

# *re:source*

the Council for Museums, Archives and Libraries

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# Overview

- Making Resource work
- Inspiring Learning for All
- Start with the Child
- Framework for the Future
- Over to you

# Resource

- Established 2002
- Non-Departmental public body so funded by government
- Sponsoring body Department of Culture, Media and Sport
- Strategic agency operating on behalf of museums, archives and libraries

# Vision

- Museums, Archives and Libraries connect people to knowledge and information, creativity and inspiration
- Resource is leading the drive to unlock this wealth for all

# Regional Structures

- 9 cross domain Regional Agencies in place by April 2004
- 8 already up and running
- All have learning and access staff in place
- Minimum 25% of spend focused on learning and access

# Shared planning

- New approach to business planning which will shape 2004-7 plans
- Shared vision
- 4 Shared outcomes
- 9 + 1 shared programme areas

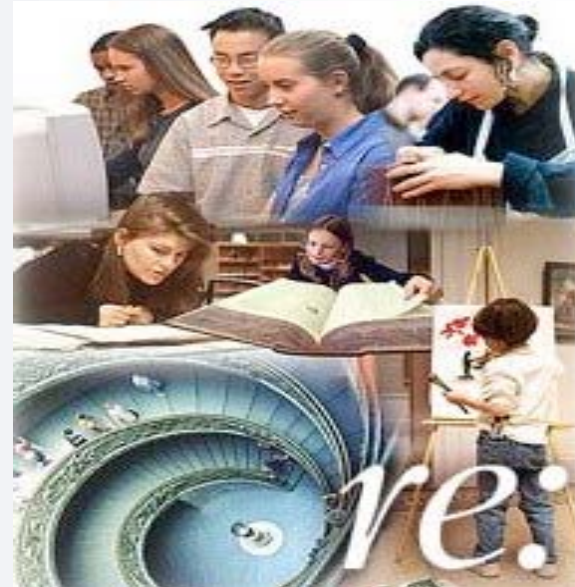
# Shared outcomes

- Communities
- Learning and skills
- Creativity
- Economy

# Programme areas

- Access
- Audience development
- Collections
- Information society
- Leadership and Advocacy
- Learning
- Research and standards
- Workforce development
- Enabling infrastructure

# Inspiring Learning for All



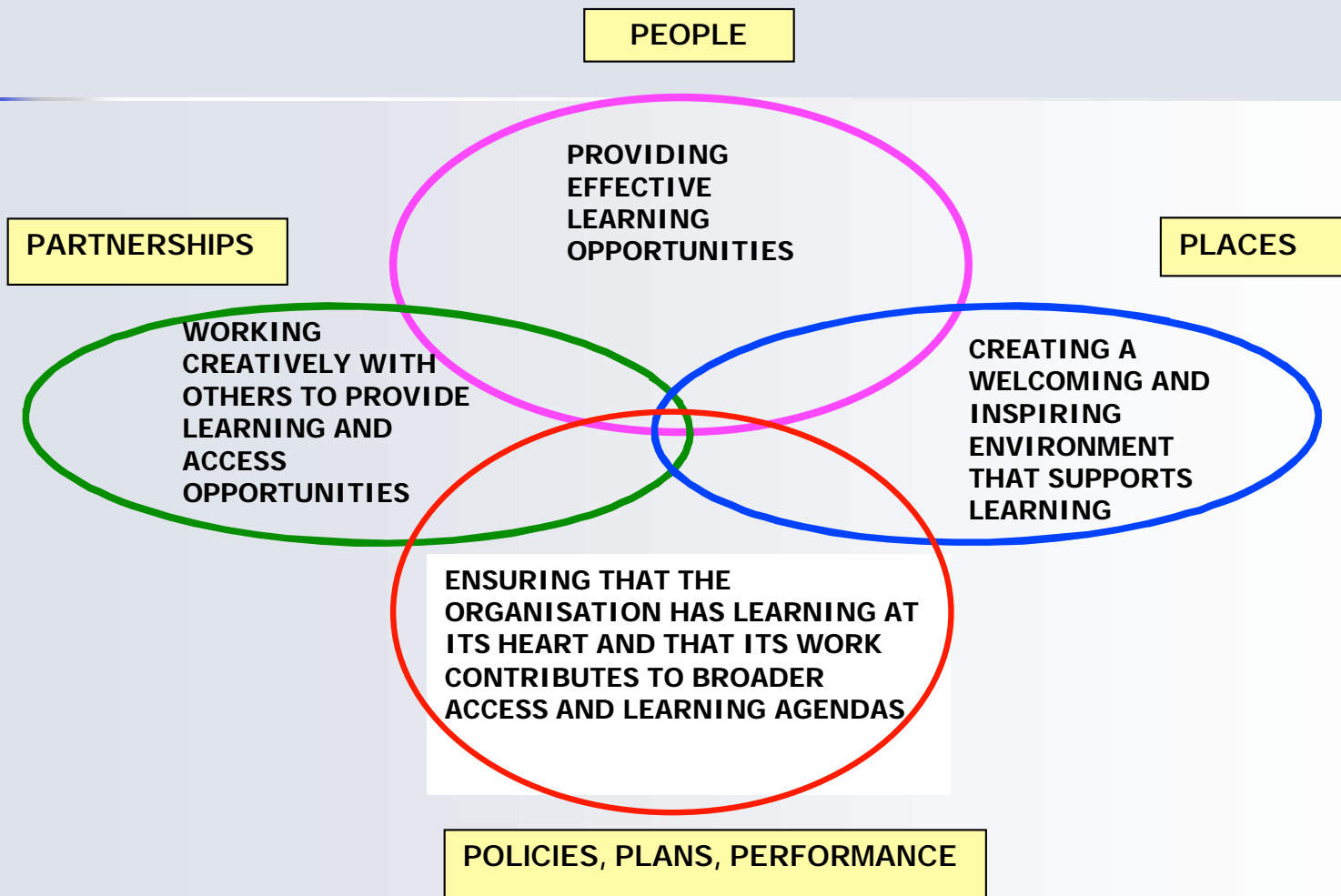
# Definition of learning

*“Learning is a process of active engagement with experience. It is what people do when they want to make sense of the world. It may involve the development or deepening of skills, knowledge understanding, awareness, values, ideas and feelings, or an increase in the capacity to reflect. Effective learning leads to change, development and the desire to learn more*

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The Campaign for Learning

# INSPIRING LEARNING - OUTLINE OF THE FRAMEWORK



# The framework

- Some of the basic principles underlying everything in the framework are:
  - The need for MAL to be learning organisations themselves
  - The need to develop services based around identified community and individual needs
  - The need to consult, involve, collaborate, pilot and test initiatives
  - A focus on outcomes not outputs and on continuous improvement
  - Evidence of achievement coming from users of the service

# Outcomes

## For Users

- People use your services and facilities to develop their knowledge, understanding and skills
- People become more self-confident, questioning, motivated and receptive to others' perspectives
- People are enriched and inspired by the experience
- People decide to do something different in their lives
- People feel welcomed, respected and supported in their learning
- People have access to the learning opportunities that they want

# Outcomes

## **For the Museum, Archive or Library**

- A broader range of people use the museum, archive or library
- New learning opportunities are created as a result of partnerships
- Staff and members of governing bodies are effective advocates for learning
- Staff are continuously learning and developing their practice
- The museum, archive or library is a learning organisation and is continuously improving its practice and performance.

Key Process

1.1 You engage and consult with a broad range of people to develop learning opportunities

ACTIONS	EVIDENCE OF GOOD PRACTICE PROCESSES AND OUTCOMES
You identify who your users are by collecting data	<i>You have</i> <ul style="list-style-type: none"><li>• Produced a profile of your current users</li><li>• Used multiple processes appropriate to the scale of the organisation when consulting users and gathering and analysing data on them</li><li>• Piloted learning opportunities with users</li><li>• Adapted learning opportunities in response to user's feedback</li></ul>
You consult your users in order to gain insights in to their values, motivations, preferences and experiences	<i>Users</i> <ul style="list-style-type: none"><li>• Feel involved and consulted</li></ul>
You develop, pilot and adapt learning opportunities in consultation with users	<p style="text-align: right;"><i>re:SOURCE</i>: The Council for Museums, Archives and Libraries</p>

# How has it changed?

- Fewer outcomes
- Outcomes common across all areas
- Key processes identified for each areas
- Duplication and overlap removed
- Evidence focus on what the organisation does as well as what users say

# Piloting

- Library Services piloting the framework themselves or as part of a consortia:
- Knowsley Museum and Library Service
- Warwickshire County Council
- Leicestershire Libraries and Information Service
- Essex County Council Heritage Services
- Borough of Poole Cultural Services Unit
- Wandsworth Libraries and Museums
- University of Sunderland Library
- City of Sunderland Library Service

# Measuring Impact

- Framework identifies strengths and assists with planning improvement
- Impact project provides tools to enable organisations to report on learning

# Measuring Impact

- Critical part of process
- Start collecting information across the sectors in a systematic way
- Give value and weight to “anecdotal evidence” where users talk about the impact the projects had on them
- Enable us to use that information by linking it to outcomes
- Agreement needed on outcomes

# The Outcomes

- Knowledge and understanding
- Skills
- Values and attitudes
- Creativity, inspiration and enjoyment
- Activity, behaviour and progression

# Piloting

3 strands:

- Strand 1 looked at analysing existing data
- Strand 2 tested approaches to improving existing methods of collecting data
- Strand 3 developed and tested new tools

# Results of piloting

- Generic learning outcomes agreed by all
- Measuring impact against these outcomes works
- Richer information from adapting tools and creating new ones
- Training issues around reporting on the learning which has taken place

# Start with the Child

- Based on a new approach to library research – starting with a fundamental understanding of young people
- Addressed key issues: projects/core service provision; equity of access/targeting need; local/national priorities
- Proposed a new vision for library services to children and young people

# Start with the Child: The Vision

Libraries must:

- Offer environments and services that young people recognise as being useful
- Be relevant and offer young people the chance of participation
- Be at the hub of a web of partnerships promoting access to libraries
- Offer help for children and young people and for those who support them

# Start with the Child

## Progress

- New thinking
  - Redefined vision
  - The child as the primary partner
- New advocacy
  - Nationally, regionally and locally
- Developing services
  - Consultation and partnership
  - Removing barriers
  - Addressing local challenges

# Framework for the Future

- Building capacity for transformation
- Books, reading and learning
- Digital citizenship
- Community and civic values

# Action impacting on children and young people in year 1

- Development of an Early Years National Offer
- Study support – mapping and definition of the role of public libraries
- Increased collaboration with schools
- Sustaining and developing Stories on the web

# Over to you...

- Use *Start with the Child* to shape your service & read the research
- Work with your regional agency learning and access team in your library and your YLG region
- Adopt *Inspiring Learning for All* as the basis of your approach to planning learning and access in your library
- Address the priorities in *Framework for the Future*
- Visit the Resource website at least monthly