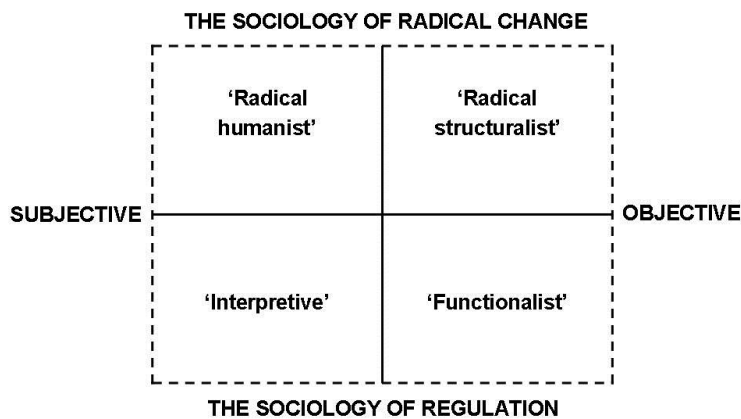


Figure 3.1 Four paradigms for the analysis of social theory (Burrell and Morgan 1979, p.22)

In between these two extremes is where social scientists aim to test ideas and be objective. Examples of this kind of research philosophy include constructivism, advocacy/participatory and pragmatism. This research took a pragmatic philosophical perspective. Figure 3.2 provides a framework for the design of this research. Each aspect of the framework, that is, pragmatism, strategies of inquiry and research methods, is discussed below.

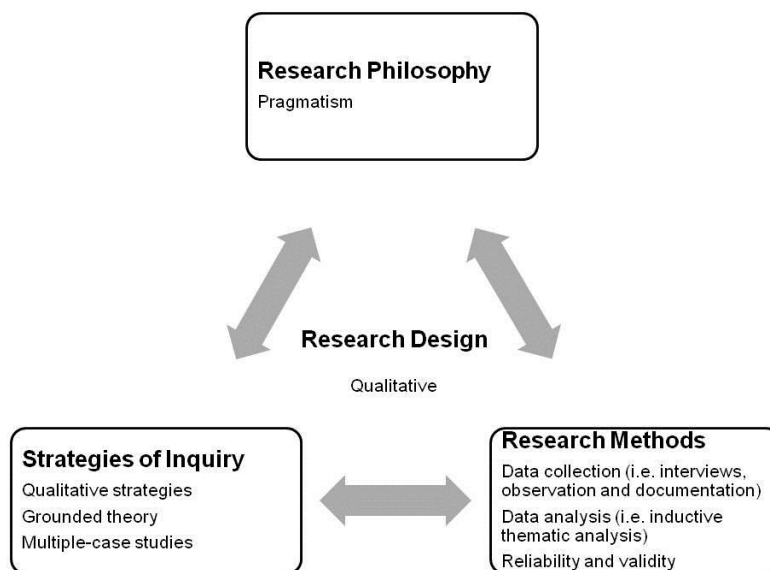


Figure 3.2 Framework for the research design

3.1.1 Pragmatism

As noted by Cherryholmes (1992), while there may exist many versions of pragmatism, they share certain important principles of beliefs. Summarising the work of Dewey (1931), House (1991) and Rorty (1991), Cherryholmes identified the main characteristics of pragmatism:

Research in a pragmatic tradition [...] seeks to clarify meanings and looks to consequences. For pragmatists, values and visions of human action and interaction precede a search for descriptions, theories, explanations, and narratives. Pragmatic research is driven by anticipated consequences. Pragmatic choices about what to research and how to go about it are conditioned by where we want to go in the broadest of senses. (Cherryholmes 1992, p.13)

Echoing Cherryholmes (1992), Rossman and Wilson (1985) also noted that pragmatism focuses on the research problem, rather than methods, and uses a range of approaches available to understand the problem. Bearing this concept in mind, Creswell (2009, p.11) outlined the key philosophical assumptions for pragmatic research, upon which this research was based:

1. Individual researchers have a freedom of choice. In this way, researchers are free to choose the methods, techniques, and procedures of research that best meet their needs and purposes.
2. Pragmatists do not see the world as an absolute unity.
3. Truth is what works at the time.
4. The pragmatist researchers look to the *what* and *how* to research, based on the intended consequences – where they want to go with it.
5. Pragmatists agree that research always occurs in social, historical, political, and other contexts.
6. Pragmatists have believed in an external world independent of the mind as well as that lodged in the mind.

7. Pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as different forms of data collection and analysis.

Recognising significant differences among symbolic interactionism, Stryker and Statham (1985, p.314) identified a shared underlying imagery, which “addresses the nature of society and the human being, the relationship between the two, and the nature of human action and interaction.” Derived from pragmatism (e.g. Peirce, Dewey, Cooley and Mead), symbolic interactionism was coined and put forward by Blumer, who identified the major premises of the perspective:

1. Humans act toward things on the basis of the meanings they ascribe to those things.
2. The meaning of such things is derived from, or arises out of, the social interaction that one has with others and the society.
3. These meanings are handled in, and modified through, an interpretative process used by the person in dealing with the things he/she encounters. (Blumer 1969, p.2)

Embodied in the above statements is the idea that symbolic interactionists emphasise the researcher’s interpretation of the meanings of the interactions between individuals in relation to the environment. It was this perspective of pragmatism of symbolic interactionism that this research was based upon.

When it comes to investigating CE projects, careful attention, as Cohen and Uphoff (1980) suggested, needs to be paid to the context in which engagement was occurring, characteristics of the project and the ways the environment conditioned the kinds of engagement. While acknowledging the value of public libraries to local communities, Johnson (2010) also found that there is a lack of research on how the library interacts with the community. In this respect, Dolores (2002) suggested that symbolic interactionism serves the purpose of understanding the way in which service providers and service users, through human interactions, view the service within a library setting.

Bearing these comments in mind, all the fieldwork, including interviews and observation, was carried out in the research participants' natural environment in order to understand the relationships or interactions between the factors (e.g. local communities, authorities and projects) that were involved in the selected cases. In addition, according to Blumer (1969, p.180), "human interaction is mediated by the use of symbols, by interpretation, or by ascertaining the meaning of one another's actions." To this end, this research identified essential elements of CE as 'symbols'⁹ that facilitated the interaction in the CE process in the selected cases.

A challenge of this research approach concerned issues around bias that the researcher might impose on the 'meanings' of research participants'. In this regard, data collected from the fieldwork was constantly compared: for example, by comparing new data against old data and by comparing data with what had been learnt from the literature review. Additionally, triangulation was employed to increase the reliability and validity of this research, as discussed in Section 3.5.

3.2 Strategies of Inquiry

Strategies of inquiry, also termed as research methodologies (Mertens 1998) or research strategies (Walliman 2006), refer to a research design that provides specific direction for procedures of data collection and analysis (Creswell 2009). In order to answer the research question, this research took a qualitative strategy. Within the qualitative design, two types of strategies of inquiry, namely grounded theory and case study, were chosen to determine the route and methods of data collection and analysis in this research. Therefore, the following sub-sections provide justification for the selected qualitative strategies, grounded theory and case study.

3.2.1 Qualitative Strategy

While pragmatist researchers tend to use mixed methods (Creswell 2009), the majority of symbolic interactionist researchers adopt qualitative methods

⁹ 'Symbols' appeared as 'main themes' in Section 3.4 and as 'essential elements of CE' in Chapters 4, 5 and 6. For example, 'accountability' was seen as a 'symbol' that facilitated the interaction in the CE process.

(Denzin 1992). As identified in the literature review in Chapter 2, there is a body of literature from which key aspects of CE for public libraries have been identified (Schull 2004; Hillenbrand 2005; Kranich 2005; CSV Consulting 2006). Yet, there is little systematic research examining the CE process in practice in public libraries.

This research aimed to explore and identify essential elements of CE in public libraries. Consistent with the philosophical pragmatism of symbolic interactionism, data was gathered and analysed, based on the researcher's interpretation of the meanings that research participants had ascribed to their actions, attitudes and perspectives as a result of the relationships between key stakeholders (social interactions) in the process of CE (the environment).

In addition, according to Vårheim (2009), a quantitative design could not fully capture the knowledge of what actually happens in the causal stories of social capital and public libraries, while qualitative data is typical for most social capital research in describing the contents of the trust building process. Similarly, in order to capitalise on the intended exploratory nature of the CE process, a qualitative strategy, instead of a quantitative design that aims to quantify and generalise results, was considered to be more appropriate for this research. It was believed that a qualitative strategy allowed the researcher to understand, in depth, both service providers' and service users' 'meanings' about CE and further identify essential elements that contributed to their engagement and the relationships between those elements.

3.2.2 Partial Grounded Theory

As defined by two of its main advocates, grounded theory is "the discovery of theory from data systematically obtained from social research" (Glaser and Strauss 1967, p.2).

First developed by Barney Glaser and Anselm Strauss in the 1960s, grounded theory has its origins in the philosophical pragmatism of symbolic interactionism. In grounded theory, events and actions are studied as they occur in their real life settings and researchers try not to change the context. Understanding the context helps researchers locate the actions and

perceptions, and hence grasp the meaning of them. In his defence of grounded theory against the charge of constructionism, Glaser (2002, [no page]), quoting Charmaz (2000, p.510), acknowledged that grounded theory “takes a middle ground between postmodernism¹⁰ and positivism, and offers accessible methods for taking qualitative research into the 21st century.”

For Glaser, all data must be considered theory. Additionally, Glaser emphasised the importance of recognising that, while grounded theory researchers must not assume that they could gather data unfettered by bias or biography, this bias is rendered objective to a high degree by the research methodology as it looks at many cases of the same phenomenon and systematically seeks to find bias (Glaser 1978; Glaser 2001). Glaser argued that grounded theory is, in essence, objectivist and not constructionist.

Grounded theory researchers need to ground their theory in the data that they collect, but as Fetterman (1989, p.17) argued, as the study progresses they should not be too nervous about applying theory from other sources as long as they could be seen to be appropriate and offer useful explanatory power: “Theories need not be juxtapositions of constructs, assumptions, propositions, and generalisations; they can be midlevel or personal theories about how the world or some small part of it works.” The process is often described as one of ‘progressive focusing’ and in the process theories might legitimately be drawn from the researcher’s previous knowledge and experience and from literature.

This research applied an approach informed by grounded theory. Initially, the researcher treated everything, including literature, interviews, observation and documents, as data, which echoed the grounded theory’s dictum ‘all is data’ (Glaser 1978; Glaser 2002). The ‘constant comparative method’, another fundamental property of grounded theory (Glaser 2002), was also adopted in this research. For example, through the extensive literature review reported in Chapter 2, key dimensions of CE, such as who was engaged, in what and how, were initially identified in order to discern different levels of breadth and depth of engagement. This information effected the development of interview

¹⁰ Building on the postpositivist perspective, postmodernism has more of an anti-science tone, appearing very much against normal science practice in general (McKelvey 2003).

and observation schedules. These also influenced the coding process for data analysis through comparing data with theoretical samples. Further questions were posed to clarify the contexts and levels of engagement from the respondents in the selected cases.

When selecting which cases to investigate, the researcher adopted ‘purposive sampling’, which was informed by Eisenhardt’s (1989, p.537) ‘theoretical sampling’ in order to provide examples of polar types. Furthermore, the researcher applied ‘open coding’, using line-by-line techniques, to explore nuances in the data gathered from the fieldwork. Other aspects of grounded theory, such as ‘memoing’ and ‘sorting and writing’, were also used in this research. All these aspects are further explained in Sections 3.3 and 3.4.

3.2.3 Multiple-Case Studies

While Stake (1995) stated that case study is not a methodology but a choice of what is to be studied, others (Merriam 1998; Yin 2003; Creswell 2007) presented it as a strategy of inquiry, a methodology or a comprehensive research strategy. This research regarded case study as a strategy of inquiry.

Yin (2009, p.2) put forward three main situations for conducting case studies: “In general, case studies are the preferred methods when (a) ‘how’ or ‘why’ questions are being posed, (b) the investigator has little control over events, and (c) the focus is on a contemporary phenomenon within a real-life context.”

First, this research mainly focused on the *how* question, for example, how the CE occurred in the selected cases.

Second, the role of the researcher was to investigate the process of CE taking place in the selected cases, with no influence over any projects.

Third, when it came to investigating the CE process, Cornwall (2008a) highlighted the importance of focusing on ordinary space, instead of successful stories. As Cornwall (2008a, p.75) put it,

By focusing on ‘ordinary’ spaces for citizen engagement rather than success stories, the case studies presented here help us to get a sharper

sense of what needs to be done if citizen engagement is to contribute to democracy, social inclusion and community empowerment, as well as to making governments more efficient and accountable.

Similarly, authors in librarianship, such as Hart (2007) and Vårheim (2009), also recognised the case study as an appropriate research approach in order to understand what was happening on the ground when investigating social capital and public libraries.

Taking the three considerations into account, this research adopted the case study as a strategy of inquiry to thoroughly understand the 'meanings' of the actions of research participants in their natural environment, which in turn provided unique insights into what the essential elements of CE in the selected cases were.

Furthermore, three types of case studies, as Creswell (2007, p.74) suggested, can be distinguished by the intent of the case analysis:

1. single instrumental case study: the researcher focuses on one issue/concern within a selected bounded case;
2. multiple-case study: the inquirer selects multiple case studies to illustrate one issue/concern; and
3. intrinsic case study: the focus is on the case itself (e.g. evaluating a program, or studying a student having difficulty).

Due to the focus on the issue of CE and the exploratory nature of this research, a multiple-case studies approach was adopted. Three cases with different characteristics were selected to assist in exploring the research question, which therefore required a comparative analysis. Comparisons were made between the detailed understandings of the three specific case studies.

3.2.3.1 Case Sampling

In the process of the literature review, a number of key persons were identified in the area of CE and public libraries. As a result, contacts were made with an

expert, John Vincent¹¹, and senior public library practitioners in this area. A meeting was set up with John Vincent to discuss the current development of CE in public libraries in the UK in July 2009. Furthermore, for the sake of practicality of the researcher's location, other contacts were made with four public library authorities in the East Midlands in England¹² to explore potential projects with CE content and discuss the possibility of their involvement in this research. See Table 3.1 for characteristics of potential organisations/projects for investigation.

The purpose of the data collection was to elucidate the particular and the specific, rather than generalising data gathered. Therefore, this research did not make use of 'random sampling' but 'purposive sampling', which "is essentially strategic and entails an attempt to establish a good correspondence between research questions and sampling" (Bryman 2008, p.458). Silverman (2000, p.105) indicated that "theoretical and purposive sampling are often treated as synonyms." In this vision, the researcher followed a deliberate theoretical sampling plan, in order to provide examples of polar types (Eisenhardt 1989).

As stated earlier (see p.64), part of the rationale for conducting case study research was to provide the researcher with an opportunity to explore a contemporary phenomenon within a real-life context. In order to do this, three projects were selected for investigation. They included: Citizens' Eye (Leicester Central Library); Project LiRA (Derby City Libraries); and Community Health and Well-being in Libraries (Leicestershire County Council: Library Services). To be specific, all three selected projects were underway at the time the data collection activities were conducted, which provided the researcher with an opportunity to investigate their CE process within a real-life context. Additionally, the fact that the three selected public libraries were located

¹¹ John Vincent is running the Network, an organisation concerned tackling social exclusion. He has worked in the public sector in the UK since 1960s; he now runs courses, writes and lobbies for greater awareness of the role that libraries, archives and museums play in contributing to social justice.

¹² When the research was conducted in 2009 and 2010, the researcher was based in Loughborough in the East Midlands.

within a commuting distance enabled the researcher to conduct interviews and observation in research participants' natural environment on many occasions.

Table 3.1 Characteristics of potential organisations/projects for investigation¹³

Organisations	Project names	Sites	Year project began	Year project finished	Status	Approaches	Project content
Leicester Central Library	Citizens' Eye	• Leicester Central Library	2008	—	On-going	From bottom	Community journalism
Leicester Central Library	Welcome to Your Library		2006	2007	Fixed-term	From above	Connecting libraries with refugees and asylum seekers
Derby City Libraries	Project LiRA	• Allenton Library • Chellaston Library • Mackworth Library	2007	2010	Fixed-term	From above	Library building refurbishment
Leicestershire County Council: Library Services	Community Health and Wellbeing in Libraries	• Coalville Library • Melton Library • Oadby Library	2009	2010	Fixed-term	From above	Promoting health and wellbeing in libraries
Leicestershire County Council: Library Services	Project 5	• Site 5	2007	2009	Fixed-term	From above	Library building refurbishment
Organisation 6	Project 6	• Site 6	2007	2009	Fixed-term	From above	Library building refurbishment

Furthermore, the rationale behind the choice of the three cases was that they all used 'community engagement' language. Indeed, the preliminary meetings indicated that the three cases covered all or some of the aspects of CE that were identified in the review of literature in Chapter 2 (see Table 3.2).

Yet, the three case studies were fundamentally different with regard to whether the project was initiated from above or from below and whether the project was fixed-term or on-going. Accordingly, the three selected public

¹³ Project 5 (Site 5) and Project 6 (Organisation 6 and Site 6) were not able to participate in the research due to time and financial constraints, and so were not named to protect their anonymity/privacy.

libraries showed different perspectives on the process of engaging with the community and therefore used different strategies and methods to involve members of the community in the project planning, management or delivery.

Table 3.2 Final sampling frame for field study

Selected cases	Citizens' Eye	Project LiRA	Community Health and Wellbeing in Libraries
Aspects of CE			
Public libraries as a community space	√	√	√
Partnership working	√	√	√
Community involvement in the library service	√	√	√
Involvement of volunteers	√	√	–
Working around books or information	√	√	√
Engaging in public dialogue and deliberation	√	–	–

This sampling plan was designed to investigate different forms of CE. This research did not aim for generalisation; instead, it aimed for application for comparability and transferability of findings. The three public libraries selected for investigation did not represent all public libraries in England, but demonstrated different forms of CE. As a result of the differences in perspectives, methods and strategies, different depth and breadth of CE unfolded in different projects, which logically called for an investigation of the context of CE (i.e. project characteristics and task environment) and the dimensions of CE (i.e. who was engaged and how) in the three specific case studies.

Subsequently, emails were sent to Leicester Central Library, Derby City Libraries and Leicestershire County Council: Library Services separately to arrange meetings in order to gain their agreement about participation in this research and to formalise the relationship with them. All three public libraries agreed to partake in this research.

3.3 Data Collection

This research employed multiple qualitative research methods to help identify essential elements of CE in the three selected cases, that is, Leicester Central Library, Derby City Libraries and Leicestershire County Council: Library Services. Semi-structured interviews and direct observation were employed to obtain qualitative data from the selected cases. Document analysis was used to provide multiple sources of data.

Each of the methods has its own strengths and weaknesses. Employing a mix of interviews, observation and documentation provided a holistic view of engagement processes and methods in the three selected case studies. The reasons for choosing the three data collection methods and their application to this research are discussed respectively in the following.

3.3.1 Semi-Structured Interviews

According to Yin (2009, p.108), “Interviews are an essential source of case study evidence because most case studies are about human affairs or behavioural events.” Interviews were considered to be appropriate given that the data collection aimed to investigate research participants’ actions, attitudes and perspectives towards CE based on their own experiences and their interactions with other individuals.

Among other types of interviews (e.g. structured format or unstructured format), semi-structured interviews were chosen to obtain rich, in-depth answers from research participants, because “interviewers are free to follow up ideas, probe responses and ask for clarification or further elaboration” (Arksey and Knight 1999, p.7). Having said that, the researcher designed interview schedules and made an effort to follow the agenda when conducting interviews.

3.3.1.1 Interview Sampling

In order to learn the most from interview respondents, this research drew upon ‘purposive sampling’, instead of ‘convenience sampling’, which “is sometimes used as a cheap and dirty way of doing a sample survey” (Robson 2002, p.265). By using purposive sampling, it was hoped that substantial

information regarding respondents' experiences would be obtained in order to help understand how or why their 'meanings' might have been formed.

Preliminary meetings with library practitioners revealed that all three case studies involved library staff, local community members and partnership organisation staff in the project planning, management or delivery. The relevance of the three stakeholders to CE was also recognised in the review of literature in Chapter 2. Furthermore, Vårheim's research on social capital and public libraries suggested that "For increasing credibility, numerous case studies of process of trust generation involving real actors are needed" (Vårheim 2009, p.377). Therefore, this research intended to conduct a series of semi-structured interviews with the three identified key stakeholder groups within the specific case studies. The three stakeholders were:

1. library staff, both at the managerial and operational levels;
2. local community members, who participated in the selected projects;
and
3. partnership organisation staff.

It was originally proposed that this research would recruit five interview respondents in each of the three stakeholder groups within each of the selected cases. Thus, there would be 45 interviewees participating in this research in total. Effort was made to give equal opportunities to all potential research participants within the three selected cases. In practice, there were 34 respondents partaking in the semi-structured interviews in this research (see Table 3.3).

Interview respondents were recruited from relevant meetings and events with the assistance of library staff within the selected cases. In the process of recruiting interview respondents, there was a strong element of self-selection (because all respondents were volunteers) for participation and those who agreed to participate in the study might have their own reasons for doing so. While self-selection might lead to biased sampling (Heckman 1979), data

collected evidenced a number of valid and unique experiences and stories from interview respondents who were actively involved in the three selected cases.

Table 3.3 Breakdown of interview respondent numbers

Stakeholders	Library staff	Local community members	Partnership organisation staff	Total
Selected cases				
Citizens' Eye	2 ¹⁴	5	5	12
Project LiRA	4	5	5	14
Community Health and Wellbeing in Libraries	5	0 ¹⁵	3	8

3.3.1.2 Interview Schedule Design

In order to remain consistent and rigorous throughout the interviews and to be able to compare and contrast different perspectives, methods and strategies of CE in different case contexts, a set of interview schedules were developed to ask the same basic questions to all respondents in the same stakeholder groups across the three selected cases.

The interview questions were designed with the aim to elicit information in order to help answer the main research question. Each of the interview schedules had three main parts. They were: the characteristics of the stakeholders, the characteristics of the engagement process and factors for successful CE. For the interview schedules with different stakeholder groups, see Appendices 1A, 1B and 1C.

According to Arksey and Knight (1999), to help put the interviewees at ease, researchers should begin the interview by posing 'ice breaker' or 'easy-to-answer' questions. Q1 and Q2 in the three interview schedules were related to interviewees' factual aspects of the situation or their experience, for example, their roles and involvement in the selected projects. After that, Q3 – Q8 (Q9 in

¹⁴ There were only two library staff members at the managerial level from Leicester Central Library who were actively involved in Citizens' Eye. This phenomenon echoed the findings in Chapter 4 that Citizens' Eye was community-initiated, community-led and self-sustained, with facilitation from the library service.

¹⁵ The researcher attended the Community Health and Wellbeing in Libraries events in Melton, Oadby and Coalville to recruit potential respondents to partake in the interviews. Yet, there was reluctance from the community that were asked to participate in this research, which echoed the findings in Chapter 6 that there was no direct involvement from the community in the project planning and management. Short questions were designed to ask for their motivation and involvement to take part in those events (see Section 3.3.2.3 on p.77).

the interview schedule with library staff) were arranged in a chronological sequence of the projects, for instance from how the project started, how local people were informed about the project, how they had been consulted, to how they would be involved in the future plans. The difficult questions which demanded more thinking were left to the later stage of the interviews (Arksey and Knight 1999). Finally, Q9 and Q10 (Q10 and Q11 in the interview schedule with library staff) concluded the interviews by asking respondents to provide their suggestions on what elements could contribute to successful CE from their experience of participating in the selected projects.

The majority of the questions asked in the interviews were open questions, rather than closed questions, where interviewers have predetermined questions and pre-coded answers (Arksey and Knight 1999, p.90). Due to the exploratory nature of this research, open questions were used in order to deeply understand informants' perspectives, attitudes and actions regarding CE. Furthermore, in order to capture more detailed answers from interviewees, some probing questions were designed to elicit elaborations and examples.

Additionally, some questions were developed to obtain background information from interviewees (Appendix 1D). The section covered the areas of:

1. age;
2. gender;
3. name of the project;
4. name of the stakeholder group;
5. residence;
6. qualifications;
7. position held;
8. job description; and

9. year of employment.

3.3.1.3 Pilot Interviews

As recommended by Bell (1987, p.65), pilot testing was carried out to eliminate any problems about the clarity of questions, objections to answering any questions, time required to conduct interviews and any omissions. Hence, four pilot interviews were carried out with different groups of stakeholders in the intended study population in January 2010.

Through the pilots, questions were tested and some shortcomings were identified. For example, some questions were not clear enough, some were unanswerable at the current stage of the project, and some questions were too ambiguous. Meanwhile, the researcher identified how long it took to work through the questions. The duration of the pilot interviews varied from 30 minutes to one hour. The pilot also provided the researcher with a valuable opportunity to practise conducting interviews and the researcher gained a greater sense of confidence from this.

Subsequently, questions were modified to correct the problems which had been identified during the pilot interviews. Moreover, some questions were re-sequenced to help the questions flow in a logical order and some were combined to reduce repetitive answers from interviewees (see Appendix 2).

3.3.1.4 Interview Procedure

When making contact with potential interview respondents, either via direct conversations at meetings or events or through telephone calls, each respondent was briefed about the nature of the research and what his/her involvement would be. A date to suit the respondent was arranged. All interviews were conducted in respondents' natural environment of his/her choice. A total of 34 face-to-face semi-structured interviews on a one-to-one basis were undertaken from February to May 2010.

Given that all the interview questions were open-ended, face-to-face interviews, rather than telephone interviews were thought to be suitable for this research, because "open-ended questions are harder to manage over the

phone than face-to-face and answers tend to be less complex and shorter” (Arksey and Knight 1999, p.81).

In addition, one-to-one interviews were considered to be appropriate for this research because the interview questions were designed to elicit that individual respondent’s particular perspectives, attitudes and actions towards CE, whereas conducting ‘joint interviews’ might run “the risk of stirring up antagonisms and conflicts of interest” (Arksey and Knight 1999, p.76).

Prior to the interview, all participants were asked to read the Participant Information Sheet and sign the Informed Consent Form (see Section 3.6). During the interview, an audio recording was taken to capture all questions and responses in detail. Interviews were carried out in accordance with the interview schedules. Main questions were asked, with supplementary probing questions added to elucidate further information as required.

Once an interview was completed, the audio recording was fully transcribed in Microsoft Word 2007 by the researcher following the instruction on ‘preparing textual data for ATLAS.ti’ (Lewins and Silver 2007). All audio recordings were kept on the university server for a backup of data, in case further transcription was needed. All transcripts were imported into ATLAS.ti 6.1 for coding. For an interview transcript sample, see Appendix 3.

3.3.2 Direct Observation

According to Merriam (1998), observational data represents a first-hand encounter with the phenomenon of interest rather than a second-hand account of the world obtained through interviews. Taking into account that the three selected projects were progressing at the time the research was conducted, observation was selected in addition to interviews, as another research method. This was in order to obtain first-hand knowledge of library service providers’ and service users’ meanings that they ascribed to their actions in their natural setting.

Observation includes participant observation and direct observation. Creswell (2009, p.182) indicated that the two forms of observations can be

distinguished by whether a researcher conducts observation as a participant (as in participant observation) or as an observer (as in direct observation). In this regard, direct observation is usually, according to Bryman, associated with non-participant observation, where “the observer observes but does not participate in what is going on in the social setting” (2008, p.257). By adopting direct observation, the researcher observed, but did not participate in relevant meetings and events in those selected cases (see Table 3.4).

Table 3.4 Events and meetings observed

Selected cases	Meetings and events observed
Citizens' Eye	<ul style="list-style-type: none"> • Wave meetings (25.01.2010, 08.02.2010) • Media training workshops (02.02.2010, 09.02.2010)
Project LiRA	<ul style="list-style-type: none"> • Mackworth Library panel meeting (26.01.2010) • Allenton Library panel meeting (03.02.2010) • Project LiRA board meeting (04.02.2010) • Chellaston Library panel meeting (15.02.2010)
Community Health and Wellbeing in Libraries	<ul style="list-style-type: none"> • Health event in Melton Library (09.12.2009) • Community Health and Wellbeing planning meeting (08.03.2010) • Health event in Oadby Library (02.03.2010) • Health event in Coalville Library (19.03.2010).

During the observation, the researcher employed explicitly formulated rules for observation (see Section 3.3.2.2) and for recording of behaviour (see Section 3.3.2.3), as informed by Bryman (2008).

The intention of employing direct observation in this research, as Yin (2009, p.110) suggested, was to “[provide] additional information about the topic being studied.” Indeed, observational data collected from the fieldwork added new dimensions for understanding the interactions between individuals, including those who were not interviewed, in the meetings and events (in their natural setting) observed within the three specific cases.

3.3.2.1 Pilot Observation

Three pilot observations were carried out in the three specific cases in November and December 2009. As indicated by Hawkins (1992, p.22), “Impressions also influence the choice of what to observe. Researchers often

begin a series of investigations by impressionistic, informal observation.” These early impressions informed the design of the observation schedule.

3.3.2.2 Observation Schedule Design

Just as there was a set of interview schedules developed to keep the process of gathering interview data consistent and rigorous, there was also an observation schedule designed for the purpose of the data collection. There were seven main parts in the observation schedule:

1. basic information of the event observed: including the dates, venues and the titles of the event;
2. the physical setting: describing the physical environment of where the event was held;
3. characteristics of the participants: recording who participated in the event observed and what brought these people to the event, and describes the relevant features of the participants;
4. characteristics of the process: focusing on the activities and interactions between participants at the event;
5. conversation: quoting directly, paraphrasing and summarising relevant conversations;
6. subtle factors: recording unplanned activities, nonverbal communication and ‘what did not happen’; and
7. the investigator’s behaviour: recording the investigator’s role and thoughts during the observation.

For the observation schedule, see Appendix 4.

Although this was a pre-fixed list of what to observe, the researcher retained a high level of awareness and observed any emerging topics during the process of collecting data through observation.

3.3.2.3 Observation Procedure

Over the course of data collection, the researcher attended the meetings and events that took place and were relevant to the topic studied in the three selected cases from December 2009 to March 2010. At the start of any observational work, the researcher was introduced as an observer to the participants by library staff. Meanwhile, consent was sought from all participants verbally.

In addition to observing the events and meetings and taking notes in accordance with the observation schedule, the researcher also asked participants to explain various aspects of what was going on during and after the event. Questions asked included: What are you doing in the event? To what extent do you get involved in groups, campaigns and activities? What motivates you to come here? What challenges have you met so far? The number of responses to those questions asked varied in different cases (see Table 3.5).

Table 3.5 Breakdown of observation respondent numbers

Stakeholders	Local community members	Partnership organisation staff
Selected cases		
Citizens' Eye	12	N/A
Project LiRA	5	N/A
Community Health and Wellbeing in Libraries	9	6

In order to help improve the reliability of this research, a system of keeping four separate sets of observational field notes was followed (Spradley 1979, p.73):

1. Short notes made at the time: short observational field notes were taken on the spot, during the event;
2. Expanded notes made as soon as possible after each field session and more details were added as soon as possible, to ensure that the field notes would be understandable for future data analysis (see Appendix 5A);

3. A fieldwork journal to record problems and ideas that arose during each stage of fieldwork (see Appendix 5B); and
4. A provisional running record of analysis and interpretation (see Appendix 5C).

During the observation session, an audio recording was taken to capture conversations that occurred in the meetings and events. Once an observation was completed, the audio recording was transcribed. Except the short notes that were taken during the observation session, all other observational field notes (i.e. expanded notes, a fieldwork journal and a provisional running record) were later written up in Microsoft Word 2007 by the researcher and then imported into ATLAS.ti 6.1 for coding.

3.3.3 Documentation

As Yin (2009, p.103) stated, “The most important use of documents is to corroborate and augment evidence from other sources.” In addition to the data gathered through interviews and observation, document analysis was used for substantiating the findings and for triangulation. Documents collected were also used to verify the correct spellings and names of organisations that were mentioned in the interviews. See Table 3.6 for a list of documents that were relevant to the three selected cases and were available for use were therefore collected.

The researcher acknowledged that documents obtained from the three cases were not produced for the purpose of this research. Instead, they were written for other specific purposes and audiences that did not necessarily share the same objectives as this study. In response to issues around validity of documents and bias in document analysis, the documentary information used in this research was regarded as a resource to reflect on communication between other parties attempting to achieve other objectives. By taking this approach, as Yin (2009, p.105) suggested, the researcher was less likely to be misled by documentary evidence and more likely to be objective when interpreting the contents of the documents collected.

Table 3.6 A list of documents collected

Selected cases	Documents collected
Citizens' Eye	<ul style="list-style-type: none"> • <i>Soar Community</i> magazines • <i>The Wave</i>¹⁶ newspapers • <i>Embedding Equalities: Submission for LGC Equality & Diversity Award</i>¹⁷ (Leicester City Council 2010) • <i>Cultural Volunteering in the East Midlands</i>¹⁸ (CFE 2009) • <i>Duty to Involve</i>¹⁹(<i>Local Government and Public Involvement in Health Act 2007</i>) • <i>Heart: Keeping the Community Connected</i>²⁰ (De Montfort University 2009)
Project LiRA	<ul style="list-style-type: none"> • <i>Business Plan for the Community Libraries Programme</i>²¹ (Derby City Libraries 2008a) • <i>Community Engagement Plan for the Community Libraries Programme</i>²² (Derby City Libraries 2008b) • Project LiRA mid-year report • Meeting minutes
Community Health and Wellbeing in Libraries	<ul style="list-style-type: none"> • Community Health and Wellbeing in Libraries funding application • <i>Leicestershire Local Area Agreement Framework 2008-2011</i>²³ (Leicestershire Together [no date]) • Meeting minutes

In addition, “Documents must be carefully used and should not be accepted as literal recordings of events that have taken place” (Yin 2009, p.103). In this

¹⁶ *The Wave* is a newspaper that is written, edited and sourced by young people who are under 25 years old in Leicester. It is published as a supplement in Leicester Mercury, a local newspaper, every month.

¹⁷ *Embedding Equalities: Submission for LGC Equality & Diversity Award* illustrates how various Leicester City Council services managed equality and diversity. Citizens' Eye was selected as a case study to showcase equality practice within the authority.

¹⁸ *Cultural Volunteering in the East Midlands* project was commissioned by Museums, Libraries and Archive East Midlands, Renaissance East Midlands, Arts Council East Midlands and English Heritage. The report illustrates volunteering in the cultural sector in the East Midlands and demonstrates the value of this volunteering both to individuals and organisations within the sector. Citizens' Eye was one of the selected case studies.

¹⁹ The *Duty to Involve* act is a statutory duty, which came into place on 1 April 2009. The aim of the act is to “embed a culture of engagement and empowerment across the authority's functions” (*Local Government and Public Involvement in Health Act 2007*).

²⁰ *Heart: Keeping the Community Connected* is a publication, produced by postgraduate journalism students at Leicester Centre for Journalism at De Montfort University in November 2009. The publication was dedicated to volunteers in Citizens' Eye and its 12 different news agencies for their effort in producing an array of communication networks (De Montfort University 2009).

²¹ *Business Plan for the Community Libraries Programme* is a document that Derby City Libraries submit to the Big Lottery Fund upon the successful application for the Community Libraries Programme. It provides an overview of Project LiRA.

²² *Community Engagement Plan for the Community Libraries Programme* is a document that Derby City Libraries submit to the Big Lottery Fund upon the successful application for the Community Libraries Programme. It focuses on a variety of CE activities in Project LiRA.

²³ *Leicestershire Local Area Agreement Framework 2008-2011* is three-year action plans for achieving better outcomes, developed by Leicestershire County Councils with their partners in local strategic partnerships (Leicestershire Together [no date]).

sense, 34 semi-structured interviews and 12 direct observations were conducted to obtain a depth of information from research participants. Documents collected were imported to ATLAS.ti 6.1 for coding and analysed in conjunction with interview data and observational data to triangulate the emerging findings.

3.4 Data Analysis

Data collected was analysed to identify essential elements of CE in the context of the three selected case studies. Within a multiple-case studies design, as advised by Yin (2009, p.57), this research started with analysing data within each specific case, which was followed by making a comparison analysis across the three cases (see Figure 3.3). It was anticipated that the conclusion from the data analysis would provide a model identifying essential elements of CE in these contexts.

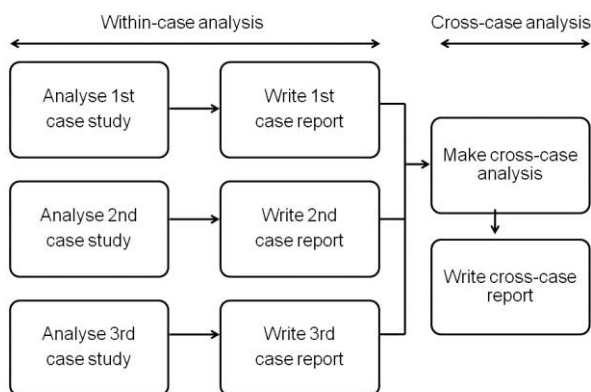


Figure 3.3 Multiple-cases study analysis design (Adapted from: Yin 2009, p.57)

Following sections discuss how within-case analysis and cross-case analysis were conducted in this research.

3.4.1 Within-Case Analysis: Description and Explanation

The purpose of the within-case analysis was to accurately describe the specific cases with explanations, which involved an analytic progression from the 'what' and 'how' questions to the 'why' question (Miles and Huberman 1994).

To this end, Braun and Clarke (2006, p.87) provided an overview of the analytic process (i.e. thematic analysis). There are six phases of analysis:

1. familiarising yourself with your data;
2. generating initial codes;
3. searching for themes;
4. reviewing themes;
5. defining and naming themes; and
6. producing the report.

The process might also be characterised as a process of data reduction that involved all of the usual coding procedures associated with grounded theory analysis. Constant comparisons made between data (e.g. coding the second data source with the first in mind) and between data and theoretical samples (e.g. coding subsequent data with the emerging theory in mind) were drawn to follow upon the researcher's intuitions. The categories and properties of data were identified and elaborated until the codes reached a point that approached saturation, which was explained as "when one category is saturated, nothing remains but to go on to new groups for data on other categories, and attempt to saturate these categories also" (Glaser and Strauss 1967, p.65). Evidence of saturation was presented in the process of thematic analysis through a back-and-forth interplay with the data from generating initial (line-by-line) codes, searching for themes, reviewing themes to defining themes (see Sections 3.4.1.1 - 3.4.1.6). In essence, coding and analysis ended when no new themes were identified, no new issues were added to a data category and no data was obtained.

Furthermore, the data was analysed in an inductive way, which was also consistent with the definition of grounded theory as "the discovery of theory from data" (Glaser and Strauss 1967). Braun and Clarke (2006, p.83), citing Patton (1990), explained "an inductive approach" as "the themes identified are

strongly linked to the data themselves.” Accordingly, inductive analysis is data-driven, without trying to fit the data into a pre-fixed coding list.

While Glaser (2002) argued that thematic analysis is different from grounded theory analysis, there were more authors, such as Ryan and Bernard (2000), who considered thematic analysis to be positioned within major analytic traditions, such as grounded theory. This research adopted thematic analysis, with techniques borrowed from grounded theory analysis. Braun and Clarke’s (2006) six phases of thematic analysis were applied in presenting an account for how the data gathered for this research was coded, analysed and written up, using examples from one of the three case studies to demonstrate the process. Data was managed, using ATLAS.ti 6.1, a qualitative data analysis software, which was readily available for the researcher.

3.4.1.1 Familiarising Yourself with Your Data

Braun and Clarke (2006) emphasised the importance of the researcher being familiar with all aspects of the data and claimed that it provided the bedrock for the rest of the data analysis. In this research, whatever collected from the fieldwork, whether meetings, interviews, observation or documents, was treated as data. This phase started by collecting data through interactive means, followed by transcribing the interview data, writing observational field notes, reading and re-reading the data in an active way, and taking notes and marking ideas for coding.

First of all, the researcher collected the data personally through interviews, observation and documentation, from December 2009 to May 2010. This resulted in the researcher approaching the analysis with some prior knowledge of the data, with some initial analytic interests or thoughts.

Secondly, as suggested by Braun and Clarke (2006), the interview data was transcribed in order to conduct a thematic analysis, using Microsoft Word 2007. The process of transcribing helped the researcher become more familiar with the data (Riessman 1993) and informed the early stages of analysis (Braun and Clarke 2006). Transcription methods, such as transcribing pauses, movements and tones of voice, were deemed to provide too much depth for an

exploratory study (Jefferson 2004). However, the researcher kept rigorous and thorough orthographic transcripts – a verbatim account of all verbal and non-verbal data, such as ‘erm’ and ‘uh-huh’. Also, the researcher frequently checked the transcripts back against the original audio recording for accuracy.

Thirdly, Dey (1993) suggested that reading and annotating were two facets of the same process of absorbing information and reflecting upon it, which highlighted the importance of reading and reflecting upon the data at the same time. In order to prepare the ground for later analysis, the researcher repeated reading the data in an active, instead of passive, way. In accordance with the aim of this study, the interrogative quintet (e.g. ‘who’, ‘what’, ‘when’, ‘where’ and ‘why’) was therefore adopted to explore the potential themes and meanings from the data collected. In addition, the question ‘so what’ was employed to consider why some aspects of the data were so interesting. Consequently, some ideas and identification of possible patterns emerged as the researcher read through the data.

At the same time, the researcher started taking notes and marking initial ideas for coding by using comments and applying highlighting in Microsoft Word 2007 (see Figure 3.4).

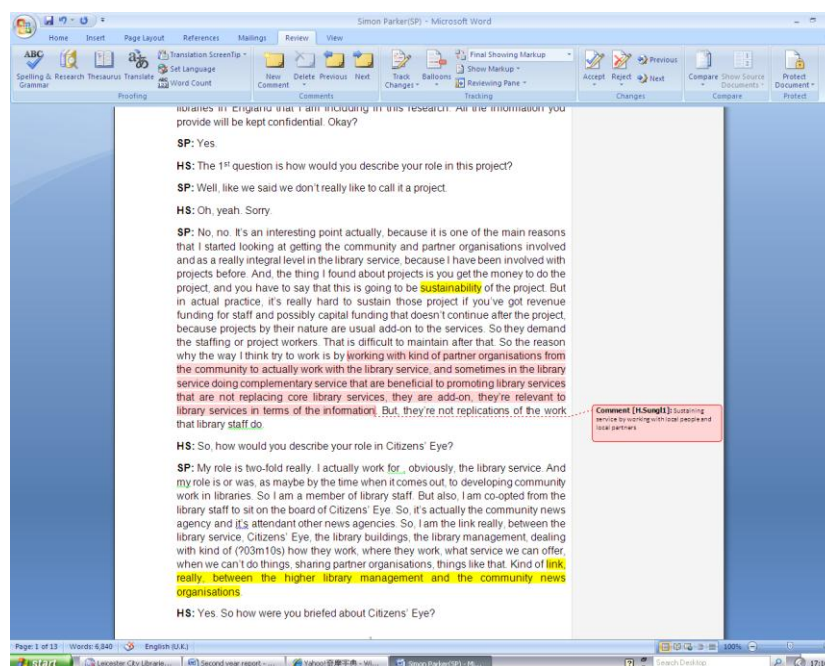


Figure 3.4 Annotating the data on Microsoft Word 2007

3.4.1.2 *Generating Initial Codes*

After becoming familiar with the data through different means, the researcher started to create initial codes from the data. “Coding is analysis” (Miles and Huberman 1994, p.58), as “coding means categorising segments of data with a short name that simultaneously summarises and accounts for each piece of data” (Charmaz 2006, p.43). Coding moved beyond descriptive statements in the data to begin an analytic interpretation of the data.

In this research, data was initially coded in an inductive way, which meant that the researcher approached the data with an open mind and the themes came from the data gathered from the fieldwork. The intention of adopting an inductive approach was to understand the three specific case studies in detail. However, the researcher also acknowledged that this research did not embrace a purely inductive approach, since the research question was derived from the literature review in Chapter 2 and the data was analysed and interpreted with the researcher’s theoretical and analytical interest in CE and public libraries.

Phase 2 started with detailed, open coding. In order to remain open to the data and identify nuances, the technique of ‘line-by-line coding’ was adopted (Charmaz 2006, p.50). According to Glaser (1978), line-by-line coding means naming each line of the written data. In addition, Glaser (1978) suggested that coding with gerunds, not nouns, which turn actions into topics, helps the researcher detect processes and stay close to the data. Therefore, what research participants said when they talked, where they talked and how they talked all mattered. Although not every line contained a complete sentence and not every sentence appeared to be important, this strategy enabled the researcher to discover emerging ideas that was not noticed when reading and annotating the data during Phase 1. See Table 3.7 for an example of initial codes applied to a short segment of data.

Table 3.7 Data extract, with initial codes applied in Citizens' Eye

Interview data extract	Coded for
So the reason why the way I try to work is by working with kind of partner organisations from the community to actually work with the library service, and sometimes in the library service doing complementary service that are beneficial to promoting library services that are not replacing core library services, they are add-on, they're relevant to library services in terms of the information.	<ul style="list-style-type: none"> • Working with kind of partner organisations from the community to actually work with the library service • (Working with partners) to do complementary service that are beneficial to promoting library service • Not replacing the core library services • Being relevant to the library services in terms of the information

The researcher worked systematically throughout two interview transcripts for each case study, giving full and equal attention to every line of the data, and identified interesting aspects in the data that might form the basis of repeated themes (Braun and Clarke 2006). There was a number of ways of actually coding data, for instance manually or through software programmes. In this research, the process of initial coding was performed manually, instead of using ATLAS.ti 6.1 software. The reasons for this choice were:

1. to prepare the work for using MindGenius Education Enterprise 2.5x software to look for themes in Phase 3; and
2. to avoid unnecessary confusion in ATLAS.ti 6.1 when moving from initial coding, searching for themes, to reviewing themes. (The researcher was aware that the ATLAS.ti 6.1 software provided the functions of renaming, merging and deleting codes. However, moving from Phase 2, Phase 3 to Phase 4 involved significant changes in codes and themes.)

Initially, the researcher printed out the transcripts and wrote notes (initial codes) on the margins of the paper. Subsequently, all codes on the margins were typed into Microsoft Word 2007 to prepare the work for next phase. This was done in the order of participants' answers to the interview questions, thus keeping relevant data together, in light of the common criticism of coding, where the context is lost (Bryman 2008).

Initial coding, by means of line-by-line coding, helped the researcher get the full picture of the interview transcripts. Additionally, it encouraged the researcher to start analysis from research participants' perspectives. This way, the results of this research would be more likely to reflect participants' views, instead of imposing the researcher's opinions on the data. Throughout the whole process of initial coding, the researcher kept an open mind to what the data suggested.

3.4.1.3 Search for Themes

Phase 3 re-focused the analysis at a broader level of themes, involving sorting the different initial codes into potential themes, and collating all relevant coded data within the identified themes (Braun and Clarke 2006). In the process of data analysis, this phase involved a process of abstracting from the initial, line-by-line, detailed and open codes produced at Phase 2. At the same time, the researcher had full transcripts at hand to help remember the meanings and origins of those codes. According to Dey (1993), abstraction is a means to greater clarity and precision in making comparisons and the emphasis is located in the essential features of objects and the relations between them. In principle, the researcher organised the data by grouping like with like, so that any data which was similar or related to others could be grouped together.

Furthermore, Braun and Clarke (2006) suggested that it is helpful at this phase to use visual representations, for example, mind-maps or tables, to help sort the different initial codes into themes. The researcher employed mind mapping techniques, using MindGenius Education Enterprise 2.5x software. This phase started with typing the initial codes in the MindGenius software and organising them into different groups of themes. Every initial code was regarded as being at the same level at this stage.

As the researcher added more initial codes on the map, some of them stayed where they were, some went on to form broad themes, and some were grouped together under newly-generated broad themes. For example, while adding initial codes to the map, the researcher started to note the nature of projects work, for example, 'being hard to sustain a project without continuing funds'

and ‘demanding the staffing or project workers’, which resulted in library staff ‘not liking to call Citizens’ Eye a project’. Therefore, a broad theme ‘project work’ was generated to capture the kind of meanings to projects being used. In addition, ‘not replacing the core library services’ and ‘being relevant to the library services in terms of the information’ were grouped together to provide details for ‘working with partners to do complementary service that are beneficial to promoting library service’, which was moved to a broad theme. A thematic map of this early stage is shown in Figure 3.5.

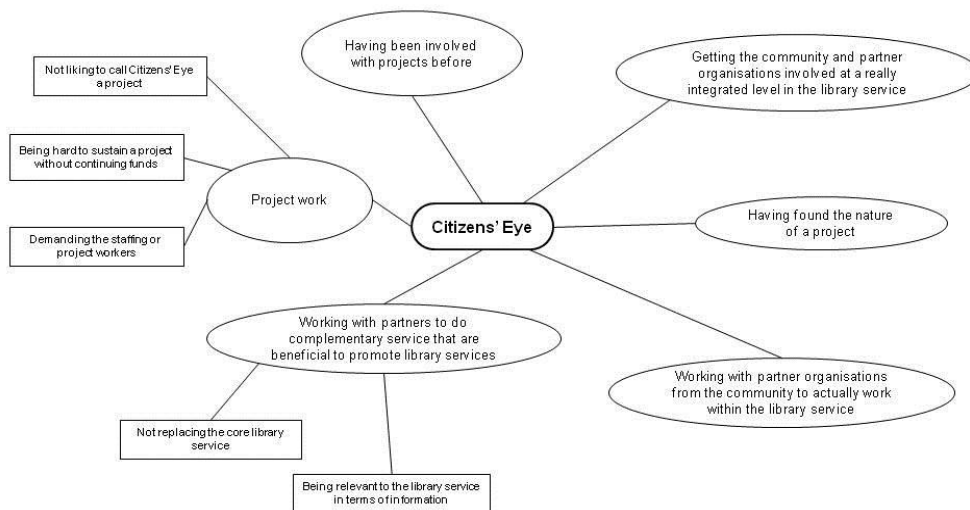


Figure 3.5 Initial thematic map in Citizens’ Eye (Excerpt)

The initial thematic map grew as the researcher generated and developed broad themes and detailed themes. This was a process in which the researcher moved forwards and backwards between the two. Gradually, with more and more broad and detailed themes being added to the map, some main themes were created. For example, ‘partnership working’ was generated as a main theme to cover different aspects and issues about working with partnership organisations to promote CE, such as ‘working with partner organisations from the community to actually work with the library service’ and ‘working with partners to do complementary service that are beneficial to promoting library

service'. Similarly, 'learning from experience' and 'sustainability' were created as main themes to provide a broader and more abstract level of themes (see Figure 3.6).

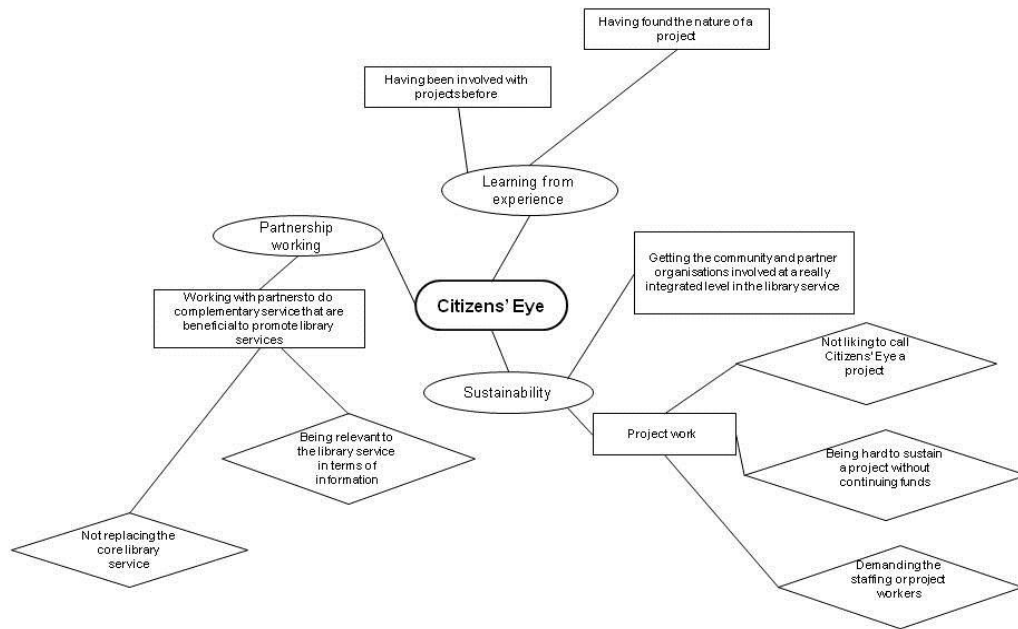


Figure 3.6 Developed thematic map in Citizens' Eye (Excerpt)

This phase helped the researcher gain a sense of the significance of potential main themes, potential broad themes and the details of them through constantly comparing the data. Nothing was discarded at this stage because it was still uncertain whether the themes would remain as they were, or whether some would need to be combined, refined, separated or discarded.

3.4.1.4 Reviewing Themes and Applying Codes

After having devised an initial thematic map of the potential themes, the researcher, as advised by Braun and Clarke (2006), reviewed those themes and refined them during Phase 4. Adopting a different approach from Phase 3, the researcher reviewed the map as a whole and started to synthesise the potential themes on the map. The researcher also started to examine the potential detailed themes and potential broad themes within the same potential main

themes and ensured that they formed a coherent pattern. If they were not cohesive, the researcher reworked the themes. No themes were casually added, removed or reconfigured.

During Phase 4, it became evident that some potential themes did not have enough data and details to form a theme on their own, such as 'learning from experience', which then collapsed into a main theme 'sustainability'. Some were broken down into separate themes. For instance, different aspects of 'partnership working' were scattered under different main themes, such as 'a flexible approach', 'genuineness', 'relevance' and 'sustainability'. Some remained as main themes, such as 'sustainability'. Throughout the whole process of reviewing and refining the themes, the researcher made sure that data within the same themes cohered together meaningfully, whilst there were clear and identifiable distinctions between the different themes.

The process of reviewing themes ended when theme saturation had occurred. For this study, a theme was considered to be saturated when it was repeatedly emphasised by interview respondents; when "no new data are added because that category has been adequately explained" (Hyde 2003, p.48); and when all the data gathered was analysed comprehensively. For example, 'sustainability' was considered to be a theme when its importance to CE was emphasised by the majority of interview respondents; when it was adequately explained (e.g. having three sub-themes under it: 'going beyond project work'; 'increasing capacities'; and 'a learning process'); and when all the data was used to sufficiently support it as a theme.

See Figure 3.7 for a revised thematic map of the themes.

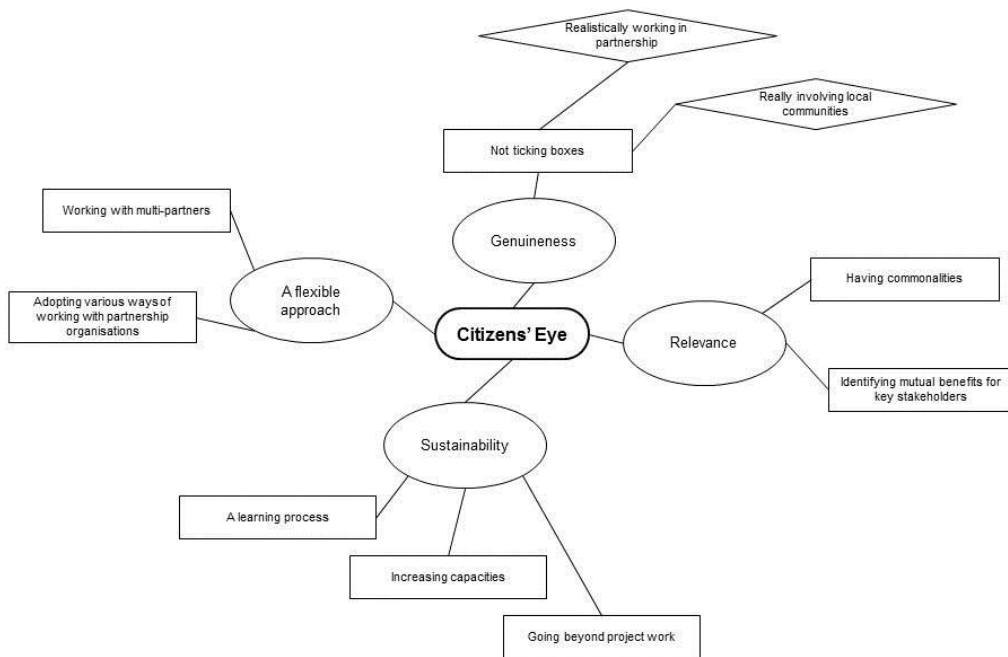


Figure 3.7 Revised thematic map in Citizens' Eye (Excerpt)

After the revised mind map was generated, the researcher started to give each theme, both main and sub-themes, a code. In terms of naming themes, advice from Miles and Huberman (1994) was taken, for example, keeping the codes semantically close to the terms they represented, not using numbers as codes and having all codes on a single sheet for easy reference. Themes and codes continued developing during the process of assigning codes to the data. See Figure 3.8 for a final thematic map for Citizens' Eye case study.

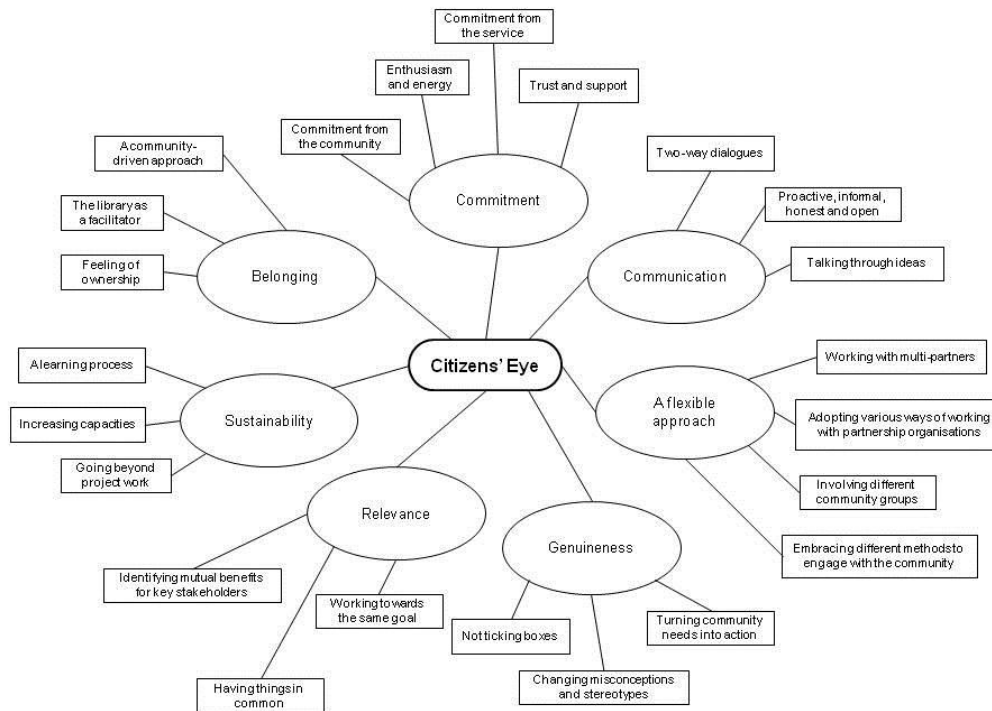


Figure 3.8 Final thematic map, showing seven main themes

For the data analysis process for the second case study (i.e. Project LiRA) and the third case study (i.e. Community Health and Wellbeing in Libraries), see Appendices 6A and 6B respectively. Also, see Appendices 7A, 7B and 7C for a full list of themes for each of the case studies.

3.4.1.4.1 Structure of Codes

The code started with a 'master code', followed by 'subcodes' (Miles and Huberman 1994, p.58). For further comparisons among the entire data, the researcher also differentiated data sources (i.e. interviews, observation or documentation), stakeholders (i.e. library staff, local community members and partnership organisation staff) and case organisations (i.e. Leicester Central Library, Derby City Libraries and Leicestershire County Council: Library Services). Figure 3.9 shows an example for the structure of codes and Table 3.8 shows an illustration of a list of codes for this research.

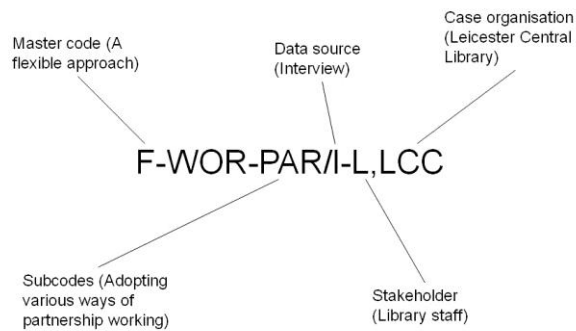


Figure 3.9 Structure of codes

Table 3.8 Illustration of a list of codes

Descriptive labels	Codes
<i>A flexible approach</i> F: Working with multiple partners F: Adopting various ways of working with partnership organisations	F-MUL- PAR/I-L,LCC F-WOR-PAR/I-L,LCC
<i>Genuineness</i> G: Not ticking boxes	G-NOT-BOX/I-L,LCC
<i>Relevance</i> R: Having commonalities R: Identifying mutual benefits for key stakeholders	R-THI/I-L,LCC R-BEN/I-L,LCC
<i>Sustainability</i> S: Going beyond project S: Increasing capacities S: A learning process	S-PRO/I-L,LCC S-CAP/I-L,LCC S-LEA/I-L,LCC

In Braun and Clarke's (2006) framework, there was no step that specifically dealt with assigning codes to the data. In this research, assigning codes was regarded as a distinct activity, because, as Dey (1993) suggested, there was no need to develop a complete category set in advance of categorising the data. Also, the codes identified were modified as the analysis progressed.

After the codes were generated, the researcher started to assign the codes to the data, using ATLAS.ti 6.1. A common criticism about coding is that meaning becomes lost when the data is abstracted from its context (Dey 1993). While this problem was inevitable particularly in a qualitative data analysis, coding on ATLAS.ti 6.1 helped reduce loss of data meaning, because the codes

assigned to the data were shown next to the transcripts on the computer screen and the software allowed the researcher to retrieve the context instantly.

In addition, the researcher checked against the definitions for different codes frequently while assigning codes to the data to maintain rigour and consistency throughout the whole process. In ATLAS.ti 6.1, it was uncomplicated to refer to the information, such as definitions and memos. Also, the search tool provided by ATLAS.ti 6.1 helped retrieve data in different transcripts quickly and easily, which supported the iterative processes of assigning codes to the data.

As seen in Figure 3.10, the researcher assigned more than one code to the same area of data and one code was used more than once in the data. With regards to the size of areas of data which the researcher assigned codes to, Dey (1993) suggested that the number of words was less important than the meaning they conveyed. Therefore, the researcher primarily considered the meanings of the data while assigning the codes to the data.

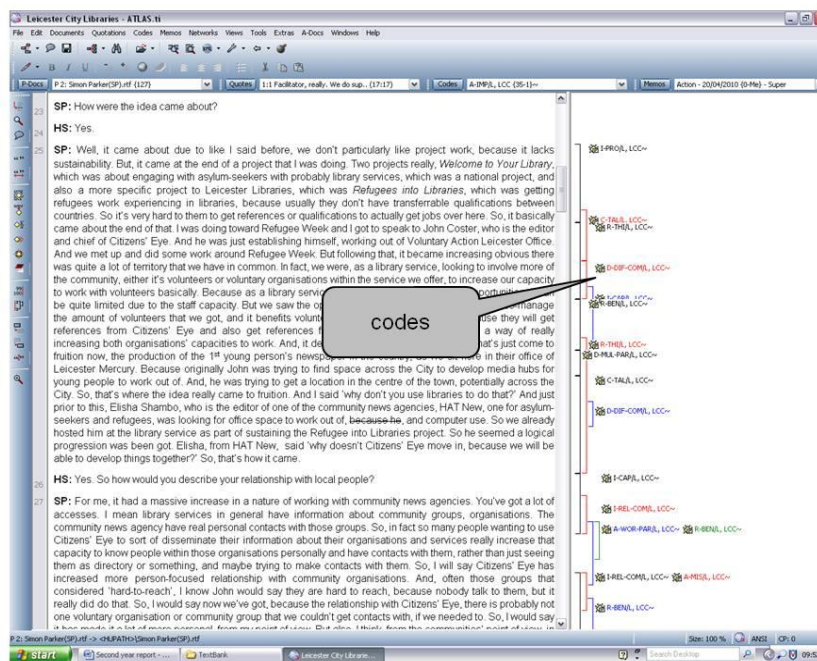


Figure 3.10 Illustration of assigning codes in ATLAS.ti 6.1

3.4.1.5 Defining and Naming Themes

While the researcher assigned the codes to data, the researcher went back and forth between different codes, defining and refining the codes (Braun and Clarke 2006). This process helped the researcher identify what each code was about and what kind of data each code captured. The way in which the researcher moved from initial codes to a more abstract level of themes by grouping similar codes together and making sure all detailed themes within the same main themes cohered together eased the process of defining the codes.

When defining each code, the researcher did not only quote what the research participants had said or paraphrased the context of the data, but also identified the meaning of the code in essence and what it did not include. The process of defining and redefining codes therefore consisted of detailed analysis and the researcher's interpretation of the data. This analytic process was recorded in the comment and memo capabilities of ATLAS.ti 6.1 (see Figure 3.11).

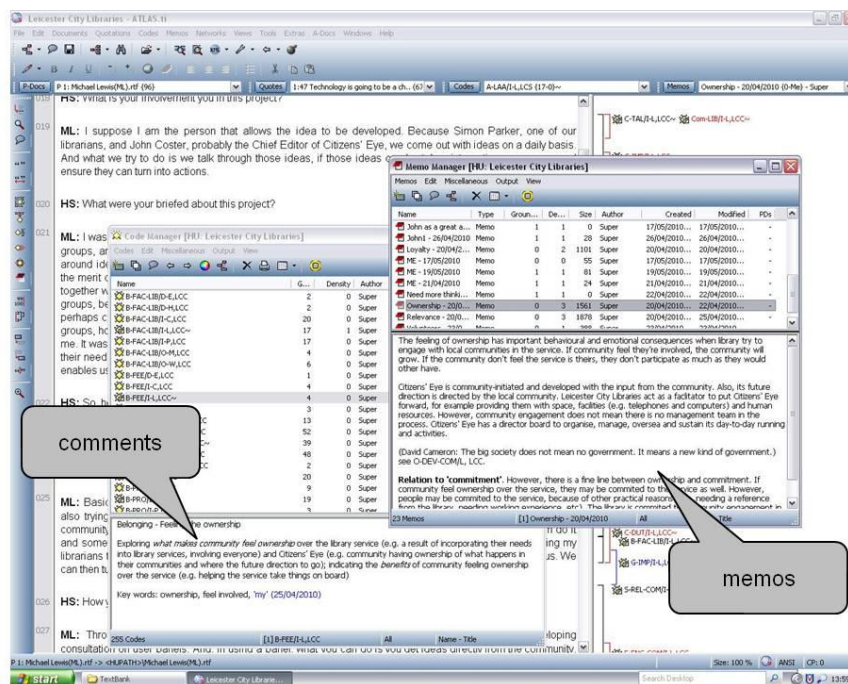


Figure 3.11 Illustration of writing comments and memos in ATLAS.ti 6.1

3.4.1.6 Writing the Individual Case Study Report

According to Braun and Clarke (2006, p.93), the task of writing up a thematic analysis is to tell the complicated story about the data in a way which

convinces the reader of the merit and validity of the data analysis. To this end, the researcher used real examples extracted from the analysis of the data to explain how those themes were derived. The process was written up by the researcher as the data analysis progressed. Individual case study findings are presented in Chapters 4, 5 and 6 respectively.

3.4.2 Cross-Case Analysis: Comparison

According to Miles and Huberman (1994, p.173), the two main reasons for doing a cross-case analysis are to enhance generalisability and to deepen understanding and explanation. The latter (i.e. to deepen understanding and explanation) served the purpose of conducting a cross-case analysis in this research. To put it specifically, the examination of similarities and differences across the three case studies helped discern different perspectives, strategies and methods in the CE process. A model of essential elements of CE in public libraries was generated through making comparisons and contrasts, and reasoning.

A range of strategies for conducting a cross-case analysis have been suggested by different authors, such as Denzin (1989), Miles and Huberman (1994) and Yin (2009). This research adopted 'variable-orientated strategies', in order to look for variables, or themes, that cut across cases (Miles and Huberman 1994, p.175). How the variable-orientated strategies were applied in this research is discussed in Section 3.4.2.1.

3.4.2.1 Variable-Orientated Strategies

A cross-case analysis began after relevant literature was reviewed (see Chapter 2) and all three individual case studies were analysed and written up (see Chapters 4, 5 and 6). The process of a cross-case analysis in this research is explained from three aspects.

Firstly, a within-case analysis identified eleven essential elements of CE in the three case study contexts. The essential elements were: 'accountability', 'hierarchy', 'belonging', 'commitment', 'communication', 'a flexible approach', 'expertise', 'familiarity', 'genuineness', 'relevance' and 'sustainability'.

Relationships between those elements were identified through a comparative analysis across the three case studies.

Secondly, as proposed by Eisenhardt (1989, p.540), “Dimensions²⁴ can be suggested by the research problem or by existing literature, or the researcher can simply choose some dimensions.” In this research, variables were identified from the existing literature. To put it specifically, after reviewing the literature by Schull (2004), Kranich (2005), Hillenbrand (2005) and CSV Consulting (2006), the researcher identified six key aspects of CE that are common to library practice: ‘public libraries as a community space’; ‘partnership working’; ‘community involvement in the library service’; ‘involvement of volunteers’; ‘working around books or information’; ‘engaging in public dialogue and deliberation’. These six aspects of CE were regarded as ‘variables’. Specifically put, the six variables were used as a framework to logically reason and discuss the identified relationships between those eleven essential elements of CE, with evidence drawn from the three case studies and the literature. The fundamental rationales for this decision were made upon:

1. To adopt a pragmatic approach to apply prior research and theories in the interpretation of the inductive findings in the three specific case studies;
2. To make a contribution to the policy and practice literature in the areas of CE and public libraries; and
3. To answer the research question by exploring and understanding how and to what extent the discussion of the three case studies contributed towards the six aspects of CE, which ultimately helped fulfil the objectives of CE for public libraries. (As indicated in Section 3.2.3.1 on p.67, the three case study organisations covered all or some of the six aspects of CE.)

Once the variables were identified, the researcher used ‘case-ordered display’, as suggested by Miles and Huberman (1994, p.187), to array data case by case

²⁴ Eisenhardt’s ‘dimensions’ refer to ‘variables’ in Section 3.4.2.1.

according to the variable of interests. This way, it was relatively easy to understand the similarities and differences across cases.

Thirdly, as the comparative analysis across cases progressed, two key underlying variable drivers that influenced the different perspectives, methods and strategies towards CE became evident. The researcher then discussed the repetitive patterns of relationships between different essential elements of CE that were related to the underlying variable drivers through logical reasoning. A model of essential elements of CE was proposed. A cross-case report is presented in Chapter 7.

3.5 Reliability and Validity

Qualitative research is sometimes criticised for being too subjective, difficult to replicate, problematic with generalisation and involving a lack of transparency (Bryman 2008). These problems are to some extent inevitable in a qualitative research study, due to its nature, for example, involving human participants and the small samples that often shared many characteristics. However, it was the researcher's intention to reduce these problems to the minimum through attention paid to reliability and validity.

According to Arksey and Knight (1999, p.52), "The concepts of reliability and validity cannot be imported from positivist approaches to qualitative ones." Hence, the meanings and techniques of 'reliability' and 'validity' that are used in quantitative research are different from those in qualitative research. Other related terms used in qualitative research include: 'credibility', 'neutrality', 'dependability', 'transferability' and 'trustworthiness' (Golafshani 2003). This research, quoting Morse et al (2002, p.13), argued that "Reliability and validity remain appropriate concepts for attaining rigor in qualitative research." Therefore, how reliability and validity were viewed and enhanced in this research is discussed next.

3.5.1 Reliability

Reliability refers to the consistency or stability of a measure, for example, in case a study was repeated, would the same result be obtained (Robson 2002). Bryman (2008, p.376), citing LeCompte and Goetz (1982), argued that "it is

impossible to ‘freeze’ a social setting and the circumstances of an initial study to make it replicable.” Indeed, this is problematic with using human participants in qualitative research.

A number of authors have also questioned the relevance of reliability to a qualitative study, for example, “the concept of reliability is even misleading in qualitative research” (Stenbacka 2001, p.552) and “the concept of reliability is irrelevant in qualitative research” (Golafshani 2003, p.601). However, the researcher intended to establish and assess the quality of this research through enhancing its reliability.

Generally, reliability could be improved by achieving consistency of data through examination of raw data, data reduction products and process notes (Campbell 1996). In this research, the reliability was enhanced by carefully structuring the interviews and observations (see Section 3.3) and rigorously coding, constantly comparing and analysing data (see Section 3.4).

3.5.2 Validity

Validity, remaining relevant to reliability, focuses on whether the findings are really about what they appear to be about, which refers to the extent to which the findings of the inquiry are more generally applicable outside the specifics of the situation studied (Robson 2002). According to Cohen et al (2000), the validity of the research results could be enhanced by:

1. choosing an appropriate time scale for collecting the data;
 2. ensuring that adequate resources are available to undertake the research;
 3. selecting appropriate research methodology;
 4. using appropriate tools to collect the data;
 5. ensuring consistent and robust analysis and interpretation of the data;
- and

6. ensuring that conclusions and interpretations are only derived from the data, not supposition.

These recommendations, consistent with the concept of 'methodological coherence' (Morse et al 2002), served as verification²⁵ strategies in order to achieve reliability and validity and to ensure rigour of this research. For example, the question matched the method – Due to the exploratory nature of this research, a qualitative strategy was used to deeply understand research participants' 'meanings' about CE. Interview samples focused on those who were active in the selected projects and had knowledge of the research topic, which "ensures efficient and effective saturation of categories, with optimal quality data and minimum dross" (Morse et al 2002). Pilot studies were conducted to help make interview questions clear to interview respondents. Prompts were also used during semi-structured interviews to help interview respondents clarify and elaborate initial responses. Data was analysed in an inductive way in order for the researcher to interpret the data from the perspectives and research participants.

Furthermore, triangulation was utilised to enhance the rigour of this research, which is relevant to the discussion about reliability and validity in a qualitative context (Davies and Dodd 2002). While Denzin (1970) suggested four basic types of triangulations, that is, multiple observers, theoretical perspectives, sources of data and methodologies, Bryman (2008) placed emphasis on using more than one method of investigation and employing sources of data in the study of social phenomena. This research involved adopting multiple methods of investigation and obtaining evidence from different data sources:

1. Method triangulation: The researcher employed three methods to collect data, namely semi-structured interviews, direct observation and documentation in this research. Furthermore, the views of the three

²⁵ According to Morse et al (2002, p.17) "*Verification* is the process of checking, confirming, making sure, and being certain. In qualitative research, verification refers to the mechanisms used during the process of research to incrementally contribute to ensuring reliability and validity and, thus, the rigor of a study."

different stakeholders, that is, library staff, local community members and partnership organisation staff, were sought and compared.

2. Data triangulation: The data was gathered from three data sources, that is, Citizens' Eye (Leicester Central Library), Project LiRA (Derby City Libraries) and Community Health and Wellbeing in Libraries (Leicestershire County Council: Library Services) in this research.

As informed by the analysis strategy of 'constant comparative method' in grounded theory, the researcher was constantly triangulating different data sources of information in order to provide a coherent justification for themes throughout the process that was on a day-to-day basis. In other words, these processes of triangulation informed the analytical process constantly during the research. In the case study of Project LiRA, for example, when data was collected from interviews with library staff in Derby City Libraries, it suggested that fulfilling funding criteria was essential to carrying out a CE project in terms of fulfilling the library's accountability to its funding body. The researcher reviewed the data gathered from interviews with local community members and observation of library panel meetings, and saw that this needed to be reinterpreted. While the importance of fulfilling accountability could not be neglected, taken at face value this could negatively influence the sustainability of local communities' involvement with the library, because some local community members regarded this kind of engagement as 'tokenism' – simply putting into place certain administrative procedures in order to comply with funding requirements, without a lot of meanings in practice.

Generally speaking, the researcher constantly compared new data against old data and compared data with what had been learnt from the literature review and as a result themes continued developing throughout the whole process of data analysis, as explained in Section 3.4.1. In this respect, the triangulation was an integral part of the data analysis process. Accordingly, themes were established based on converging three sources of data (i.e. interviews, observation and documentation), as demonstrated in Chapters 4, 5 and 6. To

this end, Creswell (2009, p.191) stated that “this process [of triangulation] can be claimed as adding to the validity of the study.”

Related to the constant comparative method, data saturation also served the purpose of enhancing the rigour of this research. As Bowen (2008, p.140), citing Morse et al (2002, p.12), stated “Saturating data ensures replication in categories; replication verifies, and ensures comprehension and completeness.” There were no definitive rules used to determine data or theme saturation. For this research, a theme was considered to be saturated when there was no new data added and the theme was adequately and sufficiently explained (see Chapters 4, 5 and 6).

In addition to ensuring the attainment of rigour during the process of the inquiry, an evaluative (post hoc) procedure was also implemented. For example, Creswell (2009) suggested that taking the final report of specific themes back to the research participants and determining whether these participants felt that the report was accurate helped determine the accuracy of the qualitative findings. Echoing this notion, Bryman (2004, p.274) explained ‘respondent validation’ as “a process whereby a researcher provides the people on whom he or she has conducted research with an account of his or her findings” and stated “the aim of the exercise is to seek corroboration or otherwise of the account that the researcher has arrived at”.

In this research, once the data was analysed and written up, follow-up interviews were set up from February to April 2011 with the main contacts from the three selected libraries to obtain their comments on the findings of the case studies separately. Prior to the follow-up interview, the researcher sent draft chapters that were based on a case study of that library, with an executive summary. During the follow-up interview, the researcher gave an oral presentation to provide an overview of the case study findings, which was followed by two-way discussion between the follow-up interview participants and the researcher to elucidate further details, such as current development of the projects that were investigated. All three selected libraries indicated the accuracy of the description of the specific case studies and endorsed the

findings, which provided evidence that the researcher's findings were consistent with the views of those on whom the research was conducted.

3.6 Ethical Considerations

Ethical clearance was required in this research, because, as Punch (2005) explained, research does involve collecting data from people, about people. In this regard, Creswell (2009, p.87), quoting Isreal and Hay (2006), further emphasised the importance of considering ethical issues in the course of an investigation and explained:

Researchers need to protect their research participants; develop a trust with them; promote the integrity of research; guard against misconduct and impropriety that might reflect on their organizations or institutions; and cope with new, challenging problems.

Therefore, prior to any data collection activities in this research, the Loughborough University's ethical clearance checklist and a full research proposal for sociological investigations were completed. The ethical clearance notification was obtained from the Ethical Advisory Committee of Loughborough University on 12th November 2009.

The recommendations of Loughborough University's Ethical Advisory Committee's Code of Practice on Investigations Involving Human Participants (Loughborough University 2009) were fully adhered to throughout the whole process of this research. As a result:

1. All interviews and observations were conducted at research respondents' natural environment (e.g. libraries, coffee shops and universities) at a time and place that suited the participant.
2. All interview respondents received and read the Participant Information Sheet (see Appendix 8A), stating the nature, objectives and duration of the research.
3. Prior to any data collection activities, Informed Consent Forms (see Appendix 8B) were sought from interview respondents and verbal

consent was sought from observation participants. Amended Informed Consent Forms (see Appendix 8C) were also sought from those who were happy to be recognised in this thesis and future published work.

4. Participants had been informed of their right to withdraw from the investigation at any time before they signed the Informed Consent Form.
5. Participants were assured of confidentiality of data gathered during the research. Each participant was assigned a code and all data was stored under that code rather the name of that participant.
6. All data was stored in their original forms on the PC in a secure building and was password protected. Also, all information will be destroyed within six years of the completion of the investigation.

3.7 Chapter Conclusion

This study was a qualitative research, underpinned by the philosophical idea of pragmatism and using a combination of partial grounded theory and multi-case study strategies. Consistent with the selected philosophical idea and strategies of inquiry, data was collected through semi-structured interviews, direct observation and documentation, which was analysed, employing a thematic analysis approach with some techniques borrowed from the grounded theory analysis.

Chapter 4 Case Study One: Citizens' Eye (Leicester Central Library)

This chapter presents the case study findings for Citizens' Eye in Leicester Central Library. It starts with providing a summary of Citizens' Eye. It also provides the contexts and dimensions of community engagement (CE) in Citizens' Eye. This chapter goes on to describe and explain essential elements of CE in Citizens' Eye in Leicester Central Library.

4.1 Summary of Citizens' Eye

Citizens' Eye, a community news agency, is a social enterprise and a legal entity in its own right. Citizens' Eye was established in January 2008 and has worked in partnership with Leicester Central Library since November 2008. Leicester Central Library developed its services in response to community needs which became evident as a result of its CE work with Citizens' Eye.

Under Citizens' Eye were 12 different news agencies (at the time the research was conducted), each involving different groups of people in the community (see Table 4.1 on p.108) to contribute to their publications (e.g. newsletters, magazines, newspapers and websites) that were sourced, edited and written by and for people. According to the Citizens' Eye Community News Agency website, it aims to:

1. provide a professional media outlet for community groups to promote their events and share best practice amongst their peers;
2. present the stories and photographs received in a professional and unbiased way, and to accurately represent all communities; and
3. strive to dispel much of the ignorance that erodes community cohesion through its portrayal of the people and locations reported. (Citizens' Eye 2011)

The three aims implied that Citizens' Eye was established in order to enable local people in Leicester to become 'citizen reporters' and to provide a news gathering platform for current and relevant news to the third sector.

In this research, Citizens' Eye was defined as a library service, in terms of meeting the library's educational, informational, cultural and recreational objectives. In addition, the fact that Citizens' Eye was hosted by Leicester Central Library and there was overlap of staffing between Citizens' Eye and Leicester Central Library enhanced the recognition of the library as the sum total of all those activities and services provided under its roof and promoted by its staff.

4.2 Contexts of Community Engagement in Citizens' Eye

As mentioned in Chapter 3, when it came to investigating CE projects, attention needed to be paid to the context in which engagement occurred. Therefore, this section provides the context of CE in Citizens' Eye, in terms of task environment and project characteristics.

4.2.1 Task Environment

Leicester Central Library, located in the city centre, is part of the Leicester Libraries' network. Leicester has large and well-established ethnic minority communities, comprising approximately 40 percent of the population (Leicester City Council 2010). Leicester Libraries have been working to involve refugees and asylum seekers in service development since 2001, which led to a range of initiatives to involve the community, based at the library, including a partnership with Citizens' Eye from 2008.

As a statutory service, the Library has the obligation to abide by the government policy, *Duty to Involve*. In this respect, a library staff member stated "*It [Citizens' Eye] fits perfectly with the legislation we're expected to respond to - such as Duty to Involve, to inform, consult and involve the community.*"

4.2.2 Project Characteristics

Citizens' Eye originated as a community initiative in January 2008, evolving from an idea of truly community-based news services. The founder of Citizens' Eye initially volunteered as a media partner at the steering group for the Refugee Week at the Leicester Central Library. Envisioning extensive territory that the library service and the news agency had in common in terms of information, a working partnership was therefore set up in November 2008. The rationale of being initiated by the community was also applied to how different news agencies that developed following the success of Citizens' Eye were set up. For instance, Senior Eye editors approached Citizens' Eye and indicated an interest in reporting news and issues related to elderly people.

Citizens' Eye was said to be "*very self-sustaining, very exciting and very fluid*" (Partnership organisation staff member). Citizens' Eye acts as an umbrella organisation working with and supporting all 12 different news agencies through sharing existing network, advertisement channels and organisational resources. As a local community member stated, some of those news agencies would be fully autonomous, separate organisations in their own right, and some of them could be projects that were supported by Citizens' Eye. Echoing this notion, a partnership organisation staff member added:

I think the very nature of it [Citizens' Eye] means that it will be shaped by people, because they're giving people the opportunity to become involved in media. They're not telling people how to be, but they're giving them the skills. And, they let them run, not tell them what they should write.

It was therefore concluded that Citizens' Eye was community-initiated, community-led and self-sustained (see Figure 4.1). In addition, the CE process was not linear but in a shape of a circle, which indicated a continuing sequence of the process.

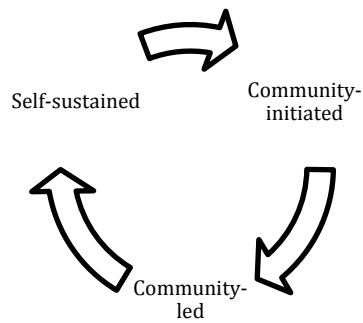


Figure 4.1 Process of community engagement in Citizens' Eye

4.3 Dimensions of Community Engagement in Citizens' Eye

As identified in Chapter 2, other authors in the literature have emphasised the importance of specifying different dimensions of CE. This section therefore provides dimensions of CE in Citizens' Eye, in terms of who was engaged in which areas and with what responsibilities.

4.3.1 Who Was Engaged?

Three key stakeholders in Citizens' Eye are: Leicester Central Library, local communities and partnership organisations. Citizens' Eye is run by volunteers from the community and has a main focus upon the community. 12 different news agencies work under Citizens' Eye (see Table 4.1). From observation of relevant events and meetings, editors and news reporters worked together and contributed to their publications, including newsletters, newspapers, magazines and websites.

Leicester Central Library acts as a facilitator in the development of Citizens' Eye in response to community needs, as discussed in Section 4.4.1.2.

From the perspective of Leicester Central Library, Citizens' Eye is a main partnership organisation, through which the Library builds up partnerships with different community groups (e.g. homeless people and young people); community organisations (e.g. Action Homeless, Action Deafness, Voluntary Action Leicestershire, National Health Service and Next Step²⁶); education (e.g.

²⁶ Next Step is an adult careers service that helps people develop effective skills, careers, work and life choices.

University of Leicester and De Montfort University); media services (e.g. Leicester Mercy, BBC Leicester and Soar Magazine).

Table 4.1 Citizens' Eye and different news agencies

News agencies	Characteristics	Publications
Citizens' Eye	Main news agency, which covers general news and what was going on in the community	Citizens' Eye website, Soar Community Magazine
Senior Eye	People over 40 years old, who are regarded as being marginalised and feeling out of touch with later life matters	Senior Eye newsletter
Wave Newspaper	Young people - under 25 years old	The Wave newspaper
dZINE	People with disabilities or people who were affected by disabilities	dZINE newsletter
Down Not Out	Homeless people	Down Not Out magazine
Inside 'n' Out	Offenders and ex-offenders, both male and female, and youth offenders	INO Magazine
HAT News	Refugees and asylum-seekers	HAT News website
Ewalin	International development in Africa	Ewalin website
Green Issues	Green, environment and recycling	Green Issues magazine
Community Action Photographers CAP	Photographers	
Dads' News Agency DNA	Dads' issues	
HowRU?	Health and well-being	
Bands 'n' Beatz	Music reviews and news	

A diagram (Figure 4.2) was developed by analysing the data collected from interviews, observation and documentation to identify key partnership organisations that Citizens' Eye worked with.

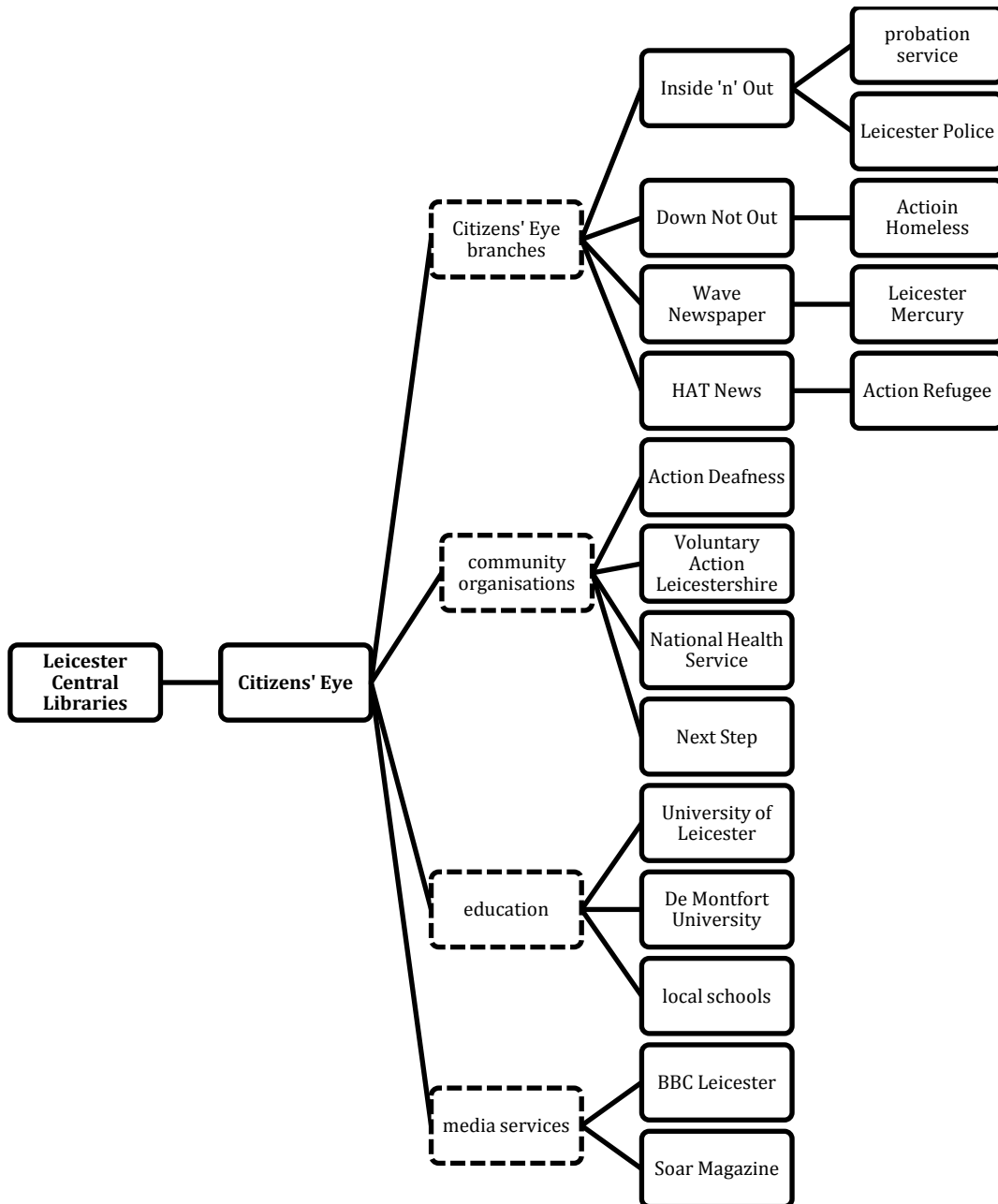


Figure 4.2 A diagram of multiple partners in Citizens' Eye (Excerpt)

Table 4.2 provides a synopsis of roles of main partnership organisations in Citizens' Eye.

Table 4.2 A synopsis of roles of partnership organisations in Citizens' Eye

Partnership organisations	Content of partnership working
Leicester Mercury	<ul style="list-style-type: none"> • Offering, free of charge, Citizens' Eye a desk at the Leicester Mercury office • Publishing <i>The Wave</i> every month
BBC Leicester	<ul style="list-style-type: none"> • Offering, free of charge, Citizens' Eye to run media training workshops at BBC Leicester every week
De Montfort University	<ul style="list-style-type: none"> • Information sharing, including advertising events at De Montfort University • Media partnership, such as providing internship at Citizens' Eye
Leicester University	<ul style="list-style-type: none"> • Information sharing, including advertising events at Leicester University
Voluntary Action	<ul style="list-style-type: none"> • Information sharing, including advertising voluntary work
Action Homeless	<ul style="list-style-type: none"> • Working on the Down Not Out news agency together to involve the homeless • Information sharing, such as advertising events
Leicester Police	<ul style="list-style-type: none"> • Information sharing, such as community news

4.3.2 How Was the Local Community Engaged?

In addition to the three duties (i.e. inform, consult and involve) required in *Duty to Involve (Local Government and Public Involvement in Health Act 2007)*, the data that was collected from interviews, observation and documentation suggested a further empower stage in the CE process in Citizens' Eye. These four aspects are discussed below.

4.3.2.1 How the Local Community Was Informed about Citizens' Eye

Local communities were informed about news, events and voluntary opportunities in Citizens' Eye and those specific news agencies. To this end, Citizens' Eye informed the community through different methods, such as traditional methods (e.g. word of mouth, publicity and publications) and the Internet (e.g. websites, emails and social media).

The adoption of a variety of methods was said to enhance wider circulation of information (Local community member). Additionally, Citizens' Eye actively branched out into a variety of social media, such as Facebook, Twitter, Flickr and YouTube, where people received information directly and got responses quickly. Furthermore, 'word of mouth' communication was also felt by the majority of interviewees to be important, because, as a local community member explained, individuals, public bodies or research organisations who

were involved could promote the positive experiences of their participation in Citizens' Eye.

4.3.2.2 How the Local Community Was Consulted about Citizens' Eye

Local communities were consulted through offering their feedback on the decisions and services that affected them in Citizens' Eye, although a library staff member did not see the need to consult local communities on the development of Citizens' Eye, the library staff member explained "*because it's grown organically and with the input of people, it can respond to what anybody says.*" In this respect, the researcher observed that consultation occurred informally in Citizens' Eye. For example, volunteers from Citizens' Eye were able to understand the community's concerns through constant dialogue and the Internet (e.g. websites, Facebook, Twitter, Flickr and YouTube).

It was observed by interview respondents that adoption of the Internet broadened access opportunities for consultation in Citizens' Eye. For example, a partnership organisation staff member stated that "*I think it's an opportunity for people to make sure their opinions are heard.*"

4.3.2.3 How the Local Community Was Involved in Citizens' Eye

Local communities were involved directly in the decision-making and service delivery in Citizens' Eye. For example, volunteers in the news agency performed a diverse range of roles, including active participation (e.g. reporting news; updating websites; contributing to publications; publishing content to the Community Media Hub's video channel via YouTube; uploading photos to Flickr; and signing up for one of the specific news agencies) and passive participation (e.g. using the information that Citizens' Eye had provided).

A local community member said that the community's involvement was the impetus for the development of Citizens' Eye, and therefore pushing it forward. Echoing this notion, a library staff member added that the way in which Citizens' Eye reported news reflected what the community wanted and needed. Furthermore, Citizens' Eye helped raise the aspirations of local people by involving them through the promotion of individual stories via publications

(Leicester City Council 2010). In this regard, the majority of the volunteers indicated that they embraced the opportunity to get their voices heard through contributing their stories to a variety of publications in Citizens' Eye.

4.3.2.4 How the Local Community Was Empowered in Citizens' Eye

Local communities were empowered, or given power to run their news agencies, which was seen as a key stage relating to engaging with the community in Citizens' Eye. As a partnership organisation staff member stated, *"Community engagement is empowering community members to engage with decisions that are made in that particular community, bringing them together and supporting them to have that kind of power to do so."*

In this respect, Citizens' Eye empowered the community by written feedback, and encouraging them to have ownership of what happened in their community and allowing them to tell their stories (Library staff member). It was emphasised that when Citizens' Eye worked with the community, it was about working with that individual. As a partnership organisation staff member explained,

Everybody in life has their own issues and things, and it's about treating that person with respect. And, that's what Citizens' Eye does. It's about finding the best way that Citizens' Eye can help that individual, for example, signposting, getting other people involved, pointing them in the right direction, empowering them and helping them achieve things.

By 'treating individuals with respect' and 'empowering them', Citizens' Eye built up a more personal relationship with the community, which was regarded as an important aspect that helped contribute to sustainability of Citizens' Eye.

Table 4.3 was therefore developed to illustrate the meanings and various techniques that were employed in Citizens' Eye in the four different stages of CE, together with their influence.

Table 4.3 An overview of example techniques and their influence in the different stages of engagement in Citizens' Eye

	Inform	Consult	Involve	Empower
Meanings	<ul style="list-style-type: none"> • Keeping local communities informed about news, events and voluntary opportunities 	<ul style="list-style-type: none"> • Obtaining feedback from local communities on the decisions and services that affected them 	<ul style="list-style-type: none"> • Working with local communities directly throughout the process of decision-making and service delivery 	<ul style="list-style-type: none"> • Giving power to local communities
Example techniques	<ul style="list-style-type: none"> • Word of mouth (e.g. friends, workshops and conferences) • Publicity (e.g. leaflets, posters, flyers) • Publications (e.g. websites, newsletter, magazines, local newspapers and radio) • Through partnership working • Social media (e.g. Twitter, Flickr, YouTube, Facebook) 	<ul style="list-style-type: none"> • Internet (e.g. website, Twitter, Flickr, YouTube, Facebook) • Going out and talking to people • Informal dialogue 	<ul style="list-style-type: none"> • Active participation (e.g. reporting news; updating websites; contributing to publications; uploading videos to YouTube; uploading photos to Flickr, and signing up for one of the specific news agencies) • Passive participation (e.g. getting information out of Citizens' Eye) 	<ul style="list-style-type: none"> • Having a voice heard • Community-run • Tailoring the service to individual needs
Influence	<ul style="list-style-type: none"> • Wider circulation • Reflecting the change in communication • Promoting good experiences of the project 	<ul style="list-style-type: none"> • Broadening access opportunities for consultation • Responding to local communities directly 	<ul style="list-style-type: none"> • Pushing Citizens' Eye forward • Reflecting community needs and wants • Getting in touch with more people • Raising aspirations of local people 	<ul style="list-style-type: none"> • Enhancing people's abilities and opportunities to get involved in a whole host of different activities • Building up a personal relationship with local communities, which enhanced sustainability

4.4 Essential Elements of Community Engagement in Citizens' Eye

Data collected from interviews, observation and documentation identified seven essential elements of CE in Citizens' Eye: 'belonging', 'commitment', 'communication', 'a flexible approach', 'genuineness', 'relevance' and 'sustainability'. These were defined as follows:

1. 'Belonging' was interpreted as feelings of ownership and the emphasis on relationship-building between the service and the community.
2. 'Commitment' was interpreted as the degree of commitment to the project by the relevant stakeholders.
3. 'Communication' was interpreted as the way in which the service communicated with the community.
4. 'A flexible approach' was interpreted as a variety of methods that were employed to engage with the community and to work in partnership.
5. 'Genuineness' was interpreted as authenticity or a true reflection of what was said to be.
6. 'Relevance' was interpreted as the degree of relevance or benefits of the project to relevant stakeholders.
7. 'Sustainability' was interpreted as the continuity of the project and the impact of the project on relevant stakeholders.

The seven essential elements are used as a framework to structure the following discussion, which explores the meanings, values and different key stakeholders' viewpoints.

4.4.1 Belonging

'Belonging' was defined as feelings of ownership and the emphasis on relationship-building between the service and the community. To be specific, 'belonging' recognised that the community had the capacity to autonomously initiate, run and sustain their services, which reflected the natural and organic development of Citizens' Eye. It also emphasised the importance of

relationship-building in the process of CE, where feelings of ownership occurred between Citizens' Eye and the community.

Three sub-themes under 'belonging': 'a community-driven approach'; 'the library as a facilitator'; and 'feelings of ownership', are discussed.

4.4.1.1 A Community-Driven Approach

The *Duty to Involve* act requires authorities to inform, consult and involve local people about its services, policies and functions (*Local Government and Public Involvement in Health Act 2007*). Instead of following a spectrum (from informing, consulting to involving) Citizens' Eye was naturally evolved – it originated as a community initiative that was run by volunteers and was self-sustained. Due to the nature of Citizens' Eye (i.e. being developed with the input from the community), one library staff member thought that it was vital that communities evolved at their own pace and delivered information in the way they wanted in Citizens' Eye.

In addition, the fact that Citizens' Eye developed out of community needs was recognised as an important factor in the CE process. In the words of a library staff member, "*It [Citizens' Eye] will happen because that is what is needed.*" Echoing this notion, a partnership organisation staff member said "*If it wasn't for the community saying this is what they really want, it [Citizens' Eye] couldn't exist.*" Indeed, Citizens' Eye was tailored to meet different community needs and it was the community needs that propelled Citizens' Eye to grow from four news agencies in 2008 to 12 news agencies in 2010.

Furthermore, the community was placed at the heart of the CE process in Citizens' Eye. As the founder of Citizens' Eye put it, "*This [Citizens' Eye] is an agency that is all about You - the people who we're working with, not about us.*" While describing that funding and partnerships were crucial to the development of a good community-based project, a partnership organisation staff member underscored "*If community projects don't have that heart and soul of the community involved with them, they all waste their time.*" In accordance with this notion, other partnership organisation staff members suggested that a good community-based project could be achieved by "*putting local people and*

communities at the heart of running community projects"; "[the community] *having an input in what is taking place*"; and "*empowering community members to engage with decision-making*". It was the community that mattered in the CE process.

4.4.1.2 The Library as a Facilitator

Citizens' Eye is an independent community news agency and has negotiated a very successful partnership with Leicester Central Library (Partnership organisation staff member). A local community member indicated that it was the decision of Leicester Central Library for Citizens' Eye to be hosted in the library. In this regard, a library staff member noted "*What I am trying to do is get communities to use my service, but I am also trying to tailor services to meet their needs.*"

Leicester Central Library acts as a facilitator to fulfil community needs through its CE work with Citizens' Eye. For example, the Library provides the basic support that helps Citizens' Eye get off the ground and achieve a sustainable presence through providing in-kind support (e.g. office space, a computer learning centre, computers, Internet access, printing and a telephone line); promoting traffic (usage) to Citizens' Eye (e.g. voluntary opportunities and dissemination of publications); and offering other services (e.g. library training sessions – CV writing and UK Online; human resource; and advice).

Facing the economic recession, Citizens' Eye developed its service with a lot of in-kind support from the library service. Not only did the in-kind support facilitate Citizens' Eye delivering its service, it also helped them with their overhead costs. In addition, a partnership organisation staff member stated that one of the benefits of engaging with the library was that it gave people convenient access to the building, because libraries were basically open to everyone.

When it came to the survival of the library in the future, the importance of the library and the community moving forward together was highlighted by a library staff member. Indeed, the partnership between Leicester Central Library and Citizens' Eye was considered to be mutually beneficial in

Embedding Equalities: “The role played by the Council has been to understand and facilitate the aspirations of people within these communities, to our mutual benefit” (Leicester City Council 2010). In other words, libraries also benefited from sharing space and facilities with Citizens' Eye and different news agencies. More details about benefits of facilitating Citizens' Eye to Leicester Central Library are discussed in Section 4.4.6.3.1.

4.4.1.3 Feelings of Ownership

In the case of Citizens' Eye, ‘feelings of ownership’ occurred between the library and the community. Interviewees indicated that ‘feelings of ownership’ had important consequences on how the community felt about the library service when they got involved. It was a two-way street.

First was the community having ownership of news agencies. The researcher observed through interviews that most editors referred to the word ‘my’ as a way to show their ownership, for example, “*my individual magazine*” and “*my news agency*”. In addition, one of the news editors said confidently (raising her voice) “*If I focus on Wave, I have quite a big influence.*” A typical response from local community members, library staff and partnership organisation staff was: “*If communities are together in owning what they get and the direction where they're going, they're always going to make a success.*” Therefore, it was important to involve the community in the service, such as the decision-making process, and to help the community drive services forward.

Second was embedding the library in the community, in order to improve the relationship between the library and the community. The public library was regarded as ‘a community place’ by most interviewees. As a welcoming, friendly and neutral place, the library stands a good chance to attract people from the community to get involved with it, which was said to help the community to grow, rather than stagnate (Library staff member). With more input from the community, the library was more likely to sustain its service. Indeed, as a library staff member, who has 25 years' working experience in the library, said, “*I think that's why libraries are so good - we embed ourselves in the community and the community say we're part of them.*”

4.4.2 Commitment

'Commitment' was defined as the degree of commitment to the project by the relevant stakeholders. For example, some interviewees considered commitment from the community to be important to the CE process in Citizens' Eye: *"I think successful community engagement depends on a lot to do with people's commitment to it."* Others emphasised *"commitment from the service that delivers it and commitment from the community"*, because it was about the library service and the community moving forward together to make a success.

Real 'commitment' was evidenced from the community's enthusiasm and energy to Citizens' Eye. In addition, trust and support were expressions of the commitment within the library service and various partnership organisations to be actively involved in Citizens' Eye, with an emphasis on building relationships with wider community groups. Therefore, 'commitment from the community'; 'enthusiasm and energy'; 'commitment from the service'; and 'trust and support' that facilitated the development of Citizens' Eye are discussed below.

4.4.2.1 Commitment from the Community

Due to the community-driven nature of Citizens' Eye, the importance of 'commitment from the community' in the CE process was highlighted by interview respondents. An analysis of interview responses from local community members indicated that their reasons for participating in Citizens' Eye and different news agencies included: *"I wanted a career change"*; *"I want to gain working experience"*; *"I always wanted to write"*; *"I wanted to start my own magazine"*; and *"I want to be a sport journalist when I am older"*.

In addition to these personal reasons, other local community members attributed their commitment to Citizens' Eye to their being able to contribute to the community. For example, *"as long as people keep using it [Citizens' Eye], then you know I am happy to keep doing it"* and *"some old people feel isolated, so we want to get the funding and get more old people involved in Senior Eye"* (Local community members).

The data suggested that the input from those 'community-minded people' played an important role in the current success of Citizens' Eye. In addition, it was highlighted that it was not about money but the community: "*One thing I've noticed is that [the founder of Citizens' Eye] is not interested in sponsorship. He is not money-oriented. What is his main interest is getting community news*" (Local community member). It was this attitude, according to *Heart: Keeping the Community Connected* (De Montfort University 2009), that had allowed Citizens' Eye to become a one-stop reference point for anyone who was interested in the Leicester community, attracting a host of people every day, from journalists to local MPs.

4.4.2.2 Enthusiasm and Energy

Describing Citizens' Eye as "*an organisation entirely run by volunteers*", a local community member noted "*because of that, we [Citizens' Eye] have people very passionate and we have people very dedicated. And, I think that is one of the reasons why Citizens' Eye has been able to do what it does.*" It was observed that the community was emotionally engaged with Citizens' Eye, reflected in the interviews when people employed words, such as 'excited', 'enthusiastic', 'passionate', 'proud', 'determined' and 'confident' about Citizens' Eye and different news agencies. For example, from her participation in the Wave Newspaper and observation of young people sourcing, writing and editing news for *The Wave* newspaper, the editor noted "*everybody is really enthusiastic about everything.*"

In addition to emotional engagement, some people actually endeavoured to contribute to the development of Citizens' Eye and different news agencies. A typical response was: "*I am proactive towards it [my news agency] and I prepare a lot of work.*" The founder of Citizens' Eye claimed that there was no difference between when he was at work and when he was at home, which indicated that his life and time constantly revolved around Citizen' Eye. Similarly, other local community members noted "*I am exhausted*" and "*it's [Citizen' Eye] one of those things that you will never really stop working, because there is no going home at five o'clock.*" Such responses suggested that those who

were actively involved in Citizen' Eye showed their commitment through working hard.

With the commitment, enthusiasm and energy from the community, Citizens' Eye had grown organically, immensely and successfully (Library staff member). On top of this notion, a local community member stated "*It's [Citizen' Eye] a real beacon project, showing what can be done with little resource*" because there were no salaries or overhead costs in Citizens' Eye, which is a volunteer-run organisation.

One remark from a partnership organisation staff member summed this up: "*It would be their [the community's] enthusiasm and their energy that does it. And, that's how it [Citizens' Eye] will expand.*" Indeed, with such a volunteer-run organisation, the commitment from the community played a pivotal part in the development of Citizens' Eye.

4.4.2.3 Commitment from the Service

When it came to the budgetary restrictions being posed on the public service in England, the commitment and credence that Citizens' Eye had obtained from the service, including the library service and partnership organisations, were considered to be important to the CE process. As a library staff member explained, "*If it's not given as much kind of credence from a higher library management or from the council, for instance, then we may have to not do that aspect of our work [i.e. facilitating Citizen's Eye], because that's less money to deliver that aspect of things.*"

This kind of institutional commitment to Citizens' Eye was said to be built on the real motivation from those services that could see the benefits of genuinely engaging with the community. In the words of a library staff member, "*There has been a real motivation from the Head of Service to see the benefits of getting community involvement.*" Another library staff member further explained "*I saw the merit of it straight away, in case of having Citizens' Eye but also a volunteer institution related together with the libraries to then take everything forward.*"

Similarly, the reasons for partnership organisations' being committed to Citizens' Eye included: *"it is such a good opportunity to hear people, to get message to people"*; *"creating platforms for different groups to actually have a voice in the City"*; and *"working with people from a whole range of different backgrounds"*. Such reasons mapped onto the nature of the community news agency, which suggested that Citizens' Eye actually provided a network to all local community groups:

To have a central hub, like Citizens' Eye, is really a real godsend from my point of view, because we can get out to the grass roots population, and they can access the information directly from channels that they feel more comfortable with. And, it represents reporting by the people and for the people. (Partnership organisation staff member)

4.4.2.4 Trust and Support

The researcher noticed that an indication of library staff being committed to Citizens' Eye was their positive attitude. For example, a library staff member emphasised the importance of obtaining trust from the head of library service, which helped *"maintain and develop the extent of work that was already planning ahead for working with particular groups that are involved in Citizens' Eye, like ex-offenders, to actually develop new services"*. The library staff member further emphasised that *"with real trust and the commitment from Head of Service, I was almost left with a free hand to develop things."* According to the interviewee, being given a free hand to develop service was a recognition that things could evolve, because the development of Citizens' Eye was neither prescriptive nor predetermined.

Another indication to show the commitment of library staff to Citizens' Eye was their actions. According to *Heart: Keeping the Community Connected* (De Montfort University 2009), there were 'dedicated and passionate' library staff putting a lot of input into the development of Citizens' Eye. Echoing this notion, a library staff member added that facilitating Citizens' Eye had become a real pleasure, explaining *"I am almost like volunteering, even though I am working."*

In addition to having input from library staff, the library service also showed their commitment to Citizens' Eye through providing in-kind support, promoting traffic and offering other services, because, as a local community member stated, "*they [Leicester Central Library] valued us [Citizens' Eye] enough*". In this regard, a library staff member stated that when he offered help, he looked to see if the community had confidence to take projects forward. Echoing this notion, the founder of Citizens' Eye was very grateful that he had met those library staff members who were willing to trust his judgement.

Different partnership organisations also showed their commitment to Citizens' Eye through their trust and support, for example "*we have a good partnership with an organisation [Citizens' Eye] that I rate very, very much*"; "*I am such a strong supporter of it [Citizens' Eye] that I think we will be very keen to see its survival*"; and "*my relationship is principally through the trust and loyalty I have for [the founder of Citizens' Eye]*". It was observed from this feedback that commitment from the service was considered to be important in building positive partnerships, where there existed honesty, trust, value and determination to work together, to help organisations expand and grow. In the words of a partnership organisation staff member, "*Positive relationships can only come from honesty between the community and whoever is engaged with them. What is needed on both sides is trust, respect, determination and the ability to work together. If you don't have that, it's not going to work.*"

4.4.3 Communication

'Communication' was defined as the way in which the service communicated with the community. In the case of Citizens' Eye, genuine 'communication' was featured by its two-way, proactive, informal, honest, open, direct and constant process, which helped identify community needs and look for solutions for long-term sustainability.

Three sub-themes under 'communication' are discussed in the following sections - 'two-way dialogue'; 'being proactive, informal, honest and open'; and 'talking through ideas'.

4.4.3.1 Two-Way Dialogue

'Two-way dialogue' concerned not only speaking but also listening: "*Communication is a two-way process. It's not just about us telling people about what we're doing, but it's about us listening to what people want from the service*" (Partnership organisation staff member). Another partnership organisation staff member particularly highlighted the importance of listening: "*I think we need good ears.*" In this respect, listening was regarded as a merit in Citizens' Eye. As a local community member put it, "*One thing that is really nice is in Citizens' Eye everybody listens to everybody else.*"

Citizens' Eye was said to provide a gateway for Leicester Central Library to speak and listen to the community; deliver services around them, and involve them in the service delivery (Library staff member). For example, when the Library planned to improve facilities for people with disabilities, they talked to dZINE, a news agency run by disabled people under Citizen' Eye. Indeed, other partnership organisation staff members also saw Citizens' Eye as a very important development for the communication to become a two-way street, rather than a one-way one, between the library service and the community.

A partnership organisation staff member suggested that important characteristics of an organisation included: "*listening carefully to people's concerns*"; "*reporting back regularly*"; "*always wanting to learn*"; and "*not being afraid of asking questions*". Echoing this notion, a library staff member stressed that whether or not the library could deliver services to meet community needs, it was necessary to have dialogue with the community.

4.4.3.2 Being Proactive, Informal, Honest and Open

A library staff member noted that library staff needed to develop more skills, such as interpersonal communication skills, to ensure engagement took place. Echoing this notion, another library staff member used a metaphor of 'selling' the library service, to indicate that library staff had to talk a lot with the community:

Basically the Library staff have to talk a lot themselves, because they are promoting an idea. Our Head of Service also said "we're the greatest

sellers without any money”, because we don’t have much money, but we can sell ourselves. That’s the skill I want librarians to have.

In relation to communication, interviewees referred to the need for library staff to be ‘proactive’ and skilled in delivering ‘informal’, ‘honest’ and ‘open’ communication. These skills are discussed respectively.

4.4.3.2.1 Being Proactive

As suggested in Section 4.4.3.1, two-way dialogue played an important role when it came to communicating with the community in Citizens' Eye. However, a partnership organisation staff member, based on his past experience of working with the community, observed that while the community actually had the ability to have their say, they felt that nobody was really listening to them.

In this regard, a library staff member reinforced the value of a proactive approach, instead of sitting back and expecting the community to come forward: *“I see myself as having a central role in enabling my librarians to go out into the community, talk to the community at first hand and then bring their ideas back to us.”* The proactive approach in the communication process was also stressed by a local community member, who suggested:

In the community sector, you have to go out and talk to people, you have to build relationships, you have to build bridges, you have to get your information out there, and you have to show the benefits of partnership working. So, for me Citizens' Eye has done that remarkably well.

Echoing this notion, a library staff member stated that Citizens' Eye took a proactive approach to consult the community by visiting community groups, talking to community leaders and community groups about what they wanted, and bringing their information back to the service.

4.4.3.2.2 Being Informal

Conversations between the library staff and volunteers from Citizens' Eye occurred on a daily basis. As a library staff member said, *“One of our librarians and the chief editor of Citizens' Eye and I come out with ideas on a daily basis. And, what we try to do is talk through those ideas.”*

Communication between Citizens' Eye and partnership organisations was informal in style (e.g. "*We [Citizens' Eye staff and partnership organisation staff] meet when we need to, when there is something to talk about*" and "*I can just pick up the phone, call [the founder of Citizens' Eye] and call [a partnership organisation staff member] to discuss an issue*").

4.4.3.2.3 Being Honest and Open

Many interview respondents thought that 'honesty' and 'openness' helped contribute to good communication, which ultimately promoted engagement with the community in an effective way in Citizens' Eye. For example, a partnership organisation staff member explained that one of the ways to improve the relationship between organisations and the community was through openness and honesty.

As for 'honesty', a partnership organisation staff member pointed out "*There is no point in me going to meetings, honestly, and saying to the people what I can't deliver. So, we have to be honest and say I can help you [the community] with that and I can't help you with this.*" Echoing this notion, another partnership organisation staff member added "*I think for them [Citizens' Eye] to be able to shape things, for instance, he [the founder of Citizens' Eye] needs to be very true to the local population by listening to what they want.*"

Furthermore, a partnership organisation staff member described the relationship between Citizens' Eye and his organisation as a 'critical friend', which implied that they had honest conversations with each other about not only what worked but also what did not work. This was said by the partnership organisation staff member to help build a strong foundation for their partnership working.

'Openness' referred to being open to ideas. For example, a local community member stated that "*He [the founder of Citizens' Eye] is always open to ideas from the editors as well as the committee board.*" Another local community member also stressed that all volunteers needed to be open to new ideas particularly in a community-driven organisation, such as Citizens' Eye.

4.4.3.3 Talking through Ideas

As stipulated in *Duty to Involve*, the authority should offer local people appropriate opportunities to have their say about the decisions and services that affected them through consultation (*Local Government and Public Involvement in Health Act 2007*). Instead of having formal consultation activities, interview data suggested that talking through ideas helped identify community needs and identify solutions in Citizens' Eye.

4.4.3.3.1 Identifying Community Needs

Communication helped identify community needs and what was relevant to the community. As a partnership organisation staff member put it: "*Successful community engagement occurs when you [the service] have a multitude of activities taking place that make it relevant for the local community. So, communication is key to that.*"

Being aware of the importance of communication to CE, a local community member further accentuated that genuine communication occurred when the service went out and actually spoke to people from the community, rather than the people that tried to represent those communities. As the local community member further explained, those who claimed that they were the community representatives did not always represent the community but historically had a loud voice due to their established position.

From the interview data collected, it was inferred that consultation with those so-called community representatives was regarded as not being highly productive. The data also stressed the importance of direct communication. Indeed, it was very important to have direct communication with the community to be able to identify what they really needed from the library service. This allowed services to genuinely reflect changes in the community and inform the future direction of service that was relevant.

4.4.3.3.2 Identifying Solutions

Citizens' Eye was developed with input of the community, where people talked through ideas to generate ideas and to look for solutions to problems. In this respect, a library staff member commented "*The one point I like about*

Citizens' Eye is if you have a problem, you have to have a solution to that problem. So, if the community is involved in the problem and the solution, then that will make everything evolve."

In Citizens' Eye, there are two media training workshops every week. A local community member, who participated in the workshop regularly, noted "*It was quite useful for us [the community] to gather together, share our ideas about what we wanted to do.*" Another local community member added "*There are always a few challenges. But, you know we all seem to work together and talk them out.*"

Furthermore, constant communication occurred between Citizens' Eye and Leicester Central Library and between Citizens' Eye and other organisations. Not only did it help build up partnership working and figure out ways to work together, it also contributed to capacity building in order to sustain the development of Citizens' Eye.

As reported in *Cultural Volunteering in the East Midlands*, volunteers in Citizens' Eye claimed that "we are great believers that community cohesion is communication; it just depends on how you communicate" (CFE 2009). Seeing the changes in the library service and the community, a partnership staff member suggested that libraries needed to evolve into a service, such as Citizens' Eye, where there was constant communication.

4.4.4 A Flexible Approach

'A flexible approach' was defined as a variety of methods that were employed to engage with the community and to work in partnership. Seeing the diverse and changing nature of a community (e.g. "*the nature of a community is diverse*"; "*a community is changing all the time*"; and "*no one community is identical to another*"), research participants highlighted the importance of 'a flexible approach' in the CE process. This theme also corresponded to the notion that 'Citizens' Eye had grown organically', which implied that the CE process was not fixed or pre-determined.

Four sub-themes under 'a flexible approach', namely 'working with multiple partners'; 'adopting various ways of working with partnership organisations'; 'involving different community groups'; and 'embracing different methods to engage with communities', are next discussed.

4.4.4.1 Working with Multiple Partners

Working with multiple partners was highlighted when interviewees talked about partnership working: *"It [Citizens' Eye] works with a range of organisations across the community including local schools, Next Step and the probation service."*

As a result of having multiple partners (see Figure 4.2 on p.109), Citizens' Eye opened up a lot of avenues and opportunities for Leicester Central Library to explore. As a library staff member explained, *"Because they've [Citizens' Eye] already got relationships with a lot of the organisations that deal with them, it's really easy for us [Leicester Central Library] to develop partnership work."* For example, through working in partnership with Citizens' Eye, Action Deafness realised that the Library was a good place to develop projects. Accordingly, Action Deafness and Leicester Central Library built up a partnership and worked on the Signing Future project together in the library. A library staff member added *"that [Signing Future] would have never, or unlikely, come about without the relationship between Citizens' Eye, Action Deafness and the library service."*

Furthermore, a partnership organisation staff member highlighted that the partnership between his organisation and Citizens' Eye had strengthened the relationship between his organisation and the Library. As the partnership organisation staff member put it, *"The relationship with the Library is actually largely through Citizens' Eye. And, it gives us new meaning and new strength. Previously, they were simply available for us. Now we have moved into an organic, kind of living relationship."*

4.4.4.2 Adopting Various Ways of Working with Partnership Organisations

Adopting various ways of working with different partnership organisations was also identified as a way of showing flexibility in Citizens' Eye. Generally

speaking, those different ways of partnership working were classified into two main categories, that is, 'resourcing' and 'supporting'.

4.4.4.2.1 Resourcing

Resourcing included access to community space, facilities and funds. As mentioned in Section 4.4.1.2, Leicester Central Library acts as a facilitator by providing Citizens' Eye with in-kind support, such as an office space and facilities. In addition to obtaining resources from Leicester Central Library, Citizens' Eye also works with corporate partners, such as BBC Leicester and Leicester Mercury. A local community member said that those partnerships allowed Citizens' Eye to have a desk in the Leicester Mercury office and hold media training workshops at BBC Leicester training suite every Tuesday.

As the interview data suggested, one of the outcomes of partnership working was to build up Citizens' Eye's capacities. Seeing the rapid development of Citizens' Eye, one of the directors on the Citizens' Eye committee board noted "*Citizens' Eye might get to the stage where it's not based in the library or it doesn't have its administration based in the library. It might just facilitate sessions in the library. So, it's very flexible.*"

Access to funding was another aspect. For instance, Citizens' Eye, a social enterprise, was set to bid £18,000 from the Big Lottery Fund for *The Wave* to be published as a supplement in *Leicester Mercury* every month for six months. As seen in the observation of Wave meetings, the majority of the young news reporters indicated their excitement and happiness with participating in the Wave Newspaper and suggested that through attending Wave meetings, they met other people, gathered advice, developed their media skills and wrote articles relating to their interests.

4.4.4.2.2 Supporting

The relationship between Citizens' Eye and various organisations is informal and supportive, which was seen as a strength in partnership working (Partnership organisation staff member). 'Informal' suggested that there was no protocol in place to say this organisation would do 'x' and that organisation would do 'y'. One partnership organisation staff member further stated that "*if*

you made the partnership formal, like a formal agreement, you would lose something spontaneous.” Furthermore, ‘supportive’ referred to partnership organisations supporting what each other were doing in different ways.

An analysis of the interview data revealed a variety of ways in which different organisations worked together with Citizens' Eye. One of the ways was information sharing, including reporting news, promoting events and advertising voluntary opportunities. In this respect, the founder of Citizens' Eye underscored *“We're trying to make any partnership two-way.”* Echoing this notion, a library staff member further explained *“They [Partnership organisations] all put their information in Citizens' Eye or take information out of Citizens' Eye. So, it is a real portal for all organisations who want to get into community-based work and positive stories about the community and initiatives.”* To this end, a local community member noticed that more organisations, particularly within the community voluntary sectors and charities, were seeing the benefits of using Citizens' Eye to broadcast their news, events and issues. The local community member added that the link had a ‘glue effect’ attracting more organisations who wanted to be associated with Citizens' Eye.

Indeed, Citizens' Eye provides organisations with opportunities to inform the community about their local events directly by emails or through word of mouth. In comparison to advertising events by putting up posters in the libraries in the old days, the method that Citizens' Eye uses to communicate with local populations is regarded as a more effective way, which was seen as a catalyst to improve the relationship between service providers and the community (Partnership organisation staff member). Further, another partnership organisation staff member claimed that circulating information to wider local communities through Citizens' Eye enhanced the number of attendees at events, which was an indication of success. As the partnership organisation staff member put it,

I think the Citizens' Eye's biggest strength is not so much just in us being able to report the news, but in us being able to publicise our events,

because that will be a real major success by us telling Citizens' Eye about something. If it translates into people in the community coming and attending our events, that shows it's working.

In addition to sharing information, a partnership organisation staff member highlighted the importance of physical attendance at each other's events or activities. The partnership organisation staff member further stressed that running Citizens' Eye was a way to promote community cohesion and he supported Citizens' Eye by listening to them and helping them get to corridors of power. Echoing this notion, the Chief Executive Officer of Action Homeless described his role as a bridge between a group of homeless people in Leicester who desperately needed to have their voices heard and Citizens' Eye who actually could provide a vehicle for them to do that. That link, in turn, contributed to the development of the Down Not Out news agency.

4.4.4.3 Involving Different Community Groups

A review of the documents (i.e. *Duty to Involve* and *Embedding Equalities*) highlighted the importance of diversity and equality when local authorities engaged with the community:

Where it will add value to the process appropriate opportunities for involvement should be offered. This should take account of the need to engage a diverse range of groups within the community including seldom heard groups. (*Local Government and Public Involvement in Health Act 2007*)

Our aim is to take a broader, more inclusive approach aimed at mainstreaming all equalities strands into everyday practice. This ensures that services, and the workforce delivering them, reflect the diverse communities we serve as a local unitary authority. (Leicester City Council 2010)

Echoing these policies, a library staff member noted that the library seems to be a space for everyone from the community in Leicester. Mapped on to the catchment of the library service, *"It [Citizens' Eye] is only for Leicester City"*

(Local community member). Despite having a tight geographical focus, involving various community groups was seen as the beauty of Citizens' Eye by key informants: *"This is the beauty of it - it covers such a diverse range of issues, interests and people."* Echoing this notion, a local community member explained that there is a whole spectrum of people working in Citizens' Eye, from a five-year-old boy working on *The Wave* newspaper to an over 65-year-old lady working on the *Senior Eye* newsletter. There are also people with disabilities and people who are unemployed.

In this regard, according to *Cultural Volunteering in the East Midlands* (CFE 2009), Citizens' Eye enabled a high level of engagement from a range of groups often on the edges of society, such as homeless people and ex-offenders. A partnership organisation staff member was also convinced that *"Citizens' Eye is an organisation that in itself involving really important groups in the community."*

As a result of engaging with different community groups, it increased the community's access to the service that Citizens' Eye provided. As a local community member explained, *"If you're going to focus on just the single part, then it's not going to be as successful as if you've got something like Citizens' Eye, which is something for everybody."* Echoing this notion, a partnership organisation staff member also highlighted *"If the door is open, I think the possibility is there and I am very excited. But, if the door is closed, the opportunity isn't there."* These notions highlighted the importance of making a service accessible to everyone. In this vision, those different news agencies under Citizens' Eye were regarded as a way to create more opportunities for communities of different interests.

4.4.4.4 Embracing Different Methods to Engage with the Community

When it came to engaging with the community, a library staff member indicated that one of the challenges that the library service currently faced was *"to keep people informed"*. In addition, convincing the community of the value of their participation and getting them through the door were viewed as main challenges by key informants. As a local community member explained,

The biggest challenges are trying to convince people that it's useful and it's needed, and also trying to show them how they can get involved in it. Some people, if they're not computer literate or enthusiastic, are not easily involved in things like Citizens' Eye. How do you get them involved in Citizens' Eye? So, it's trying to get people to become reporters, to make films or just to take photographs. We've got a Community Action Photography news agency. If you want to get involved in reporters in citizen journalism but you can't write, or if your literacy skills aren't very good, we can help you develop them. But, at the same time, why don't you take up photography?

This quote highlighted the flexibility for individuals and the community in getting involved in Citizens' Eye. In addition, as indicated in Table 4.3 (on p.113), Citizens' Eye used a variety of techniques to inform, consult, involve and empower the community, which also reflected the diversity of the organisation in communicating with them. Indeed, if opportunities were open the community could get involved in Citizens' Eye in the way they preferred or felt comfortable with.

In addition to offering a variety of methods to engage people, a partnership organisation staff member further suggested that the service providers disseminate information through the media that people are used to. Indeed, as a library staff member explained, as technology changes, people's lives change and their expectations change; library services have to evolve in tandem, or could stagnate. In addition to using traditional communication (e.g. word of mouth, publicity and publications), Citizens' Eye also evolved with the change in the communication through using social media, such as Facebook, Twitter, Flickr and YouTube. In this respect, a partnership organisation staff member was convinced that the adoption of the Internet helped increase involvement from the community, because people could contribute their opinions to Citizens' Eye from home regardless of time or location problems.

4.4.5 Genuineness

'Genuineness' was defined as authenticity or a true reflection of what was said to be. This theme stressed the importance of genuine CE. As a local community member said, *"A successful community engagement project is a project that actually gets out in the community and does what it says on the tin."* In accordance with this statement, 'genuineness' was linked to implementation of action in the CE process. For example, a local community member noted that *"the reason why it [Citizens' Eye] has been able to make such progress is the fact that it's a fairly streamlined organisation that doesn't get too worried about politics. It just actually goes out there and does the job."*

Data analysis identified three aspects concerning 'genuineness', that is, 'turning community needs into action'; 'changing misconceptions and stereotypes'; and 'not ticking boxes', which are discussed below.

4.4.5.1 Turning Community Needs into Action

It was identified by a library staff member that if an organisation does not take on board what the community is saying, there is a gap. The library staff member further stated *"What we try to do is talk through ideas. If those ideas can be taken into actions, we ensure that they can turn into actions"*, which highlighted the necessity of turning community aspirations into reality. By doing so, as a partnership organisation staff member suggested, the service could evolve, make changes and become a better organisation.

Furthermore, key informants suggested that it is about showing success in order to get more funding, support and resources. A library staff member explained *"When you get a success, then it works and it goes forward"*, because success is an indication that the service has the ability to do things and evolve in different directions. An analysis of the data revealed that Citizens' Eye was *"successful"* in a number of ways:

1. Volunteer hours: According to a library staff member, volunteer hours are one of the measurements for success for Leicester Central Library service performance. Citizens' Eye was said to be remarkable in this respect, because there were more than 25 volunteers and over 2,000

volunteer hours a month contributing to Citizens' Eye and different news agencies (Local community member).

2. Number of visitors to the library: The number of visitors is another measurement for success (Library staff member). In this sense, most interview respondents indicated that Citizens' Eye was helpful in attracting more visitors to the library. As a local community member, based on his continuous participation in Citizens' Eye, observed, *"I've noticed, even the last couple of month, more people coming here [in Citizens' Eye, which was based in Leicester Central Library] that I have never seen before."*
3. Usage of the library service: The founder of Citizens' Eye explained that people using Citizens' Eye was an indication that it worked and stated that there were more than 500 hits on Citizens' Eye website every day. Another indicator to show that Citizens' Eye worked was through people showing their interests and claiming that *"we used it and it's useful"* (Local community member).
4. Ground-breaking initiatives: *The Wave* newspaper was viewed as *"unique"*; *"the first of its kind in the United Kingdom"*; *"amazing"*, and *"empowering"* by key interviewees. As a library staff member explained, *"What I mean by successes is Citizens' Eye produced The Wave newspaper, which is probably one of the first, if not the first, newspaper produced by youth. So, that then puts not just Citizens' Eye on the map, it puts Library on the map, it puts Leicester on the map."*

Building on its success that was mentioned above, Citizens' Eye was growing rapidly. However, the founder of Citizens' Eye was firmly convinced that *"It doesn't matter how big Citizens' Eye is, we need to keep our feet firmly on the ground."* This was reinforced by a partnership organisation staff member: *"I think the community is readily involved. And, I think for Citizens' Eye to be truly continuing with the success it must remain true to its foundations, which is to be a voice for the local population."*

Realising “*the reason why Citizens' Eye works is because we do something that allows everybody to share their information*”, a library staff stated “*We don't actually lobby any of our leaders to get things.*” Similarly, a local community member said “*I don't namedrop to get any favour.*” Another local community member further stated that Citizens' Eye was at the point where certain senior people in the city offered help and support after acknowledging its success in various aspects, as mentioned above.

4.4.5.2 Changing Misconceptions and Stereotypes

Through working with Citizens' Eye, interviewees identified a number of misconceptions and stereotypes in the context of CE. Examples of some of these misconceptions and stereotypes and how Citizens' Eye changed them are illustrated below.

4.4.5.2.1 Misconceptions

When it came to implementing CE practice, the importance of understanding what CE meant and what the organisation wanted to achieve from it was highlighted. In the words of a partnership organisation staff member,

I think successful community engagement depends on a lot to do with [...] they understand what community engagement is. Lots of people can say these words, but they don't really know what they mean. So, I think it's about understanding what they want to achieve from community engagement.

Based on this notion, the partnership organisation staff member also emphasised that genuine CE should “*bring people together*”, instead of “*forcing people to come together*”. Indeed, different people held different perceptions towards CE, which influenced the implementation of CE.

In addition, the term ‘community leaders’ was seriously challenged by key informants in Citizens' Eye in the CE context. For example, the founder of Citizens' Eye argued that most of the people who claimed themselves to be ‘community leaders’ did not represent the community, but had the loudest voices historically or were good at speaking in public. This argument also

helped explain a gap why some consultation activities that local authorities had carried out did not reflect community needs.

Bearing this comment in mind, when the founder of Citizens' Eye went into the community to talk to people, he tended to shy away from community leaders and try to find people that had the 'first-hand knowledge' or actively helped themselves and others. In his words, "*it's that first-hand knowledge that people can never take away*" because it was people writing about things that they understood and had personal affinity with (Local community member). For example, *The Wave* is a newspaper written, edited and sourced by young people. *Down Not Out* magazine is reported by and for those are affected by homelessness. Indeed, as reported in *Heart: Keeping the Community Connected* (De Montfort University 2009), "Everything in Citizens' Eye went with one rule – it was actually written for, and by, the people."

Furthermore, the term 'hard-to-reach groups' was regarded as a controversial one. The founder of Citizens' Eye argued that those so-called 'hard-to-reach groups' were waiting to be asked. According to a library staff member, it was difficult to reach some community groups, such as homeless people, but Citizens' Eye broke down the barrier through its different news agencies to reach marginalised groups. In his words, "*Those perceived hard-to-reach groups are given a real focus through this [Citizens' Eye].*" It became obvious that service providers needed to go out into the community and really communicate with 'ordinary people' (Local community member).

4.4.5.2.2 Stereotypes

The media was seen to pander to the established voices claiming wrongly that they spoke for the whole community, but actually failing to represent the whole community. In the words of a partnership organisation staff member, "*I think there is a constant challenge that is a mistrust or fear of the media. The media has been seen as a way of manipulating what the community does.*"

In contrast to this stereotype concerning the media, a local community member stated that the Citizens' Eye community news agency was "*about showing people empathy rather than sympathy*". As explained in *Heart: Keeping*

the Community Connected, those citizen reporters in Citizens' Eye and different news agencies understood what it was like to be misrepresented in the main stream media (De Montfort University 2009). For instance, the Down Not Out news agency set an exemplar to reveal how society often equated homelessness with criminality, and that stigma in turn influenced decisions that some organisations made in terms of offering help to the homeless. Similarly, a local community member from the Wave Newspaper stated,

I really like the idea of local media and the influence it has [...] It kind of breaks down the perceptions people have about young people. I think that's really important. But, young people, most of the time, are presented negatively as jobs in the media and they kind of have this stigma and stereotype attached them. But, no, we've got potential.

In this regard, a partnership organisation staff member stated that Citizens' Eye helped a multitude of voices that actually existed in local communities get opportunities to come out and have a say.

Another stereotype recognised by interviewees in Citizens' Eye was related to people's perceptions about public libraries. Interview data collected indicated that the era had passed where libraries were seen to be only about books and as quiet places. Echoing this recognition, partnership organisation staff members believed that books would not be the only reason for libraries to survive and suggested that libraries should become a focal point for local communities. In the words of a partnership organisation staff member,

They [Library services] need to evolve to something, like Citizens' Eye, where they're having constant communication and lots of different people. So, they then become a focal point, instead of a place where people just come to borrow books or sit and read.

Indeed, there was a general agreement from interview respondents that libraries were under pressure to become a lively environment, where "people can make noise"; "people can be creative and run courses"; and "bring people in".

In order to break down people's preconceptions about 'traditional libraries', a local community member noted,

The more people you draw through that door, the more you're breaking down the stereotype and image of what a library is. And, unfortunately libraries do have a poor image. The majority of people don't fully realise the potential of their local libraries. So, I think you know, working in partnership with different organisations would be a fantastic benefit.

In this respect, the partnership with Citizens' Eye was considered to be important in bringing more people in the library and increasing people's involvement in a variety of activities in the library, which in turn helped promote the reputation of the library and the council.

4.4.5.3 Not Ticking Boxes

CE was 'not ticking boxes', which suggested that organisations realistically worked in partnership and really involved local communities in the CE process. These two aspects are next discussed.

4.4.5.3.1 Realistically Working in Partnership

In the case of Citizens' Eye, partnership working is a two-way process, which was emphasised in Section 4.4.4.2.2. In addition, partnership working did not refer to two parallel organisations working separately. As a library staff member explained,

Citizens' Eye gives organisations real opportunities to become a lot more synergistic. It's actually working together and really alongside each other, whereby new things develop, because the actual relationship is allowed to evolve from more than just say this is what you do, this is what we do, what can we do together, how can they develop.

One of the key lessons that were learnt from Citizens' Eye was that organisations should not be so protective of their space but share their space, buildings or resources, and actually work in partnership (Library staff member). Additionally, it was suggested that organisations should be proactive

about seeking potential partnership working opportunities through, for example, showing the benefits of partnership working.

Furthermore, partnership is not a directory but a living link between organisations. In the words of a library staff member,

Citizens' Eye, by its very nature, developed a lot of links with organisations. That's a real living link, rather than just paper, directory link. There is no one organisation, I think, that we couldn't get contact with if we needed to, because it's Citizens' Eye. So it's really quite vital for that.

As a range of organisations in the city used Citizens' Eye to disseminate information about their organisations and services, Citizens' Eye increased the capacity to know more people within those organisations personally, which helped develop more person-focused relationship within those community organisations (Library staff member).

4.4.5.3.2 Really Involving Local Communities

Having witnessed the challenge facing the library service (e.g. decreasing book issues and budget cutting), a library staff member suggested that *"it's really important to develop that people actually get direct involved in the library service."* Additionally, another library staff member emphasised that CE was about genuinely wanting to get people involved, rather than just doing it as an exercise.

The data that was collected suggested that genuine CE is not a one-off event - it requires a lot of time to constantly communicate with the community and develop a relationship with them in order to understand them better. In this respect, Citizens' Eye was regarded as a focal point where there was direct and constant interaction between key stakeholders. Indeed, as a partnership organisation staff member stated, *"What Citizens' Eye brings to this Library [Leicester Central Library] and Leicester libraries is possibly the most unique thing ever, because of all the interaction and all the creativity and all the stuff that happens."*

Furthermore, genuine CE requires a proactive 'can do' attitude. As a partnership organisation staff member stated, *"It's not something that somebody can do by sitting in the office and looking at forms. It's not about that. It's about going out there and doing it."* By going out into the community, it increased the possibility of reaching more communities and getting more people involved, which was regarded as a real opportunity for growth to get more community groups to be able to work out of the libraries (Partnership organisation staff member).

Genuine CE stressed the importance of action, instead of ticking boxes. It also highlighted the importance of realistically involving local communities and really working in partnership, which could result in better outcomes for both the service and the community.

4.4.6 Relevance

'Relevance' was defined as the degree of relevance or benefits of the project to relevant stakeholders. From the perspective of interview respondents, conducting a service that was 'relevant' to key stakeholders was essential in the CE process. In addition, the data collected indicated that Citizens' Eye was a service that the community, the library service and other partnership organisations could see benefits from participating in.

Three aspects under the theme of 'relevance' were identified, namely 'working towards the same goal'; 'having commonalities'; and 'identifying mutual benefits for key stakeholders', which are discussed below.

4.4.6.1 Working towards the Same Goal

In similar fashion to changes in the media, where news used to be reported only by news reporters and now there are also citizen reporters, i.e. ordinary people, reporting news, the library service is experiencing a shift from a library-based service to a community-led service (Local community member). A common response pertaining to this change from key informants was: *"It's fantastic. It's one of the real ways forward for libraries."*

However, there existed opposition against Citizens' Eye within the library service. For instance, some library staff were concerned about safeguarding their jobs, protecting information, controlling the way in which services were delivered, not fully understanding the benefits that changes could bring, and being unwilling to break down barriers (Library staff members and local community members). In this respect, a local community member indicated that library staff should be more accepting and explained "*it [the library service] was more integrated rather than separate as a result.*"

When it came to partnership working, a library staff member also emphasised the importance of bringing decision-makers and community leaders together and working towards the same goal. Echoing this notion, a partnership organisation staff member stated:

I think the more aligned we [the services] can be, the more we can become a hub for the community - the best place where all the community feel like they can drop in, can use the facilities and perhaps get together with people that have similar minds and people that have different minds.

Indeed, an analysis of the data collected from Citizens' Eye underscored the importance of different stakeholders working towards the same goal in the CE process. In this regard, three main goals of CE were identified.

Firstly, interviewees believed that one of the goals of CE is to help deliver a service that is needed and wanted by the community. For instance, a local community member explained "*What people say is that unless you give us a reason to come into the library, we're not just coming in and borrowing a book, because we're too busy [...] They won't come in, because there are a lot of choices [out there].*" Similarly, a library staff member considered CE to be a way of 'future-proofing the service': "*I always embrace that way of working, because they see as a way of future-proofing their services, but also future-proofing libraries as a whole. I think we're seeing the merits of moving towards what the community wants.*"

Secondly, a partnership organisation staff member believed that another goal of CE is to strengthen the relationship between service providers and the community, which was considered to be important to the success of any community organisations. In this regard, Citizens' Eye was considered to be a developer of the relationship between the library and the community. In the words of a partnership organisation staff member, "*It's about finding the links between libraries and communities, and how that can be improved. You've got a great example [i.e. Citizens' Eye] of something that has worked.*"

Finally, CE moves beyond communication and embraces the ideas of 'community involvement' and 'community relevance' (Local community member). To this end, a partnership organisation staff member regarded the community as participants instead of observers in the CE process:

The fact that we communicate does not mean successful community organisation. What you have to do is that organisation itself has to have an influence on the community involvement, or community relevance. Therefore, they [the community] can feel like participating in the event, rather than observe the event.

Another partnership organisation staff member resonated with the above quote and emphasised the active role that the community played in Citizens' Eye in order to enhance community impact:

I think what we've got to do, from my point of view, is to encourage members of the community that haven't got involved in Citizens' Eye [...] both to report and to do something about your own issues [...] Because of that, that is going to have a big impact on your own community and your own life. I think the community has got a massive role to play.

4.4.6.2 Having Commonalities

An analysis of the data identified a number of areas that both Citizens' Eye and Leicester Central Library have in common, which were considered to be a key to the working partnership between these two organisations.

Firstly, 'involving everybody in Leicester' is the ethos for both Citizens' Eye and Leicester Central Library. According to a library staff member, "*It's [Leicester Central Library] basically there for everybody.*" In this regard, a local community member described the library as "*an open access*" because "*you don't have to have any special badges or anything and you just walk into it*". This 'open for all' image was also applied to Citizens' Eye. As a library staff member said, "*Anybody from the community can get involved. I mean that is the beauty of it [Citizens' Eye].*"

A second point relates to the 'non-threatening' characteristic of Leicester Central Library and Citizens' Eye. For example, a library staff member claimed that the Library is a "*non-threatening*" environment and explained "*we don't really rest on anybody's political radar, in terms of being a city council institution.*" This claim also corresponded to how a local community member described Citizens' Eye as a 'fairly streamlined organisation' that does not get too worried about politics (see Section 4.4.5). In this respect, a partnership organisation staff member commented that Citizens' Eye was able to support community needs without going through policies, procedures and layers of management, which slowed development work at times. In his words, "*Problems arrive when there are policies and procedures. There's a lot of different layers of management*" (Partnership organisation staff member).

A third commonality among Leicester Central Library and Citizens' Eye is 'information': "*They're [Citizens' Eye] relevant to library services in terms of the information*" (Library staff member). Echoing this notion, a partnership organisation staff member believed that Citizens' Eye enhanced the role of Leicester Central Library in communicating information. As the partnership organisation staff member put it, "*Libraries are all about communicating information and Citizens' Eye are an additional organ for that logical communication.*"

Additionally, the importance of providing a 'neutral' environment for information delivery was highlighted, which was also found in both Leicester Central Library and Citizens' Eye. As a library staff member stated, "*Libraries*

have been seen to be a kind of portal for neutral delivering information. I think it's really important both as a space and as a way of being fair in delivering information." Citizens' Eye also confirmed this concept of being neutral. In the words of a local community member,

I think Citizens' Eye is an organisation that works. Whereas the mainstream media looked to sensationalise news to sell newspapers, Citizens' Eye and the other news agencies associated with the Community Media Hub presented a balanced community picture. It's the case that ordinary people have an understanding of what's happening around them and this project gives a better voice for their community.

Bearing these comments in mind, a partnership organisation staff member commented: *"One is that organisations that get terrific support and backing from other organisations, which has happened between Citizens' Eye and the library service."* More details about how different stakeholders benefited from being involved in Citizens' Eye are discussed in the next sub-section.

4.4.6.3 Identifying Mutual Benefits for Key Stakeholders

The majority of the interview respondents highlighted the importance of mutually beneficial relationships among Citizens' Eye, Leicester Central Library, partnership organisations and the community in the CE process. In the words of a local community member, *"Any relationship between organisations should be mutual benefits."* It was also evident that Citizens' Eye is a service in which people could see that participation is beneficial.

Benefits from participating in Citizens' Eye for Leicester Central Library, the community, partnership organisations and Citizens' Eye are next discussed.

4.4.6.3.1 Benefits for Leicester Central Library

An analysis of the data revealed a range of benefits that Leicester Central Library obtained from working with Citizens' Eye:

1. Citizens' Eye is compatible with Leicester Central Library's statutory duties. As mentioned before, two of these are *Duty to Involve* and *Embedding Equalities*. According to *Embedding Equalities*, "It [Citizens'

Eye] enables us as an organisation to respond appropriately to diversity across the city's communities and thus enables us to meet our statutory duties more effectively" (Leicester City Council 2010). A library staff member gave an example of working with the Inside 'n' Out news agency and stated "*we are having some volunteers who were ex-offenders. It really does show we're a service that is really inclusive.*"

2. Within the service, Citizens' Eye was recognised as a catalyst for information dissemination for Leicester Central Library. In the words of a library staff member, "*We [Leicester Central Library] deliver events, sessions and facilities – so Citizens' Eye is a catalyst for that.*" Operating independently from Leicester City Council, Citizens' Eye is able to post information about library events upon its own website, which provides a much faster vehicle for communication than the larger corporate sides of the council, thus expediting the process of making information available to the community (Library staff member).
3. Citizens' Eye helped increase traffic to Leicester Central Library as well as increasing volunteer hours, library visits and library usage (see Section 4.4.5.1). A partnership organisation staff member emphasised the diversity of people that Citizens' Eye had brought to the library for different purposes: "*Citizens' Eye can offer real access to libraries, getting more people into libraries, getting people using libraries for different things, getting different people into libraries as well. And, that certainly has proved to be the case in the city [Leicester city].*"
4. Working with Citizens' Eye helped promote the profile of Leicester Central Library. One referred to raising the profile of the library service within Leicester City Council, which helped obtain resources and attract funding. In the words of a library staff member, "*It has been really good for raising the profile that the Library is actually within the City Council services.*" Another aspect concerned the promotion of the library's profile within the community, which helped reflect that Leicester Central Library was relevant to the community. For example, a

partnership organisation staff member stated *"I think Citizens' Eye can have a purposeful role to play in the sense that it brings people into the local library."*

5. Citizens' Eye enhanced relationships between Leicester Central Library, partnership organisations and the community. For instance, the 12 different news agencies under Citizens' Eye gave Leicester Central Library *"a real contact"* with marginalised groups in society (Library staff member).
6. Citizens' Eye was said to provide Leicester Central Library with a new, different and creative way to deliver library services, especially with public libraries being hit by the credit crunch and challenged by the development of electronic media and the impact of web resources. In the words of a partnership organisation staff member, *"Citizens' Eye has got a great relationship with the Leicester Central Library. Obviously it's housed in one of them. That proved that people can then go to libraries, use libraries for different things. They can not just get a book or something. It's a means of communication and a means of interaction and engagement."*
7. Working with Citizens' Eye increased the capacities of Leicester Central Library. For example, a library staff member pointed out a real living link between Citizens' Eye and its partnership organisations, which in turn *"really increase the library's capacity to know people within those organisations personally and have contacts with them"*. In addition, the merit of co-managing volunteers with Citizens' Eye was also recognised: *"We saw the opportunity that we can work together and co-manage the amount of volunteers that applied to the service"* (Library staff member).

4.4.6.3.2 Benefits for the Community

A number of benefits from participating in Citizens' Eye for the community were recognised:

1. Citizens' Eye met the community's information needs. In the words of a library staff member, "*It's [Citizens' Eye] offering a new service to them [the community] that they can see the benefit of directly, because they can get their information out and available very quickly.*" In addition to receiving information, it was also important for the community to have a voice through Citizens' Eye: "*I think it's an opportunity for people to make sure their opinions are heard*" (Partnership organisation staff member).
2. Citizens' Eye enhanced the community's skills to become 'active citizens' in society. As reported in *Embedding Equalities*, "Citizens' Eye promotes a number of basic human rights - rights to self-expression as well as to participation, influence and a voice. It contributes to people becoming 'citizens' and active members of their community" (Leicester City Council 2010). Indeed, a partnership organisation staff member echoed this statement and explained: "*It's [Citizens' Eye] not just about somebody being able to access services that they have never had before or they might not have used it before [...] It's stating a much broader thing about people's ability and opportunity to get involved in a whole host of different things [...] It's very liberating.*"
3. Citizens' Eye enhanced social relationships within the community: "Volunteers participation has also enabled them [volunteers in Citizens' Eye] to form social relationships with other volunteers as well as allowing them to develop further projects through their links" (CFE2009). Echoing this statement, the founder of Citizens' Eye gave an example and explained "*Through their volunteering, people get new friends and social networks [...] The other week I saw four people from the course sat in a restaurant planning the work they were doing and how they could help each other. For me, it was a defining moment in setting up Citizens' Eye.*"
4. Citizens' Eye acts as a catalyst for social change, particularly for marginalised groups. Take, for instance, the Down Not Out news agency.

A partnership organisation staff member stated, *"It [Citizens' Eye] provides a brilliant opportunity for the people who use my services [Action Homeless] to find opportunities, to have a voice that they wouldn't normally have on local issues and to actually start to informally change things that affect their life and their communities and across the city. That's the value of it."*

4.4.6.3.3 Benefits for Partnership Organisations

Data analysis identified a number of mutual benefits for partnership organisations from being involved in Citizens' Eye:

1. Partnership organisations benefited from information sharing through working with Citizens' Eye. As mentioned in Section 4.4.4.2.2, Citizens' Eye provided an information portal for different partnership organisations who wanted to get information about community-based work and positive stories about the community and initiatives. To this end, a local community member saw the benefits of using Citizens' Eye: *"More and more, particularly within community volunteer sector, people are seeing the benefit of using Citizens' Eye to broadcast what they're doing."*
2. Citizens' Eye was described as *"an additional way of communicating"*, which helped enhanced organisations' relationships with the community (Partnership organisation staff member). As the partnership organisation staff member explained, *"In order to improve the relationship between the University and the local population [...] It [Citizens' Eye] represents [news] reporting by the people, for the people. It's a kind of avenue that the University can employ to reach out to local people."*

4.4.6.3.4 Benefits for Citizens' Eye

A number of benefits for Citizens' Eye are discussed in this sub-section:

1. Citizens' Eye increased its capacities, such as spaces, resources and network, by working in partnership with Leicester Central Library,

Leicester Mercury and BBC Leicester. Another way of increasing the capacity of Citizens' Eye was through sharing contacts that different partnership organisations brought in. In the words of a partnership organisation staff member, *"I think all of the staff working in the charity sectors, especially at quite a senior level, bring in different connections. The value of this is when important work needs to be done, when things need to happen, actually you can begin to share some of those contacts."*

2. Working with Leicester Central Library helped *"validate the fact that they're [Citizens' Eye] a useful organisation"* (Partnership organisation staff member). In this respect, the founder of Citizens' Eye gave a concrete example: *"The people we deal with are not necessarily looking for accreditation. But, if you volunteer with us you will get a certificate with our logo and the Leicester City Council logo on it."*
3. Working with different partnership organisations and Leicester Central Library helped promote the profile of Citizens' Eye. In addition to greater publicity through Leicester Central Library (e.g. putting Citizens' Eye's icon on the desktop in the computers in the library, being able to be linked to the City Council's and Library's websites), other partnership organisations also helped spread relevant information to the community that they were working with, such as Leicester Police and Action Homeless. For instance, a partnership organisation staff member stated *"Now, every single year, I see 350 of those people [the homeless]. And, we would tell as many of those people as we can about Citizens' Eye. I think that other organisations working with the clients that Citizens' Eye want to, need to do the same thing."*
4. Citizens' Eye benefited from working with Leicester Central Library in terms of sharing its expertise. As the founder of Citizens' Eye stated in *Cultural Volunteering in the East Midlands*, *"It's a great opportunity to be partners with the library so we don't necessarily have to go and find our own volunteers as the library have a lot of existing relationships. All the paper work and forms and health and safety assessments were done by*

the council which saves us a lot of time to get on with the volunteering” (CFE 2009).

5. Partnership working strengthened the link between Citizens' Eye and the service users that they were working with, such as the homeless. As a partnership organisation staff member put it, *“I think that the biggest things that I can bring to Citizens' Eye from that past experience is all around trying to help them to engage with the community I work with.”* Accordingly, this link was believed to benefit Citizens' Eye, whose development depended on the input of its volunteers. As the partnership organisation staff member noted, *“I mean it benefits Citizens' Eye, because it gets more input into its news agency and it gets more people interested.”*

4.4.7 Sustainability

‘Sustainability’ was defined as the continuity of the project and the impact of the project on relevant stakeholders. In light of the achievement that Citizens' Eye had, key informants suggested that Citizens' Eye should keep doing what it was already doing, for example, keeping people's interests up; coming up with innovative projects and ideas; experimenting with new technologies; and promoting and broadcasting news and information. In line with this vision, a library staff member noted *“It [sustainability] is one of the main reasons that I started looking at getting the community and partner organisations involved at a really integral level in the library service.”*

Three aspects under ‘sustainability’ were identified: ‘going beyond project work’; ‘increasing capacities’; and ‘a learning process’, which are next discussed.

4.4.7.1 Going beyond Project Work

A partnership organisation staff member regarded Citizens' Eye as *“a community project based in the library”*. However, a library staff member argued that *“we don't really like to call it [Citizens' Eye] a project”*, because *“projects lack sustainability.”* The library staff member further pointed out the

difficulties concerning project work, in terms of funding and staff, and explained:

I have been involved with projects before, and the thing I found about projects is you get the money to do the project, and you have to say that this is going to be sustainable. But in actual practice, it's really hard to sustain those projects if you've got revenue funding for staff and possibly capital funding that doesn't continue after the project, because projects by their nature are usually an 'add-on' to the service. So, they demand staffing or project workers. That is difficult to maintain after that.

In addition, a partnership organisation staff member stressed that involvement is not a one-off event but a continual process. As the partnership organisation staff member explained, *"Once local communities have got through the door and they have positive experiences, they will come back. It's just like a relationship. You're trying to build and you've got to develop it and you've got to keep working on it."*

4.4.7.2 Increasing Capacities

Related to the previous sub-theme of 'going beyond project work', Citizens' Eye sustained its service by increasing capacities through working in partnership and building a personal relationship with wider communities, as discussed in Sections 4.4.4.2 and 4.4.5.3.

When it came to partnership working, a partnership organisation staff member envisaged a stronger integration between organisations: *"What I would like to see in the future is a strong integration. And, I wouldn't say necessarily just from Citizens' Eye and Community Media Hub, I could well see the libraries opening up towards other organisations."* A good example of that was housing Citizens' Eye in Leicester Central Library and realistically working in partnership. Working with partners was one of the ways to build up capacities (e.g. spaces, staff and expertise) leading to a greater opportunity for sustainability.

Furthermore, strengthening relationships with the community helped improve library services, because more people became involved and more links existed.

In this respect, a partnership organisation staff member emphasised the importance of a participatory design of a service. In his words, "*The other strength of it [Citizens' Eye] is to be able to organise something that is participatory, so that they [the community] feel they have an input. Local communities have an input in what is taking place*" (Partnership organisation staff member).

In addition to participation in reporting issues in publications to wider communities, a library staff member further highlighted the importance of involving the community in dealing with those issues. In his words, "*The one point I like about Citizens' Eye is if you have a problem, you have to have a solution to that problem. So, if the community is involved in the problem and the solution, then that will make everything evolve*" (Library staff member). An example of that was evidenced in *The Wave* newspaper. A young reporter, who was a foreign student, shared her story of having difficulties in studying an undergraduate degree in the UK due to insufficient funding, which was published on 17th February 2010 in *The Wave*. Hence, the Wave Newspaper news agency launched a campaign, 'Back Belinda's Uni Bid!', to raise funds to pay for the foreign young reporter's tuition fee.

4.4.7.3 A Learning Process

The data gathered suggested that in order for CE to achieve sustainability, individuals and organisations need to embrace an ongoing process of learning. The data further suggested that a learning process occurred both 'at the individual level' and 'at the organisational level' in Citizens' Eye.

4.4.7.3.1 At the Individual Level

There was a shift from people becoming accustomed to the service doing things for them to having the feeling that they could decide and do things themselves. For example, a partnership organisation staff member noticed that in Citizens' Eye, it was about local people realising that they had the power to do something but they needed to be supported to be able to do it. In addition to delivering media training workshops to teach people a range of media skills, the participatory design in the development of Citizens' Eye was helpful in

developing participants' skills. This observation corresponded with a statement in *Cultural Volunteering in the East Midlands*: "The project [Citizens' Eye] enables its participants to publicise community issues that are important to them as well as allowing them to develop skills in writing and journalism" (CFE 2009).

In addition, various organisation staff who came into contact with Citizens' Eye widened their perceptions of what was possible (Leicester City Council 2010). This was evidenced by one of the library staff, who saw his life as being truly transformed, a learning curve for both him and his staff since his involvement with Citizens' Eye, describing himself previously as a 'luddite'. In this respect, skills and expertise that volunteers brought to Citizens' Eye were highlighted. As a volunteer from Citizens' Eye stated, "*I think we bring skills and expertise that the library staff and the library organisations simply don't have.*" Echoing this notion, a library staff member added "*From developments like this [Citizens' Eye], library staff have been placed on broadcasting courses to greaten their skills to further the libraries campaigns.*"

4.4.7.3.2 At the Organisational Level

According to *Embedding Equalities*, Citizens' Eye was involved in 'double loop learning' in the form of feedback and ongoing engagement with customer groups (Leicester City Council 2010). This experiential learning enabled Citizens' Eye to grow as an organisation.

Furthermore, a library staff member indicated that there was a lack of information sharing with regard to how CE worked. The library staff member further suggested building a database of potential good practice, addressing how people worked and engaged with each other. Therefore, organisations could learn from good practice and how that could be replicated in different contexts.

4.5 Chapter Conclusion

It was concluded that the essential elements of CE in the case of Citizens' Eye were: 'belonging', 'commitment', 'communication', 'a flexible approach', 'genuineness', 'relevance' and 'sustainability' (see Figure 4.3).

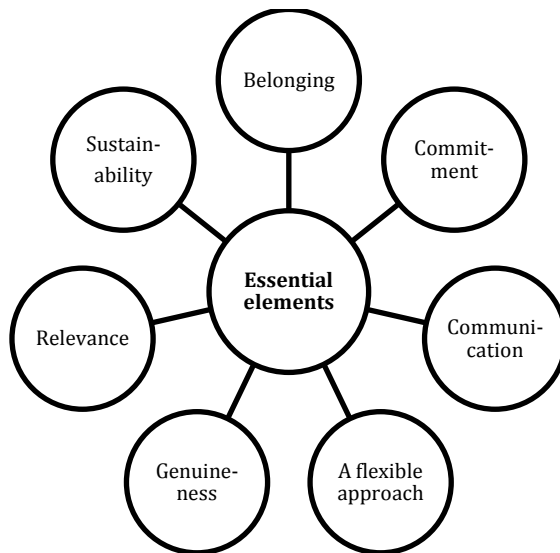


Figure 4.3 Essential elements of community engagement in Citizens' Eye

'Belonging' recognised that the community had the capacity to autonomously initiate, run and sustain their services, with facilitation from the public service. In this way, the CE process was featured by its natural and organic development. Furthermore, 'belonging' also emphasised the importance of relationship-building in the process of CE, where feelings of ownership occurred between the service and the community.

Real 'commitment' and motivation from the library service and partnership organisations, together with commitment from the local communities, were critical for promoting CE. 'Commitment' was evidenced from local communities' enthusiasm and energy devoted in the CE process. Trust and support were expressions of the commitment within the library service and various partnership organisations, with an emphasis on building relationships with wider community groups.

Genuine 'communication' was featured by its two-way, proactive, informal, honest, open, direct and constant process, which helped identify community needs and look for solutions for long-term sustainability.

By adopting 'a flexible approach' in promoting participation from partnership organisations and community groups, the CE process was not fixed or pre-

determined. When all venues were open, it increased the likelihood for communities to link to the service.

'Genuineness' was linked to implementation of action in the CE process, which also emphasised really involving local communities and realistically working in partnership. Additionally, the importance of understanding the meaning of genuine CE was highlighted.

'Relevance' highlighted the importance of operating a service that was relevant to key stakeholders. In addition, mutually beneficial relationships should occur between stakeholders in the CE process.

By 'sustainability', the CE process went beyond project work, where key stakeholders learnt skills and built capacities for long-term impact.

Chapter 5 Case Study Two: Project LiRA (Derby City Libraries)

This chapter presents the case study findings for Project LiRA in Derby City Libraries. It starts with providing a summary of Project LiRA. It also provides the contexts and dimensions of community engagement (CE) in Project LiRA. This chapter goes on to describe and explain essential elements of CE in Project LiRA in Derby City Libraries.

5.1 Summary of Project LiRA

Project LiRA, standing for Libraries in Renewal Areas, was conducted by Derby City Libraries and funded (£2 million) by the Big Lottery Fund's Community Libraries Programme in 2007-2010. According to *Business Plan for the Community Libraries Programme* (Derby City Libraries 2008a), Project LiRA set out to refurbish or build new public libraries in three of Derby's Neighbourhood Renewal Areas, that is, Allenton, Chellaston and Mackworth.

A key theme of the Programme was involving the community in the development, delivery and management of their library services. As required by the Programme, Derby City Libraries agreed to ensure:

1. Communities are actively engaged in the development, delivery and management of library service.
2. Local libraries are better designed, more accessible and more available to meet the needs of their community.
3. Disadvantaged and non-user groups use libraries more.
4. Increased capacity of libraries to act as centres of wider community learning and development.
5. Libraries have stronger long-term partnerships with the Voluntary and Community Sector and with other community service providers. (Derby City Libraries 2008a)

5.2 Contexts of Community Engagement in Project LiRA

This section provides the context of CE in Project LiRA, in terms of task environment and project characteristics.

5.2.1 Task Environment

Derby's library services are delivered through a network of 11 static service points: a central library; a local studies and family history research library; and nine neighbourhood libraries. Parts of the city without convenient access to library buildings are served by mobile libraries.

Derby City Libraries do not stand alone as an organisation. Nationwide, it is one of England's public library services. Locally, it is one of the Derby City Council's services. In this regard, a review of the documents revealed various policies, from both the central government and the local authority, that Derby City Libraries obey and that are pertinent to CE (see Table 5.1).

Table 5.1 A summary of community engagement related policies in Project LiRA

Policies	Community engagement related content
<i>Framework for the Future: Libraries, Learning and Information in the Next Decade</i>	<ul style="list-style-type: none"> • The promotion of reading and informal learning • Access to digital skills and services including e-government • Measures to tackle social exclusion, build community identity and develop citizenship
<i>Derby Local Strategic Partnership</i>	<ul style="list-style-type: none"> • Promoting learning and raise achievement to make sure all people from neighbourhoods have the best opportunity • Providing varied and attractive cultural and sporting opportunities for everyone within their neighbourhood • Increasing opportunities for residents to get involved with decisions about their neighbourhoods
<i>Derby Local Area Agreement, which also responded to National Indicators (N.I.)</i>	<ul style="list-style-type: none"> • Use of public libraries (N.I. 9) • Young people's participation in positive activities (N.I. 110) • Percentage of people who believe people from different backgrounds get on well together in their local area (N.I. 1) • Percentage of people who feel that they belong to their neighbourhood (N.I. 2) • Percentage of people who feel they can influence decisions in their locality (N.I. 4)
<i>Derby City Council's corporate priorities 2008-2011</i>	<ul style="list-style-type: none"> • Making us proud of our neighbourhoods • Supporting everyone in leaning and achieving • Giving you excellent services and value for money

5.2.2 Project Characteristics

Project LiRA was initiated by Derby City Libraries when the Big Lottery Fund launched its Community Libraries Programme in 2007. For example, a library staff member explained that she had been involved in putting together the bid to the Big Lottery Fund through “*attending some seminars that the Big Lottery held to brief managers about the fund and how to apply*”; “*deciding which areas of Derby we were going to build the libraries in*”; and “*actually writing the bid*”.

According to *Business Plan for the Community Libraries Programme*, the direction and overseeing of Project LiRA were provided by a project board, which had representatives from the library service, partnership organisations and the community (Derby City Libraries 2008a). The project board meeting, chaired by the Head of the Library Services, was held approximately every six weeks. As seen in the observation, the project board meeting had a number of standard agenda items (e.g. a report on CE activities, a review of the progress of the project timetable and outcomes, a budget report and a risk log update) in order to ensure that all criteria of Project LiRA were monitored rigorously. A library staff member echoed this observation, stating “*We [Derby City Libraries] know that the project [Project LiRA] is going to be completed and we’re going to meet the objectives, because we’ve put a way of monitoring it, which is ongoing. We’ve got an action plan.*”

At the time the research was conducted, Project LiRA was still in progress. There was, however, a general agreement among different interview respondents that the future direction of Project LiRA would be decided by Derby City Libraries. In the words of a partnership organisation staff member, “*I don’t think we [the partnership organisation] will have much say in that decision process of how and what the library will do really.*” Echoing this notion, a library staff member agreed that the decision would be made by the library service, but with involvement from the community in this. As the library staff member put it, “*I suppose the Head of Library Service will see how it [the future direction of Project LiRA] goes alongside [the Assistant Head of Library Service] and various panels and user groups.*”

It was therefore concluded that Project LiRA was library-initiated, library-run and library-sustained (see Figure 5.1). In addition, the CE process was linear, which implied three consecutive phases of the process.

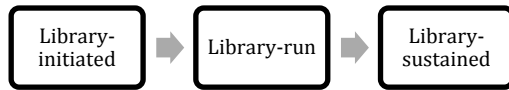


Figure 5.1 Process of community engagement in Project LiRA

5.3 Dimensions of Community Engagement in Project LiRA

This section provides dimensions of CE in Project LiRA, in terms of who was engaged in which areas and with what responsibilities.

5.3.1 Who Was Engaged?

Three key stakeholders in Project LiRA were: Derby City Libraries; local communities in Allenton, Chellaston and Mackworth; plus partnership organisations, including the funding body. Project LiRA was led by Derby City Libraries, with different levels of involvement from the community and the partnership organisation, which is discussed in Section 5.4.1.3.

An analysis of the data collected from interviews, observation and documentation summarised two main reasons why the three areas (i.e. Allenton, Chellaston and Mackworth) were selected by Derby City Libraries to implement Project LiRA. Firstly, the three areas are classified as areas in deprivation and disadvantage in Derby's Local Strategic Plan (Derby City Libraries 2008a). Secondly, the three areas did not have any static libraries before Project LiRA and were served by mobile libraries for a few hours every week. This observation also implied two characteristics that people in those areas have in common, that is, "*people who are disadvantaged*" and "*people who are not traditional library users*" (Library staff member).

Due to the fact that the three selected areas are in deprivation and disadvantage, it was noticed from the interview data that the library service at

a local level targeted a range of community groups who are generally viewed as being excluded from society, such as young people, single mothers, the elderly, council house tenants and people with learning difficulties.

During the course of Project LiRA, Derby City Libraries worked with an array of partnership organisations. Depending on how the partnership was set up and where the partnership activities took place, those partners were divided in two categories: at a central level and at a local level. A diagram (Figure 5.2) was developed by analysing data collected from interviews, observation and documentation to identify key partnership organisations that Derby City Libraries worked with in Project LiRA.

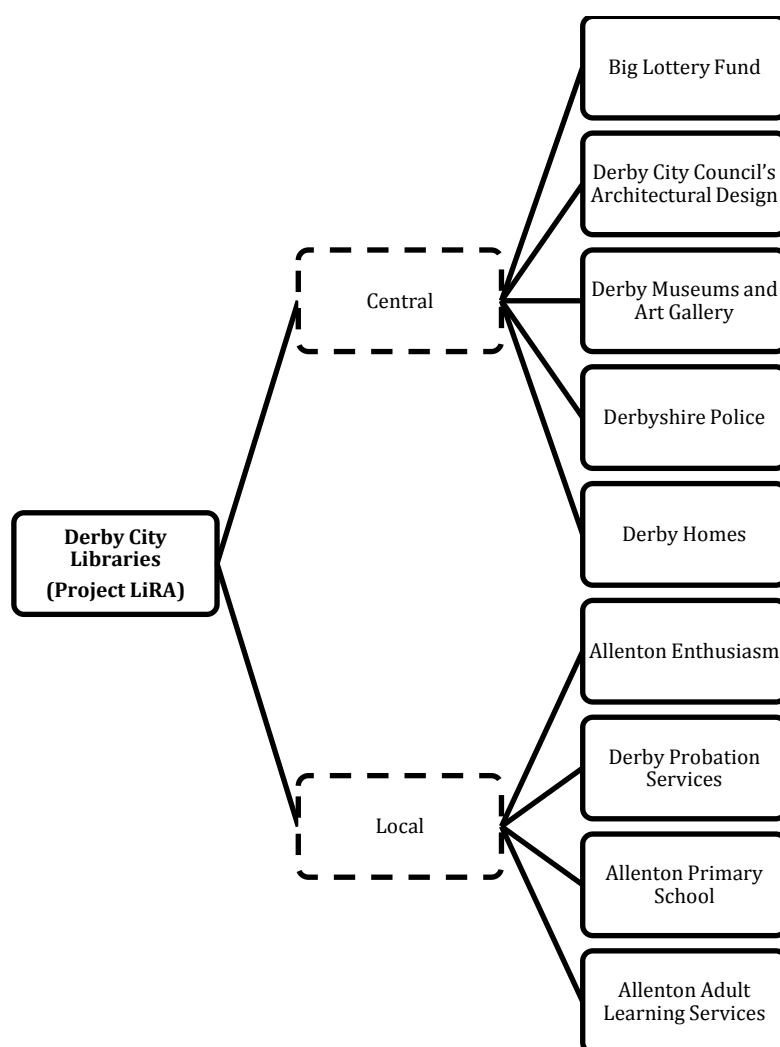


Figure 5.2 A diagram of multiple partners in Project LiRA (Excerpt)

Table 5.2 provides a synopsis of roles of main partnership organisations in Project LiRA.

Table 5.2 A synopsis of roles of partnership organisations in Project LiRA

Partnership organisations	Content of partnership working
Big Lottery Fund	<ul style="list-style-type: none"> • Providing funding (£2 million)
Derby City Council's Architectural Design	<ul style="list-style-type: none"> • Designing and building the three new libraries in Allenton, Chellaston and Mackworth
Derby Museums and Art Gallery	<ul style="list-style-type: none"> • Displaying museum collections in the three new libraries • Providing participatory events (e.g. painting and ceramics workshops) for the local communities
Derbyshire Police	<ul style="list-style-type: none"> • Co-locating at the Mackworth Library
Derby Homes	<ul style="list-style-type: none"> • Co-locating at the Mackworth Library
Allenton Enthusiasm ²⁷	<ul style="list-style-type: none"> • Identifying disassociated young people in Allenton • Engaging with young people in gardening at the Allenton Library
Derby Probation Services	<ul style="list-style-type: none"> • Landscaping the community garden at the Allenton Library
Allenton Adult Learning Services	<ul style="list-style-type: none"> • Co-locating at the Allenton Library • Resource sharing, such as buildings, staff rooms and facilities • Referring learners to use library services

5.3.2 How Was the Local Community Engaged?

An analysis of the data collected indicated that the community was engaged in three stages of the CE process during Project LiRA, namely informing, consulting and involving. These three aspects are next discussed.

5.3.2.1 How the Local Community Was Informed about Project LiRA

Local communities were informed about Project LiRA, specifically about new libraries to be built in the three selected areas. The data collected indicated that methods of informing in Project LiRA included websites, newsletters, flyers, posters, leaflets, library roadshows, word of mouth, neighbourhood forums, plus visits to local schools, nurseries and community groups.

Among all these methods of informing, a library staff member stressed that *"there is nothing better than actual face-to-face communication."* On the contrary, informing people of Project LiRA through posters, flyers and leaflets was seen as one of the least effective methods for informing. As a local

²⁷ Enthusiasm is a voluntary & community organisation set up in 1992 and a registered charity. The organisation delivers projects, working with eleven to eighteen year olds who are most at risk of offending and social exclusion.

community member put it, *“I would imagine those recipients of leaflets and flyers, there is a very small percentage actually joined in the library.”*

5.3.2.2 How the Local Community Was Consulted about Project LiRA

Local communities were consulted through offering their feedback on the design of the new library buildings and services in Project LiRA. For example, a library staff member indicated that Derby City Libraries had consulted the community about their aspirations for the new library service. Questions asked included: *“Did they want a library in their area?”*; *“What services, what facilities would they like to have in the library?”*; *“Whether they want a meeting room?”*; and *“Whether they want us to run adult learning courses?”* (Library staff members).

In addition, a library staff member noted that *“all of those things have been consulted very widely.”* Indeed, techniques used for consultation during Project LiRA varied from questionnaires, library panel meetings²⁸, library roadshows, phone calls, to drawing.

“Talking to people in the street” was viewed as one of the main ways of consultation (Library staff member). A good example of that was library roadshows, where *“they’ve [Community Projects Coordinator and Community Projects Support Assistant] taken the display on, leaflets and information about the new library, and actually had a stall standing in the shop or in the community centre or at a local event to inform people and just talk to people.”* (Library staff member).

Drawing techniques, including ‘flow plan’ and ‘competition’ exercises, were used when consultation was carried out with school children. However, the outcome was not positive in this case: *“That didn’t work particularly well”* (Library staff member). The library staff member further explained *“Some of them are, kind of, you don’t really know what they’re trying to say.”*

²⁸ Library panels consisted of local residents in Allenton, Chellaston and Mackworth. They were recruited by library staff in Derby City Libraries in order to participate in regular meetings to discuss library services in their areas. They were also involved in other activities, such as preparing libraries for opening.

5.3.2.3 How the Local Community Was Involved in Project LiRA

Local communities were involved in the service design and delivery in Project LiRA. According to *Business Plan for the Community Libraries Programme* (Derby City Libraries 2008a), “The provision of opportunities for volunteering is an integral part of Project LiRA.” In this respect, library panels played a pivotal role in community involvement. An analysis of the data indicated that the community’s involvement in Project LiRA as volunteers included: partaking in decision-making; acting as library advocates; setting up for libraries’ opening; and running library events.

As a result of participating in the actual decision-making process, a local community member stated “*I feel a valued member of the community with our thoughts and opinions being taken on board.*” Additionally, with communities’ involvement in the design of library buildings and services, the new library was more likely to reflect community needs (Library staff member).

Furthermore, providing voluntary opportunities to the community, such as unpacking boxes; putting books on shelves; running book clubs and craft sessions; and planting the library gardens, was said to not only help the library deliver various value-added services and activities (Derby City Libraries 2008a) but also improve volunteers’ social perceptions and confidence (Library staff member). For instance, a partnership organisation staff member stated that the involvement with disassociated young people from Allenton Enthusiasm in the Library garden helped change their social perception in a positive way and give themselves a sense of achievement. As the partnership organisation staff member put it,

Obviously this garden is a way of them [disassociated young people from Enthusiasm] proving to the community that it’s not all bad about what they’re doing, and you know, they’re doing some work [...] It’s giving them a sense of achievement as well.

Table 5.3 was therefore developed to illustrate the meanings and various techniques that were employed in Project LiRA in the three different stages of CE, together with their influence.

Table 5.3 An overview of example techniques and their influence in the different stages of engagement in Project LiRA

	Inform	Consult	Involve
Meanings	<ul style="list-style-type: none"> • Keeping local residents informed of Project LiRA 	<ul style="list-style-type: none"> • Obtaining feedback from local communities in order to inform the design of the new library buildings and services 	<ul style="list-style-type: none"> • Working with local communities in the library service design and delivery
Example techniques	<ul style="list-style-type: none"> • Websites • Newsletters, flyers, posters, leaflets • Library roadshows • Word of mouth • Neighbourhood forum • Outreach (e.g. local schools, nurseries, community groups) 	<ul style="list-style-type: none"> • Written feedback (e.g. questionnaires) • Focus groups • Library panel meetings • Library roadshows (e.g. anecdotal feedback) • Phone calls • Drawing 	<ul style="list-style-type: none"> • Volunteering opportunities • Decision-making • Acting as library advocates • Setting up for libraries' opening • Running library events
Influence	<ul style="list-style-type: none"> • Increasing publicity • Raising the profile of the library 	<ul style="list-style-type: none"> • Informing the design of new library buildings and services 	<ul style="list-style-type: none"> • Best way forward • A catalyst for change and improvement across the whole network of libraries in Derby • Increasing involvement from communities • Improving volunteers' social perceptions and confidence

5.4 Essential Elements of Community Engagement in Project LiRA

Data collected from interviews, observation and documentation identified eight essential elements of CE in Project LiRA: 'accountability', 'hierarchy', 'commitment', 'communication', 'a flexible approach', 'genuineness', 'relevance' and 'sustainability'. The same essential elements of CE were interpreted as before (see p.114 in Chapter 4). However, the new essential elements were defined as follows:

1. 'Accountability' was interpreted as the extent that the initiative was conforming to or driven by external organisational agenda.

2. 'Hierarchy' was interpreted as the influence of the hierarchical nature of the organisational structure and culture.

The eight essential elements are used as a framework to structure the following discussion, which explores the meanings, values and different key stakeholders' viewpoints.

5.4.1 Accountability

'Accountability' was defined as the extent that the initiative was conforming to or driven by external organisational agenda. For instance, the 'accountability' that Derby City Libraries held to the Big Lottery Fund justified the rationale for conducting CE in Project LiRA. Additionally, the fact that Derby City Libraries was a local council service and a library service in England indicated that it held 'accountability' for a range of national and local strategies.

This theme examines the 'accountability' that Derby City Libraries had in relation to CE in the case of Project LiRA: 'fulfilling funding criteria' and 'obeying national and local service strategies'. Accordingly, 'a library-led approach' is also discussed.

5.4.1.1 Fulfilling Funding Criteria

The way in which Project LiRA was funded guided and determined how CE was implemented. This statement was reflected in the data collected from interviews, observation and documentation. For instance, the rationale for selecting the three areas (see Section 5.3.1) in Project LiRA corresponded with one of the criteria required by the Big Lottery Fund's Community Libraries Programme, that is, the library should target people who are disadvantaged and who are not traditional library users (Library staff member).

Working in partnership was another criteria required by the Big Lottery Fund. As a library staff member stated, "*I've been involved in working with partners to bring partners on board with the project, because one of the criteria for the funding was that there has to be a high level of partnership involvement.*" Echoing this notion, a partnership organisation staff member stated "*I think they [Derby City Libraries] put in for some Lottery funding and part of that*

funding bid was to encourage partnership working with other partnership organisations. The Police service has been one of them.”

Furthermore, a review of the Big Lottery Fund’s Community Libraries Programme website indicated that successful applicants to the funding had the obligation “to involve the community in the development, delivery and management of their library services” (Big Lottery Fund 2007). Accordingly, Derby City Libraries, one of the successful applicants, had the accountability to fulfil the funding criteria. This requirement was also evidenced by a local community member: *“I think the meeting [library panel meeting] is purely and simply because they’re required, as a condition of the Lottery funding, to involve the community.”*

These examples evidenced the importance of fulfilling the Big Lottery Fund’s criteria, because, as the data collected from Project LiRA indicated, the community need for the static library provision in their local areas could be traced back over the last 50 years, but that need was not fulfilled until the launch of the Big Lottery Fund’s Community Libraries Programme in October 2007. While the majority of the interviewees from the local community group were pleased with the way in which Derby City Libraries involved the community in Project LiRA, a local community member argued that this type of involvement was tokenism, which was carried out to meet funding criteria but did not have a lot of meaning in practice: *“My own personal feeling is that the project has been required to involve the community as a condition of the funding. But, that community involvement, to a certain extent, is tokenism.”*

5.4.1.2 Obeying National and Local Service Strategies

The implementation of CE through conducting Project LiRA was regarded as a means of fulfilling Derby City Libraries’ accountability: *“I think it’s [CE] very important. It’s about accountability, because we can demonstrate that we really are fulfilling the need in the community”* (Library staff member). Essentially, the accountability referred to fulfilling national and local service strategies, as indicated in Table 5.1 (on p.158). To this end, involving the community in the process of planning and designing the three new public libraries in Allenton,

Chellaston and Mackworth was a way in which Derby City Libraries demonstrated its accountability in response to Derby City Council and the community.

Describing how the community was involved in Project LiRA, a library staff member explained her understanding of CE as “*making sure that local people are fully involved in all aspects of the new library*”. Furthermore, another library staff member stated “*I think any involvement with local communities and council sections is a good thing*” and explained “*because they pay our [library staff’s] wages, so it’s important that their [local communities and council sections] views are taken notice really*”.

5.4.1.3 A Library-Led Approach

Based on the analysis of the data from interviews, observation and documentation, Project LiRA was initiated and run by Derby City Libraries. Furthermore, it was proposed (Derby City Libraries 2008a) that once Project LiRA was completed, the three new library services would become part of Derby’s network of libraries. In other words, the three new library services would be maintained and sustained by Derby City Libraries.

While Project LiRA was run by Derby City Libraries, invited involvement from the community and partnership organisations was evidenced. For example, quotes from library staff members (e.g. “*they’re [the community] encouraged to help [...]*” and “*they [the community] helped in lots of different ways*”) and quotes from local community members (e.g. “*we [the community] have been told to expect to be involved [...]*” and “*we [the community] have been invited*”) indicated that Derby City Libraries took an initiative to engage with local communities in Project LiRA and the community was invited to help and support the progress of the project.

Additionally, as seen in *Community Engagement Plan for the Community Libraries Programme* (Derby City Libraries 2008b), a wide range of CE activities, such as library panels and library roadshows, were proposed for Derby City Libraries to implement for the duration of Project LiRA. This

observation indicated that Derby City Libraries made a decision to engage with the community and determined to what extent the community was engaged.

Partly because of the library-led nature of Project LiRA, there existed unwillingness from the library panel members to become constituted Library User Groups after the project finished, as Derby City Libraries originally envisaged. This statement was evident when the community explained why they were reluctant to participate in a constituted group: *“Library matters will be decided by library staff and rightly so we wouldn’t necessarily expect to have any major saying in how the library operates”* (Local community member).

5.4.2 Hierarchy

‘Hierarchy’ was defined as the influence of the hierarchical nature of the organisational structure and culture. As indicated in the data, ‘hierarchy’ was seen as being essential for the implementation of the CE in Project LiRA.

Three relevant aspects under ‘hierarchy’ were identified: ‘organisational culture’; ‘library staff structure’; and ‘relationships between key stakeholders’. The three aspects are next discussed.

5.4.2.1 Organisational Culture

An analysis of the data gathered indicated that there is an element of hierarchy in the organisational culture of Derby City Council. For example, the formation of some of the partnerships between different departments within Derby City Council was said to be top-down. In the words of a partnership organisation staff member, *“I think it [how the partnership was built] happened at a quite high level of management.”* A good example of that was the partnership between Derby City Libraries and Derby Museums and Art Gallery:

When we [Derby Museums and Art Gallery] first started, our contacts were all sort of quite high-up library management. But, we didn’t really have any contact with actual library staff in Allenton Library. So, the people who work actually in the Library were not really involved from first start. (Partnership organisation staff member)

Indeed, the importance of a top-down approach in the formation of partnerships was also emphasised by a library staff member: *“The key thing is to have senior management buy-in.”*

5.4.2.2 Library Staff Structure

As indicated in *Business Plan for the Community Libraries Programme* (Derby City Libraries 2008a), at a central level, Project LiRA was managed by a member of Derby City Libraries’ management team, which was supported by two specifically created temporary posts (i.e. Community Projects Coordinator and Community Projects Support Assistant). At a local level, library teams in the three selected areas, including library managers and library assistants, were recruited following the opening of the three new libraries. The staff resource in Project LiRA was mapped onto a hierarchical structure (see Figure 5.3).

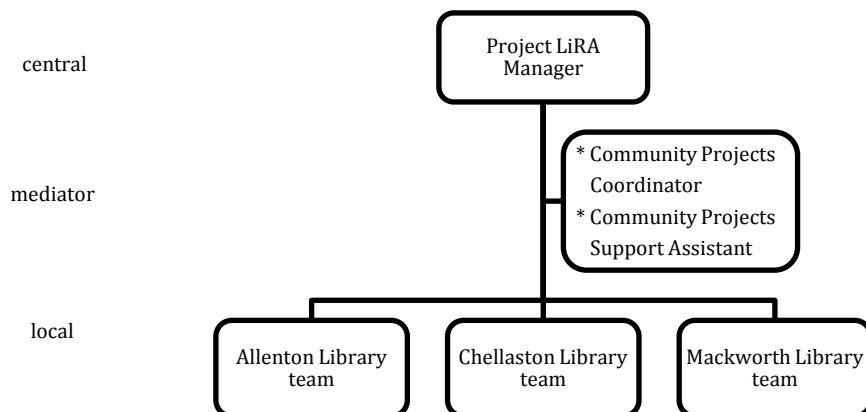


Figure 5.3 The hierarchy of staff structure in Project LiRA

The hierarchical structure in the staff resource also indicated different levels of interaction between the library staff and the community in the process of CE. For instance, a local community member stated *“The only library staff I’m currently involved with are people [Community Projects Coordinator and Community Projects Support Assistant] running this group [the library panel].”* Echoing this notion, a library staff member said *“As part of the project, we had a post called Community Projects Coordinator. And, really it’s [Community*

Projects Coordinator] *that had direct involvement with local people.*” Her reason for having fairly limited involvement with local residents was “*because that is not really my role within the project*” (Library staff member).

Table 5.4 provides a summary, extracted from documents, interviews and observations, concerning different job positions and their remit.

Table 5.4 A summary of the remit of key staff in Project LiRA

	Job positions	Job remits
↓ Central ↑	Project LiRA Manager	<ul style="list-style-type: none"> • Being involved in drawing the bid to the Big Lottery Fund (e.g. writing the bid, attending seminars that the Big Lottery held to brief managers about the fund, how to apply for the fund and what the criteria were) • Being responsible for making sure that everything happened as it should (e.g. getting the buildings built on time and bringing the project in on budget)
↓ Mediator ↑	Community Projects Coordinator	<ul style="list-style-type: none"> • Liaising with the Property Design Team and other internal and external partners • Ensuring effective coordination of Project LiRA across all three project locations • Providing a bridge between the project and the wider service to ensure that the new libraries will be fully integrated into Derby’s library network • Leading on CE (e.g. making sure that local people were fully involved in all aspects of the new library) • Managing allocating budgets
↓ Local ↑	Community Projects Support Assistant	<ul style="list-style-type: none"> • Facilitating Community Projects Coordinator • Helping to set up the library (e.g. helping to recruit the staff and to buy the furniture) • Engaging with local communities (e.g. getting the community involved in the new libraries, at the panel meetings usually, and helping to make decisions about the new libraries) • Raising the profile of the new libraries to local communities in the three areas
↓ Local ↑	Library Managers in the three selected sites	<ul style="list-style-type: none"> • Managing the site (e.g. ensuring that everyone was happy and everything was smoothly running) • Managing the stock (e.g. keeping and taking control of the stock, and knowing what was happening within library services) • Managing the staff: working with the staff as a team, but also realising that they were individuals • Training: attending regular manager meetings, attending courses to do with counselling, employment and library work

The importance of having ‘dedicated library staff’ to implement CE was highlighted by interviewees. To this end, focus was placed around the ‘time’ that staff devoted to CE, for example, *“you’ve got to have enough time to be able to do it”* and *“if we have more time, we would reach more people”* (Library staff members).

5.4.2.3 Relationships between Key Stakeholders

As discussed in Section 5.4.1.3, there was involvement from Derby City Libraries, partnership organisations and local communities in the process of CE during Project LiRA. Depending on their involvement and interaction, the relationship between the three key stakeholders varied. This sub-theme looks at the different relationships.

5.4.2.3.1 Relationships between the Library and the Community

As indicated in Section 5.4.2.2, the Community Projects Coordinator and the Community Projects Support Assistant had direct involvement with local communities in the three selected areas in Project LiRA. Corresponding with this observation, local community members that were interviewed focused on their relationship with the Community Projects Coordinator and Community Projects Support Assistant when it came to the relationship between the library and the community.

Generally, the relationship was considered to be positive by local community members (e.g. *“I’ve got an excellent relationship with the staff, couldn’t fault it at all”* and *“we worked very well with [Community Projects Coordinator] and [Community Projects Support Assistant], of course, over the last few months, which has been very good, really great”*). Echoing this statement, a library staff member highlighted different relationships in the three selected areas in Project LiRA. As the library staff member put it, *“It has been, on the whole, good, but quite interesting, because it’s very different. Each area is so different.”*

From the perspective of another library staff member, her relationship with the community was *“very good”* and explained *“we’ve got a very big, successful panel. I don’t think we get that, if our relationship wasn’t good with them.”* Agreeing that the library panel was big in size, a local community member,

however, criticised the effectiveness of the panel: *“I don’t think the group [library panel] is effective and this organisation.”* For example, there was a lack of representation of the panel: *“What we actually have is a group of people who get involved in a lot of things, which isn’t necessarily that representative”* (Local community member). In terms of the formality of the library panel meeting, a local community member noted *“we don’t have minutes of previous meetings”,* which indicated *“we lose track of threads from previous meetings”*. As a result, the local community member said *“It’s difficult to feel you’re part of anything much.”*

5.4.2.3.2 Relationships between Partnership Organisations and the Library

Generally, partnership organisation staff members were pleased with the partnership between their organisations and the library service (e.g. *“we get on well with them [the library service]”*). However, meanings of a good relationship varied depending on different the content of the partnership working.

Describing Derby City Libraries as their ‘client’, a staff member from Derby City Council’s Architectural Design attributed their good relationship to the demand and supply on a commercial basis:

Like-minded people, they’re [Derby City Libraries] desperate for a new library, we’re [Derby City Council’s Architectural Design] desperate to design a new library, something exciting. So, the relationship has been very, very good, I think.

Furthermore, a partnership organisation staff member described that Allenton Adult Learning Service had *“a great relationship”* with Allenton Library in a way that *“it’s a very mutually supportive relationship”*. The partnership organisation staff member further explained:

Our [Allenton Adult Learning Service and Allenton Library] learners need to go to libraries to do research and get books. If they see it’s on the doorstep, our learners are more likely to access the library service. And,

vice versa [...] So, we actually support each other in increasing use within the library and the number of users we have.

Similarly, another partnership organisation staff member from Allenton Enthusiasm said that their relationship with Allenton Library was good, because “*they’ve [Allenton Library] always accommodated, if we [Allenton Enthusiasm] need anything*”.

5.4.2.3.3 Relationships between the Community and Partnership Organisations

Generally, it was felt that the involvement between the community and any partnership organisations was indirect. A good example of that was the indirect interaction between the community and Derby City Council’s Architectural Design in the process of the library building design. As a partnership organisation staff member explained,

We’ve [Derby City Council’s Architectural Design] taken on board all what they’ve [the community] wanted or I hope they’ve wanted. But, we have a less of direct involvement with the community. Again, it’s a shame. Our involvement is more with the client [Derby City Libraries], and the client has then that much more detailed relationship with the local community. So, we’re sort of down the line.

In the light of the indirect involvement with partnership organisations within Project LiRA, a local community member said “*I can’t really comment*” on the relationship between the community and partnership organisations.

Nevertheless, drawing upon their experience of working with the public in their services beyond Project LiRA, the majority of partnership organisation staff members described that their relationship with the public was “*good*” because “*we work with the public, so we’re very much a community-based organisation*” and “*we’re based and established within the community and a lot of the community know who we are and what we do*” (Partnership organisation staff members).

5.4.3 Commitment

With involvement from different stakeholders in Project LiRA, 'commitment' was identified by interview respondents as an essential element of CE. 'Commitment' was evidenced from the community's support and participation in Project LiRA. Additionally, implementation and enthusiasm were expressions of the commitment within the library service.

This theme 'commitment' discusses: 'commitment from the community'; 'support and participation'; 'commitment from the service'; and 'implementation and enthusiasm'.

5.4.3.1 Commitment from the Community

The Big Lottery Fund required that CE must take place within Project LiRA. The importance of 'commitment from the community' in the CE process was highlighted by interview respondents. The local community members that were interviewed and observed in this study were found to have participated in Project LiRA with different motivations, which could be summarised as: passion about the library, being community-minded and being community active.

First was related to the community's passion about the library. As a library staff member stated, "*Certain people will always be involved with the library, because they quite clearly love libraries and they're really looking forward to the new library opening.*" Echoing this notion, a local community member stated "*The project [Project LiRA] has succeeded in drawing together a number of people who are keenly interested to see the library happen and develop, and who may well be willing to help in minor ways.*"

Secondly, the majority of the library panel members tended to have local roots and were concerned about their communities. Echoing this observation, most local community members that were interviewed regarded themselves as 'community-minded people' and stated "*we need a library for education purposes, one of the community purposes*" and "*it helps the community and that's my main objective*". However, a local community member raised an issue: "*I don't know whether new people have been brought into this group [library*

panel], *because the people that I know have all been community-minded people anyway.*"

A third characteristic of the local community members that were interviewed was their active involvement in community activities (e.g. *"involved in lots of community initiatives"*; *"the movers and shakers in the community"*; and *"make things happen"*). It was believed that getting community activists on board, *"[they] will be able to gear and manoeuvre the building and the design of it"* and *"bring in further members of the community"* (Partnership organisation staff members). In this respect, some of the local community members said that partly because of their active involvement in the community, they were invited to participate in Project LiRA as library panel members. However, their being community activists also indicated that they were not able to fully and solely committed to Project LiRA. As a local community member explained, *"Unfortunately, I don't think I've been able to participate as much as I probably would have, because of other commitments."*

5.4.3.2 Support and Participation

The community's commitment was shown through their support for and participation in Project LiRA. Indeed, a local community member described their roles in the project as *"working with the library services to help get the project off the ground within the community"*. Echoing this notion, different local community members stated that their participation in Project LiRA included: *"we [library panels] were more community active in designing and choosing colours for the library, the walls, the seating, the bookcases, the flooring"*; *"when the books arrived, we unpacked them and placed them on the selves, ready for the library staff to categorise them"*; and *"we [library panels] just talk to people through newsletters and just keep pushing things forward"*.

Those quotes focused on the community's participation for the duration of Project LiRA, which started from *"when the initial plan was being prepared and agreed for the building"* to *"the opening of the library itself"* (Local community member). Echoing this observation, a library staff member stated *"people are being very happy to take part in library panels, but they now find it difficult to see*

what their role might be once the new library is open” (Library staff member). Indeed, the data collected also showed a concern regarding the sustainability of library panels after Project LiRA finished, which is addressed in Section 5.4.8.1.

5.4.3.3 Commitment from the Service

As discussed in Section 5.4.1, ‘accountability’ justified the reason for Derby City Libraries to implement CE in Project LiRA. In addition to being accountable to the funding body and the local council, the data gathered from interviews with library staff and partnership organisation staff highlighted the importance of ‘commitment from the service’ in the CE process, because *“they’re [the community] the ones that use it [the library service]”; “they are local people of this area and they know what the area needs”; and “it’s their [the community] service and they’re paying for it”*.

5.4.3.4 Implementation and Enthusiasm

Conducting Project LiRA was one of the ways in which Derby City Libraries showed its commitment to implementing CE. In addition to working in partnership with various organisations (e.g. Derby Museums and Art Galleries, Derbyshire Police and Derby Homes), Derby City Libraries was committed to working with the community in the service planning and designing. As a partnership organisation staff member observed, *“I think they’ve [Derby City Libraries] been involved with every step of the way, I think. They’ve been involved right from the start, how the layout, they’ve been involved in the interviewing of the staff.”* As a result of involving the community in the project, the partnership organisation staff member thought *“if they [the community] feel they’re involved in a project, they’re more likely to be involved with it long term.”*

Furthermore, the importance of enthusiasm that library staff showed to Project LiRA was highlighted. Describing *“[Community Projects Coordinator] is so enthusiastic. She has got so much energy into this project”*, a library staff member noted *“I think it helps if you’ve got enthusiastic people working on it.”*

5.4.4 Communication

A local community member, who considered that *“everything was absolutely working fantastic”*, stated that the communication between the library and the

community was good. Similarly, a partnership organisation staff member also attributed a positive relationship between her organisation and Derby City Libraries to “*clear communication*”.

This theme depicted ‘communication’ in the process of CE in Project LiRA. Three aspects under the theme of ‘communication’, namely ‘local communities’ opinions being voiced, listened to and acted upon’; ‘being proactive and constant’; and ‘being welcoming, approachable and grateful’, are next discussed.

5.4.4.1 The Community’s Opinions Being Voiced, Listened to and Acted upon

Data analysis suggested three different levels of communication: ‘voicing opinions’; ‘opinions being listened to’; and ‘opinions being acted upon’, which are discussed separately below.

5.4.4.1.1 Voicing Opinions

One of the objectives of setting up library panels in each of the three selected areas in Project LiRA was “to ensure local people have an influence in decision making about the project” (Derby City Libraries 2008b). In response to this objective, some of the local community members interviewed indicated that they had contributed their opinions. For example, a local community member stated “*We [Library panels] have been able to voice our opinions and they take our advice on board.*”

However, a local community member, drawing upon her experience of participating in library panel meetings, argued:

I don’t feel that [Community Projects Coordinator] asks for opinions or asks for input. Or, if she does, she doesn’t give opportunity for the response to come. So, if you want to say anything, you almost have to interrupt the flow in order to try and make a point.

Based on this notion, the local community member stated “*I don’t find it’s easy to engage in discussion with them [Community Projects Coordinator and Community Projects Support Assistant]*” and “*I can’t really say things that I*

have said or suggested have not been acted upon, because I haven't had any real opportunity to make those suggestions."

5.4.4.1.2 Opinions Being Listened to

A library staff member highlighted the importance of listening to the community and noted *"If we [Derby City Libraries] get it [the service] wrong, we will listen to what people say and try to put it right"*. In this respect, a local community member, based on her experience of attending the library panel meeting, was convinced that her voice had been heard by the library service, for instance *"they've [the community's opinions] been heard absolutely, 100 percent heard"* and *"they [Derby City Libraries] listened very well"*.

In contrast, a local community member regarded *"being heard"* as a challenge. Echoing this notion, another local community member gave an example to illustrate the community's willingness to offer voluntary work in the library but there was a lack of response from the library service:

Disappointingly, half way through our group activities, before the library opened, we [library panels] said we would give our voluntary services to the library, beyond opening [...] But, it has not happened [...] One of the librarians said she wasn't aware of that. And, I discussed it with people since that "Am I wrong?" They said "No, we all gave our names and numbers."

The local community member further indicated that the hindrance was *"that message didn't get through"*.

5.4.4.1.3 Opinions Being Acted upon

In addition to listening, a library staff member stressed the importance of delivering community needs: *"It's all right listening and saying 'well, tell us what you want.' If you then just don't do anything about it, people will lose faith in you. So, you have to deliver."* However, limited council budgets sometimes influenced whether or not community needs were fully satisfied (Local community member). An example of that was the location of the library. As a local community member stated, *"I don't like where it [Chellaston Library] is,*

and I don't think it would be big enough." The local community member added *"We commented on it but what we were told, and I can understand this, is that the council was only been able to use lands which belong to it and this was the only site that was available."*

When it came to whose voices the library should listen to and act upon, issues around 'representation' and 'fairness' were raised in the interview. In terms of representation, a partnership organisation staff member emphasised the importance of *"communication with as many people within the community and a variety of people"*. However, it was noticed in the observation that the majority of the library panel members were white, elderly and retired people with local roots. Furthermore, there were at most 20 attendees in the library panel meetings observed, which was only a tiny percentage of the whole population in the three selected areas.

In addition, as seen in the observation of a library panel meeting, there were two teenagers attending the meeting. A local community member that was interviewed recalled: *"These two boys felt that sofas would be better than chairs. Nobody else was asked for what their opinion was, as far as I recall. That was acted upon instantly."* Given the fact that the two teenagers were representatives of young people, the local community member stated *"That in my opinion is quite rightly, because they were there as the only representatives of the younger age group, so therefore should be heard."* However, the local community member also noted *"The rest of us [library panel members] aren't getting that same opportunity to speak and express our opinions."*

5.4.4.2 Being Proactive and Constant

A shift from being passive to being proactive was observed when the library service interacted with the community: *"I think that we've got a more formal way of interacting with local people, whereas before we kind of relied very much on we're here. 'Just come in, if you want.' We now are more proactive"* (Library staff member). In this respect, a library staff member saw the importance of willingness to talk: *"I think it helps if you've got people [library staff] that aren't shy and are willing to just go and talk to people."* The library staff member

described herself as “*sort of person that is quite happy to go and speak to strangers*”, which helped “*encourage people to be involved*”. Similarly, another library staff member thought that she has a good relationship with the community, because “*I like to talk*”.

In addition to having a proactive approach, having constant communication take place in the CE process was highlighted. First was keeping constant communication among library staff at different levels. For example, “*I inform my staff every step*”; “*communication is a big thing at all levels*”; and “[Community Projects Coordinator] *keeps me informed about LiRA*” (Library staff members).

Furthermore, the importance of constant communication was highlighted when it came to partnership working. As a partnership organisation staff member noted,

We keep up regular contacts with the library. I think if we just “there is your project, there you go, wash your hands of it, and just leave us to it”, it probably won’t work as well, because I think we need that constant communication.

The partnership organisation staff member indicated that one of the outcomes of constant communication was to keep partnership organisations informed about what each other were doing: “*If the communication isn’t good, we’re not knowing what’s coming up, they’re not knowing what we’re doing.*”

5.4.4.3 Being Welcoming, Approachable and Grateful

To some people, libraries have negative images (e.g. “*fuddy-duddies*”, “*old fashion*”, “*quiet*”, “*old*”, “*boring*” and “*miserable*”), which could prevent people from visiting and using library services (Library staff members). In this regard, a library staff member said “*I like to welcome people in.*” The library staff member explained that ‘being welcoming’ could be expressed by general greetings: “*She [A local community member] walked in here [Allenton Library] and we [library staff] called “Hi, how are you today?” It’s such a warm welcome*

for them." The library staff member further noted that library staff being welcoming helps increase library visits:

It's all about that friendly face. If they come in and there are a load of grumpy people working here, they're not going to attend. So again it's a people thing. And to bring people in, you got to be welcoming.

'Being approachable' was identified as another key characteristic that contributes to good communication between the library and the community. As a library staff member stated, *"I'm quite approachable and I don't think any of the panel members would have a problem if they want to get in touch with me."*

Finally, 'being grateful' was also stressed. As a library staff member explained, *"We're working with local communities and we're asking them to give up their precious time. Very little reward, like a cup of tea or biscuits, but that's basically it."* The library staff member further stressed *"It's enjoying what you're doing and take the people that are helping you with you. And, remember to say 'thanks' - that's important."*

5.4.5 A Flexible Approach

"Being adaptable and flexible" and *"not having pre-conceived ideas"* were considered by key informants to be essential for the CE process in Project LiRA. As a library staff member suggested, *"They [Library staff] just have to be willing to be adaptable and flexible and open to new ideas and open to working in different ways and not rigid in their thinking."*

This theme highlighted the importance of 'a flexible approach' in the CE process. This section discusses: 'working with multiple partners'; 'adopting various ways of working with partnership organisations'; 'involving different community groups'; and 'embracing different methods to engage with communities'.

5.4.5.1 Working with Multiple Partners

As mentioned in Section 5.1 on p.157, 'having stronger long-term partnerships with the Voluntary and Community Sector and with other community service

providers' was one of the main objectives that Derby City Libraries aimed to achieve in Project LiRA, in response to the Big Lottery Fund's Community Libraries Programme. In this respect, a library staff member stated "we [Derby City Libraries] *work with a lot of our partner organisations.*"

Derby City Libraries are one of the departments under Derby City Council, which, as an organisation, determines the partnerships between its different departments. Examples of this kind included Derby City Council's Architectural Design; Derby Museums and Art Gallery; Derbyshire Police; and Derby Homes. While a partnership organisation staff member described all different departments under Derby City Council as "a *joint team*" or "*in-house team*", the hierarchical organisational culture (see Section 5.4.2.1) implied that partnership working between different departments under Derby City Council was decided at a high level of management.

In addition to the partnerships that were decided at a central level, some partnerships were set up in order to help Project LiRA progress locally. In this respect, a library staff member gave an example of the partnership with Derby Probation Services and explained:

Derby Probation Services, absolutely fantastic. And, that only came about because we [Derby City Libraries] were struggling to get a garden in Allenton finished. So, they ended up doing all of our landscaping for us and that's the partnership that we built up that has given us access to a whole new customer base.

Other partnerships between local libraries (e.g. Allenton Library) and local community organisations were set up after the library opened in the local areas, for example, Allenton Enthusiasm and Allenton Adult Learning Services.

5.4.5.2 Adopting Various Ways of Working with Partnership Organisations

When it came to partnership working, a library staff member emphasised that "*there is an element of flexibility*". Echoing this notion, another library staff member added "*It's thinking about different things you can do, where they [partnership organisations] have got some kind of practical involvement in*

everything.” Therefore, this sub-section looks at a variety of methods of partnership working in Project LiRA, including ‘resourcing’ and ‘supporting’.

5.4.5.2.1 Resourcing

Partnership working through resourcing included funding and co-location. In terms of funding, Derby City Libraries received £2 million from the Big Lottery Fund to implement Project LiRA. Accordingly, the way in which Project LiRA was carried out was influenced by the funding criteria, which was discussed in Section 5.4.1.1.

Co-location was the other aspect of resourcing, which was seen as one of the main methods for partnership working in Project LiRA. A library staff member gave an example of housing Derbyshire Police and Derby Homes in Mackworth Library by renting them office rooms: *“The police and the housing office that we’re going to share with at Mackworth. They’re moving into the Library. They’re having a room in the Library.”*

Co-location increased opportunities for sharing buildings, staff rooms and facilities, and physically supporting each other’s events or activities (Library staff members and partnership organisation staff members). In addition, key informants indicated that having more partners co-located within the library building helped attract different service users (e.g. *“we’ve [Derbyshire Police] moving to the library because we can see we’re more visible in a public building”* and *“you [the library service] will improve the amount of members you’ll have in the library, because the other partners are there”*). Furthermore, co-location helped enhance the effectiveness of the partnership. As a partnership organisation staff member stated, *“We [Partnership organisations] work completely separately, but obviously we will have a stronger link once we work in the same office.”*

5.4.5.2.2 Supporting

In addition to obtaining or sharing resources, an analysis of the data collected indicated supportive relationships between different partnership organisations in Project LiRA (see Section 5.4.2.3.2). In this respect, a variety of

methods of partnership working were noticed, including identifying community groups and engaging with the community.

According to Derby City Libraries (2008a), working with local agencies and partners helped identify people from minority communities who might need to use library services. Echoing this statement, a library staff member highlighted the importance of “*finding a way through existing community groups*” in order to reach different community groups. As the library staff member explained, “*I haven’t got time to reinvent the wheel. It’s kind of use what somebody has already done.*” A good example of that was identifying disassociated young people in Allenton through Allenton Enthusiasm, an existing local user group. Other methods used for identifying community groups included informing the community of the new library service through partners’ newsletters and partners’ current service users.

Furthermore, working in partnership with different organisations helped engage with the community. In this respect, a library staff member gave an example to illustrate how four services (i.e. Allenton Library; Derby Museums and Art Gallery; Allenton Primary School; and Allenton Adult Learning Services) worked together on a project:

In December, we [Allenton Library] had three classes, 90 children coming [...] Museums brought out the materials and they did a workshop with Allenton Primary School and Adult Learning Services. And, the project in the Library at the moment with museums is about a Derbyshire man that moved to North Pole in the 18th Century. And, children in the project made little penguins and they are now in the museums’ cases at the moment. But of course, there are four services involved there. And it was a big success.

This description highlighted three points. Firstly, it was proposed that displays of items relating directly to Allenton would help increase the use and enjoyment of these collections (Derby City Libraries 2008). Secondly, a library staff member stated that through those participatory events, the community could understand why different artefacts were selected for display. Thirdly, the

success of the project came from a concerted effort from different services. As a library staff member put it, *“Museums couldn’t do this without our [the library] support and we certainly couldn’t do it without them.”*

In general, while the working of the partnership was considered to be important in the development of Project LiRA, it was also seen as a main challenge in the CE process by key informants. In the words of a library staff member, *“I think there are always difficulties with partnerships because we all have different priorities and a different agenda.”* Echoing this notion, another library staff member gave an example and illustrated *“It’s very obvious that museums have traditionally been working in a different way to the way that libraries work, because our priorities have been different.”* Furthermore, restricted funding was also regarded as a source of challenge when it came to partnership working: *“Our biggest problem is our restraint on our funding activities. Our funding bodies almost detect what we can put on”* (Partnership organisation staff member).

Bearing those comments in mind, a library staff member used the metaphor of ‘marriage’ to describe partnership working: *“It’s a bit like being married to somebody. There is a lot of give and take involved”* (Library staff member). In this respect, the importance of embracing a flexible approach was emphasised.

5.4.5.3 Involving Different Community Groups

Based on the Big Lottery Fund’s equality principles and Derby City Council’s policy statement on equality and diversity, it was proposed that “potentially all residents of Allenton, Chellaston and Mackworth are beneficiaries of Project LiRA” (Derby City Libraries 2008a). Theoretically, Project LiRA was aimed at the whole community who lives, works and visits the three selected areas. Accordingly, this principle was embraced by library staff (e.g. *“anybody needs library services, I would also open for them”*).

As mentioned in Section 5.3.1, all three selected areas are deprived and disadvantaged. In this respect, the library at local areas targeted a range of socially excluded people. One of the examples involved the elderly. As seen in the observation of library panel meetings, the majority of the attendees were

elderly and retired people in the local areas. Another example focused on young people: *“The last two, three months, we’ve been concentrating a lot on the children of the area, because we’re in a deprived area.”* Furthermore, Allenton Library also engaged with disassociated young people, who were regarded as *“socially excluded”, “excluded from schools”* and *“getting into petty crime and vandalism”*, through working in partnership with Allenton Enthusiasm (Partnership organisation staff member).

Despite the similarities in the three areas in general, it was noted that *“each area is different”; “each community is very diverse”;* and *“everybody is different”* (Library staff members). In accordance with those notions, a partnership organisation staff member indicated that when conducting community projects, *“you’ve [the service] got to know the community. You can’t just come in. One works in one area may not work in another.”* To this end, there were, as seen in the observation, library panels in each of the three selected areas.

However, a local community member, who was seen as a community activist, noticed that *“it’s very difficult to get the community involved”* and the local community member went on to note *“it revolves around the same people most of the time.”* Echoing this notion, another local community member, based on her constant participation in the library panel meeting, observed:

What has happened is that so many people that came to the first meeting [library panel meeting] might not make the second meeting – or, new people came to the second that missed the first and so on. It’s hard to get continuity and so there’s a small number of us [six] who have been there all the time.

As a result of having the small number of library panel members, which might not reflect the community needs as a whole, a partnership organisation staff member saw the necessity of *“widening people who are on the committee”* in order to involve more people in the local area.

5.4.5.4 Embracing Different Methods to Engage with the Community

Realising the diverse nature of the community, a library staff member stated that CE is “*not one size fits all*”, which suggested that “*you [the service] have to find different ways and work with them [the community]*”. Similarly, another library staff member suggested that a flexible approach with clear objectives is essential to the CE process: “*We’re clear about what we want to achieve through this engagement, but the way we do it will be determined by the community. It’s not something we can impose on them. It’s flexibility and adaptability.*”

Flexibility was reflected in a variety of methods that Derby City Libraries adopted to engage with the community from informing, consulting to involving (see Table 5.3 on p.165). Corresponding with this finding, a library staff member underscored:

You just got to keep thinking different ways to get the message out there. I mean you got to realise getting it out one way is getting it into that sort of people, but then you got to look at other ways. You got to think of all different ways. You can’t just look at one way.

Contrary to this finding, there existed a lot of people who were not aware of the new library service in their local area. As seen in the observation of one of the Allenton Library panel meetings, a library staff member said “*there are still a lot of people in this area who don’t know about us. This is the problem.*” In this regard, a local community member noted “*I don’t think they do [advertise Project LiRA]*” and a library staff member stated “*I think that the work that the Lottery is doing is not loud enough*”.

Moreover, echoing the notion that “*every group has its own dynamic and it’s different*” (Library staff member), it was observed that the three library panels in Allenton, Chellaston and Mackworth had different characteristics, which reflected flexibility in the CE process. One of the differences was the size of the panels. For example, “*Allenton is quite a small group and also quite an elderly group*”; “*Chellaston Library has got a lot more people involved on the panel*”; and “*Mackworth is kind of in between them two [Allenton and Chellaston]*” (Library staff member). Another difference between the three panels was their

formality: *“Sometimes you need to be informal, but at Chellaston, you need to be very formal. You need to have a note-taker. They [Library panels] need to know who is doing what and when”* (Library staff member). Furthermore, it was noticed that the representatives from the three library panels played different roles in their local areas. As a library staff member illustrated,

Mackworth, it's the leader of the community association. Chellaston is the lady that manages community centre, because obviously she's got the connections to all the social groups and networks in Chellaston. Allenton, it was a local panel member. She is just being very proactive in her community.

5.4.6 Genuineness

'Genuineness', identified as an essential element of CE in Project LiRA, was linked with practicality, highlighting the importance of action. For instance, a local community member stated *“If you want to have some says in what's happening, then you need to be involved.”*

This section discusses three aspects under the main theme of 'genuineness', namely 'making the decision-making process transparent to key stakeholders'; 'changing people's perceptions'; and 'working at ground level'.

5.4.6.1 Making the Decision-Making Process Transparent to Key Stakeholders

When dealing with the community's feedback, honesty and openness were considered to be important. Firstly, 'honesty' referred to library staff being realistic with the community about what service they could offer: *“You can't do everything and you've got to be honest about that right from the beginning. And, I think if you don't, then you lose that trust”* (Library staff member). Secondly, 'openness' referred to library staff being open minded towards the community. As a library staff member explained,

I think clear understanding that we can't make those people behave and think in a way we want. Otherwise, there is no point to do it. It's because human beings are not robust, they're not little neat things that you can press this button and this will happen. It doesn't work like that.

Bearing those comments in mind, an analysis of the interview data highlighted the importance of ‘incorporating people’s suggestions into the service’ and ‘explaining the process and outcomes explicitly’, which are discussed below.

5.4.6.1.1 Incorporating People’s Suggestions into the Service

When it came to CE, a partnership organisation staff member highlighted the importance of understanding the community and identifying their needs, in order to reflect community needs in the service:

The first thing is knowing the community where you’re trying to work, making sure that you are aware of the problems and needs and the aspirations of the people who live around you, and making sure you actually reflect them in what you do.

One of the ways in which Derby City Libraries achieved this was through involving the community in the actual decision-making process. As a library staff member illustrated, *“Through the library panel, we’ve involved local people in actual decision making. So, they’ve helped choose the stock of the library, they’ve helped to recruit staff and sat on recruitment panels for staff.”*

Additionally, Derby City Libraries collated feedback that was obtained from questionnaires and library panel meetings to inform the decision-making regarding the design of the library building. In the words of a partnership organisation staff member, *“They [Derby City Libraries] take on board all the information that the community has put together. They then give us [Derby City Council’s Architectural Design] a brief as to what they want and then our architect will design to their brief.”* In this respect, the partnership organisation staff member gave a tangible example – whether there should be a community garden in the library. As the partnership organisation staff member stated, *“Allenton has a community garden. Mackworth will have a community garden as well. They always wanted those. So, we were able to accommodate that, because we had enough land to do that.”*

It was believed that the process of involving the community in the decision-making process helped enhance the emotional outcomes (e.g. feeling proud) for CE practice. As a library staff member explained,

I think if you get that involvement in, kind of set up delivering and management side of it, you've got buy-in. They're going to be proud of that. Because if they've done it, they can say "I did that, and don't come in and draw on the wall or break the window, because I have some input into that."

Similarly, a partnership organisation staff member believed that reflecting community needs on the service design enhanced the community's feelings of ownership towards the service, which ultimately helped the sustainability of the building. In this regard, a library staff member gave an example of how feelings of ownership helped prevent the building from vandalism in Allenton:

I mean with Allenton, we were quite sure we would get quite a lot of vandalism, and I can honestly say we haven't. And, I think that's due to the fact that we've tried to involve people as much as we can. And, they feel they've got ownership and it's there for them to use. That's positive.

However, this was not the case in Chellaston. As a local community member stated, *"We're specialising in youth vandalism around here. So, it's going to be very easy to jump from one roof to another. And, I believe windows have already been broken in the new building."*

5.4.6.1.2 Explaining the Process and Outcomes Explicitly

While the importance of keeping those who were involved well-informed in the CE process was highlighted (Library staff member), some local community members interviewed did not feel confident about how decisions were made (e.g. staff recruitment) in Project LiRA. As a local community member explained:

We don't get feedback. An example was who was involved in the staff recruitment, who was involved in the selection of community artists. And I have never had an answer to those things, to those questions. I don't know

who has been involved. I don't know on what basis they have made that selection.

However, a local community member believed that keeping participants well-informed of the involvement process helped enhance the feeling as a group: *"I think it would make us [library panels] feel more useful and involved as a group, if we knew what was happening and who was involved in what was happening."*

Furthermore, a library staff member noted that probably because of budget restrictions, Derby City Libraries *"can't please everybody all the time"*, meaning the library could not satisfy every need and aspiration that the community had. To this end, a library staff member saw the necessity of explaining the reason of why community needs were not to be met: *"It's all about explaining - If you can't do something, why you can't do something"* and *"you are not promising things you can't deliver"*.

5.4.6.2 Changing People's Perceptions

Overcoming people's negative perceptions was considered to be important, but it remained as one of the main challenges in Project LiRA: *"I think one of the problems we have is overcoming people's perception of the library. The library has a very negative image for a lot of people"* (Library staff member). Data analysis identified two perceptions of this kind: 'perceptions towards public library services' and 'suspicions about the authenticity of CE', which are discussed below.

5.4.6.2.1 Perceptions towards Public Library Services

According to *Business Plan for the Community Libraries Programme*, "Active promotion is fundamental to the thinking behind Project LiRA" (Derby City Libraries 2008a). Firstly, active promotion helped raise awareness of the scope of the modern public library service to people who still equated libraries as lenders of books. Secondly, it helped tackle disadvantage and exclusion in the three neighbourhood renewal areas.

In this respect, tackling people's negative perceptions or misconceptions about public library services was considered to be important for active promotion. As

a local community member stressed, “*Don’t let libraries come across as a door you can’t go through.*” In fact, interview data indicated that Allenton Library has changed people’s perception about old-fashioned public library service. For instance, a local community member illustrated her positive experience of visiting Allenton Library:

I have not been in a modern library for years until I knew that we’re going to have this library [Allenton Library] and I was amazed by the brightness and approachability of the staff, the atmosphere, and the way the books are arranged, titled informally. There are places for children to sit. There are places for people to sit and just enjoy their books, newspapers, magazines or whatever.

Similarly, a partnership organisation staff member also described the change in her perception towards public libraries through working in partnership with Allenton Library:

I’ve never really known libraries are to be in the community, work with the community until obviously this partnership [between Allenton Library and Allenton Enthusiasm] came along. And, I think it puts different views on things and people enjoy going to the library more, because they’re involving local people, they’re involving local organisations.

Generally, Allenton Library gave interview respondents a positive image, such as “*a meeting place*”, “*very accommodating*”, “*comfortable*”, “*so nice and friendly*”, “*unthreatening*” and “*opening the door and welcoming everyone in*”. A library staff member believed that these positive images not only helped change people’s negative perceptions about libraries but also helped retain library visitors:

I think the thing is to get people through the door and then not disappoint them. So, when they come, they found that it is friendly, that it is not scary, that there are not lots of stern looking ladies telling them to be quiet. It is

actually a place for them. I think that really is the key to keep getting people to keep coming back.

5.4.6.2.2 Suspicions about the Authenticity of Community Engagement

An analysis of interview data from within the community indicated two distinct attitudes towards CE in Project LiRA. One thought *“It’s good for the community, it’s good for the library services, and in the fact that it involves communities”* (Local community member). The other thought *“that community involvement, to a certain extent, is tokenism”* (Local community member). As a local community member explained, *“I think most of the decisions and most of the criteria are pre-determined”* and *“most the decisions about the library are pre-determined by site, by sizes”*. The local community member further illustrated her perspectives by stating:

The budget is set, the method of selecting books is set, the method of selecting staff is set, and so on. All of these things have to meet the council criteria. So, if I or any other panel member, or even the whole panel, says “hang on a bit, we’re not happy about how this has been done”, is it really going to make any difference? I don’t think it is.

In relation to the statement of ‘community involvement as tokenism’, a library staff member thought that the main barrier in the CE process was to break down the community’s perceptions of the council. As the library staff member explained, *“We found people that came to the panel meetings are a bit sort of suspicious, asking ‘Are you going to do this? How do we actually know you are?’”* This kind of suspicion mapped onto people’s general perception towards the council: *“People’s perceptions of council - It’s there. We’ve [The community] got to pay our council tax and it doesn’t matter what I say. It won’t make any difference”* (Library staff member).

However, a library staff member noted that to overcome people’s suspicion of the authenticity of CE was not an easy task: *“I think you got to break that barrier down and that’s not easy.”* In order to break down the barrier, the importance of building up ‘trust’ with the community was underscored. Two ways of building up trust were suggested in the interviews. First was to spend

time with the community (see Section 5.4.2.2 on p.172). As a library staff member suggested, *“It requires a lot of time and effort, spending a lot of time just chatting to people, building up trust. I think that’s important.”* Second was related to a clear communication (see Section 5.4.4.1). As a library staff member stated, *“I think being willing to listen and then to actually deliver so that you build up trust.”*

5.4.6.3 Working at Ground Level

In order to reap the rewards from implementing CE, the practical involvement from the local community and partnership organisations was highlighted. This sub-section discusses two aspects: ‘practically involving the community’ and ‘practically working in partnership’.

5.4.6.3.1 Practically Involving the Community

CE is not about sitting in an Ivory Tower and deciding the service from the perspective of the library. In the words of a partnership organisation staff member, *“Rather than us [the service] sitting up in our Ivory Towers and saying ‘this is what this community needs,’ we ask them, we engage them and say ‘what do you want?’ That’s the biggest key.”*

Indeed, CE is about involving, in a practical sense, the community in the service planning and delivery. As a library staff member stressed, *“It is making sure we [the library service] carry them [the community] with us, and they are involved in decision-making and actually doing practical things for us.”* A local community member also rationalised the need for practically involving the community by stating:

All the organisations that come into an area should engage with the community, work with the people that know the community, instead of coming in and saying “this is what you’re going to do, this is how you’re going to do it” because no two communities are exactly the same.

As a result of practically involving the community, a local community member believed that *“the more that you [the service] can get talking and get people involved, the better.”* This was echoed by a partnership organisation staff

member, who noted *“If they [the community] don’t feel they’ve been involved, they won’t use it [the library service].”*

5.4.6.3.2 Practical Working in Partnership

Partnership working was seen as not paying lip service, meaning *“not just saying ‘oh, yes, this partnership is a good idea,’ but really genuinely making, wanting to make it happen”* (Library staff member).

As mentioned in Section 5.4.5.2.2 on p.186, different organisations have different service priorities and agendas, which contributed to *“a clash of cultures”* when they worked together (Library staff member). In addition, another library staff member thought that *“not involving them [partnership organisations] in your culture, how do you do things, how is your particular part of your organisation set up”* and *“a lack of understanding on one side or the other”* could result in problems when working in partnership.

In this respect, working together practically helped identify the hidden assumptions that stemmed from a lack of understanding of different organisations’ culture. As a library staff member suggested, *“All you can do is work with people on the ground, and help those teams of staff to work together and deal with problems as they arrive.”* Echoing this notion, a partnership organisation staff member added *“By working together, we’re actually seeing how it works. It’s improving.”*

Furthermore, working in partnership is not about two organisations working separately. In this respect, a partnership organisation staff member emphasised the importance of *“keeping the links with the organisations that you’re working”*, where there is constant communication (see Section 5.4.4.2).

5.4.7 Relevance

It is the intention of Derby City Libraries to deliver services that are ‘relevant’ to the community through CE. As a library staff member explained, *“There is no point in having facilities in libraries that people don’t want, that people aren’t going to use. And, money is too tight for that. We’ve got to have facilities in libraries that people want.”* In addition, the data collected indicated that the

implementation of Project LiRA was beneficial to the community, the library service and other partnership organisations.

Two aspects under the theme of 'relevance' were identified, namely 'working towards the same goal' and 'identifying mutual benefits for key stakeholders', which are next discussed.

5.4.7.1 Working towards the Same Goal

A library staff member noted that the common ground between the three stakeholder groups was the community: *"We're working with the same communities. So, that's the common ground."* For example, a library staff member explained the partnership between Derby City Libraries and Derbyshire Police through co-location was set up in order to implement community policing: *"Their [Derbyshire Police] policy is to focus on local community policing and it's to their advantage to have a base in the different communities."*

In this regard, the community was placed at the centre of the CE process in Project LiRA. In the words of a library staff member, *"We're [Key stakeholders] all working to improve the quality of life for people in those communities."* Echoing this notion, a local community member added *"it's all about the people. It's all about giving them what they need."* Bearing these comments in mind, a local community member stated *"When all people are working for the main goal, it's just a nice working relationship and that makes everything much better and a lot easier."*

5.4.7.2 Identifying Mutual Benefits for Key Stakeholders

The implementation of Project LiRA was beneficial to key stakeholders. As a library staff member put it, *"Because we now are making a lot more effort to give people what they want and find out what they want and not just impose what we think they should have. And, I think that's going to be benefit to everybody really."* Therefore, benefits from participating in Project LiRA for Derby City Libraries, the community and partnership organisations are discussed below.

5.4.7.2.1 Benefits for Derby City Libraries

An analysis of the data revealed a range of benefits that Derby City Libraries obtained from implementing CE through Project LiRA:

1. The implementation of CE through Project LiRA helped fulfil the library's accountability (i.e. to satisfy community needs) for the funding body, central governments, local councils and the community as tax payers, as discussed in Section 5.4.1.
2. Project LiRA helped raise the profile of the library: *"It definitely raises the profile of the library"* (Library staff member), as discussed in Section 5.4.6.2.1.
3. The implementation of Project LiRA increased library visits and usage, which were main outcomes that Derby City Libraries expected from Project LiRA. In the words of a library staff member, *"The thinking behind it [Project LiRA] was those three areas did not have a library [...] By putting a library building there, we hugely increased people's accesses to library services."* In addition, working in partnership, especially through co-location, was also regarded as a main source that contributed to the increase of library visitors (see Section 5.4.5.2.1 on p.184). As a partnership organisation staff member noted, *"It will get more diverse range of people that come in to the library, because others are working there."*
4. Involving the community in Project LiRA was said to enhance people's feelings of ownership of the library building, which, ultimately, helped reducing financial expenses. As a partnership organisation staff member explained, *"If it was an unloved building, it may well get vandalised, which costs the city council lots and lots of money to look after. So, that's one good aspect that the community is involved right at the beginning and they feel it's part of the community."*
5. The implementation of CE involved not only the library itself but also the community and partnership organisations, which helped diversify

the library service. As a library staff member noted, *“It was different people involved in the library service and brought these differences.”* A good example of that was different skills that partnership organisations brought to the library service.

5.4.7.2.2 Benefits for the Community

A number of benefits from participating in Project LiRA for the community were recognised:

1. The implementation of Project LiRA provided the community with *“a community space”*, which *“is not just a library but also has got all these add-on community facilities”* (Library staff member). Echoing this notion, a local community member described the new library as *“a focal point to bring the community together, all age groups”* and another local community member regarded the new library as a place *“to bring along a little bit of community spirit”*.
2. The implementation of Project LiRA helped tackle disadvantage and exclusion. Due to the fact that the three selected areas are disadvantaged and deprived, the importance of offering free library services was emphasised by key informants. As a local community member explained, the new library would add value to the people in Allenton, because *“the children and the adults could come along and have DVDs, books, CDs and access to computers, free of charge, whereby they wouldn’t have been able to afford it”*. In addition, a partnership organisation staff member regarded the new library as a learning centre for young people, which helped reduce juvenile vandalism in the local area.
3. The community was involved in a range of voluntary opportunities in Project LiRA, which was said to help individuals enhance their personal competence (see Section 5.3.2.3 on p.164). For instance, the voluntary work on the community garden in Allenton Library offered an chance for those disassociated young people *“to prove they can do something”* as

well as “*to give them a sense of achievement*” (Partnership organisation staff member).

5.4.7.2.3 Benefits for Partnership Organisations

Data analysis identified a number of mutual benefits to partnership organisations from participating in Project LiRA:

1. Working in partnership with Derby City Libraries was seen as a benefit in terms of raising organisations’ profiles. As a partnership organisation staff member put it, “*Although we’re part of Derby City Council, we’re not wholly funded by them. So, the work that we do with the library actually raises the profile of our service within the Derby City Council as well.*”
2. Working with public libraries helped attract different service users. Co-location was one of the main methods (see Section 5.4.5.2.1 on p.184).
3. Bearing in mind that the community was the common ground between different organisations, ‘sharing information’ was seen as a benefit from partnership working in Project LiRA. In the words of a partnership organisation staff member, “*We share information, we have meetings, and we decide who is going to do what to that problem. We wouldn’t get half things done if we didn’t have partnership working.*”

5.4.8 Sustainability

‘Sustainability’, focusing on the ongoing nature of the engagement process, was seen as an essential element of CE in Project LiRA. As a library staff member noted, “*It’s [CE] an ongoing thing and it’s something where there is no limit to it. You’ve got to keep working on it.*”

This theme looks at: ‘going beyond project work’; ‘towards an inclusive service’; and ‘a learning process’.

5.4.8.1 Going beyond Project Work

A library staff member noted that “*the project [Project LiRA] has got to finish, has got a final end, because we got funding for a set period of time*”, meaning that funding would finish when Project LiRA ended. However, another library

staff member argued “*It’s [Project LiRA] not just about putting in a bid and box. It’s an ongoing project.*” In this regard, a partnership organisation staff member gave an example to explain that it took a long time to change people’s negative perceptions about public libraries and their suspicions about the authenticity of CE: “*It’s going to be a long term thing to actually change the focus*” (see Section 5.4.6.2).

Although the importance of going beyond the project period was highlighted, sustaining the project was seen as a challenge for Derby City Libraries. As a library staff member put it,

I mean obviously sustaining it is going to be a problem [...] I think now it’s more like how can we sustain, because it has made a lot of changes to the way we deliver our service. And, it’s making sure that we can keep doing that. And, I think a lot of that will come about when projects end and all the libraries are open.

Two main project issues with regard to sustainability were identified. One was the financial aspect and the other was the capacity issue. First was related to the financial issues. For example, Derby City Libraries obtained funding from the Big Lottery Fund’s Community Libraries Programme for the duration of Project LiRA. In terms of the sustainability of the core library service, it was proposed that “from the day that each library opens its operations will be fully funded from Derby City Council’s mainstream budgets” (Derby City Libraries 2008a).

In addition, funding was also important in terms of sustaining partnership working. For instance, a library staff member said that the decision of whether Derbyshire Police would get co-located at the Chellaston Library depended on their financial affordability: “*The issue is about affordability, because they [Derbyshire Police] will have to pay us rent for the room, and they have got to decide whether they want to pay the rent.*”

The second aspect was related to the capacity issue. In terms of management, in *Business Plan for the Community Libraries Programme* (Derby City Libraries

2008a), it was proposed that the three new libraries would become part of the Derby's library network. However, there was a concern regarding the sustainability of the library panels after Project LiRA finished (i.e. when the library opened).

From the perspective of the library service, *“What we envisaged at the beginning was each library panel as libraries open will become a constituted user group and will remain and kind of help raise fund for the library to do things. That would have value to our service.”* Yet, the data collected from the observation and interviews indicated that the community was willing to continue the library panel on a voluntary and informal, rather than constituted, basis. In the words of a local community member, *“We will have to be an informal support group, volunteer group, if that was what was wanted.”* In this respect, a library staff member stated *“we [Derby City Libraries] don't have the capacity. We don't have the time to put into it [facilitating an informal group]”* but *“I hope we will find a way of still keeping those groups running”*.

5.4.8.2 Towards an Inclusive Service

A local community member observed the change in the library service in the past ten years (i.e. towards working with the community and partnership organisations in planning, managing and delivering library services) and pinpointed an open, free and inclusive library service: *“Gone are the days when you had to go into the libraries, sit down and be quiet and you feel intimidated. Now they're open, they're free, and they're more inclusive.”*

This sub-section looks at the two factors (i.e. community involvement and partnership working) that helped the library service become an inclusive service, which ultimately enhanced the sustainability of the service.

Firstly, the importance of involving the community in the early service planning stage was emphasised. As a partnership organisation staff member noted, *“I think it's a fantastic idea. I think getting the community involved right from the beginning and throughout the whole history and life of the building, it's got to be good.”*

Echoing this notion, a library staff member believed that outcomes from involving the community in the service planning included maintaining their involvement for a long time and helping increase the level of involvement from wider communities:

If they [the community] feel they're involved in a project, they're more likely to be involved with it long term, and they're more likely to tell their friends and the rest of the community that they had a say, they will get what they want.

Take, for instance, the library panel. A library staff member noted *"We hope that those groups of people [library panels] will maintain links with the library and will help to bring other people to use the library."*

Second was partnership working. Key informants' responses to whether partnerships would continue after Project LiRA were positive, for example, *"it's permanent really"* and *"it's long time"*. For example, the current partnership working between Allenton Enthusiasm and Allenton Library provided opportunities for the partnership to grow: *"With regard to the sessions in the library and the garden, there is a lot more opportunities of young people getting involved in the future"* (Partnership organisation staff member).

5.4.8.3 A Learning Process

Prior to Project LiRA, Derby City Libraries successfully sourced external funds to build two replacement libraries (i.e. Alvaston Library and Derwent Library) and one completely new service point (i.e. Mickleover Library) from 2003 to 2007. During the three projects, Derby City Libraries was committed to a high level of CE at every stage of commissioning, planning, delivering, promoting and operating new library buildings (Derby City Libraries 2008a). Together with Project LiRA, the experience of these projects provided Derby City Libraries staff with opportunities to develop knowledge and skills in relation to CE. In the words of a library staff member,

I think it's [Project LiRA] a fantastic project. For me, because obviously, we're learning all the time, aren't we? It's community development and

it's learning new skills. I had a chance to do things that I never would have the opportunity to do, I would have stopped in my old role.

In relation to regarding implementing Project LiRA as a learning opportunity, a library staff member pointed out the nature of the 'trial and error' in the CE process: *"A lot of what we've done, we've learnt together as we've gone along. I perhaps may suggest 'Shall we try such and such?' And if it's worked, we've done it again. If it's not, we haven't."* In this respect, a library staff member also highlighted the importance of having a culture of "open-door policy" in Derby City Libraries, where *"if something is not working, then I wouldn't have any qualms in going in to see [Head of the Library Services] and saying 'Look, I am not doing this. This is just not right'. So, a lot of it is informal"*.

Furthermore, Project LiRA was regarded as a learning process for Derby City Libraries as a whole. In the words of a library staff member,

I think we're learning a lot about what's effective, how to effectively engage with people, how to get their interest. I think one of the things we've got to show them is there is a benefit to them in being involved and I think we're still learning, I don't think we're there yet.

To take this a step further, the experience of implementing Project LiRA emphasised the importance of applying the skills and knowledge of involving the community to the rest of the Derby's library network in the future: *"It's using the best practice that we've learnt from the new libraries, and kind of making sure that's passed to other libraries"* (Library staff member). Similarly, another library staff member echoed:

We've learnt a lot about working with communities, which we will take forward for the future. And, that will help us in other areas where we already got libraries. It will help us to involve those local communities much more than we have in the past.

Indeed, taking into account the diverse and changing nature of the community, a library staff member stressed *"you [the library service] can't rely on what you've always done, because you will die. So, you've got to look at the way that*

society is changing”, which indicated the importance of learning in the CE process in the library service.

5.5 Chapter Conclusion

It was concluded that the essential elements of CE in the case of Project LiRA were: ‘accountability’, ‘hierarchy’, ‘commitment’, ‘communication’, ‘a flexible approach’, ‘genuineness’, ‘relevance’ and ‘sustainability’ (see Figure 5.4).

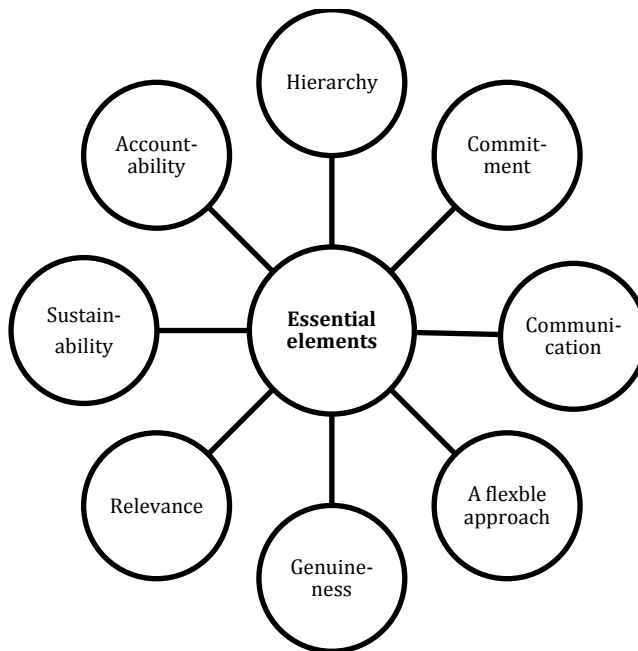


Figure 5.4 Essential elements of community engagement in Project LiRA

‘Accountability’ justified the rationale for the library to conduct CE, as a response to the funding body, the central government, local councils and the community as tax payers. By ‘accountability’, it implied a library-led approach in the CE process. In addition, there was significant emphasis on fulfilling the library’s statutory responsibilities.

‘Hierarchy’ of the organisational culture and library staff structure influenced the way in which CE was conducted, which in turn had an impact on the relationships between key stakeholders. Under the structure, the importance of having dedicated staff devoted to the CE process was highlighted.

‘Commitment’ from the library service and the community was critical for promoting CE. ‘Commitment’ was evidenced from local communities’ support

and participation in the CE process. Implementation and enthusiasm were expressions of the commitment within the library service, with an emphasis on fulfilling the statutory accountability.

‘Communication’ was critical to the CE process. Different levels of communication were differentiated, from opinions being voiced, to being listened to and acted upon. In addition, library staff being proactive, welcoming, approachable and grateful was emphasised in the communication, which helped increase library visitors.

‘A flexible approach’ emphasised flexibility and adaptability when promoting participation from partnership organisations and community groups. When adopting various techniques to engage with the community, it increased the likelihood of reaching a wide range of people.

‘Genuineness’ was related to the practicality of CE, which emphasised working at ground level when it came to involving local communities and working in partnership. Additionally, the importance of making the decision-making process transparent and overcoming people’s suspicions towards the authenticity of CE was highlighted.

‘Relevance’ highlighted that the community was the common ground between key stakeholders in the process of CE. In addition, the identification of mutual benefits to key stakeholders was noted.

By ‘sustainability’, the CE process went beyond project work, where the library learnt skills in relation to CE towards an inclusive service.

Chapter 6 Case Study Three: Community Health and Wellbeing in Libraries (Leicestershire County Council: Library Services)

This chapter presents the case study findings for Community Health and Wellbeing in Libraries in Leicestershire County Council: Library Services. It starts with providing a summary of Community Health and Wellbeing in Libraries. It also provides the contexts and dimensions of community engagement (CE) in Community Health and Wellbeing in Libraries. This chapter goes on to describe and explain essential elements of CE in Community Health and Wellbeing in Libraries in Leicestershire County Council: Library Services.

6.1 Summary of Community Health and Wellbeing in Libraries

Community Health and Wellbeing in Libraries was a one-year long project, from September 2009 to September 2010, working with National Health Service: Community Health Services across three libraries in Leicestershire County Council: Library Services (i.e. Coalville, Melton and Oadby), with supporting funding (£20K) from the Primary Care Trust to cover stock and staff training. Services provided by the libraries and the National Health Service included: exercise referral (through holding Health events); self-help (through providing health-related books and DVDs); cognitive behavioural therapy; information prescriptions; and bibliotherapy (therapeutic use of literature).

According to the funding application document that Leicestershire County Council: Library Services put through to Primary Care Trust in order to implement the Community Health and Wellbeing in Libraries project, it was proposed: “This scheme [Community Health and Wellbeing in Libraries] will contribute to the partnership goals of better health and wellbeing for all, and will link in with providing better access to psychological therapies” (Leicestershire County and Rutland 2009). This statement highlighted three main objectives of the project, that is, ‘partnerships’, ‘better health and

wellbeing' and 'better access to services', which also contributed to some of the main outcomes set out in *Leicestershire Local Area Agreement Framework 2008-2011* (see Table 6.1 on p.209).

6.2 Contexts of Community Engagement in Community Health and Wellbeing in Libraries

This section provides the context of CE in Community Health and Wellbeing in Libraries, in terms of task environment and project characteristics.

6.2.1 Task Environment

There is a range of services and facilities, including a network of 54 libraries: main libraries, smaller branch libraries and mobile libraries, in Leicestershire.

The fact that Leicestershire County Council: Library Services is funded by the government guides and determines the implementation and delivery of library services. As a library staff member said, "*We have to follow the government agenda, because that's what we're funded to do.*" In this regard, a review of the documentation summarised three main outcomes set out in the local area agreement that Leicestershire County Council: Library Services adheres to and that were pertinent to the Community Health and Wellbeing in Libraries project (see Table 6.1).

6.2.2 Project Characteristics

It was said by the project manager that the idea of promoting community health and wellbeing in libraries grew out of discussion between the library service and the health service. In the words of the project manager, "*The whole thing started with a conversation between myself and somebody from the health service looking at the potential from having a Book on Prescription²⁹ project in Leicestershire.*"

²⁹ The Books on Prescription project focuses on the idea of the self-help books that doctors recommend.

Table 6.1 A summary of community engagement related policies in Community Health and Wellbeing in Libraries (Adapted from: Leicestershire Together [no date])

Main outcomes	Specific targets
Partnerships	<ul style="list-style-type: none"> • Delivering local area agreements through partnership working.
A healthier Leicestershire	<ul style="list-style-type: none"> • The harm caused by drug and alcohol misuse is reduced in local communities. • Improved health outcomes for people in Leicestershire including a reduction in health inequalities. • Improved mental health and wellbeing. • More people are physically active at a level which makes them healthier. • Obesity is reduced and there has been an increase in healthy eating in all age groups. • Fewer people smoke.
More effective and efficient service delivery	<ul style="list-style-type: none"> • Access to facilities and services is enhanced across the county. • Public services are provided in the most efficient and effective.

Corresponding with this notion, a library staff member confirmed that the Community Health and Wellbeing in Libraries project was initiated by the senior management team in the library service. As the library staff member explained,

It was that [the project manager] herself was approached from another direction, from somebody else working for Primary Care Trust, Health Trust, who was also keen to develop ideas around social prescribing, and involving the library service. So, I think it was really because it came from that direction from a higher level that the senior library management team decided to take it on.

In addition, an analysis of the data collected indicated that the decision in relation to the Community Health and Wellbeing in Libraries project was made centrally (e.g. “they tended to be led from the centre”) and the project was operated locally (e.g. “most of it [the project] will be done locally”). In this regard, the project was run by the library service both centrally and locally.

Furthermore, the importance of sustaining the project was highlighted by key informants. For instance, a library staff member emphasised that *“sustainability is an important point to consider”* and explained *“I think that’s very key, because otherwise people come to expect a level of service and then are disappointed that it doesn’t carry on and things like that”*. Indeed, there was an aspiration from local community members for the Health events to be held more frequently (e.g. *“[the Health event was] very good, should do more often”*). However, it was the senior management team that decided the future direction of the project: *“It [The future direction of the project] will be decided centrally, depending on the funding and how we work with the PCT in the future, I imagine”* (Library staff member) and *“It depends on the author, if there are many interests, they would hold more often”* (Local community member).

It was therefore concluded that Community Health and Wellbeing in Libraries was library-initiated, library-run and library-sustained (see Figure 6.1). In addition, the CE process was linear, which implied three consecutive stages of the process.

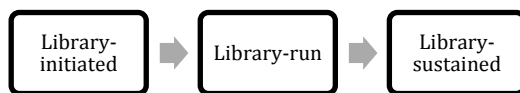


Figure 6.1 Process of community engagement in Community Health and Wellbeing in Libraries

6.3 Dimensions of Community Engagement in Community Health and Wellbeing in Libraries

This section provides dimensions of CE in Community Health and Wellbeing in Libraries, in terms of who was engaged in which areas and with what responsibilities.

6.3.1 Who Was Engaged?

It was observed that three key stakeholders in the Community Health and Wellbeing in Libraries project were: Leicestershire County Council: Library

Services; local communities in Coalville, Melton and Oadby; and partnership organisations, including the funding body. The project was led by Leicestershire County Council: Library Services, with different levels of involvement from the community and the partnership organisations at different stages of the CE process, which is discussed in Section 6.4.1.2.

As indicated in the documentation collected, the main features of the three areas in which the selected public libraries were located could be summarised as follows:

1. Coalville is a town in the north west of the county, with an industrial and mining history. There are high levels of unemployment and improving health is an issue.
2. Melton Mowbray is a rural town in the east of the county.
3. Oadby is a suburban area close to the city of Leicester with a growing Asian population.

The three areas were selected by Leicestershire County Council: Library Services for piloting the Community Health and Wellbeing in Libraries project, because these areas were viewed as rural communities and health issues were seen as priorities to be dealt with particularly in the rural areas. For example, a library staff member stated *“It’s [Community Health and Wellbeing in Libraries] particularly good in Coalville, because I really feel that local people have a need for this, for example, like stopping smoking and things like that. It’s very important.”*

During the course of the Community Health and Wellbeing in Libraries project, Leicestershire County Council: Library Services worked with an array of partnership organisations. A diagram (Figure 6.2) was developed by analysing data collected from interviews, observation and documentation to identify key partnership organisations that Leicestershire County Council: Library Services worked with in the project.

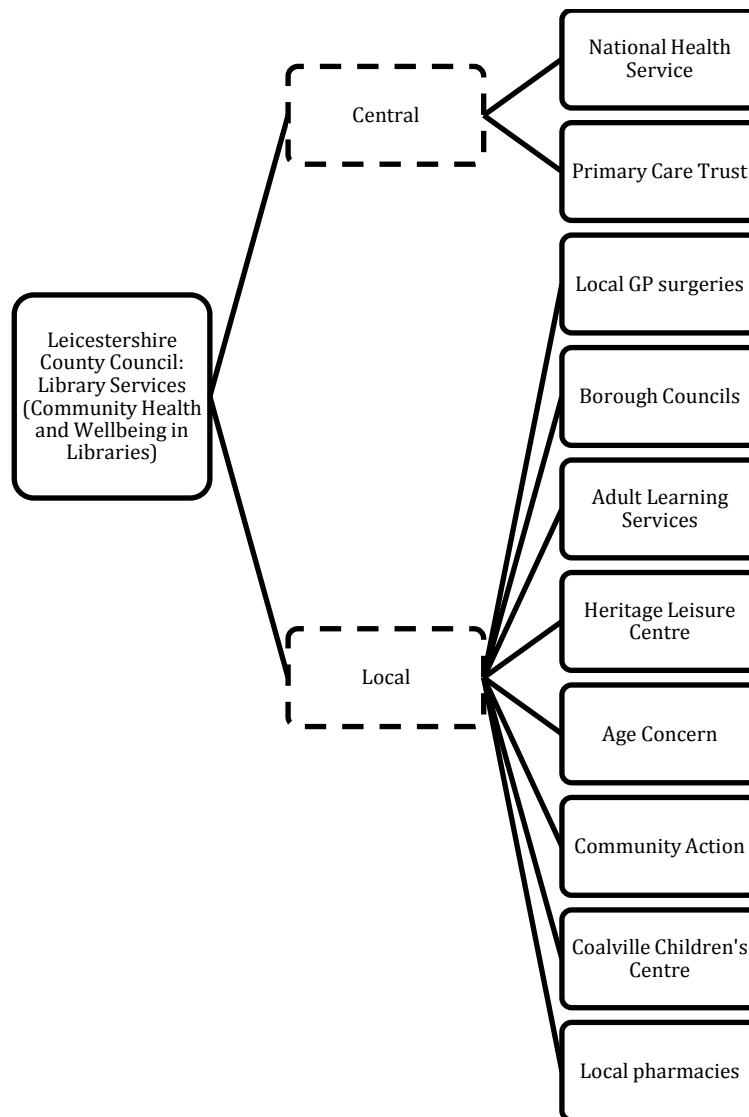


Figure 6.2 A diagram of multiple partners in Community Health and Wellbeing in Libraries (Excerpt)

Table 6.2 provides a synopsis of roles of main partnership organisations in Community Health and Wellbeing in Libraries.

6.3.2 How Was the Local Community Engaged?

An analysis of the data collected indicated that the community was engaged in three stages of the CE process during Community Health and Wellbeing in Libraries, namely informing, involving and consulting. These three aspects are next discussed.

Table 6.2 A synopsis of roles of partnership organisations in Community Health and Wellbeing in Libraries

Partnership organisations	Content of partnership working
National Health Service	<ul style="list-style-type: none"> • Providing funding • Co-operating the project with the library
Primary Care Trust	<ul style="list-style-type: none"> • Providing funding (£20K) • Sharing expertise
Local GP surgeries	<ul style="list-style-type: none"> • Joining the referral scheme (Library staff approached local GPs and encouraged them to signpost appropriate patients to the project, using referral cards.)
Borough Councils	<ul style="list-style-type: none"> • Providing physical activities, health checks and nutrition advice at the Health event
Adult Learning Services	<ul style="list-style-type: none"> • Co-locating at the Melton Library • Delivering Skills for Health training courses to library staff
Heritage Leisure Centre	<ul style="list-style-type: none"> • Providing a health walk around Coalville town at the Health event
Age Concern	<ul style="list-style-type: none"> • Co-locating at the Coalville Library • Providing a cooking demonstration at the Health event
Community Action	<ul style="list-style-type: none"> • Setting up a stall at the Health events to promote its service to the community
Coalville Children's Centre	<ul style="list-style-type: none"> • Identifying potential community groups
Local pharmacies	<ul style="list-style-type: none"> • Providing health checks at the Health event

6.3.2.1 How the Local Community Was Informed about Community Health and Wellbeing in Libraries

Local communities were informed about the delivery of the Community Health and Wellbeing in Libraries project. In this respect, there was an emphasis on branding. As seen in the observation, the National Health Service logo and library branding were embedded in the posters, leaflets, flyers, pull-up banners, referral cards and pieces of bespoke furniture to display stock and information within the three selected public libraries as well as on the library website. In addition, library staff members positively commented on holding Health events³⁰ for obtaining awareness from the public, for example, “we’ve [the library service] got a greater awareness out of the general public” and “that’s probably going to be one of our best ways of really raising the profile.”

³⁰ Health events were organised by the three selected libraries (i.e. Coalville, Melton and Oadby) locally twice (in December 2010 and March 2011 respectively) during the course of the project, which provided “local communities an opportunity to see the new health service at the library and to meet other practitioners and partners involved in health and wellbeing in the community” (Leicestershire County and Rutland 2009).

Despite a lot of publicity, library staff members noted that not many people appeared to be aware of the project (e.g. *“It is a shame not many people join”* and *“one of the things we found is a lot of people don’t know what’s going on”*). Echoing this notion, local community members who were asked questions in the observation of the Health events also indicated *“I don’t know this health event. I just came to look for books”* and *“I don’t know this event. I came to read newspaper.”*

One of the reasons for this was that publicity was not strong enough: *“There is nothing big saying come in and have a cup of coffee. Should advertise more”* (Library staff member). Another reason was that advertisement tended to be constrained in the libraries: *“No sign outside”* and *“Obviously, all these sorts of branding and displays that we’ve done, which only reach people that come into the library rather than the community in general”* (Library staff members). Echoing this notion, some of the local community members observed at the Health events indicated that they were aware of the event because *“we came to the library last week and I’ve seen it advertised”*, *“from leaflets in the library [...] I come here regularly to use computers”* and *“I came for a computer course and happened to know this event”*.

6.3.2.2 How the Local Community Was involved in Community Health and Wellbeing in Libraries

Local communities were involved in the Community Health and Wellbeing in Libraries project at the service delivery level. In other words, involving in this case was more of a case of promoting the project to the community.

One of the main methods of involving the community in this project was to hold Health events in the three selected libraries. As seen in the observation, a range of activities that took place at the Health events included: health checks, hand massage, cooking demonstration, and exercise tasters (e.g. tai-chi, dynaband stretching, walk for health and yoga). To this end, a library staff member stated that the community was involved in the project *“through taking part in the Health events that are going on”*. Indeed, many local community members indicated that their involvement in the Health events included: *“I*

came for health checks”; “to see about physical activity”; “I know tai-chi, chair based exercise, but I don’t know dynaband stretching, so I came to see what dynaband stretching is”; “I just came in for the activities for the children”; “I was busy with the exercising machine”; and “I enjoyed the walk”.

Another way of involving the community, from the perspective of library staff, was through the provision of the new health collections, such as books and DVDs. In this regard, a library staff member saw the value of providing a tangible service: *“I think that it’s [the Community Health and Wellbeing in Libraries project] enabled us to go out with something tangible [...] People can see that and it’s given us a really good focus.”* As seen in the observation of the Health events, library staff walked around the library and encouraged local communities to join the library membership. In this respect, a local community member explained her reason for joining the library membership was: *“I don’t read, but I can hire DVDs, so I can watch on telly”.*

Furthermore, libraries as comfortable and informal places were considered to be important locations for involving the community. As a library staff member stated, *“It is an informal venue [...] that’s a big advantage when it comes to community members’ feeling comfortable here”* (Library staff member). Echoing this notion, local community members gave an example of having *“informative health checks”* in the library: *“Compared with the health check in the medical centre, you got to rush, because they haven’t got time for you”* and *“[In the library] No appointment, more convenient, just drop in.”* Other main features of the library service identified by library staff members interviewed included: *“free space”; “non-threatening”; “neutral”; “very reliable”; “trustworthy”; and “non-judgemental”*. Indeed, some of these features of the library were also reflected in the responses obtained from local community members in the observation of the Health events (e.g. *“The staff is friendly. If you’ve got a problem, you see the staff and they will sort it out straight away”* and *“Library is closer to me. I don’t drive. I can’t go too far”*).

Generally, the Health event was well received by some of the local community members in the observation (e.g. *“it’s a very good idea to exercise in the library”*

and *“it’s very thoughtful for them to do what they have done”*). Additionally, a partnership organisation staff member regarded the provision of health collection as a ‘self-help’ service for the community: *“It’s about people being given an opportunity to access self-help information.”* Similarly, a library staff member stated *“It’s that kind of responsibility for your health, taking responsibility yourself.”*

6.3.2.3 How the Local Community Was Consulted about Community Health and Wellbeing in Libraries

Local communities were consulted through offering their feedback on the Community Health and Wellbeing in Libraries project. In contrast to the previous two case studies (i.e. Citizens’ Eye and Project LiRA), consultation took place after the stages of informing and involving in the Community Health and Wellbeing in Libraries project. As a library staff member explained, *“It’s hard to consult the local community before we actually put it in place.”*

It was also noticed that the community had not been directly consulted in terms of how the project was planned. As a library staff member stated, *“They [The community] haven’t [been consulted], not in terms of how it has been planned, but that’s partly because it’s a pilot.”* In addition, another library staff member noted *“I can’t say there has been much consultation for the project. We get feedback from people who come in and use the collection and books, and try and improve it according to what they tell us.”*

It was therefore reasoned that consultation was referred to as an evaluation technique to an extent in this project. This position was also reflected in the library staff members’ interview responses: *“When an event happens, we get comments from people and we evaluate it”* and *“they can also help how it develops by the comments they make in and different ways in which we evaluate things”*.

These comments confirmed that when interview respondents talked about the content of consultation, they tended to focus on the usage of the collection and the effectiveness of the project. In addition, comments were mainly obtained through general conversations with the community in the library or via

completed feedback forms from the community, either online or in print. As indicated in the data collected from observation and interviews, the outcome of the usage of the feedback forms varied, depending on different libraries. As seen in the observation of the Health events, in one of the libraries, feedback forms were not placed in an obvious place (attaching to a book shelf); in another library, no attention was drawn to filling the forms until the event nearly finished; and in the library a prize draw activity was organised in combination with the feedback survey, where more responses were obtained.

Table 6.3 was therefore developed to illustrate the meanings and various techniques that were employed in Community Health and Wellbeing in Libraries in the three different stages of CE, together with their influence.

Table 6.3 An overview of example techniques and their outcomes in the different stages of engagement in Community Health and Wellbeing in Libraries

	Inform	Involve	Consult
Meanings	<ul style="list-style-type: none"> • Keeping local residents informed of Community Health and Wellbeing in Libraries 	<ul style="list-style-type: none"> • Involving local communities at the service delivery level 	<ul style="list-style-type: none"> • Obtaining feedback from local communities on the current project
Example techniques	<ul style="list-style-type: none"> • Branding • Flyers, posters, leaflets • Press release • Health events • Word of mouth • Referral scheme 	<ul style="list-style-type: none"> • Health events • Health collection and services • The library as a 'comfortable' and 'informal' place 	<ul style="list-style-type: none"> • General conversation • Feedback/evaluation forms
Influence	<ul style="list-style-type: none"> • Increasing awareness of the library service at a limited level 	<ul style="list-style-type: none"> • Increasing the library usage • Enhancing local communities' responsibility for their health • Only reaching people within the library remit 	<ul style="list-style-type: none"> • Understanding the effectiveness and usefulness of the library resources

6.4 Essential Elements of Community Engagement in Community Health and Wellbeing in Libraries

Data collected from interviews, observation and documentation identified six essential elements of CE in Community Health and Wellbeing in Libraries:

'accountability', 'hierarchy', 'expertise', 'a flexible approach', 'familiarity' and 'relevance'. The same essential elements of CE were interpreted as before (see p.114 in Chapter 4; pp.165-166 in Chapter 5). However, the new essential elements were defined as follows:

1. 'Expertise' was interpreted as the emphasis on library staff's professional knowledge of community needs and approaches to community involvement.
2. 'Familiarity' was interpreted as the value placed on methods that have been applied before to engage with the community and work in partnership.

The six essential elements are used as a framework to structure the following discussion, which explores the meanings, values and different key stakeholders' viewpoints.

6.4.1 Accountability

The 'accountability' that public libraries in England hold to implement CE in their services was reflected in the interview data with library staff. As a library staff member stated, *"I think it's [CE] essential. I mean it's inevitable in that it's with us now. Much of it is government-driven, anyway."*

This theme examines the 'accountability' that Leicestershire County Council: Library Services holds for its funding body, i.e. the local authority. In this respect, a lot of attention was focused on 'obeying local service strategies' (e.g. *Leicestershire Local Area Agreement Framework 2008-2011*). Accordingly, 'a library-led approach' is also discussed.

6.4.1.1 Obeying Local Service Strategies

Local authorities in England are, by legal imperatives, presumed to obey the local area agreements, which were introduced as a framework for partnership working at a local level and between local areas and the central government. Conforming to this statutory duty, library staff members interviewed justified the implementation of the Community Health and Wellbeing in Libraries project and highlighted its contribution to *Leicestershire Local Area Agreement*

Framework 2008-2011. For example, a library staff member stated “*The project [Community Health and Wellbeing in Libraries] wouldn’t have started off if it hadn’t contributed to the local area agreement through elected members.*” Another library staff member echoed, saying “*It [Community Health and Wellbeing in Libraries] needs to fit in with the local area agreement. That’s a good start.*”

As set out in the local area agreement, the main outcome of ‘a healthier Leicestershire’ formed the basis on which the three libraries (i.e. Coalville, Melton and Oadby) were selected to pilot the Community Health and Wellbeing in Libraries project. For example, a library staff member noted “*I think it’s because it’s part of the local area agreement. So, I think that’s why we’ve [Coalville Library] been targeted to pilot it.*” Echoing this notion, another library staff member explained:

Coalville. There are specific targets that need to be met in that area, which are around the reducing of the obesity levels, reducing smoking and having more healthy life styles and emotional health and wellbeing. So, that was one we chose.

Similarly, the importance of accessibility to services was also highlighted by interview respondents, particularly in terms of its contribution to the local area agreement. Observing that “*you can go with a whole list of all the things that you’ve got in the library, but a lot of people are never going to access*”, a library staff member saw the implementation of the Community Health and Wellbeing in Libraries project as a positive opportunity for enhancing accessibility to the service:

I think the health project has given us something very focused to take out to the community. Because it contributes to so many of the outcomes of local area agreement, I think that people think that’s a very positive thing. So, it’s good.

Corresponding with this notion, the funding application document proposed that the impact of implementing the Community Health and Wellbeing in

Libraries project included: “More people will access self-help information, training and courses that exist. There will be a better uptake of healthy walks and exercise referral schemes as people are supported into accessing these schemes” (Leicestershire County and Rutland 2009).

In summary, being one of the council services, the library service has the accountability to fulfil statutory duties. Accordingly, the rationale behind implementing the Community Health and Wellbeing in Libraries project was to contribute to *Leicestershire Local Area Agreement Framework 2008-2011*. As a library staff member noted, “*Because it’s part of the local area agreement. So, I think we are fulfilling the particular objectives of the local area agreement.*”

6.4.1.2 A Library-Led Approach

Based on the analysis of the data from interviews, observation and documentation, ‘a library-led approach’ in the CE process in Community Health and Wellbeing in Libraries was identified. Specifically, the project was initiated, run and sustained by Leicestershire County Council: Library Services (see Section 6.2.2).

While the project was led by the library service, data analysis evidenced invited involvement from partnership organisations in the process of project planning. As seen in the observation, partnership organisation staff were invited to attend formal and closed meetings regularly in order to update and discuss resources, marketing and promotion, monitoring and evaluation, and training. However, as indicated in Section 6.3.2, community involvement tended to be at a service delivery level, rather than during the project planning stage, in this instance.

In terms of the sustainability of Community Health and Wellbeing in Libraries, a library staff member stated that the project would continue in the three pilot public libraries: “*I think it just tends to be a general thing that we will continue to develop the promotion.*” Nevertheless, it was highlighted that funding played an important part in the future development of the project. For example, funding determined whether or not the current project could be improved. As a library staff member explained, “*Obviously having money always helps,*

because it means you can improve what you're trying to offer to people, your book selection, or your information provision."

Funding also influenced whether the project could be rolled out to other public libraries in Leicestershire: *"We like to roll it out to other libraries, but that depends on funding"* (Partnership organisation staff member). Furthermore, funding also influenced whether the partnership between the health service and the library service could continue to expand. In the words of a partnership organisation staff member, *"I'd like it to be a long-term relationship. Obviously, it's all around funding [...] I think it will be decided by funding, extra funding."*

6.4.2 Hierarchy

A second theme depicted 'hierarchy' in the organisational culture and library staff resources within Leicestershire County Council: Library Services, which was considered to be essential to how the library service implemented CE in the Community Health and Wellbeing in Libraries project. As a library staff member noted, *"We've got the right structure in the library service."* Echoing this notion, another library staff member added *"We have dedicated staff for community engagement."*

Hence, three aspects under the theme of 'hierarchy' were identified: 'organisational culture'; 'library staff resources'; and 'relationships between key stakeholders'. The three aspects are discussed below.

6.4.2.1 Organisational Culture

Three public libraries (i.e. Coalville, Melton and Oadby) chosen for the project were part of the network of Leicestershire County Council: Library Services. The library service was provided and managed by Adults and Communities Department, which was one of the five departments that Leicestershire County Council had. Therefore, a hierarchical relationship between different levels that were involved in the development of the Community Health and Wellbeing in Libraries project was developed (see Figure 6.3).

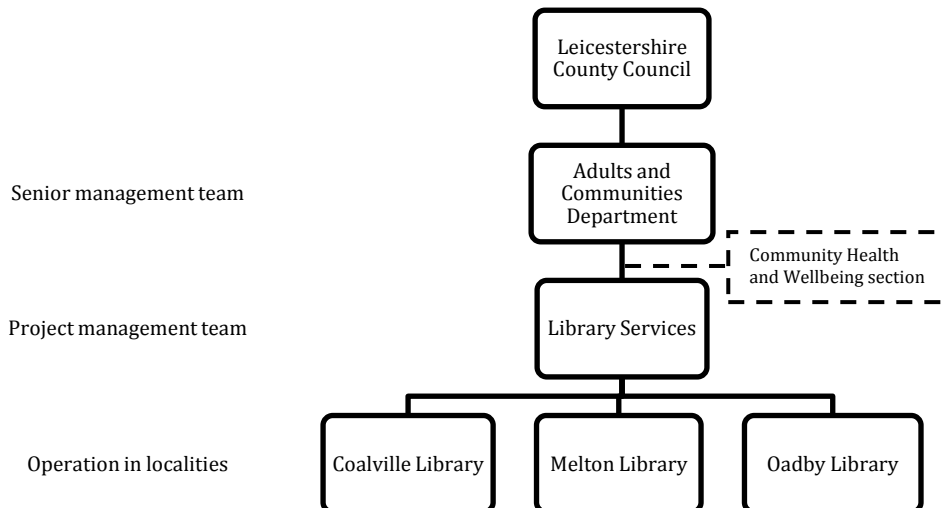


Figure 6.3 The hierarchy of service structure in Community Health and Wellbeing in Libraries

The hierarchical organisational culture also suggested that departments at different levels of the service structure have different degrees of power. Generally, most local library staff members that were interviewed indicated decisions made centrally were cascaded to local library teams in order to operate the project locally (e.g. *“I’ve been told what to do”* and *“we were told right at the beginning about how the project would work”*).

In terms of central decision making, there were two groups involved, that is, the project management team and senior management team. As far as the project management team was concerned, it consisted of library staff members (e.g. the project manager, Community Services Marketing Manager, Development Librarian and representatives from the three local libraries) and a partnership organisation staff member (e.g. a representative from National Health Service Leicestershire County and Rutland). These stakeholders have different professional knowledge, and were therefore responsible for different aspects of the project, such as marketing, collection management and health improvement.

However, it was noted that final decisions in relation to the Community Health and Wellbeing in Libraries project were made by the senior management team:

“The health project was decided by senior management” (Library staff member).

Echoing this notion, another library staff member explained:

I mean that decision won't be made by the project group [project management team in Figure 6.3 on p.222]. It would probably go to senior management team who make the final decision, because there may be some resource issues. There will be some resource issues, and that's bound to be a problem, because we have been cut back in every direction.

6.4.2.2 Library Staff Resources

In accordance with the service structure in Community Health and Wellbeing in Libraries (see Figure 6.3 on p.222), data analysis also indicated a hierarchical staff structure, which showed two levels of library staff resources (i.e. at a central level and at a local level) in this project (see Figure 6.4).

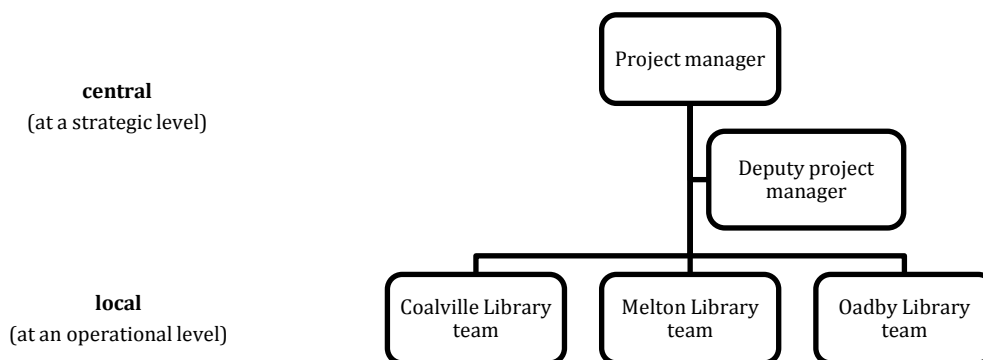


Figure 6.4 The hierarchy of staff structure in Community Health and Wellbeing in Libraries

The hierarchy of the staff resource indicated different roles that library staff members at different levels of the structure played. For instance, library staff members at different levels were responsible for different levels of partnerships. Describing “I [Project manager] would have those relationships [with partnership organisations] at a strategic level, but not the local service delivery level”, a library staff member also noted “most of the local partnership work is conducted by the staff in each of the library involved in the project”.

In addition, the hierarchical structure of the library staff resource also influenced the level of involvement with the community that library staff at different levels had. To this end, library staff at a local/operational level helped build up a strong connection with the community and partnership organisations within the community. As a library staff member put it, *“I think that we’ve got the right structure in the library service through our library development workers to be able to build those relationships.”*

This notion also underscored the importance of having ‘dedicated library staff’ to implement CE. In this regard, two positions were highlighted, that is, Community Development Worker and Customer Service Librarians. Table 6.4 provides a summary, extracted from interviews and observation, of these two positions and their remit.

Table 6.4 A summary of the remit of key staff in Community Health and Wellbeing in Libraries

Job positions	Job remits
Community Development Worker	<ul style="list-style-type: none"> • Going out in the community • Promoting library services in the community, through attending meetings • Forming local partnerships
Customer Service Librarian	<ul style="list-style-type: none"> • Co-ordinating the in-library side of the service • Promoting services within the library, through dealing with stocks and evaluating the project

6.4.2.3 Relationships between Key Stakeholders

As indicated in Section 6.4.2.2, library staff at different levels of the hierarchical staff structure had different levels of partnership working and community involvement, which ultimately influenced the relationship between the key stakeholders, that is, library services, partnership organisations and the community. This sub-theme looks at the different relationships.

6.4.2.3.1 Relationships between the Library and the Community

Library staff at a central level of the staff structure appeared distant from the community. For instance, a library staff member said *“I [Project manager] don’t have a relationship with local people, because it’s the local staff who will have that relationship.”* Similarly, the deputy project manager also stated *“I am more*

distant from the customer focus. So, I don't have as much contact with customers and I don't have as much familiarity with the day-to-day operation of the library."

Generally, library staff at a local level had good relationships with the community. As a library staff member explained, *"We did have these Library Development Workers going out to them [the community]. So, I think we did have pretty good relationship with them already. I am not sure how it could be improved."* While most local community members who were asked questions in the observation of the Health events did not comment on their relationships with library staff, a local community pointed out that *"The staff is friendly"* in terms of quickly responding to her information inquiries.

6.4.2.3.2 Relationships between Partnership Organisations and the Library

The relationship between the library service and the partnership organisation at a central level was considered to be good: *"I think we've got a good relationship. I don't think we can improve it anymore"* (Partnership organisation staff member). In this respect, the partnership organisation staff member highlighted the importance of building partnerships through champions in the service: *"I think it is important to have a contact within the library and certainly [the project manager] is our contact. I think you need to have that champion. And, with [the project manager], she is our champion."*

In addition, the relationship between library services and partnership organisations at a local level was well received, for example, *"it was generally quite a healthy relationship really"* and *"it's a really good working relationship"* (Partnership organisation staff members). Furthermore, a staff member from Age Concern described their partnership with the library as a 'two-way, supportive process': *"They [The library service] support us [Age Concern] and we support them. It's a two-way process, really."*

6.4.2.3.3 Relationships between the Community and Partnership Organisations

Partnership organisations at the central/strategic level had limited relationships with the community. As a partnership organisation staff member, who described his role as *"the lead role from the Community Health Services*

into this project” stated, “With local people, I don’t have a lot of relationships [...] As far as local people go, I leave that to the library service.”

The relationship between partnership organisations at a local level and the community was considered to be positive. For instance, a partnership organisation staff member said *“Local people, I’d say it’s quite positive.”* Another partnership organisation staff member also considered the relationship was *“good”* and explained *“I think we don’t talk down to them. I think we meet people at their level”*.

6.4.3 Expertise

‘Expertise’ was defined as the emphasis on library staff’s professional knowledge of community needs and approaches to community involvement. For example, ‘expertise’ was highlighted when interview respondents talked about using existing knowledge that library staff had about the community to determine how the Community Health and Wellbeing in Libraries project was developed and operated. In the words of a library staff member, *“We’re using the knowledge which exists within the library staff to ascertain from all of the people who use the library what they think about that collection and the way in which it is delivered.”*

In this regard, library staff’s ‘professional knowledge’ was identified to be discussed under the theme of ‘expertise’.

6.4.3.1 Professional Knowledge

In accordance with ‘a library-led approach’ (see Section 6.4.1.2), there was an emphasis on library staff’s ‘professional knowledge’ in the process of developing the project. This observation was also reflected in the notion of a partnership organisation staff member:

I know the health and wellbeing is flavour of the month at the moment. It’s ‘in thing’ [...] Obviously, the library decided that it would be good to get the message out in libraries as well. But, I don’t think it’s come from local people. So, it’s just that we need to educate and promote health and wellbeing.

Indeed, an analysis of the data highlighted the importance of using the knowledge, perceptions and attitudes of library staff towards ‘community needs’ and ‘approaches to community involvement’ in the project planning process. This sub-section looks at these two aspects.

6.4.3.1.1 Community Needs

As a library service, the necessity of meeting community needs was highlighted by key informants. As a library staff member noted, *“We’re [the library service] here for the community, so we need to respond to their needs.”*

However, data collected suggested that the so-called ‘meeting community needs’ stemmed from the viewpoints of the library staff. The ‘I think’ statements therefore played an important part in rationalising the development of the Community Health and Wellbeing in Libraries project. For example, a library staff member, who claimed that *“I am familiar to a certain extent to library users and so I have a good knowledge of the community”*, noted *“Health is a concern to everybody anyway, so I think that’s okay.”* Echoing this notion, a library staff member reasoned that the project was good in Melton Library, stating *“I think in Melton, I know from the borough council, that there is a lot of people that are not that healthy and I think in Melton, obesity is a real problem.”*

6.4.3.1.2 Approaches to Community Involvement

Describing that *“the whole library service is a service for the community”*, a library staff member stated *“Thousands of people coming in to our library all day every day, they [library staff] get an understanding of what they [the community] want, how they think the community will use the service.”* In addition, key informants observed that people were reluctant to get involved in the development of the project. As interview respondents noted, *“people are not interested in developing things, especially older people”* and *“I think it’s very difficult to engage people in contributing meaningfully to ideas about the service, unless they feel it’s under threat”*.

Bearing these comments in mind, a library staff member noted *“You [the library service] have to be prepared to make some decisions, because*

communities aren't interested and don't want to tell you anything." To this end, the data collected summarised library staff's perceptions and attitudes towards approaches to community involvement (see Table 6.5).

Table 6.5 A summary of library staff's perceptions and attitudes towards approaches to community involvement

Approaches	Perception and attitudes
Deciding not to organise 'Friends of the Library' and 'focus groups' to gain feedback	<ul style="list-style-type: none"> • <i>"We [The library service] have decided not to have a focus group to say this is how we would like this to work [...] We didn't see that it was necessary."</i> • <i>"A focus group, in my view, is a small number of people who may be very vocal and have a particular view on something, but doesn't necessarily reflect the views of the whole community."</i> • <i>"Even if we, for example, went down the route to set up 'Friends of the Library', organisations something like that, you would still only be reflecting the minority interested, those people who feel it's worth their time to get involved in something like that."</i>
Using the general survey that the library service conducted to get feedback from the community	<ul style="list-style-type: none"> • <i>"We do a lot of work finding out what it is that the community needs. For example, we have major surveys of all of our services. We have the adult public library user survey, which is every 3 years for adults and every 3 years on an alternate year for children. We have a lot of ways in which we evaluate services."</i>
Using the comments that library staff member obtained from the community through their daily interaction	<ul style="list-style-type: none"> • <i>"They [Local public libraries] will be involving the community all the time, because it's the community who uses the library."</i> • <i>"You're [the library service] using your community all the time to get their comments."</i>
Limited voluntary opportunities offered to the community in the development of the project	<ul style="list-style-type: none"> • <i>"I don't see, at the moment, the community being directly involved as in volunteering to support the project, because I don't think that is right at this particular time."</i> • <i>"I think it's often underestimated how much time is needed to manage volunteers; it is not an easy option."</i> • <i>"As far as library services concerned, I think that it could have a detrimental effect in a sense that it wouldn't encourage people to go into the profession in the first place. And, I think then you are in danger losing a lot of professional knowledge."</i>

It was clear that the professional knowledge of library staff on how to involve the community played an important part in the development and delivery of the project (e.g. *“the knowledge that we [the library service] get from our users every day can inform library staff”*). As a result, there was uncertainty (e.g. ‘it’s almost like’) when a library staff member talked about providing the community with health collections to meet their needs: *“It’s almost like you’re listening to their [the community] needs and providing something they can use. So, I think that does strengthen the relationship between our customers and the library.”*

6.4.4 A Flexible Approach

A library staff member noted *“I think the whole issue of community engagement is so difficult, because what works in one area doesn’t necessarily work in another area.”* In this respect, a library staff member highlighted the importance of providing a flexible service: *“I think we still need to have our books as our base, that is, our core service, and we need to provide a very good, flexible service.”*

Data analysis indicated that ‘a flexible approach’ was reflected in the following four aspects of the CE process: ‘working with multiple partners’; ‘adopting various ways of working with partnership organisations’; ‘involving different community groups’; and ‘embracing different methods to engage with the community’, which are discussed below.

6.4.4.1 Working with Multiple Partners

As mentioned in Section 6.2.1, partnerships were regarded as one of the statutory duties that Leicestershire County Council: Library Services has to fulfil. Indeed, data gathered from interviews, observation and documentation revealed a range of partnership organisations that the library had within the Community Health and Wellbeing in Libraries project. In accordance with the hierarchical structure of library staff resources (see Figure 6.4 on p.223), partnership working in this project could be divided into two categories: central partnerships (at a strategic level) and local partnerships (at an operational level). These two aspects are discussed below.

As indicated in Section 6.4.2.2, library staff at a central level tended to form strategic partnerships. In this respect, the partnership between the library service and the health service was one example. As the project manager stated, *“I am there [...] to make those more strategic connections with people from the health service.”*

Working within a local partnership was conducted by library staff at the three selected libraries at the local service delivery level (see Section 6.4.2.2). An example of the local partnership organisation was the local GP surgery. As a library staff member explained,

PCT had identified the GP surgery over the road, that to say they would be interested in taking part in the referral scheme. So, I went over there and talked to them about it, and they were very keen. And, that’s kind of kick started the project here.

In addition, existing partnerships within Leicestershire County Council were seen as easy and strong ones by key informants (e.g. *“I think because they’re County Council, it’s easier to fill out objectives with non-businesses, if it’s not for profit organisations”* and *“I think as a borough, we work in quite a joint way anyway”*). In this respect, a library staff member gave an example of the partnership with Melton Borough Council and explained:

The Active Together, team at Melton Borough Council, who provide the physical activity in the Borough [...] they’ve been very useful providing us with health instructors, exercise instructors, health checks that sort of thing.

Furthermore, as seen in the observation, there were other partnership organisations that were invited to set up stalls at the Health event, which was held specifically to promote this project. A library staff member took, for instance, the partnership with Heritage Leisure Centre:

We got Heritage Leisure Centre. We don’t tend to work that closely with them usually. But, for this [the Community Health and Wellbeing in

Libraries project], *they've been keen to get involved. So, they're someone we just work with for this Health and Wellbeing event.*

Other examples of this kind of partnership included Age Concern, Community Action and local pharmacies (e.g. Boots Pharmacies and Lloyds Pharmacies).

6.4.4.2 Adopting Various Ways of Working with Partnership Organisations

In addition to fulfilling the statutory duties, the value of partnership working was highlighted in terms of its contribution to the success of the project. As a library staff member put it, *"It seemed to me that the project at the moment has been successful [...] because part of the success of the project is through the partnership that you built up."* Echoing this notion, another library staff member added *"The partnership working is about having a great impact by sharing knowledge and experiences and expertise and resources."*

Indeed, data collected identified a variety of ways in which the library service worked in partnership within the Community Health and Wellbeing in Libraries project. These methods could be summarised as 'resourcing' and 'supporting', which are next discussed.

6.4.4.2.1 Resourcing

Partnership working through resourcing included funding and co-location. From the perspective of funding, National Health Service and Primary Care Trust were regarded as main partnership organisations for this project by key informants. As a library staff member stated, *"[...] with the PCT actually, because of the fact they'd been prepared to fund us."* Corresponding with this notion, a partnership organisation staff member, who described himself as *"the lead role from the Community Health Services into this project"*, added *"We oversee the project together. We monitor and evaluate the scheme together. And, we look to source further funding together."*

Furthermore, co-location helped strengthen partnerships. As a library staff member noted, *"Say, for example, with Adult Learning Services. They're based in the library with us here, so we have a very strong working relationship."* Accordingly, the Community Health and Wellbeing in Libraries project also

benefited from the existing partnership with Adult Learning Services. For example, a library staff member said *“Adult Learning Service, that was specifically trying to set up the Skill for Health course.”* This kind of partnership was considered to form capacities: *“[...] the strong partnerships we’ve got already, I think they’re working to form capacity”* (Library staff member).

6.4.4.2.2 Supporting

In addition to obtaining or sharing resources, an analysis of the data collected indicated a supportive relationship between different partnership organisations in Community Health and Wellbeing in Libraries (see Section 6.4.2.3.2). In this regard, a range of methods of partnership working were noticed, including: sharing information and expertise; identifying community groups; and engaging with the community.

First was related to sharing information and expertise. In this respect, a library staff member gave an example of different organisations sharing information about the community that they were working with:

You’re [The library service] also benefiting from all of the feedback and information that those other organisations are getting from their communities. And, all the different organisations will come across different segments of the Melton community, for example. And so, we know we can share that.

Another aspect was sharing expertise that different partnership organisations had. For instance, a partnership organisation staff member underscored the library service’s expertise in collection management and stated *“I think with the choice of books in the library, we left that to the library services, because they are the experts”*.

Secondly, partnership working was seen, by interview respondents, as an effective way to identify potential community groups or to reach the community who might not traditionally use library services. For example, a library staff member said *“we have been promoting what we’ve got through the children centre [Coalville Children’s Centre]”* and explained *“the Family*

Outreach Workers are based at the children centre. They had information about what we've [the library service] got, so they can refer to families that they may be working with".

In addition, using the referral scheme with local GP surgeries was another way to reach non-traditional library users. As a library staff member explained, *"A lot of the people who go to the GPs don't necessarily use the library and certainly wouldn't know that we have the books to support their complaints, whatever, their illness. So, we're trying to reach that separate audience through the GPs."*

Thirdly, when it came to how the library service engaged with the community in the project, a typical answer from library staff members interviewed was: *"I think through the partnership working."* In addition to informing the community about this project through email lists, leaflets and posters, it was believed that having Health events take place helped promote partnership organisations' services as well as encourage more local people to come to the library. As a library staff member explained,

For this health day getting our partners involved is key. So, it's kind of a two-way thing in getting them to come in to the library, so people can see them here, and promote our collection but then also getting people refer to them should they need them. So, I think the idea is people getting a kind of joined-up service.

Generally, the library service could have a better impact through working in partnership, rather than in isolation. In the words of a library staff member, *"By working together, we can have a better impact, and a more targeted and directed impact."*

However, data analysis identified three main challenges with regard to working in a partnership within this project. Time constraint was one of the main concerns, particularly in terms of developing partnerships. For example, a library staff member said *"Relationship with local GPs and health centres is very time-consuming to build up that relationship with them [...], because they have their own priorities"*. Another challenge was related to a lack of funding,

which made it even harder to develop partnerships. As a library staff member explained, *“I think especially with sort of local councils and the county council, the budget constraints are so great that a lot of people are only working part time now. So, it does make it quite difficult to build on those [partnerships].”* The other challenge was pertinent to partnership organisations’ self-exclusion. In this regard, a library staff member took, for instance, the partnership with a local GP surgery in Melton:

We have a very big doctors surgery in Melton. I think it’s possibly one of the largest in Europe and a very big surgery. But, they haven’t always been that good at involving the rest of the community with what they’re doing. They have been quite insular.

Bearing these comments in mind, it was suggested that the library staff communicated the value of working with the library service to other partnership organisations, through providing concrete results or tangible success of the service usage. In the words of a library staff member,

I’m hoping that we can show some success in increasing use of the library resources, in getting positive feedback from customers [...] I think that if we can demonstrate some success, then that will demonstrate to our partners that we’re all working towards the same goal in terms of community health. We’ve got something real and substantial to offer.

Indeed, the implementation of Community Health and Wellbeing in Libraries was considered to be positive in terms of providing something specific and concrete. As a library staff member put it, *“I think having a project like this, with demonstrable outcomes to talk about [...] We have something concrete to offer our partnership.”*

6.4.4.3 Involving Different Community Groups

Generally, the public library service was regarded, by interview respondents, as *“a community space”* and *“a central point of the communities”*, which implied that *“it’s a space that is not for one particular group. It’s a space for everyone, and people can use it for different things at different times, depending on what*

they need to” (Library staff member). This notion identified the public library as a place for ‘a mix of people’: *“There is a mix of people here [at Melton Library] [...] You’ve got children in here. You’ve got old people in here”* (Library staff member).

In accordance with the notion ‘the library as a place for everyone’, health was considered to be a concern for everyone in Coalville, Melton and Oadby in the Community Health and Wellbeing in Libraries project (Library staff members). This observation was also reflected in the need for health services or information in the three selected areas. For example, Oadby is a sub-urban area; Melton is a rural area; and Coalville is an area where a substantial part of its population suffers from poor health (Library staff members).

Bearing these comments in mind, public libraries were regarded as good places to conduct this project by interviewees. As a partnership organisation staff member from Community Health Services explained:

We [Community Health Services] thought the library is the focal point of the community. If you go to a lot of villages and small towns in Leicestershire, the library is one place where people can go. So, we felt that if we’re going to reach the local community, we do that via the library.

6.4.4.4 Embracing Different Methods to Engage with the Community

Observing the changing environment, a library staff member highlighted the need for the library service to respond to community needs and to widen its scope: *“The world is changing all the time. With technology coming in, you know, the only way for libraries to survive is to respond to those needs and widen our scope.”* In this respect, another library staff member thought that the community could be involved in the Community Health and Wellbeing in Libraries project *“in all sorts of ways”*.

A good example of that was the delivery of the Health event. For instance, a staff member from Age Concern did a cooking demonstration to promote healthy eating for the Health events at Coalville Library. The Active Together

team from Melton Borough Council provided health checks for the Health events at Melton Library. Oadby and Wigston Council provided people with free nutrition advice for the Healthy event at Oadby Library. As a result, a local community member positively commented: *“The joining is good. Nice to take part.”* A partnership organisation staff member also noted *“It’s [Community Health and Wellbeing in Libraries] not just about books. It’s about people accessing opportunities within the community, so, might be physical activity opportunities”*.

In addition, flexibility was reflected in a variety of methods that Leicestershire County Council: Library Services adopted to engage with the community from informing, involving to consulting (see Table 6.3 on p.217). However, informing the community about the project was regarded as a challenge by key informants. As a partnership organisation staff member explained,

Publicity is almost harder these days [...] In the old days, people just used to pick up the newspaper and say “Oh, what’s going on?” Nowadays, people don’t read papers. They’ve got almost too much choice. So, you have to promote in all kinds of media.

The notion also highlighted the necessity of promoting the project through a range of methods.

6.4.5 Familiarity

‘Familiarity’ was defined as the value placed on methods that have been applied before to engage with the community and work in partnership. From the perspective of interview respondents, Leicestershire County Council: Library Services has been working with partnership organisations and engaging with the community in the service planning, management and delivery for more than ten years. Therefore, it was believed that the Community Health and Wellbeing in Libraries project was a result of this way of working. In the words of a library staff member,

The Health and Wellbeing project won’t benefit from any change. I think it’s a result of the change really. The change is how library services are

working with the community and being a community space enables Community Health and Wellbeing project to operate better.

In this respect, the theme of ‘familiarity’ reflected a traditional way of working in the library service, which tended to be service-led. Hence, this theme depicts three aspects of ‘familiarity’, namely ‘having clear targets’; ‘invited partnership working’; and ‘passive and indirect community involvement’.

6.4.5.1 Having Clear Targets

It was emphasised that the library service needs to have “*a clear understanding of what you want to get out of any kind of project*” (Library staff member). In this respect, the Community Health and Wellbeing in Libraries project was not an exception. For instance, a library staff member emphasised the necessity of ‘having a definite target’ when it came to partnership working. As the library staff member explained, “*I think the whole partnership working is [...] you need to have a definite target, who you’re trying to offer it to, where you’re going with it and what you’re trying to do with it.*”

In terms of community involvement, a library staff member gave an example to illustrate that the library service made decisions about whom they wanted to involve and how they wanted people to be involved: “*You [The library service] need to know how you want them to be involved [...] It’s how you bring those people in to help you develop a service that is right for them.*” As discussed in Section 6.4.3.1, one of the decisions that the library service made was to use the professional knowledge that library staff have about the community to develop the project, instead of using focus groups to seek the community’s opinions.

Although ‘having clear targets’ was considered to be essential for CE in this project, the above examples also implied that the library service made a decision of whether or not and how partnership organisations and the community could get involved in the project, which echoed ‘a library-led approach’ (see Section 6.4.1.2).

6.4.5.2 Invited Partnership Working

Excluding one representative from National Health Service Leicestershire County and Rutland who was part of the project management team, the rest of the partnership organisation staff, either interviewed or observed, were invited to partake in the Community Health and Wellbeing in Libraries project to a limited extent. Take, for instance, partnership organisations' participation in the referral scheme. As a partnership organisation staff member, who described that *"I have had very little involvement in the project"*, stated *"Our only role is to signpost appropriate patients into it, using some referral cards they [Development Library Workers] supply us with from time to time."*

Another example was that partnership organisations were invited to participate in the Health events. For instance, a library staff member noted *"We asked them [partnership organisations] if they wanted a space in the library."* A partnership organisation staff member from the Heritage Leisure Centre echoed this, saying: *"I've been asked to provide things like health walks."* Similarly, another partnership organisation staff member stated *"They [Coalville Library] asked me if I do a cookery demonstration and pass on information there."* Indeed, a typical response from partnership organisation staff members interviewed at the Health events observed was: *"I was contacted by the library and they asked me to come today."* In this case, some partnership organisation staff members thought the partnership was *"temporary"* and *"short term"*.

In the respect of 'invited partnership working', the researcher noticed that the participation from partnership organisations tended to be at a service delivery level in the Community Health and Wellbeing in Libraries project. In other words, partnership organisations delivered activities or services that the library service had asked them to. Accordingly, partnership organisations claimed no ownership of the project: *"We haven't taken any ownership of this event. We've just been asked to come along, so any results that come from it will be down to people who organised it."*

6.4.5.3 Passive and Indirect Community Involvement

When it came to delivering public services, including library services, the importance of having ‘community involvement and awareness’ was underscored: *“I think that anything that you might want to do in a public service, you need community involvement and awareness”* (Library staff member).

However, the way in which the library involved the community in the project was passive (i.e. at the service delivery level) and indirect (i.e. through partnership organisations or local leaders). Therefore, this sub-section looks at: ‘passive community involvement’ and ‘indirect community involvement’ in the Community Health and Wellbeing in Libraries project.

6.4.5.3.1 Passive Community Involvement

There was a lack of concern about involving the community in the planning of the Community Health and Wellbeing in Libraries project. When local community members observed in the Health events were asked *“To what extent do you think you’re involved in the event here?”* a common response was: *“probably quite little”*. In this respect, library staff members explained *“the main one [challenge] is getting people to have some kind of involvement”* and *“I think that for some people even just coming into the library can be a barrier”*.

It was observed that community involvement in this project tended to be at the service delivery level, which was evidenced when local community members focused their involvement in the Health events on doing the health check; using the exercising machine; and doing some walks (see Section 6.3.2.2). As a library staff member explained, *“If you’re going to do something, you got to have some ideas that the community can then comment on. If you start out on a blank sheet, you’re not going anywhere necessarily.”* Based on this notion, another library staff member gave an example of the Health events in this project and explained: *“I mean when the health events are going on in libraries, then we will be asking people what they think, what they want. So, it just happens all the time.”* As a result of this kind of involvement, local communities were seen as more of passive beneficiaries, instead of active stakeholders in the process of CE.

6.4.5.3.2 Indirect Community Involvement

When the Leicestershire County Council: Library Services involved the community in the project, they tended to do so through partnership organisations or local leaders.

First was involving the community through partnership organisations (see Section 6.4.4.2.2), which was regarded as a good way to engage with the community. For example, *“I think what we’ve done today [at the Health event] has been very good, because we got a lot of local organisations involved”* (Library staff member).

Secondly, the promotion of the project tended to be done through leaders of community groups, rather than to the community directly. As a library staff member noted, *“The library development workers will make the connections with them. They will contact the leaders of groups.”* In this respect, a library staff member highlighted the value of having connections with local leaders in terms of promoting services and gaining feedback on the effectiveness of the service. As the library staff member put it,

It’s very, very good. Having a positive relationship with those people [local leaders] means that they’re receptive to us, asking them to help us promote what we’re trying to do, but also to comment on what we’re trying to do and give us their views on the effectiveness or usefulness.

Generally, there was a lack of direct engagement with the community outside the library. However, interview respondents believed that working in partnership and building up connections with local leaders helped the library develop a service that could meet community needs (e.g. *“I think libraries need to serve the needs of the community, and it’s through working with partners that we’re able to do that”*).

6.4.6 Relevance

The provision of health related information was considered to be ‘relevant’ to key stakeholders, including the library service, the community and partnership organisations. As library staff members explained,

I think it's got to be relevant to the community, so it's no point us choosing, wanting to do something that isn't relevant to the community.

I suppose providing the community with information to help them with their health and also improving partnership with the local organisations and with the GP surgeries, so we can work together and to provide, you know, what we're good at. I think that's the best thing.

Two aspects under the theme of 'relevance' were identified, that is, 'working towards the same goal' and 'identifying mutual benefits for key stakeholders', which are discussed below.

6.4.6.1 Working towards the Same Goal

'Meeting community needs' was seen as a common goal when it came to partnership working. As a partnership organisation staff member put it, "*This project works by partners joining together for one kind of common goal and that goal is what the key local community actually want.*"

In addition, 'to inform local communities' was seen as another common goal between different organisations in the Community Health and Wellbeing in Libraries project:

We've got a common goal really to inform the local community. Not only has the library got a good stock of health and wellbeing books, but there are a lot of good services in their communities the library can signpost them to. (Partnership organisation staff member)

Furthermore, 'a healthier Leicestershire' was identified as one of the main outcomes for the local area agreement (see Section 6.2.1 on p.209), which encourages more organisations within Leicestershire County Council to work in partnership towards the same goal. As a library staff member explained, "*I think the fact that it's a government target for so many organisations to try and improve community health means that it's attractive to other organisations to work in partnership with us [the library service].*" As a result of different organisations working towards the same goal, a library staff member noted "*By*

working together, we can ensure that the library services as relevant as possible to the community. So, it's essential."

6.4.6.2 Identifying Mutual Benefits for Key Stakeholders

The importance of having mutual benefits for key stakeholders was highlighted: *"I think we need to make sure that we're selling the benefits of people coming into the library to events like this, saying why it's good for their business to work with the library"* (Library staff member).

In this respect, the implementation of Community Health and Wellbeing in Libraries was beneficial to key stakeholders, including the library service, the community and partnership organisations. Therefore, the three aspects are next discussed.

6.4.6.2.1 Benefits for Leicestershire County Council: Library Services

An analysis of the data revealed a range of benefits that Leicestershire County Council: Library Services obtained from implementing CE through Community Health and Wellbeing in Libraries:

1. The implementation of Community Health and Wellbeing in Libraries helped fulfil the library's obligation to promote library visitors and usages. As a partnership organisation staff member said, *"They [The library service] need people to come through the door."* In this respect, a library staff member indicated that there was an increase in the usage of book stock because of the implementation of the project: *"Since we had all these extra books bought for us and the extra stock, it's pulled more and more people in. Increased book issues have been phenomenal."*
2. The implementation of the project was considered to be beneficial in terms of raising the library's profile: *"What we're [the library service] trying to do is raise our profile with a wider segment of the community"* (Library staff member). For example, providing specific services, such as health related information and services, improved the promotion of the library service to the community. As a library staff member explained, *"It [The project] gave us [the library service] something very*

specific that we had. I think because the library does so many things, it's often very difficult to make sure that you're promoting what somebody may be personally interested in." Furthermore, partnership working helped promote the library's profile by joining up different services.

3. The implementation of the project helped formulate new partnerships and strengthen existing relationships with partnership organisations. For example, a library staff member stated "*We already had links with Community Action but they're just being strengthened. And, we're hoping to give space for Age Concern event. So again, that's sort of new link that we're developing."*

6.4.6.2.2 Benefits for the Community

A number of benefits from participating in Community Health and Wellbeing in Libraries for the community were recognised:

1. The implementation of the project was said by library staff to promote 'accessibility of the service', as mentioned in Section 6.4.1.1.
2. The project provided the community with a tangible and focused service, which was beneficial for the community in terms of meeting their needs. In the words of a library staff member, "*I think it brings a certain area of stock that people use a lot in libraries but it actually makes it more of a focus, so it's easy for them to find what they really need."*
3. To do health related activities in the library was thought to be a good idea by local community members, for example, "*it's a very good idea to exercise in the library"* and "*very good, for old people to keep moving"*.

6.4.6.2.3 Benefits for Partnership Organisations

Data analysis identified a number of mutual benefits to partnership organisations from participating in the Community Health and Wellbeing in Libraries project:

1. Participating in the project helped partnership organisations promote their own services. A library staff member gave an example of offering

partnership organisations free space to promote their services at the Health event. Indeed, a partnership organisation staff member reasoned that Community Health and Wellbeing in Libraries was good and stated *“They’ve [Oadby Library] got a nice size of room that we can do some exercises in there. So, we’ve done like the Yoga and Tai-Chi classes. Because they were quite popular, we decided to put on six sessions of Yoga.”*

2. It was stated by library staff that with more people using the health related collections and services in the library would help reduce GP’s workload. As proposed in the funding application documents of the Community Health and Wellbeing in Libraries project, *“We will see a reduction in referrals to secondary care, with better use of services and facilities that already exist in localities. Attendance at GP surgeries will also reduce, as people begin to better manage their own health.”* Echoing this statement, a partnership organisation staff member added, *“For us [National Health Service: Community Health Services], it’s about the health and wellbeing of the community to get people wherever we can, you know, more healthy, because ultimately that will reduce numbers at GP practice.”*
3. The project provided an opportunity for partnership organisations to understand and support each other’s services. For instance, a library staff member noted *“They [the health service] have become much more aware of what we [the library service] do and have been very supportive about it.”*

6.5 Chapter Conclusion

It was concluded that the essential elements of CE in the case of Community Health and Wellbeing in Libraries were: ‘accountability’, ‘hierarchy’, ‘expertise’, ‘a flexible approach’, ‘familiarity’ and ‘relevance’ (see Figure 6.5).

‘Accountability’ justified the rationale for the library to conduct CE, as a response to the funding body (i.e. the local council). By ‘accountability’, it

implied a library-led approach in the CE process. In addition, there was much emphasis on fulfilling the library's statutory responsibilities.

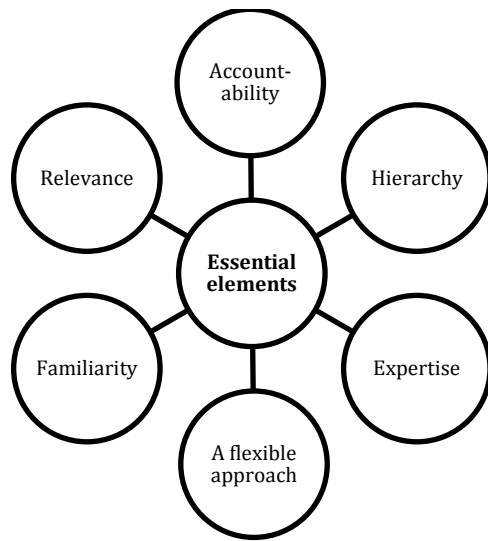


Figure 6.5 Essential elements of community engagement in Community Health and Wellbeing in Libraries

'Hierarchy' of the organisational culture and library staff resources influenced the way in which CE was conducted, which in turn influenced the relationships between key stakeholders.

'Expertise' placed an emphasis on library staff's professional knowledge of community needs and approaches to community involvement in the process of CE, which echoed a library-led approach.

'A flexible approach' emphasised a variety of methods that the library service adopted when promoting participation from partnership organisations and community groups. When adopting various techniques to engage with the community, it increased the likelihood for reaching a wide range of people.

'Familiarity' reflected a traditional, service-led way of working in the library service, which involved invited partnership working and passive as well as indirect community involvement.

'Relevance' highlighted the importance of working towards the same goal between different partnership organisations in the CE process. In addition, the identification of mutual benefits to key stakeholders was noted.

Chapter 7 Discussion

The aim of this research is to explore and identify essential elements of community engagement (CE) in public libraries. In an attempt to give CE a theoretical foundation, six aspects of CE for public libraries were identified in the literature review in Chapter 2. The data collected was analysed, adopting a thematic analysis approach, to explore and understand the essential elements of CE that were emphasised in the three specific case study contexts. An inductive approach was deliberately employed to understand the three case studies in detail (see Chapters 4, 5 and 6).

This chapter starts with discussing the relationships between essential elements of CE. In order to adopt a pragmatic approach to apply prior research and theories in the interpretation of the inductive findings in the three case studies; to make a contribution to the relevant literature; and to answer the research question, the six aspects of CE are used as a framework to compare and contrast the relationships between elements in the three case studies. It is anticipated that a comparative analysis across the three case studies will yield more lessons to be learnt from the cases.

7.1 Relationships between Essential Elements of Community Engagement

Table 7.1 is a summary to show the occurrence of essential elements of CE in the three case studies. There were two types of occurrence. One was that elements occurred in the selected cases (symbol: \checkmark); the other was that elements did not occur in the selected cases (symbol: —).

Table 7.1 Occurrence of essential elements of community engagement in the three case studies

Selected cases	Citizens' Eye	Project LiRA	Community Health and Wellbeing in Libraries
Elements			
Accountability	–	√	√
Hierarchy	–	√	√
Belonging	√	–	–
Commitment	√	√	–
Communication	√	√	–
A flexible approach	√	√	√
Expertise	–	–	√
Familiarity	–	–	√
Genuineness	√	√	–
Relevance	√	√	√
Sustainability	√	√	–

An examination of Table 7.1 observed four attributes of relationships between essential elements of CE. These are: coupled relationship, exclusive relationship, strong relationship and weak relationship, as explained in Table 7.2. Relationships between elements were distinguished based on the types of occurrence of the essential elements of CE in the three case studies.

Table 7.2 Attributes of relationships between essential elements of community engagement

Attributes of relationships	Meanings
Coupled relationship	Elements had the same type of occurrence.
Exclusive relationship	Elements did not have the same type of occurrence.
Strong relationship	The relationship (either coupled or exclusive) occurred in all three case studies.
Weak relationship	The relationship (either coupled or exclusive) occurred in two out of the three case studies.

Once the rules were identified by the researcher, there were patterns of relationships in Table 7.1 that could be understood, using the four attributes of relationships. Four patterns of relationships between different essential elements of CE were identified: strongly coupled, weakly coupled, strongly exclusive and weakly exclusive (see Table 7.3).

Table 7.3 Patterns of relationships between essential elements of community engagement

Patterns of relationships	Coupled	Exclusive
Strongly	Elements had the same type of occurrence in all three case studies. (Symbol: \longleftrightarrow)	Elements did not have the same type of occurrence in any of the three case studies. (Symbol: \longleftrightarrow)
Weakly	Elements had the same type of occurrence in only two of the three case studies. (Symbol: \longleftrightarrow)	Elements had the same type of occurrence in only one of the three case studies. (Symbol: \longleftrightarrow)

The different patterns of relationships between elements are logically reasoned and discussed in the next section, with evidence drawn upon from the three case studies and with reference to the literature. In the following discussion, two criteria were used as a structure to organise the relationship between those essential elements of CE. They were:

1. How did the other nine elements relate to elements of 'relevance' and 'sustainability'³¹ in the CE process?
2. How did all 11 elements relate to a community-driven approach and a library-led approach in the CE process?

7.2 Key Aspects of Community Engagement for Public Libraries

There is a lack of shared vision and strategy for CE within librarianship (Taylor and Pask 2008; Willingham 2008; Goulding 2009). In this regard, six key aspects of CE for public libraries were identified from the review of literature (see Chapter 2). They are:

1. public libraries as a community space;
2. partnership working;
3. community involvement in the library service;

³¹ Of the 11 elements identified for CE, 'relevance' and 'sustainability' were special, because, as identified from the review of CE models within librarianship, they all shared the common goal - to achieve 'relevant' community outcomes and a 'sustainable' service (see p.36 in Chapter 2).

4. involvement of volunteers;
5. working around books or information; and
6. engaging in public dialogue and deliberation.

The research purpose has been to make a contribution to the policy and practice literature in the area of CE and public libraries. The researcher adopted a pragmatic approach in discussing the research findings within the current library discourse. The approach was to apply prior research findings and theories to the interpretation of the inductive findings in the three case studies. It was anticipated that by doing so the researcher would identify what was repetition and what added to or complemented the literature. Therefore, this section addresses how and to what extent the discussion of the three case studies contributes to a further understanding of those key aspects of CE for public libraries, which in turn helps understand how to fulfil the objectives of CE for public libraries.

How the data was analysed in the previous chapter (see Section 3.4.2 in Chapter 3) is clustered in this chapter under the key variables/themes identified in the literature. In this regard, Table 7.4 shows, using ‘case-ordered display’ (Miles and Huberman 1994), a summary of relevant sections in the three case study chapters in response to the six identified variables.

Table 7.4 Cross-case analysis summary table

Variables (themes)	Relevant sections in Chapters 4, 5 and 6
1. Public libraries as a community space	<p>4.3.1.3 Feelings of ownership</p> <p>4.3.4.2.1 Resourcing</p> <p>4.3.5.3.2 Really involving local communities</p> <p>4.3.6.3 Identifying mutual benefits for key stakeholders</p> <p>5.3.5.2.1 Resourcing</p> <p>5.3.6.2.1 Perceptions towards public library services</p> <p>5.3.7.2.2 Benefits for the community</p> <p>6.3.2.2 Involving</p> <p>6.3.4.2.1 Resourcing</p> <p>6.3.4.3 Involving different community groups</p>
2. Partnership working	
<ul style="list-style-type: none"> • Voluntary and community sectors 	<p>4.3.1.1 A community-driven approach</p> <p>4.3.1.2 The library as a facilitator</p> <p>4.3.2.3 Commitment from the service</p> <p>4.3.4.2 Adopting various ways of working with partnership organisations</p>

	<p>4.3.5.3.1 Realistically working in partnership 4.3.7.1 Going beyond project work 4.3.7.2 Increasing capacities 5.3.1.1 Fulfilling funding criteria 5.3.1.2 Obeying national and local service strategies 5.3.3.3 Commitment from the service 5.3.5.2 Adopting various ways of working with partnership organisations 5.3.6.3.2 Practically working in partnership 5.3.8.1 Going beyond project work 5.3.8.2 Towards an inclusive service 6.3.1.1 Obeying local service strategies 6.3.1.2 A library-led approach 6.3.4.2 Adopting various ways of working with partnership organisations 6.3.5.2 Invited partnership working</p>
<ul style="list-style-type: none"> Other public services 	<p>4.3.2.3 Commitment from the service 4.3.4.1 Working with multiple partners 4.3.4.2 Adopting various ways of working with partnership organisations 4.3.6 Relevance 4.3.6.3.1 Benefits for Leicester Central Library 4.3.7 Sustainability 5.3.3.3 Commitment from the service 5.3.5.1 Working with multiple partners 5.3.5.2 Adopting various ways of working with partnership organisations 5.3.5.2.2 Supporting 5.3.7 Relevance 5.3.7.2.1 Benefits for Derby City Libraries 5.3.8 Sustainability 6.3.4.1 Working with multiple partners 6.3.4.2 Adopting various ways of working with partnership organisations 6.3.4.2.2 Supporting 6.3.6 Relevance 6.3.6.2.1 Benefits for Leicestershire County Council: Library Services</p>
<ul style="list-style-type: none"> Corporate partners 	<p>4.3.4.2.1 Resourcing 4.3.6.3 Identifying mutual benefits for key stakeholders 4.3.7.2 Increasing capacities 6.3.4.1 Working with multiple partners</p>
3. Community involvement in the library service	
<ul style="list-style-type: none"> Who was engaged? 	<p>4.2.1 Who was engaged? 4.3.1.1 A community-driven approach 4.3.2.2 Enthusiasm and energy 4.3.3 Communication 4.3.4.3 Involving different community groups 4.3.7.3 A learning process 5.2.1 Who was engaged? 5.3.1.1 Fulfilling funding criteria 5.3.1.3 A library-led approach 5.3.2.2 Library staff structure 5.3.5.3 Involving different community groups 6.2.1 Who was engaged? 6.3.1.2 A library-led approach 6.3.4.1 Involving different community groups</p>

<ul style="list-style-type: none"> Engagement in what? 	<p>4.1.2 Project characteristics 4.3.3.3 Talking through ideas 4.3.4.4 Embracing different methods to engage with the community 4.3.5 Genuineness 4.3.6 Relevance 4.3.7 Sustainability 5.1.2 Project characteristics 5.3.2.1 Organisational culture 5.3.5.4 Embracing different methods to engage with the community 6.1.2 Project characteristics 6.3.3.1 Professional knowledge 6.3.4.2 Adopting various ways of working with partnership organisations 6.3.5.3 Passive and indirect community involvement 6.3.6.2.1 Benefits for Leicestershire County Council: Library Services</p>
<ul style="list-style-type: none"> How did the community engagement occur? 	<p>4.2.2 How was the local community engaged? 4.3.1.1 A community-driven approach 4.3.3.3 Talking through ideas 4.3.5.1 Turning community needs into action 4.3.5.2 Changing misconceptions and stereotypes 4.3.5.3.2 Really involving local communities 4.3.6.3 Identifying mutual benefits for key stakeholders 4.3.7 Sustainability 5.2.2 How was the local community engaged? 5.3.1.1 Fulfilling funding criteria 5.3.1.2 Obeying national and local service strategies 5.3.1.3 A library-led approach 5.3.4.2 Proactive and constant 5.3.6.2 Changing people's perceptions 6.2.2 How was the local community engaged? 6.3.1.1 Obeying local service strategies 6.3.1.2 A library-led approach 6.3.3.1 Professional knowledge 6.3.4.2.2 Supporting 6.3.5.1 Having clear targets 6.3.5.3 Passive and indirect community involvement</p>
<p>4. Involvement of volunteers</p>	<p>4.2.2.3 How the local community was involved in Citizens' Eye 4.3.1.1 A community-driven approach 4.3.2.1 Commitment from the community 4.3.6.3.1 Benefits for Leicester Central Library 4.3.6.3.2 Benefits for the community 5.2.2.3 How the local community was involved in Project LiRA 5.3.3.1 Commitment from the community 5.3.7.2.1 Benefits for Derby City Libraries 6.3.3.1.2 Approaches to community involvement</p>
<p>5. Working around books or information</p>	<p>4.3.4.2.1 Resourcing 4.3.5.2.2 Stereotypes 4.3.6.3.2 Benefits for the community 5.3.6.2.1 Perceptions towards public library services 6.2.2.2 How the local community was involved in Community Health and Wellbeing in Libraries 6.3.5 Familiarity 6.3.6.2.2 Benefits for the community</p>
<p>6. Engaging in public dialogue and deliberation</p>	<p>4.2.2.3 How the local community was involved in Citizens' Eye 4.3.1 Belonging</p>

	4.3.6.3.2 Benefits for the community 5.3.1 Accountability 5.3.2 Hierarchy 5.3.7.2.2 Benefits for the community 6.3.1 Accountability 6.3.2 Hierarchy 6.3.6.2.2 Benefits for the community
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7.2.1 Public Libraries as a Community Space

There was a general agreement across the three case studies that the public library is regarded as a community space to promote CE, partly because the public library is perceived to be safe, informal, neutral, unthreatening, welcoming and open for all. This was particularly emphasised by interviewees in the case of Community Health and Wellbeing in Libraries. However, the researcher observed that in the case of Citizens' Eye, there was more emphasis on the relationship building between the service and the community in the process of CE.

As a result, while all three case studies took place in libraries that are based in the community, the researcher noticed that the extent to which the three libraries were community-based was different. For example, in Citizens' Eye a sense of 'belonging' between Leicester Central Library and the community was two-way. In other words, it was not only about library services being part of the community but also local communities feeling involvement with the library service. However, the results from Project LiRA and Community Health and Wellbeing in Libraries expressed the relationship as hierarchical, i.e. distinguished by 'hierarchy'.

In this regard, the researcher reasoned that the way in which services are planned and delivered has an impact on the relationship between the service and the community. While Citizens' Eye embraced the element of 'belonging', which adopted a community-driven approach (from community-initiated, community-led to self-sustained), Project LiRA and Community Health Wellbeing in Libraries had the element of 'accountability', which implied a library-led approach (from library-initiated, library-run to library-sustained). Indeed, 'accountability' and 'hierarchy' were two strongly coupled elements, which were strongly exclusive from 'belonging' (see Figure 7.1).

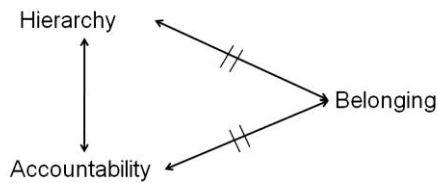


Figure 7.1 Relationship between ‘hierarchy’, ‘accountability’ and ‘belonging’

This issue concerning the difference between ‘libraries that are based in the community’ and ‘community-based libraries’ was also raised in the literature. For example, Goulding (2009, p.42), citing Harris (1998), noted “Although public libraries are based in communities, the extent to which they are community-based has been questioned.” In addition, Pateman and Vincent (2010, p.121) suggested that “a shift from libraries that are based in communities to community-based libraries” is required to develop a needs-based library service; the latter (i.e. community-based libraries) implied “a positive and dynamic relationship between the library and the people who live in the neighbourhood” and “a clear organic connection between the work of the library and the needs of the local communities”.

Furthermore, one of the common and main methods, mentioned in all three case studies, for partnership working between libraries and other community organisations was co-location (see Sections 4.4.4.2.1, 5.4.5.2.1 and 6.4.4.2.1). For example, Citizens’ Eye was housed in Leicester Central Library. Different organisations, such as the police and the housing service, were invited to be co-located with the three new built libraries in Project LiRA. Within the network of Leicestershire County Council: Library Services, libraries have been co-located with organisations, such as Age Concern and Adult Learning Services, for a long time. Common outcomes of co-location across the three case studies included: sharing resources and facilities; strengthening partnership working; attracting potential library users, and increasing the capacities of the library.

7.2.2 Partnership Working

Partnership working is high on the Government's modernising agenda (e.g. Cabinet Office 1999) for local authorities. It was not a coincidence to find that all three case studies embraced a culture of partnership working in their service planning, management or delivery. Three main types of organisations with which public libraries tend to work in partnership, identified from the literature, are: voluntary and community sectors; other public services; and corporate partners. Examples were drawn upon from the three case studies to illustrate how work was done similarly or differently when working with these three types of organisations.

7.2.2.1 Voluntary and Community Sectors

It was found, under the identified essential element of 'a flexible approach', that all three case studies worked in partnership with the voluntary and community sectors to look for volunteers or identify community groups that might not normally use the library service. This finding corresponded to Home Office (1998, para.6), where it was suggested that the voluntary and community sectors acted as "pathfinders for the involvement of users in the design and delivery of services" and as "advocates for those who otherwise have no voice". In this respect, evidence of community and voluntary groups using library services was widespread across the three case studies. For instance, the homeless from Action Homeless worked on the Down Not Out news agency in Citizens' Eye. Project LiRA identified disassociated young people from Allenton Enthusiasm to work with Allenton Library on the community garden. Leicestershire County Council: Library Services sought attention from families and children to the Community Health and Wellbeing in Libraries project through working with the Coalville Children's Centre in the local area. Hence, it was identified that partnerships open up more opportunities for organisations to work together in the future and to enable engagement with new communities.

When it came to partnership working, both Citizens' Eye and Project LiRA emphasised the importance of having 'commitment' from partnership organisations, including the voluntary and community sectors, in the CE

process. However, this was not the case in the Community Health and Wellbeing in Libraries project. To this end, the researcher reasoned that 'commitment' could come from stakeholders' feelings of 'belonging' to the service, as evidenced in Citizens' Eye. Also, 'commitment' could come from stakeholders' having 'accountability' to its funding bodies, as seen in Project LiRA. It was evident, however, that Community Health and Wellbeing in Libraries had an element of 'accountability' but not 'commitment'. In this case, a possible explanation for a lack of emphasis on 'commitment' from partnership organisations was that the majority of them were invited to participate in the particular Health events that were organised and hosted by the library service, and therefore had no ownership of how the project would be taken forward. In other words, there was a lack of two-way partnership working in the project, which indicated a supportive, but not active, role for the partnership organisation.

In addition, although both Citizens' Eye and Project LiRA had 'commitment' as an essential element of their CE, the different motivations of 'commitment' (i.e. from 'belonging' and from 'accountability') from partnership organisations had different impact on the 'sustainability' of their partnerships. Indeed, the process of partnership working tends to be ongoing in Citizens' Eye, whereas some of the partnerships stagnated when Project LiRA completed and funding ended. While it could be argued that the focus of Project LiRA was on building libraries, 'stronger long-term partnerships with the Voluntary and Community Sector and with other community service providers' were one of the main objectives set out for the project (see p.157 in Chapter 5). Therefore, it was identified that 'belonging' and 'commitment' were critical in terms of achieving 'sustainability' in the CE process (see Figure 7.2).

Another element that was found in both Citizens' Eye and Project LiRA but not in Community Health and Wellbeing in Libraries was 'genuineness', which highlighted the importance of realistically working in partnership. On the other hand, the element that Community Health and Wellbeing in Libraries shared but which was absent from Citizens' Eye and Project LiRA was 'familiarity'.

This element was reflected in a traditional way of working, such as the style of invited partnership working.

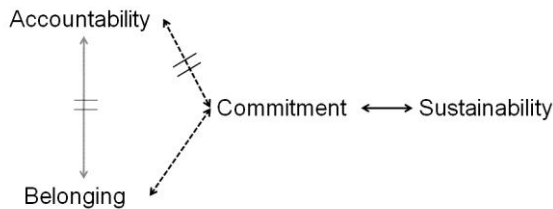


Figure 7.2 'Belonging' and 'commitment' relationship to 'sustainability'

The difference between the two exclusive elements led to different levels of 'sustainability'. For example, invited partnership working (i.e. 'familiarity') tended to be "*temporary*" and "*short term*", as described by research participants in the Community Health and Wellbeing in Libraries project. As a result of this type of partnership working, there was no emphasis on the 'sustainability' of partnership working in the CE process. In contrast, realistically working in partnership (i.e. 'genuineness') was featured by its two-way, constant process, where participating organisations got to understand each other's organisational culture, overcome challenges and identify mutual benefits from working together, as seen in both Citizens' Eye and Project LiRA. By doing so, it increased the likelihood of 'sustaining' the relationship.

While all three case studies evidenced an effort in working with partnership organisations, including the voluntary and community sectors, the way in which they worked in partnership was different, which led to different levels of 'sustainability'. In this respect, the essential element of 'genuineness' echoed Kranich's (2005) call for close and collaborative partnership working in order to help rekindle CE in the library service. Therefore, it was identified that 'genuineness' helped achieve 'sustainability' in the CE process (see Figure 7.3).

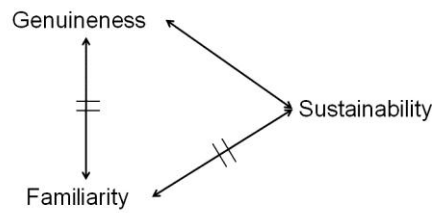


Figure 7.3 ‘Genuineness’ relationship to ‘sustainability’

7.2.2.2 Other Public Services

In accordance with the modernising government agenda for local authorities, the three case studies evidenced the effort of partnership working between libraries and other public services, both within and outside the council. In this respect, all three case studies embraced ‘a flexible approach’ towards partnership working. First was concerned with working with multiple partners. Generally, the fact that public libraries are part of the council service makes it easier to work with other services under the same local council (Goulding 2009). This statement was particularly apparent in Project LiRA and Community Health and Wellbeing in Libraries. Indeed, both projects indicated that the benefit of working with a range of other public services included: sharing information about the community that they were working with; increasing library visitors; and fulfilling their accountability to work in partnership, as discussed under the heading of ‘relevance’.

Secondly, all three case studies employed a variety of methods to work in partnership with other public services and benefited from the partnership working, such as co-location and provision of better access to services. However, Goulding (2009, p.44) described “the one-stop shop approach” through the co-location of a range of local council services as “a passive type of community engagement”, located at the ‘informing’ end of the public participation spectrum (see Figure 2.2 on p.24). In addition to the passive form of partnership working (i.e. co-location), Citizens’ Eye emphasised the two-

way, real partnership working with living links, which not only built up person-focused relationship with different organisations but also increased organisations' capacities, as discussed under the heading of 'genuineness'.

As a result, when it came to 'relevance' of the service, Project LiRA and Community Health and Wellbeing in Libraries tended to focus on the effectiveness of the service, such as fulfilling the library's accountability and increasing library visitors. In addition to increasing the effectiveness of the service, Citizens' Eye evidenced mutually beneficial relationship building and capacity building from partnership working for a long-term impact. It was therefore identified that 'a flexible approach' and 'genuineness' helped achieved 'relevance' in the CE process (see Figure 7.4).

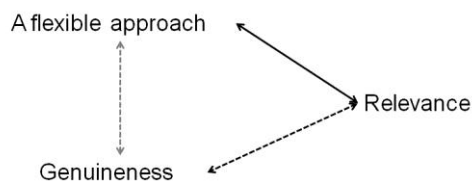


Figure 7.4 'A flexible approach' and 'genuineness' relationship to 'relevance'

Furthermore, the researcher found that both Derby City Libraries and Leicestershire County Council: Library Services recognised that different partnership organisations had different priorities. This in turn had a negative impact on how many of the potential benefits of partnership working could actually be achieved. In this regard, results from both case studies suggested that libraries communicate the value and benefits of library services to partnership organisations.

Interestingly, the case of Citizens' Eye did not reveal the conflict that different organisations had different priorities as a challenge to their partnership working. Instead, partnership organisations' 'commitment' to Citizens' Eye was

shown through not only working together but also honesty, trust, loyalty and support. In addition, their 'commitment' to Citizens' Eye was built upon working towards the same goal, having commonalities and obtaining mutual benefits, as discussed under the element of 'relevance'.

Although 'commitment' and 'relevance' were also identified as essential elements of CE in Project LiRA, the researcher noticed that partnership organisations' motivations (i.e. from 'accountability') for being committed to Project LiRA differed from those (i.e. 'relevance') to Citizens' Eye, which led to different types of relationships between libraries and partnership organisations in the two projects. For instance, partnerships within Citizens' Eye tended to be at a personal and practical level, whereas partnerships within Project LiRA tended to be at a technical level.

It was clear that different motivations for partnership working brought about different outcomes in different projects. Although 'commitment' and 'sustainability' were two strongly coupled elements, the researcher observed that the degree of 'relevance' of the projects to partnership organisations was different across the three case studies. For example, with real 'commitment' from partnership organisations to Citizens' Eye and 'relevance' of Citizens' Eye to partners, partnership working was seen as a strength in terms of increasing likelihood for Citizens' Eye's long-term 'sustainability'. However, 'relevance' of Project LiRA and Community Health and Wellbeing in Libraries to partnership organisations was not as strong as that of Citizens' Eye. It was therefore identified that 'relevance' and 'commitment' helped achieve 'sustainability' in the CE process (see Figure 7.5).

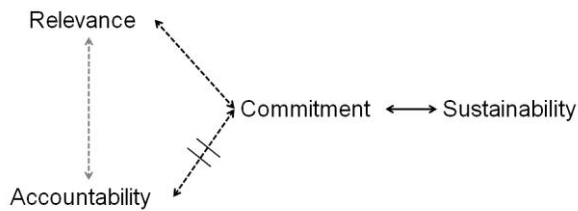


Figure 7.5 'Relevance' and 'commitment' relationship to 'sustainability'

7.2.2.3 Corporate Partners

Libraries are encouraged to work with a rich and diverse array of partners towards CE (Kranich 2005). A review of the literature indicated that a lot of emphasis is placed upon partnership working with the voluntary and community sectors and other public services, rather than corporate partners. Yet, this did not imply that the importance of working with corporate partners should be neglected. In fact, there was a desire for working with corporate partners across the three case studies.

A good example of working with corporate partners is the partnership between Citizens' Eye and Leicester Mercury, which enabled Citizens' Eye to publish *The Wave* in the local newspaper *Leicester Mercury* every month and offered, free of charge, a desk and a computer to Citizens' Eye in the Leicester Mercury office. In addition, partnership working with BBC Leicester provided Citizens' Eye with a training suite to run media training workshops every week. Partnership of this kind was said to increase the capacity of Citizens' Eye, which was seen as being important for its 'sustainability', particularly when public services were facing economic recession.

However, examples of working with corporate partners were rarely seen in Project LiRA and Community Health and Wellbeing in Libraries. Even though there were local pharmacies involved in the Community Health and Wellbeing

in Libraries project, the partnerships tended to be temporary or one off for the particular Health event and the impact was yet to be seen.

The researcher reasoned that the different degrees of success in working with corporate partners between the three case studies were dependent on the 'relevance' of the project to the business partners, i.e. whether or not partners could see the benefits of investment in partnership working. To put it specifically, while Derby City Libraries and Leicestershire County Council: Library Services evidenced organisational difficulties of achieving partnership (i.e. different organisations had different priorities), Leicester Central Library actually benefited from working with partnership organisations, including corporate partners, such as capacity building. It was therefore identified that 'relevance' helped achieve 'sustainability' in the CE process (see Figure 7.6).

Relevance ←-----→ Sustainability

Figure 7.6 'Relevance' relationship to 'sustainability'

7.2.3 Community Involvement in the Library Service

Probably in response to government demands for wider and deeper engagement, all three selected public libraries claimed that they have engaged with local communities in the three specific case study contexts. In this regard, different dimensions of CE were drawn upon from the literature to discuss the similarities and differences between the three case studies, in terms of their breadth and depth of engagement with local communities. Three dimensions of CE were: who was engaged, in what and how.

7.2.3.1 Who Was Engaged?

All three case studies involved three key stakeholder groups, that is, library services, local communities and partnership organisations. On closer inspection, the roles that libraries and local communities played in the process of CE were different across the three case studies (see Table 7.5).

Table 7.5 Comparison of stakeholders' involvement

Selected cases	Citizens' Eye	Project LiRA	Community Health and Wellbeing in Libraries
Characteristics			
Stakeholders	Library services, local communities and partnership organisations		
The library's roles	Facilitator	Leader	
The community's roles	Active stakeholders	Customers with choices	Passive beneficiaries

In terms of the role of the library service, the researcher observed that, while Leicester Central Library acted as a facilitator in Citizens' Eye to its mutual benefit, Derby City Libraries and Leicestershire County Council: Library Services took a leadership role in Project LiRA and Community Health and Wellbeing in Libraries. The latter two projects were initiated, run and sustained by the library service with different degrees of involvement from local communities, whereas Citizens' Eye was initiated, run and sustained by local communities, with facilitation from the library service. The two different processes of CE in different projects were discussed under two strongly exclusive elements (i.e. 'belonging' and 'accountability'). To be more specific, 'belonging' implied that Citizens' Eye was an initiative in the respect that both the community and the library service moved forward together. In contrast with Citizens' Eye, 'accountability' was identified as an essential element of CE in both Project LiRA and Community Health and Wellbeing in Libraries. 'Accountability' implied that the rationale behind the implementation of the two projects was to fulfil the library's accountability for its funding bodies, which reflected a top-down approach.

As a result of the difference in the roles that libraries played, the researcher noticed that the roles of local communities were also different across the three case studies. For example, local communities acted as active stakeholders in

Citizens' Eye, which suggested that Citizens' Eye was of, by and for local communities. Accompanied with this characteristic were the essential elements of 'commitment' (enthusiasm and energy from local communities) and 'communication' (two-way dialogue, proactiveness, informality, honesty and openness). Two-way dialogue was an indication of 'talking through ideas' between the library and the community (see Sections 4.4.3.1. and 4.4.3.3).

In Project LiRA, local communities were regarded as customers with choices, which indicated that Derby City Libraries, before engaging with the community, had set the scope of local community participation. In addition, it was the project manager at the central level of the 'hierarchical' library staff structure that had the final say over the decision making. The rationale behind this type of engagement came from 'accountability' (meeting the funding criteria).

Furthermore, Community Health and Wellbeing in Libraries found no direct and active involvement from local communities in the planning and decision-making in relation to the project, where local communities were regarded as passive beneficiaries on the receiving end. This observation was reflected under the essential element of 'expertise', where library staff's professional knowledge of community needs and approaches to community involvement was emphasised.

The sliding scale from stakeholders, customers to beneficiaries saw gradually lesser degrees of attention paid to local communities in terms of their voice and choice in the CE process. In addition, different roles that key stakeholders played also reflected different relationships between service providers and service users, which in turn had a direct influence on the 'sustainability' of the three case studies. For example, when local communities acted as stakeholders, Citizens' Eye evidenced a learning process for both organisations and individuals, which was considered to be a positive contribution to the development of Citizens' Eye. When local communities were regarded as customers, the outcome of this kind of engagement was limited. As evidenced in Project LiRA, one of the consequences was reluctance from local

communities to form constituted groups after the project was completed. When local communities were considered to be beneficiaries, funding determined the ‘sustainability’ of the project, as seen in Community Health and Wellbeing in Libraries. It was therefore identified that ‘commitment’, ‘communication’ and ‘belonging’ helped achieve ‘sustainability’ in the CE process (see Figure 7.7).

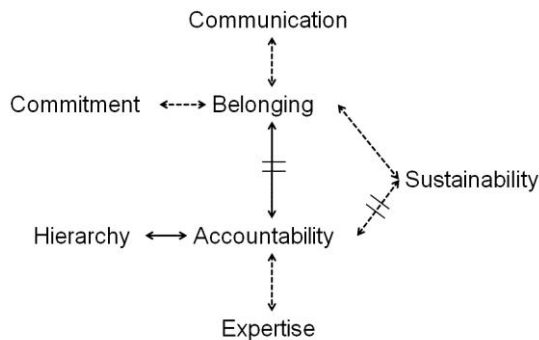


Figure 7.7 ‘Commitment’, ‘communication’ and ‘belonging’ relationship to ‘sustainability’

7.2.3.2 Engagement in What?

Related to this discussion of key stakeholders’ roles was the degree of their involvement. This sub-section focuses on what activities local communities engaged with and at which stages of the CE process (see Table 7.6).

Table 7.6 Comparison of contents

Selected cases	Citizens’ Eye	Project LiRA	Community Health and Wellbeing in Libraries
Characteristics			
Stages of the process	Informing, consulting, involving and empowering	Informing, consulting and involving	Informing, involving and consulting (evaluation)
Activities	Planning, management and delivery	Planning and delivery	Usage

Citizens’ Eye was regarded as an ongoing project in the library service, whereas Project LiRA and Community Health and Wellbeing in Libraries were

set up upon receipt of funding from outside agencies for a certain period of time. This fundamental difference had an impact on how CE was carried out in practice, as evidenced in the three case studies.

Although the essential element of ‘a flexible approach’ was found in all three case studies, the various approaches that different participating libraries adopted to engage with local communities were actually different. The researcher reasoned that evidence of institutional bureaucracy, time pressure or funding constraints influenced the different approaches used in different case studies, which resonated with the literature, such as White (1996), Cornwall (2008b) and Brodie et al (2009). Indeed, both Project LiRA and Community Health and Wellbeing in Libraries evidenced difficulties due to time constraint and bureaucratic procedures, whereas Citizens’ Eye was said to be “*a fairly streamlined organisation that doesn’t get too worried in politics. It just actually goes out there and does the job*” (Local community member in Citizens’ Eye).

Take, for instance, consultation. Although all three case study organisations conducted consultation, how and what they consulted local communities about were different. For example, Citizens’ Eye conducted consultation through informal and constant dialogue with the community to look for solutions to problems, to seek new ideas for the service or to inform decision-making in relation to different news agencies, as discussed under the essential element of ‘communication’. This kind of two-way interaction was said by research participants to lead to a learning process for relevant stakeholders, which helped increase their capacities, and therefore enhanced ‘relevance’ and ‘sustainability’ of Citizens’ Eye.

In Project LiRA, consultation was carried out mainly through library panel meetings, questionnaires and roadshows. Derby City Libraries consulted local communities on restricted topics, such as preference of opening hours, recruitment of staff, choice of colour schemes, furniture and stocks. This kind of questioning was seen to have limited outcomes:

[I]t is far less important to ask users what hours they want the library to be open than it is to ask them what their goals and needs are and then think creatively about what we can do to help them achieve their goals or fulfil their needs. (Martin 2003, [no page])

Delegated power over choosing the colour of paint for a clinic's waiting room in the name of 'patient involvement' – in the absence of any involvement in decisions on what the clinic actually does - may count for little in transforming power relations. (Cornwall 2008b, p.273)

While some local community members expressed their appreciation about the ways in which Derby City Libraries organised library panel meetings and consulted their views on certain topics related to the development of new library buildings and services, there existed people who challenged the authenticity of the CE in Project LiRA, for example, when key decisions had already been taken the community's involvement was superficial.

Furthermore, the researcher noticed that consultation and evaluation were interchangeably used in Community Health and Wellbeing in Libraries. In other words, the term 'consultation' was used to refer to obtaining, through questionnaires, local communities' feedback on the usage of the collection and effectiveness of the project. There was no direct involvement from local communities in the process of project planning (as discussed under the heading of 'familiarity'), and library staff's professional knowledge of community needs played an important part in this process (as discussed under the heading of 'expertise'). Accordingly, the 'relevance' of the project to local communities was also determined by library staff, through their internal analysis. From the perspective of the library staff in Leicestershire County Council: Library Services, the success of the Community Health and Wellbeing in Libraries project would be demonstrated through the increasing usage of book stock and library visitors. However, the researcher queried whether or not those numbers could demonstrate real impact on the community.

Therefore, it was identified that ‘communication’ and ‘a flexible approach’ enhanced ‘relevance’, which in turn helped achieve ‘sustainability’ in the CE process (see Figure 7.8).

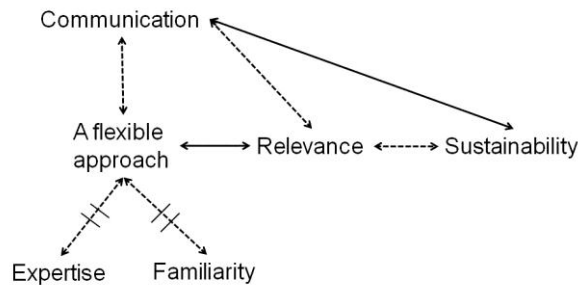


Figure 7.8 ‘Communication’, ‘a flexible approach’ and ‘relevance’ relationship to ‘sustainability’

Another aspect of the degree of community involvement was the continuity of involvement, i.e. what activities did local communities engage in over time? As seen in Citizens’ Eye, local communities’ participation began with the setup of their news agencies and continued to grow. Hence, their involvement ranged from planning, management to delivery of their own news agencies, which helped enhance participants’ feeling a sense of ‘belonging’ to the service. This in turn enhanced local communities’ ‘commitment’ and nurtured the ‘sustainability’ of the CE process.

The case of Project LiRA found community involvement in the planning and delivery stages but not in terms of management. Taking into account the two strongly coupled elements of ‘accountability’ and ‘hierarchy’, it was obvious that Derby City Libraries were accountable for implementing CE, as required by the Big Lottery Fund, but at the same time the hierarchy of the service structure was possibly a hindrance to implementing the genuine CE because of issues around higher authorities and resource constraints. Indeed, there existed a lack of ‘commitment’ from library panel members to form a constituted library user group after Project LiRA finished, partly because

people did not feel influential over library matters. As a result of a lack of 'commitment' from library panel members, Derby City Libraries faced the challenge of 'sustaining' involvement from local communities in the library service after the project was finished. In this regard, 'genuineness' was considered to be important so that the decision-making process was explicit and transparent to local communities.

In Community Health and Wellbeing in Libraries, there was no direct community involvement until the service delivery stage and community members remained library users, which reflected a traditional library service that was done to or for people, as discussed under the heading of 'familiarity'. This type of CE did not place emphasis on the 'sustainability' of involvement from local communities, since they were regarded as passive beneficiaries on the receiving end of the project.

It was clear that the degree of community involvement had direct impact on the outcomes of the three case studies, particularly in terms of 'sustainability'. The researcher reasoned that one of the fundamental reasons for the different outcomes was the fact that Citizens' Eye embraced the essential element of 'belonging', whereas both Project LiRA and Community Health and Wellbeing in Libraries had the elements of 'accountability' and 'hierarchy'. The fundamental difference between 'belonging', and 'accountability' and 'hierarchy' was driven by the influence of the authority in the decision-making process. For example, the case of Citizens' Eye was seen as a continuous process of engagement with local communities, particularly ordinary people, to identify community needs through understanding their problems and lived experiences. The case of Project LiRA focused on what local communities needed or wanted for their new libraries through library panels.

Therefore, it was identified that 'belonging', 'commitment' and 'genuineness' helped achieve 'sustainability' in the CE process (see Figure 7.9).

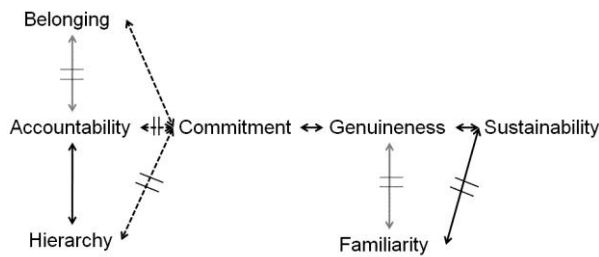


Figure 7.9 'Belonging', 'commitment' and 'genuineness' relationship to 'sustainability'

One of the differences between these two approaches was the continuity of the engagement with local communities. The way in which Project LiRA ran library panel meetings was mapped on to what Cornwall suggested “[...] claims to have ‘involve the public’ may boil down to having a few conversations with a couple of community leaders or calling people to public meetings, which only the most active members of a community attend” (2008b, p.280).

Furthermore, the result of engaging with local communities’ life issues to find out their needs and wants was different from just asking them what they needed and wanted. Similar to the findings in Citizens’ Eye, Williment’s (2009, p.8) experience of Working Together Project emphasised the importance of understanding local communities’ backgrounds in order to learn their needs:

When library staff enter a community and engage socially excluded people, it is important to understand the historical context of distrust some community members feel towards representatives of public institutions [...] Conversations are the basis of relationships and the way community members can self-identify their needs. Community Development Librarians found that once relationships were established, they quickly heard community members identify and discuss their individual and community-based needs.

7.2.3.3 How Did the Community Engagement Occur?

Another question, yet related to the previous two questions (i.e. who and what), was how CE occurred within the three case study contexts (see Table 7.7).

Table 7.7 Comparison of approaches to knowledge and engagement

Selected cases	Citizens' Eye	Project LiRA	Community Health and Wellbeing in Libraries
Characteristics			
Approaches	A community-driven approach (bottom-up)	A library-led approach (top-down)	
Ownership of the service	A space of communities' own making	A space that was made for communities	
Community's attitudes	Autonomous and voluntary	Mobilised and voluntary	
Library staff's attitudes	Emphasis on community knowledge	Emphasis on both community and professional knowledge	Emphasis on professional knowledge
Directions of engagement	Direct engagement	Direct and indirect engagement	Indirect engagement

According to Cornwall (2008b, p.274), "The blurring of boundaries is in itself a product of the engagement of a variety of different actors in participatory processes, each of whom might have a rather different perception of what participation means." Indeed, as evidenced in the three case studies, different stakeholders had different interpretations of what CE meant to them, which influenced the extent and the way in which CE was implemented and therefore resulted in different outcomes.

As discussed earlier, the relationships between 'belonging', 'accountability' and 'hierarchy' led to different outcomes of 'relevance' and 'sustainability' in Citizens' Eye, Project LiRA and Community Health and Wellbeing in Libraries. In addition, these essential elements also accounted for differences in ownership of the service and the community's attitudes towards their engagement in the three case studies. For example, one aspect of this was the difference in library staff's attitudes towards the input of knowledge and directions of engagement across the three case studies.

In Citizens' Eye, there was significant emphasis on local communities' knowledge with regard to their lives, problems and needs, as discussed under the heading of 'belonging'. In the words of the founder of Citizens' Eye, "*It's that first-hand knowledge that people can never take away.*" This finding was also evident in the essential element of 'genuineness', which highlighted the importance of turning community needs into action and really working with local communities, specifically ordinary people and not only local leaders. It was through working with local communities collaboratively and continuously that Citizens' Eye was said to have community 'relevance', which implied that all stakeholder groups, including library services, partnership organisations and local communities, saw the merit of it straight away and understand the mutual benefit.

In a style different to Citizens' Eye, Leicestershire County Council: Library Services drew upon library staff's professional knowledge in the planning process of the Community Health and Wellbeing in Libraries project. In this respect, the essential element of 'expertise' indicated that library staff's daily interaction with library users and the general survey that the library conducted every three years were assumed to give professional knowledge of community needs and approaches to community involvement. Strongly coupled with 'expertise' was the essential element of 'familiarity', which reflected a library-led approach that has been implemented in the library service planning for some time. Yet, the outcome of this kind of service planning was heavily criticised (Working Together Project 2008; Pateman and Vincent 2010) for not being able to genuinely meet community needs, because the information is digested and evaluated by library staff. Indeed, the statement that Community Health and Wellbeing in Libraries was 'relevant' to local communities came from the internal view of the library staff, which was based on fulfilling the library's accountability and increasing library usage.

In between Citizens' Eye and Community Health and Wellbeing in Libraries was Project LiRA, which placed emphasis on both community and professional knowledge of what was needed and wanted by local communities for their new built libraries. The emphasis on community knowledge stemmed from

'accountability' (i.e. carrying out CE in response to funding criteria) and 'genuineness' (i.e. incorporating people's suggestions into the service). While the majority of the local communities that were interviewed thought that Project LiRA was 'relevant' to them, particularly in terms of satisfying their needs for static libraries in their local areas, there still existed a concern from research participants that indicated that this type of engagement was seen as tokenism. This concern stemmed from 'hierarchy', which suggested that the authority had a say over the final decision making. In this respect, a library staff member highlighted the importance of 'genuineness', which focused on changing people's perceptions, particularly related to people's suspicions about the authenticity of CE (see Section 5.4.6.2.2).

It was therefore identified that 'belonging' and 'genuineness' helped achieve 'relevance' in the CE process (see Figure 7.10).

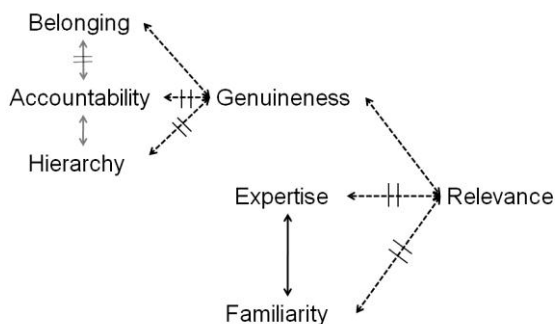


Figure 7.10 'Belonging' and 'genuineness' relationship to 'relevance'

Bearing in mind differences in the attitudes of library staff towards those who had knowledge, it was not surprising to learn that directions of engagement in the three case studies followed a continuum. In Citizens' Eye, local communities were directly engaged in the creation, management and delivery of their own news agencies, as discussed under the heading of 'genuineness'. In this regard, the direct interaction between local communities and library staff was said to be a learning process for both individuals and organisations, which in turn promoted the 'sustainability' of Citizens' Eye. This finding resonated

with Pretty (1995, p.1252), who described “interactive participation” as “a learning process” through which community members take control over decisions, thereby gaining a stake in maintaining structures and resources.

In Community Health and Wellbeing in Libraries, involvement from local communities was indirect, for example, informing local communities through local leaders or partnership organisations, in which case local communities’ roles were considered as being passive and at the receiving end of interventions, as discussed under the heading of ‘familiarity’. Accordingly, there was no element of ‘sustainability’ of community involvement in this project, because whether or not there was involvement from the community in the development of the project, this project would be likely to be carried out as part of the library service regardless.

Derby City Libraries embraced both direct and indirect engagement when engaging with local communities in Project LiRA. Although the long-term impact of this project was yet to be seen, there existed a lack of commitment from local communities after the project was finished, which directly influenced the ‘sustainability’ of involvement from local communities.

It was therefore seen that the way in which CE occurred directly influenced the ‘sustainability’ in the CE process in the three case studies. It was argued that the different outcomes probably resulted from the fact that Citizens’ Eye embraced the essential element of ‘genuineness’, whereas Community Health and Wellbeing in Libraries embraced the element of ‘familiarity’. The researcher reasoned that an underlying difference between ‘genuineness’ and ‘familiarity’ was willingness or reluctance to learn, in terms of library staff’s beliefs, value and ways of working, which echoed what Pateman and Vincent (2010) identified as a need for change in the organisational culture to develop a needs-based library service.

Although it could be argued that Derby City Libraries also embraced the element of ‘genuineness’ as Citizens’ Eye did, the outcomes were different. On closer inspection, accompanied with ‘genuineness’ in Citizens’ Eye was the essential element of ‘belonging’, whereas ‘genuineness’ in Project LiRA had the

elements of 'accountability' and 'hierarchy', which negatively influenced the level of 'sustainability' of CE in Project LiRA. In this respect, Pateman and Vincent (2010) suggested that the structure should be changed, in other words, an extensive hierarchical structure should be replaced with a flatter structure. It was therefore identified that 'belonging' and 'genuineness' helped achieve 'sustainability' in the process of CE (see Figure 7.11).

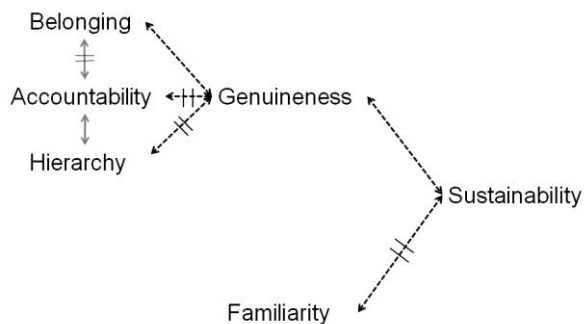


Figure 7.11 'Belonging' and 'genuineness' relationship to 'sustainability'

When it came to engaging with local communities, it was interesting to note that issues around representation (i.e. how representative the output of CE was) and voices (i.e. whose voices should be heard) have received attention within the academic literature. As Cornwall (2008b, p.277) stated,

In most participatory consultation and planning work, pragmatism often dictates that the voices of some are to be taken to represent others, be they 'the poor' or 'the [undifferentiated] community'. This brings with it a host of further questions about representation and voice.

These issues around representation and voices were also discussed within the three case studies in this research. For example, Leicestershire County Council: Library Services mentioned them as reasons for deciding not to have Friends of the Library or run focus groups to inform the development of the project, because, as respondents from Community Health and Wellbeing in Libraries illustrated, either Friends of the Library or focus groups could not represent

the community's view as a whole, which conflicted with the ethos of a library service, open for all. While this was often a legitimate concern, the researcher argued that the library would miss opportunities to deliver genuinely relevant services to local communities if they did not use any participatory techniques to engage with communities but planned a service only based on general surveys which were conducted every three years and interactions with only library users, excluding non-users or lapsed users.

In the case of Citizens' Eye, its founder was aware that those so-called 'community leaders' did not necessarily represent the community but had the loudest voices historically or were good at public speaking, and therefore he tended to shy away from community leaders and to engage with people that had 'first-hand knowledge'. In addition, the founder of Citizens' Eye also noted that those so-called 'hard-to-reach' groups, such as homeless people, were actually just waiting to be asked.

Furthermore, it was noticed, from the data collected through interviews and observation, that there was only a small percentage of people from the community attending the library panel meetings in Project LiRA (e.g. "*it revolves around the same people most of the time*" and "*there is only a small number of us who have been there all the time*"). Accordingly, the representation of the library panel and the fairness with regard to whose voices should be heard and acted upon at the library panel meetings were points of concern.

7.2.4 Involvement of Volunteers

Before discussing the use of volunteers, significant distinction between the three case studies must be made, that is, Citizens' Eye is an entirely volunteer-run organisation whereas the case of Community Health and Wellbeing in Libraries had no voluntary opportunities for local communities in the process of project planning. In between those two case studies was Project LiRA that involved volunteers to get the project off ground within the community.

The difference in terms of involvement of volunteers between the three case studies raised the issue of 'commitment' from local communities. Due to its voluntary nature, 'commitment' from volunteers was essential to the

'sustainability' of Citizens' Eye, which was understandable, as a local community member in Citizens' Eye explained, "*Citizens' Eye is only going to be as successful as the amount of time and energy that the community devote to it.*"

Unsurprisingly, because of the way in which Community Health and Wellbeing in Libraries was developed, there was no emphasis on 'commitment' from local communities at all, which logically led to a lack of discussion around the 'sustainability' of community involvement.

The fact that Project LiRA was required by the Big Lottery Fund to involve local communities in the service planning and delivery indicated that 'commitment' from local communities was desired but not essential. As a local community member explained, "*The library will survive anyway, but I think to bring in the community as an advocate for future events, if you like, then it's got to come from the group* [library panel]." In practice, local communities' participation was more active for the duration of Project LiRA than after the project completed, which signalled a lack of 'commitment' from local communities.

The researcher reasoned that the fundamental difference in 'commitment' from voluntary local communities between Citizens' Eye and Project LiRA lay in the rationale for the implementation of the service and communities' motivation for participation. For example, Citizens' Eye represents a space that is of communities' own making (in response to the essential element of 'belonging'), whereas Project LiRA was a space that was made for local communities (in order to fulfil library's 'accountability'). This difference brought about different outcomes of the two cases, as evidenced in the various levels of 'sustainability' of communities' participation in Citizens' Eye and Project LiRA.

When it came to the difference between "spaces that were created through invitation to participate" and "those that people created for themselves", Cornwall (2008b, p.275) highlighted the fundamental drive behind these two types of spaces as reflecting the 'power' of the relevant stakeholders. As she illustrated:

'Invited spaces' and opportunities to participate that are made available by community development worker – whether in response to statutory obligations or their own initiative – are often structured and owned by those who provide them, no matter how participatory they may seek to be. Transferring that ownership to those who come to fill them is far from easy...

Spaces that people create for themselves [...] have an entirely different character from most invited spaces. For a start, they are often marked less by the considerable differences of status and power that can be found in the kinds of committees, councils and fora that have been created the world over for community involvement. (Cornwall 2008b, p.275)

Furthermore, people's motivation for participation accounted for different outcomes of 'sustainability' in Citizens' Eye and Project LiRA respectively. For instance, one of the main motivations for local communities to engage with Project LiRA came from their desire for a static library in their local area. Hence, once the library was built, some community members could not see what their roles would be and therefore were reluctant to become constituted groups, as Derby City Libraries originally envisaged. In the case of Citizens' Eye, in addition to all personal reasons for participation (e.g. fulfilling their interest in writing and also gaining working experience), 'community-minded people' played an important role in terms of enhancing the 'sustainability' of Citizens' Eye.

Moreover, people's personal characteristics and personalities also accounted for the success of the CE activities. For example, the founder of Citizens' Eye was said to "[be] *not money-oriented*"; "*community-minded*" and "*very true to the local population*". Participants in Citizens' Eye were also described as being 'passionate', 'dedicated', 'confident', 'enthusiastic', 'determined', 'proactive' and 'energetic' (see Section 4.4.2.2). In Project LiRA, most people who were on the library panel were seen as being passionate about the library, community-minded or community active (see Section 5.4.3.1); and the Community Projects

Coordinator was described as being enthusiastic and energetic about this project (see Section 5.4.3.4). Similarly, Willingham (2008) also suggested that in order to act as civic agents and to advocate for the community, entrepreneurial librarians who are 'ambitious', 'resourceful', 'innovative', 'creative', 'relationship-orientated', 'results-orientated' and 'willing to take risks' are required.

Therefore, it was identified that 'belonging' and 'commitment' helped achieve 'sustainability' in the CE process (see Figure 7.12).



Figure 7.12 'Belonging' and 'commitment' relationship to 'sustainability'

Finally, both Citizens' Eye and Project LiRA indicated the rewards reaped from using volunteers, for example, advocacy for the service and enhancing volunteers' ownership of the service. Similar findings were also found by Cookman, drawing upon results from the research on *The Use of Volunteers in Public Libraries*, who stated that the benefits of working with volunteers in libraries included:

[Volunteers] offer a way of involving the community in the library, and bringing the library to the community. This contributes to the feeling of community ownership. The service is able to take advantage of the large pool of existing knowledge and skills. It also helps foster partnership working. (Cookman 2001, p.11)

As Cookman also recognised, one of the merits of using volunteers is taking advantage of their skills. This was evidenced in Citizens' Eye but not in Project

LiRA. In addition, it was recognised in the case of Citizens' Eye, volunteering helped enhance the social relationship within the community. In the words of the founder of Citizens' Eye, *"Through their volunteering, people get new friends and social networks [...] For me, it was a defining moment in setting up Citizens' Eye."*

7.2.5 Working around Books or Information

Going beyond the traditional perception that libraries were only about books, the three case studies recognised the library as a meeting place and evidenced that the library offered more services and opportunities for local communities than just books.

On closer inspection, provision of books still played an important part in the service provided within both Project LiRA and Community Health and Wellbeing in Libraries. This was particularly evident in Community Health and Wellbeing in Libraries. As a library staff member stated, *"I think we [Leicestershire County Council: Library Services] still need to have books as our base. That is our core service."* In addition, it was noted better collections attracted more library visitors: *"Since we had all these extra books bought for us and the extra stock, it's pulled more and more people in. Increased book issues have been phenomenal"* (Library staff member in Community Health and Wellbeing in Libraries).

In contrast to a focus on the provision of books, the researcher identified that partnership working with Citizens' Eye helped Leicester Central Library fulfil its informational role, because it was regarded as a catalyst for information dissemination. Yet, despite all the benefits that Citizens' Eye brought to Leicester Central Library (e.g. increasing library visitors, promoting the profile of the library and enhancing partnership working), there was some conflict between library staff with regard to working with Citizens' Eye in the library. A possible reason for conflicting views within Citizens' Eye, as a library staff member from Leicester Central Library explained, was that librarianship was quite conservative and introducing the idea of community journalism to a traditional library service could be regarded as revolutionary. Echoing this

explanation, Cornwall (2000, p.24) explained “The use of folk media [...] challenged the authority of conventional forms of expertise and the guise of professional neutrality that cloaked conventional development solutions.”

Furthermore, among all three case studies only Citizens’ Eye, which was described as “*a fairly streamlined organisation*” by a local community member, used social media to inform, consult and involve local communities, which was said to help increase involvement from the community, as people could get involved in Citizens’ Eye from home regardless of time or location problems.

The researcher reasoned that the difference between perceptions towards books or information depended on the two strongly exclusive elements that different libraries had, namely ‘genuineness’ in Citizens’ Eye and ‘familiarity’ in Community Health and Wellbeing in Libraries. To put it specifically, Citizens’ Eye broke down people’s stereotypes of equating libraries with books and reading, bringing people into libraries for more creative activities, such as reporting news, publishing magazines and blogging. In contrast, in addition to hosting some one-off exercise taster sessions at the Health events, Community Health and Wellbeing in Libraries allocated the majority of the funding on purchasing health-related books for public use.

Although the impact of the selected projects was yet to be seen, data analysis indicated that the meaning of ‘relevance’ was defined in different ways by the different stakeholders in the three case studies. For example, the ‘relevance’ of the Community Health and Wellbeing in Libraries project to local communities was defined by library staff, mainly based on meeting the objectives set out in *Leicestershire Local Area Agreement Framework 2008-2011*. The ‘relevance’ of Citizens’ Eye to local communities was defined by both library staff and local communities who understood the mutual benefits from their continuous participation.

Accordingly, the benefits accrued in different case studies varied. For instance, there was significant emphasis on accessibility of the service and delivery of a tangible service (i.e. book stock) in Community Health and Wellbeing in Libraries. In the case of Citizens’ Eye, emphasis tended to be placed on meeting

the community's information needs; developing participants' skills; enhancing the social relationships within the community; and promoting human rights.

In this respect, the change from 'familiarity' to 'genuineness' calls for what Willingham (2008, p.108) suggested as a need for library leaders to develop entrepreneurial skills, such as being "ambitious, resourceful, innovative, creative, relationship-oriented, results-oriented, systems thinkers who are willing to take risks" in order to support innovative civic activities in libraries. It was therefore identified that 'genuineness' helped achieve 'relevance' in the CE process (see Figure 7.13).

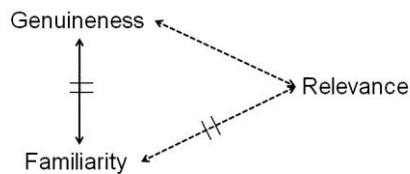


Figure 7.13 'Genuineness' relationship to 'relevance'

7.2.6 Engaging in Public Dialogue and Deliberation

Public libraries are promoted as places to expand the opportunities for public dialogue and deliberation in the literature (Schull 2004; Hillenbrand 2005; Kranich 2005). To this end, libraries had nation-wide reading programmes, for example, One Book/One Community in the USA, to encourage shared reading in relation to issues, such as race, disability and immigration. The closest example found across the three case studies was Citizens' Eye, where local communities reported news or issues that were relevant to their lives.

Comparing the three case studies showed that while Citizens' Eye engaged with local communities in a local context, both Project LiRA and Community Health and Wellbeing in Libraries engaged with local communities in a library context. For instance, Citizens' Eye provided a platform for different community groups

(e.g. young people, the elderly, ex-offenders and the homeless) to have a voice on issues that mattered to them. Both Project LiRA and Community Health and Wellbeing in Libraries invited local communities to participate in what was offered by the library.

This observation was also related to the fact that the development of Citizens' Eye was driven by local communities (as discussed under the element of 'belonging') and that the other two projects were led by the library service (as discussed under the two strongly coupled elements of 'accountability' and 'hierarchy'). Although it could be argued that the original intention of the three participating libraries was to provide services that were relevant to local communities, there existed a gap between rhetoric and practice, as evidenced in the various meanings attached to the element 'relevance'. For example, the 'relevance' in Project LiRA and Community Health and Wellbeing in Libraries tended to focus on improving the effectiveness of the service in order to meet the library's accountability. Although clearly Leicester Central Library is accountable in the same way to their funders, the 'relevance' of Citizens' Eye also promoted human rights by giving people chances to voice their opinions about issues that affected their lives and to develop their media skills in order to do so. Therefore, it was identified, on the service's terms, that 'hierarchy' and 'accountability' helped achieve 'relevance' (see Figure 7.14).

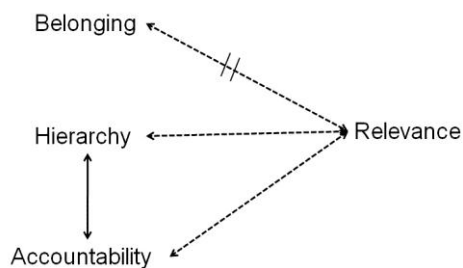


Figure 7.14 'Hierarchy' and 'accountability' relationship to 'relevance'

To sum up, the above comparative analysis indicated that all three case studies contributed further understanding towards the six key aspects of CE for public libraries that were drawn upon from the literature. The six aspects are: 'public libraries as a community space'; 'partnership working'; 'community involvement in the library service'; 'involvement of volunteers'; 'working around books or information'; and 'engaging in public dialogue and deliberation'.

However, the extent and nature of their contribution varied across the three case studies, which ultimately brought about different outcomes. In the process of comparative analysis, the community relationships within the three case studies varied in the three specific case studies. In addition, the different outcomes resulted from different beliefs, values and ways of working in different case studies, which resulted from different rationales for the implementation of the three (ongoing) projects. Two key underlying variable drivers behind these differences were 'influence of authority' and 'willingness to learn', which are discussed in the next section.

7.3 Essential Elements of Community Engagement in Public Libraries

A comparative analysis of how and to what extent each of the three case studies contributed to the understating of the six key aspects of CE (see Section 7.2) identified two key underlying variable drivers that influenced different forms of CE. The two key underlying variable drivers are: 'influence of authority' and 'willingness to learn'.

This section brings the analysis a step further and discusses the dynamics of the relationships of essential elements of CE that were related to the two key underlying variable drivers. A model of essential elements of CE is proposed in Section 7.3.3.

7.3.1 Underlying Variable Driver: Influence of Authority

The two elements of 'hierarchy' (defined as the influence of the hierarchical nature of the organisational structure and culture) and 'accountability' (defined as the extent that the initiative was conforming to or driven by external organisational agenda) had a fundamental impact on how CE

occurred, and in particular the sense of ‘belonging’ (defined as feelings of ownership and the emphasis on relationship-building between the service and the community).

As indicated above, the underlying variable driver that influenced the dynamics of the relationships between the three elements has been termed as ‘influence of authority’, which was defined as the extent that the initiative was led by the service or the community. See Table 7.8.

Table 7.8 Underlying variable driver: ‘influence of authority’

Selected cases Elements	Citizens’ Eye	Project LiRA	Community Health and Wellbeing in Libraries
Belonging	√	–	–
Hierarchy	–	√	√
Accountability	–	√	√

The essential element of ‘belonging’ indicated that Citizens’ Eye was initiated, led and sustained by the community and Leicester Central Library acted as a facilitator in its development. This implied a continuous and interactive process of CE. Accordingly, feelings of ownership between the service and the community were two-way and their relationship was at a personal level and to their mutual benefit.

The essential element of ‘accountability’ suggested that Project LiRA and Community Health and Wellbeing in Libraries were initiated, run and sustained by Derby City Libraries and Leicestershire County Council: Library Services respectively, with different levels of involvement from local communities, in order to fulfil the library’s accountability to their funders. In addition, the ‘hierarchy’ of the organisational culture and library staff resources had a direct impact on how CE was implemented, which in turn influenced the relationship between the service and the community.

For example, in the case of Project LiRA, feelings of ownership of those whose voices were listened to and acted upon were stronger than those who felt their voices were not influential over service matters. Therefore, a direct

relationship was found between the library and the community whose opinions were listened to and acted upon. Furthermore, due to a lack of direct involvement from local communities in the Community Health and Wellbeing in Libraries, there was no mention made of feelings of ownership and a good relationship between the library and the community was defined only by library staff.

Hence, it was evident that the influence of authority in the decision making was an underlying variable driver that influenced the different relationships between the three elements, namely 'belonging', 'hierarchy' and 'accountability'. In other words, if local communities engaged with the decision-making process, they were more likely to feel ownership towards the service. If they did not feel part of the decision-making process, they were less likely to feel ownership towards the service.

In addition, influenced by the changing relationships between 'belonging', 'hierarchy' and 'accountability' was the essential element of 'commitment'. In Citizens' Eye, accompanied with 'commitment' was 'belonging'; in Project LiRA, accompanied with 'commitment' were 'hierarchy' and 'accountability'. However, levels of 'commitment' from local communities in the two cases were different, which in turn influenced the 'sustainability' of their participation. In other words, there was a direct correlation between the level of 'commitment' and the perceived level of outcomes, such as 'sustainability', when engaging with CE in libraries. In this regard, the 'influence of authority' played an important role in explaining the different outcomes, because it was evidenced that local communities' feeling of authority over service design and delivery determined their commitment to the service. See Figure 7.15.

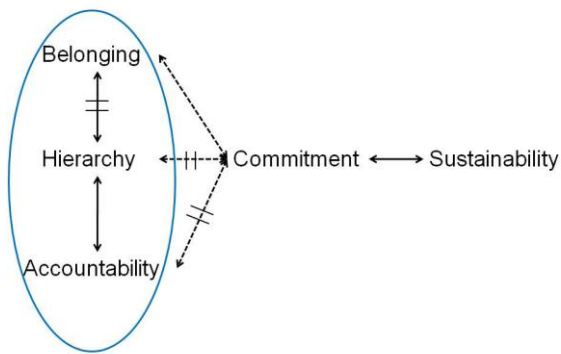


Figure 7.15 Underlying variable driver: ‘influence of authority’ (‘belonging’ and ‘commitment’ relationship to ‘sustainability’)

7.3.2 Underlying Variable Driver: Willingness to Learn

The two elements of ‘expertise’ (defined as the emphasis on library staff’s professional knowledge of community needs and approaches to community involvement) and ‘familiarity’ (defined as the value placed on methods that have been applied before to engage with the community and work in partnership) had a fundamental impact on how CE occurred, and in particular the sense of ‘genuineness’ (defined as authenticity or a true reflection of what was said to be).

As indicated above, the underlying variable driver that influenced the dynamics of the relationships between the three elements has been termed as ‘willingness to learn’, which was defined as the extent that the service was willing to embrace a community-driven approach or a library-based approach for implementing CE. See Table 7.9.

Table 7.9 Underlying variable driver: ‘willingness to learn’

Selected cases Elements	Citizens’ Eye	Project LiRA	Community Health and Wellbeing in Libraries
Expertise	–	–	√
Familiarity	–	–	√
Genuineness	√	√	–

The elements of 'familiarity' and 'expertise' suggested that the Community Health and Wellbeing in Libraries project was planned and delivered in a traditional, library-based fashion, which emphasised the professional knowledge that library staff had about community needs and approaches to community involvement. Accordingly, 'relevance' of this project to local communities was also defined by library staff.

The essential element of 'genuineness' suggested that both Citizens' Eye and Project LiRA realised the importance and benefits of genuine CE, instead of adopting CE methods simply as a tick-box exercise. Although both projects evidenced the essential elements of 'relevance' and 'sustainability', the degree of their contributing to elements of 'relevance' and 'sustainability' differed. In this regard, the underlying variable driver (i.e. 'influence of authority') accounted for the different outcomes. To put it specifically, when accompanied with 'hierarchy' and 'accountability', 'genuineness' became the authority's rhetoric in order to meet the funding body's objectives, which then negatively influenced the 'sustainability' of community involvement, as evidenced in Project LiRA. However, when accompanied with 'belonging', 'genuineness' promoted a learning process which it was argued was fundamental for both the community and the library service, which helped increase the 'sustainability' of Citizens' Eye through capacity building.

Therefore, it was evident that the library's 'willingness to learn' was an underlying variable driver that influenced the different relationships between the three elements, that is, 'expertise', 'familiarity' and 'genuineness'. In other words, if library services were willing to change from adopting a traditional library-based approach that emphasised staff's professional knowledge to embracing a community-driven approach that emphasised community knowledge and moving away from books, they were more likely to increase the opportunity of providing a service that was 'relevant' to local communities, which in turn promoted the 'sustainability' of the service. See Figure 7.16.

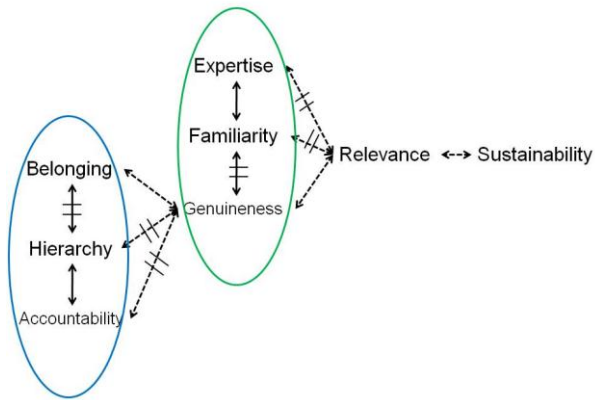


Figure 7.16 Underlying variable driver: 'willingness to learn' ('belonging', 'genuineness' and 'relevance' relationship to 'sustainability')

Influenced by the changing relationship between the three elements, namely 'expertise', 'familiarity' and 'genuineness', was 'communication'. As evidenced in the three case studies, the essential element of 'communication' was strongly exclusive from 'expertise' and 'familiarity' in Community Health and Wellbeing in Libraries, but strongly coupled with 'genuineness' in both Citizens' Eye and Project LiRA. An examination of the dynamic of the relationship between those elements observed the fundamental differences in attitudes, actions and ways of working that the library had towards CE in the three specific case studies.

Therefore, the library's 'willingness to learn' conditioned whether it emphasised professional knowledge or embraced community knowledge in the service planning, which implied different forms of CE. For example, if the library embraced community knowledge, it implied taking on new knowledge requiring two-way 'communication' with local communities in the service planning, which helped achieve the 'sustainability' of the CE process. However, if the library emphasised professional knowledge, it indicated one-way service planning and delivery, which was done to or for local communities. See Figure 7.17.

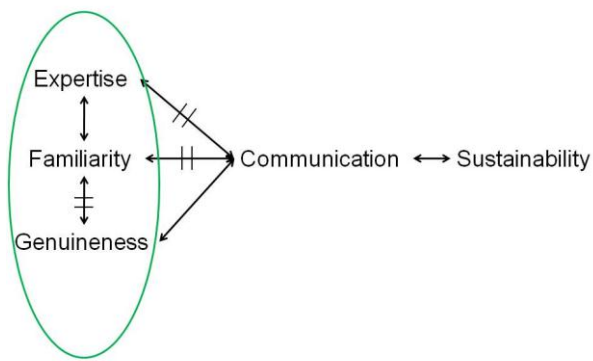


Figure 7.17 Underlying variable driver: ‘willingness to learn’ (‘genuineness’ and ‘communication’ relationship to ‘sustainability’)

Also, related to the relationship between ‘expertise’, ‘familiarity’ and ‘genuineness’ was the essential element of ‘a flexible approach’. All three case studies recognised the diverse nature of the community that they served and embraced a variety of approaches to engage with local communities. However, a crucial question was how ‘relevant’ and ‘sustainable’ those approaches were. For example, did the information that was made available to local communities really reach them? Were those approaches used as a one-off for the duration of the project or over a longer period of time?

Therefore, the library’s ‘willingness to learn’ indicated a factor for a positive outcome of the CE process. For example, a shift from a project-orientated and library-centred service planning process to putting community relevance and long-term sustainability at the heart of the service planning required ‘willingness to learn’ from the service in terms of their attitudes, actions and ways of working towards CE. See Figure 7.18.

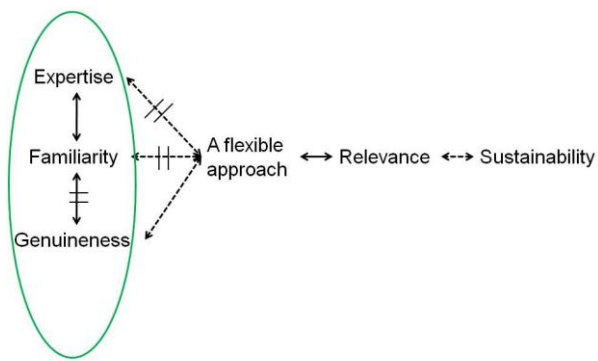


Figure 7.18 Underlying variable driver: 'willingness to learn' ('genuineness', 'a flexible approach' and 'relevance' relationship to 'sustainability')

7.3.3 A Model of Essential Elements of Community Engagement in Public Libraries

The lessons learnt from this research included the identification of essential elements of CE in the three case studies. Depending on the different rationales behind the three (ongoing) projects and the different beliefs, values and ways of working in the three projects, various elements that emerged and that were related to CE were: 'accountability', 'hierarchy', 'belonging', 'commitment', 'expertise', 'communication', 'a flexible approach', 'genuineness', 'familiarity', 'relevance' and 'sustainability'.

In the comparative analysis of the three case studies, it was found that two key underlying variable drivers, namely 'influence of authority' and 'willingness to learn', influenced the form of CE, which in turn brought about different outcomes and impact. In terms of the 'influence of authority', with longer-term vision, 'belonging' was an important element for change, but 'accountability' and 'hierarchy' imposed from outside conflicted with the ethos of engagement from below. In terms of the library's 'willingness to learn', for real impact, 'genuineness' was a significant element for change, but 'expertise' and 'familiarity' constrained direct and community-related processes of engagement.

In addition, the ‘influence of authority’ conditioned the level of ‘commitment’, which had a direct impact of the level of ‘sustainability’. Similarly, the library’s ‘willingness to learn’ influenced the way of ‘communication’ and ‘a flexible approach’, which brought about different outcomes, such as degrees of ‘relevance’ and levels of ‘sustainability’.

Clearly ‘accountability’ was significant to all three selected public libraries, because library services, provided by the public sector, have the accountability to fulfil its statutory duties. Although ‘accountability’ was not emphasised as an essential element of CE in some individual cases, it was undeniable that ‘accountability’ had an overriding influence upon the CE process, as evidenced in all three case studies. While ‘hierarchy’, ‘expertise’ and ‘familiarity’ were considered to be important in some individual cases, the common themes that emerged as essential elements of genuine CE were: ‘accountability’, ‘belonging’, ‘commitment’, ‘communication’, ‘a flexible approach’, ‘genuineness’, ‘relevance’ and ‘sustainability’ (see Figure 7.19). It was worth noting that all eight elements for CE did not exist alone but were strongly interrelated and influenced each other.

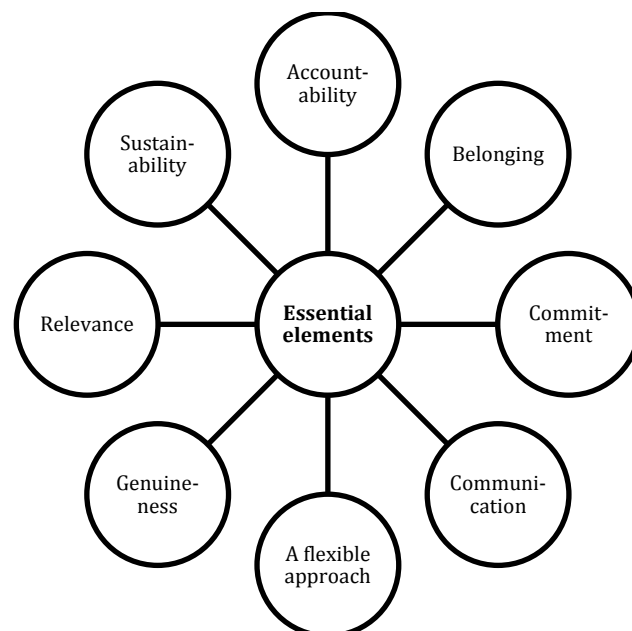


Figure 7.19 A model of essential elements of community engagement in public libraries

7.4 Comparison with Other Community Engagement Models

As discussed in the literature review in Chapter 2, there are different interpretations and approaches to CE and no clear agreement on the ingredients for CE. This research identified eight essential elements of CE through a comparative analysis of essential elements of CE in the specific case studies. These eight essential elements are: 'accountability', 'belonging', 'commitment', 'communication', 'a flexible approach', 'genuineness', 'relevance' and 'sustainability'.

Like the majority of the CE models in the literature, including the LFF Civic Library Model (Schull 2004); Key Aspects of Community Engagement in Public Libraries (CSV Consulting 2006); Key Purpose and Elements of Community Engagement Practice (Scottish Community Development Centre 2007); Ingredients for Engagement (Ipsos MORI 2006), 'community involvement' and 'partnership working' were identified as two key ingredients in the CE process in this research. However, these two strands did not stand alone but were interconnected and dependent on other essential elements in the model that was developed based on this research. For instance, 'a flexible approach' indicated the need for a flexible and adaptive approach in the methods of working with partnership organisations and engaging with local communities. 'Sustainability' indicated how working in partnership and involving local communities in the service at an integral level increased capacities and abilities to sustain the engagement process.

However, the researcher noticed that some of the CE models in the literature placed emphasis on the service-led nature of CE. For example, Ipsos MORI's model (2006) placed 'money/resources' at the heart of CE and identified 'leadership/champion' a core ingredient for engagement. In Scottish Community Development Centre's model (2007), 'being a leader and encouraging leadership' was regarded as one of the developmental elements of CE practice. In contrast to these models, the model that was developed in this research recognised the importance of the community-driven feature in the CE process, which was more likely to reflect the ethos of genuine engagement. In

this respect, 'belonging' reflected a community-driven and bottom-up approach in the CE process.

In addition, some CE models emphasised the importance of 'setting targets' in the engagement process, as seen in Ipsos MORI's model (2006). While understanding that setting targets or performance indicators might help formalise engagement and encourage senior management buy-in from the organisation, the researcher argued that setting targets implies a different ethos for CE from one that evolves naturally and organically and which is rooted in the input of local communities themselves. In this regard, 'genuineness' reflected the library's willingness to learn, in terms of their attitudes, actions and ways of working towards genuine CE.

Furthermore, the natural and organic development is also different from a ladder or a spectrum of the engagement process, as proposed in Arnstein's Ladder of Participation (1969); Wilcox's Framework of Participation (1994); and the IAP2 Spectrum of public participation (International Association of Public Participation 2007), which were then translated into the *Duty to Involve* act for all public authorities in England. The act provides guidelines for public authorities on how they could practically engage with local communities. However, the researcher argued that following a spectrum of engagement from informing, consulting to involving, or even empowering, conflicts with the idea of an organic development of CE. The organic dimension was actually identified as being a critical aspect. In addition, this kind of engagement did not explicitly recognise engagement as stemming from the community. However, communities were seen to have the capacity to autonomously run and sustain the engagement process.

'Single issues', defined as "a single issue will motivate/polarise opinions to such an extent that engagement increases", were proposed as a secondary ingredient for engagement in Ipsos MORI's model (2006, p.57). However, the findings of this research indicated that if CE focuses on single topics or issues, it would not be as successful in engaging with a wide range of people as when CE involves a variety of topics or issues, due to the diverse nature of modern

day communities. For examples, Citizens' Eye had 12 news agencies, covering a variety of interests, which in turn attracted people from different backgrounds to use its information and services. In this sense, being able to identify and meet different needs was seen as a strength, which corresponded with the concept of community 'as mutuality' (Black and Muddiman 1997). Therefore, the model that was developed in this research highlighted the importance of 'a flexibility approach' and 'relevance', which suggested an approach that not only appreciated diversity but also recognised the importance of relevance to key stakeholder groups and meeting diverse needs in order to increase support in the process of CE.

Finally, the model that was developed in this research highlighted the importance of emotional attachment and support (e.g. trust, honesty, ownership and commitment) from both service providers and service users in the process of CE. Similarly, the EATING approach identified 'trust', defined as "assured reliance on the character, integrity, strength or truth of someone or something", as a key factor in the CE process for sustainability (Sarkissian et al 2009, p.161). In the Community-Led Service Planning Model, the development of a positive relationship with community members, particularly social excluded individuals, was seen as the basis of the model, and "relationship-building occurred by developing trust and mutual respect" (Williment 2009, p.8). Furthermore, Pateman and Vincent (2010) suggested two changes (i.e. a shift from customer orientation to customer care and a shift from libraries that are based in communities to community-based libraries) are required to develop a needs-based library service.

Related to the emphasis on the relationship building in the three models mentioned above, the model that was developed in this research also recognised the importance of constant, two-way, informal, honest and open 'communication' in the CE process. As Sarkissian et al stated "Community engagement processes are about communication... 'Dialogue' is one type of communication where people suspend judgements and listen to what others are saying. This is the arena where generative relationships develop" (2009, p.163).

Although the emotional attachment in the process of CE was emphasised in some models that were mentioned above, it was not taken into account in other models, such as Scottish Community Development Centre (2007) and Ipsos MORI (2006). The latter two models reflected a service-led conception of CE and hence they focused on serviced-related aspects (e.g. 'organisational culture and structure', 'targets' and 'leadership') and what methods or strategies the service could use to engage with local communities (e.g. 'involving communities in planning services', 'recognising diversity and designing inclusive ways of working'). The model that was developed in this research highlighted elements for CE that are more grounded in the reality and perceptions of the community and the participants including the library, rather than only from an institutional perspective.

7.5 Chapter Conclusion

This chapter has discussed the three case studies in the context of the existing literature on the six key aspects of CE for public libraries that were summarised from the literature. The findings of this research reinforced the significance of the six aspects of CE, within an emphasis on genuine CE.

Firstly, while 'public library as a community space' was recognised as a key aspect to foster CE (Bryson et al 2003; Schull 2004; Goulding 2004; Kranich 2005; Hillenbrand 2005; CSV Consulting 2006), this research finding argued, echoing Harris (1998) and Pateman and Vincent (2010), that it is a passive form of CE in itself. Furthermore, the research undertaken in this thesis highlighted the importance of a two-way relationship-building process between the service and the community in order to develop 'community-based libraries'.

Secondly, as accentuated in the Government's agenda, academic literature and empirical evidence, the research findings also evidenced the benefits of 'partnership working', such as increasing capacities and information sharing. However, the research findings revealed that different motivations for partnership working and ways of working brought about different outcomes. Echoing Kranich's (2005) call for close and collaborative partnership working

in order to rekindle CE in the library service, the findings of this research highlighted the importance of two-way and realistic partnership working, where there are person-focused relationships and consistent communication.

Thirdly, the importance of 'community involvement in the library service' was highlighted in a range of literature, such as Goulding (2009). However, depth and breadth of CE vary in practice. The research undertaken in this thesis revealed that whether the project was initiated from above or from below had fundamental influence upon the CE outcomes. Other factors that influenced the CE outcomes included the role of key stakeholders; stakeholders' attitudes; degrees of community involvement; continuity of community involvement; and directions of engagement. To this end, the research findings suggested genuine CE place the community at the heart of the engagement process, with an emphasis on the relationship-building process, which reinforced the findings from the Working Together Project (2008).

The fourth point was 'involvement of volunteers', which was considered to be one of the main methods to engage with the community in public libraries. Echoing Cookman's (2001) research, this research also found benefits of using volunteers in the library service, in terms of using their skills and enhancing their feelings of ownership towards the service. However, the findings of this research further suggested that CE outcomes vary, depending on volunteers' motivations for participation and the ways in which services are implemented. For example, whether or not the service is created, run or own by the volunteers has an impact on the levels of sustainability of communities' participation.

The fifth point was 'working around books or information'. Whether the library should work around books or information is open for debate. While Goulding (2009, p.48) saw 'work around books and reading' as an encouraging areas of potential for CE, Pateman and Vincent (2010) emphasised the importance of meeting community needs through engaging with the community in the service planning, design or delivery. The findings of this research echoed the latter and therefore reinforced Willingham's (2008) call for library leaders to develop

entrepreneurial skills, such as being ambitious, resourceful, innovative, relationship-orientated and willing to take risks.

Finally, the importance of CE through 'engaging in public dialogue and deliberation' was highlighted in terms of promoting democracy (Schull 2004; Kranich 2005; Willingham 2008). In this regard, the findings of this research suggested that when engagement is led by the community in a local context, rather than in a library context solely, there is an increase in the likelihood of community relevance in the CE process.

This chapter then moved on to discuss the patterns of relationships between essential elements of CE that were derived from the three case studies. The discussion identified two key underlying variable drivers (i.e. 'influence of authority' and 'willingness to learn') that had a fundamental impact on CE. The discussion also determined a model of essential elements of CE in public libraries; the elements are: 'accountability', 'belonging', 'commitment', 'communication', 'a flexible approach', 'genuineness', 'relevance' and 'sustainability'. Comparisons between the model in this research and other CE models in the literature indicated that the model that was developed in this research embraced a community-driven and bottom-up approach in the CE process, which is more grounded in the perceptions of the community, rather than solely from the perspective of the service.

Chapter 8 Conclusions and Further Work

This thesis has identified a range of essential elements of community engagement (CE) in public libraries. The relationships between those elements were analysed and discussed in the context of the current literature in the area. A model of essential elements of CE in public libraries was proposed.

This final chapter presents an overview of the entire research process, reiterating how each of the initial objectives has been met. It also justifies how the research made an original contribution to knowledge, as well as limitations of this research alongside future opportunities to develop upon this initial work. Finally, recommendations are provided for genuine CE within the public sector.

8.1 Research Overview

There is a lack of shared vision and strategy for CE within librarianship (Taylor and Pask 2008; Willingham 2008; Goulding 2009). To this end, this research set out with the aim of exploring and identifying essential elements of CE in public libraries. In order to achieve this aim, the following research objectives have all been addressed in the research:

1. to identify practice in public library services with regard to CE;
2. to identify the key stakeholders in the engagement process;
3. to capture key stakeholders' perceptions, attitudes and actions towards CE within the public libraries selected for investigation;
4. to explore how the selected public libraries implement CE in different ways; and
5. to investigate how different strategies influence CE and identify key drivers and essential elements of CE.

The first objective of this research was to identify practice in public library services with regard to CE. Through the literature review and meetings with senior library practitioners, three public libraries were purposively identified as case studies for investigation. The rationale for the case sampling was they

all used 'community engagement' language but a fundamental difference between them was whether the project was initiated from above or from below and whether the project was fixed-term or on-going.

Linked to objective one were objectives two, three and four, which were necessary to identify the key stakeholders in the engagement process; to capture their perceptions, attitudes and actions towards CE within the selected public libraries; and to explore how the selected libraries implemented CE in different ways. Through an inductive thematic analysis of the data collected from the three selected cases, contexts, dimensions and essential elements of CE were identified. In the first case, the project was initiated bottom-up, with community needs and input central in a process that was of a community-driven nature, displaying an organic development and relationship-building process. In the second case, the project was initiated from above upon receipt of external funding, which implied a library-led initiative with an emphasis on fulfilling funding criteria. The third case was initiated from above as part of the traditional library service in order to fulfil its statutory duties, which reflected a library-led approach and placed an emphasis on the knowledge of library staff.

Finally, objective five of this research investigated how different strategies influenced CE as well as identified key drivers of CE and essential elements of CE. To this end, a comparative analysis of the three case studies, with an engagement with the literature on CE, was conducted to discuss the relationships between essential elements of CE in case specific contexts.

Corresponding to Cornwall's (2002) suggestion of an investigation into key ingredients for CE and a call from Hart (2007), Mehra and Srinivasan (2007) and Goulding (2009) for a wider, deeper and stronger level of CE in library services, this research identified two key underlying variable drivers of the CE process: 'influence of authority' and 'willingness to learn', which were used to determine a model of CE with eight essential elements of: 'accountability', 'belonging', 'commitment', 'communication', 'a flexible approach', 'genuineness', 'relevance' and 'sustainability'.

8.2 Contribution to Knowledge

The need for investigating the CE process in libraries in practice in this research includes:

1. The central aim of the library service is to serve the public and this can only be achieved through the identification of their day-to-day and ongoing needs. This can be achieved in part through CE.
2. In the current context of economic cuts, libraries and other public service providers need high levels of public support in order to sustain the services, and it is critical that they build and maintain these. This can be achieved in part through CE.
3. Research has shown that the objectives of tackling social exclusion, promoting democracy and contributing to social/cultural/human capital for public libraries can be achieved through CE.

However, little systematic research has examined the CE process in the context of public libraries. To this end, this research has identified two key underlying variable drivers of the CE process and developed a model of eight essential elements of CE in public libraries, as a first step towards systematic research in this area.

Implications from this model, as to how the research findings may be used to improve CE, are as follows:

1. This research found that 'influence of authority' had a fundamental impact on CE and suggests an emphasis on community ownership and community leadership in the CE process.
2. This research found that the service's 'willingness to learn' had a fundamental impact on CE and highlights the importance of being open to new ideas and embracing a participatory, collaborative approach to work with the community and partnership organisations.

3. This model suggests 'a flexible approach' in the CE process in order to empower the community to express their opinions on issues that affect them, which corresponds with the definition of CE, proposed by Rogers and Robinson (2004).
4. This model differs from a focus upon 'single issues' in Ipsos MORI's model (2006). It highlights the importance of 'a flexible approach' and 'relevance', which suggests an approach that not only appreciates diversity of the community but also recognises the importance of achieving relevance to key stakeholder groups and meeting diverse needs.
5. This model differs from a ladder or a spectrum of the engagement process, such as Arnstein's Ladder of Participation (1969), Wilcox's Framework of Participation (1994) and the IAP2 Spectrum of public participation (International Association of Public Participation 2007). It also differs from the emphasis on 'setting targets' in the CE process, as seen in Ipsos MORI's model (2006). Instead of focusing on formalising the engagement process, this model recognises the natural and organic development of the CE process, which significantly depends on the input of the community. It also appreciates the community's capacity to initiate, run and sustain CE practice, which reflects the ethos of genuine CE. In other words, this model embraces a flexible and co-produced form of CE.
6. This model differs from Ipsos MORI's model (2006) and Scottish Community Development Centre's model (2007), which focused on 'money/resources' and 'leadership', as the focus moves to a stress upon the importance of emotional aspects (e.g. 'belonging' and 'commitment') between service providers and service users in the CE process, where there are relationship-building and two-way communication. This finding resonates with the EATING approach (Sarkissian et al 2009), Community-Led Service Planning Model (Working Together Project 2008) and Needs-Based Library Service (Pateman and Vincent 2010).

7. Echoing the ingredient of 'action' in the EATING approach (Sarkissian et al 2009), this model puts the community at the centre of the CE process and emphasises the importance of action and practicality.
8. This model, taking into account that library services are provided by the public sector, appreciates that 'accountability' has overriding influence of the CE process.
9. This model highlights the goal of CE to achieve community 'relevant' outcomes and a 'sustainable' service, reinforcing other CE models within librarianship literature, such as Mehra and Srinivasan (2007), Working Together Project (2008) and Pateman and Vincent (2010).

8.3 Limitations of the Study and Future Work

Inevitably this research has revealed several limitations and gaps in the knowledge of CE within the context of public libraries that still need to be filled. Most notably, these are:

1. Three case studies conducted were constrained to a small number of libraries. It would therefore be useful to see whether these same underlying variable drivers and essential elements of CE played a significant role in other libraries. Furthermore, it would be useful to extend this research and apply the model that was developed in this research to other public sector settings, including education, social welfare services and health services. In this respect, the methodology of 'relational model transformation' (see Dickerson and Valerdi 2010) could be used to allow a mapping between the relationships in any model of the parameters in different settings.
2. Most of the data was collected from interviews with research participants and from observation of meetings and events, and the data analysis was influenced by the interpretations of the researcher, who could be accused of bias. However, when research involves human beings, bias is an inevitable issue and the researcher ensured that bias was reduced to the minimum through the use of 'triangulation' and

'respondent validation'. However, it is suggested that the validity of this model could be tested in the future research in order to develop it further. For example, the Delphi method could be used to determine, quantifying and validate whether the essential elements of CE that were developed from this research conform to good CE practice. To be specific, researchers could gather data through a panel of experts answering questionnaires over two or more rounds, with an anonymous summary of the results from the first round of questionnaire provided to participants prior to the second round.

3. This research tended to focus on active participants from the community and did not deliberately involve non-users. In other words, there was no specific investigation into reasons for the community's self-exclusion from or rejection of participation. In addition, there was omission of interviews with external funders. Therefore, it is suggested that the sample size could be increased in future studies to add different perspectives from a wider range of stakeholders in the CE process.
4. This research has identified barriers and challenges to the CE process. However, it is suggested that a more sophisticated investigation into what hinders CE and how these barriers or challenges could be overcome might add different dimensions to the research findings.
5. The observations conducted in this research tended to focus on formal meetings and organised events, which could be considered to be the more formal dimensions of CE. However, as evidenced in one of the case studies, engagement often actually happened outside of these formal contexts and tended to be an informal, constant process. It is therefore suggested that the use of participant observation and a more ethnographic approach might provide additional perspectives to the research findings. For instance, researchers could collect data through observing participants' behaviour over a prolonged period of time by engaging in their activities.

6. This research has identified essential elements of CE in public libraries. However, due to time constraint, it was difficult to explore the long-term outcomes or impact of the CE process in the three case studies, in terms of how they would actually meet the objectives of CE for public libraries (e.g. tackling social exclusion, promoting democracy and contributing to social/cultural/human capital). In this regard, it is suggested that future work could take this research a step further to identify indicators of genuine CE through investigating its outcomes and impact.
7. There remains some data collected from the three case studies that was not used in this research, for example, the background information about the research participants. This data could be used in the future research to understand the characteristics of participants in the CE process.

It is to be hoped that these gaps will be addressed in future studies.

8.4 Recommendations for Genuine Community Engagement in the Public Sector

Given public libraries are part of the public sector, the findings of this research present a strong argument for genuine CE within public libraries and public services in general. Based on the empirical investigative results, practical recommendations for genuine CE in the public sector are offered:

1. It is undeniable that CE is a criteria within programmes, such as the Big Lottery Fund's Community Libraries Programme, yet findings of this research showed that the level of engagement fluctuated in line with the model offered by Arnstein (1969), or more recently by International Association for Public Participation (2007), suggesting that the minimum levels of CE need to be significantly raised in order for meaningful engagement to take place. In other words, the condition under which CE projects obtain funding could be stricter, requiring funding applicants to implement wider and deeper CE, e.g. going

towards the empower end of the spectrum shown in Figure 2.2 (on p.24).

2. The literature review revealed different typologies of CE – a spectrum or ladder ranging from low to high involvement, but each of the typologies may be suited to a particular scenario or organisational circumstance. Indeed, it may not have been appropriate to have applied a ‘one size CE fits all’ approach and it is the identification of organic CE that means each case is unique. Therefore, there is an important role for CE consultants to steer the organisation through the CE process, ensuring that there is a strong match between the aims and objectives of the organisation and the process of CE.
3. Findings of this research showed that CE was interpreted differently by different people, particularly library practitioners, which in turn brought about different outcomes of CE. In this respect, training in differentiating and understanding different forms/levels of CE and their implications are considered to be important. Also, misconceptions pertaining to CE, such as engaging with ‘community leaders’ as representation of the whole community context, need to be challenged.
4. Findings of this research evidenced how CE was implemented differently in different projects, bringing about different outcomes. In this respect, a radical shift, for instance from service-led to community-driven and from a hierarchical structure to a flat structure, is required in order to conduct genuine CE. Therefore, training in relevant CE skills (e.g. interpersonal skills and entrepreneurial skills) for staff involved is considered to be an important area to go forward.
5. In this research, the organic nature of the CE process was seen as being paramount to engagement and CE projects were more likely to remain relevant and sustainable where the service stood back and allowed the community much greater responsibilities and opportunities to shape the service. This represents a huge shift in perspective, moving away from the traditional service rationale of providing services to or for the

community. The challenge for services now is to learn how to genuinely facilitate community-based projects - allowing CE to become a truly transformational development tool.

In summary, there is a need for staff to be trained in CE skills and attitude that necessitate good communication skills and a proactive 'can do' culture. In addition to the skills and attitudes of individuals there are also implications for the organisational culture in libraries and the way they are run which may impose barriers to genuine CE. For example a highly hierarchical and authoritarian approach to management is likely to hamper CE since it is likely to influence the relationship and attitude towards members of the community. Furthermore, senior staff will need to trust their employees to instigate initiatives that may be relatively unstructured, so that they can respond to the community's day-to-day and evolving needs. They will also need to be comfortable with projects that are less well defined than may normally be the case. They will also need to be flexible in how they use their space and resources and not expect an immediate return on resources. They will also need to be open to collaboration with other organisations. Furthermore, library staff will have to develop a belief that the community has the capacity to understand their needs, although they may need help expressing these needs. They will also need to recognise engagement as stemming from the community or that the community have the capacity to autonomously run and sustain the engagement process.

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Appendix 1A Interview Schedule (with Library Staff)

In this interview, I would like to ask for your opinions about the connections between libraries, local communities and partnership organisations. I would also like to explore your involvement in the community-based projects in the library. This will allow me to explore some similarities and differences among three different public libraries in England that I am including in this research. All the information you provide will be kept confidential.

1. How do you describe your role in this project? What is your involvement in this project? How were you briefed about this project?
2. How would you describe your relationship with local people?
 - a. In what way is it (good/bad)? What would make the relationship better?
 - b. Are you involved in local community activities yourself? How?
 - c. Do you have connections to local leaders? Who do you have contact with? (e.g. community leaders, leaders of the council, leaders of the local organisations) How have your connections with those people helped you implement this project?
 - d. If not, are there any members of the library who are most likely to see potential connections in the community?
3. Do you think this is a good project to have in your library?
 - a. Why do you think so?
 - b. Why is this project taking place in your particular library?
4. How do you think the community can be involved in this project?

(Probe: Why do you choose these methods? How effective do you think these methods are? How can they be improved?)

- a. How have the community been informed about this project?

- b. How have the community been consulted in this project? How did the Library incorporate their feedback into the service planning?
 - c. How are you trying, at this point, to include groups who might not traditionally use the library in the whole process of the project?
 - d. How will the community be involved in how the project is rolled out in the future? If not, why not?
5. Do you think there are any challenges to the community getting involved in this project?
 - a. If yes, what are they? How are you going to deal with these challenges?
 - b. If not, what has been done to avoid problems? What kind of challenge do you expect to have in the future?
6. In terms of building a strong connection between the library and the communities, what do you expect from this project?

Probe: Could you please explain it a bit more?

7. In this project, what are the main organisations that your library has been able to develop partnership with?
 - a. How were those partnerships built? Why?
 - b. How do you work with partners? How are partners involved?
 - c. How would you characterise the relationship with partnership organisations? Is this a permanent partnership or something which is just for the duration of this project? How can the relationship be improved?
8. How do you contribute to the decisions that were made about what you do in this library with (services/collections/gardens)?

Probe: Could you give an example?

- a. How will the future direction of the project be decided and agreed?
9. Libraries used to provide services from their points of view. In the past ten years, they started to work with partnership organisations and local communities in planning, managing and delivering library services. What do you think about this change?
- a. How would the project benefit from this change?
 - b. How important is this change to the library?
10. What do you think makes a successful community engagement project?
(What factors makes working with the community effective?)
11. What is it about the library that makes the community willing to engage with you? Do you think library staff need special skills to take part in community engagement projects?

Is there anything else you would like to add? Thank you very much for your time and input. I appreciate them a lot.

Appendix 1B Interview Schedule (with Local Community members)

In this interview, I would like to ask for your opinions about the connections between local people, libraries and partnership organisations. I would also like to explore your involvement in the community-based projects in the library. This will allow me to explore some similarities and differences among three different public libraries in England that I am including in this research. All the information you provide will be kept confidential.

1. How do you describe your role in this project? Do you participate in this project as a volunteer? Regular? What motivated you to take part in this project?
2. How active are you in taking part in local community activities?
 - a. Apart from taking part in this project, what local community activities have you been involved in? How?
 - b. Do you have connections to local leaders? Who do you have contact with? (e.g. community leaders, leaders of the council, leaders of the local organisations) How have you used this relationship to help you in this project?
 - c. How would you describe your relationship with library staff? In what way is it (good/bad)? What would make the relationship better?
3. Generally, are you happy with this project to be in your community?
 - a. Why do you think so?
4. What is your involvement in this project?

Probe: How effective do you think these methods are? How can they be improved?

- a. How did you know/find out this project in the beginning?

- b. How have you contributed your opinions to the decisions that were made about what you do in the library with (gardens/collections/service planning)? To what extent do you think your voices have been accepted by the Library? Who do you think have the final say over these decisions? How will the future direction of the project be decided and agreed?
 - c. How do you work with the Library in the whole process?
 - d. How will you be involved in how the project is rolled out in the future? If not, why not?
5. Do you know there are any challenges when you are involved in this project?
 - a. If yes, what are they? How are you going to deal with these challenges?
 - b. If not, what has been done to avoid problems? What kind of challenge do you expect to have in the future?
6. In terms of building a strong connection between the library and the communities, what do you expect from this project?

Probe: Could you please explain it a bit more?

7. Besides working with the Library, do you work with any partnership organisations in this project?
 - a. Who are they? How do you work with them?
 - b. How would you describe your relationship with partnership organisations? In what way is it (good/bad)? What can the relationship be improved?
8. Libraries used to provide services from their points of view. In the past ten years, they started to work with local people and partnership organisations

in planning, managing and delivering library services. What do you think about this change?

- a. How would this change benefit the relationship between the library and the community?
 - b. How important is this change to the community?
9. What do you think makes a successful community engagement project? (What factors makes working with local people effective?)
10. What are the important features of the local people who would like to get involved in local community activities?

Is there anything else you would like to add? Thank you very much for your time and input. I appreciate them a lot.

Appendix 1C Interview Schedule (with Partnership Organisation Staff)

In this interview, I would like to ask for your opinions about the connections between partnership organisations, libraries and local communities. I would also like to explore your involvement in the community-based projects in the library. This will allow me to explore some similarities and differences among three different public libraries in England that I am including in this research. All the information you provide will be kept confidential.

1. How do you describe your role in this project? What is your involvement in this project?
2. How would you describe your relationship with local communities?
 - a. In what way is it (good/bad)? What would make the relationship better?
 - b. Do you have any experience of working with local communities before? How?
 - c. Do you have connections to local leaders? Who do you have contact with? (e.g. community leaders, leaders of the council, leaders of the local organisations) How have your connections with those people helped you implement this project?
3. Do you think this project provides a good opportunity for your organisation to work with the Library?
 - a. Why do you think so?
 - b. How was the partnership with the Library built? Why?
4. In this project, how does your organisation work with the Library?
 - a. Does your organisation have any experience of working with libraries before? If yes, what have you learnt from your previous experience which would benefit this project?

- b. How would you characterize the relationship with the library? Is it a permanent partnership or something which is just for the duration of this project? How can the relationship be improved?
 - c. How do you contribute opinions to the decisions that were made about what the Library does with (services/collections/gardens)? How will the future direction of the project be decided and agreed?
5. How do you think the community can be involved in this project?

Probe: Why do you choose these methods? How effective do you think these methods are? How can they be improved?

- a. How do you work with local people in this project?
 - b. How have the community been involved in the development of the project? If not, why not?
 - c. How do the local people be involved in how the project is rolled out in the future? If not, why not?
6. Do you think there are any challenges to the community getting involved in this project?
- a. If yes, what are they? How are you going to deal with these challenges?
 - b. If not, what has been done to avoid problems? What kind of challenge do you expect to have in the future?
7. In terms of building a strong connection between the library and the communities, what do you expect from this project?

Probe: Could you please explain it a bit more?

8. Libraries used to provide services from their points of view. In the past ten years, they started to work with local people and partnership organisations in planning, managing and delivering library services. What do you think about this change?
- a. How would this project benefit from this change?

- b. How important is this change to your organisation?
- 9. What do you think makes a successful community engagement project?
(What factors makes working with local people effective?)
- 10. What are the important characteristics of the partnership organisation
when you carry out a project that fosters community engagement with
libraries?

Is there anything else you would like to add? Thank you very much for your
time and input. I appreciate them a lot.

Appendix 1D Interview Schedule (Background Information)

Interviews for Community Engagement and Public Libraries

Basic information of the interview

1. Date and time:
2. Venue:

General information of the interviewee

1. Code for the interviewee:
2. Age:

- 20 or less
- More than 20 and up to 30
- More than 30 and up to 40
- More than 40 and up to 50
- More than 50 and up to 60
- More than 60

3. Gender:

- Female
- Male

4. Name of the project/library:

- Citizens' Eye*/ Leicester Central Library
- Community Health and Wellbeing in Libraries*/ Leicestershire County Council: Library Services
- Project LiRA*/ Derby City Libraries

5. Name of the stakeholder group:

- Library staff
- Local communities
- Partnership organisations

6. Do you live in the local community?

- No
- Yes

If yes, how long?

- 1 year or less
- More than 1 year and up to 5 years
- More than 5 years and up to 10 years
- More than 10 years

7. Do you have any formal qualifications?

- No
- Yes

If yes, what was your highest / most recent qualification?

8. Position held:

9. Job description:

10. Years of employment:

11. Contact details:

E-mail:

Telephone number:

Appendix 2 Changes Made to Interview Questions from Pilots

1. What have you done in this project?

Pilot interviewees found this question difficult to answer. When the original question was substituted with one which asked: 'What is your involvement in this project?' the pilot interviewees started to talk about their involvement from the beginning to the end of the whole project.

2. How would you describe your relationship with local people and partnership organisations?

This question generated only a one word answer. The question was then followed by questions: 'In what way is it good/bad (depending on interviewees' answers)?' and 'What makes for your relationship with those people good/bad?' In addition, the question was double-barrelled, because the informants might have a good relationship with partnership organisations, but not with local people, which made it difficult for informants to answer. The decision was to divide the question into two.

3. How did the project start?

This question did not generate a large amount of feedback and some staff did not know the answer to this question. When the question was asked in a different way: 'Do you think this is a good project to have in your library?' followed by: 'Why this project is in your particular library and why would your library be chosen?' pilot interviewees could answer the revised question better.

4. How would you perceive community engagement?

The terminology 'community engagement' and the way in which the question was phrased make it difficult for informants to answer. The question was then approached in a different way. Instead of asking their perceptions of community engagement, pilot interviewees were asked: 'How do you think the

community can be involved in the project?' The modified question yielded more detailed and valuable information.

5. How do you include those often excluded?

To make the question clearer and more understandable, the question was rephrased: How are you trying, at this point, to include groups who might not traditionally use the library?

6. What barriers or difficulties have you encountered in the engagement process?

This question was too vague, and informants did not think it was answerable, because the project was still in its early stage. Taking into account the fact that different interviewees had different jobs and they might have different barriers, the question was then modified to: Do you think there are any challenges to the community accessing this project? The modified questions generated more focused and relevant information for the research.

7. How would you characterise the relationship with partnership organisations?

Pilot interviewees thought this question was a bit abstract. When the question was substituted with a more specific one, which asked: Is this a permanent partnership or something which is just for the duration for this particular project? pilot interviewees gave more valuable answers, for example, how they could continue the relationship in the future plan.

8. How are decisions made?

This question did not make any sense; it was not clear enough, because there were differences between a central policy decision and a local decision, and there were many different decisions in a project. Instead of asking a general question about decision-making, the question was modified and asked from the perspectives of the interviewees: How do you contribute to decisions that were made about what you do in this library with (this collection)? Also, the researcher added some context into the question to make it more specific.

9. How do you think the role of the Library that work with partnership organisations to engage with local people?

Pilot interviewees found this question difficult to answer, because they had been working with some partners for years. The researcher, then, added some background information to this question and explained it in more depth. When the question was modified to: Libraries used to provide their services from their points of view. In the last ten years, they started to work with partnership organisations and local communities in planning, managing and delivering library services. What do you think about this change? Pilot interviewees started to map the question and their working experience, and gave valuable answers.

10. What characteristics do you think are important for you, as a library staff, to have when you carry out a project that fosters community engagement?

Pilot interviewees found it a hard question, because (a) library service was not an individual responsibility but a team work, and (b) library staff worked with local people every day, and they might have good personal qualities without realising them. Therefore, the question was changed to: What is it about the library that makes the community willing to engage with you? The modified question teased out various worthwhile information, which subsequently enabled the researcher to construct a model for essential elements of community engagement within a public library context.

Appendix 3 Interview Transcript Sample

Interview with SP, Leicester (25.01.10)

Background information

Age: More than 40 and up to 50

Gender: Male

Name of the project: Citizens' Eye

Name of the stakeholder group: Library staff

Do you live in the local community? Yes, More than 10 years

Do you have any formal qualifications? No

Position held: **Adult Learning** Senior Community Librarian

Job description: Developing communities

Years of employment: 5

HS: In this interview, I would like to ask for your opinions about the connections between libraries, local communities and partnership organisations. I would also like to explore your involvement in the community-based projects in the library. This will allow me to explore some similarities and difference among three different public libraries in England that I am including in this research. All the information you provide will be kept confidential. Okay?

SP: Yes.

HS: The 1st question is how would you describe your role in this project?

SP: Well, like we said we don't really like to call it a project.

HS: Oh, yeah. Sorry.

SP: No, no. It's an interesting point actually, because it is one of the main reasons that I started looking at getting the community and partner organisations involved and as a really integral level in the library service, because I have been involved with projects before, and the thing I found about projects is you get the money to do the project, and you have to say that this is going to be sustainability of the project. But in actual practice, it's really hard to sustain those project if you've got revenue funding for staff and possibly capital funding that doesn't continue after the project, because projects by their nature are usually an 'add-on' to the service. So they demand the staffing or project workers. That is difficult to maintain after that. So the reason why the way I think try to work is by working with kind of partner organisations from the community to actually work with the library service, and sometimes in the library service doing complementary service that are beneficial to promoting library services that are not replacing core library services, they are add-on, they're relevant to library services in terms of the information. But, they're not replications of the work that library staff do.

HS: So, how would you describe your role in Citizens' Eye?

SP: My role is two-fold really. I actually work for, obviously, the library service. And my role is or was, as maybe by the time when it comes out, to developing community work in libraries. So I am a member of library staff. But also, I am co-opted from the library staff to sit on the board of Citizens' Eye. So, it's actually the community news agency. So, I am the link really between the library service, Citizens' Eye, the library buildings and the library management, dealing with how they work, where they work, what service we can offer, when we can't do things, sharing partner organisations, things like that. Kind of link, really, between the higher library management and the community news organisations.

HS: Yes. So how were you briefed about Citizens' Eye?

SP: How were the idea came about?

HS: Yes.

SP: Well, it came about due to like I said before, we don't particularly like project work, because it lacks sustainability. But, it came at the end of a project that I was doing. Two projects really, Welcome to Your Library, which was about engaging with asylum-seekers with probably library services, which was a national project, and also a more specific project to Leicester Libraries, which was Refugees into Libraries, which was getting refugees work experiencing in libraries, because usually they don't have transferrable qualifications between countries. So, it's very hard to them to get references or qualifications to actually get jobs over here. So, it basically came about the end of that. I was doing towards Refugee Week and I got to speak to John Coster, who is the editor and chief of Citizens' Eye. And, he was just establishing himself, working out of Voluntary Action Leicester Office. And, we met up and did some work around Refugee Week. But following that, it became increasing obvious there was quite a lot of territory that we have in common. In fact, we were, as a library service, looking to involve more of the community, either it's volunteers or voluntary organisations within the service we offer, to increase our capacity to work with volunteers basically. Because as a library service, if you're offering volunteering opportunities, it can be quite limited due to the staff capacity. But we saw the opportunity that we can work together and co-manage the amount of volunteers that we got, and it benefits volunteers from the news agencies, because they will get references from Citizens' Eye and also get references from City Council Service. So, it's a way of really increasing both organisations' capacities to work. And, it developed really around the idea of what's just come to fruition now, the production of the 1st young persons' newspaper in the country, as we sit here in their office of Leicester Mercury. Because originally John was trying to find space across the City to develop media hubs for young people to work out of. And, he was trying to get a location in the centre of the town, potentially across the City. So, that's where the idea really came to fruition. And I said 'why don't you use libraries to do that?' And just prior to this, Elisha Shambo, who is the editor of one of the community news agencies, HAT New, one for asylum-seekers and refugees,

was looking for office space to work out of and computers to use. So, we already hosted him at the library service as part of sustaining the Refugee into Libraries project. Elisha, from HAT New, said ‘why doesn’t Citizens’ Eye move in, because we will be able to develop things together?’ So, that’s how it came.

HS: Yes. So how would you describe your relationship with local people?

SP: For me, it had a massive increase in a nature of working with community news agencies. You’ve got a lot of accesses. I mean library services in general have information about community groups, organisations. The community news agency has real personal contacts with those groups. So, in fact so many people wanting to use Citizens’ Eye to sort of disseminate their information about their organisations and services really increase that capacity to know people within those organisations personally and have contacts with them, rather than just seeing them as directory or something, and maybe trying to make contacts with them. So, I will say Citizens’ Eye has increased more person-focused relationship with community organisations. And, often those groups that considered ‘hard-to-reach’, I know John would say “they are hard to reach, because nobody talk to them”, but it really did do that. So, I would say now we’ve got, because the relationship with Citizens’ Eye, there is probably not one voluntary organisation or community group that we couldn’t get contacts with, if we needed to. So, I would say it has made it a lot of more personal from my point of view. But also, I think, from the community’s point of view, in a fact that it’s offering a new service to them that they can see the benefit directly, because they can get their information out and available very quickly. I mean that’s the difference in terms of getting information to people, which I think it’s obviously one of the main functions of library services. It can happen a lot quicker, it’s a news agency because they can post things upon the website straight away or whatever. And, because they’re slightly independent from City Council that work in partnership, it can bypass a lot of the institution, structures and security measures around the IT stuff about getting information on there. So for instance, John can interview somebody from an organisation and get it put on the Citizens’ Eye website in a few minutes. If I had to do that via, say City Council library website, I have to go through a lot of security issues

to do that and like you're doing here, have a lot of permissions and things like that. So, it's a real win-win situation, because Citizens' Eye gets the benefit of the fact that they can use a lot of their capital costs that they take away, because they're working out of the library buildings, using some of the library computers, but also the fact that they're linked on to the library website, which is available anywhere. And also because of the relationship with library service and obviously the City Council, they're on the City Council website and used to promote the kind of overall strategy for the City. So, it's a real benefit.

HS: How do you think the relationship with you and the local communities can be improved? What makes it better?

SP: I really do think that relationship can be made better. But the more you actually involve people and consult with them, and inform them. So I think it's a really good way of developing that. But, I mean nothing is going to be perfect. I mean obviously if more people know about it, then more people use it, then it would do that, but it's about building the capacity, which is what you're seeing now. Because it has been such a good idea and such a success you can see. In fact, it's developed from just Citizens' Eye to Community Media Hub, which has based both in library service, Leicester Mercury newspaper and BBC Radio Leicester for training suite. So, again, having more organisations involved gives us a much greater capacity for getting more people involved. I think it's almost a capacity issue of problems about getting people involved and information.

HS: Are you involved in local community activities yourself?

SP: Yes, yeah. I did some volunteering at local community radio station, so I helped train other people to do broadcasting. So, I recently started it. And again, that kind of contact came through Citizens' Eye. I am a lot more involved in, well, to the extent I am actually cooperated to Citizens' Eye. And now I actually do, you know. And it becomes a real pleasure, rather than, you know. So, I am almost like volunteering, if you know what I mean, even though I am working. Yeah.

HS: Do you have any connection to local leaders, for example, community leaders, leaders of the Council or leaders of the organisations?

SP: Yes, obviously because of my role in the library service, I can have access to and have to have access to some councillors, council meetings, I worked with a lot of community organisations, specific to kind of migration, immigration, refugees and asylum-seekers. I mean my particular role is to develop relationships with those groups. So, I know lots of groups, Zimbabwean groups, Kurdish community. And it changed over time actually. So yeah, but it's quite, with the groups I have been contacting with, it can be quite fluid, in terms of changes. I mean there were a lot of Poles migrating here a couple of years ago, I had a quite big relationship with some members of Polish community. But, I mean that can be difficult sometimes, because a lot of some of the communities, say for instance one community might have 2 groups that they all think they represent each other, so you got to be careful of that, you know, being fair to both. And in case of some, there's a lot of groups that set up as reflecting the community, and it's not necessarily the case. So, it's keeping your options open and also being fair to everyone as much as possible.

HS: How have you used those people to help you implement Citizens' Eye?

SP: I mean we have used them integratedly, really. Because it's only developed with input of people from the local community. Citizens' Eye is the main news agency, which covers general news and what's going on in the community and that stuff. But, definitely with the specific news agencies, the one to do with kind of older people, the one to do with ex-offenders, asylum-seekers and refugees, it's given us a real contact with those particular groups and it doesn't really stop, like John's adding news agencies to Citizens' Eye. Under Citizens' Eye, so there is one to do with health, to do with photography and to do with the environment. So, it gives us a lot of access to people who are interested in particular aspects of what goes on in Leicester and that stuff. Especially for us, what makes it important is most of those news agencies have a specific relationship to key and relevant strategies for Leicester. Say, for instance the one to do with health, the one to do with environment, the one to do with older

people. They really got a lot of plans for working in those areas. City Council has over the next 25 years, having a relationship between people representing community groups and having access to the Council is really vital I think. And really good example of that was the Council lead for older people and those responsible for launching for older people strategies, I think. Hope later this year, they actually came to the launch, the official launch of Senior Eye, which is the old people's newsletter. And once to get them involved in doing some of consultation and promotion of the actual strategy. So, in a roundabout way, it really does link people that are around to so like through kind of information service to the actual councillors and I would say that's one of the key things about Citizens' Eye. I would say since they have been working out of the libraries, libraries have a lot more visits from the councillors, across the boardroom, for different aspects involved in different aspects of City Council delivery. So, it has been really good for raising the profile that Library is actually within the City Council services.

HS: Yes, it sounds good. Do you think Citizens' Eye is good to have in Leicester Library?

SP: Definitely.

HS: Why do you think so?

SP: Because it really gives living link to the community. You're not just putting information out, you might just get it in a printed form, you're able to offer space to kind of community groups or news agencies that are developing new ones, but also letting them evolve in their own time. So, they can give information in the way they want to and the way you think they should. I mean this is a vital thing. A lot of people talk about partnership. Really it's almost two parallel organisations, whereas this gives you real opportunities to become a lot more, I don't like the word, synergistic. But it's actually working together and really alongside each other, whereby new things develop, because the actual relationship is allowed to evolve from more than just say this is what you do, this is what we do, what we can do together, how they can develop.

HS: Do you know why Citizens' Eye taking place in Leicester Library?

SP: Because, obviously, there is. It's almost like a really positive meeting of mine really. In fact, it's just seen such a good idea to have the library service and the community news agency working together, because again it really increases the ability to have really living current quickly-responding news and information from and to the community. You can see the real logical progression. The fact is Leicester is really lucky and in the fact that Citizens' Eye is the 1st community news agency like it in the country. So, it just seems too stupid not to do it. Do you know what I mean?

HS: Yes.

SP: It's very obvious to both parties that it would be beneficial to both parties and beneficial to the communities, which is what my desire is. And of course it fits perfectly with the legislation we're expected to respond to, *Duty to Involve*, to inform, consult and involve the community. So, how better to involve them than actually have them working with you in your buildings? And, I think that's one of the key lessons that people can learn is not be so protective of their own space, to open up more and to actually work in partnership, but using some kind of buildings and resources. And, it's a big thing of mine, actually, that I was at a conference about working with offenders last week. And there is a lot of different organisations all fighting for the same funding for projects working with offenders. And, the one thing really comes to my mind is so many of these projects can't afford and they can't, because they're all trying to get the same funding but they're all trying to get capital funding. So, if they all joint together and have one building, which is kind of what we're trying to do with this, people aren't necessarily from organisations, they may not have the buildings to be able to do that, but what I would say is that we necessarily haven't got that many rooms, we haven't got that many buildings, but there has been the real motivation from the head of Service to see the benefits of getting community involvement. It definitely is getting people's notice.

HS: How do you think the community can be involved in this project?

SP: Anybody can get involved. Anybody from the community can get involved. I mean that is the beauty of it. In the fact, anybody who wants to, who starts a community organisation or has got kind of information that they want to get out that is about their community, community leaders, community meetings and things like that. They can actually post their news on to Citizens' Eye. And, they can actually get involved, anybody can get involved by becoming a citizen reporter. So, they can actually either use it just for information provision or getting information but also they can generate contents on Citizens' Eye, either by becoming a general citizens' Eye or signing up for one of the particular news agencies, or if they've got a good enough idea and it is something that has not been covered already, they can start a news agency.

HS: It's interesting. So, how have the community been informed about Citizens' Eye?

SP: They can be involved by Citizens' Eye itself, and obviously it's on website, then by being put on the library website, by promotion, by me at the conferences, by John at conferences, BBC Radio Leicester because John speaks there every month, through a local community radio show. Citizens' Eye has its own community new show, on that. So, as many ways as we possibly can, really. Through flyers, posters, it has been promoted.

HS: So how have the community been consulted in Citizens' Eye? And how did the Citizens' Eye incorporate their feedback in the planning?

SP: Basically, the great thing about Citizens' Eye is it's dependant on the community to actually develop. It's news and it's news agency. So, basically it made itself. It didn't necessarily have to be consulted, because it's basically there for everybody. So, it's not. If you get somebody from the Somali organisation said we will have to consult to use Citizens' Eye to be able to. They would say send the information or general the information and they would be put out there. And again, because it has never been done before, you won't really be able to consult. It's a strange one that. I think there is a lot of people, if they're consulted now, they would say "might you have done this? might you have done that?" But, because it's all run by volunteers, it gives a power to itself

actually by doing that. It's a difficult one that, because. Like John, John often said if you put the idea about creating a community news agency, everybody would go "how much would that cost?", "which building you're going to work from?" But, because it's grown organically and with the input of people, it can respond to what anybody says. If somebody said this is not a news agency for this, then you would just turn round and say "Well, you start one then." You know, it's giving the ownership back to the people to do. It's almost the daring people to be proactive, rather than sitting around and saying "Oh, there is nothing for that." John and I would both say "Start something then." You've got a website, readily available for delivering that news and you don't have to pay £1,500 to get a web designer to do it. You can use Citizens' Eye and put the information up there. It's a double dare really. If there is nothing there, they can do it. If they're not doing it, they can't moan about it, if you know what I mean.

HS: Yes. I do. So, at this point, how are you trying to include those people who might not traditionally use the library in Citizens' Eye?

SP: Well, like I said, the key focus of Citizens' Eye was working with groups that might, for various reasons, perceive the library service (a) doesn't know anything to offer them or (b) doesn't offer enough for them. So, those perceived hard-to-reach groups that we're talking about are given a real focus through this. I mean a big example of that is the work that we're doing with the INO Mag through the news agency for ex-offenders or offenders who don't want to re-offend. And, that's really opening up lots of avenues for us, you know, contacts with police, probation services, prisons to develop work with them as seeing libraries as a place that can work. I know open to sort of working with people from those backgrounds, they're not seeming to be off-putting or unwelcoming to those groups. We are having some volunteers who were ex-offenders. It really does show we're service that is really inclusive. And again, the work we got recognised for the asylum-seekers and refugees, it's often in the past they might not have been perceived to have much attention from library services, but because working with the community groups and all the organisations working with services for them, you know, libraries get a

reputation for working on side of them and working with their clients. So, there is a couple of examples. But, it's by no means perfect. You will never get that. And, it seems conflicts to general things that affect things in general in the library, less book issues, less funding and stuff like that. It has been a challenge time.

HS: That's interesting. So, how the community will be involved in how the project is rolled out in the future?

SP: Yes. They are involved and they can get involved. Anybody can get involved. I mean, the next phase that we tend to do is, like I said, we built up the capacity by increasing the partnerships, including Leicester Mercury, BBC Leicester Community Radio Station, etc. So, really now, we've got a lot more space and capacity between all buildings that we've got involved to actually get a lot more reporters involved. So, the ambition really now I think Citizens' Eye is to get Leicester the best community reporting city in the country, if not the world by developing. I think John wants to get 2,000 community reporters. So now we've actually got the capacity to do that by the partnership we've got. Obviously we couldn't develop 2,000 community reports in the library. So it really does show the importance of kind of partnership work.

HS: So, do you think there are any challenges for communities getting involved in Citizens' Eye?

SP: There is no real challenge as to engaging with Citizens' Eye that I can see. In the fact, the avenues are all open, that's great to get into it, like I said. Again, the options increased, you've got more partners involved, so people going to Radio Leicester, Leicester Mercury, after all get into reporting Citizens' Eye, libraries, they can all be sort of fed into it. The key challenge really for Citizens' Eye from the aspect of getting involved through say the library service now is obviously the challenging budgetary restrictions being posted on libraries. For instance, it's directly going to affect how much we can do with the community anyway. In the fact, one of the central libraries in Leicester may be closing. It's not been finalised yet. But obviously if you've got half the space, it does, you know, potentially affect what you can deliver. Or, if you look at it positively, you will

just have to be more creative with what you're doing. And again, almost in perfect timing, just as that, those kinds of challenges came, we've got more capacity by working greater in partnership with other organisations. So, it's saying challenges, and then saying looking creatively and how you may be able to sort of change them. I mean what it does do is make libraries, my aspects of it, even more important for developing partnerships. You can use the space in the literally organisations more creatively. I think there is a lot of wasted space in general, or how people use that space. I mean, yeah, I will leave it.

HS: Okay. In terms of building a strong connection with the library and the community, what do you expect from Citizens' Eye?

SP: Well, it already has built a connection, and it continued to offer more potential there. For instance, more citizen reporters we get, we will get more links to, say people in the council meetings, ward meetings, get information quicker from different communities, different areas of the city. So, yeah, real potential.

HS: In Citizens' Eye, what are the main organisations that the library has been able to build the partnership with?

SP: Like I said earlier, there is no limit to what we can get involved with, because Citizens' Eye, by its very nature, developed a lot of those links with organisations. That's a real living link, rather than just kind of paper, directory link. There is no one organisation, I don't think, that we couldn't get contact with if we need to, because it's Citizens' Eye. So it's really quite vital for that.

HS: What are the main organisations that are involved in Citizens' Eye?

SP: Well, the main organisations are Citizens' Eye itself, which is the overall news agency, but then the other kinds of agencies that we work with. The one that we're working, say specifically with ex-offenders or asylum-seekers, you've got all those organisations behind them, that you've got a lot more contacts with, say for instance ex-offenders, like I said earlier, you've got the kind of police, the probation service, prisons, get links there that you would never have before, because you're dealing with, you've got somebody

representing those particular clients who you're actually working with. So, there is a real personal contact with those organisations, which in a roundabout way, they have to have, because they're reporters or trying to provide information is to be the benefit of those organisations to actually have relationship with them from 2 ways. If they're not given the correct information, then that won't be given out. And also it helps their relationship which is usual part of their brief as an organisation to engage with those people from the communities. So, it's all the organisations. If you got a link with a particular community, or particular group within that community, because they've already got relationships with a lot of the organisations that deal with them, then it's really easy for us to develop kind of partnership work. A good example for instance will be Citizens' Eye had a lot of contacts and did a lot of work with say Action Deafness. So, what actually happen now is some of the people from Action Deafness want to become citizen reporters. So, they did that course in the library, of course that relates to a bit of relationship between the library service and Action Deafness, because they were saying "Oh, actually the library is a really good place to do things." You know, because we've got a lot of interest from people signing in the library. So, after a while, Action Deafness contacted us because they had a project that they wanted to do in more public carers. So, we did the signing future's project with them in the library. That would never have or unlikely to come about without the relationship between Citizens' Eye, Action Deafness and library services.

HS: Besides the police, probation service, Action Deafness, anything else?

SP: Loads. I mean there is a whole list of things, the health services, community groups. There is a massive list of organisations that are part of Citizens' Eye or put their information through Citizens' Eye. The University. It's like, there are almost too many. I should give you the list. Leicester Aid Support Services, you name it, Refugee Action, Leicester City Centre. They're all involved. They all put their information in Citizens' Eye or take information out of Citizens' Eye. So, it has the real portal for all organisations who want to get the community-based work and positive stories about the community and initiatives. Actually out there, so people don't have to go to lots of different basis for information. Log

on to Citizens' Eye 'Oh, that's what happening in NHS regarding our communities', 'Oh, Leicester sport services', 'Oh, Refugee Action', you know, 'all events for older people', 'specific events in New Park', 'there is a ward meeting in South area.' The only limit to the organisations involving Citizens' Eye are the organisations themselves, because if they don't want to give information, they don't want to get involved, then that's what stops them. There is nothing that we're doing to stop them getting involved.

HS: How would you characterise the relationship with those partnership organisations? Is it long-term or short-term? Is it good or bad?

SP: Well, again that comes back to the challenge as to, erm. Like I said, if what is proposed comes about, then there will be less library buildings to actually deliver services, certainly centrally. And then it depends on. I mean within those changes, there is an expectation to be sort of what jobs going. So it depends, in terms of kind of budgets and things like that. It depends on what services, you know. I will give priorities or resources to actually continue. So, for instance, say giving space to community news organisations, you know, it's not given as much kind of credence from a higher library management or from the council, for instance, then we may have to not do that aspect of our work, because that's less money to deliver that aspect of things. But, the way it seems at the moment, I said at the moment, to be still the commitment, motivation from the Head of Service. That connection is really important to maintain and develop the extent work that were already planning ahead for working with particular groups that are involved in Citizens' Eye, like ex-offenders to actually develop new services. So, hopefully, but it's a very vulnerable time at the moment, so anything, if I speak to you, when this is published, I may be out of the job. This Saturday of work may not be being done anymore even though it's a really good idea. I think what's happening is there is a lot of good things that may be lost purely because of the financial prescriptions, not because they're bad ideas or they're not being working. It might not be funding there to even cover that aspect to work. It might go back to kind of core services. But again, that is depending on library management and may be some are above them,

the management of the council, the priority is there. I am hopeful that this aspect of work is going to continue, but there is no guarantee.

HS: So, how do you contribute your opinions to the decisions that were made about what you do in the library, for example, the newspaper, the magazines.

SP: Well, at the time, I mean, you've got my substantive post, which is the Senior Community Librarian. While I was developing this, I was acting in a managing role, developing these things, developing volunteering and helping library services get voluntary organisations involved. So, I probably have more sort of say in how those were developed, while I was doing that. And, of course that was one of the first casualties of the Budget Truth Structures, because that wasn't an actual management post, it was a development post. That's actually being, it's not going ahead now. But, they want me to carry on with some aspects of that work within my other job. I would say I have a lot of input in developing it. With real trust and the commitment from Head of Service, so I was almost left with almost a free hand to develop things, as long as it was hitting the kind of targets that we were looking at, getting more volunteers involved, getting more voluntary organisation involved, getting more community engagement. So, I was given by free-hand while I developed that. That's one of the good things, that's the recognition that things can evolve, rather than just having an action and then saying this is going to happen, because sometimes in a real word, it doesn't work like that.

HS: How will the future direction of Citizens' Eye be decided and agreed?

SP: It will be probably. Again that would have been probably a lot easier to set. A couple of months ago before we realised that all the challenges we've got in library budgets and council budgets and an agreement in place for Citizens' Eye for 2 years to work, to have space in the libraries to actually work in. So, it's putting place for that. And, obviously because of capacity issues, and we have been looking to increase the capacity and working with other partner organisations, so hence working with Leicester Mercury and BBC has become really important to develop.

HS: Libraries used to provide services from that points of views. But, in the past 10 years, they started to work with partnership organisations and local people in planning, managing and delivering library services. What do you think about this kind of change?

SP: I think it's fantastic. I really do think it's probably one of the few real ways forward for libraries. And, because of a lot of traditional things that are under threats, aren't they, a lot of book issue is going down. So, I think it's really important to develop that people actually get direct involved in the library service. And, it gives people the options of developing services by and for themselves, rather than just being told. I think that's a really key thing. Obviously, it has got to be quality-standard and things like that. But, I think the more the library can get the communities, community groups to be able to work out of the libraries, then it's a real opportunity for growth, whereas things seemed to be kind of shrinking down. And, obviously one thing is working with Citizens' Eye is as brought a lot more potentials for using social media, using computers and to be able to deliver community information, rather than relying on directories and things in the past. I will say, just anecdotally, most people I would say, even people working in the libraries, do more of their readings on the computers. Yeah, I mean, it's one of those real potential uses for libraries in the future.

HS: What do you think Citizens' Eye can benefit from this kind of change?

SP: They are using those technologies. So what has benefited them is they have done a real neutral environment delivering those kinds of services. Libraries have been seemed to be a kind of portal for neutral delivering information. I think it's really important both as a space and as a way of being fair in delivering information. It's giving everybody the opportunity to have a space whether it is a virtual space or physical space to get and receive delivered information.

HS: The next 2 questions are kind of summary the whole interview. From your experience, what do you think makes a successful community engagement project?

SP: Realistically getting people involved really, rather than just do it as an exercise. I mean most community engagement exercise, I think, are basically kind of paper exercises in a, say 'oh, we've done that.' And, it usually stops at the level of consultation or they are agreed to have somebody give them advice in their libraries for that for one hour a week or a couple hours of weeks. I look at it totally different. It's to actually get people involved in delivering service in libraries and services that are going to necessarily replicate, duplicate or take flakes off, like library professionals. But, to make those professionals to have the ability to relate to communities in a lot quicker and responsive way, I think there is a real gap.

HS: What is it about the library that makes the community willing to engage with you?

SP: Again, libraries really seem to be space for everyone. I mean I used to read all that kind of thing - libraries are neutral, safe environment. But, it genuinely seems to be perceived in a really good way by most of the community. It really seems to be it's there for everybody if they want to use it, if they want to engage with it without having an axe to grind on a particular issue or putting a particular emphasis or slant on it. So, it's got. Really through this work, that has become more important to me. For instance, we had a, we arranged a partnership event with 2 different organisations who we were working together. And they're trying to work out where they should have an event, so if they had it in their offices, then you're not acknowledging that organisation or we had in this organisation. We will have it in the library. So, in terms of practical sense and what you said virtual centre, library is a good place to access and physically for information.

HS: Do you think library staff need any special skills to take part in community engagement projects?

SP: Yes. I do.

HS: What kind of skills?

SP: They need a lot more development skills, like interpersonal communication skills, information research delivery skills. And, I think that the difference between. Things change almost completely when you're actively trying to get community involvement. Whereas I often see, I come up again, I do in my own service, I see there is a real protectionists, whether that is to do with kind of safeguarding their jobs or particular areas and being unwilling to breakdown those barriers, because we seem to be sort of protectors of information and how it is delivered. I think that's where a lot of work needs to be done. And in a roundabout way, what's actually happening is social media is breaking down those barriers. So, it's not. They just bypass libraries. It would be totally be bypassed. They will become less relevant.

HS: Is there anything else you would like to add to what you just said?

SP: Yeah, I would just want to say that it's really important that any kind of library services engage in kind of community engagement should advocate their work and talk about it, publish it and get involved with kind of research projects. So, there is database of potential good practice or how to change things. The key thing that we keep being asked is 'how did you do that?', 'how did you do that?' and we keep telling people how we did it. But, it's not much translation of that information into how that could be replicated and make itself work, if you know what I mean.

HS: Yes. I do.

SP: So, there is really good things to happen, but it's quite piecemeal and not really addressing the key things, which I think retrospect back to what I said 'how people work' and 'how people engage with each other'. And, I think there are key things to address.

HS: Do you mind if I have a follow-up interview with you in about 3 months' time?

SP: No, if I still got a job.

HS: Yes, you will. Thank you very much. I appreciate it.

SP: Please feel free to put my comments into proper sentences, so it's not all yeah, yeah.

HS: Okay. Thank you very much, indeed.

Appendix 4 Observation Schedule

1. Basic information of the event observed
 - a. Date and time:
 - b. Venue:
 - c. Event:
2. The physical setting
 - a. What is the physical environment like?
 - b. What is the context? (background, situation)
 - c. What kind of behaviour is the setting designed for?
 - d. How is space allocated?
 - e. What objects, resources, technologies are there in the setting?
3. Characteristics of the participants
 - a. Who is in the event/meeting?
 - b. How many people, and their roles?
 - c. What brings these people together?
 - d. Who is allowed to be here?
 - e. Who is not here who would be expected to be here?
 - f. What are the relevant characteristics of the participants?
 - g. Is there any leader or chairman?
4. Characteristics of the process (e.g. activities and interactions)
 - a. What is going on?
 - b. Is there a definable sequence of activities?

- c. How have decisions been made?
- d. How do the people interact with the activities and with one other?
- e. How do local people express their opinions?
- f. How do library staff deal with local people's request?
- g. How is the agreement between library staff and local communities reached on the service plan?
- h. How are people and activities connected or interrelated?
- i. What norms or rules structure the activities and interactions?
- j. When did the activity begin?
- k. How long does it last?
- l. Is it a regular activity or one-off?
- m. What is the difference/change/process between this event/meeting and last one?

5. Conversation

- a. What is the content of conversations in this setting?
- b. Who speaks to whom?
- c. Who listens?

(Quote directly, paraphrase and summaries conversations; silences and non-verbal behaviour that add meaning to the exchange.)

6. Subtle factors

- a. Informal and unplanned activities
- b. Nonverbal communication (e.g. dress, physical space)
- c. What does not happen?

7. The investigator's behaviour

- a. How is my role affecting the scene that I am observing?
- b. What do I say and do?
- c. What thoughts am I having about what is going on?

Appendix 5A Observational Field Note Sample (Expanded Notes)

Time: 2.00 pm - 3.25 pm, Wednesday, 03.02.2010

Venue: Allen Park Centre (attached to the Allenton Library)

Event observed: Allenton Library Panel meeting

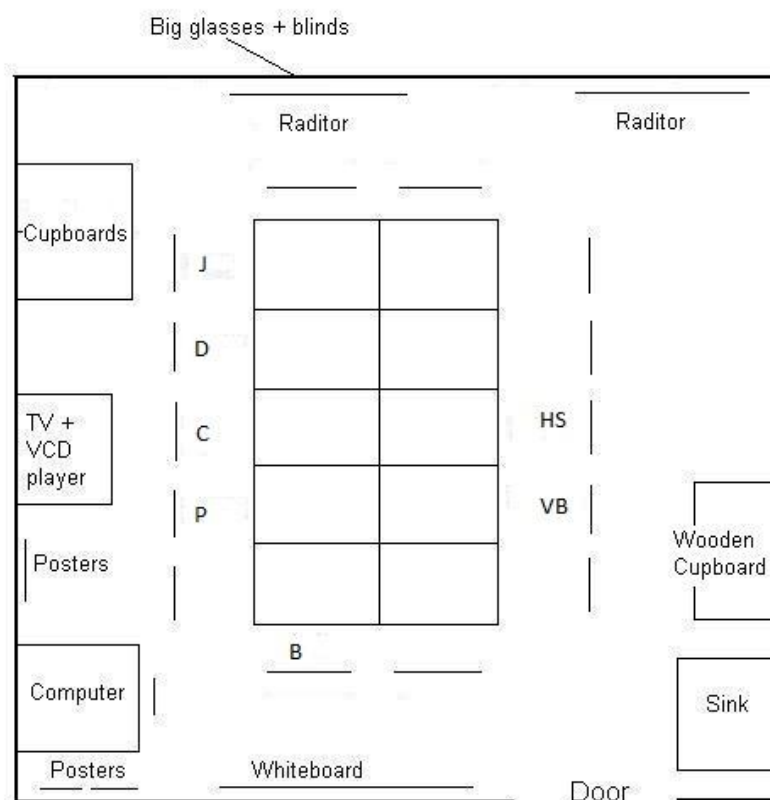
When I was outside the Derby Rail Station waiting for a bus to Allenton, I asked an old couple whether I was at the right bus stop and double-checked that Arriva 41 was the right bus to take to Allenton. The lady was very nice and asked me "Where about do you want to go in Allenton?" I replied "Allenton Library." She seemed very confident and replied to me "Allenton hasn't got a library."

I then looked at the bus timetable on the bus shelter, got on Arriva 41 and arrived at Allenton. When I got off the bus, I didn't know where to go. I asked a mid-aged lady how I could go to Allenton Library. She pointed at the right direction to Allenton Library straight away and I arrived at the Library smoothly. From the Library to Allen Park Centre, I met one of the Allenton Library Panel members. I started the conversation with "Are you going to Allen Park Centre?" because I saw her heading for the same destination. She replied "Yes, I am coming for a meeting." I added "Are you coming for Allenton Library Panel meeting?" She looked at me and said "Yes." She introduced herself to me "My name is J. Nice to meet you" and shook my hand. I replied to her "My name is HS. Nice to meet you, too." We then walked to the meeting room in Allen Park Centre together.

We both arrived at the meeting room about 10 minutes before the meeting started. There was a lady, D, sitting in the room already. After I put down my stuff on a chair, I went to the ladies. When I came back to the room, J had already told D about me. VB [Community Projects Support Assistant], C and P were in the room waiting for the meeting to start as well. After greeting with everyone, I took a seat around the table in the centre of the room and started to

observe how the meeting room was laid out. Just before 2.00 pm, B came in the room.

This room was a classroom for adult learning. There were 10 wooden tables assembled together, surrounded by 14 plastic red chairs in the centre of the room. There were 6 bright lights on the white ceiling (one of them was flashing all the way through the meeting). The door, with a stained glass on it, was closed throughout the meeting. Opposite the door were 4 big windows covered by blinds on the wall. Under the windows were 2 white obtrusive radiators attached on the wall. The floor was covered by a dark blue carpet. There were 2 metal cupboard and 1 wooden cupboard in the room. The facilities included 1 TV, 1 VCD player and 1 computer. The creamy white walls were decorated with different sizes of posters.



Some conversations were going on before the meeting started. The topic varied, including photo sharing and shopping. Just before 2.00 pm VB prepared tea/coffee for everyone. When she came back to the room, VB distributed the meeting agenda to meeting attendees. P took out a framed Chinese painting

from a bag and gave it to V, saying "I would like to donate this to the Library." VB replied to her "Thank you very much." Everyone turned around to ask me what the Chinese characters on the painting meant. I said "Peace and tranquillity." P then took out a homemade Victoria sandwich and asked everyone if they would like a piece of cake. A panel member asked her "Is today your Birthday?" P said "No. I want to give you a treat." While P was cutting the cake, she said to everyone "I am sorry. It seems I have taken over the whole meeting." VB said "No. Don't worry."

VB started the meeting, based on the order on the agenda, and asked everyone to take turns to introduce themselves and said that "HS is a PhD student. She is studying community engagement projects." VB then asked me to introduce myself to everyone. After explaining my background, I also used the chance to get permissions from every meeting attendee to audio-record the meeting and asked everyone to leave their contacts for me after the meeting. Then the introduction went clockwise. B was an elderly gentleman who had lived in Allenton for 40 years. P was an elderly lady, who was born in Derby but lived outside Derby. C was an elderly lady [at her 50s, I guessed], who was born in Derby, used to be a primary pupil when the Library building was a school. D was an elderly lady, who was born in India (b/c her dad was in army) and had lived in Derby for 10 years. J was an elderly lady with partial deafness, a local in Allenton and born somewhere else. S was the Allenton Library Manager, whose nationality was Welsh.

VB didn't apologise for those who didn't attend the meeting and went straight to discuss 'garden update'. VB first updated everyone about the garden progresses and provided two copies of the same provisional garden plan, saying "I have got a plan of what the garden should be like." She added "Pretty plain really, but with scopes." Attendees looked at the maps, discussed with people who sat next to them and said "that's really nice", "that's lovely" and "it looks beautiful." C asked "Do we know the overall cost now?" VB replied "the materials so far are costing about £1500. Obviously the professional service didn't charge anything about the work, which is fantastic, because that could be a couple of thousands as well." Some people said "erm." She then added "So far

all we have done is sort out the basic bone of it." P asked "Where?" VB said "Lex." P asked "We haven't heard anything from B&Q, have we?" VB replied "B&Q gave us 5% off. Ha [...] B&Q came out with something like £1900 and Lex came £800 and something. Meeting attendees' responses included: "Wow!", "What a difference!", "God!" and "Dear!" VB also explained different suppliers to meeting attendees and compared their prices. P suggested "Don't you try Builder Centre?" Besides prices, VB further explained "we have to go to suppliers that we have already used within our eyes. If we already got somebody there electronic ordered, we have to go to them. And, we have got quite a lot. P listened to VB's explanation and said "that's fine." VB added "so, we are going to have rest bags, railway slippers and they should be suitable for sitting on and for people in wheelchairs to be able to do a bit of gardening. And, we have gone for bigger size. One was because it worked out a lot cheaper. And, two was because it looked big enough to put some trees in, perhaps small fruit trees. You know, to give us more scope. But, money is tight, as you know." B commented "it may look nice with a balance." J added "Very nice." When it came to the space outside the door, VB passed it to S. S mentioned the work with Allenton Enthusiasm and said that they had gardening courses at school and they came in once a week. B asked a question "Are they the same children?" S replied "it's the same 6 children each week." C asked "What age are they?" S said "their ages are between 13 to 15" and added that "they came in. They used the library resources and computers and books. They have done from scratch. They have been to B&Q to see what plants to buy. They even bought it on the tours. And again, it's about bringing communities in. And, yes, the computer is a bit noisy but I have no problem with noise." P said "I presume they will keep the work in the garden and do that themselves." S said "They will maintain the link with schools, I think" and added "the reason we wanted them to join was mainly because we think we can give some people the chance." P said that I agreed with you [referring to S]. S continued "being a bit selfish [...] We want to bring these kids in and work with us as opposed to gangsters. Instead of leaving them running outside, it would be better for our staff to bring them here." P said "yep." S continued "Mainly, they do mention they would be interested in the gardening. So, originally it was to do what they meant. But, I

think perhaps to many others who would be involved in, it will give them more responsibilities [...] So, I think it has been a step forward in all angles." She added "I will just leave it to now. T will let me know when they will come in and I will book computers for them. She is coming back to me with the plans that students themselves put together, so I think it's a step forward to Enthusiasm." P said "I think that's a very good idea." S replied "thank you." VB added "I think it always makes sense to get young people interested, rather than hanging them outside." C responded "it sounds a brand-new ball game, because if any child was given an opportunity, that group has been given (a) to join the community on a level; (b) to be able to read, write and communicate, because there is obvious a link between lack of education and crime, isn't it?" Everyone nodded and said "yes" and "absolutely." J added that "They found school boring because she [C] said they cannot read and then lose interests." S and VB were then talking about the benefits about Allenton Enthusiasm: If they can see one of them do something good, then that would make a difference. P said "the point is Allenton has got such a bad name at the moment. We need something to bring kids." Everyone agreed. VB said "Certainly to get a big group around, and trying to make Allenton's name a bit more positive." VB then suggested "we have some kind of celebrations when the work is done." She then asked opinions about the time: "Whether we will have to wait until the weather is better?" J suggested spring would be better. Everyone seconded that b/c of the weather.

VB then changed to the next topic, saying "which brings me onto the next thing about 'plants'." P mentioned cleaning of the garden. VB then added "You cannot make an omelette without cracking the eggs. I think by the end of this weekend, the work should be done because there will be no shivering anymore. Everyone was in an agreement that it is a mess, but it will be cleaned up as soon as it can be." And then, meeting attendees were discussing how to clean and tidy up the garden. VB's mobile phone went off. She politely said "excuse me" and hanged up the call.

VB then said "the next thing about the garden. We planned, and hoped you are all in an agreement, 'plants swap' to generate some plants for the garden. What

we thought we would do is for every person who comes and wants to swap plants, they must donate a plant for the garden. Possible. And then we just take off the plants off you, give you a ticket and then you could go around and pick up which plant you want. Obviously some plants are more spectacular than others. Somebody would say that's worth more than some tiny ones. Maybe 2 tickets for certain plants, something like that. Now, what I want to know is (1) if you are on board for this; (2) if you are willing to help; (3) have you got any plant?" C said "should I go for number 1?" Everyone was laughing. J asked "Any plants for which plants do you mean, any plants?" VB answered "any plants, because we're talking about to swap." B said "I could bring you some plants." C then raised a question: "When do you plan to have this?" VB said "When the weather is a bit better. It depends, really." J then said "I can go buy some plants. There is no point for me to dig in mine." C suggested "can't you think of something else?" J replied "no." VB then said "We will probably think about spring time before anything gets underway. So, do you think it's reasonable, spring?" People said "yes." VB then suggested advertisement around Allenton. C further suggested "a weekend day, presumably." VB said "It's up to you, really. We're hoping you will help sort it out. We thought maybe we could do a raffle." C suggested "I was going to say we could have a fund-raising event." VB continued "yes, with tea, coffee and cakes to make it into a garden party." J asked "when do you want to do it?" VB replied "I think not too far in the spring. I think ideally March, before the plants are tend to take off. But, not absolutely the worst time of the year. I always think February." Everyone started to talk about the weather of the moment. C asked "Have you got the 2010 diary, everybody?" Some people took out their dairy from their bags. After discussion, everyone agreed with weekend. The date decided was 6th March 2010 and everyone pencilled in their diary. CR further suggested "Can we let that be the start of some regular outdoor events?" VB said "well, I am not 100% sure this is going to be outdoor. It could be pouring. It could be snowing. Everything could be happening on the 6th of March. But, yep, that's what the garden is for." C then said "yes, I mean, especially on the Saturday, we have got the Allen Street Tend of the Car park. I mean you have got your library stuff part. Haven't you? And then this end is usually on Saturday. So, you know those double gates, we

could just have people flood in.” Everyone was laughing and showed their agreement. J said “do you mean to sell the ticket ourselves or in the Library?” VB said “Both would be ideal.” C then asked when the Easter will be. VB replied “14th April” and suggested that “we could have a prize draw or something [...] We have got £5 vouchers from Wilkinson.” C said “Wow.” J added “they sell Easter eggs, don’t they?” VB replied “they could perhaps spend £5 on Easter eggs.” P said “Can’t we get somebody to donate from the shops?” VB said “Well, we can try.”

J asked “You [V] said we will sell them on the day. The day we all come to the garden, you mean?” VB replied “We won’t come into the garden.” J was surprised and said “We won’t? I thought we were!” VB said “no.” J then questioned “I thought that’s what the 6th of March was for?” D replied “No, plants swap.” J said “I thought we were coming to pull them in.” Everyone said “no, no, no.” VB then explained “to generate the plants for the new garden.” J then asked “So what are we going to do with them?” VB explained “What we are going to do is we are going to charge people a plant to swap their plants.” J questioned: “But you got to pull them in. You cannot leave them lie around, can you?” VB replied “I think it should be alright until the room is organised for it.” C added “There will be Enthusiasm around, anyway, if they appear on that day.” VB then said “We don’t know until we turn up, do we? But, I think we need to be enthusiastic about it. If we were not enthusiastic about it, nobody else will be.” C agreed and added “that’s a good idea.” VB said “that’s a fact. Well, if you can consider any way that we can generate some either income or plants for the garden, then you know, by all means be coped.” C said “that’s what I was thinking - some regular events to maintain the garden.” Everyone responded “Yep.” J said “I mean I would be happy to go and buy a decent plant. But, I don’t know how many people would. I couldn’t dig in mine.” C said “It just doesn’t make any differences, does it? If you donated it [...]” J then said “No, I am just given a plant and that’s it. And go and buy it and come and see it.” VB then added: “I think there will be a garden class. They will be doing the plant.” J said “I see.” VB added “I mean hopefully, they will come back to the gardening courses. Well, I will have to play my ear. It could be [DG] and me again.”

Discussion about bargains and vouchers were going on between the meeting attendees from the community. After a while, VB said "Obviously, the first year is going to be the worst year, but every year that goes by will mature and improve, hopefully." D said "It's just the fact that we have got the garden which is going to be there and able to put stuff in." P suggested to put some balls in the garden. VB thought it was a good idea but it needed to go in Autumn. P said "Yes, no. With balls, you know spring balls, you know. When you do the balls, you need to put so much soil in and then put the balls in." VB said "I don't think that's going to happen. I think it's going to dig a hole and plant new balls."

S suggested a Welsh corner in the garden (because she was Welsh). VB said "you can put a dragon, if you want." There was then a conversation about Scottish, English and Welsh. VB finished this topic by saying "any suggestions for the garden?" C suggested that "We got to see the forms first." J looked at the garden plan and asked: "I still don't know what the group would do in their own garden? There, the youngsters - they would be planting their own garden?" D who sat next to J pointed at the plan and explained "No. They do the garden outside the door. There is a main door where we came into the library. And, you know there is a piece of dirty ground there and there will be trees. There, that's where the young people are going to do. It's the gardening class that is going to do." J said "I didn't know there will be garden classes." VB added "the probation service are doing what we called the 'heart lane scoping' - that's the paving and the raised beds. And, that's all they are doing. The class is doing, probably, planting. But, that's not definitely."

P went out at 2.45 pm to give away the cake because she didn't want the cake to go dry.

VB then said "we are also doing the cleaning in a different way and that might be a bit of extra time. We are going to have tenders. Instead of going to commercial services, which we go to them now and we get whatever they give us. We are doing interviews and get the best person for this job. And, it won't be only cleaning. They will be given information, tidying books. So, it should be much, much better." C said "Why couldn't that come to the panel members?"

VB repeated the question: "Do you mean why couldn't that?" C added "that work." VB clarified the question: "I don't understand. Do you mean why couldn't they be appointed?" C further explained "Why couldn't they be volunteers from panel members to fill those hours." VB explained "we have longed for the meetings from months to months, don't we?" D said "I don't have any problem." S mentioned volunteers need to be CRB checked. C said "that's rather disappointing because when the supporting groups kept working way before the building started, everybody was so enthusiastic 'yes, we will come during the process', 'yes, we could come a few hours a week', 'we will do this, we will do that'. Where are these people now?" S said "So, are you interested in doing regular volunteers?" C said "yes." D and P seconded that. They started to discuss when the best time would be for them.

When it was 2.50 pm, VB turned the topic to the 'bids', including Neighbourhood grants (about £500), Neighbourhood funding (£1000 for garden, mats for children to sit on in story tell time). She then passed around documents for everyone to have a look at. VB added "if we can have the funding, that's fantastic. If we don't, all we lost is an hour's work."

The topic was then changed to "user group progress." VB stated "DG wants me and her to stop back into down from this group unfortunately. Obviously S will come to the meeting and book the room for you. And in between, you can decide when you want your next meeting." P asked "Who is going to get the info written down?" VB said "I am afraid it will be up to you as a group. Obviously, S will do everything she can. And, obviously me and DG will do everything that we can. I am in post until next June. In the meantime, posters, letters, anything I can possibly do, I will be more than happy to do." C asked "If there is any major information that we need to know, you can just email S anyway, can't you?" VB said "yes." S then briefly explained some information. VB added: "We are going to be concentrating on Mackworth." C asked "have you got all the stuff set up, most?" VB replied "that's what we're going to do today." Some conversations were going on. VB then said "[...] phones, emails, whatever, we will do anything we possibly can. Our main concern, really, is you are not going to want to get together at all. Obviously, it's up to you." There was

a couple of seconds pause. B then mentioned "History Group" to C. C responded "I was going to bring that in, actually." B asked C "how many people are there?" C replied "We had lunch meeting about five weeks ago. There were only 4 of the panel members attending, but that's not to say it can't grow up to the community this week. We got our first official meeting all on our own tomorrow afternoon. So, V, don't worry. We will keep going. Don't worry about it. I mean if we could do the History Group on our own, it's all going hand in hand." B seconded that. C also mentioned "we have come out with some wonderful ideas [...] Hopefully, it does grow, because M gave us some guidance how to use the Library." B responded "if two groups combine together, I am sure two things will eventually [...]" History Group will be held at 3.00 pm tomorrow in the Library. Because S had a course tomorrow, she couldn't come to the Library. Therefore, she taught panel members what to do when she was not in the Library regarding the alarm. D said "I have got the key here [the meeting room in Allen Park Centre]." S explained how they could switch off the alarm when it went off. D said "I know the number to get in Allen Park Centre, but I don't know the number for the Library."

When C was eating cakes with a spoon, P looked at her and said "are you trying to be posh?" C said "I always ate cakes with a spoon. Always."

C explained a case in Chellaston. For example, they have got the oral History Group contacts and got funds available. She further suggested "we need to get there and get their information [...] We can actually visit their groups and see how exactly they set up. Because if we visit them formally, we've got to go chairman, registers and all departments. So, we said 'we prefer to stay informal'."

J left the meeting earlier. VB then moved on to the next point on the agenda, saying "Have we got any other business?" B took out some his uncle's photos, medals and war papers, some of which shown on the Allenton History books. He then suggested "I just had a thought that having seen these presentations here from the Museum, couldn't one of these cases be bought over to someone local?" Other meeting attendees replied "Wow" and "Good idea." B added "I

looked around. They [museum collections] are very interesting, but nothing local." C added "I would be honoured to have my dad's [who were in army] photos shown in the Library." VB mentioned the problem of securities, because there were no keys and CCTV in those cases. VB wrote down the issue and promised that she would bring this issue back to her boss for further discussions.

When it was 3.22 pm, VB asked meeting attendees if they would like to arrange next meeting. They all answered yes. Then, they started to discuss an appropriate time slot for everyone. C suggested that library panel members arranged a time slot today and she would bring the time to the History Group tomorrow to see if the time suits them. By doing so, they could combine those two groups together. It was thus agreed that 2.00 pm Wednesday, 3th March 2010. (It was because some people didn't want to go out in the evening, some people prefer not at weekend, and some people said it got dark earlier in winter.) The meeting finished at 3.25 pm. After the meeting, VB cleaned the cups and rubbish on the table and HS asked for contacts from every meeting attendee. HS took some photos of the meeting room in the end.

Following events:

1. 2.00 pm, Wednesday 03.03.2010: History groups + library panel meeting
2. 06.03.2010 plant swap event

Appendix 5B Observational Field Note Sample (Fieldwork Journal)

Time: 2.00 pm - 3.25 pm, Wednesday, 03.02.2010

Venue: Allen Park Centre (attached to the Allenton Library)

Event observed: Allenton Library Panel meeting

Setting: a close separate room, 6 bright lights (1 of them was flashing), creamy white ceilings and walls, dark blue carpeted floors, 10 wooden tables assembled together, 14 red plastic chairs around the tables, 2 white radiators (attached to the wall), a door, with stained glass, to go out anytime, 4 big windows with blinds, 1 metal cupboard, 2 wooden cupboards, 1 TV, 1 VCD, 1 computer, posters on the walls. This room was a classroom for adult learning (adjacent o Allenton Library).

People: 5 local people (over 50 years old), 2 library staff (1 Community Projects Support Assistant and 1 Allenton Library Manager), 1 observer

Activities: A meeting to update library panel members (local community members) the progress of library service plan (i.e. gardens, bids); to obtain opinions and views from meeting attendees; to seek panel members' willingness to become a constituted user group. Decisions were made with the agreement from both library staff and local community members.

Time	Descriptions	Reflections
Before the meeting	<ul style="list-style-type: none"> An elderly lady at Derby Rail Station told me that Allenton hasn't got a neighbourhood library when I asked for information regarding how to get to Allenton Library by bus. A mid-aged lady in Allenton gave me the right direction to the Library. 	Lack of promotion of Allenton Library
Just before 2.00 pm	<ul style="list-style-type: none"> The meeting was held in one of the Adult Learning classrooms. There was no chairman 	Using a partnership organisation' resource

	<p>among Allenton Library Panel members.</p> <ul style="list-style-type: none"> • Before the meeting started, people were sharing their photos and talking about shopping. • VB prepared tea/coffee for meeting attendees and P (a local community member) prepared a Victoria sandwich for everyone. VB distributed the meeting agenda to everyone in the meeting. 	<p>Local people were familiar with each other.</p> <p>Library staff had an agenda for the meeting and meeting attendees from the community contributed their opinions.</p>
2.05 pm	<ul style="list-style-type: none"> • VB didn't apologise for the absences from those who usually attended the meeting. Everyone introduced themselves (for HS's benefits). HS explained herself and her research, gained consent from everyone for audio-recording during the meeting. 	<p>The meeting was voluntary, not compulsory to anyone.</p> <p>All the Allenton Library Panel members were either born in Derby/Allenton or have lived in Allenton for a number of years. They are all elderly people (over 50s) and are currently living in Allenton.</p>
	<ul style="list-style-type: none"> • VB provided a plan of the garden and passed 2 copies to meeting attendees. Local people looked at the plan and discussed with people who sat next to them. Local people gave positive feedback on the plan. • Local people asked questions (e.g. costs) and asked if VB has compared the prices between big brands, like B&Q, and local brands. Local people were satisfied with VB's proposed plan and explanations. 	<p>Open discussions – Library staff provide a proposed plan and allowed people to discuss and give feedbacks.</p> <p>Meeting attendees from the community raised questions from their 'local' knowledge. Library staff answered their questions and provided justification for everything they have done. Local people were satisfied with library staff's explanations.</p>
	<ul style="list-style-type: none"> • S mentioned the work with Allenton Enthusiasm. They had gardening courses, used library resources and did the gardening work. • "Mainly, they [disengaged 	<p>Involving school children.</p> <p>Not only did library panel members think about what they want from the new library, they also think about young people</p>

	<p>young people from Allenton Enthusiasm] do mention they would be interested in the gardening. So, originally it was to do what they meant.”</p>	<p>and Allenton’s reputation. (Community awareness)</p> <p>Meeting community needs</p>
	<ul style="list-style-type: none"> • VB proposed ‘plants swap’ plan and asked people: if they were on board for this idea; if they were willing to help; if they had any plants for donation. • Everyone seconded this plan, decided together a weekend in Spring to hold this event • Meeting attendees suggested a raffle, fund-raising, tea/coffee to advertise and celebrate the garden work and hold the event regularly. • VB expressed: “We don’t know until we turn up, do we? But, I think we need to be enthusiastic about it.” 	<p>Open discussions Volunteers to help Restricted questions to ask meeting attendees from the community</p> <p>Using local information/knowledge</p> <p>Suggestions were made by both library staff and local community members about the event.</p> <p>Uncertain = > flexibility</p> <p>Enthusiastic</p>
	<ul style="list-style-type: none"> • VB changed the topic to ‘cleaning’ and proposed that the library will use tenders to recruit cleaners. Panel members suggested that they would like to be regular voluntary cleaners and S suggested that they do the CRB check first. 	<p>Volunteers’ willingness to help</p>
2.50 pm	<ul style="list-style-type: none"> • VB updated local people the bid in Neighbourhood grants and funding. 	<p>Informing meeting attendees from the community</p>
	<ul style="list-style-type: none"> • VB said this would be her last Allenton Library Panel meeting and she needed to focus on Mackworth work, but she would do her best to help they need. • VB then showed her concerns: panel members would not gather together anymore. • Panel members guaranteed 	<p>Time issues regarding a temporary post</p> <p>Library staff were concerned about the sustainability of the library panel</p>

	<p>that the group would keep going and thought about expanding the group by combining History Groups and Library Panel together. C then suggested to learn from a case in Chellaston. Panel members preferred to stay informal, instead of becoming a constituted group.</p>	<p>Volunteers' willingness to continue the group in an informal form</p> <p>Think about expanding the group</p> <p>Learn from others' experience</p>
	<ul style="list-style-type: none"> J left earlier. 	<p>Opening meeting. Meeting attendees from the community can leave anytime.</p>
	<ul style="list-style-type: none"> B suggested that the Library display something local in the Library, instead of from museums. And, he had some photos, war papers, medals from his uncle that he would like to display in the Library. People all seconded his ideas. VB wrote the idea down in her notebook and promised that she would discuss with her boss. 	<p>Community-related</p> <p>Community information/knowledge</p> <p>Donation</p>
3.22 pm	<ul style="list-style-type: none"> People arrange next meeting, coming Library Panel and History Group, at a time which was appropriate for everyone. 	<p>Participatory decision-making regarding next meeting time</p> <p>A time slot that was convenient for everyone</p>

Appendix 5C Observational Field Note Sample (Running Record)

Time: 2.00 pm - 3.25 pm, Wednesday, 03.02.2010

Venue: Allen Park Centre (attached to the Allenton Library)

Event observed: Allenton Library Panel meeting

Because there was not enough space in Allenton Library, the meeting was held at one of the classrooms for adult learning in Allen Park Centre, which was adjacent to Allenton Library. (sharing resources through partnership working) This was a square room, with creamy white walls, white ceilings and dark blue carpeted floor. There were 4 big windows with blinds on the wall and under windows were two obtrusive windows. In the centre of the room were 10 wooden tables assembled together, around by 14 red plastic chairs. There was a sink in the corner as well. Facilities included: 1 TV, 1 VCD players and 1 computer. There was a door which people could go out anytime, but the building was pin-locked. The room needed to be booked before using.

During the meeting, every attendee's views counted. Every person had freedom to comment on the service planning. (voicing opinions; opinions being listened to) Most decisions were made by both library staff and local communities. (participatory decision-making) However, it was noticed that the library had decided what questions to ask local people and what they could comment on. (library-led) When local people asked library staff "how do you want us to do it" and "when do you want to do it", library staff's answers were usually "It's up to you, really." (library panel as a group) Community Projects Support Assistant also stated that she and Community Projects Coordinator would focus on the Mackworth work in the future and would not come to Allenton Library Panel meetings, but they hoped that the panel meetings would continue. Local communities guaranteed that they would keep going and they planned to combine Library Panels and History Group together to make the team stronger. (development of a group identity – self-understanding)

Although all library panel members were elderly people (over 50s), they discussed potential library services for young people's needs and the promotion of Allenton's reputation. (community awareness; benefits to local communities)

Derby City Libraries put in bids for Neighbourhood grants and Neighbourhood funding. One of the Library panel members suggested that they visited Chellaston group and learnt from their experience to sustain the group. (linkage to organisations outside the community – financial support, sources of knowledge) Those meeting attendees were regular panel members. (continuous participation) It was suggested that the Library can display something local, instead of from museums. (community-related)

All library panel members were volunteers and they came to the meeting regularly. (regular volunteers) One of the Library panel members made cakes for every meeting attendee and donated a framed Chinese painting to the Library. One of the panel members would like to display some war papers, photos and medals from his uncles in the Library. Some of them would like to donate plants for the garden. Some of them volunteered to do the cleaning for the Library regularly. (volunteers' willingness to contribute their time and belongs)

Allenton was a rural area in Derby City and local people have longed for a neighbourhood library in Allenton. (community needs) All meeting attendees were currently living in Allenton. (people with local roots) People in the meeting listened to others, expressed their own views, discussed with others, and came out with a final plan that everyone was satisfied with. (respect, ability to discuss, reaching consensus and cooperation) There was no chairman in Allenton Library Panel. (no identifiable leadership) Local communities accepted that their suggestions were not necessarily 100% incorporated into the final decision and they adapted to new ideas and suggestions. (flexibility and adaptability) Local communities attended panel meetings regularly, put forward their opinions, were willing to help relevant events and donated their own belongings. (commitment, enthusiasm)

Community Projects Coordinator and her assistant worked together from informing and promoting the new library in the community, recruiting people to become library panel members, to working with them on the new service design and planning. (a small number of people, revolving the same people, understanding the group, commitment) Library staff organised all the meetings for the panel members since they started and they wished local communities could continue gathering together and having meetings in the future. (library-led) Because all the members were volunteers, library staff were concerned about the possibility that no one would turn up in events/meetings. (uncertainty; flexibility) Because Project LiRA involved three individual libraries, namely Allenton, Chellaston and Mackworth, local people in different areas had different characteristics. (diverse nature of the community) Library staff were able to incorporate feedbacks from different local communities into different service designs and planning. Furthermore, different members, in the same area, have different voices as well. (flexibility and adaptability)

Appendix 6A Data Analysis Procedure (Project LiRA)

As explained in Chapter 3, the data was analysed using the inductive thematic analysis procedure described by Braun and Clarke (2006). Use was made of data gathered from: semi-structured interviews with library staff, local community members and partnership organisation staff; direct observation of relevant meetings and events; documentation.

As mentioned in Section 3.4.1, decisions about initial coding and revising themes were based on the research question (i.e. what were the essential elements of CE) being addressed. Familiarisation with the data gathered from Project LiRA came through transcribing, reading and annotating that information. The initial codes were generated through adoption of line-by-line coding techniques. See Table 1 for an example of initial codes applied to a short segment of data in Project LiRA.

Table 1 Data extract, with initial codes applied in Project LiRA

Interview data extract	Coded for
It's flexibility and adaptability but I think clearly understanding that we can't make those people behave and think in a way we want, otherwise there is no point to do it. It's because human beings are not robust, they're not little neat things that you can press this button and this will happen It doesn't work like that.	<ul style="list-style-type: none"> • Flexibility and adaptability • Clearly understanding that we can't make those people behave and think in a way we want, otherwise there is no point to do it • Human beings not being robust • Not being little neat things that you can press this button and this will happen • Not working like that • Every group having its own dynamic and it's different

All initial codes were gradually added on the mind-map. Every code was initially regarded as being at the same level. With more initial codes being added to the mapping process, some were grouped together under newly-generated broad themes. For instance, 'making sure they're really well-informed', 'ultimately ideas, proposes and recommendations coming from the community through DG and VB', 'every group having its own dynamic and it's different', 'being required to, as a condition of the Lottery funding, to involve the community' and 'being all about giving them what they need' were grouped

together to provide details for 'involving local communities', which was generated as a broad theme. A thematic map of this early stage is shown in Figure 1.

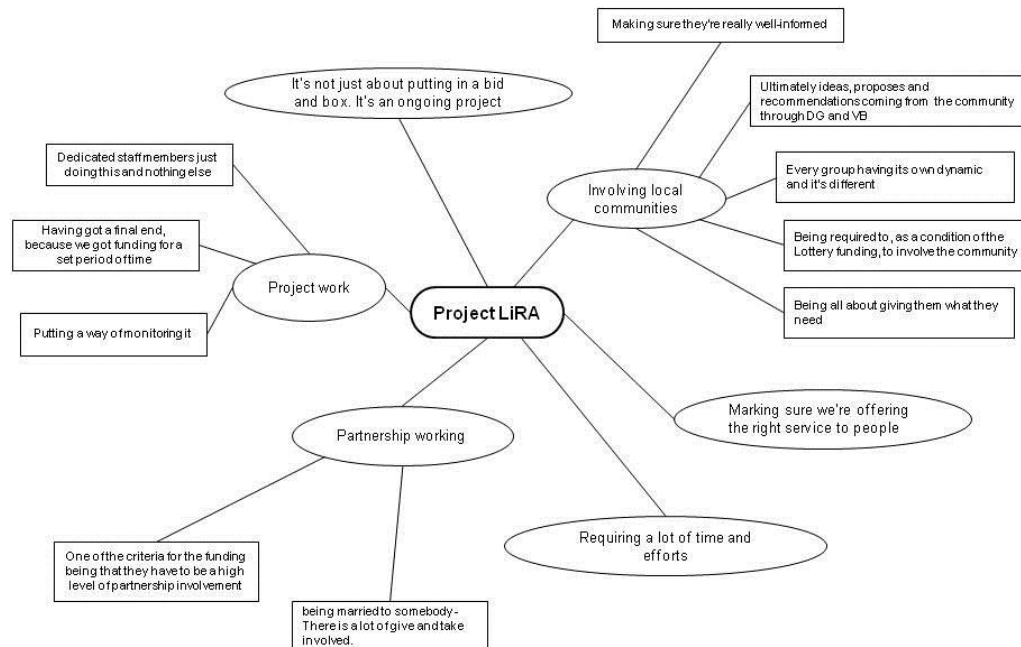


Figure 1 Initial thematic map in Project LiRA (Excerpt)

After having devised an initial thematic map of potential themes, the researcher started to notice that some potential themes were not really themes. For example, 'project work' did not have enough details to support it to form a theme, which collapsed into a broad theme 'accountability' to indicate the importance of fulfilling funding criteria. Similarly, 'it's not just about putting in a bid and box. It's an ongoing project' collapsed into a broad theme 'sustainability'. Some were broken down into separate themes. For instance, different aspects of 'involving local communities' were scattered under different main themes, such as 'accountability', 'a flexible approach' and 'relevance'. See Figure 2 for a revised thematic map of the themes.

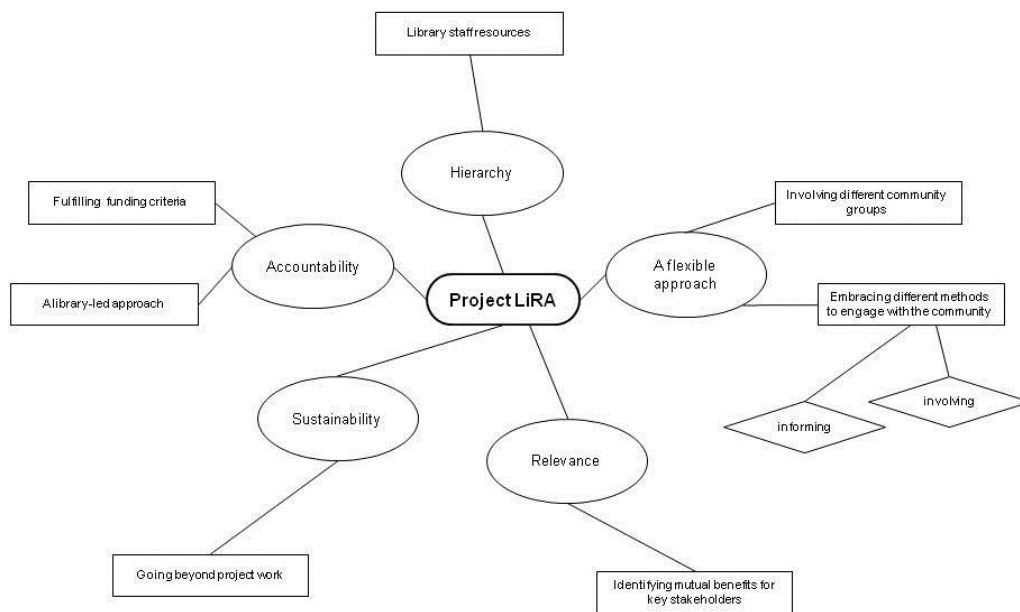


Figure 2 Revised thematic map in Project LiRA (Excerpt)

As shown in Figures 1 and 2, the data analysis involved a process of refinement of initial themes and sub-themes. Eventually, the researcher identified eight main themes as essential elements of CE in the case of Project LiRA: 'accountability', 'hierarchy', 'commitment', 'communication', 'a flexible approach', 'genuineness', 'relevance' and 'sustainability'. Within each theme, sub-themes were identified: for 'accountability' the sub-themes were 'fulfilling funding criteria', 'obeying national local service strategies' and 'a library-led approach'; for 'hierarchy' the sub-themes were 'organisational culture', 'library staff resources' and 'relationships between key stakeholders'. See Figure 3 for a final thematic map for Project LiRA case study.

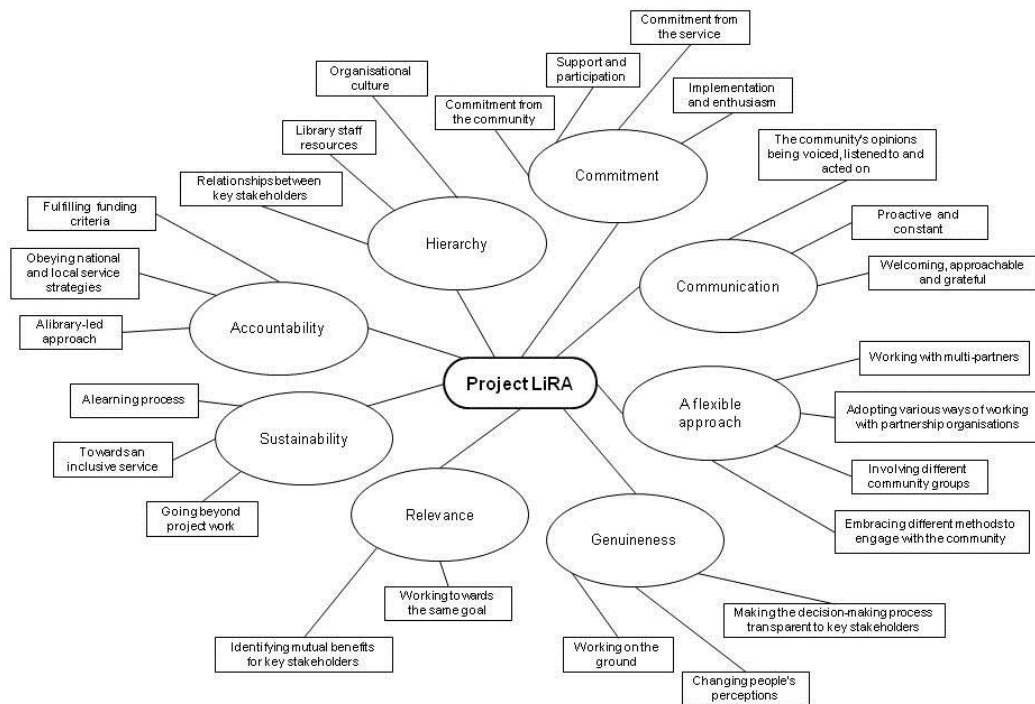


Figure 3 Final thematic map in Project LiRA

Appendix 6B Data Analysis Procedure (Community Health and Wellbeing in Libraries)

As explained in Chapter 3, the data was analysed using the inductive thematic analysis procedure described by Braun and Clarke (2006). Use was made of data gathered from: semi-structured interviews with library staff and partnership organisation staff; direct observation of relevant meetings and events, including responses obtained from community members at the end of the events observed; documentation.

As mentioned in Section 3.4.1, decisions about initial coding and revising themes were based on the research question (i.e. what were the essential elements of CE) being addressed. Familiarisation with the data gathered from Community Health and Wellbeing in Libraries came through transcribing, reading and annotating that information. The initial codes were generated through adoption of line-by-line coding techniques. See Table 1 for an example of initial codes applied to a short segment of data in Community Health and Wellbeing in Libraries.

Table 1 Data extract, with initial codes applied in Community Health and Wellbeing in Libraries

Interview data extract	Coded for
<p>Health is an important target for all organisations to be working to always try to improve health particularly in relation to things like obesity and smoking, and there are very specific targets that Government has identified. So, I think I am very pleased that we've got one here in Melton and the initial figures we have so far, showing stock use, as comparison with last year, it's only about 6 months, but show real increasing in use of book stock.</p>	<ul style="list-style-type: none"> • Heath being an important target for all organisations to be working • Trying to improve health particularly in relation to things like obesity and smoking • Being very specific target take Government has identified • Being pleased that we've got one in Melton • The initial figures we have so far, showing stock use, as comparison with last year, it's only about 6 months, but show real increasing in use of book stock

All initial codes were gradually added onto the mind-map. Every code was initially regarded as being at the same level. With more initial codes added to

the map, some remained in place, such as 'being decided centrally, depending on the funding'. Some went on to form broad themes, such as '[partnership working] being what the whole project was based on'. Other codes were grouped together under newly-generated themes. For instance, 'people accessing opportunities within the community', 'having given us something very focused to take out to the community', 'having got to have some ideas that the community can then comment on' and 'bringing a certain area of stock that people use a lot in libraries' were grouped together to provide details for a newly-generated broad theme 'involving local communities'. A thematic map of this early stage is shown in Figure 1.

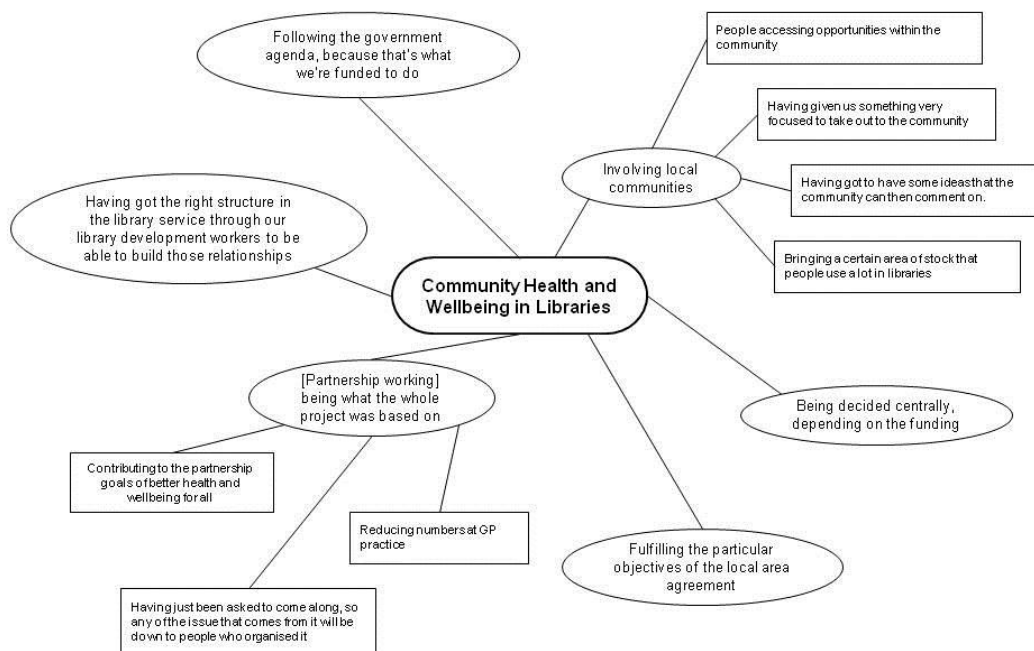


Figure 1 Initial thematic map in Community Health and Wellbeing in Libraries (Except)

After having devised an initial thematic map of potential themes, the researcher observed that some potential themes were not really themes. For example, 'having got the right structure in the library service through our library development workers to be able to build those relationships' did not have enough details to support it to form a theme, which collapsed into a

newly-generated broad theme ‘hierarchy’ to illustrate the hierarchical structure in the ‘organisational culture’ and ‘library staff resources’. Similarly, ‘fulfilling the particular objectives of the local area agreement’ and ‘being decided centrally, depending on the funding’ collapsed into a broad theme ‘accountability’ to highlight the importance of ‘obeying local service strategies’ and indicate ‘a library-led approach’. Some were broken down into separate themes. For instance, different aspects of ‘partnership working’ were scattered under different main themes, such as ‘accountability’, ‘familiarity’ and ‘relevance’. See Figure 2 for a revised thematic map of the themes.

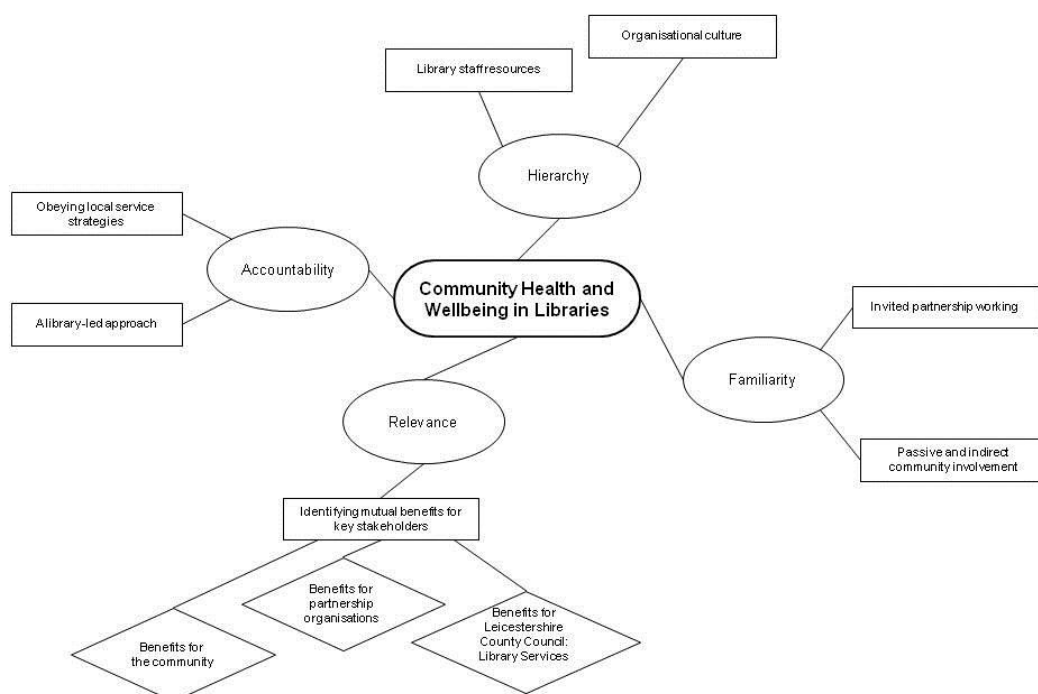


Figure 2 Revised thematic map in Community Health and Wellbeing in Libraries (Except)

As shown in Figures 1 and 2, the data analysis involved a process of refinement of initial themes and sub-themes. Eventually, the researcher identified six main themes as essential elements of CE: ‘accountability’, ‘hierarchy’, ‘expertise’, ‘a flexible approach’, ‘familiarity’ and ‘relevance’. Within each theme, sub-themes were identified: for ‘familiarity’ the sub-themes were ‘having clear targets’, ‘invited partnership working’ and ‘passive and indirect community

involvement’; for ‘relevance’ the sub-themes were ‘working towards the same goal’ and ‘identifying mutual benefits for key stakeholders’. See Figure 3 for a final thematic map for Community Health and Wellbeing in Libraries case study.

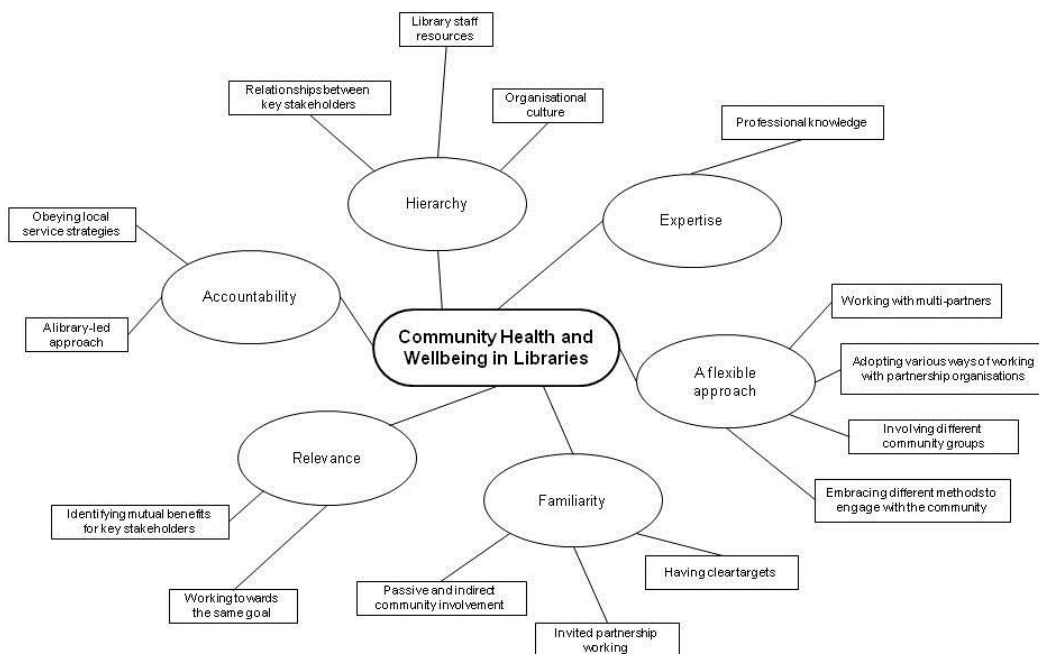


Figure 3 Final thematic map in Community Health and Wellbeing in Libraries

Appendix 7A Complete Set of Themes Identified (Citizens' Eye)

Belonging	Commitment	Communication	A flexible approach	Genuineness	Relevance	Sustainability
A community-driven approach	Commitment from the community	Two-way dialogue	Working with multiple partners	Turning community needs into action	Working towards the same goal	Going beyond project work
The library as a facilitator	Enthusiasm and energy	Being Proactive, informal, honest and open	Adopting various ways of working with partnership organisations	Changing misconceptions and stereotypes	Having commonalities	Increasing capacities
Feelings of ownership	Commitment from the service	Talking through ideas	Involving different community groups	Not ticking boxes	Identifying mutual benefits for key stakeholders	A learning process
	Trust and support		Embracing different methods to engage with the community			

Appendix 7B Complete Set of Themes Identified (Project LiRA)

Account-ability	Hierarchy	Commitment	Communica-tion	A flexible approach	Genuineness	Relevance	Sustainability
Fulfilling funding criteria	Organisational culture	Commitment from the community	The community's opinions being voiced, listened to and acted upon	Working with multiple partners	Making the decision-making process transparent to key stakeholders	Working towards the same goal	Going beyond project work
Obeying national and local service strategies	Library staff resources	Support and participation	Being Proactive and constant	Adopting various ways of working with partnership organisations	Changing people's perceptions	Identifying mutual benefits for key stakeholders	Towards an inclusive service
A library-led approach	Relationships between key stakeholders	Commitment from the service	Being Welcoming, approachable and grateful	Involving different community groups	Working at ground level		A learning process
		Implementa-tion and enthusiasm		Embracing different methods to engage with the community			

Appendix 7C Complete Set of Themes Identified (Community Health and Wellbeing in Libraries)

Accountability	Hierarchy	Expertise	A flexible approach	Familiarity	Relevance
Obeying local service strategies	Organisational culture	Professional knowledge	Working with multiple partners	Having clear targets	Working towards the same goal
A library-led approach	Library staff resources		Adopting various ways of working with partnership organisations	Invited partnership working	Identifying mutual benefits for key stakeholders
	Relationships between key stakeholders		Involving different community groups	Passive and indirect community involvement	
			Embracing different methods to engage with the community		

Appendix 8A Participant Information Sheet



Community Engagement in English Public Libraries

Participant Information Sheet

Hui-Yun Sung, LE11 3TU, h.sung@lboro.ac.uk, 01509 635668 (Main investigator)

Dr. Mark Hepworth, LE11 3TU, m.hepworth@lboro.ac.uk, 01509 223039

Dr. Gillian Ragsdell, LE11 3TU, g.ragsdell@lboro.ac.uk, 01509 223082

What is the purpose of the study?

The purpose of the study is to discover the essential ingredients of library development projects that have succeeded in getting community involvement. To understand this I need to hear from the people involved, including the public and library staff, and would appreciate your help.

Who is doing this research and why?

As part of her doctoral research, Hui-Yun Sung will be the main investigator, supervised by Dr. Mark Hepworth and Dr. Gillian Ragsdell at Loughborough University, Department of Information Science.

Once I take part, can I change my mind?

Yes! After you have read this information and asked any questions we hope that you will complete an 'Informed Consent Form'. However, if at any time, before, during or after the sessions you wish to withdraw from the study please just contact the main investigator. You can withdraw at any time, for any reason and you will not be asked to explain your reasons for withdrawing.

Will I be required to attend any sessions and where will these be?

As part of the study, interviews and observations will be conducted. You will be invited to participate in the interview and/or the observation.

If you participate in the observation, you will be informed prior to any collection of data. If you are participating in the interviews, these will be scheduled at a time and in a place that is convenient to you. This is likely to be in the library.

How long will it take?

It is estimated that each observation will last approximately 1 to 2 hours. Each interview is expected to last around 1 hour.

Is there anything I need to do before the sessions?

No, you do not need to do anything before completing the interview and the observation.

Is there anything I need to bring with me?

No, you do not need to bring anything with you.

What will I be asked to do?

For the interview, you will be asked about your participation in Project LiRA/Citizens' Eye/ Community Health and Well-being in Libraries. Before the interview you will be asked for some personal information.

What personal information will be required from me?

You may be asked for some details about your gender, age, background and contact details. However, you will not have to answer any question you do not want to answer.

Will my taking part in this study be kept confidential?

All information you provide, including personal data, will be treated in strict confidence and will be kept anonymous and confidential to the researchers.

The information will be stored with the researchers at Loughborough University, and only Hui-Yun Sung, Mark Hepworth and Gillian Ragsdell will have access to it.

Any data used in reports, publications or presentations will be anonymous, non-attributable and you will not be identifiable. Reports, publications and presentations will include a doctoral thesis. The research has ethical clearance from Loughborough University.

All the audio recording will be kept in a secure place and not released for use by third parties. Also the audio recordings will be destroyed within 6 years of the completion of the investigation.

What will happen to the results of the study?

As part of a doctoral study, the results may be included in a Ph.D. thesis as well as other publications resulting from/preceding this. The doctoral research is due to be completed in March 2011. All data you provide will remain anonymous and non-attributable.

If I have some more questions, who should I contact?

The main investigator: Hui-Yun Sung

Email: H.Sung@lboro.ac.uk

Phone: 01509 635668

What if I am not happy with how the research was conducted?

The University has a policy relating to Research Misconduct and Whistle Blowing which is available online at [http://www.lboro.ac.uk/admin/committees/ethical/Whistleblowing\(2\).htm](http://www.lboro.ac.uk/admin/committees/ethical/Whistleblowing(2).htm).

Please ensure that this link is included on the Participant Information Sheet.

Appendix 8B Informed Consent Form



Community Engagement in English Public Libraries

Informed Consent Form

(to be completed after Participant Information Sheet has been read)

The purpose and details of this study have been explained to me. I understand that this study is designed to further scientific knowledge and that all procedures have been approved by the Loughborough University Ethical Advisory Committee.

I have read and understood the information sheet and this consent form.

I have had an opportunity to ask questions about my participation.

I understand that I am under no obligation to take part in the study.

I understand that I have the right to withdraw from this study at any stage for any reason, and that I will not be required to explain my reasons for withdrawing.

I understand that all the information I provide will be treated in strict confidence and will be kept anonymous and confidential to the researchers unless (under the statutory obligations of the agencies which the researchers are working with), it is judged that confidentiality will have to be breached for the safety of the participant or others.

I agree to participate in this study.

Your name _____

Your signature _____

Signature of investigator _____

Date _____

Appendix 8C Amended Informed Consent Form



Community Engagement in English Public Libraries

Amended Informed Consent Form

(to be completed after Participant Information Sheet has been read)

The purpose and details of this study have been explained to me. I understand that this study is designed to further scientific knowledge and that all procedures have been approved by the Loughborough University Ethical Advisory Committee.

I have read and understood the information sheet and this consent form.

I have had an opportunity to ask questions about my participation.

I understand that I am under no obligation to take part in the study.

I understand that I have the right to withdraw from this study at any stage for any reason, and that I will not be required to explain my reasons for withdrawing.

I am happy for my name to be recognised in the PhD thesis and in future published work.

I agree to participate in this study.

Your name _____

Your signature _____

Signature of investigator _____

Date _____

Appendix 9 Author Publications

Sung, H., Hepworth, M. & Ragsdell, G., (accepted). An investigation of essential elements for community engagement in public libraries: A qualitative study. *Journal of Librarianship and Information Science*.

Sung, H., Hepworth, M. & Ragsdell, G., 2011. Community engagement in public libraries. *Proceedings of iConference 2011*, University of Washington, Seattle, February 2011.

Sung, H., Hepworth, M. & Ragsdell, G., 2010. An investigation of essential elements for successful community engagement in public libraries: An exploratory, qualitative study. Poster session presented at IFLA 2010, Gothenburg, Sweden, August 2010.

Sung, H., Ragsdell, G. & Hepworth, M., 2009. An investigation of the 'creative consultation' process and methods to capture and transfer good practice in public libraries. *Proceedings of BOBCATSSS' 09 International Symposium of Library and Information Science*, University of Porto, Portugal, January 2009.

Sung, H., 2008. Community consultation in public libraries. *From Library Science to Library & Information Science – Crossing Two Centuries*, Fu Jen Catholic University, Taiwan, May 2008.