EXTENDED EVALUATION OF QUALITY LEADERS PROJECT (YOUTH) INITIATIVE

Final report

Jane Pitcher and Mary Eastwood-Krah

October 2009

ACKNOWLEDGEMENTS

Contents

Executive summary

Introduction

A small follow-up evaluation was undertaken between August 2008 and September 2009 within three local authorities which had continued QLP-Y activities since the original programme. Some activities drew on remaining QLP-Y funding and others followed on from QLP-Y activities or made use of equipment purchased under QLP-Y.

Restructuring in two authorities resulted in a service commitment to dedicated youth services and in these authorities the QLs have moved into senior roles where they can lead on young people's services. The third authority had already initiated teen libraries and youth-focused activities concurrently with the launch of QLP-Y and thus mainstreaming of provision to young people was already in place.

Achievements of QLP-Y

QLP-Y activities led to many achievements for young people and the Quality Leaders running projects; and also to an extent impacted on the organisations hosting activities. The main achievements were:

- skills and personal development of young people participating in activities (including social, leadership and subject-specific skills and increased self-esteem);
- ongoing commitment of many young people participating;
- young people engaging with QLP-Y beginning to trust library staff and see libraries as offering something for them;
- engaging young people who were not traditional users of library services;
- skills and personal development of staff leading QLP-Y activities (including project management, social skills, presentation and writing skills, subject knowledge and increased confidence to take on additional responsibilities);
- increased awareness within the wider authority of the value of delivering services that met young people's needs and aspirations;
- changes to the way in which services are delivered, including mainstreaming of some activities aimed at young people and a commitment to further provision for this age group;
- young people having a greater say in how services are delivered; and
- partnership development in some authorities.

Respondents were very positive about the added value from the programme, particularly in terms of the additional budget for equipment and facilitating activities with young people that would not normally have taken place. The gains for the young people and the potential longer-lasting impacts on them were of particular note.

Challenges to delivery

While overall the benefits from the programme were seen to have outweighed the barriers, respondents also noted some obstacles to effective project delivery. The main challenges encountered by local authority participants were:

- having sufficient time to build in QLP-Y activities, particularly where there were other work priorities;
- bureaucratic obstacles within libraries, such as access to IT facilities and other internal regulations and procedures;
- some resistance to innovation within authorities and suspicion of young people by some staff;
- low levels of engagement by some mentors or sponsors, which may have been as a result of the competing priorities described above, or might also have related to lack of understanding of what was expected of them;
- pressures on QLs and mentors caused by the extent of paperwork emanating from the central organisation, not all of which was seen to be necessary for the effective running of the project;
- challenges to engagement and ongoing participation of young people;
- sustainability of initiatives when one group of young people participating moved on; and
- in some instances, partnership development was not as successful as had been hoped.

Young people themselves experienced the frustrations involved in managing a project, which could sometimes produce tensions and delays. The central management team also found lack of engagement by some mentors or sponsors problematic, as this required additional chasing up to monitor activities or time spent in offering support to staff delivering activities.

Implications for future development of library services to young people

The learning from the QLP-Y programme suggests a number of areas of effective practice in working with young people within a library setting which may be drawn on for future initiatives. These include:

- providing innovative activities within libraries that reflect what young people want and enjoy and will help to change the perception amongst young people that libraries have little to offer them;
- raising awareness among library staff of the need to engage young people and how to engage them;
- giving young people a space where they can "be themselves";
- delivering activities that, in addition to being enjoyable, develop and/or improve young people's skills, self-confidence and prospects and give them a sense of achievement;
- working towards involving young people in the planning and management of services, leading to their empowerment;
- working in partnership with other organisations to engage young people who would not ordinarily access libraries;
- increasing social inclusion by working with socially excluded groups and bringing them together with other groups in local communities;
- developing the skills and experience of library staff leading or initiating activities for young people so that they gain practical experience in managing projects and are recognised within their authorities as advocates for young people;

- providing opportunities for staff leading these activities to network with staff in similar positions in other authorities, so that they can learn from one another's experiences;
- giving these staff the opportunity to broaden their knowledge through accredited courses and opportunities to publish their work, drawing from their practical experience;
- leadership and support from senior staff with a commitment to improving services for young people; and
- balancing the need for project accountability against the practical commitments of staff, to minimise any additional burden that might detract from effective service delivery.

1.   Introduction

1.1   Aims of the QLP-Y Project and the evaluation

The Quality Leaders Project –Youth (QLP-Y) was led by London Metropolitan University and funded by the Paul Hamlyn Foundation from October 2005 to December 2007. The project took place in four local authorities. Its aims were:

- to refocus public library service so that services to young people are mainstreamed in accordance with the real needs of young people;
- to provide new skills to library workers so that they can develop and deliver new and innovative services needed by young people;
- develop, plan and implement new services for young people in partnership with the youth themselves, and with other stakeholders, thereby empowering service users;
- to increase social cohesion by encouraging inter-generational work and by encouraging different communities to work together.

A two-year evaluation of the project was undertaken, with the final report being presented in December 2007. Subsequent to this evaluation, three local authorities, Barnet, Haringey and Portsmouth, have continued with a small number of project activities. In addition, some project staff took part in a Module at London Metropolitan University entitled "Innovation and development in Information Services".

In July 2008 the authors were commissioned to undertake some follow-up evaluation activities of the QLP-Y programme. The aims of this follow-up evaluation were, as specified in the brief, to:

- prepare an update evaluation report on outcome, progress and developments in QLP-Y since the main Evaluation Report (December 2007); and
- assess sustainability of staff development and service development activities based on evidence from QLs, Mentors, sponsors and young people.

Evaluation activities commenced in August 2008 and continued until September 2009.

1.2   Context: library provision for young people

The QLP-Y Project was set in the context of a declining use of public libraries, particularly by young people in their teen years. In response to lack of usage of libraries by certain groups, there has been a number of Government initiatives

designed to make libraries more relevant and attractive to diverse groups in society, including young people. These include:

- *Framework for the Future* (Department for Culture, Media and Sport, 2003), which emphasises the role that libraries can play in ensuring that all groups in society have access to resources, particularly through promoting reading and informal learning, providing access to digital skills and services and introducing measures to tackle social exclusion and develop citizenship);
- *Fulfilling their Potential: a National Development Programme for Young People and Libraries* (Reading Agency, 2004), which outlines a coordinated approach to developing services and a strategy to redefine libraries' relationship with young people aged 11-19;
- *Youth Matters* (2005, 2006) which stress the need for a radical reshaping of provision for young people in order to reduce the gap between the most disadvantaged and more privileged groups in society;
- *Aiming High for Young People* (HM Treasury/DCSF, 2007), the Government's 10-year strategy, which sets out key commitments for improving access to opportunities for young people, including encouragement of a more positive approach to young people, giving young people the opportunity to have a greater influence on services and increasing young people's participation in high quality activities.

In addition, there have been reports emanating from specialist library bodies which also focus on the need for improved services to young people. For example, the Chartered Institute of Library and Information Professionals (CILIP), based on a report entitled *Start with the Child* (CILIP, 2002), has stated that a successful library service for children and young people needs to encompass:

- appropriate environments and services;
- services that are relevant and responsive;
- appropriate help for themselves and those who support them; and
- support from the community at large to use and benefit from services that are marketed to them and their parents.

The National Youth Libraries Board, a strategic partnership of organisations working with libraries and young people, from central government, the public and voluntary sector, has identified what young people should be able to expect their local library service to offer. This 'offer' statement[1] is based on research, consultation and best practice developed through the *Fulfilling their Potential* programme, *HeadSpace*[2] and other evidence of effective practice and encompasses:

- empowerment through participation in shaping the design and delivery of services, volunteering opportunities and access to space to "develop

---

[1] Web reference www.mla.gov.uk/resources/assets//L/Libraries_and_Young_People_12583.pdf.

[2] A partnership between the Reading Agency and 20 local authorities (libraries and youth services), working with young people aged 11-19 to "create places where young people can read, listen, surf and chill" (www.readingagency.org.uk/young/headspace/).

citizenship skills and community engagement through volunteering and sharing ideas";

- access to free, safe and welcoming spaces in the local community and to formal and informal learning support for educational attainment; and
- quality through "Relevant and inspiring collections of books, magazines and other materials, supported by positive and creative activities" and reliable and up-to-date information on education, training and careers, supplemented by referral services.

A recent Government initiative, *Find Your Talent*, was launched in June 2008. Taking place in 10 pathfinder areas, including Hampshire, the programme gives young people the opportunity to try out different cultural and creative activities. As part of this initiative, Hampshire launched its 'Push 4 Culture' campaign, which is coordinated by Hampshire County Council, in partnership with Portsmouth and Southampton City Councils and Creative Partnerships and endorsed by the Partnership for Urban South Hampshire (PUSH).

The QLP-Y Project has aimed to address the issue of participation and provision for young people within four local authorities. It was noted in the final edition of *QLP News* (September 2008: 1) that 'Whilst libraries have, traditionally, been very good at engaging with young children they have generally been less successful at engaging older children/young people, a gap that QLP-Y has sought to bridge'. The previous evaluation report of the QLP-Y Project commented that the project had been successful at engaging young people in libraries, involving them in service planning and helping them to be involved in shaping services that appealed to them. The project had also been effective at developing the skills of staff participating in the initiative, as well as of young people.

Durrani et al (2008) note:

> *Securing the Future,* the UK Government's strategy for sustainable development, refers to the "4 Es" as a way of securing change: Enable, Engage, Exemplify and Encourage, an approach which is exemplified by the QLP model. What makes QLPY different from many other similar initiatives, however, is the link between the development of services and the development of staff. It supports initiatives which young people themselves want and need. These are done not simply to improve services to young people, but also as a tool to develop key leadership skills among staff. It is the development of such skills through the development of personalised services, in partnership with a specific client group, that makes QLP such a unique model.

Starting to bring about organisational change within participating authorities, albeit at a relatively limited level, was also an important component of the QLP-Y Project. This extension of the evaluation aimed to assess to what extent these developments have continued beyond the funded project and whether they are sustainable in the longer term.

2.   Methodology

2.1   Outline of methods

The agreed methodology for the evaluation included:

- follow-up visits to each of the three local authorities, to interview the Quality Leaders, undertake observation of activities and where possible undertake interviews or focus groups with project participants (one set of visits in 2008 and a further set of visits in 2009);
- telephone interviews with mentor and where possible sponsor in each of the 3 projects;
- telephone and email contact with QLs between October 2008 and September 2009;
- a meeting and brief interview with project managers at LMU;
- analysis of documentation provided (including Module evaluation forms, other relevant documentation from LMU and from individual projects, including any monitoring data collected by them if appropriate); and
- production of two brief reports, in October 2008 and October 2009, focusing on impact, outcomes, challenges, learning and forward direction.

The aim of the interviews was to consider progress since the previous evaluation and continue to explore challenges encountered and the impact of QLP-Y on the QLs, young people participating and other staff in the lead organisations.

2.2   Evaluation activities

During August and September 2008, the evaluators collected background information from staff at London Metropolitan University and undertook site visits to each of the participating authorities to interview the Quality Leaders, collect any relevant information, observe activities and speak to project participants. As the bulk of the remaining QLP-Y activities took place during 2008, we interviewed as many young people as possible at this stage of the evaluation rather than towards the end, as originally planned. There were no new QLP-Y projects running in Haringey during phase two of the evaluation, although the equipment purchased for QLP-Y activities continues to be used for work with young people.

Contact was maintained with QLs throughout the remainder of the evaluation and final interviews were undertaken in 2009. The follow-up visits to authorities also included observation of activities taking place after QLP-Y funding had ended, that had been launched under QLP-Y or used QLP-Y equipment. We also undertook further interviews with participants where possible.

In addition, face-to-face and telephone interviews were undertaken during 2009 with one mentor, one sponsor and the manager of one of the Quality Leaders. Contact was made with the other mentor and sponsor on several occasions, but they did not respond to requests to undertake a short telephone interview. One telephone and

one face-to-face interview were also undertaken with the two members of the QLP-Y management team at London Metropolitan University.

The following table summarises the observation sessions and interviews conducted with Quality Leaders and project participants during the evaluation:

Fieldwork activities with QLs and young people in participating authorities 2008-2009

Date	Authority	Activity
18/08/08	Barnet	Observation of Slam Poetry session, informally talked to 4 young people
27/08/08	Barnet	Interview with QL; observation of Youth Board meeting
2/09/08	Haringey	Interview with QL
20/09/08	Portsmouth	Interview with QL, interview 2 young people (editors of 'mangazine'); sat in art session and informally talked to 7 young people participating
28/10/08	Barnet	Attended the Youth Board 'Away Day' team-building day at Moat Mount- observed and talked to all 12 participants.
08/06/09	Portsmouth	Interview with QL (telephone interview)
14/08/09	Barnet	Interview with QL, observed the Slam Poetry session, informally talked to 5 young people
17/08/09	Haringey	Interview with QL, observed the Fashion workshop and the Nintendo games session within the Youth Library, informally talked to 5 young people.

The QLs also provided us with records of numbers of young people attending sessions or overall numbers of group members (e.g. the mangazine) and responses to feedback/evaluation forms.

3.   Findings

3.1   Activities since the December 2007 evaluation report

While the formal QLP-Y programme came to an end in December 2007, one of the participating authorities has continued to use the equipment purchased under QLP-Y for further activities with young people and two authorities have continued with specific QLP-Y activities with the help of a small amount of funding still available from the programme. A member of the central management team noted that:

I think it's a culmination of what QLP had started to do. It needed that time in those two authorities to come to fruition. [They] were preparing for various things...like in [one authority] they had sessions around training the young people, giving them skills, giving them confidence, and the idea was to form a steering group of young people who in the end became advisors almost to the local authority, not just the libraries. In [the other authority] all the background work we had done...the key outcome was that the young people produced their own magazine. Now if they'd stopped at that time [when formal end to funding period], those two qualitative leaps would not have happened. So we kept extending the time, because these things take time.

3.1.1 Summary of activities within participating local authorities

Overview

As reported in the Interim Evaluation Report in November 2008, the bulk of QLP-Y activities after the end of the formal programme took place during 2008. Haringey completed QLP-Y funded activities in May 2008 with a series of IT workshops. Barnet's final QLPY activity was the Youth Board's away day in October 2008. Only Portsmouth is still due to draw on QLP-Y funding, for the delayed publication of the first edition of the *Yatta!* mangazine, due to take place by November 2009. There have therefore been no new QLP-Y activities since the interim evaluation report.

Youth activities have continued to be provided in all the authorities after QLP-Y funding ceased. Many of these follow on from successful QLP-Y activities or make use of the equipment purchased under QLP-Y.

Different funding sources were found to sustain activities including Summer University, PAYP, and the Youth Opportunities Fund. The sustainability of youth provision was uncertain in Barnet and Portsmouth during their service restructures. The restructures resulted in a service commitment to providing dedicated youth services, however. The QLs were offered new roles wherein they can use their expertise with young people to continue to provide services for them and engage them across the authority. The situation was different in Haringey, as the Head of Services had already recognised the need for youth services. The authority had initiated teen libraries and youth-focused activities at the same time as the launch of QLP-Y. Youth librarians were already in post at the time of QLP-Y, and they have continued to work with the QL on activities to engage young people.

The evaluators observed some of the most recent youth activities and visited teen libraries in Barnet and Haringey. In addition, they visited the mangazine group's workspace in Portsmouth. What was clear from these visits is that QLP-Y equipment is still drawing young people in and is very much in use, and is valued by the young people. New young people as well as former QLP-Y participants continue to engage in activities, or simply drop in to teen/youth library to "hang out" or meet friends.

Barnet

Summary of QLP-Y activities from December 2007

Barnet organised a drama project in January 2008, working with a youth worker who specialises in drama. The project consisted of 5 workshops over 5 weeks, with between 7 and 19 young people turning up for each session. The young people did drama and some improvisation and had an input into the design of the project. They decided between themselves to focus on gangs and bullying as their themes, and to film their drama production. They created four films.

In May 2008 the QL engaged a new group of young people in organising a further play station competition. Young people who had formerly helped to organise QLP-Y

activities got involved as referees. The last play station competition was attended by 66 young people.

Four young people took part in poetry workshops as part of Summer University. The aim of the course was to help young people learn about slam poetry, create rap lyrics or a piece of poetry and use computer software to write and design their lyrics. The young people's work was burned on CD and they were entered into a Slam Poetry Competition. They produced some very thought-provoking urban poetry, touching on a number of topics such as self-esteem, gangs, drug dealing, broken families, domestic violence, terminal illness, and friendship. The young people had travelled quite far to attend the four hour workshops and displayed a real passion for their writing. They told the evaluator that they had never really been interested in poetry before, for example, when asked to read it at school. When put in the context of writing from their own experiences and creating lyrics, however, and learning that poetry did not have to rhyme, it became a fun form of self-expression for them. One young person reflected: *'When I write lyrics, I feel pressure to rhyme. When I write poetry, I don't.'*

The QL pointed out that it was surprising that young people were taking to "traditional library stuff" even when more modern and trendy activities were on offer.

A Youth Board was set up under QLP-Y. The group evolved from being an advisory group on library stock to being the voice of young people on youth service provision at libraries. Young people explained to the evaluator that the Youth Board was about:

telling the library what we want, and

being in charge of the teenage library because we know what we like.

It is a mixed and growing group, with some joining after taking part in the Summer University poetry workshops. From its inception, the group met regularly, brainstorming and learning communication and organisational skills. In one of the sessions observed by the evaluator, young people were given an exercise on the importance of reading instructions before completing a task. They were asked to read all the instructions on a sheet of paper before commencing the exercises. One young person commented that this had been *'a very useful lesson.'*

On October 28th 2008 twelve Youth Board members including two new members took part in a team building "away day". In the brainstorming session prior to the event, young people had discussed what the purpose of the day should be. This included: facing challenges, helping each other, having fun, co-operating, getting to know each other, pushing yourself, presentation skills, supporting each other, leadership skills, problem solving, team work, trusting each other, and building confidence. The away day took place in an outdoor activity centre. Young people were split into two teams and given various team-building challenges including both physical and mental tasks. The young people bonded and got to know each other better. Any conflicts between individual young people were addressed by the QL and the Connexions Worker. It was noted that the group members are from very different backgrounds, with some being referred by Youth and Connexions and others having

learnt about the activity through the library. One of the newcomers commented: *'I met new people who I hope I will see again'.*

In addition to the Youth Board's ongoing monthly meetings, activities which were successful in QLPY are being repeated, this time funded by PAYP or Summer University. These activities include a Playstation competition, planned for October 2009 half term. Also planned are an advanced manga course and workshops to write a story for a Playstation game.

Ongoing activities beyond QLP-Y

The Youth Board continues to meets monthly. Their role is written into the Children's Division business plan and they were given a small budget by the authority. Following on from their example, the Adult division is setting up an adult board. The youth board regularly give their input into stock selection and ideas for the refurbishment of the service. They are also currently carrying out a SWOT analysis of the teenage sections of the libraries, which will be used to create a Library Improvement Plan together with analyses from adult staff. They are working on the re-branding of the teenage service, which involves a big open competition to choose a name for the teenage section, and a major publicity campaign in the borough.

The evaluators observed a Slam Poetry and Rap workshop, which formed part of the Summer University activities. The session was very similar to that delivered under QLP-Y, using the same tutor and equipment purchased by the project. Young people from various backgrounds, including two hard-to-reach young people who had been referred in by Youth and Connexions youth workers, were observed to be absorbed in various creative writing and poetry tasks. They were given the space to explore their own ideas, with support from staff when needed. Although three of the young people had not met each other prior to the workshops, they were confident to read their work to the group and to film themselves reciting or rapping a poem or lyrics for entry into a BBC competition. They chose various locations in the library for their film set, including one of the library's lifts, to give the studio booth effect. The young people made positive comments about the tutors, QL and youth librarian. They felt the equipment was "class" and that the competition was a good outlet for their talents.

Haringey

Summary of QLP-Y activities from December 2007

Haringey ran seven IT workshops on web design and Photoshop in February-May 2008, in partnership with Haringey Adult Learning Services and run by the same tutor they had used before. A total of 11 young people attended, of whom 8 had not previously participated in earlier workshops at Haringey. The age range was 11-16. In their self-evaluation, nearly all found the workshops very or generally useful. The workshops offered the opportunity to learn something new and also to interact with other young people. The evaluator observed how friendships developed between newly-arrived young people (including asylum-seeker young people) and young people from the host community. This interaction gave participants the opportunity to learn more about one another's cultures in a safe and supportive environment.

Young people looked at each other's web profiles and initiated conversations about themselves, their families and where they had travelled. All participants felt the course should be run regularly.

Ongoing activities beyond QLP-Y

The youth libraries or teen zones within each of the libraries continue to offer activities to young people. The libraries also offer on-demand or time-tabled access to computers, internet, and computer games. Youth librarians have been trained on how to log young people into the computers to take computer-based courses, use software or play computer games. The evaluator observed one of the "Nintendo games slots", a three hour unstructured slot in the youth library wherein young people can use the Nintendo Wii. A group of seven friends and siblings approached the youth librarian and asked for the game consoles. They set up the equipment themselves and organised themselves in chairs around the screen. Since only four could play at a time, they took it in turns. There was minimal intervention from the youth librarian, and the young people chatted and played as though hanging out in a living room, in their own space:

> *...this (Nintendo Wii) is here for us lot to use. Some of us got this at home but we might not be allowed to have our mates round* (Young person)

The QL commented of the young people that *'They feel very comfortable in these surroundings. It [the youth library computer course] is so well established now that they can ask the youth librarian what course they would like to do, just log on and start it. You don't even have to officially advertise it anymore, it is all ongoing.'*

The only thing young people mentioned they would change is to add more games consoles to enable more people to play at one time. They also mentioned that they welcomed adult supervision in case people got into disputes over the games.

Summer University workshops have been running this year in art, fashion, music and creative writing as well as IT. Youth events are currently being planned for Black History Month, which is a major annual programme in the authority organised by the QL. One of the highlights of the programme in October 2009 will be a jazz concert performed by a group of young people from diverse ethnic backgrounds. They are members of Haringey Young Musicians, which is run by Haringey Council. The money raised by the jazz event will go towards funding the group's travel to New Orleans where they will perform during the October half term.

The QL is also working on the African/Caribbean war veterans' project, an intergenerational project wherein young people interview African war veterans to get their stories. It is hoped that this will promote respect and understanding of the veterans' contribution to society, as well as give young people interviewing skills and bring the young and older people closer together. The project will recruit young people from secondary schools with the help of teachers and youth librarians.

Portsmouth

Summary of QLP-Y activities from December 2007

The mangazine group started in late 2007. The idea originally came from a small group of young people. The initiative started in December 2007 when a manga artist ran a session with around 40 young people turning up. The original plan for the mangazine was that it would be a collaborative publication bringing together work from young manga artists and writers. It would be wide ranging, and include a lot of written material such as poetry, political articles, and games, as well as manga, chibi strips[3], pull out posters and manga tutorials. The young people's vision was to educate their readership on manga and Japanese culture, while keeping a focus on the Portsmouth scene and on engaging local young people (for example by reviewing local bands and referring to local hangouts). They also unanimously decided it would be self-censoring:

> *Our magazine is staying away from the whole sort of drug referencing, cigarettes; you know stuff that the sort of 16 age range shouldn't be doing.* (Young person)

Three young people volunteered to be the mangazine's editors, one of them being the chief editor. The project got off to a slow start, mainly because the young people needed a creative space in which to work. They had been using the youth library, but sharing with other users and being seen by staff as 'too noisy' proved problematic. The chief editor reported in December 2008 (in the *Yatta!* update) that:

> *Although it has taken a long time to get this project going, we have over the last year overcome many problems and delays. We spent a good deal of time at the beginning with no real workspace or equipment. We also spent a good few months trying to work out exactly what we were going to be about. We now think that we have got this sorted, and we know what direction we are going in.* (Young person)

Most of the young people who had attended the first events dropped out. About 7 young people would turn up each week, with a core group consisting mainly of the two editors and a couple of artists, and the remainder turning up less frequently. Most participants are in Year 10, although the two editors are slightly older. The group is quite mixed in terms of ability, and includes a few young people with special needs. In January 2008 the QL secured the arts room within the library for the *Yatta!* mangazine group to use as their exclusive space. They decorated and furnished this room themselves, with the help of QLP-Y funds, and learnt about the process involved in purchasing furniture and equipment. By June 2008, the space was up and running as the mangazine group's creative hub. The chief editor was unable to continue to participate actively due to University commitments, however, and thus the remaining two editors were put in charge of co-ordinating the artists. The chief editor had suggested submitting any finished artwork to an existing magazine and having their work credited. However the group continued to pursue making their own mangazine.

---

[3] a stylised form of child-like drawing, normally comic in nature.

In October 2008 the editors went on a Creative Suite training day, which enabled them to use the software on the new computer that they had purchased. The QL stepped back and ensured that the project was led by the young people with his support available when needed. The editors had difficulties in getting the artists to work to a deadline, however, and to transfer their drawings, which they had created by fine hand, to computer. They subsequently asked the QL to intervene:

> *We thought that they are more likely to listen to [QL] basically. If he says, 'this is when we need it done by', they are more likely to say 'ok, we'll have it done by then.' If we were in a meeting.... where everyone was kind of brainstorming and feeding back properly, everyone was putting information in. People weren't like that [when QL not there]. People were literally just kind of going off and doing whatever they wanted. Which is fair enough, but we didn't know what it was that they were doing. And then they go 'we don't know what we're meant to be doing'. But we didn't know what they had originally done, so we didn't know what to give them to do.* (Young person, editor)

At that stage, the group had completed various pieces of work, but had some unfinished articles and artwork to tidy up. The QL commented that: *'I have been offering support consistently but it has been difficult trying to get them to finish.'*

The original group decreased further in size to form a committed core group consisting of the editors and a couple of artists who continued to work on the mangazine. Eventually, the editors were responsible for the bulk of the work, and they were increasingly busy with other commitments, especially their school exams. Nevertheless, they made time to continue to work on the mangazine. There is a lot of material ready for publication, including an article about "Bare Feet", a game, some chibi strips and manga.

With the core group moving on to pursue further education, the QL consulted with the young people on a way to get the *Yatta!* group to come together again for a final event which could launch future activities and draw in a younger cohort of artists.

The Liberation project took place over ten weeks from June 2008 and the theme was 'liberation from information isolation'. It was an intergenerational project with visually impaired older people being supported by year 9 pupils from a school to download information in MP3 format. The young people also bonded with the older people at break-time. There was good publicity for this project, and the MP3 players are now part of the QL's offer.

Another group of young people, whose apparently disruptive behaviour had been flagged to the QL by other library staff, got involved in poster design and flyers: "It's your library". The group that engaged in poster design were predominantly from BME backgrounds. A couple of young people from this group formed part of the original magazine group, attending the first mangazine sessions.

Ongoing activities beyond QLP-Y

The mangazine group held a 'Cosplay' event at the Central Library (in late October 2009). Cosplay is a Manga-themed event where people dress up as manga characters and are judged by their peers. The event also included manga quizzes,

and Japanese pop and anime projections. The QL reported that 25 young people aged 14 – 20 attended. An older age group was recruited through this event and they plan to continue working on the mangazine. The group is also planning to print the first edition of their mangazine before January 2010.

Art workshops with young people in residential care, done in partnership with Social Services, took place a second time. This culminated in another art exhibition within the central library. The children's most recent artwork was on display until the end of August 2009 at the Central Library, and the exhibition was opened by the Lord Mayor. There are plans for this to be an annual event.

3.1.2 Changes in management and organisation within authorities

Mentors and QL relationship with mentors

In Haringey, one of the QLs left the project in December 2007. The remaining QL continued to work on the last leg of activities and the editing of a QLP-Y newsletter on her own. Her mentor left her post in 2008.

The restructures in Barnet and Portsmouth authorities resulted in job changes including those of the mentors and QLs. The mentor in Portsmouth became Head of Service, having acted in that post prior to this. In Barnet from April 2009 the mentor become the Divisional Manager for Children and Young people.

The staff changes and the fact that QLP-Y was ending inevitably led to a change in relationships between mentors and QLs, although in some cases they continued to work together. As a result of QLP-Y, the QLs had also developed the skills and confidence to take more of a lead on project development.

> *I get less involved with the teenage development stuff because [the QL] is leading it more at a strategic level. .... I'm going to have to take a step back from doing the operational kind of stuff, which does mean that the kind of skills that the QL now has will be much more important.* (Mentor)

> *I think QLP has made my relationship with my mentor much stronger and she is very supportive of all the things I want to do, that we both want to do, really.* (QL)

QLs' roles following the restructure

In Barnet there was a period of about five months during the restructure when the QL's future role was very uncertain, as the library was no longer a part of the Children's Service. Under the restructure, however, the authority moved from geographical management divisions to customer focused divisions. The management structure is now split into three divisions: a children's division, an adult division and an operational division. The mentor is in charge of the children's division, which is split into secondary school, primary school, and pre-school age strands. The QL now heads up the secondary school age strand of the work and manages a team of three youth librarians. Her remit is to manage services for the

over 12s across the borough. Her title is now Senior Librarian, Children and Youth Division. She is strategically based at head office and liaises with various partners in education and youth and connexions. She has written the business strategy for her strand of the division, which includes embedding the Youth Board's work in the authority. Her new role is seen as challenging and a good opportunity to use the skills developed through QLP-Y in a more focused and empowering role.

The QL in Portsmouth informed us that the three year restructure which ended in mid 2009 has resulted in a greater commitment to engaging with communities to remove barriers to library use. There is expected to be more support for outreach work and community engagement projects. His new post will be Learning and Engagement Manager as from October 2009, a post that is similar to his mentor's previous post as line manager for children's specialists, audience development and minority services.

In Haringey, the commitment to providing separate youth provision coincided with the running of the QLP-Y project and therefore the authority was developing services for youth simultaneously. They had recruited dedicated youth librarians who were very much involved in QLP-Y delivery. The QL remains in her current post as Senior Librarian, Social Inclusion and is happy to continue in this post. Her remit is to engage communities, and be responsible for Community stock, outreach work and a number of different projects including Black History Month. She currently runs her own intergenerational project. She works closely with the youth librarians, with whom she has a good working relationship:

3.1.3 Recruitment and retention of participants

Recruitment to QLP-Y

Young people were recruited to QLP-Y activities through a number of channels:
- advertising within the library- through posters, flyers and online;
- advertising in other venues: schools etc;
- detached youth work;
- outreach by QL – in Portsmouth;
- through links with partners such as Youth and Connexions, youth clubs and secondary schools;
- word of mouth - young people telling others, or parents telling young people.

Haringey's QL was supported by the youth librarian who had made links with schools and would see young people regularly to remind them of the activities on offer. In Barnet the strong and ongoing partnership between the library and Youth and Connexions was a key factor in drawing in young people to the libraries, particularly those who were harder to reach, and non-library users. In Portsmouth the QL's outreach role was instrumental in making links with Social Services, youth clubs in deprived areas, and other community groups with which he worked in partnership to draw in young people. Some of the young people involved in the mangazine had found out about the project through posters in their school.

Many young people told the evaluator that they had heard about activities through others who had attended an earlier session. Young people also came with their siblings. In two of the summer activities observed by the evaluator, young people had been told by a parent or a relative.

> *Our auntie who works at this library told us to come here.*

> *My Mum said go [to] youth library and take your sister.*

Engagement and retention in activities

The young people who showed ongoing commitment to attending activities were generally part of a group involved in planning, decision making, organising an event or activity, or working to produce something tangible that they could take ownership of: a mangazine, or refurbishing their teen library. They met regularly and got to know others in the group, also forming new friendship groups:

> *We'd have a meeting for four hours, we were brainstorming. And it gets us knowing each other better as well.*

Many young people had far to travel but nevertheless continued to attend. Participants showed a tremendous commitment even during exam times:

> *The last two weeks I have been working on finishing up a wall of comics, just those two pages alone- those two A4 pages, I sat there for 12 hours. That's just for my part. In total those two comics have been about 25 hours of work.* (Young person, editor)

Other young people not involved in planning or a core group came in and attended workshops and competitions because they were interested in using new equipment and activities were seen as fun. What was effective in gaining the young people's commitment was ensuring that the activities were fun, interesting, and would give young people something lasting that they could take away with them. QLP-Y workshops provided informal learning experiences which give young people the skills to use technology in future, to create their own music CDs, films, websites, manga, etc. Competitions opened up opportunities for the young peoples' talents to be exposed, to win prizes and to feel a sense of achievement among their peers. Exhibitions of young peoples' work, film premier nights, and launch or celebration events attended by their peers, parents, relatives, and prominent figures in the community (including mayors) gave young people unique experiences to showcase their talents and to gain recognition in their communities. These are experiences that have boosted young people's self confidence. All the QLs have noted that you cannot place a value on these achievements for young people. Most importantly young people are given a voice.

In summary what was seen to be effective in encouraging the young people to remain engaged in QLP-Y activities included:

- **That the activities are interesting and what young people want**

*I'm obsessed with animation and film and stuff. Me going on the course is going to mean I can make better stuff. (*Young person)

We had 133 people coming to an event. In [one library] we had all boys, a lot of Afro Caribbean young men, which is not your traditional library demographic for the library. It proved to me that libraries being uncool is actually not the problem, if you put on something that they are interested in, they will come. It doesn't matter what it is, because the pull of the activities is what matters. (Mentor)

- **The opportunity to use the latest IT equipment, computer games, and software**

I want to work with that software on the job. So I'm not missing that one! (Young person)

A young person in one borough explained to the evaluator that he did not own a computer at home, and that he learnt most of his computer skills at the library. The QL also commented that:

You can see the computers here all the time. And they are an attraction. We are in an area where there is economic pressure, so children may not have computers at home. (QL)

- **Being involved in an ongoing project with a tangible outcome, taking ownership of the project**

A core group of young people would regularly attend rolling activities: for example, the Youth Board and Playstation competition organisers in Barnet, the mangazine group in Portsmouth. The mangazine editors and core group of artists are very committed to the project as they named the mangazine, wrote articles and produced artwork, and took total ownership of it:

*I think I really want to do it because I think this is, you know, something that I helped create, that I have been a part of. And I just want to see it out there and people reading it. (*Young editor)

The core group within the Youth Board is a well cemented group. Young people felt that they can make a difference and 'tell people what they want'. The QL commented that young people get 'very annoyed' if they don't meet monthly. A group of regulars in Haringey attended most of the IT sessions and continue to use the library computers because they do not have access to this technology at home, and like to meet together as a group.

- **Learning new skills and getting exposure that they need for future career**

For me it's skills and to get myself known, because I actually want to get into this line of work, publishing. I think the main thing that drives me and [another editor] is that if we

can get it so good, we'll be paid (laughs). That's what we want to go for, we don't care if everyone else stops and it's just us two, we'd still work like mad just to get paid, and to make use of the office because people put money into this. We're not just going to let it go to waste. (Young editor)

- **Competitions with prizes, or other opportunities**

I really want to be on the BBC and to work with Akala [rap artist]…that's big, so yeah I hope I win. (Young person entering a Slam Poetry competition).

- **Having a place to "hang out"**

Young people observed dropping into the youth or teenage sections of the libraries of their own accord clearly felt comfortable in these spaces. They were seen chatting with friends, snacking, playing on the computer, browsing the internet, looking at magazines, listening to music, or just relaxing on the sofas, thus making it their own space.

I think if you've got space for young people to be young people, then they're going to want to fill that and use it for their own needs. (QL)

- **Informal learning environment**

Young people enjoyed working with workshop tutors in small groups. The tutors were seen as "cool" and approachable. When giving feedback to the evaluator, young people would often relate to their experience of school learning vs. learning in the library setting. Young people taking part in the poetry workshops told the evaluator that they did not enjoy poetry at school. They learned to enjoy writing their own poetry and lyrics within the workshops, however, and produced some very insightful pieces of work. One young person attending the fashion workshops said that she really wanted to study fashion at school, but that this was not provided.

Here we get to do things we actually want to learn (Young person)

We do this at school yeah but there's more people. Once I got asked to rap in front of people but there were too many people. (Young person)

Reasons why young people dropped out

Generally, when working with young people, recruitment is an ongoing activity as they are likely to drop out of activities for a number of reasons. The majority of young people who had stopped attending QLP-Y activities did so because they had other commitments in their lives, including other interests they wanted to pursue, or new friendships etc. There was no evidence that young people disengaged due to having had a poor experience, or disliking the activity, tutor, or QL. Generally, young people over 17 were less likely to continue to pursue activities due to university or work commitments. Sometimes young people felt they had gained what they needed, had the experience, and were ready to move on.

They've all moved on, which I think is an important lesson, that with this [project], we've got to find a way to constantly recruit new kids, so when the older ones have done a year and they're fed up with it, they can move on and you've still got enough people to make it viable. (QL)

They just lost interest over a year. It is almost like 'yeah I've done that now, I want to go on and do something else'. (QL)

Sometimes peer influence can play a part. For example, in one authority a group of "at risk" young men recruited by the detached youth worker attended the first drama workshop on gangs. They were provided with taxi transport to get to their sessions. The QL reported that they would turn up at the taxi pick up point but then refuse to go on the taxi:

One of them would say 'well I'm not going', so all the others would say 'well I'm not going either'....It was almost like last minute nerves: 'Oh I'm not doing it now'. And they were very much a kind of group, so if one of them said 'I'm not doing it', to save face the others would say they weren't either. (QL)

Retention of young people beyond QLP-Y activities

In Barnet many young people recruited via QLP-Y activities have become Youth Board members. Others are still seen in the library and remain in contact with the QL from time to time. Both membership and issue statistics have risen, which is seen to be as a result of QLP-Y. In Portsmouth, although several members of the mangazine group were less committed to completing the project, and dropped out or engaged less, they had enjoyed using the space and meeting up with others. The QL reflected that this was probably more important to them than finishing the mangazine. In Haringey several young people who had first been drawn into the library through QLP-Y continued to access the youth library for its IT facilities and to meet their friends. Summertime was a particularly busy period with young people looking for things to do in the inner city.

3.1.4 QLP-Y activities centrally

Since December 2007, when the formal QLP-Y programme was completed, the two remaining staff managing the project returned to their normal university duties, although one member of staff continued to liaise with the three authorities delivering remaining QLP-Y activities. The steering group for the project was also disbanded, as other staff involved in QLP-Y had left the university.

An additional element of provision since the evaluation in December 2007 was the delivery by staff at London Metropolitan University of a module entitled *"Innovation and Development in Information Services"*. This was in addition to the initial 6 month programme of training at the University which involved monthly sessions, followed by tasks to be carried out at work (consultation, preparing project proposals etc), which was supervised by the Management Research Centre of the University. Successful outcomes for these could lead to the award of the University Diploma in Work-based

Learning. The addition to the QLP-Y programme provided in-depth training and Masters-level academic credits for participants. It was open not only to QLs, but also to other QLP-Y team members, thus extending the project further and potentially contributing to the sustainability of new projects initiated through QLP-Y. These were seen by the programme managers to represent a departure from "normal" projects within the authorities. The module was a six-week reflective learning course aimed at developing awareness of the dynamics of organisational change, with a focus on equality and justice, globalisation, innovation, leadership, politics of information, local authority context, policies, project development and management. The course consisted of lectures, debates, discussions, "Weblearn", the online support service carrying lecture notes and other resources, readings and seminar tasks[4]. There were three assessed written papers, including a comparative essay, a project proposal based on a workplace situation, and a reflective commentary on learning outcomes from the module. The module participants were the QLs from Barnet and Portsmouth, and three participants from Haringey including the QL, the Youth Librarian and the library's Children's Services manager. Feedback on this course was discussed in the interim evaluation report in November 2008.

Two of the QLs also submitted short pieces for publication in the second issue of DASS's journal *Information, Society and Justice (ISJ)* and further journal articles and other publications are also being planned.

3.2   Challenges encountered and gaps in delivery

We asked respondents to reflect back on the QLP-Y programme from its early stages and identify the main challenges they had encountered. While the feedback from QLs and other participants suggests that the achievements of QLP-Y outweighed the challenges, there were nonetheless obstacles to effective delivery that were noted, particularly in the earlier stages of the programme. The responses can be grouped under the following headings:

- challenges within the authority;
- challenges emerging from central organisation of the programme;
- engagement and participation of young people; and
- partnership challenges.

3.2.1 Challenges within the authority

The main problem encountered by the QLs, particularly in the early stages of the programme and as reported in the previous evaluation report, was the element of time. QLs had to convince managers of the need to build in time to do QLP-Y activities, particularly when there were other work priorities that were viewed as

---

[4] It was an intensive Module and carried 20 academic credits towards the MA (Information Management Services) course offered by the Department of Applied Social Sciences. It was seen by the course leaders to provide opportunities for formal learning and gaining academic credits as part of the "management development" aspect of the QLP-Y Project.

taking precedence. In some cases, support from the mentor and sponsor helped to address these problems, although not in all instances.

> *It took some time to make managers understand that we needed time to do this. But [the] mentor and sponsor ensured it was appreciated and supported.* (QL)

Where the mentor was not the direct line manager, there could also be some tensions between different priorities.

The internal bureaucracy presented challenges both for the QLs and for young people participating in the programme. As was noted in earlier evaluation reports, getting access to IT facilities within the library proved problematic, because of internal regulations and procedures.

> *Operationally, it causes me a lot of headaches. They have got internet access on there which has got standard Council filtering, but we would say if they are over 16 they would have to have a different type of filtering. Some are 19 years old, some are 13 years old. They want young people to sign in and out. Write in the fire thing. If this was a group of pensioners, they probably wouldn't ask them to sign in and out!* (QL)

There was also seen to be some resistance to innovation within the authorities, which could delay initiatives. This was very frustrating to the young people, as well as to the QL who had to manage their expectations and negotiate with other staff. There was an initial reluctance within authorities to trust young people and to allow them to take responsibility and, more widely, a resistance to working with certain groups that were outside the usual demographic of library users. This could also make it difficult for the QL to persuade other staff to be involved in QLP-Y activities.

> *...it seems people are almost frightened with engaging and that there is a resistance to it, to working with potentially challenging groups.* (QL)

> *I still think that there are a lot of people who are still quite scared of working with teenagers, with young people. That is going to be the next challenge, both in terms of sustainability and some of them would have thought it was a good thing but they would have run a mile from you trying to get them involved in delivering any of it. So that is still a battle to be won.* (Mentor)

Young people also commented on some initial resistance from non-QLP-Y staff to their presence in the library, although this changed over time.

Centrally there was some concern that the mentor/sponsor role did not work as planned in all cases and the programme managers reflected that they may have had too high expectations that libraries would be able to be flexible. In some instances, the mentors and sponsors just did not have the time to read all the literature coming from LMU, which meant that they did not necessarily understand what was expected of them or of the QLs, even though their authority had signed up to the programme.

> *One of the things I was expecting to work was the whole thing around mentors and sponsors. It was a crucial thing that for QLs to succeed, it needed mentors and sponsors. We had lots of sessions and documentation...what was the role of mentors and sponsors. People don't have time to read or are too busy...they were quite happy*

[to leave it to us]. And this wasn't the model for them. We weren't saying you send staff and you switch off. I think that happened to a greater extent than expected [i.e. non-participation]. In one sense I think it was very paper-intensive, but we felt that without that it may not happen. And it happened, but in a very mechanical way very often. (Member of central management team)

Staff within authorities themselves noted the tension between trying to keep a mainstream service running and being engaged in service development and innovation.

Releasing people is the challenge because the bottom line is keeping the library open. And unfortunately what you'll find is that it looks OK on paper and then Monday happens and somebody is off sick, and then somebody can't go. And that is a real frustration for me. (Mentor)

Some QLs also found their new role challenging initially, particularly if they had limited experience with certain elements, such as working with new IT systems or software. This was addressed, however, as they built up knowledge and confidence on the job.

For some QLs there are concerns about what future activities will take place for young people now the programme and its funding is coming to an end. Expectations may have been raised, but there may not be the capacity to deliver activities in future.

But it is very disappointing really that the library service can't find anything to give us to develop what we want to do. I know that we are not being singled out; the whole service is cash-strapped. So it's not that they do not want to give us money; it is that they are trying to save as much money as possible. (QL)

Internal restructuring within the authorities may also reduce the time that the former QLs can devote to activities with young people.

3.2.2 Challenges emerging from central organisation of the programme

Participants commented on the pressures caused by the amount of paperwork emanating from the central organisation, particularly in the early stages of the programme. Although this is an issue that was addressed partly during the first stage of QLP-Y, it is an important point to note for future programmes. The bureaucratic process centrally was also noted as causing delays in implementing some activities.

Admin and the bureaucracy was my main challenge, quite frankly! (QL)

While the central management team acknowledged in retrospect that the amount of paperwork could have been reduced, and was to some extent in response to earlier comments from participants, they also noted in reply to the comments above that certain processes needed to be in place and implemented by participating authorities, to enable them to monitor targets and engagement of participants. A member of the central management team noted that:

Giving QLs experience and exposure to such paperwork was indeed one of the skills that the project sought to provide. Also it should be noted that lack of appropriate policies and procedures (clear goals, monitoring, taking corrective measures etc) in public libraries are some of the problems facing the sector today – and these require paperwork if they are to succeed.

Given these differing views, it is important to arrive at a balance between monitoring programme activities and outputs in order to provide essential information on the progress of the project within each participating authority, while minimising tasks which may not be essential to meeting project aims and which may become so onerous that they start to detract from project delivery.

A further point raised by some respondents was consideration of the extent to which QLP-Y staff in local authorities were given autonomy to manage their own activities. While initially the QLs may have required a greater degree of guidance and management, during the later stages of the programme, when they had developed confidence and become established in their role, some felt that there was further scope for devolving responsibility to manage their QLP-Y activities. This has to be balanced against the point made earlier, that in some authorities the programme did not develop as originally planned due to different understandings about how the programme was to be delivered and the roles of staff in the participating authorities. For future programmes, there would thus appear to be a need for more in-depth communication and agreement on issues of respective trust and responsibility.

3.2.3 Engagement and participation of young people

While engagement of certain groups of young people may initially have been a challenge for the QLs, as was noted in the evaluation report of the first stage of the programme, all the participating authorities had been successful in bringing in young people who were not traditional library users. Nonetheless, respondents found it problematic at times to encourage young people to turn up to events and retention was sometimes a challenge, particularly when other priorities intervened, such as exams. With the continuation of QLP-Y, when the former QL was not always around to coordinate activities and motivate participants, attendance could also diminish. Also young people's needs could change, which required flexibility on the part of the QL and other staff: for example, in one authority what young people really wanted was a space to meet rather than a specific project.

Sometimes when the young people involved in an activity moved on, particularly those who may have been seen as taking a lead, the impetus could also lessen. Sometimes the young people themselves requested further intervention by the QL, particularly if there were tensions within the group.

The idea is that it is led by young people and if they cannot agree or organize themselves, it is very difficult. (QL)

Although they have learnt how to manage projects, young people themselves commented on the challenges they encountered in trying to meet deadlines and

accommodating the expectations of a diverse group of participants, which could sometimes produce tensions within the group.

> *Everyone else still wants a deadline but we've been given this money and once we have used this money that's it. We're going to have to want to sell and draw in responses. So we had this discussion about would you rather just rush it and get it out so that people could comment or should we scrap a deadline, take as long as we really need to get it done really professional? So that we put it out there and it is a hit straight away.* (Young person, editor)

One project participant commented that *'getting people to work and getting people organised'* had been a particular challenge. It was also difficult to manage a project when other young people did not take the project leader seriously: *'Because the other members, because they are our age, they weren't really taking us seriously as editors'.*

3.2.4 Partnership challenges

The main challenges in developing partnerships came during the early stages of QLP-Y. One of the aims of QLP-Y had been to engage Youth Services as well as Libraries in the initiative and this had not always worked. In some instances, it was felt that there was some misunderstanding about the role of libraries and Youth Services staff were unclear about why library staff should be developing initiatives for young people. While there had been some success in bringing the two services together, therefore, some demarcation between the services remained in other authorities.

3.3   Impact of QLP-Y

3.3.1 Impact on project participants

QLP-Y activities led to both skills and personal development for many young people who participated. QLs and young people themselves commented on what they had gained from their experience, which they saw as useful for future career development as well as giving a sense of achievement. The main groups of skills developed included:

- social skills (such as team working and negotiation);
- project management;
- specific subject knowledge such as IT and technical expertise;
- administrative skills (including learning how to complete claim forms and negotiate bureaucratic processes);
- creative skills (including producing their own poetry and music); and
- presentation skills.

> *The kids in our core group- it has built their self confidence enormously. Also, they have learnt really important life skills, skills that will enable them to go on through to*

education or jobs for the future. It has helped them to build up their portfolios to take to interviews or to college enrolment days, just to say hey look I've done this... Also, I hope that they have had fun! (QL)

Certainly the young people here can put all this experience in their CV. It shows evidence of team work, all these skills that employers want. (QL)

The personal development as a result of participating in QLP-Y activities included increased self-esteem, the confidence to "fight for their rights" and the satisfaction of seeing the end-product of their labours. From the observation of activities, it was clear that participants' confidence grew through their engagement and increased trust of others. Many participants demonstrated a commitment to the activities beyond the expected participation, becoming involved in helping to sustain activities. For example, in one authority the young people decorated their own space, which will continue to be available to them beyond QLP-Y.

They painted this [room] themselves. It was a real state when they moved in. They got a couple of buckets of Magnolia and went for it! They came in themselves, in their own time, to do that. We had all the network points put in, all that wasn't here before. I'm very proud of it. (QL)

Another important gain was that young people involved started to trust library staff and see libraries as somewhere for them.

Gaining their trust in my case has been the biggest achievement because they are not very easy to draw in, young people. They are a very different kind of breed, young people. Not many people appreciate how difficult their lives can be, because they are in between being a child and a grown up. Not a lot of people understand them or make an effort. That is why for us it is about instilling in them a confidence that they can approach us for services they enjoy. (QL)

I think young people started seeing gradually that they had influence, that they could walk with confidence into a library or local authority building and not be seen as troublemakers. (Member of central management team)

QLP-Y had to an extent been successful in bringing in young people who were not traditional users of library services. These included young people from disadvantaged estates and refugee and asylum seeker young people.

We live in a borough which is not very rich. Most of our users are BME…a lot of disadvantaged refugees and asylum seekers. These courses attracted 99% BME and we even had actual asylum seekers in the creative writing workshops and we had a lot of refugees, who were in the country very recently. (QL)

Young people were also involved in influencing service development and planning their own activities, including through a Youth Board established in one authority.

Once [the Youth Board] is established and it has some power, then people can't shy away from what the young people want. If they say they want a project on photography, then how can you turn around to those kids and say no, sorry we can't do that? It would be like the Council denying the wishes of the citizen's panel who advise them on what to do, so they would not vote for them. I know our kids don't have the luxury to say we

won't vote for you, but what would be the point in them doing it if they had no power? (QL)

QLP-Y also gave participants the opportunity to interact with a range of others outside their usual social networks.

3.3.2 Impact on Quality Leaders

The library staff who had been the Quality Leaders also benefited from their participation in the programme, particularly from the practical learning gained as a result of leading projects within their local setting, but also from being exposed to new ideas and areas of work. Not only did they develop personally and in the acquisition of new skills, but the expertise and knowledge gained as a result of QLP-Y also helped some in their career and professional development.

Skills development included both theoretical and practical knowledge, particularly:

- leadership, project management, time management and organisational skills;
- social skills such as negotiation, staff motivation and team work;
- presentation and public speaking;
- writing skills, including writing for publication, writing reports and proposals;
- specific subject knowledge, such as in IT and youth work; and
- evaluation skills.

I was a real technophobe before QLP but now I can work projectors, PA systems, games etc (QL)

This has improved so many skills, obviously project management, time management, negotiation and persuasion, getting things out of people. Actually being more confident about following up when someone promises you something. Building up partnerships and relationships with other organizations, thinking through and writing proposals, thinking about outcomes and then learning how to evaluate to see whether you have achieved that. I have learnt so many things never expected in my job description, which can prepare me for another job, so that's really good (QL)

It gave staff experience. For example the QL gained a large bid as a result and this was a very professional piece of work (Sponsor)

QLP-Y was also seen as helping staff to develop "as librarians", including thinking more strategically about the service.

I am very pleased that I have done it. It helped to develop me as a librarian as well because I concentrated on a different part of the service that I had never dealt with before. (QL)

Personal development included areas such as:

- increased confidence (for example, to meet challenges, take on additional responsibilities and "push boundaries");

- an increased knowledge of the wider context in which libraries operate, which gave them a wider perspective on their own work;
- giving some a new challenge which enlivened their interest in library work and increased their ambition;
- the personal satisfaction in achievements such as successful bids and having their work published.

Without a doubt, it enhanced [QL's] confidence. And I know [QL] had good leadership skills anyway but I think the effect it had on [QL's] confidence and behaviour- I know it doesn't sound like the sort of thing- but it reiterated to me what [QL's] capabilities are, if that makes sense. And when you work with children, and you have to manage them, and you have to contain the risk, and once you can do that successfully, the skills that you acquire make a lot of difference (Library manager)

It's given [QL] confidence and some of the skills to be able to lead on things that in the past I would have been leading on (Mentor)

I gained the confidence of actually doing work with young people, not just working with young people but taking a project from beginning to end (QL)

Some QLs experienced a sense of satisfaction in becoming advocates for young people's services. Spending time with people in other authorities and with other services, both socialising and sharing experiences, was also seen as beneficial. Some QLs commented on feeling supported and valued by more senior staff.

It is very easy to be quite isolated in your own authority, and be constantly thinking about how rubbish or good you are. And you don't really get to see that, so speaking to colleagues in [other authorities]; and also the Innovations Module meant that we spent more time talking and socialising about it as well (QL)

I have learnt a massive amount about organizational behaviour and politics. The legacy is the advocacy role and passion around the profession, the focus on the fundamentals about why libraries exist, proving to employers that with the right skills employees can bring real value to the organization and bring in excluded groups (QL)

And I think the QLs were the ones who were pushing the process. They were pushed in a sense by the young people and I think they were getting impatient with us. And I think they were right. They were coming with ideas, and they wanted to push ahead much faster. And in a sense it forced us at the centre to pick up speed also (Member of central management team)

3.3.3 Impact on service development

Within participating authorities, there was limited awareness of QLP-Y beyond the staff who were directly involved at the start of the programme and some concern regarding the extent to which it would take staff away from their other duties. As activities progressed, however, they generated a higher degree of interest, particularly when they demonstrated positive outcomes.

I think it was really positive, actually, When we first got involved in it there were a lot of mutterings about how much time it was going to take and we didn't have that capacity

25

for it, and all that stuff, but if you look over what has come out of it, I think everybody appreciates that it was worthwhile. I have to say that when people actually saw the effects that it was having, then they started to give me more time to do things and in a sense I feel like I'm the library services' spokesperson for young people. We didn't have anyone saying what their needs were before. I think they do appreciate what has come out of it, and as it has gone along, they have invested more into it. (QL)

This was partly due to the efforts and commitment of the QLs and other staff involved. In some authorities, the mentor and sponsor were able to promote the programme successfully.

It was definitely given a high profile [in our authority]. Because it came via [my mentor]. Because of the type of the project that it was and because of its relevance (QL)

This did not happen consistently across the programme, however, and the central management team commented on the lack of engagement of senior management in some participating authorities.

While QLP-Y was not seen to have a substantial impact on the wider organisational culture, being a relatively small programme, it would appear that there has been some influence on services for young people. For example, although new services may not have been created as a result of the programme, where services were already in development, QLP-Y is seen to have influenced some of the activities. In certain instances, activities that were part of QLP-Y have become mainstreamed within libraries.

The Photoshop and the computer web design courses are now ongoing as part of youth library activities! In fact now the library has become a hang-out for the young people who took part in QLP, they are always in the library, and this is a great thing! They spent last summer here doing activities, learning throughout the summer, and they are now here doing their homework, they feel very comfortable in these surroundings....You don't even have to officially advertise it anymore, it is all ongoing. There is someone to sit and help them- in fact one of the library assistants is being trained at the moment to log them on and help them do web page design. (QL)

[The main achievements are] the changes in the way that we provide for young people in the new structure, the refocusing on the value of working with that group, everything has changed so much as a result of QLPY in this authority. We have equipment. The young people have got so much out if it. And I really think QLP just fits in so perfectly with all of that government agenda for young people, increasing participation, aiming high, all that sort of thing. (QL)

I think there is a definite commitment to creating a teenage zone in each library. In [one library] we worked on changing the reference room into a teenage room, and it has been hugely successful. We attract many more young people than we did before. We are just about to do the same thing at another library. I think if you've got space for young people to be young people, then they're going to want to fill that and use that for their own needs. (QL)

It's [QLP-Y] very relevant to the service and the way that [our library] is trying to run its services, very much trying to take a customer focus. So again [the QL's] experience with that is just the sort of thing that we as a library should be doing, you know going out to our customers, finding out what they want, and having them have that input and

involving them. It's really seen as a good project; it has changed the image of the library service. (Library manager)

While the programme may not always have directly influenced a service, QLP-Y was seen to have complemented other services and the direction already being taken by the authority.

They [young people] enjoyed and benefited from the activities. It was part of a process [going on in the library anyway] which builds people. (Sponsor)

The equipment and items purchased through QLP-Y, such as laptops and computer software, continue to be used within participating libraries.

I think we would have done it [developed IT services for young people] anyway, because you cannot escape IT, but we [QLP] helped to launch it. Now we have the youth library, which I think would have happened without QLP, but QLP helped to launch and establish it. It gave it this 'boom! Let's do it'. It enabled us financially to afford the sessions that were provided to begin with, to launch this service. It also gave us the equipment. (QL)

Some groups of young people have had a say in provision, for example, through being involved in stock selection for specific projects, or through participating in planning groups such as a Youth Board.

I have managed to negotiate that half of the budget [for this project] would be free to spend as we saw fit. So, for example, with this group, they would look at the booklist and [choose]. Particularly for the project...they have ordered the stock themselves. Also the teen reading group I think went to Waterstone's in January and just looked around and wrote on a piece of paper this is what we want to get. (QL)

[Our library] had an idea before QLP to start a reading group who would advise the library on what stock to buy. But I don't think we saw it in the formal, powerful way that we are envisaging it now [with a Youth Board]. I think it evolved with QLP. All of us have been overwhelmed with how capable young people are. Before we started we thought 'we could give them little things to do, but actually we can't put them in charge of anything important, because they wouldn't be able to cope with that, or be able to come up with any useful information or ideas.' I think QLP has proven beyond reasonable doubt that you give them whatever, and they run with it. And they come up with much better ideas than we would have. (QL)

While influencing the attitudes of other staff may be a longer-term process, there is evidence that QLP-Y has had some impact on the roles of staff who have been involved with the programme, even more peripherally. Some staff have also started to treat young people more seriously and QLP-Y can be said to have influenced consideration of how to offer services to the teenage group and not just younger children.

I think the QLP-Y has had an impact [on role of staff] in terms of awareness and how much of a positive experience it can be if you are supporting young people and offering them positive things. I think young people do have a bad reputation because so often staff see bored kids coming in being stupid, being a nuisance, shouting and running out again. That makes them feel quite frightened of them, which you can understand. But also they think, well why do we want them in here if that's all they're going to do? But

to actually show them that it can be a really positive thing, which can be beneficial. So the awareness is good. And there are certainly some children's librarians who have expressed an interest in being involved in the QLP projects that we have been doing. (QL)

It's [the legacy of QLP-Y] showing the commitment to the user group, which in this case happens to be young people (QL)

I think...there was a bit of an attitude towards young people, and some of [the staff] have commented that they have seen young people come into the library doing something constructive and contradicting what their prejudice might be about young people. It doesn't make them any more willing to work with them, but it has perhaps made them less hostile to the notion that young people can actually do constructive things and that the way young people hang around is not necessarily a bad thing; they are just talking to their friends and what have you. It has maybe made them less judgmental and less quick to come to judgments about what young people might be doing. (Mentor)

QLP-Y gave a small amount of funding and equipment to give an impetus to new developments. In some libraries, there is still a reliance on external funding and little core funding allocated for young people. Nonetheless, QLP-Y has helped to give encouragement to staff and senior management and show that initiatives with young people can work successfully.

[QLP-Y worked] at a number of levels. One is giving library and youth service staff the opportunity and power almost, and a bit of money, to do things that very often they want to do but they can't for various reasons. So giving them the opportunity and clout to do things, in a sense acting as a catalyst for things to happen.....it opened up doors....showed the possibilities of what needs to happen and what can happen. And in terms of the services that young people were able to take advantage of, it showed they have the power to influence local authority service. It showed that local authorities have the capacity to meet the needs of young people. (Member of central management team)

3.3.4 Other impacts and benefits of QLP-Y

QLP-Y was seen to have attracted more young people to libraries, including those who were not traditional library users. The initiatives within the participating authorities had made libraries seem more interesting and welcoming places to young people.

The library is a hangout. They actually think the library is a hangout in the summer holidays! To me that is the greatest achievement of all. After school they are there. Isn't it much better to draw them into libraries than have them hanging around in street corners? I am actually very proud of what we have achieved. I enjoyed it as much as they did. (QL)

I think the biggest impact has been the fact that we have shown them that libraries aren't dull, boring buildings where nothing happens, and that actually once you get through the gothic façade, that there are really cool things going on. And that the staff are really nice and helpful, and want them to be there. I think that has been an amazing breakthrough that QLP has made. (QL)

I'm pretty sure that the young people who weren't using the library have come in [as a result of QLP-Y]. (Library manager)

I constantly use the library services around [city] in school and out of school but I use it a lot more now (Young person).

...if Yatta becomes an established magazine, and it's in this library, then [people will think] 'hmm...that can't be quite a bad place to go'. So it will indirectly make people feel that the library isn't a boring place to be. 'Cause it's not. There is a lot to do. (Young person)

A further impact in some authorities was the development of partnerships or building on existing relationships with other departments or organisations, including starting to break down barriers between libraries and youth services. Where this did not take place as hoped, there may be the potential in future for further partnership work with changes in service and personnel.

In terms of whether QLP-Y offered value for money, responses from local authority participants were mixed. Many respondents felt they were not sufficiently informed to respond to this question with certainty. One respondent felt of QLP-Y that, although in retrospect there were some tangible benefits from the project for the QL and young people participating, *'It could have been done better and a great deal cheaper'* (Sponsor). For example, this respondent felt that teaching people in-house would be more effective, would cost less and benefit a greater number of participants. Another respondent thought, however, that the benefits from the project delivered by their authority outweighed the amount of financial and staff investment. Some respondents were less convinced of the benefits of the central staffing structures during the first phase of the programme, particularly in relation to the roles of the two research assistants (see below for further discussion about this issue).

Respondents were much more positive, however, about the added value from QLP-Y. The main added value cited by the majority of respondents was the additional budget for equipment and to enable activities with young people that would not normally have taken place. It is difficult to quantify the benefits of the programme, but for QLs and some other respondents the principal gain was for the young people who participated, which might have longer-lasting impacts.

I think we have probably worked with a small amount of people considering how much money we had, but the change in the lives of the kids that we did work with I think was really quite, well I think it is a lot bigger than if we worked with a lot of individuals. I think we showed them that there are places that they can go and do things, that people are interested in them, and that maybe the life that they have been leading maybe isn't the only option. (QL)

The poetry session (young people travelled far, even taking 3 buses to come to write poetry from 11:00am-3:00pm) - on the evaluation form, where it asks what would you change to improve it- 2 of the young people put 'make the course longer'. And the last day they all said to me: when are you doing this again? If you look at it from a management perspective, that was actually a complete failure that week, because it cost 800 pounds and we have 4 kids. It cost [the] Council 200 pounds per child. That's a huge amount of money, isn't it? But if you look at it from the added value point of

view, they have all gone away with more skills, more confidence, they have had a really good time, and that connection with [the] library is made now. (QL)

...it was about people whom they felt were in danger of getting too sucked into gangs. So there weren't loads of them, but the benefits to those young people you know, were significant. And hopefully something like the outlay for the [a particular initiative], that was a small number of young people benefiting from that day directly, but what that equips them to do then for other young people in the borough; it's hard to put a price on what value that would bring. (Mentor)

Because of limited funding within authorities, some felt that the work undertaken with young people could not have taken place without the small amount of funding offered by QLP-Y.

Without QLP we would not have had the budget to do the things we wanted to do. It has meant that we could make an incredible commitment to young people that we wouldn't have had, with all the cuts. (QL)

It was noted that some of the gains from QLP-Y may not be seen immediately and this can present problems for quantification of benefits.

Some groups have benefited, some activities have continued that wouldn't have happened without QLP-Y. Some have gone on without continued money from the programme. Also wider organisational developments would be added value. If anything added value increases over time because that only starts to emerge after institutional change has taken place. (Member of central management team)

Nationally QLP-Y was not seen by local authority participants to have had any significant impact, except possibly to a small extent through the publications produced by participants and indirectly where participants are members of professional bodies and able to disseminate the messages from the programme. A member of the central management team, in response to these views, felt that there had been some national and international impact:

It was the QLP-Y experience that led the Linking London Network on Lifelong Learning (LLN) to approach us to apply for funding which was then used for the on-going "Skills for a Globalised World" project. LLN is keen to use the QLP-Y approach in training library staff in London. QLP-Y has been commended by CILIP, has had favourable mention in the London Mayor's reports, has been covered in publications and reports in Eastern Africa, IFLA, CILIP, Progressive Librarians Group and Black Caucus of American Library Association, Scandinavian countries (conferences, publication as well as visits to London to see how the project works); we had had applications from Ghana and Kenya to join it (not possible because of lack of funding).

Exploring the question of whether this publicity will generate more extensive or lasting national effects, however, is not within the scope of this evaluation, although the central management team may wish to pursue this further themselves.

3.4 Training and development

As was reported in the interim report, the London Met module "Innovation and development in information services" in which QLs and other staff participated was seen to present an opportunity to meet people from other authorities and to give some time away from work to have the freedom to reflect and engage in discussion. It also enabled participants to gain academic credits at Master's level. The opportunity to reflect on theories and ideas and to share experiences through participating in the course and interacting with staff from other authorities also enabled participants to assess their own organisations and responsibilities within them and to give them an impetus to press for improvements in service delivery. A member of the central management team commented that the course also aimed to broaden participants' outlook and awareness, in order to lead (hopefully) to a more critical and strategic approach.

While some felt there would have been some benefits in the course taking place over a longer period of time, concerns were expressed that in the current economic climate releasing staff for a longer period might be problematic.

> *I don't think that any authority in the country is going to be able to release staff to do long-term training now. It is absolutely a matter of surviving day to day, and I don't think it is any different anywhere else than it is here, particularly now because the implications of the recession on future local government funding that has been cut and cut in the last few years, I really don't know how we are going to carry on running the service as we are.* (QL).

One option might be distance or online learning.

> *The difficulty is always releasing people. So you have loads of people needing it, loads of people wanting it, but very few that you can actually give it to. We were lucky in being able to let the QL out once a week for 10 weeks or however long it was, but that it a quite difficult thing to do. I mean, even something that you could do in a kind of distance learning way. I don't know whether that would be possible.* (Mentor)

Teaching in-house or on the job was also seen as a potential way of conserving resources and reaching more staff. There is also a need to consider the primary focus of any training.

> *Teaching in-house would cover a lot more people for less money. If you are going to focus on development of an individual there are better ways of doing that. There was some confusion between whether it was aimed at individuals or developing librarians. Either you do a course and do it for a lot of people very well, or you develop individuals.* (Sponsor)

For some, the value of any course was in its practical application and relevance to their service, with the opportunity for practitioners to have an input and being able to interact with others to share the learning from experience being paramount.

...it has to be practical with examples, ensuring people meet people who have actually done similar work and achieved things, so that they can have a direct discussion about projects, how they could be delivered and what the pitfalls are. Not a lecture base. (QL)

I think it is the balance between the intensity and the time of the course and how much of it is going to be relevant now, and how much of it is going to be relevant in future, in the development of staff. (Library manager)

To have somebody that understood maybe about working with teenagers, that had done some practical stuff about working with young people, that knew about publishing for young people, and that knew the issues around what shapes young people's services, that would be quite handy (Mentor)

The experience of QLP-Y and the lessons from the programme could also be drawn on in future training.

The experimental side of QLP-Y- that space and that freedom, to be aware of the politics, and also having the space to arrange to work on projects led by young people. (QL)

Some of the lessons from QLP-Y have been presented in publication form, but as part of an exit strategy for the programme there is scope for further dissemination of the learning from the programme. For example, this could include:

Some really practical level stuff, how to manage behaviour. Best ways to engage young people, and how to empower young people to do things. (Mentor)

3.5   Implications for future development

3.5.1 Organisation and management of programmes such as QLP-Y

As was reported in the earlier evaluation, reducing paperwork and unnecessary bureaucracy was considered by many respondents to be one of the ways in which any future programme could be improved. Although it is recognised that there is a need to monitor the programme effectively, this should be balanced against the need to ensure that such requirements do not place an unnecessary burden on staff and detract from the delivery of activities.

In order to avoid different understandings of the aims of the programme and potential misunderstandings between programme managers centrally and staff in participating libraries, many respondents felt that a greater level of face-to-face communication at the start of the programme and on an ongoing basis would be helpful.

There were some concerns regarding whether the structure of the programme worked as effectively as it might. For example, in retrospect it might have been preferable to have one central project coordinator. There also appeared to be some confusion regarding the role of the two research assistants supporting the programme and further consideration needs to be given to the purpose of support staff and also where they are based.

I was never entirely sure what the support workers did. I'm sure they did a lot more than what we knew about, but I was never quite sure what we got from them. Tangible stuff that we got through the project, the kit, yeah, really very useful. What I think would have helped us more would have been to have some money we could draw on to pay people extra hours to release the QL more or to help run some activities. (Mentor)

Some local authority respondents felt that the programme worked more effectively in the second stage, when there was only one central coordinator to approach for advice and help and *'we knew what was happening'* (QL).

Some of the Quality Leaders also commented on the need to provide cover for their regular job, to avoid potential conflicts of interest and stress as a result of trying to fulfil too many expectations. Although it could be argued that this might give some practical training in stress management, consideration might be given to how to free up time for staff involved in order to achieve a reasonable balance between project development and normal duties.

.... I do think that I have learned to manage stress much more as a result of QLP because I had so many things that I needed to do, and it forced me to learn how to prioritise, and so I think you could argue that both ways. But I think from [my manager's] point of view, there were a lot of things that I should have been doing that I didn't do, because I was focused on doing QLP. (QL)

As was reported in the interim report, some Quality Leaders and young people felt that the title of any future programme might be improved to make it more interesting and to the point.

3.5.2 Future development of services for young people

While development of library services is constrained by funding considerations, respondents had some ideas of how services might be designed to better meet the needs of young people. For example, one Quality Leader talked of giving further consideration of how to cut through the bureaucracy within libraries to make websites more accessible to young people, to enable them to be more interactive. This may be problematic if initiatives come into conflict with considerations around safeguarding young people.

We are currently looking into developing our website so that we have some designated youth pages to advertise what we do more. I am hoping that we can make that a bit more interactive than we have done before but we do have some corporate issues around interactivity because they are terrified about what people are doing. (QL)

QLP-Y has shown the importance of keeping up to date with technological developments and making services more attractive to young people, to show them that libraries are about more than books.

I think more IT. And don't forget IT is going to change as well. I think we need to follow that change and attract young people with new initiatives that will utilise new technology. I think profoundly that it will stay the same but equipment will change. What

we need to do is keep up with new equipment and use it to do different workshops. (QL)

There was a general feeling that everyone needs to "own" services for young people, not just those who have been involved in initiatives such as QLP-Y. Both within libraries and more widely, consideration needs to be given as to how to hand over power to young people and other marginalised groups, rather than just modifying services slightly or assuming that adult forms will be attractive or suitable. This might include young people having their own funds to manage. The examples within QLP-Y of setting up a Youth Board, young people being involved in stock selection and establishing teenage libraries were all considered to be good practice that could be drawn on for future planning. Ensuring that products created by young people are visible can also help to attract other young people.

> *Establishing teenage libraries across the board in different library facilities. High success rate. The highest category of users [in our borough] is 18-25 year olds.* (Sponsor)

> *We've got a couple of plans for videos that we can maybe put on the Yatta website once we are more established and people actually go and look at it and stuff. Then we've got videos that people can watch and that we can refer to in magazines.* (Young person, editor)

> *[The legacy of QLP-Y] should be that [our] library spend as much energy on youth services as they do on children's services. That is my hope, that it will become as important and as well financed and supported. I do think we have an exceptional children's offer in [this borough], and if we can get the youth offer up to the same standard, then I think the QLP has really made a difference* (QL)

Training for staff in working with young people was also an option to be explored. There is also the potential for communication with other libraries to share effective practice in engaging young people.

As a consequence of the QLP-Y initiative, some libraries were considering the feasibility of exploring further partnership work, particularly where new staff were in place and who appeared to be more amenable to working with libraries.

One respondent referred to the need for future research to consider how services can be more accessible to marginalised groups and integrate their perspectives.

The issue of mainstreaming and continuity following the end of QLP-Y activities was a concern for respondents. It was suggested that young people's input and choice needs to be formally incorporated in action plans/business plans/strategies: this is already happening in some authorities. Funding is always an issue, but this needs to be balanced against the need to make libraries more welcoming to young people. Consideration could be given to other sources of funding for specific projects, but there needs to be mainstream commitment in addition to this. It was seen as important to ensure that library services for young people are not dependent on a few individuals to sustain the initiative, so it becomes 'part of the structure'.

I worry if I'm going to be one of the people who goes, because Children's services are not a priority. And I worry that if I do go, what is going to happen to the future of everything that we have achieved through QLP? (QL)

I think connecting with young people, understanding them, there's very little of that. So empower them really....get young people to be on the steering group, get them to sit on interview panels for staff. Or at least get their views and perspectives on people being interviewed. Anyone coming to work in the library, I think they should be able to ask 'are they youth-friendly? What thinking, what experience do they come with?' And I think the whole change of culture needs to happen, that they don't see young people as there and us here, people taking a service to them, see them as a partner included in the service. (Member of central management team)

4. Discussion

All three authorities continued to run youth activities once QLP-Y had formally ended. Most of the activities that had been successful during the earlier phase of QLP-Y were repeated, drawing on additional funding. These included the Playstation competition and Slam poetry workshops in Barnet, the IT workshops in Haringey and the arts workshops and exhibitions with children in care in Portsmouth. Equipment purchased through QLP-Y has enabled the continuation of youth activities and has also drawn in more young people who use the library as their space.

There are demonstrable achievements as a result of the QLP-Y programme, particularly for many young people who have participated and for the Quality Leaders, but also to a lesser extent in terms of the wider organisational culture. There were also challenges encountered, many of which were addressed, but which are useful learning when considering the development of future programmes with a similar focus. Here we reflect on some of the key issues arising from the evaluation, including:

- programme achievements;
- addressing challenges;
- the extent to which the programme added value to work within participating libraries;
- elements of effective practice in working with young people in libraries; and
- success factors and perceived barriers to achieving programme aims.

4.1 Main achievements of QLP-Y

Although this was a relatively modest initiative, the three participating authorities perceived many benefits from the programme. The main beneficiaries were the young people who engaged in activities and also the staff organising and leading these activities.

For the young people, the personal and skills development were key aspects of QLP-Y. They not only built up technical expertise through engagement in IT training and other activities, but through their interaction with other young people they also

developed important social skills that should help them in their career development. The personal benefits for them were evident, particularly in terms of seeing and sharing their achievements and building their confidence. Through their contact with adults in libraries and having to find their way through bureaucratic processes they were also able to learn how systems operate within a wider organisational environment. QLP-Y gave some young people the opportunity to use facilities they would not normally have access to in their homes or traditionally in libraries. The programme also enabled them to broaden their horizons and many participants demonstrated a commitment to the activities which resulted in them seeing them through to the end, despite other priorities intervening. They were also given the opportunity to become involved in planning and were given a greater voice in terms of the development of services that were responsive to their needs and aspirations. Young people developed socially through building friendships with others outside their usual social circles. The QLP-Y projects were by their nature socially inclusive as they worked with detached teams and community groups to attract young people from many different cultural and social backgrounds, including hard-to-reach young people (those not engaging with libraries, or mainstream provision, including young people in special educational provision), those in mainstream education, young people with disabilities, BME groups, host community groups, young people from newly-arrived families and young people who define themselves as marginalized (e.g. bullied at school). The evaluators observed friendships being formed during QLP-Y sessions and young people themselves commented on how they had made friendships outside their usual circles.

The positive effects on the library staff who led QLP-Y activities were also perceptible. The primary gain was through experiential learning, through sharing ideas with colleagues, developing experience of managing projects and working with young people in a participatory style. As we have noted, project management and organisation were key skills developed as a result of the programme, but the QLs also broadened their technical expertise, as well as gaining experience in areas not specifically related to their normal work. The practical experience of working directly with young people and becoming an advocate for youth activities within their authorities led to personal development and an increased satisfaction in their role. They were also able, both through sharing knowledge and participating in educational activities, to develop a greater awareness of the context in which organisations operate. The opportunity to engage in writing for publication was also noted as useful for personal and role development. For some Quality Leaders, the additional responsibilities gained through QLP-Y have resulted in career development, with their role in promoting young people's services continuing and becoming embedded in new posts within their authority.

Although to a more limited degree, QLP-Y is seen to have contributed to the development of services for young people within participating authorities. In some cases, this development has taken place alongside other initiatives already being developed, but the learning from the programme has been able to influence the design of some activities. In some authorities, young people now have more of a direct input into stock selection or service planning. There also appears to be greater awareness amongst staff not directly involved in QLP-Y concerning the service needs of young people and attitudes are seen to have changed. This has also

contributed to some change in the way in which young people perceive libraries, with participants in QLP-Y now seeing them as more welcoming.

A further impact in some instances has been the development or deepening of partnership work. While the anticipated partnership between libraries and youth services did not take place in some authorities, the partnership worked well in one of the three authorities continuing with activities. In another authority, outreach work with youth clubs and other services for young people also helped to engage more hard-to-reach young people.

4.2   Addressing challenges

The challenges encountered during the programme were reported in some depth in the evaluation report for the previous stage of the programme. While some of the bureaucratic obstacles to development within authorities were overcome, in many cases they continued to present a challenge for staff and young people. While some of these barriers might be seen to arise from more general organisational structures and systems, it does appear that some of the obstructions arose as a result of resistance to handing over power to young people. Although ways were found around some of the challenges, such as finding alternative means of providing access to equipment, this is likely to continue to present a problem for innovative projects working with young people and other groups who are not typical library users. In some instances delays caused by the internal bureaucracy were compounded by bureaucratic processes centrally, although this issue was addressed to an extent during the earlier stages of QLP-Y.

Although QLP-Y appears to have been relatively successful in engaging young people who were not traditional library users in activities within libraries, which is largely down to the attractiveness of the activities and they way in which they were organised by the QLs, participation was sometimes erratic and, as with other projects working with young people, motivation can sometimes be an issue. Where participants saw personal benefits to themselves, they were more likely to remain with a project.

While there were some occasions when the mentor/sponsor role worked effectively, especially in one authority, lack of time or availability, particularly as senior staff had a number of competing priorities, could mean that less attention was given to QLP-Y than had been expected at the outset. The substantial amount of paperwork might also have presented a barrier and if a future programme is planned along similar lines it may require further investigation with participating authorities of the practicability of proposed structures. While it is recognised that discussions did take place at the start of the programme, the evaluation has raised the need for a greater level of communication between all participants at the outset to ensure that everyone has a shared understanding of what is entailed. This is also a lesson for wider partnership development. One of the points of learning from the experience of QLP-Y is that a key area for discussion during the early phases of a programme is how to achieve a balance between top-down management and the need to give a certain level of autonomy to staff organising and running projects and the young people

participating in them. Ongoing face-to-face communication to review the effectiveness of arrangements and address any problems arising is also essential.

A challenge for all participating authorities has been the extent to which activities developed under QLP-Y are sustainable. Where mainstream services for young people were being developed or had been established, a future service for the teenage group was assured and it appears that the experience of QLP-Y has also influenced delivery in these cases. The career development of some of the QLs, enabling them to continue as supporters of young people's services, has also helped this process. Nonetheless, there needs to be further consideration within libraries of how to include young people in service development and entrust them with greater authority over services which aim to meet their requirements.

4.3   Added value from the programme

While it was not feasible within the parameters of this evaluation to undertake a cost-benefit analysis of QLP-Y, we were able to ask participants about what they perceived to be the added value from the programme and whether the programme offered value for money. There were clearly some questions around the central organisation of the programme, particularly in relation to the role of the two supporting staff. Staff in participating authorities were not clear about the remit of these workers and felt that greater face-to-face contact would have been helpful, particularly at the start of the programme. While it was understood that funding was necessary to run central management of the programme, some QLs felt that there was too much focus from support staff in the centre on monitoring, informing and chasing up. It was also acknowledged by a member of the central management team that on reflection one of the weaknesses of the programme was that the central coordination and administration did not function as effectively as planned. The two senior members of the central team did not receive additional funding for management of QLP-Y, however, and although they were released from their university duties for a small number of hours, much of their input was on a voluntary basis. Another aspect was the difficulty of arranging meetings that suited all local participants, which meant that greater face-to-face contact was not always practicable. Some local authority participants felt, however, that the funding for the two research assistants might have been used more effectively on more supportive and practical roles, or in providing additional funds to cover library staff while they are away from their normal duties. Although the conditions of funding for the QLP-Y programme precluded the use of funds for staff time, the learning here is that there is much to be gained in giving extensive consideration to overall programme structures and roles, to what extent they may benefit or hinder participants and how potential barriers can be addressed.

Nonetheless, it is clear from all respondents that the small amount of funding made available to libraries involved in QLP-Y enabled them to achieve gains for young people that would not otherwise have been possible. While this is not quantifiable, there was a general consensus that the activities and equipment purchased under QLP-Y made a difference to the young people who engaged with the programme and, as discussed earlier, helped them to broaden their horizons. In addition to skills

and personal development, it appears that some of the activities also acted as a diversion to a small number of young people who were potentially at risk of crime or anti-social behaviour. The commitment of some participants has continued beyond the lifetime of QLP-Y and they continue to use libraries and to see them as being a space for them as well as for children and adults. To a modest extent, there have also been some effects on the way in which participating libraries deliver services to young people, although this is also determined by the commitment of senior staff to the development of provision that is responsive to young people's needs and aspirations.

4.4   Effective practice in working with young people in libraries

The learning from the QLP-Y programme suggests a number of areas of effective practice in working with young people within a library setting which may be drawn on for future initiatives. In order to make libraries more accessible to young people, it is important to broaden perceptions of what libraries can offer. Examples from QLP-Y include mangazine courses, karate tasters, play station competitions, web-based learning and the opportunity to engage in creative activities within libraries. Libraries thus become seen as places where young people can "hang out" and engage in informal learning and are not perceived as being "just about books".

Recruitment of young people needs to be undertaken through channels which are accessed by them, including schools, youth clubs and the internet. Outreach work and detached youth work is effective in attracting harder-to-reach groups and non-users of libraries. Partnerships with youth services, community groups and other groups working with young people can also be an important means of engaging with these groups.

Once young people do join activities, it is equally important to retain their interest. This can be achieved through a number of mechanisms. Involving young people in planning their activities as much as possible and consulting them on a regular basis to ensure that the activities are what they want and need is important. Certain approaches or materials tend to be more appealing to many young people: for example, an informal learning environment is generally more effective, with tutors being facilitators and enablers rather than seen as lecturers. Young people also tend to work better when they are in smaller groups in an informal environment. Providing equipment that appeals to young people is also an important element of provision, but this needs to be up-to-date: for example, computer software needs to be upgraded as regularly as possible. Staff also need to be aware of the importance of modern technology in young people's learning, particularly in deprived areas where they may not have access to this technology.

While informal learning styles are generally more accessible, participants in QLP-Y appreciated having incentives such as accreditation or qualifications as an end product, or other tangible outcomes such as CDs, films or websites. They also valued the opportunity to participate in celebrations of their work with the community, especially parents and other family members, and with senior staff, councillors and senior representatives of the authority who were seen to acknowledge their

achievements. Such occasions also gave the chance to present more positive messages about young people within the community, as did coverage in local media.

Where possible, it is also effective practice to involve young people more extensively in project processes, beyond simple consultation. The UN Development Scale, which is included in the Paul Hamlyn Foundation *Evaluation Resource Pack[5]*, identifies eight levels of participation, on a scale from *manipulative*, through *informative* and *consultative* to *self-management*. At the top end of the scale, project participants are involved in a central way in project planning, development and delivery which is seen to lead to their empowerment. Examples of more direct and integral engagement from the QLP-Y programme include involving young people as peer educators or youth leaders, such as in a youth board; and engaging young people in the delivery and management of activities, such as in the mangazine group and Slam poetry workshops. It may not always be possible to ensure that all activities are led by young people, particularly where there is reticence to take a lead or where there are differences of opinion with a group that need to be resolved by a third party, but young people's input at all stages helps to keep them engaged and retains their interest.

Finally, it should be recognised that recruiting and retaining young people is an ongoing process. Inevitably, some young people will drop out or move on. Groups can be very fluid, so activities need to be open, rolling and flexible. Where possible, it is useful to draw on the experience of current participants before they move on, for example, in recruiting and training new entrants, to ensure some level of continuity.

4.5   Success factors and barriers to achievement of programme aims

Although the aims of this small supplementary evaluation did not include assessing the extent to which the original programme objectives had been met, we were asked by the programme managers at the report-writing stage to revisit these objectives. The main objectives were:

- to refocus public library service so that services to young people are mainstreamed in accordance with the real needs of young people;

- to provide new skills to library workers so that they can develop and deliver new and innovative services needed by young people;

- develop, plan and implement new services for young people in partnership with the youth themselves, and with other stakeholders, thereby empowering service users;

- to increase social cohesion by encouraging inter-generational work and by encouraging different communities to work together.

---

[5] Available from www.phf.org.uk.

Given that this question was not included in the agreed research design, data collection methods or analysis, it is not possible to answer it with certainty based on a limited amount of fieldwork conducted within three of the original four participating authorities. We can, however, make some general comments based on our findings.

In relation to the refocusing of public library services, it does appear that there has been some mainstreaming of services to young people, or influence on how those services are delivered, in response to the QLP-Y initiative. In Barnet, a youth board has been created and their role has been written into the authority's Children's Division business plan. The teenage service is also being "re-branded", which may in part be in response to the QLP-Y project. In Haringey, teen zones were already part of the library's development programme prior to QLP-Y and thus services to this age group were already in the process of being mainstreamed. The QLP-Y project, however, can be seen to have contributed to the design of these zones and to activities and equipment offered to young people. While activities for young people have continued in Portsmouth and the manga group has an established creative space within the library equipped with computer and design software, it is less clear in this authority how further services to young people will be mainstreamed. There is, however, a commitment in this authority to engaging with communities to remove barriers to library use and it may be expected that this will include engagement of young people. The QL also hopes to continue activities which were initiated under QLP-Y.

It is clear from this and the previous evaluation that the QLs developed new skills, primarily as a result of their experiential learning in managing and running activities with young people and developing a participatory approach to young people's services. Two of the QLs have now moved into roles directly related to delivering services for young people and it is hoped that their experience of QLP-Y will influence the development of services that are responsive to young people's needs and aspirations.

As we noted above, activities for young people in all three authorities were developed with the active engagement of the young people themselves and, where appropriate, with other partners. Young people were involved in planning their own activities, as well as influencing the development of library services more widely. They were also able to interact with others outside their usual social networks. The findings show that QLP-Y participants began to feel that library staff were more approachable and that services were being developed with their needs in mind.

Although some inter-generational work took place, this was only to a limited extent.[6] Similarly, there was some degree of evidence of bringing together different communities. In one authority newly-arrived young people and those from the host community worked together in activities and built up friendships as a result of that integration. In another there was evidence of young people from deprived

---

[6] for example in Portsmouth the Liberation project was a good example of inter-generational work.

neighbourhoods mixing with young people from more advantaged backgrounds. One QLP-Y project brought together disabled and non-disabled young people.

We were also asked during the final stage of the evaluation to consider the factors contributing to the success of QLP-Y and those which were seen by respondents to have hindered its development. As in this supplementary evaluation we only conducted fieldwork within the three authorities which had continued QLP-Y related activities beyond the original stage, it is possible that these perspectives would be somewhat different had this evaluation engaged participants in all four original authorities. The findings below are thus tentative.

Factors helping achievements of the programme aims	Factors seen to hinder achievement of the programme aims
- The energy and commitment of the QLs; - Projects that were responsive to what young people themselves wanted; - The commitment of young people participating; - Young people taking a lead in developing their own activities and becoming involved in the development of library services more widely; - The opportunity for young people to see the products of their work and to share their successes with the wider community; - The experiential learning gained by the QLs over time; - The opportunity for QLs to share experiences and learning with others in a similar position in different authorities; (in some instances) strong support from the mentor and/or sponsor; (in some instances) positive partnership development, or enhancement of existing partnerships; - The availability of a small budget for equipment and development of activities that would not otherwise have been possible within the traditional library setting; - The opportunity for QLs to draw on theory to inform their work with young people and to set it within a wider context; - The integration of other staff in the library, which led to a gradual change in perspective; - The receptiveness of some senior staff in the library to the development and mainstreaming of services to young people.	- Some library staff displaying reluctance to working with young people; - Resistance from some staff in libraries to trusting and handing over power to young people; (in some instances) lack of engagement by mentors and/or sponsors; - Competing work priorities within the libraries, which could detract from the time available to plan and undertake QLP-Y activities; - Library regulations and procedures which could present barriers to service development (such as IT protocols); (in some instances) partner organisations or departments not engaging as had been anticipated; - Paperwork that was seen by QLs and mentors to be unnecessary, overly-long or repetitive, which could act as a disincentive to staff participating; - Confusing staffing structures within the central management team during the first phase of the programme, which could sometimes lead to conflicting messages; - Financial restraints within libraries precluding further development of activities for young people.

5.   Conclusions and recommendations

Although the QLP-Y programme took some time to become established and presented a number of challenges, particularly in the earlier stages of the programme, there have been tangible benefits, most notably for young people participating and for the Quality Leaders responsible for managing and organising activities. To a lesser extent, there was also some impact on service development and partnership formation. Staff involved in the programme within the participating authorities demonstrated a substantial commitment to developing services directed specifically at young people and their energy and enthusiasm has helped to encourage young people to engage in activities and has contributed to a continuation of activities designed to attract more young people to libraries.

While it is important to celebrate the significant gains from the programme, that in retrospect largely outweighed the challenges, there are also points of learning from the management and organisation of the programme at different levels that it would be useful to take into account if similar programmes are being designed. We thus have a number of suggestions for future programme development, which we consider under four main headings:

- central management and organisation;
- programme structures and delivery within local authorities;
- future research and dissemination; and
- considerations for future delivery of services to young people.

Central management and organisation

Prior to the start of any programme, it is important to consider roles and processes within the managing organisation and within participating authorities and how these relate to one another. It is recognised that there were presentations to mentors and sponsors at meetings by the central management team and documentation provided on "roles and responsibilities", which were agreed with the authorities in principle. There would not, however, appear to have been a shared understanding by all parties of what engagement would entail. Thus a more active dialogue might have helped to ensure that the authorities were fully aware of what was being asked of them. Although there was some avenue for discussions provided through visits to the authorities, "Development Days" and email and telephone contact, it would appear that participants did not comprehend the extent of the administrative commitment that accompanied their involvement. Of course, there is also an onus on the authorities themselves to take an active role in negotiations in order to achieve a realistic timetable and workload and it is possible that some were not as proactive as they might have been in initiating these negotiations. Thus communication is a two-way process. The mentor/sponsor role also operated more effectively in some authorities than others. As is noted below, more proactive support from within the authorities themselves cannot be "forced" from outside. Nonetheless, it might be noted that it is worth investing considerable time in early and ongoing discussions about any mutual project, to include consideration of how to address potential bureaucratic obstacles, to agree the right balance of paperwork, time available for

staff, training and support requirements and deadlines. This will help to ensure that agreements are realistic for all concerned. While it is necessary to meet funding requirements and ensure accountability, which includes having appropriate monitoring systems in place, this needs to be balanced against the desirability of taking a flexible approach to allow staff in local authorities autonomy to design activities that are responsive to participants and their local area, as well as developing appropriate partnerships to support the programme. It appears that the management style during the second phase of the project was much "lighter" than previously and demonstrated a greater degree of flexibility, which was of benefit to the programme. This may have been in response to suggestions made in the previous evaluation report.

Ideally, a more regular interchange between the central programme management team and participating authorities, which might include more frequent visits to the authorities, might enable a greater understanding of the challenges faced by participants both at central and local authority level and enable problems to be addressed by all partners on an ongoing basis.

As was discussed in the interim report, it was felt that a "snappy" title would help to make the project seem more accessible and give it greater meaning for young people.

Programme structures and delivery within local authorities

At library level, it is useful to consider at an early stage how young people's input can be facilitated to avoid unnecessary delays, which can act as a disincentive to participation. The level of engagement of young people in activities and practicalities in achieving this can also be thought through at this stage: ideally, the aim should be for young people to be involved in managing their activities, such as through a steering group or youth board. Because of the potential obstacles to implementing this, it may be necessary to put into place a written agreement prior to the project.

One of the issues that arose frequently throughout QLP-Y was the question of time and availability of staff to participate in the programme when this was in competition with other duties, particularly frontline activities. While this is always likely to be a problem, it would be beneficial to consider how the usual duties of staff could be covered through secondment or other mechanisms, to avoid conflicts of interest as much as possible.

It was also noted that in some instances there was a lack of input from mentors or sponsors who, in the original design of QLP-Y, were intended to provide practical support to QLs on a more regular basis than could be provided by the central team. This is an issue that cannot be addressed by central management of the programme and at authority-level there needs to be consideration in the initial project design of who would be the most appropriate senior members of the team and how available and willing they will be to provide the support required.

When a project is being planned within authorities, there should be some consideration by those authorities of what will happen when any external funding finishes, to ensure some continuity beyond the programme. This might include

building in mechanisms for mainstreaming at the outset, possibly through embedding roles in written policies. Consideration should be given to how to build in career development for staff who participate in the programme, to ensure that their knowledge and skills remain within the authority beyond the programme. Some form of "exit" strategy should also be in place with the authorities, so that young people who have participated continue to receive some form of support from their local libraries beyond specific activities.

Within participating authorities, there may also be a need for further training and/or promotion to sell the aims and benefits of the programme to staff not directly involved.

Future research and dissemination

The evaluation of QLP-Y has also uncovered some issues that might be taken into consideration before any similar programmes are developed. It might be advisable to undertake further research into the engagement of non-traditional library users, perhaps not only particular groups of hard-to-engage young people but also other marginalised groups. This might help to assess the feasibility of establishing a programme to encourage participation and the support mechanisms that may need to be in place.

While this evaluation has explored programme processes and the challenges and achievements of QLP-Y, it was not feasible within the parameters of the study to undertake a cost-benefit or cost effectiveness analysis. Consideration might be given in future programmes to ways of measuring the costs against the benefits, although this would need to be from the start of the evaluation and built into data collection mechanisms at all levels.

In the short term, it might be beneficial to consider further mechanisms for disseminating the benefits and challenges of initiatives such as QLP-Y, bringing out issues of effective practice in engaging young people in libraries. There is much learning from the programme that could be drawn on for this, with many concrete examples that could be provided from each of the participating authorities.

It should be noted that a final report to PHF and some more dissemination activities will take place by January 2010. At the same time the QLP website should be a lasting legacy of the project.

Considerations for future delivery of services to young people

As we stated earlier, this was a relatively small evaluation, based on fieldwork within three authorities and with respondents at central programme level, but focusing primarily on activities that have continued under the QLP-Y "brand" since the previous evaluation. There are thus limited data from which to draw strong conclusions as to the scope for replicability of a programme such as QLP-Y. Nonetheless, it is possible for the evaluators to comment on the aspects of the programme that contributed to its achievements, which might be pertinent to wider debates about the role of libraries in engaging young people.

It was very clear from the findings that QLP-Y projects within the participating authorities have been successful in drawing in young people who were not traditional library users, albeit in small numbers. As we noted earlier, their success can be attributed in part to the commitment and enthusiasm of the staff delivering projects and their responsiveness to young people's needs. There are, in addition, a number of factors arising from the QLP-Y experience that it is considered would improve the delivery of library services to young people and the development of staff delivering those services. These are:

- providing innovative activities within libraries that reflect what young people want and enjoy (e.g. martial arts, manga, slam poetry, Nintendo Wii, web design sessions, using the latest equipment). These represent a significant departure from traditional library provision and will help to change the perception amongst young people that libraries are "all about books" and have little to offer them;
- raising awareness among library staff of the need to engage young people and how to engage them;
- giving young people a space where they can "be themselves";
- delivering activities that, in addition to being enjoyable, develop and/or improve young people's skills, self-confidence, career and further education prospects and give them a sense of achievement - especially among peers and within their communities;
- working towards involving young people in the planning and management of services, leading to their empowerment;
- working in partnership with other organisations such as detached youth teams to engage young people who would not ordinarily access libraries;
- increasing social inclusion by working with socially excluded groups and bringing them together with other groups in local communities;
- developing the skills and experience of library staff leading or initiating activities for young people so that they gain practical experience in managing projects and are recognised within their authorities as advocates for young people;
- providing opportunities for staff leading these activities to network with staff in similar positions in other authorities, so that they can learn from one another's experiences;
- giving these staff the opportunity to broaden their knowledge through accredited courses and opportunities to publish their work, drawing from their practical experience;
- the provision of leadership and support by senior staff with a commitment to improving services for young people; and
- balancing the need for project accountability against the practical commitments of staff, to minimise any additional burden that might detract from effective service delivery.

Although most of these elements are largely in place within the three libraries that participated in this evaluation, there is scope for the learning from QLP-Y to be shared more widely.   It is hoped that further dissemination activities from QLP-Y will emphasise these points of effective practice, which may help to influence future development of library services on a broader scale.

References

Chartered Institute of Library and Information Professionals (2002) *Start with the Child*. Report of the CILIP Working Group on library provision for children and young people. London: CILIP

Department for Children, Schools and Families (2007) *Aiming high for young people: a ten year strategy for positive activities.* London: DCSF.

Department for Culture, Media and Sport (2003). *Framework for the Future – Libraries, Learning and Information in the Next Decade*. Resource Publications. Available online via:
www.culture.gov.uk/global/publications/archive_2003/framework_future.htm

Department for Education and Skills (2006) *Youth Matters: next steps*. (0260-2006DOC-EN). Available online via: www.everychildmatters.gov.uk

Durrani, S; Smallwood, E; Richens, H; and Lusted, C (2008) *Innovation in youth services The Quality Leaders Project (Youth) empowers young people*. Paper presented at "Empowering the Public: Management Development Implications of Further Public Services Reforms in Personalising Services, and Applying New Management Tools to Create Public Value" 2008 EFMD Conference on Public Sector Management Development, 29-30 May 2008. Dublin.

The Reading Agency (2004) *Fulfilling their potential: a national development programme for young people's library services*. St Albans: TRA.

National Youth Libraries Board 'offer' to young people (www.mla.gov.uk/resources/assets//L/Libraries_and_Young_People_12583.pdf).

QLP News: perspectives on QLP-Y. No. 8, September.

Appendix I: interview schedules

A.   Topic guide for QL interviews 2008

1. Update on activities since December 2007 (what has taken place –including staffing changes, impact of budget changes, successes and challenges). What activities are planned for the future?

2. What elements of QLP-Y are continuing now? (How) Is it a different 'model'? Has your role changed much? What support do you get for QLP-Y activities (from LMU, mentors, sponsors, other staff)?

3. Have you been working with new groups of young people? How did you identify the group(s)?

4. What, if any, skills have you developed as a result of QLP-Y activities since December 2007? How do you plan to use or build on these in the future (for QLP-Y related work or more widely)?

    > [note ask about prior qualifications and experience and also the module – how it has added to previous learning].

5. Have there been any personal gains for you as a result of running the QLP-Y activities? Would you have achieved these without QLP-Y?

6. Have any new services been developed under QLP-Y? Would these have been developed if QLP-Y had not happened?

7. Has the QLP-Y project impacted on the way in which services are delivered in your library/your authority (e.g. the role/skills of other staff, introduction of new systems, improving accessibility)? If so, how? Is there anything more you think could be done to improve service delivery for young people?

8. What has been the impact of QLP-Y on young people participating?

9. Do you think QLP-Y is reaching the young people who most need this approach/service? (identify gaps in delivery and how these might be addressed).

10. Overall, what do you think have been the main achievements of QLP-Y so far?

11. What have been the main challenges (and how have these been/might these be addressed)?

12. What, if anything, do you think will be the legacy of QLP-Y once the programme finishes?

13. Any other comments?

B.   Topic guide for QL interviews follow-up 2009

14. Update on activities since last interview (what has taken place –including staffing changes, impact of budget changes, successes and challenges). Are any activities planned for the future?

15. What, if any, skills have you developed as a result of QLP-Y activities since we last spoke? How do you plan to use or build on these in the future (for QLP-Y related work or more widely)?

16. Have there been any personal gains for you as a result of running the QLP-Y activities (since we last spoke)? Would you have achieved these without QLP-Y?

17. Looking back, how was QLP-Y viewed within your authority?

18. What do you see as the impact of QLP-Y on the wider organisational culture (e.g. attitude of staff to young people, way in which the library provides services for young people, type of services it provides, way it structures its services more generally, whether it involves young people in planning and delivery)?

19. What developments do you see in future in terms of initiatives to attract young people to your libraries or work done with young people in your libraries/authority? *(and has QLP-Y influenced these developments?)*

20. Do you think QLP-Y has influenced the way in which libraries are seen by a) young people and b) the wider community?

21. Has QLP-Y given a higher profile to the library nationally, e.g. as an example of good practice in working with young people?

22. Overall, what do you think have been the main achievements of QLP-Y?

23. Has there been added value from QLP-Y?
    e.g. a). Do the benefits outweigh the amount of staff and material investment by the authority? and
    b) did the QLP-Y projects in their authorities represent value-for-money in terms of the additional £40-50k funding per authority that the funding grant represented - which was used mainly to employ the two RAs, with a small budget for each authority also)

24. If a project such as QLP-Y were repeated, is there anything you would do differently this time to make the project more effective in your authority?

25. What, if anything, do you think will be the legacy of QLP-Y once the programme finishes?

26. The new project being developed by LondonMet, "Library skills for a globalised world" *(see last page of QLP News No. 8)* proposes to have a free-

standing certificate and MA level Modules partly based on QLP-Y experience. Do you feel that:

(a) there is need for such courses for library staff at lower and middle level who may not have had opportunities to develop their skills and gain academic credits?

(b) would it be of interest to other library staff as part of CPD?

(c) the experience of QLP-Y can be used in the new proposed Modules? What aspects are of particular relevance to library staff?

27. Any other comments?

C.   Topic guide for interviews mentors and sponsors

1. After the formal end of QLP-Y in December 2007, (how) has your role/relationship with the QL continued/changed?

2. Have there been any other similar activities with young people (e.g. competitions, creative activities, IT-based work, other innovative activities)?

3. If so, to what extent can QLP-Y be said to have influenced these later activities?

4. Views on the impact of QLP-Y overall on young people, including any activities since 2007 *(e.g. did it encourage young people who were not traditional library users to attend? Did young people who participated gain any new skills/knowledge, new interests, personal development?)*

5. How was QLP-Y viewed within the authority *(for example, how high a priority was it given in relation to other library roles – particularly when there were other tasks competing for the QL's time)*?

6. What did the respondent perceive to be the main impact of QLP-Y on the QL *(e.g. increased confidence, new skills, impact on the way they do their other library work, other personal development)*?

7. After the programme, did the participation of the QLs lead to any other outcomes for them (e.g. promotion, qualification, new job, employability prospects)?

8. What do they see as the impact of QLP-Y on the wider organisational culture (e.g. attitude of staff to young people, way in which the library provides services for young people, type of services it provides, way it structures its services more generally, whether it involves young people in planning and delivery)?
9. Do they think QLP-Y has influenced the way in which libraries are seen by a) young people and b) the wider community?

10.   Did QLP-Y lead to the development of new partnerships? *Specify.*

11. Has QLP-Y given a higher profile to the library nationally, e.g. as an example of good practice in working with young people?

12. If a project such as QLP-Y were repeated, is there anything you would do differently this time to make the project more effective in your authority?

13. What developments do you see in future in terms of initiatives to attract young people to your libraries or work done with young people in your libraries/authority? *(and has QLP-Y influenced these developments?)*

14. Looking back on QLP-Y, what would you say are the main achievements?

15. Has there been added value from QLP-Y?
    e.g. a). Do the benefits outweigh the amount of staff and material investment by the authority? and

b) did the QLP-Y projects in their authorities represent value-for-money in terms of the additional £40-50k funding per authority that the funding grant represented - which was used mainly to employ the two RAs, with a small budget for each authority also)

16. The new project being developed by LondonMet, "Library skills for a globalised world" *(see last page of QLP News No. 8)* proposes to have a free-standing certificate and MA level Modules partly based on QLP-Y experience. Do you feel that:

(d) there is need for such courses for library staff at lower and middle level who may not have had opportunities to develop their skills and gain academic credits?

(e) would it be of interest to other library staff as part of CPD?

(f) the experience of QLP-Y can be used in the new proposed Modules? What aspects are of particular relevance to library staff?

17. Any other comments?

D. Topic guide for interview(s) with central team, LMU

1. After the formal end of QLP-Y in December 2007, (how) has your role/relationship to the programme and with QLs and participating authorities continued/changed?

2. Overview of activities taking place since the last evaluation, as part of QLP-Y *(both centrally and within participating authorities)*.

3. Can QLP-Y be said to have influenced any other later activities within participating authorities that were not seen to be directly part of QLP-Y?

4. Views on the impact of QLP-Y overall on young people, including any activities since 2007

5. How was QLP-Y viewed within authorities?

6. What was the main impact of QLP-Y on QLs?

7. Has QLP-Y had an impact on wider organisational cultures and future delivery (e.g. attitude of staff to young people, way in which the libraries provide services for young people, type of services they provide, way they structure their services more generally, whether it involves young people in planning and delivery)?

8. Do they think QLP-Y has influenced the way in which libraries are seen by a) young people and b) the wider community?

9. Did QLP-Y influence the development of partnership working (centrally and at authority level)?

10. Has QLP-Y given a higher profile to libraries nationally, e.g. as an example of good practice in working with young people?

11. Looking back on QLP-Y, what would you say are the main achievements?

12. Has there been added value from QLP-Y?
    e.g. a). Do the benefits outweigh the amount of staff and material investment by the authorities and central team? and
    b) did the QLP-Y projects in the authorities represent value-for-money in terms of the additional £40-50k funding per authority that the funding grant represented - which was used mainly to employ the two RAs, with a small budget for each authority also)

13. If a project such as QLP-Y were repeated, is there anything you would do differently this time to make the project more effective? Are there any challenges that could not be addressed easily in the short term?

14. Have there been any gaps in delivery and if so, how they might be addressed?

15. What developments do you see in future in terms of initiatives to attract young people to libraries or work done with young people in libraries/authorities?

16. Re the new project being developed by London Met, "Library skills for a globalised world", can you explain why/how:

(a) the course will meet a need for library staff at lower and middle level who may not have had opportunities to develop their skills and gain academic credits?

(b) How can the experience of QLP-Y can be used in the new proposed Modules?

17. Any other comments?

E. Topic guide for interview(s) with young people

1. How did you learn about QLP-Y?/This activity?
2. How long have you been involved with QLP-Y projects?/Have you been to all of the sessions?
3. Why did you take part? What did you expect to do? What were you hoping to get out of this activity?
4. Can you tell me what you did in this activity?
5. Were you involved in planning or delivering this activity? Or do you feel that you were consulted on this activity, that this activity met your needs/was what you wanted?
6. What did you gain/learn/get out of taking part? (probe for skills learnt etc)
7. What did you enjoy most about this activity?
8. What would you improve about this activity?
9. What do you think of the QL? (Helpful? Approachable?)
10. What did you think of the tutors?
11. What do you think of the venue?
12. Are you planning to attend any more activities here? Why/Why not?
13. Are you a library user? /Do you come to the library often?
14. Do you think this activity helps attract young people to the library?
15. What do you think can be done to attract more young people to the library?
16. Any other comments?

Thank you