Quality Leaders Project – Youth

QLP-Y Final Report (No. 6)
May 2007 – October 2007

Final Report

PART 1: Main Report
PART 2: to be submitted in September 2008

December, 2007
Quality Leaders Project

"Management development through service development"

http://www.seapn.org.uk/qlp.html

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CONTENTS

1. Executive Summary

Overview

The Quality Leaders Project (Youth) started in October 2005 and ended in October 2007. This, the Final Report, covers the period May 2007 – October 2007 and is produced in two parts. Part 1 – the present report - focuses on the work of this period and takes the same approach as our previous reports which combined an in-depth look at activities of the particular period with some overview observations. The overview section in Part 1 is looked at in Section 8 – What we have learnt.

Part 2 of the Final Report will be issued in October 2008 and will carry a larger overview section and take a broader look at achievements and challenges faced by the Project. This two-part approach will also allow a number of developments taking place after October 2007 to be covered.

As with other innovations project which involve cultural and organisational change, QLP-Y has found that it requires time to ensure that the planned changes take root and influence future planning. In addition, organisational change was not the under the control of the Project Group (PG) as it was a local matter for participants themselves to come to grips with. An analysis of the role and achievements of the PG itself, as well as Sponsors, Mentors and Quality Leaders and their teams will be covered in some detail in Part 2.

While we had expected that project implementation can take a long time and had allowed two years for this, it became obvious during the course of the Project that the necessary changes needed more time to weave their way through the local organisations and systems. This affected different participants differently. One authority – Barnet - had started almost a year after the others because of on-going organisational restructuring. They thus do not complete their programme until July 2008. Two other authorities – Haringey and Portsmouth – are still keen to complete the new service initiatives that are in the pipeline. They expect to complete their full programme at the same time that Barnet does. Their progress will be covered in Part 2 of this Report. Also covered will be "Activities planned" recorded in Section 9. Two additional staff have been engaged to help complete QLP-Y programme:

Elizabeth Smallwood, a founder member of QLP, a special Consultant to work on specific tasks.

Monica Chatterjee, based in DASS, will work one day a week to provide administrative support

At the same time, the Department of Applied Social Sciences (DASS), where the Project is based, has decided to continue its support for the Project by extending time for a Senior Lecturer to carry on QLP-Y work to August 2008.

In addition, DASS has provided additional funding for research in some aspects of the QLP Project. This will cover the following aspects:

- Barnet QLP-Y case study (working with Barnet's Mentor and Quality Leader)
- Organise a conference in Spring 2008 on "Sustainability of Innovation in Local Authorities"
- Preparatory work on a possible external funding application, based on the concept of developing a multi-discipline "Innovations, development and research unit" within DASS – to be informed by the "Sustainability of Innovation in Local Authorities" conference mentioned above.
- Production of the QLP Manual to capture the experience of the QLP project as a whole.
- Feasibility study re developing a short course or an MA module, based on QLP-Y (and other) experiences

It is also expected that the team which produced the QLP-Y evaluation report will be commissioned to produce further evaluation in 2008 and 2009 to report on whether any of the initiatives have been sustained beyond the active stage of the Project. This, it is hoped, will provide a longer term perspectives on the experience, lessons and challenges of bringing about sustainable change in Local Authorities.

Developments in the current period

Key developments in this period are coved in this report as well as in the Final Evaluation Report (attached as Appendix 5).

This period saw further consolidation of QLP-Y work in Barnet, Haringey and Portsmouth whose Quality Leaders and/or QLP Team members took part in the Module "Innovations and Development in Information Services". Lincolnshire completed aspects of their QLP-Y programme that they felt was possible within their organisational restructure programme.

The PG continued to meet regularly and provide guidance on the project work. Without their active involvement, it is doubtful if authorities could have achieved their targets. All authorities continued to actively support their QLs in developing themselves and develop services to young people.

QLP News has become the main voice of Quality Leaders and the young people they work with to express their perspectives on the Project – this, in essence, is the final proof of whether the Project has succeeded or not. Catherine Lusted, the Barnet Quality Leader has edited issue no. 5, while Dave Percival has been busy preparing issue no. 6 – the Portsmouth issue which will be published in February 2008 The Haringey QLs and their Teams will produce issue No. 7 in April, 2008.   In addition, Barnet will be producing a further issue to record the final stages of their QLP-Y work. The Project Group will prepare the final "Voices" issue in August 2008.

A critical analysis of the entire QLP-Y will be included in Part 2 of this Report, hence is not covered in Part 1.

PROJECT DETAILS

Participating Authorities

Barnet

Haringey

Lincolnshire

Portsmouth

Project Group

Shiraz Durrani – Department of Applied Social Sciences (DASS)

Dean Bartlett – Management Research Centre, Business School, London Metropolitan University

Emily Sowter, Lecturer in Youth Policy (August 2005 to August 2007)

Michael Goetzinger, Research Assistant (September 2005 - September 2007)

Elizabeth Smallwood (a founder member of QLP) as a special Consultant to work on specific tasks: January – August 2008.

Monica Chatterjee, based in DASS will work one day a week to provide administrative support: January – August 2008.

Abbreviations

ADA: Audience Development Activities

DASS: Department of Applied Social Sciences, London Metropolitan University

PG: (QLP-Y) Project Group

QL/QLs: Quality Leader/Quality Leaders

QLP: Quality Leaders Project

QLP-Y: Quality Leaders Project - Youth

SG: (QLP-Y) Steering Group

2. Progress on Project Targets.

In this final report, we provide an account of the extent to which the main aims and outcomes of the QLP-Y project, as detailed in the application and subsequent amendments agreed with PHF, have been achieved. These aims and outcomes are summarised below, with progress made against each element since the beginning of the project indicated.

1. *The development of new or improved services to meet new or unmet needs of young people (especially from excluded communities) and potential users who may not have been reached by their authorities.*

The funding application set out an action learning approach of "management development through service development". Such service development would, in the participating authorities, establish an innovative model of providing services to young people whereby services are developed, planned and implemented in partnership with the youth themselves, and with other stakeholders, thereby empowering service users.

Individual action learning projects have taken place in each of the participating authorities. Lincolnshire completed their activities earlier than the other authorities, as reported in the previous report to PHF. All of the other authorities (except Barnet) were to finish planning their activities and submit their claims for funds in October 2007, with the activities themselves continuing on until December 2007. Following discussions with the funders on 11 October, it was agreed that activities could be carried on until July 2008 as projects such as these take a longer time to develop new services. It was also felt that this extension would allow for more chances of sustainability. It was clarified that this would be within current budgets. Barnet joined the programme late and are therefore finishing in July 2008. A report on each of the individual authorities can be found in section 5 and Appendix 1 below.

2. *Staff development: the development of new skills and expertise by Quality Leaders and Quality teams from participating authorities so that they can develop and deliver the new and innovative services needed by young people.*

This project adopted an action learning approach (i.e. management development through service development) and the main way in which staff have developed is through 'learning by doing'. As the project developed, this approach was supplemented with a number of other formal learning mechanisms. These were developed partly in response to the expressed learning needs of the programme participants, some of whom felt that a more conventional personal development planning approach would be useful. These additional learning mechanisms consisted of:

   a. Development Days - we have held a total of five development days over the course of the project, three of which have previously been reported on in earlier interim reports. The final development day took

place on 26th September 2007 and covered the sustainability and exit strategies for participating authorities. This provided an opportunity for Quality Leaders to do their own presentations on their achievements and challenges, and provided an opportunity for reflective learning. A report and presentations by Quality Leaders is attached in Appendix 1.

b. QLP Network – we have provided, through JISCMAIL, an electronic discussion board for use by participants in their action-learning projects. This was designed to facilitate joint problem-solving and the adoption of a co-consulting approach within the action learning set but has also been used extensively for the distribution of information and general correspondence. However, the network was used by participants more for distributing information from us.

c. Personal Development Planning (PDP) – a personal development planning toolkit was introduced into the scheme in response to a request from participants who felt that the action learning approach by itself was focussed too heavily upon service development and that the development of the Quality Leaders (QLs) was, therefore, potentially under-stressed. However, the toolkit does not appear to have been well used and questions remain about the best methods of making such tools useful. One issue was that Local Authorities already have their own development plans for staff. However, they do not provide the type of developmental activities offered by QLP-Y. Thus while there was a need for such toolkits, their use and effectiveness can only be assured if the authorities actively buy into the programme. This also raises the question of the role of mentors and sponsors in developing Quality Leaders.

d. Mentoring Scheme – the programme also included a formal mentoring element whereby mentors from their own Authorities are appointed for each QL and a total of four sets of mentoring forms have been gathered from the participating authorities; however they have been encouraged to hold additional less formal mentoring sessions throughout the project. The role of the mentoring scheme in QLP can be seen as partial success. While the actual programme was sometimes seen as driven by "form filling", it was essential to have some form of formal record to assess the mentoring process. There was also a difference in the success of the Mentoring (as indeed the sponsoring) process in different authorities, depending on the time that Mentors were able to devote to the process. In some instances, it was felt that Mentors used the form filling exercise to go through the formal processes without actively using mentoring to develop Quality Leaders and thus the services.

e. University Diploma in Work-Based Learning – the QLP team at the university had previously designed a recognised University Diploma and offered this to the project participants. The Quality Leaders did not opt to go for this award. The first cohort of an earlier strand of QLP graduated in December 2007. While no formal feedback was collected

to find out why this opportunity was not taken up, several factors can be responsible:

- The need for additional work in terms of collecting and preparing portfolios
- Local authorities offer other developmental opportunities for staff whose participation in QLP-Y may have been motivated more by service development, rather than personal development

f. Publishing articles in professional press. This was a proactive way of providing Quality Leaders with new skills in writing articles and getting them published with active support from the QLP-Y Project Group. The experience was also expected to increase self-confidence. Quality Leaders from three authorities took advantage of this offer. Their article was published in *Public Library Journal.* The article is reproduced in Appendix 2. This was followed by a similar article written by a member of the Project Group, the Quality Leader and Mentor from Barnet. This will be submitted to other journals.

QLs who participated in this exercise indicated at the Development Day and in other forums that they feel more self-confident about their own abilities as a result of having participated in writing the article. They took responsibility and ownership of their own sections, without having to worry about the overall article, as well as the process of submission.

Similarly, the Quality Leader in Barnet (and her Mentor) is very keen to participate in taking up the proposed "Barnet case study" to look deeper into the dynamics of QLP-Y-informed change in Barnet.

g. Editing "QLP News". We offered participants the chance to work with us on producing publications relating to their QLP work as an added dimension of their development. All QLs were offered the opportunity to edit one issue of *QLP News* as a way not only of giving a higher profile to activities in their authority but also to develop publishing and editing skills of Quality Leaders. Catherine Lusted, the Quality Leader from Barnet edited issue no. 5 (see Appendix 3 – *QLP News* No. 5, 2007). Portsmouth and Haringey will be editing the next two issues. The experience of editing *QLP News* provides personal development opportunities to QLs. It also gives higher profile to services to young people in their authorities, while documenting the role that young people play in helping to develop new services.

h. MA-level module in "Innovation & Development in Information Services" (Module Code CMP073N). This was prepared especially for Quality Leaders and their team members as a way of making QLP-Y targets sustainable after the end of the Project. While it provided an in-depth understanding of issues around innovation, effective management, local authority context, globalisation and other key concepts and skills, it also provided an avenue of acquiring academic credits for the participants. The coursework included a project proposal a summary of

which was for publication in the journal *Information, Society, & Justice*. (see below).

i. Seven participants took up the offer to study Module Code CMP073N (4 from Haringey, 2 from Barnet and one from Portsmouth). Subsequently a participant from Barnet had to discontinue because of staffing shortages, and one from Haringey withdrew after week 6 for personal and family reasons. The others have continued the course and will be giving their evaluation of it as part of the University procedure at the end of the Module in January 2008. Points from their evaluation will be included in Part 2 of this Report (due in September 2008). Also included will be an overview from the Coursework which is "a reflective commentary on how engaging with the learning objectives of this Module has helped you in reaching a better understanding of the dynamics of organisational change". Participants included 3 Quality Leaders and a member of QLP-Y team and a manager who had supported QLP-Y work, but was not a member of QLP-Y team.

j. The Module Booklet for the Module "Innovation & Development in Information Services" (Module Code CMP073N) is available in Appendix 4a, while a resource pack, "Readings in information, innovation, power and politics" is available in Appendix 4b. One of the aims of the Pack is stated in an introduction: "It is expected that the material will be useful not only for Coursework, but will also be of use after the Module has been completed in work situations. It should encourage further reflection on the issues raised in the Module". Thus the Module – and QLP-Y itself – expects personal development to continue after the Project has been completed.

k. *Information, Society, & Justice*[1]*:* The Department of Applied Social Sciences has launched a new journal, *Information, Society, & Justice.* As mentioned above a coursework for the "Innovations" Module mentioned above requires submission from participants to the Journal. In addition, all Quality Leaders were offered the opportunity to be active in management and other aspects of the Journal. One has now joined the Editorial Board as Apprentice Book Review Editor while another is preparing a review of a recommended book for the second issue of the Journal.

QLs have generally provided positive feedback about the programme and we have been very responsive to any issues which have been raised with us, introducing additional elements where participants have expressed a desire for more support in relation to, for example, personal development planning (PDP) and reducing to a bare minimum other elements which were less attractive to participants, such as the gathering of information and 'form-filling' which was pared down to a simple authorisation process requiring the

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[1] The journal is accessible at:
http://www.londonmet.ac.uk/depts/dass/research/informationsocietyandjustice/informationsoci etyandjusticejournal.cfm.

9

completion of a short form. In addition, we extended an open invitation to all participants to contact us for any additional support, clarification and guidance or to discuss any aspect of the programme.

The development which has taken place has also been independently evaluated by our external evaluators. A separate evaluation report is available from the independent evaluators (published in December 2007). The following section from the Report sums up the developmental aspect:

> While not all of the Quality Leaders have necessarily developed new skills through participating in the project, all appear to have become more proficient in areas such as project management, leading teams of different staff, networking and partnership. More importantly, perhaps, has been the personal development of the Quality Leaders and the sense of achievement they have gained from the project, particularly through the relationships they have built up with the young people participating. It is perhaps worth noting that some of the Quality Leaders commented that young people do not always recognise how much they have learned and developed and this may also be true of some of the staff delivering the project, which was borne out by the highly positive comments of their Mentors and Sponsors on their progress. (Evaluation of Quality Leaders Project (Youth) initiative, 2007).

3. *User development*

The development of the skills and opportunities of the direct recipients of the services developed through the project, as well as community development in terms of the increased understanding/education provided to the wider community through their active involvement in a series of audience development activities/workshops.

The concept of 'audience development' was outlined in our funding proposal and elaborated on in our previous reports. It encompasses the development of the young people who participate in the workshops through the creation of arts/media based 'artefacts' but it also views the wider community as a potential audience for the artefacts thereby produced and it therefore also has a wider aspect of community development.

Evaluation of Quality Leaders Project -Youth initiative,2007 records some aspects of user development:

5.3.2.1 Skills development

- Young people were seen to have developed a number of skills as a result of the project. For example, most had improved their IT skills, some had improved reading ability and developed a greater interest in books. Some had also developed their writing skills.
- There was also noticeable personal development.
- The core group of young people involved in developing a film and designing activities had also learnt additional skills, not only technological but also organisational and leadership skills
- Young people interviewed were able to talk about new skills that they had developed through QLP-Y. For example, martial arts were new to those taking part, and different from other sports activities they were used to (such as football*)*
- Learning how to use cameras and editing software for the film project was also valuable experience
- Young people used new music software
- There were also skills that young people had not articulated, such as increased confidence in performing to an audience.
- self-expression through a painting, through a website about oneself, through a poem, dance, lyrics, often uncovering real creative talents that young people had not realised they had.
- social skills - meeting new young people from other backgrounds, introducing themselves, introducing their area. For example, a new arrival to the UK made new friends and learnt about the local school while working on his website. Young people exchanged experiences of life in their countries as they worked on the 'where I live' section of their web pages;
- young people being given choices to concentrate on different skills within more mixed activities, for example for Liberation. Some could focus on dance, others on poetry, or on organisation
- organisational skills
- one young person mentioned typing skills in addition to learning about new software
- Presentation skills.

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4. *Capturing the QLP-Y experience*

We were intending to make the learning materials which we have developed for the programme available in the form of a 'QLP Training Manual' for

potential use by other public service providers in the development of new QLP projects, however we have not been successful in securing funds for this. As detailed in our previous report, however, we have kept an on-going record of the various outcomes of this work in the form of products from the development days, information and feedback from the mentoring process, a log of the QLP Network electronic discussion board, exercises and materials relating to personal and skill development, etc., which we can draw upon should we manage to find a subsequent opportunity for publishing this in a user-friendly form. Programme participants were supplied with copies of these products in a timely manner as the programme was delivered and which, taken together, built up into a reference manual which they were advised to collate into a ring-binder for their own reference.

5. *Establishing a link between Best Value performance processes and social exclusion performance targets within the participating organisations and at the same time meet relevant requirements of the Equality Standards and EU legislation on equalities.*

The establishment of regular performance management targets in relation to best value and social exclusion which have come out of the QLP-Y activities which have taken place within each of the participating authorities, along with issues surrounding the Equality Standards and EU legislation have been addressed both in previous reports to PHF and through our policy publication 'Youth Policy Review', of which one issue has been published, with a second one planned for 2008.

The first issue of Youth Policy Review (2007) states:

> Policies play an important role within societies and are fundamental to defining a course of action that is decided upon by the government. Policies can guide decisions and provide a course of action. Policies also provide a framework for ethical and equality objectives ensuring that the needs of those concerned are met sufficiently.

This was then reinforced when authorities apply for funding. The "audience development activity authorisation form" asks the question, "Have any of the policies mentioned in the latest edition of the Youth Policy Review influenced the design or delivery of the activity?" Responses to this question are part of the process of authorising ADA application.

6. *A new partnership approach bringing together various organisations currently working in isolation with a view to refocusing public library service so that services to young people are mainstreamed in accordance with the real needs of young people and social cohesion is increased through, for example, encouraging inter-generational work and encouraging different communities to work together.*

Perhaps the main partnership which has developed across all participating authorities is that between youth services and library services. As outlined in

our previous report, this partnership working has enhanced service provision, expanding the offer and aligning it much more closely with the real needs of young people. However these relatively micro-scale 'demonstration projects' have not, as yet, led to mainstream effects across either participating authorities or the wider sector.

5.3.4 Impact on partnership working

All respondents in the local areas felt that partnerships had been improved or had developed as a result of QLP-Y. One of the main partnerships in three of the areas was with Youth and Connexions, but there were also partnerships with other services/providers, e.g. local schools, companies, taxi firms, VCOs, other departments in the authority and public service providers. Three projects had worked to an extent with groups or individuals working with asylum seeker and refugee young people. (Evaluation of Quality Leaders Project -Youth initiative,2007).

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3. Key Developments

We had outlined in our previous report targets for this reporting period (May 2007 – October 2007). Actual progress against these planned activities is reported below.

1. Exit strategies were presented during the Development Day (Appendix 1).

2. Finalise internal arrangements for the continuation of work on QLP-Y within the University

   Shiraz has been given some time to continue work on the project until August 2008.

3. Produce one further issue of Youth Policy Review

   The latest issue of Youth Policy Review was published in February 2007. It is expected to produce one more issue by July 2008.

4. Produce three further issues of Youth Ideas and Action

   We have produced 10 issues, with issue no. 10 being published in July 2007. Issue 11 will be published in 2008.

5. Produce a minimum of two further issues of QLP News

   We have produced a total of 5 issues of QLP News. Issue 5, edited by Catherine Lusted (the Quality Leader from Barnet), was published in July

2007. Issue No 6 will be edited by Dave Percival, the QL in Portsmouth) while issue no. 7 will be the Haringey issue.

6. Receive the final evaluation report and include its lessons in the final Project Report

The final evaluation report is expected in December 2007. A response and update to this will be made in Part 2 of our Final Report to PHF (expected in September 2008). The PG is looking into the possibility of commissioning the same Evaluators to produce an extension to their Evaluation Report to cover the period January – August 2008 and September 2008 to August 2009. This will provide a better picture of the sustainability and longer term impact of QLP-Y.

7. Make a decision about whether or not to apply to PHF for future funding of QLP-type work.

As there is currently work ongoing relating to QLP-Y until August 2008, we have decided not to apply to PHF for future funding at this point in time.

8. Support development of QLs and youth services as outlined in report No. 5.

We have continued to support the development of both QLs and of their participating organisations through a number of activities, including the five Development Days. The fourth one, entirely initiated and run by QLs, took place on the 10th May 2007. This was held specifically to plan various Liberation events as reported in this Report.   Quality Leaders from Haringey, Barnet, Lincolnshire and Portsmouth met to discuss a joint project centred on the theme "Liberation" to celebrate the close of the Quality Leaders Project – Youth. The meeting was very productive and resulted in a clear timeline and plan for each authority to focus on a particular theme, such as music, and deliver these workshops within their authorities. One of the expected outcomes was a final event scheduled to take place in October to give young people from all participating authorities a chance to have "taster" sessions on other authority Liberation workshops. This however did not happen due to different dates for the liberation events and various logistic and planning difficulties. However, experience of Development Day 4 was an indication of the increasing confidence among QLs to organise and plan their own activities without active support from the PG, although a member of PG was present to offer support.

We have also continued to support the QLs through various other initiatives such Development Day 5 and the production of publications as outlined above and the new module, as outlined above also.

9. Project Visits (Round 4).

It was expected that a fourth and final round of project visits would have been made before the end of this reporting period. The main aim of this

round of visits was to assist authorities with the production of their exit strategies. However as the Lecturer in Youth Policy and the Research Assistant working with QLP-Y left the project slightly earlier than anticipated, this could not be achieved in time. However, we decided to use the funds saved in salary costs to employ someone to temporarily assist in this. Delays in making a decision on the appointment within the Department of Applied Social Sciences meant that no action could be taken by the time this report is written. It is expected that this will be done in 2008.

4. Project Management

We have held a number of Project Group meetings during this reporting period. These took place on 22nd May 2007, 15th June 2007, 29th June 2007, 25th July 2007, 20th September 2007, 26th October 2007 and 30th November 2007 (not formally minuted). Minutes from these meetings are available from the Project Group.

The main role of the Project Group was to deal with the operational management of the day-to-day running of the project and to forward-plan in terms of scheduling the work of the project team. To this end, it worked well as a mechanism for keeping track of the various tasks that needed to be achieved and, to a lesser extent, also functioned as a method of monitoring the performance of the staff in terms of their achievement against individual objectives and deadlines. The formal project group has now been disbanded as the funding for the project came to an end and members of the project group left the university. Michael Goetzinger, Research Assistant left on October 23rd 2007 and Emily Sowter, Lecturer in Youth Policy left on November 12th 2007. The main issue that has arisen concerning project management was the departure of these two key members of staff
We have held 2 Steering Group Meetings during this reporting period which took place on 7th June 2007 and 2nd October 2007. Minutes from these meetings are available from the Project Group.

The main role of the Steering Group was to ensure a more strategic overview, as compared with the largely operational nature of the Project Group. One of our aims here was to involve a wider group of stakeholders; however the group was less successful in managing to attract individuals, particularly those key players with a strong policy interest. While there was much interest among Sponsors and Mentors as well as among other key individuals from relevant organisations we approached, it was the problems with logistics of ensuring that a quorum of key people attended that became the main difficulty in arranging regular meetings. We discussed the possibility of electronic meetings but felt, partly in response to views expressed by participants, that this was not a suitable way forward.

5. Update of Progress in participating authorities

5.1 Barnet

Management Board for QLP in Barnet

- Hannah Richens, Development Manager: Children and Education; Mentor
- Mark Vargeson – Youth and Connexions Participation Officer
- Karen Ali – Youth and Connexions Manager

QLP Practitioner's Team in Barnet

- Catherine Lusted – Area Children's Librarian and Quality leader
- Uzi Izachaki – Detached Youth Worker
- Tonya Toussaint – Detached Youth Worker
- Sandra Warner – Secondary School Librarian
- Daniel McMillan – Connexions Personal Advisor
- Jason Kelvin – Media Trainer for the workshops
- Peggy Sharpe (Inclusive Play Opportunities)

Barnet have successfully completed the Playstation workshops during May half-term. The target audience for taking part had been set at 90 young people and the event attracted the attendance of 131 young people. Six different libraries within the borough hosted the Playstation play-offs between the young people. The young directors from the film project were drafted in as referees. The grand final event was held at Chipping Barnet Library where the winners received trophies and the runner-ups received medals during a small award ceremony.

An evaluation will be done with all the young people involved.

Barnet will now be focusing the next workshops on the "Liberation" finale event that participating authorities are involved in. Barnet will be hosting Music workshops to the theme "Liberation"

New Audience Development Activity approved by the Project Group:

Liberation Project (Music)

As part of the wider Liberation project, Barnet has decided to contribute a music project. Three workshops will be held in different libraries to allow young people to learn dance skills, lyric and poetry writing skills and/or to learn how to use a piece of music composition software (Garage Band) while thinking about the issue of slavery. The activities will concentrate on the historical aspect of slavery to mark the 200th anniversary of the abolition, but will also look at modern forms in particular the use of child labour in chocolate production.

The libraries chosen are in different areas of the borough and have the space to accommodate dance training. All were used for the Playstation competition so the momentum for library activities for young people can be continued. Young people will have the opportunity to learn music and dance skills with a trainer and prepare a routine, lyrics/poem or song for the competition on the final day. On competition day, any young person who wants to enter their work can do so in an X-Factor style competition.

A core group of young people will be the judges and mark each performance out of 100. No comments will be made. Marks will be given on the standard of the entry as well as the way the entry reflects the theme of slavery. There will be a dance winner, a song winner and a lyric or poem winner. Each will receive a trophy and gift voucher for a high street store. All young people will be given a voucher to borrow an audio-visual item free from Barnet Libraries. A giant collage of young people's art work on the theme of slavery will be made for display at the competition. A petition against child labour, written and organised by the core group will be available for young people to sign.

Note: Barnet started the Project almost a year after the others because of Council reorganisation. They thus have another seven months to complete the QLP-Y programme.

5.2 Haringey

Quality Leaders: Claire Stalker-Booth and Selma Ibrahim

Mentor: Kamaljit Bedi

Sponsor: Diana Edmonds

QLP Project Team:
Bernadette Brewster – Youth Librarian

The IT/ Web Design course started in May and will run until the end of August with a ceremony event for the young participants taking place in September.

Haringey will also be scheduling their "Liberation" workshops for August. Young people will be using the theme "Liberation" to create pieces of work in Arts and Creative writing/ poetry, which will contribute towards the finale of QLP-Y.

New Audience Development Activity approved by the Project Group:

(1) **Celebrating the anniversary of the Abolition of the Transatlantic Slave Trade -** a full report on this will be included in Section 3 of this Report in September 2008:

Activity to celebrate the anniversary of the Abolition of the Transatlantic Slave Trade with paintings and drawings

Young people will be given a basic understanding of the Transatlantic Slave Trade and the "Triangular Trade" How? The workshops will concentrate on the human element of slavery particularly the hardships endured by the slaves.

Through drawings and paintings young people will be able to explore the various aspects of slavery including: transportation across the Atlantic in harsh conditions; the physical labour involved thereafter; the resistance to slavery by the slaves themselves; the campaigns against the slave trade waged by ordinary people in England as well as parliamentarians like G Sharp and Wilberforce.

In partnership with Haringey Adult Learning Services, 14 two-hour workshops are planned for February 2008.

(2) **Creative Writing, poetry** – a full report on this will be included in Section 3 of this Report in September 2008:

Creative Writing, poetry

Using stories from the lives of young enslaved Black people in Britain and the Caribbean the workshops will look at ways in which they managed to liberate themselves from bondage and the difficulties they faced. Stories, poetry and drama will be used to illustrate these themes.

QLP project has already delivered a series of very successful creative writing workshops in Marcus Garvey library. The success of this project will add to library's success in delivering such workshops which help raise literacy levels and also increase the interest in writing among the youth. It also raises awareness of writing as an art form of self expression outside the formal setting of a school.

5.3 Lincolnshire

Quality Leaders: Wendy Bond (Library Service); Ian Richards (Youth Service)

Mentors: Jin O'Hara (mentoring Wendy Bond); John Pateman (mentoring Ian Richards).

Sponsor: Mark Homer

QLP Team: Cherry Shepard

New approaches and services developed include the following:

- Involvement of young people in designing and stocking a new library;
- Workshops to design and develop a newsletter, involving graphic design, IT and print layout;
- A reading group for young people at risk of exclusion from school (developed in conjunction with other activities taking place).

Restructuring in both youth and library services, together with work commitments meant that the Quality Leaders could not take up the offer of producing a Lincolnshire edition of *QLP News*. They also did not participate in Development Day 5 and the Module "Innovation and development in Information Services".

Lincolnshire completed their QLP-Y work in June 2007. They sum up their experience in a letter dated 21 June 2007:

> Lincolnshire County Council has achieved a significant amount of added value from being a participant in the QLP programme.
>
> A range of activities have been undertaken which have developed much closer links between the library and Youth Service than would have been achieved without the QLP.
>
> Among the more intangible and less easy to evidence benefits which we identified were improved thinking, planning, confidence, dialogue and partnership working.
>
> The Quality Leaders have developed their skills and competence through their involvement with the project team which they have managed over the past two years, and via interactions with each other, thir mentors and other QLs.
>
> There has been a palpable improvement in the way that library staff interact with young people and this has helped to inform and strengthen our efforts to develop a Needs Based Library Service.

Lincolnshire also provide various suggestions for making changes in the operation of QLP-Y which they would have found more relevant to their situation.

5.4 Portsmouth

Quality Leader: Dave Percival
Mentor: Lindy Elliott
Sponsor: Stephen Bailey

Library Team:
Patricia Garrett
Jackie Hughes
Richard Lidster
Rebecca Richmond

Young People's Team:
Alec Cowton
Martin Cox
Alex D'Aeth
Harry Snell
Kate Snell

New Audience Development Activity approved by the Project Group:

(1) **Desktop Publishing Training/ Office design consultancy –** a full report on this will be included in Section 3 of this Report in September 2008:

Desktop Publishing Training/ Office design consultancy

One day course in dtp. A discussion session around design and a follow-up visit once everything is up and running. Facilitated by Duane Melius, the Editor of (Merton) *Sense magazine.* The course will provide young people with required skills to produce a professional magazine, from the look of the publication to the layout of the office.

(2) Liberation poetry **–** full report on this will be included in Section 3 of this Report in September 2008:

Liberation poetry

> Facilitated groups of young people, from a variety of locations in Portsmouth, will deliver original works of poetry to be published as a permanent record. The poems will take as their central theme "liberation".

6. Communications

6.1 QLP News

QLP News has served as our newsletter and publicity publication during the project and, as outlined above, we have produced a total of 5 further issues of QLP News. Issue 5 was published in August 2007 and was the "Barnet issue" edited by Catherine Lusted. Issue No 6 is will be the "Portsmouth issue" and will be edited by Dave Percival. This will be followed by the Haringey issue. It is planned to publish a final issue to cover activities of the entire project.

6.2 Youth Ideas & Actions

Youth Ideas and Action is a separate publication which aims to "disseminate information about staff development and service provision to young people". 10 issues have been published to date with two more planned for 2008.

6.3 Youth Policy Review.

Youth Policy Review serves a different purpose from *Youth Ideas and Action*. It is aimed at Quality Leaders, their Teams as well as Sponsors and Mentors. It states it aims thus:

> To keep you up to date and aware of policy concerning young people in the UK and abroad. As you are working with young people on this project, it is important that you follow government policies and initiatives and make sure your individual projects meet the needs of the young people and meet local and national government agendas.
>
> You will also find other information that may be of use to you and your place of work. There are also useful publications, books, articles, conference abstracts and websites listed here which you can browse and investigate as relevant to you.

One issue of Youth Policy Review has been issues, with a second one planned for 2008.

Evaluation of these QLP publication will be discussed during the final round of visits planned fro March - April 2008.

6.4 Other Publications.

Aside from our regular publications detailed in the preceding sections, we have also referred to QLP in the following outputs:

1. Durrani, S.; Ibrahim, S.; Lusted, C.; Percival, D.; Sowter, E.; Stalker-Booth, C (2007): Filling the youth shaped hole. *Public Library Journal.* Vol. 22 (2) Summer 2007, pp. 7-10.

7. QLP-Y Financial Statement   31 December 2007

The following section summaries the financial statement as at 31 December 2007. As will be noted, there is under spend in many areas. These will be spent during the period January – August 2008. Part 2 of this Report (September 2008) will provide a comprehensive report on the budget for the entire QLP-Y period.

INCOME

Income	Amount	Date
PHF (via Merton)	120,000	19/04/06
Merton	4,042	30/11/06
Paid to MRC (Merton)	10,000	
PHF	50,000	03/01/07
Total	**184,042**	
less payment by Merton	-10,000	
Transferred to London Met	174,042	

EXPENDITURE

Tasks	Allocation	Cost code	Details	Total	Balance	Comments
COORDINATION						
Project coordination	24500	Merton payment	MRC (70%)	10,000	14,500	Carry over to 2008
	10,500	1000	DASS (30%)	10,500	0	
Res. & Dev	8,500		Innovatn Module	6,906	1,594	Carry over to 2008
Admin. support	20,000	Internal transfer	MRC	5,865		Carry over to 2008
Telephone, PC, Stationery	4,000	1200 (Catering)		860.23	3,339	
		2500 (Office)		199.40		Carry over to 2008
Evaluation	8,000	1100	Consultants	5,200	2,800	Carry over to 2008
Travel	1,500	1200	DASS -MRC	988	512	
Printing, publicity	1,000	2400		1,655	-655	Use other savings
Sub total (1)	**78,000**			**42,174**	36,225	Carry over to 2008
GENERAL						
Youth Policy Lecturer	60,299	1000		46,749	13,550	R&D (2008)
Audience Dev	23,460	2500	Authorities	2,474	20,986	Carry over to 2008
Equipment	22,500	3600	Authorities	3,467	19,033	Carry over to 2008
Marketing	640		Merton + Sense	839.4	-199	Use other savings
Sub total (2)	**106,899**			**53,979**	53,370	Carry over to 2008
Total	**184,899**			**125,081**	**89,595**	Carry over to 2008

less due to MRC	28,635
less due to authorities	40,019
less Evaluation Consultancy	2,800
Total expected expenditure	**71,454**
Total to cover future expenditure	**18,141**

Authority spend - December 2007 (includes some new items approved but not passed)

Authority	ADA			Equipment			TOTAL		
	Allocation	Spent	Balance	Allocation	Spent	Balance	Allocation	Spent	Balance
Barnet	5,500	3,433	2,067	5,500	3,168	2,332	11,000	6,601	4,400
Haringey	5,500	5,280	220	5,500	4,410	1,090	11,000	9.69	1,310
Lincolnshire	5,500	850	4,650	5,500	0	5,500	11,000	850	10,150
Portsmouth	5,500	2,148	3,352	5,500	4,177	1,323	11,000	6,325	4,675
Project Group	1,460	0	1,460	500	0	500	1,960	0	1,960
TOTAL	23,460	11,711	11,749	22,500	11,755	10,745	**45,960**	**23,466**	**22,495**

8. What we have learnt

The Quality Leaders Project was a complex one, involving a wide range of stakeholders and multiple partners and attempting to achieve the notoriously difficult task of innovating within local government. Throughout the project, we have continually aimed to 'set the bar high' and attempted to communicate these expectations to participants throughout the lifetime of the project. As the project now draws to a close, we have a chance to reflect upon our aspirations at the outset of the project and provide a qualitative assessment of the main lessons we are able to take away from the project.

One thing is certain – we have had to innovate ourselves in response to the new challenges which the project has thrown up. We had a vision of delivering an inspirational programme to a select group of innovation leaders who would then go back to their host organisations and implement their new ideas within their organisations, and, wherever possible, more widely in their communities. Some aspects of this project have been more successful than others. We have certainly delivered a programme which has resulted in new services being created and delivered for young people, based upon their own views of what they want. To this extent, the programme has been a success. We had hoped that from these relatively small-scale beginnings, a renewed culture of responsiveness and innovation would flourish in the participating authorities and there are two lessons which we have been able to draw from these hopes.

Firstly, things take longer than expected. We have had conflicting views expressed by differing stakeholders within our project, some feeling that it is too long, while others have suggested that it is too short. We certainly feel that the latter is true – for innovation to really take root, spread throughout an organisation and become institutionalised takes time and a longer period of support would help achieve this.

It also takes effort and the second lesson that we are able to draw from our project is that an 'intrapreneurial' model of innovation development, such as that upon which our project is based, needs a great deal of support from within participating organisations. This is because the resistance to innovation is very strong and the institutional barriers to innovation difficult to overcome for any individual leader. Such resistance can come from a variety of sources – the professionalisation of both the library and youth sectors, the inertia of large-scale bureaucracies such as local authorities in responding to changing agendas and the sometimes conflicting priorities of the managerial systems within them. So, our second lesson is that radical changes in the way services are designed and delivered requires both individual development, such as that which our project has offered, but also more wide-ranging organisational development, which our project was less well-equipped to deliver. We addressed this during the lifetime of the project through various interventions and mechanisms involving sponsors and mentors, however a greater organisation-wide focus may have brought things along faster and spread more widely the influence of any changes arising from the project .

While there are other minor tweaks and improvements which we have learnt along the way, there is a third main lesson which we draw from our experiences. This third lesson relates to the people issues surrounding the staffing of projects such as ours, both centrally (at the Project Group level) and within host authorities. The skill-set that staff require for a project like this one is unique and, in some ways, highly specialised. This makes it difficult to recruit central staff with the appropriate depth of background knowledge, range of social and intellectual abilities and specific consultancy and facilitation skills. It is similarly difficult to recruit authority-based staff with necessary levels of drive and motivation to overcome obstacles and forces of conservatism and to push things forward at the desired level and pace.

We have considered a number of possible ways in which this problem might be addressed. One possibility would be to increase the amount of money to be spent on salary for central staff, however this is no guarantee of getting the right people for the job. Adequate time should also be available to recruit staff with the required skills. Another possibility is to 'headhunt' specific individuals, however it is difficult to see how this could be operationalised in a setting such as that in which our project took place.

A final possibility would be to recruit central staff from within participating authorities themselves – a sort of 'secondment' model, however we are not clear if this would provide the right balance of skills and behaviours to achieve better outcomes. This is perhaps, therefore, a lesson that can only be fully learnt by 'giving it a go' and trying alternative models of innovation development in pilot or demonstration projects designed along these lines.

These, and other emerging themes from this experience will form the basis of the proposed conference on "Sustainable innovation" which will be reported in Part 2 of this Report.

9. The way ahead
Activities planned for January - August 2008

1. Publications: *QLP News*, *Youth Ideas & Action (YIA)*, *Youth Policy Review*:

   - *YIA* 11
   - *Youth Policy Review* no. 2
   - *QLP News*:
     - No. 6 – Portsmouth issue (February 2008)
     - No. 7 – Haringey issue (April 2008)
     - No. 8 – Barnet issue (July-August 2008)

- o No. 9 – Final issue produced by PG – "the Voice issue" (August 2008)

2. Visit authorities to discuss exit strategies and get a qualitative assessment from Quality Leaders on the QLP-Y project - why, what and outcomes.

3. Maintain and update QLP websites

4. Prepare Part 2 of PHF Report (September 2008)

5. DASS Research

   - o Barnet QLP-Y case study (working with Barnet's Mentor and Quality Leader)
   - o Organise a conference in Spring 2008 on "Sustainability of Innovation in Local Authorities"
   - o Preparatory work on a possible external funding application, based on the concept of developing a multi-discipline "Innovations, development and research Unit" within DASS – to be informed by the "Sustainability of innovation in Local Authorities" conference mentioned above.
   - o Production of the QLP Manual to capture the experience of the QLP project as a whole.
   - o Feasibility study re developing a short course or an MA module, based on QLP-Y (and other) experiences

10. References

Evaluation of Quality Leaders Project (Youth) initiative (2007). Final report. Jane Pitcher and Mary Eastwood-Krah. December 2007. Available at: http://www.seapn.org.uk/listDocuments.asp?page_id=37.

QLP News. No. 1-5 (2001- 2007) available at: http://www.seapn.org.uk/listDocuments.asp?page_id=36

Readings in information, innovation, power and politics. (prepared for the Module "Innovation and Development in Information Services". Available at: http://www.seapn.org.uk/listDocuments.asp?page_id=37

Youth Ideas & Action. No. 1-10 (2005-2007). Available at: http://www.seapn.org.uk/listDocuments.asp?page_id=50

Youth Policy Review; Policy empowers. No. 1. February 2007. Available at: http://www.seapn.org.uk/listDocuments.asp?page_id=56.

APPENDICES

Appendix 1. Development Day 5 Presentations.

Appendix 2: Durrani, S.; Ibrahim, S.; Lusted, C.; Percival, D.; Sowter, E.; Stalker-Booth, C (2007): Filling the youth shaped hole. *Public Library Journal.* Vol. 22 (2) Summer 2007, pp. 7-10.

Appendix 3: QLP News No. 5 (2007) – Barnet issue edited by Catherine Lusted.

Appendix 4a(I & ii): "Innovation & Development in Information Services" (Module Code CMP073N) – Module Booklet.

Appendix 4b: Readings in information, innovation, power and politics. Resource pack prepared for the Module "Innovation & Development in Information Services" (Module Code CMP073N).

Appendix 5: Evaluation of Quality Leaders Project (Youth) initiative (2007). Final report. Jane Pitcher and Mary Eastwood-Krah. December 2007. Available at: http://www.seapn.org.uk/listDocuments.asp?page_id=37.