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Every Child a Library Member

an evaluative review

August 2016

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Executive Summary

This review of the pilot programmes for Every Child a Library Member has produced many interesting results demonstrating innovation and creativity in the approaches adopted by Scottish public libraries. The role which Every Child a Library Member can play in developing child literacy, supporting and developing attainment and, consequently, helping to reduce social exclusion and promote equality of opportunity cannot be understated.

It has been conducted during June-August 2016 by Professor Peter Reid and Ms Caroline Hood of the Department of Information Management at Robert Gordon University, Aberdeen, on behalf of the Scottish Library and Information Council. The central thrust was to conduct an independent systematic evaluation of all *Every Child a Library Member* pilot projects and to identify key recommendations of good practice that enable successful approaches to be rolled out more widely across Scotland.

Key findings are presented in respect of the importance of removing barriers to library membership, community outreach, participation and engagement as well as fostering and developing active and engaged partnership with Registrars. The value and significance of the Tell Us Once scheme is also addressed. A number of local authorities highlighted that the spirit of the scheme rests not in simply making child library members but in developing active membership and this is also addressed. The study has revealed the significance of high quality marketing and promotional materials and mention is made of this in a number of places.

Every Child a Library Member is an important programme both for the library community in Scotland but also because of the role it can potentially play in closing the attainment gap, reducing social exclusion and promoting equality of opportunity.

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Every child a library member: an evaluative review

Overview

This review was conducted by Professor Peter Reid and Caroline Hood of the Department of Information Management at Robert Gordon University on behalf of the Scottish Library and Information Council.

Introduction

On 25th August 2015, the Nicola Sturgeon, the First Minister, launched the Every Child a Library Member (ECALM) project. All of Scotland's 32 local authorities signed up to the project. Some 24 local authorities applied for grants through the Public Library Improvement Fund (PLIF) to develop project projects to introduce automatic library membership at key stages throughout the early years. £80,000 of Scottish Government funding (through PLIF) was made available to local authorities to trial methods to give children automatic library membership to their local library.

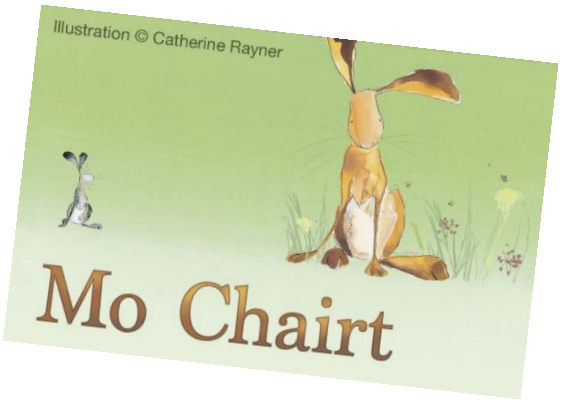
> *"Reading for pleasure is one of the key determinant of success in life and ready access to a wide variety or books is essential to this. Imagine the possibilities for learning, for creativity, and for future skilled, engaged and active citizens that can be built from children fired up with curiosity and imagination and the skills to navigate information and knowledge." (Arts Council, Automatic Library Membership Pilots Final*

The First Minister Nicola Sturgeon launching *Every Child a Library Member* in August 2015. Photographs courtesy of the Scottish Government

The purpose of this report is to identify examples of good practice that are capable of sharing across the library community and to identify a strategy for successful approaches that can be rolled out across Scotland. Of particular importance is the notion of attainment and the impact that libraries can have on the academic, social and economic potential of each child in Scotland.

Children living in the most deprived areas of Scotland are:

- 6-13 months behind their peers in problem-solving at age 5;
- 11-18 months behind their peers in expressive vocabulary at age 5; and
- around 2 years of schooling behind their peers at age 15.[1]



Attainment is the measurable progress which children and young people make as they advance through and beyond school, and the development of the range of skills, knowledge and attributes needed to succeed in learning, life and work.

The Scottish Government believes that tackling the attainment gap in Scotland requires a relentless focus on efforts to reduce the impacts of deprivation on educational outcomes by everyone involved in Scottish education[2]. Further, in June 2016 Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney MSP, launched a national delivery plan for Scottish education. When launching the delivery plan Mr Swinney said: "The Scottish Government will be relentless in its efforts to ensure that every child – no matter where they are from or how well off their family is – has the same opportunities and an equal chance to succeed".[3]

[1] Scottish Government, Closing the Gap (June 2014)
[2] Education Scotland, 'What is attainment?' (http://www.educationscotland.gov.uk/inclusionandequalities/sac/about/whatisattainment.asp)
[3] Scottish Government, 'Delivery plan for Scottish Education' (http://www.gov.scot/Topics/Education/Schools/DeliveryPlanforScottishEducation)

The promotion of reading, literacy and learning is a strategic objective of the current national strategy for public libraries in Scotland[4] and the ECALM pilot has demonstrated that libraries across Scotland are strategically placed to work with the Scottish government in closing the attainment gap and promoting equality of opportunity for each child in Scotland.

"…we realised that the big changes in attainment would only come when those library members became library users and visited regularly to borrow books and engage with family reading" (Young People's Librarian, Inverclyde

This report considers key policy drivers which influence this domain, including:

- broader social, cultural and economic benefits such as reading for pleasure
- 22% of men and 30% of women with literacy levels below entry level 2 (equivalent to a 7 year old) live in non-working households. (NLT, 2008)
- Men who improve their literacy rates see their likelihood of being on state benefits reduced from 19% to 6%. (NLT, 2008)
- Increased literacy rates improve the chances of using a PC at work from 48% to 65%. (NLT 2008)
- 16% of men who improved their literacy between the ages of 21 and 34 had contact with government, compared to 0% of those whose literacy remained poor. (NLT, 2008)
- Profile of a literate nation: more likely to vote; smoke less, drink less, better mental health; better skilled and more flexible workforce. (NLT, 2008)
- The cost of illiteracy to the global economy is estimated at USD $1.19 trillion. (World Literacy Foundation, 2012)
- Illiterate people earn 30%-42% less than their literate counterparts (World Literacy Foundation, 2012)
- The cost of illiteracy to the UK economy: An estimated total of £81.312 billion is lost to the UK economy each year; individuals and businesses lose a total of about £58 billion through lower personal income or business earnings due to poor literacy; an

[4] Ambition and Opportunity: A Strategy for Public Libraries in Scotland 2015-2020.

estimated £23.312 billion of UK taxpayer revenue is spent on benefits and social programmes. (World Literacy Foundation, 2012)

Background to this review

As part of the Programme for Government[5] announced by Nicola Sturgeon, the new First Minister, in November 2014, the Scottish Government prioritised raising attainment levels in literacy and numeracy in early years through a campaign called, Read Write Count. The Scottish Book Trust and Scottish Library and Information Council had discussions with civil servants to consider how this work can be undertaken in a meaningful and impactful way while building on existing resources, programmes and the network of public libraries across the country. It was acknowledged that time limited campaigns tend to have limited long term impact and that building on existing work and known trusted brands such as Bookbug and Libraries would have greater impact as well as offer a vital opportunity to reach some of the most excluded communities.

It was also recognised that the library environment offered opportunities for adult literacy support, family learning and giving children the keys to free access to reading material, space and learning resources to support them throughout their life. Equality of opportunity is a key priority of the First Minister and is the fundamental ethos of the public library network. It was proposed and supported by the Cabinet Secretary for Culture that public libraries pilot a scheme to increase library usage and literacy levels among children through encouraging every child to become a library member (a similar scheme was piloted in Wales in 2014 with a high success rate). In particular, the Welsh pilots demonstrated that increasing library membership for children had a direct impact on library usage for the whole family, thus exposing them to the range of resources available to support literacy and learning within libraries.[6]

Aim

To conduct an independent systematic evaluation of all *Every Child a Library Member* pilot projects and to identify key recommendations of good practice that enable successful approaches to be rolled out more widely across Scotland.

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[5] http://www.scotland.gov.uk/About/Performance/programme-for-government/Programme-for-Government-2014-15/Education-Attainment

[6] CYMAL, Libraries Inspire: Every Child a Library Member Pilot Evaluation, July 2014.

Objectives

(1) Evaluate the 24 pilot project reports produced by local authorities and identify key issues, challenges and successes;

(2) Identify, from those pilot project reports, examples of good practice that may be shared widely across the library community;

(3) Explore in-depth (using interviews) critical factors for successful projects;

(4) Identify a strategy to provide for successful approaches to be rolled out more widely and for scaling up *Every Child a Library Member.*

Methodology

The research was undertaken using a desk-based approach and selected semi-structured interviews and considered three principal elements:

(1) A review of those pilot project reports considering *inter alia*:

   a. Various methods and approaches to library membership in children such as Kids Cards, birth registration, Bookbug gifting, nursery membership.
   b. Links with schools and school libraries and how this will be approached.
   c. Cost implications.
   d. Measuring impact and success.

(2) The identification of good practice worthy of sharing, including effective project roll-out, effective partnership working, connections with other programmes and initiatives, successful promotion and marketing and impact (with reference to other relevant policies and processes such as *Ambition and Opportunity: the Scottish Library Reading Strategy and How good is our public library service?*).

(3) The development of a strategy whereby those projects deemed to be most 'successful' can be most widely disseminated and shared throughout the professional community across Scotland and what mechanisms are needed to facilitate this.

The evaluation and data analysis was also informed by the pilot undertaken in Wales *Libraries Inspire: Every Child a Library Member Pilot Evaluation* (CYMAL, 2014) as well as other relevant published materials.

Participation and Funding Distribution

Out of Scotland's 32 local authorities, 24 participated in the ECALM pilot project. Out of the £80,000 of PLIF funding made available to libraries for the ECALM pilot:

- £3,219.95 was the mean awarded across the 24 authorities
- Lowest award - £250
- Highest award - £5,000

The following local authorities, with the exception of East Ayrshire, elected not to apply for funding from SLIC for this pilot project: -

Local Authority	Current Strategy
Aberdeen City	Information is provided to parents via Registrars; Bookbug programme is delivered in collaboration with Early Years partners; Bookbug gifting in collaboration with Scottish Book Trust in P1; partnership working to engage with vulnerable families and to promote the benefits of library membership.
East Ayrshire	Funding was applied for (£50) but was not used.
East Lothian	Use of drama techniques to create magic and excitement around the library experience.
Midlothian	Proposal to enrol 3 year olds to become library members. Targeting three of the most deprived areas in Midlothian – pre-activated library membership cards added to Bookbug Pirate Packs.
North Lanarkshire	Inclusion of information on library membership on Bookbug baby pack; encouraging membership via Bookbug Library Challenge; running a pilot P1 reading club initiative in certain areas of multiple deprivation. Currently participate in North Lanarkshire Kidz Kard programme that encourages library membership.
Orkney	Development of existing "assertive" approaches to library membership.
Scottish Borders	Partnership working with NHS Borders and Early Years services to encourage lifelong love of books via Bookbug.

Findings

Approaches to Library Membership

The approaches for registering children as library members adopted by the 24 local authorities participating in the project can be summarised into the following three categories: (i) Registration at Birth; (ii) Early Years; and (iii) Primary School (P1 – P7). Although the majority of local authorities elected to target one of the three categories, some local authorities adopted an expansive approach and sought to target a number of distinct age groups as part of their ECALM pilot.

Registration at Birth

The pilot projects seeking to register children at birth, utilised a cross-Government programme known as "Tell Us Once" (TUO). Operational since 2011, TUO is led by the Department for Work and Pensions and that acts as a joined-up notification service provided through a single point of contact. The intention behind its creation was to enable notification of relevant Government departments of either the birth or death of an individual. Adoption of the scheme by a local authority is voluntary, however a significant number of local authorities participating in the ECALM pilot currently offer the TUO service to residents.[7]

Case Study: Clackmannanshire Council

The project aimed to provide every newborn child with their first library card and to thereby increase library usage and literacy levels among children. Clackmannanshire libraries linked with the TUO scheme to issue the new cards directly to parents at the point of birth registration. Co-location of Registration Services and the Library Service enabled joint senior staff meetings to be held to consider ways both services could work together to offer customer's their services. The simple approach adopted by Clackmannanshire highlighted the often disproportionate benefit that can be gained from relatively small awards of funding.

Several local authorities have cited the benefit of partnership working with Registration Services. In particular, it has provided the opportunity to train Registration Services staff on

[7] See Appendix I

the benefits of library membership for children and families. This in turn allows for the promotion of library services to parents at the point of birth registration.

A challenge experienced by some of the local authorities elected to adopt TUO as a mechanism for achieving the ECALM objective was how to offer parents immediate access to library membership at the point of birth registration. For example, Stirling Council opted to work with DWP on the format of the registration form to make it easier to record library details on the form. In some instances, software compatibility issues hampered attempts to allow Registration Services staff direct access to Library Management Software. To circumvent this particular issue, some local authorities have provided Registration Services with "pre-loaded" library cards that are ready for use immediately. With a view to removing barriers to library membership, some local authorities have also taken the step to make library membership a 'opt-out' part of the birth registration service as opposed to 'opt-in'.

Anecdotal evidence gathered from the ECALM pilots suggests that parents have had a favourable reaction to combining library membership with the birth registration process. For example, users in Aberdeenshire reported that the "no fuss" nature of joining the library through the TUO scheme was appealing. Further, the simplicity of the scheme works towards removing traditional barriers to library membership – such as application forms – thereby promoting equality of opportunity and access to library services for all children.

Case Study: Moray Council

The basic objective of the project was to automatically make every child born in Moray a library member. Collaboration with Registration Services allowed for Registrars to issue parents with the child's library card when the birth was registered. Barriers to library membership were also removed by dispensing with the requirement for an application form to be filled in and signed by a guarantor.

Despite the TUO system being an effective mechanism for engaging with parents, time pressures on Registration Services' appointments were cited by local authorities as a potential challenge to the wider success of the scheme.

Early Years

Case Study: Inverclyde Council

Two key objectives of Inverclyde's approach were: (i) identifying and addressing barriers to library membership for children and families; and (ii) raising attainment of children involved in the project. Through partnership working with Early Years centres, the project focussed on taking library services directly to children and families, providing library cards in an environment that parents trusted and accepted. The emphasis was on achieving active and assertive library membership for children, thereby ensuring they remained library users and not just library members.

A number of local authorities targeted their ECALM initiative at children within the Early Years categories. Through partnership working with nurseries, it was possible for some local authorities to overcome barriers to library membership by using the nursery as an access point. Furthermore, local authorities also sought to simplify the application process. For example, libraries in Perth and Kinross simplified the membership process by eliminating the need for the standard forms of identification to be produced.

"We found that we could recruit high numbers of new library members through intensive work at nurseries (or indeed through the birth registration process, although our local authority has not yet used this approach), by recruiting library members at places that suited them with staff they knew and trusted, and at times that suited them, e.g. pick-ups and drop-

Engaging with the Early Years age group also afforded local authorities the opportunity to link the ECALM project with Bookbug, Reading Rainbow and ReadWriteCount activities in Early Years Centres.

Case Study: South Lanarkshire Council

South Lanarkshire Council worked in partnership with Registration Services and Education Resources Integrated Children's Service to emphasise active library membership and engagement with children. With an emphasis on maintaining Children's Services, library staff have worked to remove barriers to library membership through "quick membership" and utilised partnerships with social work and other agencies to reach vulnerable families.

Primary School

A number of participants in the ECALM pilot elected to target library membership at Primary School aged children. Collectively, these approaches encompassed children from P1 to P7 and a variety of different methods of engagement were trialled. In general, schemes for school-age children could be clearly linked to current Scottish Government strategies on literacy.

> *"The principle of having a library card is an important first step. But…issuing a library card in itself does not create active library members." (Arts Council England, Automatic Library Membership Pilots Final Report)*

In a number of areas, Lego Clubs are currently used or are planned as a mechanism for engaging children, particularly in socially deprived areas, and as a method of retaining new members.

Further, a number of local authorities have placed emphasis on the concept of "active" library membership, with libraries in Shetland scheduling library visits for primary school children to enable direct experience of the library with a view to maintaining membership and levels of usage. Collaboration with teaching staff to promote the benefits of library membership has also been identified as an important factor in promoting library membership to children and their families within this age group.

Partnership working with education services allowed some traditional barriers to library membership to be removed. For example, in Highland libraries were permitted access to the education database to automatically enrol children as library members. This "opt-out" approach worked to remove barriers to library membership but still permitted parents to exercise the right to opt their children out of the automatic library membership scheme.

> *Early interactions with books and print not only support future reading skills but also frame lifelong enjoyments towards reading and writing. If these interactions are positive fun and enjoyable…children are more likely to develop strong interest in and motivation for reading as well as a positive attitude towards books in general. (Save the Children, 2013).*

Although a number of different strategies were adopted to engage Primary School age children it is felt that intervention at this stage of a child's educational journey has a lesser impact on learning and attainment when compared to developing a library habit earlier in life. In particular, a critical analysis of language development and literacy has suggested that the foundations for learning

to read and write are established long before a child enters primary school.[8] Specifically, early exposure to print and books has been described as being critical for reading success and framing lifelong attitudes about reading.[9]

Impact and Success

Due to the relative infancy of the ECALM project, there is limited immediate evidence of impact of the programme beyond measurable increases in library membership and increased uptake of Bookbug activities. However, a number of local authorities have reported anecdotal evidence in respect of the success of the ECALM pilot.

"Since attending the 'I Love Stories' project, families are more comfortable about accessing their local library and now have library cards". (Early Years Staff, South

"I'll definitely be bringing my child and using his library membership cards – I didn't know about all the stuff in the library, I'll start coming in regularly now" (Participating Parent South

In a small number of instances, the reports lacked sufficient detail on approaches, outcomes and indicators of impact making it difficult to assess the success or otherwise of the approach.

Authorities perhaps need to be more creative when considering methods of evaluation and the gathering of evidence of impact; the use of survey and questionnaires is of limited value as demonstrated by a number of the reports of the pilots and this was also found in the CYMAL report into the Welsh scheme pilot in 2014.

"Prior to this project we have tried to make contact with the school but they did not engage with us. Now, thanks to the ECALM project, we have arranged a series of visits with the school and they are seeking our advice about the development of their school library."

For a number of local authorities, partnership working and collaborative endeavours have the potential to provide a foundation for future impact. For example, in Dundee the ECALM project aims were highlighted to partners in Improving Children's Outcomes in Dundee Project. Following consultation with parents and children, four priority areas were identified where the library service could improve in Dundee, one of these being children's social and emotional development.

[8] Save the Children, Emergent Literacy: Investing Early for Exponential Outcomes (August 2013)
[9] Save the Children, Emergent Literacy: Investing Early for Exponential Outcomes (August 2013)

In respect of funding and potential longevity of the ECALM initiative, local authorities perhaps need to give due consideration to the benefits of funding sustainable solutions as opposed to one-off events.

Challenges

Local authorities also reported challenges encountered in developing and implementing their ECALM pilot projects. In common with a similar pilot commissioned by Arts Council England[10], particular challenges identified related to: (i) data protection/data management; (ii) partnership working; and (iii) technical difficulties associated with implementing membership.

There were also number of general challenges identified by local authorities in seeking to implement their ECALM strategies:

Finance beyond initial term of pilot	Technical difficulties with library management systems	Coping with increase demand for services	Dispelling myths that are barriers to library membership
Continuing to engage children as library users throughout their lives	Establishing the programme into the school timetable	Reaching parents in socially excluded areas	Access to libraries particularly in rural locations

Some local authorities also adopted a somewhat fixed mentality towards other projects and did not throw caution to the wind when considering alternative mechanisms for implementing the ECALM initiative and this perhaps highlights a challenge at the institutional level.

Good Practice

The benefits of sharing good practice is emphasised by both the Ambition and Opportunity, the national strategy for Libraries and How good is our public library service? Several examples of good practice that have emerged as a result of the analysis.

[10] Arts Council England, 2014. *Automatic Library Membership Pilots Final Report*.

"We opted to go down the route of the Registrars handing out the cards so that we would reach all parents with the library message (…) Often the families we most want to reach are those who find form-filling very off-putting. So we're trying to remove unnecessary barriers." (Senior Librarian, Moray Council)

TUO and Library Membership

Providing new parents with leaflets or 'mock' library cards at the point of birth registration adds in an additional step to library membership and creates an unnecessary and artificial barrier.

The pre-loading of library cards for distribution by Registration Services is a simple and effective technique to remove barriers to library membership.

'My First Library Card'

A number of local authorities used the ECALM pilot as an opportunity to design and commission new library cards for the project. Established children's authors and illustrators granted permission for artwork to be used by a number of local authorities, while others (such as West Lothian) involved pupils in the design process. Some local authorities chose to add to the novelty factor of the ECALM project and supplemented the special library cards with mascots and author visits.

Active Library Membership

A number of local authorities emphasised the importance of fostering "active" library membership amongst children and families, as opposed to solely issuing library cards. A variety of different approaches were adopted to achieve active library membership including: (i) family book clubs; (ii) engaging the community and families in stock development; (iii) Lego and Minecraft clubs; and (iv) scheduling of regular library visits for planned activities.

Aspiring to extend library usage through community engagement, Inverclyde Council note the potential for developing a "pop-up service" that would enable direct access to their library management system to check a user's status, add new users and issue books.

Partnership and Collaborative Working

The partnership between libraries and Registration Services is one that was successfully trialled by a number of local authorities. In particular, training for registration staff on the benefits of library membership equips staff with the skills to explain the benefits of library membership to parents at the point of registration of birth. It is anticipated that, as in Moray, support from Registration Services will allow this process to become "established procedure".

Improving and developing the working relationships between libraries and schools also featured in a number of the pilot projects and, as noted above, this facilitated the breaking down of traditional barriers to library membership and removed unnecessary paperwork.

There were also other instances of collaboration by library services with other relevant organisations. For example, in Dundee linkage was made with the Improving Children's Outcomes in Dundee Project with specific reference to children's social and emotional development. In East Renfrewshire, the ECALM project was included in the East Renfrewshire Integrated Children's Plan.

Case Study: West Dunbartonshire Council

West Dunbartonshire's approach provides a template for local authorities seeking to retain children as active library members following implementation of ECALM. The overall aim of the project was for every school child to be an active member of the public library and to eliminate the drop-off in library use at key transitional stages. One strand of the project was to address the marked drop-off in public library membership and use amongst teenagers once they commence high school. West Dunbartonshire took advantage of the amalgamation of school and public library services to enrol every high school student as a library member. As an added incentive, there was a competition amongst the local authority's high schools to design a library card for their school.

Collaboration with External Organisations

Glasgow City Council are currently pursuing a corporate volunteering opportunity with Clydesdale Bank plc that would contribute to their reading and literacy campaign work in the city. Although the project has currently been deferred, Glasgow Libraries has indicated that there remains a keen interest from Clydesdale Bank to enable their staff to use their corporate volunteering time in this way. The Glasgow experience demonstrates that local authorities

should not discount the possibility of capitalising on corporate social responsibility strategies as appropriate mechanisms for attracting additional support for projects like ECALM, particularly with reference to ongoing community engagement and outreach work.

Recommendations for Future Strategy

This review of the pilot programmes for Every Child a Library Member has produced many interesting results demonstrating innovation and creativity in the approaches adopted by Scottish public libraries. The role which Every Child a Library Member can play in developing child literacy, supporting and developing attainment and, consequently, helping to reduce social exclusion and promote equality of opportunity cannot be understated.

A variety of different approaches to the programme have been evident across Scotland and this review has sought to evaluate these difference methods to assist in identifying examples of good practice which can and should be rolled out more widely across the country. One thing is particularly clear and that is the widespread support for and buy-in to the notion of Every Child a Library Member. The support of the Scottish Government through the Public Library Improvement Fund has proved an essential catalyst for the development of the programme.

As the previous sections of this report demonstrate, there is considerable evidence of good, creative and imaginative practice in Scotland's public libraries and the approaches adopted for Every Child a Library Member show a real commitment to the spirit of the scheme. Key recommendations which the review team would identify are as follows:

1. The removal of barriers to library members is a key example of good practice. A number of local authorities actively reviewed their membership process, identified obstacles and took every possible step to eradicate those barriers. Often those who can benefit most from library membership are those for whom completing forms can be challenging so the removal of unnecessary steps and barriers to membership should be considered by all local authorities.

2. Allied to the point above, some local authorities have taken the welcome step to remove the concept of the 'guarantor' for children's library membership. The idea of the guarantor can, in some instances, cause unnecessary concern for parents anxious about lost or damaged books, fines and other aspects. Some library services have also undertaken staff training in connection with handling sympathetically parents who may have lost or damage materials.
3. A number of local authorities have emphasised the importance of outreach as part of Every Child a Library Member and some have initiated 'Pop-up' libraries within their communities as a means of engaging with more 'difficult-to-reach' parts of the population. This has been particularly effective in instance where libraries and their staff have engaged with nurseries and early year centres.
4. There are a variety of approaches adopted across Scotland all with some degree of merit. In general, however, the strongest approaches are those which (a) remove all possible barriers as noted above and (b) have developed strong partnerships with local Registrars to facilitate membership at the same time as the birth is registered. Where this has worked successfully it also has provided for a cost-effective approach to implementing the programme. However, some key aspects in respect of working with Registrars require to be noted:
    a. The 'Tell Us Once' scheme is very beneficial; however, some local authorities only subscribe to it for deaths and not for births. This report would recommend every local authority participate in both schemes.
    b. As part of 'Tell Us Once' it is recommended that library membership be the default position with an opt-out for parents rather than an opt-in. Liaison between library and registrar is key so that both understand the needs, obligations and services provided.
    c. Certain IT compatibility issues emerged in some local authorities between library and registration services. To avoid this becoming an issue, it is recommended that library services provide pre-loaded membership cards to Registrars which can be issued when a birth is registered. This is also potentially a cost-saving for local authorities.
5. A number of local authorities emphasised that central to their approach to Every Child a Library Member was the notion of active membership. That is to say ensuring

that a sustained and ongoing relationship exists between the child and the library and that simply making a child a member does not, in itself, achieve the aspirations of the programme. Some examples of good practice include obvious activities such as Bookbug but also family book clubs, activities to assist children becoming ready and prepared for school, workbooks of games and activities which can be completed both within and without the library, Lego clubs and Minecraft clubs.

6. One of the most important aspects of making Every Child a Library Member a success is the promotion and marketing. In particular, local authorities have, in some cases, produced materials of an exceptionally high standard. The art work for library cards produced by some library services is first class. Services are to be commended for approaching children's authors and illustrators to use their material on library cards. The front cover report showcases some of the best approaches. Eilean Siar in particular deserve commendation for their range of library cards. In respect of promotion and marketing the review makes the following recommendations:
    a. Special library cards with attractive artwork are essential. The 32 local authorities should considering sharing knowledge, expertise and, indeed, designs if appropriate, amongst themselves.
    b. Moving forward, Every Child a Library Member as a programme would benefit from have external 'Ambassadors' or 'Advocates' such as children's authors or illustrators but may also benefit from sports personalities and others.

This review has evaluated the 24 pilot project reports produced by local authorities and identified some of the key issues, challenges and successes. From this, it has highlighted some examples of good practice that may be shared more widely across the library community in Scotland. The case-studies included highlight some of the critical factors for successful projects and the report also identify methods for successful approaches to be rolled out more widely and for the future development and enhancement of *Every Child a Library Member.*

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Appendices

Appendix 1 – List of Local Authorities

Name of Local Authority	Participated in Pilot	Award (£)	Opted-in to TUO
Aberdeen City Council	NO	n/a	n/a
Aberdeenshire Council	YES	2,000	YES
Angus Council	YES	555	YES (deaths only)
Argyll & Bute Council	YES (project deferred)	5,000	YES
Clackmannanshire Council	YES	250	YES
Dumfries and Galloway Council	YES	5,000	YES (deaths only)
Dundee City Council	YES	3,584.81	
East Ayrshire Council	NO	n/a	n/a
East Dunbartonshire Council	YES	4,180	YES
East Lothian Council	NO	n/a	n/a
East Renfrewshire Council	YES	3,100	YES
Edinburgh City Council	YES	5,000	YES
Eilean Siar/Western Isles Council	YES	5,000	YES
Falkirk Council	YES	2,332	YES
Fife Council	YES	3,157	YES (deaths only)
Glasgow City Council	YES	3,540	YES
Highland Council	YES	5,000	
Inverclyde Council	YES	5,000	YES (deaths only)
Midlothian Council	NO	n/a	n/a
Moray Council	YES	1,500	YES

North Ayrshire Council	YES	1,840	YES (deaths only)
North Lanarkshire Council	NO	n/a	n/a
Orkney Council	NO	n/a	n/a
Perth & Kinross Council	YES	3,200	YES
Renfrewshire Council	YES	5,000	YES (deaths only)
Scottish Borders Council	NO	n/a	n/a
Shetland Council	YES	500	
South Ayrshire Council	YES	600	YES (deaths only)
South Lanarkshire Council	YES	1,000	YES
Stirling Council	YES	5,000	YES
West Dunbartonshire Council	YES	4,160	YES
West Lothian Council	YES	5,000	YES (deaths only)

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