

CILIP Carnegie and Kate Greenaway Awards Independent Diversity Review Final Report



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Foreword from Margaret Casely-Hayford

“Books and libraries bring illumination, hope and opportunity.”



Photo courtesy of Daniel Kennedy.

I firmly believe that libraries and books have the potential to improve the cultural and social capital of every one of us. They are a cost-effective and influential way of developing rounded individuals with the empathy, skills and confidence to thrive and meet their potential.

Which is why I have been honoured to chair an independent Diversity Review of the CILIP Carnegie and Kate Greenaway Awards. Organised by CILIP, the library and information association, and with librarians at their heart, the Awards celebrate outstanding books for children and young people and showcase the skills, ethics and experiences of librarians.

The words ‘let there be light’ are engraved over the entrance to Dunfermline Library, the world’s first public library to be funded by Andrew Carnegie, which opened its doors in 1883. This is what libraries and books do; they bring illumination, hope and opportunity. As these book awards are presented by the library sector it is essential that they embody the open, positive and inclusive spirit of libraries.

This Review has examined how diversity, inclusion and representation can best be championed and embedded into the work of the Awards. It was launched following criticism of the 2017 Carnegie longlist as it included no Black, Asian, Minority Ethnic (BAME) authors. In taking on the role of Chair, it quickly became evident that the Review must consider visible and invisible diversities to ensure that the Awards are representative of the current generation of young readers.

Through this Review over 600 people have contributed their time, energy and ideas to help CILIP enhance and improve the Carnegie and Kate Greenaway Awards, taking part through workshops, surveys and focus groups. I would like sincerely to thank each and every one of you for your support and enthusiastic engagement. Your perspectives, views and ideas have formed the basis of this Review and its recommendations. The overall result of the Review process is a comprehensive consensus for embedding diversity in the Awards to make them more reflective and representative of UK society.

A recent study, entitled *Reflecting Realities*, from the Centre for Literacy in Primary Education (CLPE) revealed the shocking finding that only 4% of the children's books published in 2017 featured BAME characters with just 1% of these including a BAME main character. Further such research needs to be carried out to look at the representation of other protected characteristics such as sexuality and disability to ensure every child can see themselves reflected and represented in the books they read.

I am encouraged by the solidarity and collaborative spirit from members of the book industry who have contributed to this Review and demonstrated commitment to lasting change. It is evident that the current state of diversity, representation and inclusion in children's books must improve and I welcome efforts from the publishing industry and its allies to achieve this.

The Awards have a key role to support the publishing industry, the library sector, and authors and illustrators in these efforts. Using the influence and platform of the Awards, CILIP has the power to recognise, celebrate and promote diverse talent and to encourage greater diversity within the books published for children and young people. CILIP needs to address the perception of the Awards as an exclusive system that reflects the limitations inherent within the industry as a whole and reposition them as part of the solution, pioneering change and enforcing notions of inclusivity. By recognising diverse books and creators, the Awards will increase the likelihood of more such books being published, giving more opportunity for them to be nominated, and increasing the likelihood of their being able to win prizes. This would create a virtuous circle with more such books being written, illustrated and published creating a larger source of role models to inspire young readers to become future writers.

Due to the great influence of art and culture on aspiration, achievement, and its ability to create an environment of awareness, empathy, and inclusion, this Review has been met with high expectations. Key measures need to be introduced by CILIP

immediately both to demonstrate real change in culture and to trigger actions that will achieve necessary outcomes and objectives.

I have made ten recommendations, which are in summary below and detailed in full on page nine of this report:

1. Explicitly champion diversity through the Awards' strategies, development plans and messages
2. Recognise a diverse range of voices and perspectives
3. Expand the diversity profile of the judges
4. Establish an equality, diversity and inclusion advisory panel
5. Strengthen the diversity training that librarian judges receive
6. Review the Awards criteria
7. Empower and celebrate the children and young people involved in the Awards
8. Strengthen the governance that supports the Awards' strategic direction
9. Raise greater awareness of diverse books amongst librarians
10. Increase outreach.

It is critical that we get this right and for the CILIP Carnegie and Kate Greenaway Awards to truly and fully champion diversity, inclusion and representation. I am delighted that CILIP is taking this opportunity to offer children and young people the diverse literature they need and deserve to inspire them throughout their lives.

Dr Margaret Casely-Hayford CBE
Independent Diversity Review Chair

About the Awards

The Carnegie and Kate Greenaway Medals recognise outstanding writing and illustration in books for children and young people. They are the oldest book awards for children in the UK and are unique in that they are judged by librarians. The Carnegie Medal was established in 1936 and the Kate Greenaway in 1955. Each year CILIP members are invited to nominate books for the Medals which are then read and judged by a panel of volunteer librarians appointed by CILIP's Youth Libraries Group (YLG) to represent each of the 12 regions of the UK. YLG are a special interest group of CILIP, for librarians and information professionals working with or interested in children's and young people's books, reading development, the promotion of libraries and reading for pleasure.

The judges select a long and short list for each Medal and go on to decide the winners of the Carnegie and Kate Greenaway Medals. Once the shortlist is announced, children and young people across the UK and internationally shadow the Awards as part of CILIP's shadowing scheme. They take part by reading the shortlisted books, posting reviews, blogs and artwork and entering competitions. At this stage a separately appointed panel of judges also read the shortlisted books and select a title from each shortlist to be the recipient of the Amnesty CILIP Honour: a commendation for books that most distinctively illuminate, uphold or celebrate human rights. For more information regarding the Awards process, nominations, eligibility and judging criteria please see [Appendix A](#).

Background to the review

In 2017 CILIP, the library and information association, launched an independently chaired Diversity Review of the Carnegie and Kate Greenaway Awards after concerns were raised about the lack of BAME representation on the 2017 Carnegie Medal longlists.

Dr Margaret Casely-Hayford, Chancellor of Coventry University and Chair of Shakespeare's Globe, took on the role of independent Review Chair to oversee the Review Process and work with CILIP to provide recommendations about how diversity, inclusion and representation can best be championed and embedded into the work of the Awards and its accompanying shadowing scheme.

The Review considered visible and invisible diversity – looking at the representation of age, gender, ethnicity, disability, sexuality, social class and education – and

"Whenever I read books that have main characters similar to me, it makes me feel special because it feels like I'm in the book."
- Young reader, age 11

sought effective and inclusive participation to guide CILIP towards outcomes and recommendations informed by diverse perspectives.

The Review of the Awards forms part of CILIP's wider Equalities and Diversity Action Plan and commitment to becoming an organisation that truly represents and achieves diversity and celebrates and encourages it in others.

CILIP's work on equalities and diversity

In 2013, CILIP organised an 'equalities summit' to review its position on equalities and diversity and recommend further action. One of the recommendations was a comprehensive workforce mapping exercise to provide a clearer picture of the characteristics that make up our sector. The workforce mapping of the library, information and archives sector took place in 2015 and identified:

- A clear gender pay gap. The library and information workforce is 79% female and 21% male, but 47% of top earners are male
- A lack of ethnic diversity in the workforce. 97% self-identify as white compared to 88% in the UK workforce
- High barriers to entry. 61% hold a post-graduate qualification. The highest qualification of most of the UK workforce is A-level or equivalent.

CILIP's 2016–2020 Action Plan, [Securing the Future](#), sets out the organisation's commitment to championing diversity and equality and to deliver this, CILIP published its [Equalities and Diversity Action Plan](#) in July 2017. The action plan sets out practical actions in the short and long-term in five areas:

- CILIP as an organisation
- Diversity and the membership
- Diversity and the profession
- Celebrating diversity
- Diverse and inclusive library and information services.

Equality and diversity in children's books and publishing

There has been sector-wide acknowledgement of the importance and need for diverse and inclusive books that represent and reflect society as a whole. CILIP's Review launched amid a number of diversity and inclusion initiatives in the publishing sector which has been looking at representation within the workforce and in the books being published. Penguin Random House introduced an "Inclusion Tracker" in 2017 to measure the diversity of its authors and staff in the pursuit of a new company-wide goal to "reflect UK society by 2025". This followed the launch of Penguin's WriteNow initiative in 2016, which aims "to find, mentor and publish new writers from communities under-represented on the nation's bookshelves". Faber & Faber, together with the Andlyn Agency introduced the FAB prize in 2017 to discover new writers and illustrators from BAME backgrounds, and to provide a year-long mentoring scheme for one author and one illustrator. HarperCollins continue their BAME traineeship programme that launched in 2016, offering successful candidates a twelve-month traineeship around the business in London. Usborne has also launched a week long paid work experience scheme for people from communities underrepresented in publishing. A number of publishers, including Penguin Random House, HarperCollins, Bonnier Publishing, Oneworld and Alma Books have taken measures to open up employment opportunities and recruitment processes by removing the requirement of a university degree from their job applications. And in late 2017, the Publishers Association announced a ten point industry-wide action plan to tackle inclusivity within the industry's workforce which includes a new commitment to undertake an industry-wide survey of the workforce of UK publishing houses.

To directly address the lack of representation in children's books the industry has seen the emergence of new independent, inclusive publishers, such as Knights Of who strive to "make sure the books [they] publish give windows into as many worlds as possible" and the Little, Brown imprint, Dialogue Books, led by Sharmaine Lovegrove. These new publishers join a number of established independent and small presses who are dedicated to publishing diverse and inclusive books such as Lantana Publishing, Otter-Barry Books, Tiny Owl, Alanna Max, Hope Road Publishing and Barrington Stoke, to name a few.

While these initiatives demonstrate positive commitment to change, new research from the Centre for Literacy in Primary Education (CLPE), published in July 2018, shows that there is still a significant amount of work to do to redress the imbalance and broaden representation in books for children and young people. In their recent study into ethnic representation in children's literature, *Reflecting Realities*, CLPE revealed that only 4% of the children's books surveyed (that were published in 2017) featured BAME characters with just 1% of these featuring a BAME main

"I believe books about different people from me allow me to understand people around me better and develop sympathy and empathy."
– Shadower, age 13

character. These figures are in stark contrast to the demographic makeup of UK society. The Department for Education reported that the ethnic diversity of school age children in England is growing, with the proportion of pupils from minority ethnic origins rising steadily since 2006. In primary schools 31.4% of children are from ethnic minority groups compared with 27.9% of secondary school pupils.¹ CLPE called for energies to be invested in "normalising and making mainstream the breadth and range of realities that exist within our classrooms and society in order for all children to feel valued and entitled to occupy the literary space."

CLPE conducted their survey alongside BookTrust who are simultaneously reviewing data about the correlation between authorship and ethnicity over the last decade. This new research has looked at ethnic representation in the first instance while acknowledging the need to examine the quality of representation of other protected characteristics to address imbalance across all areas of diversity.

Recommendations from the Review Chair

Many innovative and exciting ideas have emerged from the consultation and it is important that CILIP acts on the mandate and momentum created by the Review outcomes. The recommendations below cover both short and long-term strategies, which will bring about transformation of the Awards process.

Ten recommendations from the Review Chair:

1. **Explicitly champion diversity through the Awards' strategies, development plans and messages** including a statement of a robust and proactive strategy for the Awards that clearly states a commitment to diversity and inclusion with clear vision, objectives, and positive action towards stated intended outcomes.
2. **Recognise a diverse range of voices and perspectives** in the nominations, longlist, shortlist and prize winners.
3. **Expand the diversity profile of the judges** by increasing the variety of backgrounds and lived-experiences amongst CILIP's panel of librarian judges.
4. **Establish an equality, diversity and inclusion advisory panel** to accelerate the embedding of diversity and inclusion throughout the Awards.

¹ Department for Education, Schools, pupils and their characteristics: January 2016, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/552342/SFR20_2016_Main_Text.pdf.

5. **Strengthen the diversity training that librarian judges receive** to instil heightened awareness of diversity and inclusion and understanding of the impact of power dynamics, as well as acknowledgement of inevitable personal biases in all members of the panel.
6. **Review the Awards criteria** through an open and collaborative process that includes a diversity of perspectives and lived-experience. Consider the inclusion of criteria for innovation, shifting perceptions, or writing about different backgrounds and experience as indicators of quality and excellence.
7. **Empower and celebrate the children and young people involved in the Awards** through the shadowing scheme by giving them a significant voice and visible presence in the process and prize giving.
8. **Strengthen the governance that supports the Awards' strategic direction** calling on internal and external experts to lead the Awards through a sustainable change process over the short and long term.
9. **Raise greater awareness of diverse books amongst librarians** and identify opportunities for further championing of diversity with the library supply sector.
10. **Increase outreach** by opening up and amplifying the nominations process, discovering and recognising new and diverse talent and forging new partnerships.

What action CILIP will take in response to the recommendations



Nick Poole

CILIP welcomes this report and I would like to thank everyone that has engaged in it so proactively and positively. As the UK's library and information association, we are proud of our stewardship of the Carnegie and Kate Greenaway Awards, the dedication of the CILIP Youth Libraries Group and the commitment of our members who give their time to judge the Awards. CILIP and CILIP YLG are committed to

ensuring that the Awards are a positive force to promote readership and diversity across the industry.

Librarianship is at the very heart of what makes the Carnegie and Kate Greenaway Awards unique. A librarian is someone who behaves according to the ethics of our profession, who has made a lasting personal commitment to the universal rights of access to knowledge and of self-expression.

We know that children's literature and illustration have a unique power to shine a light on the world as it is and to help us to imagine a better one – and that because of this we have an immense responsibility in how we develop and promote these Awards as ethical librarians.

It is always difficult to implement meaningful change in an Awards programme that moves so quickly from year to year, which is why I am particularly pleased that as a result of these recommendations and the support of the CILIP Youth Libraries Group, we have been able to take action which will impact on the current Awards process, while also looking ahead to our long-term strategy. These actions include:

- A new mission for the Awards: *To inspire and empower the next generation to create a better world through books and reading*
- Opening up the nominations process to external nominating bodies
- Creating a list of eligible books by diverse authors and illustrators
- Expanding the judging panel to bring in a broader range of perspectives and experiences into the judging process
- Setting up an equality, diversity and inclusion advisory panel
- Providing judges with enhanced diversity training
- Introducing a children's choice prize
- Celebrating new and emerging talent through a quarterly publication of top 10 new voices.

I would also like to add a note of thanks to Dr Margaret Casely-Hayford CBE for her skilful chairing of this Diversity Review. It is thanks to her that we have been able to welcome a broad range of voices and perspectives into this process, and the resulting recommendations are much stronger for it.

Nick Poole,
CEO, CILIP

What CILIP has been doing during 2017 and 2018:

- **Criteria:** In July 2017, as part of the annual review of the criteria, the Carnegie Medal criteria was revised to include 'establishment of voice' following the recommendation of participants in the initial scoping workshops for the Diversity Review to recognise 'voice': "Is the style or styles appropriate to the subject and theme and conducive to the establishment of voice?"
- **Recruitment:** The recruitment of judges for 2019-2020 has been opened up nationally to all CILIP members and widely advertised. Formerly judges had to be current members of CILIP's Youth Libraries Group Regional Committees. The advert particularly welcomed applications from BAME, disabled, male and LGBTQ candidates, who have historically been under-represented on the judging panel. The positions available were advertised via CILIP's magazine: Information Professional, the recruitment site: LISJobNet, the CILIP website and promoted through social media.
- **Training:** Judges' training days in September 2017 and June 2018 included training sessions on unconscious bias delivered by Dr Kim Reynolds and Dr Helen Day (Carnegie) and Professor Martin Salisbury and Charlotte Hacking of CLPE (Greenaway). The 2018 YLG *Reading the Future* conference included a breakout session on cultural appropriation and unconscious bias in its programming.
- **Monitoring diversity:** CILIP has begun collecting diversity monitoring data from all judges including an audit of previous diversity training each judge has participated in. In 2017, CILIP trialled collecting diversity data on nominated authors and illustrators from the publishers. CILIP has now consulted with publishers on how to improve methods of data collection and for titles nominated for the 2019 Medals CILIP will provide a form for authors and illustrators to complete.
- **Promoting diverse books:** CILIP and YLG published a list of eligible diverse books for the 2019 Medals to raise awareness and profile of diverse authors and illustrators and small publishers, as part of an ongoing commitment to embedding principles of inclusion and representation into professional practice. The selection of titles was produced from the list of recommended eligible titles that is compiled and circulated between the YLG regional committees during the year. The list of diverse book illustrates the wider commitment by all YLG regional committees to ensure books by diverse authors and illustrators are included in their annual Carnegie and Kate Greenaway nomination events.

- **Outreach:** Carnegie and Kate Greenaway judges and working party members have increased their engagement with shadowing groups and both both shadowing and non-shadowing schools throughout the UK (and abroad). The working party have coordinated with CLPE (2017 & 2018) and the English and Media Centre (2018) to produce additional teaching resources with fresh perspectives on all of the shortlisted books. Cross-promotion of the Awards Shadowing scheme with these organisations has significantly contributed to outreach to new schools and raising profile within education.

What CILIP is doing now:

- **Nominations process:** CILIP has opened up the 2019 nominations to external organisations that share CILIP's values and champion equality, diversity and inclusion. We are delighted to announce the following organisations are signed up as nominating bodies for the 2019 Medals:
 - BookTrust
 - CLPE
 - Commonword
 - IBBY (the International Board on Books for Young People)
 - Inclusive Minds
 - National Literacy Trust
 - RNIB.

CILIP has invited external bodies to nominate on a one-year trial basis, with the potential to take the action forward into future years following evaluation of its impact and effectiveness.

- **Mission:** CILIP has created a new mission for the Awards in line with CILIP's mission and commitment to equality, diversity and inclusion. The mission was published on Monday 3rd September at the opening of the 2019 nominations and we requested members to nominate books that meet the mission as well as the Awards criteria. The mission is outlined below:

To inspire and empower the next generation to create a better world through books and reading.

We will do this by:

- Celebrating outstanding writing and illustration for children and young people

- Recognising a broad range of perspectives, experiences and voices
 - Championing the power of librarians to connect children and young people with outstanding books that represent their identities and help them shape a better world
 - Encouraging authors, illustrators and publishers to create more books for children and young people that reflect all identities and promote diversity
 - Promoting a readership and market that values diversity, representation and inclusion in books for children and young people
 - Challenging children and young people with a diversity of ideas and perspectives to promote empathy, tolerance and understanding.
- **The 2019-2020 judging panel:** CILIP has expanded the judging panel for 2019–20 to include 14 librarians, to bring a broader and more diverse range of experiences and perspectives to the judging process.

What CILIP will do during 2019 and in the longer term:

- **Establishing an equality, diversity and inclusion advisory panel**
CILIP is setting up an advisory panel for 2019 chaired by Jake Hope to bring greater representation and lived experience into the Awards process.
- **Enhance training for judges**
CILIP is working with Diversity Dynamics and Inclusive Minds on a suite of training for the judges including guidance notes on identifying inclusion in children's books, bias testing and individual coaching sessions. This is to build on and complement the unconscious bias training incorporated into the judges training day delivered by academic professionals.
- **Champion new voices**
CILIP will publish a quarterly list of 'Top 10 New Voices' eligible for the upcoming Medals to showcase new and emerging talent in children's books and a diversity of voices and perspectives. The list will be published quarterly online (on the Awards website and promoted through social media) and in *Information Professional* magazine. The aim is to both champion diverse talent and raise awareness of diverse books among librarians.

"I think everyone has a right to be reflected in books, as in, their families and their background. Whether you are disabled or have issues with every-day life, it's important to be reflected books because everyone has a story to tell."

– Young reader, age 11

- **Increase children's participation**

CILIP will introduce a children's choice award to be presented by participants of the Shadowing scheme at the winner's ceremony. Children's voices will be heard in the judging process by voicing shadowers reviews during judging sessions.

- **Review the nominations process**

CILIP will review the nominations process to consider how best to manage the workload for the judges while ensuring the nominations list is diverse, inclusive and representative.

- **Review the criteria**

CILIP will lead an open and collaborative review of the Awards criteria with external advisors.

- **Ensure a diversity of lived experience on the judging panel**

CILIP will introduce a co-opting procedure for any year where the judging panel is not sufficiently diverse.

- **Improve recruitment processes for judges**

The recruitment process changes will be reviewed to ensure a coordinated approach across all regions of YLG, calling for diverse applications and updating the application form and process to reflect this.

- **Work with librarians and library suppliers to champion diversity**

CILIP will work with sector partners and lead organisations to promote diversity in the library supply chain and to encourage libraries to review their procurement of books and content to ensure that it reflects equalities and diversity policies, and to encourage library suppliers to do the same.

- **Strengthen governance**

CILIP will assess the governance of the Awards, reviewing terms of reference, terms of service and introducing reporting lines into the CILIP board, utilising the expertise of external advisors to oversee the change process and strategic direction for the Awards.

- **Evaluation and improvement**

CILIP will build additional time into the yearly cycle for strategic evaluation and review of the Awards to ensure constant reflection on effectiveness of strategies that are implemented and to explore further opportunities for improvement.

Evidence base: methodology and findings

Project aim

To explore how diversity, inclusion and representation can best be championed and embedded into the work of the Awards and its accompanying shadowing scheme through an open and inclusive consultation process with multiple stakeholders in the Awards from across the children's book sector.

Methodology

Overview

CILIP consulted with over 600 people in the Diversity Review Process. This involved two multi-stakeholder scoping workshops, an online survey for adults, three focus groups and two surveys for children: one for participants of the Awards shadowing scheme and one for non-shadowers. Each stage of the Review built on the outcomes of the previous stage enabling an informed and participatory process. While the primary focus of Coventry University's analysis of the online survey was on the ethnicity of participants, we have taken care to ensure wider diverse and inclusive participation in the consultation. This includes hearing from persons of varying ages, sexes, sexual orientations and physical abilities.

Scoping workshops

In July and October 2017 CILIP held multi-stakeholder workshops to scope out the work required to carry out an effective and inclusive Diversity Review. Approximately 70 stakeholders from the children's books sector participated including, authors and illustrators, publishers, librarians, representatives from literacy organisations and Awards sponsors and partners.

Each workshop was led by an independent facilitator and conducted under Chatham House Rules to create an open and safe space for discussion.

Participants were asked to consider the impact of the Awards, what makes them unique and what should drive their development. They reflected on what diversity and inclusion mean in the context of the Awards; what is being done well in the current Awards system and what are the potential barriers to inclusivity. Finally, participants contributed ideas to what a successful Diversity Review would look like to enable CILIP to consider success criteria for the Review. The workshops raised key themes for discussion which were taken forward in the consultation phase of the review, these were:

“Everyone here is equal so we should all get a chance to see someone similar to you in a book. Also this will inspire many people to be an author in some way.” – Young reader, age 11

- Nominations and nominators
- Data
- Judging
- Criteria
- Publicity and promotion
- Children’s participation
- Changing the culture.

The complete findings of these workshops are available in the Review’s Interim Report, published December 2017 (see [Appendix A](#)).

Online survey for adults

Working in collaboration with Coventry University, CILIP created a survey building on the themes that emerged in the scoping workshops. The survey was designed and administered by Coventry University through the JISC ‘Online Surveys’ web tool following approval from Coventry University’s Ethics panel.

In designing the questionnaire, open and closed questions were used to ensure both qualitative and quantitative data was generated, giving participants the opportunity to articulate their thoughts through free text while also producing specific data to which quantitative analysis could be applied. The questionnaire used a combination of multiple choice (both single answer and multiple answer), Likert scale feedback, and multi-line free text questions. The complete survey is available in [Appendix B](#).

The survey was anonymous to allow for open and honest participation and ran for eight weeks between 20th March and 18th May 2018. It was open for anyone to complete, and was promoted to key stakeholders, including CILIP members, shadowing group leaders (librarians and teachers), sponsors and partners, publishers, authors and illustrators, literacy organisations and charities and anyone either involved with the Awards or who we considered to have an interest.

CILIP received 483 responses to the survey and the resulting data were analysed at Coventry University. The full quantitative and qualitative analysis can be found in Coventry University’s report ([Appendix B](#)).

To carry out statistical analysis Coventry University identified overall themes within stakeholders’ opinions, and explored the differences and similarities in these opinions based on the declared ethnicity of respondents. Each completed questionnaire was assigned a unique identification number (ID). Due to the small proportion of non-White respondents (N=50, c. 10%), the decision was made to aggregate responses by ethnicity into a binary grouping: ‘White’ and ‘Black and

Minority Ethnic' ('BaME').² It is important to note that in this grouping the White group contained a high proportion of librarians while the majority of the BAME group identified as an author or illustrator.

As the Diversity Review of the Awards was launched after concerns were raised about the lack of BAME representation on the 2017 Medal longlists we have begun by looking at the ethnicity binary in stakeholder opinions with the intention of using this framework for analysis of other diverse characteristics.

Online surveys for children: Shadowers and non-shadowers

CILIP conducted online surveys for children and young people, one for active participants of the Awards shadowing scheme and one for young people involved in reading, but not as part of shadowing groups. The surveys were developed by CILIP with an independent project manager who works on the Awards shadowing scheme and the working party (all of whom are CILIP members) who administer the Awards and who work closely with children both professionally and in connection with the Awards.

The surveys were hosted on the Carnegie and Kate Greenaway website. CILIP targeted active shadowing groups across the UK based on the 2018 shadowing champions and groups that entered the 2018 shadowing competitions to take part in the survey. CILIP were fortunate to have been approached by students of Netley Primary School during the open consultation phase of the Review, who were learning about diversity in children's books. The students kindly agreed to take part in the online survey for non-shadowers to contribute their thoughts to CILIP's Review.

The survey consisted of open and closed questions to gauge children and young people's perceptions of the Awards and shadowing scheme. This included questions relating to how they discover and select books to read, the content and characters they like to see reflected in books, judging criteria for the Medals and how we could improve and increase participation in the shadowing scheme.

The shadowing survey received 59 responses and the non-shadowing survey received 49. The survey findings were reviewed by CILIP. The full results are available in [Appendix C](#).

Focus groups

In the final stage of consultation CILIP conducted three focus groups with primary stakeholders in the Carnegie and Kate Greenaway Awards:

- Authors and illustrators
- Publishers and agents
- Librarians.

² Coventry University notes that such binary groupings can obscure distinct voices. The aggregation of data was, however, necessary to enable meaningful cross-tabulation in their statistical analysis, particularly in regard to responses from the BaME stakeholder group. See the full report in [Appendix B](#) for further details.

“The ability to enter a new world far different from what we live in now is extraordinary. Books should give us that feeling of escape and solitude.”
– Shadower, age 15

While the response rate to the online survey was high, with 483 people taking part, it was not a sufficiently representative sample, for instance, 90% of participants identified as white. To ensure that diverse voices were heard in the consultation phase of this Review we invited people to the focus groups with lived experience and/or expertise in Diversity.

There were 8-10 participants attending each focus group. We invited one member of the Inclusive Minds Youth Ambassador Network to take part in each discussion. Inclusive Minds ambassadors are individuals that share a real interest in seeing better representation in children’s books of one or more facets of diversity.

The focus groups were facilitated by independent diversity consultant, Esua Goldsmith and conducted under Chatham House Rules to create an open and safe space for discussion.

The focus groups had the following objectives:

- To help CILIP to explore key issues arising from the review process in our scoping workshops and online survey
- To think through and formulate concrete ideas for moving CILIP forward
- To enable CILIP and the Review Chair, Margaret Casely-Hayford, to shape the future plans and strategy for the Awards and develop processes for change.

Participants took part in an activity to identify the blocks to Diversity throughout the book cycle and Awards process – from published work to the prize being awarded – and looked at how these blocks could be most effectively disrupted.

The full focus group outcomes are available in [Appendix D](#).

Findings

Overview

From the initial scoping workshops and through the consultation phase of the Review process there was an encouraging amount of synergy in the outcomes and a shared enthusiasm for change. Participants at each stage of the Review demonstrated commitment to the values of equality, diversity and inclusion and expressed strong desire to see concrete and visible change to the Awards processes while acknowledging the sector-wide responsibility to increase representation in children's literature.

This section looks at all of the findings from the Review under the themes identified in the initial scoping workshops.

- Nominations and nominators
- Data
- Judging
- Criteria
- Publicity and promotion
- Children's participation
- Changing the culture.

Nominations and nominators

In considering the nominations process for the Awards the following concerns and observations were raised by a variety of stakeholders:

- Lack of awareness of diverse books among librarians and CILIP members
- Lack of diverse books in suppliers and stock selection
- Lack of visibility of small/independent presses that publish diverse books
- Lack of time, budget and resource
- Inviting nominations from CILIP members only seen as too exclusive

- Lack of diversity in library and information profession and consequently in CILIP's membership
- Susceptibility to nominator bias.

The online survey asked respondents to consider the greatest barriers to a book being nominated for the Awards and the majority of respondents ranked 'awareness' as the top barrier.

A comparison of the top three results is shown below (percentages are based on total number of options chosen, not the proportion of individuals selecting):

White (N=433)	BAME (N=50)
1. Awareness of books (19.3%)	1. Awareness of books (17.4%)
2. Nominator's awareness of eligible titles (17%)	2. Nominator's bias - 21 (14.6%)
3. Nominators having time to read enough books (12.5%)	3. Visibility in bookshops - 16 (11.1%)

We heard from librarians throughout the consultation process that budget restrictions, reliance on particular suppliers and a lack of knowledge of where to find diverse books or time to research them presented a significant barrier.

- *Lack of awareness of titles and authors. Range of stock in my local library is being reduced. With restricted budgets it's easier to stick to tried and tested publishers and authors.*
- *Librarians, in all sectors, are increasingly expected to use supplier selection tools to choose new stock, which allows for bookseller bias.*
- *Something also needs to be done to enable small and independent publishers to make their books more visible to potential nominators, as they often do not have the PR/marketing budget to get them seen as widely as the commercial houses and established indies.*

Combined with the problem of awareness, there was a feeling that the lack of diversity in the publishing and library profession and among CILIP members could limit diversity of books being published and nominated for the Awards:

- *There is not enough diversity among most gatekeeper groups (publishers, booksellers, librarians, reviewers, teachers). The gatekeepers in children's publishing are predominately [sic] white, middle class and female, which results in children's books that will appeal to and reflect this demographic more than others.*

- *The judging panel is not diverse enough themselves, causing issues in the sort of books they nominate and that make it on the long & short lists.*

When asked about the challenges around accessing diverse books Coventry University found that survey respondents often expressed the difficulty in finding diverse books in terms of absence through key words such as 'lack' and 'not enough'. Respondents commonly identify 'awareness', 'recognition', 'visibility', 'resources' and 'willingness' as obstacles:

- *The challenge is getting diverse books noticed as sometimes they can get less publicity due to being with a smaller publishers [sic] or a big publisher thinking it won't sell well.*
- *Not enough diverse books are being published in general. Those that are published tend not to have the same production qualities or publicity behind them.*
- *Visibility remains a massive challenge and cross-cuts several sectors, several smaller publishers don't fully understand or else have insufficient funds to achieve adequate representation in the supply chain, this then means that they are not represented sufficiently in bookshops or libraries.*

Participants voiced a need for stakeholders in the publishing and library profession to acknowledge their own limitations by recognising unconscious bias:

- *The biggest challenge is in the lack of diversity of all parts of the book industry and an astounding lack of willingness to accept unconscious bias within that.*
- *There is bias – even though it may be unconscious – every step of the way. It is the responsibility of those with a voice in the publishing industry to seek out diverse books and help to create the awareness that will lead to change.*
- *Librarians mostly buy from traditional suppliers or select from their own collections (fandoms – bias).*
- *Reader bias – overlook diverse writers for more prolific authors.*

In each stage of the Review participants identified a number of opportunities for change to the nominations process:

- *Being aware of a wider breadth and range of authors that could be eligible for nomination.*
- *Upcoming and new authors need curating into a list accessible to nominators.*

- *Something also needs to be done to enable small and independent publishers to make their books more visible to potential nominators, as they often do not have the PR/marketing budget to get them seen as widely as the commercial houses and established indies.*
- *Judges and nominators reading more outside their comfort zones and appreciating the potential of these books in meeting the criteria.*

As well as some practical solutions:

- *Make nominations more accessibly [sic] by allowing verified professionals who are not members of CILIP to submit nominations.*
- *Allow librarians/ library staff who aren't CILIP members votes to nominate in the awards to reach out to a broader spectrum of people as membership is too expensive for many.*

Data

Data collection

The lack of data and a need for better data collection both as part of the Awards processes and in the industry as a whole was acknowledged by participants. There is a lack of diversity data available on authors and illustrators who have been nominated and on the content of the books. Data collection is not a substitute for constructive action but it does provide us with a first step. It was felt that good data would help us to understand invisible as well as visible diversity recognised by the Awards and help to identify problem areas and opportunities in the process for improvement.

The initial scoping workshops flagged a need for data to be collected at various stages in the Awards process to allow CILIP to monitor diversity within its processes both internally (nominators and judges) and externally (authors and illustrators). To explore this further, survey participants were asked to consider how far they agreed or disagreed with the following statements:

- Nominators (CILIP members) should provide confidential diversity monitoring data about themselves when making a nomination
- Confidential diversity monitoring data should be provided to CILIP by publishers for nominated authors and illustrators.

Coventry University reported that the majority of both White and BAME respondents said that they agreed with the suggestion that nominators should provide diversity monitoring data about themselves. In response to publishers providing monitoring

data for nominated authors and illustrators, over half (54%) of the BAME respondents indicated they either 'agreed' or 'strongly agreed', compared to 37% of the White group. Focus group participants, however, said that the way data is collected is an important consideration and it is essential that data is self-declared and provided by the author or illustrator directly. Coventry University recommends that, in the interests of fairness, data should be formally acquired at each stage of the Awards process so diversity can be openly monitored.

Opportunities of using data

The use of data was identified as an opportunity to raise awareness and promote diverse books with participants calling for a database or resource to be made available that showcases and raises the profile of diverse books and small/independent publishers:

- *there is no adequate mechanism that ensures that you can easily find diverse books... books that have women, LGBTQ+, disabled, religious, economically disadvantaged characters.*
- *a resource [is needed] to bridge divide between publishers, authors, libraries, school libraries.*
- *CILIP to curate and provide database of diverse books including new and upcoming writers.*

Participants recognised that such a database should represent all facets of diversity, showcasing BAME, LGBT and disabled writers and illustrators as well as books with authentic representation of diversity.

Data was also seen as an opportunity to increase the participation of children in the Awards shadowing scheme. By collecting more comprehensive data we could better track participation in shadowing and target groups to take part. Coventry University carried out a rough postcode mapping of schools and libraries registered for the shadowing scheme looking at areas of deprivation by decile. Deciles are the index of deprivation where 1 is the most deprived to 10, least deprived. Chart 1 shows the output data in bar chart format. We can see from the results that there is a difference in numbers of organising bodies in each decile.

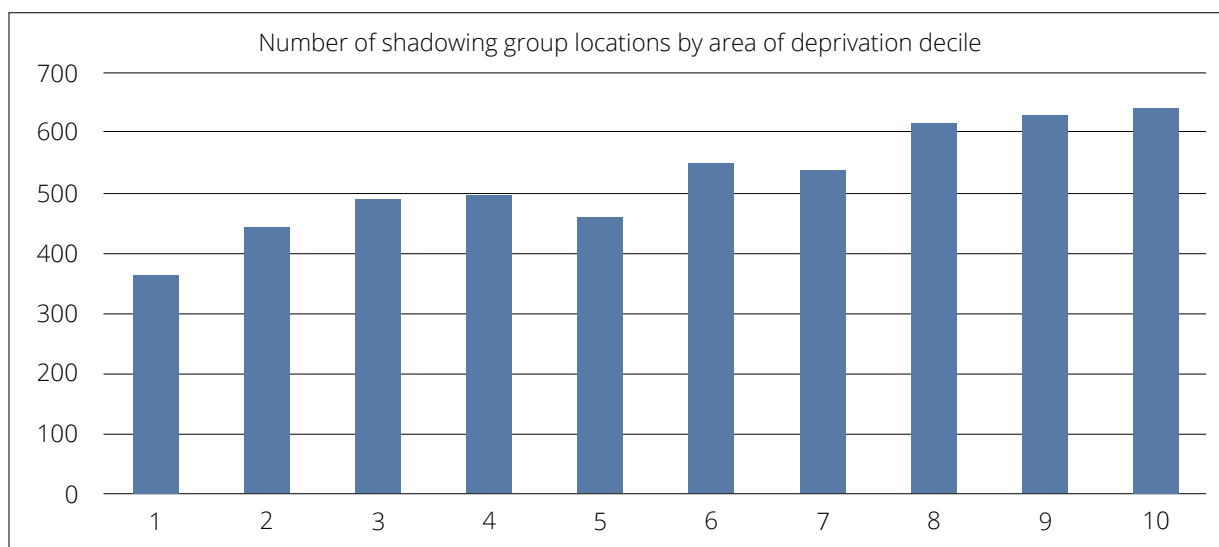


Chart 1: Distribution of postcodes by area of deprivation decile

Chart 1 indicates that there are fewer shadowing groups located in postcodes within the lower areas of deprivation deciles (43.34%) compared with higher numbers in the upper areas of deprivation deciles (56.66%). We can see also that the numbers of groups operating in each decile increases steadily in an upward trend as the index for deprivation increases, with the exception of deciles 5 and 7 where there is a small drop. For full results please see [Appendix B](#).

The results demonstrate a need and opportunity to increase participation in shadowing in schools and libraries in areas of higher deprivation.

Judging

Discussion around the judging process highlighted a tension between the recognition and respect for the ability of librarians to fairly judge an award for children's books and a concern for the lack of diversity in the library profession and subsequently within the judging panel.

When asked whether Youth Librarians are qualified to judge, the majority of both White and BAME survey respondents agreed with this statement. And 58% of the children surveyed agreed that the Medal winners should be decided by a group of experienced librarians.

However, when the survey asked participants to consider whether the judging panel are impartial, 52% of White respondents agreed compared to 44% of BAME respondents who chose 'disagree'. Similarly, responses to the statement 'All books are given fair and equal consideration' revealed a significant difference between the two groups: 54.9% of White respondents agree and 50% of BAME respondents disagree with the statement.

The results of the survey and outcomes of the focus groups suggest that Youth Librarians are considered qualified judges but there is some doubt over their impartiality and ability to give all books fair consideration as well as concern that the demands of the role could limit some people’s ability to take part.

We heard from a number of participants that enhanced unconscious bias and diversity training should be provided to support the judges in their role as well as consideration to be given to the number of books being read and judged. There was a strong call to increase the diversity of the judging panel to ensure a broad range of perspectives and experiences are represented.

Criteria

In considering the judging process participants explored the suitability of the criteria which is used when making nominations, judging the longlist, shortlist and the eventual winners of the Medals.

In our online survey we asked participants to select from a list the three most important criteria for each Medal. A similar question was asked of children and young people in the shadower and non-shadower surveys.

For the Carnegie Medal

Results from the online survey:

White (N=433)	BAME (N=50)
1. Lasting impression (19.2%)	1. Authentic voice / perspective (14%)
2. Well-constructed plot (13%)	= 2. Writing technique (12%)
3. Authentic Voice/perspective (12.8%)	= 2. Unique voice / perspective (12%)
	= 2. Well rounded characters (12%)

Both groups recognised ‘authentic voice’ in their top three choices. It is worth noting that in discussions around the criteria and what makes a book outstanding, a number of participants of the initial scoping workshops suggested that authentic voice should be considered as a point of excellence. However, when reflecting on the addition of ‘authentic voice’ to the Awards criteria there were concerns around cultural appropriation and whether it undermined the ability of authors to authentically write and represent characters with different characteristics and

experiences from their own. There is recognition that authenticity has a key role to play in enabling “young people [to] see themselves in the characters and stories.” There is, however, a need to allow those who can write with a convincingly compelling voice to be able to gain recognition for that talent, whatever their own background.

Results from children and young people:

Shadower	Non-shadower
1. Liked by children (25%)	1. Liked by children (24%)
2. Lasting impression (18%)	2. Lasting impression (19%)
3. Originality (16%)	3. Well-rounded characters (15%)

Both shadowing and non-shadowing children felt that the most important criterion is that the book is liked by children and young people. This is an important observation when exploring the involvement and participation of children in the Awards and shadowing scheme.

For the Kate Greenaway Medal

Results from online survey:

Shadower	Non-shadower
1. Creative and distinctive style (22.7%)	1. Creative and distinctive style (25.3%)
2. Synergy of illustration with text (19%)	2. Synergy of illustration with text (17.3%)
3. Lasting impression (15.9%)	3. Lasting impression (14.7%)

In contrast to the Carnegie Medal, both respondent groups were in agreement over the top three criteria for judging the Kate Greenaway Medal and placed creative and distinctive style as the most important.

Results from children and young people:

Shadower	Non-shadower
1. Creative and distinctive style (22%)	1. Liked by children (22%)
2. Synergy of illustration with text (17%)	2. Illustration technique (17%)
3. Lasting impression (15%)	3. Creative and distinctive style (17%)

Participants from shadowing groups agreed with respondents from the online survey on the top three Kate Greenaway criteria. Non-shadowers again placed most importance on the books being liked by children and young people but also recognised creative and distinctive style in their top three.

In the online survey, when asked to rate whether the judging criteria are appropriate the majority of respondents selected 'mostly agree' or 'agree. However, white respondents indicated a higher level of agreement (60.3%), compared to 32% of BAME respondents.

There was some tension over whether the criteria could be applied fairly and objectively by the judging panel. This is strongly linked to concerns over unconscious bias and the lack of diversity on the judging panel.

We heard in the initial scoping workshops that while participants felt that it was a strength of the Awards that they promote and encourage excellence in literature, the concepts of 'quality' and 'excellence' were difficult to define. One survey participant noted the need to acknowledge "the impossibility of a completely objective set of criteria" and that energies should be placed on "encouraging judges to acknowledge subjectivity more explicitly, rather than maintaining the illusion that they are objective" and 'implicit bias training would be valuable here.' It was suggested that the Awards would benefit from rethinking and redefining these concepts to ensure they are expressed in an inclusive way:

- *Re-write criteria to make diversity and inclusion items to be discussed at every stage of judging.*
- *Question what 'quality' means - redefine literary excellence.*
- *Recognition of diverse/unique voice in judging criteria.*

A number of participants wanted to see an open and collaborative review of the criteria with input from external advisors.

Publicity and promotion

The Review revealed a lack of awareness of the positive work of librarians and awareness of the Awards themselves as well as some misunderstandings or gaps in knowledge around the Awards processes.

CILIP is custodian of an Ethical Framework that presents a clear statement of its ethical principles and what it consider to be good professional practice. When asked to rate awareness of this code of ethics for professional librarians, 46% of BAME respondents stated they were 'completely unaware', compared to 22.4% of White respondents. This indicates a need for CILIP to promote and broaden the understanding of the professional code of ethics that governs librarians' professional practice.

The Review also identified the lack of visibility and promotion of diverse books and this was seen as a significant barrier to making the Awards more diverse and inclusive. Participants saw opportunities to promote the Awards to wider communities and to raise the profile of diverse books.

Coventry University found that the majority of respondents learned about the Awards through the Awards website (26.3%) and social media (19.6%) and strongly recommended that these platforms be used in a coordinated way to communicate with stakeholders and disseminate information.

Social media was also identified as a powerful tool for enabling engagement and raising awareness of the Awards and of diverse books:

- *More embrace on social media; the reach you have is phenomenal.*
- *Social media is a great medium for advocating more diverse books and where those posting don't have an agenda (ie. are paid reviewers), this enables more people to hear [sic].*
- *Using social media as a way of exposing nominees to diverse books and authors.*

Coventry University observed in their analysis that publicity and incentivisation were identified by respondents to the survey as areas for potential improvement. Participants suggested increasing visibility within schools and local communities (especially in deprived areas). One participant noted that generating greater media interest would "excite children/show them the magnitude of the awards". Concrete suggestions for achieving such visibility included the introduction of competitions, prizes and giveaways, targeted advertising to schools and celebrity endorsements of the Awards.

Children's participation

At each stage of the Review participants called for the increased involvement and participation of children in the Awards. There was widespread agreement that one of the biggest strengths and opportunities for the Awards is the children's shadowing scheme ("the Shadowing Scheme is fantastic – can't think of any other book award so well organised") but that more could be done to empower children through the Awards.

Coventry noted that several respondents to the online survey felt that allowing children more meaningful participation in the Awards would give validation to their opinions and significantly increase their investment, and so participation, in the process.

- *I know the students feel that they should have an opportunity to vote for the books and that there should be a 'Shadower's Award' given to the author voted for by the students.*
- *Give young people a voice and actively enable them to be an active part of the process from start to finish.*

A number of participants wanted children's voice to be recognised in the final winner selection while others wanted to amplify the children's favourites through some kind of children's choice or Shadower award. 91% of children and young people who take part in the shadowing scheme expressed a desire for their vote to count but there was mixed opinions over how their vote should contribute to the overall winners:

- *The books are written with children as their audience, and the intended audience should decide which book is the best.*
- *The shadowers should have a vote as well, even if there are two separate awards in the end (one from the Shadowers and one from the Librarians).*
- *I think it is interesting to see how a panel of professional judges think about the shortlist in comparison to our own opinions, and I don't feel it is necessary to make the final choice ourselves.*

The value of a librarian-led children's book award was also acknowledged by participants with respondents recognising the opportunities that the shadowing scheme currently offers children and young people:

- *I'm not sure children voting is the way to go, due to the amount of reading involved and also because there are plenty of other awards*

that are voted for by children, so CKG fills a 'gap in the market' for one voted for by librarians.

- *I think you already organise plenty of opportunities for children to participate. The website has fantastic resources. The key is having school librarians having the funds to participate and seeing the benefits of their pupils participating.*

Survey participants also expressed a desire for the Award and Shadowing scheme to be divided by age group to ensure the age appropriateness of books on the shortlist and it was felt this would increase participation:

- *You need another award for children in the mid age range. Carnegie too old for older KS2 and lower KS3 and Kate Greenaway is mainly too young for this age range.*
- *For my school we target YR7-9 and some of the books nominated they just feel uncomfortable reading them plus parents complain.*

Some participants, however, wished to preserve the current age bracket because they felt that other Awards sufficiently represented the voices of young readers: "There are other awards that do cater for these specific ages (e.g. Lollies and YA prize etc)". There was some recognition of the need for further guidance on how to shadow the shortlist with all age groups.

When asking children how they thought shadowing could be improved, suggestions included:

- *A more prominent 'best shadowers' competition would help to push shadowers even more.*
- *Definitely improve the genre choices, not enough romance books are being included, or LGBTQ+ books.*
- *I would like to see the shadower's opinions taken into consideration more of what book should win.*
- *More material form [sic] the organisations themselves eg. Worksheets, mark schemes, booklets showing criteria etc.*

Finally, Coventry University identified the need for increasing accessibility to participation online and greater social media engagement. The current website was described by some as too restrictive and a number of respondents reported that they had failed to engage students through this medium. Coventry University recommends reviewing the user-friendliness and functionality of the Awards website for children and young people.

Changing the culture

From the initial scoping workshops and throughout the Review there has been a mutual understanding of the sector-wide responsibility to increase representation in books for children and to improve and promote diversity at all stages of the book chain.

While some survey participants expressed concern for a lack of bias awareness and acceptance of responsibility at an institutional level, the majority saw opportunities for the sector to work together to achieve change:

- *Everybody along the chain committed to and promoting diversity (no more buck passing).*
- *It is the responsibility of those with a voice in the publishing industry to seek out diverse books and help to create the awareness that will lead to change.*
- *If there aren't diverse books to be nominated, I think the publishers should also take some responsibility, as we can't nominate books that aren't being published.*
- *The problems in diversity in publishing aren't, of course, something the Carnegie can fix alone, but it does look as though it reflects that lack of diversity and hasn't yet managed to find a way to meaningfully challenge it.*

In their qualitative analysis Coventry University observed that responses relating to opportunities for change in terms of the availability of and access to diverse and inclusive books were characterised by verbs relating to positive actions (including 'encourage', 'promote', and 'seek'), particularly in relation to the theme of inclusivity. Respondents repeatedly flagged up the opportunity to promote diverse books/authors, to seek out BAME authors, and to actively support authors from diverse backgrounds. For example:

- *As librarians, fostering diversity in a real and concrete way in the CKG awards could help show publishers and readers diverse texts that are marketable and deserve more awareness. This would perhaps push publishers, booksellers, and library providers to seek out and support diverse authors to supply the demand.*
- *The opportunity to change things is always there – whether that's committing to an equality & diversity audit of book lists and recommendations given by librarians (and agreed actions to be taken),*

to displays of diverse books, to having 'equality & diversity' as a subheading in every meeting (at a local, library level as well as higher up).

- *For agents and publishers to champion diverse and inclusive work from emerging/new writers and recruit staff from different backgrounds in order to broaden scope and more easily facilitate the championing of these voices.*

Coventry University noted that these responses convey a strong sense of the need for actors in various roles, locally and nationally (from librarians to publishers), to take action to facilitate equality and diversity. Emphasis is upon the notion of sector-wide responsibility. The ideal result of these proposed actions is envisaged by some as a 'normalisation' process, driven by the need "to promote diverse and inclusive books whilst ensuring that they are not promoted as "different" rather that they are part of everyday life". Another respondent observed: "[b]y making these books more available/common place it will extend the 'normality' of diversity and promote inclusiveness."

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[Focus Groups Report](#)

Acknowledgements and thanks

Through this Review a significant number of people have contributed their time, energy and ideas to help CILIP enhance and improve the Carnegie and Kate Greenaway Awards to make them the best possible champions of diversity and inclusion.

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