Quality Leaders Project – Youth

QLP-Y Report No. 5
December 2006 – April 2007

QLP

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Quality Leaders Project
"Management development through service development"

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1. Executive Summary

QLP-Y on a journey of a thousand kilometres

As the Quality Leaders Project (QLP-Y) reaches the final six months in three of the authorities, it is possible to get an initial indication of the effectiveness and the impact of the Project. The fourth authority, Barnet, still has a year to completion as their start had been delayed due to restructuring, but even here, there are important developments as recorded in this Report.

During this reporting period, there have been some significant developments both nationally and internally within QLP- Y. At the national level, both the aspects covered by the Project - Library and Youth Services – have had important policy initiatives which provide useful benchmarks for the Project. The internal QLP-Y developments indicate a new confidence in meeting Project targets.

National policy development

Library policy initiative

The Museum, Libraries and Archives Council (MLA) has started a consultation process under the title "A Blueprint for Excellence - Public Libraries 2008-2011" (MLA, 2007a). The outcome of this consultation is likely to influence the future role and function of public libraries. The document sets out to achieve a "shared universal understanding of the role of the modern public library and the core services the public and communities can expect". The consultation expects there to be a "universal entitlement for children, young people, families and communities to an accessible local library and place of resource, a service working in partnership to engage with communities, and a global, interactive information service". The Blueprint raises an important question which has been at the centre of the work of QLP-Y. It states:

> A significant percentage of the population uses the library. But are they getting the service they need and want; what about others who are not using the service? At a time of increasing pressure on local authority budgets… it is time for the public library service to take a hard look at both its role in society and the services it can and should be providing.

These questions are at the core of QLP-Y and the final reports from the Project (from QLP-Y itself as well as the Final Evaluation Report) will attempt to see the impact of the Project from the above standpoint. The QLP model already seeks to meet new or unmet needs of local communities, especially those not already reached by the services. Again, its approach is to develop new services through active consultation and participation of young people.

However, there is a worrying aspect of this MLA initiative. The consultation document seems to assume that public libraries are already delivering an

acceptable level and quality of service and the need is for the "rest" to catch up with the best. This was also the approach of the previous policy initiative from MLA – "Framework for the Future" (MLA, 2003). This concern was raised by the present author in a response to the consultation:

> There may be a danger of making assumptions about services before the consultation is concluded. For example, the document seems to assume that public libraries are already delivering an acceptable level and quality of service and the need is for the "rest" to catch up with the best. It says: "This approach to future improvement does not call for complete re-invention of public libraries as we know them today but makes an explicit commitment to ensuring the services of the best public libraries are supported and provided to every citizen, everywhere". What if the evidence indicates a need for a "complete re-invention"? (Durrani, 2007)

As the QLP-Y experience shows, there is need for some fundamental shift in policies, organisational structures and cultures if the needs of young people are to be met in a meaningful way. The QLP-Y experience, together with some other material, has been submitted to MLA as part of the consultation response.

Out of the nine "key challenges" mentioned by the "Blueprint for Excellence" (MLA, 2007a), two are particularly relevant for QLP-Y. These are:

> <u>Staff</u> – enabled and empowered to lead and deliver customer-focused services that meet the national entitlement.

> <u>Innovation</u> – exploring new service models and new partnerships better to meet changing customer needs and offer new approaches to service delivery and evaluation.

Developing management and other staff skills are again areas in which QLP-Y has placed increasing emphasis, while innovation in service development and delivery are key areas that QLP-Y seek to develop, hence the "audience development" approach. Both these are summed up in our motto "management development through service development".

It would thus seem that QLP-Y is already pioneering the key areas that MLA has identified as requiring particular attention. The QLP-Y Evaluation is again another area where the approach we have taken sets new standards in managing evaluation. It is hoped that the final MLA report based on this consultation will incorporate the QLP-Y experience.

Youth service

There have been two key policy initiatives in service provision for young people. The first is the Ofsted Report (2007), "Building on the best: overview of local authority youth services 2005/06". It is not within the scope of this Report to look at this important report in detail, but two areas need mention. First, one of its Key Findings is that "the quality of strategic and operational leadership and management is a key factor in bringing about improvement". Secondly, one of its Recommendations is to "seek to build upon the

managerial and relevant experience of youth service officers and engage them in key strategic developments".

As with the earlier MLA consultation, the Ofsted Report highlights the management development aspect that QLP-Y has pioneered. As sections in this report indicate, we place a greater emphasis during the period under review on this aspect (explained further below).

The second youth policy initiative is the Fulfilling Their Potential Conference held in February 2007 (MLA, 2007b) where a new vision for library service for young people was the theme. Beverley Hughes, Minister for Children, Young People and Families gave a keynote address at the conference. She urged local authorities to ensure libraries are treated as essential partners in helping young people achieve their full potential. Hughes underlined the role of public libraries in the context of social exclusion:

> Libraries are uniquely positioned to reach out those young people who typically find our services hard to access – young people in care, young people with disabilities or young people from traveller families, who the typical one-size-fits-all approach to public services will do little to help. (MLA, 2007b).

While the approach that Fulfilling Their Potential is taking in meeting the needs of young people needs to be praised, perhaps it is rather limited in scope. MLA (2007b) explains this role:

> At the heart of Fulfilling their Potential is a commitment to involving young people in the process. From selecting books and other materials to training staff and designing library spaces, young people are getting actively involved in creating modern library and reading services which meet their needs.

The QLP-Y approach seeks a more fundamental role for young people by empowering them to inform policies in service development and resource allocation as far as services to young people is concerned. It also expects some structural reorganisation and culture shifts if the new services to young people are going to be sustainable and welcomed by young people themselves.

QLP-Y developments

There have been a number of key developments during this period within QLP-Y. Details are mentioned in the Report, but some of these can be highlighted here:

QLP Evaluation interim Report

The team carrying out an independent evaluation of QLP-Y issued its interim report in February 2007. The full report is attached to this Report. Some highlights from the report can be mentioned here:

- The most important aspect of the QLP-Y initiative was seen by participants as responding to the needs and wants of young people, particularly those who have not traditionally been library users, and ensuring that they are much more involved in delivery and design of services.

- Participating staff noted their personal development as a result of engaging in project activities at local level…The project has also raised the profile of work with young people in libraries.

- The QLP-Y initiative has started to involve young people who were previously non-library users in activities and drawn them into the library. Interest in continuing use of the libraries has also increased as a result of the activities. Young people participating in the project are also seen to have developed personally, for example in terms of their levels of confidence.

- There has been some impact on service provision in some of the areas, although it is still too early to assess the impact of QLP-Y generally on services or on wider organisational cultures.

It would appear that QLP-Y is on its way to meeting the key requirements set out in our funding application – but the final Report will give a fuller picture.

Focus on Quality Leader (QL) development

Following feedback from project visits and feedback from Quality Leaders during Development Days, it was decided to shift the focus of the Project to the development of Quality Leaders (QL), although the service development aspect was not ignored. While a needs assessment exercise was carried out to assess the differencing needs of QLs, it was decided that there needed to be a more proactive approach in supporting QLs. This need was further emphasised as Mentors and Sponsors were not able to support the development of their QLs in the way envisioned in the original application.

The approach taken was to support the development of QLs as strategic leaders and active agents of organisational change. For this to be meaningful, they needed to have the confidence that comes from clear awareness of their own contribution to service development and from an active involvement in policy making. Thus the emphasis was on moving away from purely operational work to a more strategic approach. In this context, it was felt, that QLs would further develop their ideas and experience even as they developed new skills.

This, however, proved not as easy as it may appear, as the contact time between the Project Team and QLs is rather limited and mainly confined to the rather infrequent Development Days. It was always difficult to organise Development Days as not all QLs could be released from their work on the same days. This was overcome, to a certain extent, by a more pro-active electronic contact, for example in the project to write the joint article for *Public Library Journal* where face-to-face meetings were supplemented by e-mail contacts. This new approach was more successful as the following examples indicate. This approach will be further developed in the next reporting period.

At the same time, QLP-Y staff themselves have developed through their participation in the Project. This will be examined further in our Final Report.

The new approach to developing QLs is based on the following initiatives:

Journal article

It was decided to support interested QLs in writing articles on their experience in professional journals. The first outcome of this exercise is an article written by Durrani, S.; Ibrahim, S; Lusted, C.; Percival, D.; Sowter, E.; Stalker-Booth,C - who "put their heads and experience together to write about the role and impact of the QLP-Y". The title is "Filling the youth shaped hole". *Public Library Journal.* Vol. 22 (2) Summer 2007, pp. 7-10. A copy is available in Appendix 8.1.7.

Editing *QLP News*

Another way that QLs are being given confidence and new skills is in offering them the opportunity for editing *QLP News* where the content is decided entirely by them based on their own experiences of QLP-Y project in their authority. The first such issue (No, 5) has been prepared by Catherine Lusted from Barnet. The issue is ready to go to print. It is anticipated that each authority will edit a future issue before the Project ends.

Research experience

A Barnet case study is being conducted by some members of the QLP Project Team and the Quality Leader and the Mentor from Barnet. This is expected to be in two phases, the first one involves writing an article to be submitted *Public Library Journal* whose Editor has already indicated interest in publishing it. A meeting has been held to plan the article, tasks have been assigned and further work will be carried out during the next reporting period.

The second phase will see an in-depth Barnet case study. However, whether this goes ahead will be decided on the basis of availability of resources within the Department of Applied Social Sciences (DASS) to support such activities, as the QLP funds do not allow for this. Based on the availability of funding and interest from other authorities, similar case studies can be carried out for each of the participating authority, providing a wealth of insight and knowledge on the QLP-Y experience.

QLs take control

The Quality Leaders expressed their wish, at a Development Day, to organise a joint event under the general theme of "Liberation". They are now taking decisions and initiatives without PG support. This indicates their growing confidence in their own ability to organise and implement projects. The Project Group has offered each authority £2,000 to help organise the event expected to be held in London as an "altogether" event, as well as local

events. QLs subsequently organised their own Development Day to progress the plan. A member of PG and Evaluators Team attended the Day as observers. This will be further reported in our next report.

Short course

Following the attendance by QLs at a DASS lecture during a Development Day, a number of Quality Leaders, Mentors and Sponsors have shown an interest in QLs attending a DASS Short Course on "Leadership for Innovation, Equality and Change". The details of these will be worked out during the next reporting period if funding can be found from within QLP-Y budget. It is possible, given adequate funds, to give University accreditation for the Short Course.

"Information and Democracy"

This is an initiative within the Information Management Team at DASS. It involves setting up a new website and an electronic journal under the title "Information and Democracy". The journal is aimed at the academic world, professionals as well as students – all of whom are offered an opportunity not only to contribute articles, but also to be involved in the production and editorial work. These opportunities are also being offered to QLs and their Team members. Dave Percival, the Quality Leader from Portsmouth, is now a member of the Editorial Board.

The above developmental opportunities are expected to contribute to the long-term sustainability of the work already started under QLP-Y. The experience of developing library services for young people at the Sighthill Estate in Edinburgh highlights the central role that library staff play in developing a "youth-friendly" library service. Cllr Frank Russell, commenting on the success of the initiative, said:

> This is a template any library could build on, but you would have to recruit staff who would fit the model. The librarians are the key – they connect with the young people and retain their respect (Quoted in Chesshyre, 2007).

The Sighthill approach was to recruit staff from non-library backgrounds as a way or bringing in required skills to deliver a relevant youth library service. While this is a valid approach, it is not always available to all authorities. It is also necessary to develop "youth skills" among current staff. The QLP-Y approach is to combine both these aspects: the QLs themselves can come from staff delivering service from libraries or youth Service, but the concept of QLP Team allows less experienced staff and community members also to be involved in the programme, thus offering them developmental opportunities.

Service and Project development

Authorities have continued to develop services started in the previous period. However, different authorities have developed services at different pace. There is also a variance in the quality of new services and new ideas

developed and implemented, as is the case in the level of youth involvement and audience development activities. This is only natural as conditions in each authority differ and take different routes. Progress in each authority is highlighted in this Report and strengthens and challenges are outlined.

An important feature of QLP- Y work is the regular visits to authorities by members of the Project Team. These have provided valuable opportunities to assess progress respond to challenges and provide new momentum to the Project. This was not planned for in our original application and we have had to find resources (PG staff time as well as travel costs) from Project and from DASS resources.

QLP publications – connecting theory with practice

As part of ensuring that QLP-Y meets national policy direction, we produced a new publication *Youth Policy Review*. It provides separate sections for Youth Work and for Libraries. The publication has proved popular with authorities as well as at the University. This is perhaps the key area which QLP-Y has sought to advance – to ensure that participants are aware of national policy developments, and that these guide QLP-Y project activities. A useful guide was necessary for this. We expect to bring out another issue of *Youth Policy Review* before the Project ends – as well as further issues of *QLP News*, and *Youth Ideas and Action*. At the same time, the development of QLP website has been strengthened with a new QLP site being developed within the Research page of the Department of Applied Social Sciences (DASS). This will remain as the main depository of all QLP material even after the Project ends.

The above will be supplemented by the production of the "QLP Manual" – subject to funding for PG time to develop this. External funding will also be sought for this.

What we have learnt

We have added a new section in the Report – "What we have learnt". This allows us to start evaluating the project and document lessons learnt. We expect to develop this section further for our final report.

All authorities have found QLP-Y a valuable Project. In many cases it has enabled organisational change to take place and respond more positively to national policy agenda. The feedback from John Pateman, Mentor at Lincolnshire, has lessons for the Project as a whole, as well as for the authorities. John says:

1. QLP has added value - shortly after we signed up to QLP the Library Service and the Youth Service (which were in the same Department) were split into separate Directorates. Without the QLP program it is likely that Library and Youth Services would not have worked so closely together on joint projects.
2. QLP has led to culture change …there have been significant shifts in attitudes and behaviours, which are less easy to measure.

3. Selection of QLs - in retrospect it may have been more appropriate to have selected less experienced staff to assume the roles of QL's, as this may have given more scope for personal development. [One of the QLs], in particular, has taken on a completely new job role during QLP process.
4. The role of mentors should be reviewed - the line manager of the QLP could become the sponsor to ensure that expectations are clear and activity takes place within deadlines. [e-mail 8 June 2007].

Much hard works remains to be done before the end of the Project. Our main challenge, however, is to ensure that the gains made in the past are not lost, and that the Project continues to grow and develop in a sustainable way. Our next round of visits will look into this aspect.

Yet it would be incorrect to say that everything has worked out as we had planned. QLP-Y is involved in social aspects of organisations and service and there are no set guidelines that can guarantee that expected outcomes will, indeed, be the real outcomes. While a overall analysis of this aspect will be the subject of our Final Report, a few aspects have been mentioned in Section 7: "What we have learnt".

Pitcher, Eastwood-Krah and O'Neille (2007) point to the real challenge facing QLP-Y, as well as service providers when they say "The challenge will be to mainstream these activities and to change the culture in the long term, so that young people are involved as a matter of course in developing services". An important contribution that the Project is already making is summed up by Durrani et. al. (2007):

> It is interesting to see them [Quality Leaders] making the crucial connection between theory and practice and moving from operational to strategic issues. The Project has given them opportunities not only to understand the dynamics of organisational change but to become active agents of change. In this, the Project is helping to develop effective leadership skills".

As the saying goes, "a journey of a thousand kilometres starts with the first step". QLP-Y is taking this first step with confidence.

The last word

The Project could not have developed as well as it has without the enthusiasm, hard work and commitment of Quality Leaders and their Teams in all authorities. This includes all the young people involved in the project. Finally the hard work, sometimes in difficult circumstance, by Emily and Michael needs a special mention.

References

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Shiraz Durrani
31 May 2007

2. Progress on Project targets

The main aims and outcomes of the QLP-Y project are considered in this section. The application to the Paul Hamlyn Foundation (PHF) was a complex one, which was changed and subsequently amended through further agreement with PHF Foundation. This section summarises the aims and outcomes from our application and subsequent amendments agreed with PHF. Progress made against each element since the beginning of the project is also indicated.

> 1. The funding application set out an action learning approach of "**management development through service development**". This would result in the development of new or improved services to meet new or unmet needs of young people (especially from excluded communities) who may not have been reached by their authorities. It was expected that an innovative model of services to young people would be established. This would involve planning, developing and implementing new services in partnership with young people themselves as well as other stakeholders, thereby empowering service users.

Individual action learning projects have been taking place in each of the participating authorities, with a record of the time spent on these projects being kept (see Appendix 8.2.1, QL Time on Project Work). A report on each of these individual projects can be found in section 3.4. Each of the participating authorities has now held at least one set of arts/media based 'audience development activities' (ADAs) for socially excluded young people (please see section 3.4 for a full account of activities within each authority). These have covered a diverse range of activities ranging from filmmaking to photography and a summary of key activities can be found in the Interim Evaluation Report in Appendix 8.1.1.

Documentation

> Appendix 8.1.1: Evaluation Interim Report (February 2007)

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

While the central learning strategy which the programme adopts is one of action learning (i.e. management development through service development), the scheme has also supplemented the 'learning by doing' approach with a number of other formal learning mechanisms developed partly in response to the expressed learning needs of the programme participants. These additional learning mechanisms consist of:

- Development Days - we have held a total of three development days over the course of the project, with the most recent having taken place during this reporting period (on 27th February 2007). A report from this day can be found in Appendix 8.1.2.

Documentation

> Appendix 8.1.2: Report on Development Day 3

- QLP Network – we have provided, through JISCMAIL, an electronic discussion board for use by participants in their action-learning projects. This was designed to facilitate joint problem solving and the adoption of a co-consulting approach within the action learning set but has also been used extensively for the distribution of information and general correspondence.
- Personal Development Planning (PDP) – a personal development planning toolkit was introduced into the scheme in response to a request from participants who felt that the action learning approach by itself was focussed too heavily upon service development and that the development of the Quality Leaders (QLs) was, therefore, potentially under-stressed. The toolkit was distributed during the previous reporting period and returns have been coming in during this reporting period, with four returns out of six so far received.
- Mentoring Scheme – the programme also includes a formal mentoring element whereby mentors are appointed for each QL. We have produced some support and guidance which, although previously circulated has, during this reporting period been placed upon the QLP intranet in order that participants can access the material over the World Wide Web. This step was taken in response to a request to this effect from participants. Also during this reporting period, the third round of mentoring forms have been circulated and returns are currently arriving. Mentoring guidance and the third round of submitted mentoring forms can be found in Appendix 8.2.2 (Mentoring Guidance and Returns).

While all of the above processes have been carefully designed to ensure that skill development takes place, they have been developed in response to the focus upon service development, which arises as a result of the action learning approach, which lies at the heart of QLP-Y. Learning by doing is always a messy business and these formal mechanisms do not always capture the degree and nature of development, which takes place. For example, our external evaluator has noted that, while "all QLs felt that the project had had some impact on them personally … this differed according to previous experience and their current work role". For some, working closely with young people for the first time was an important development opportunity, as was networking with other agencies and staff and building up partnerships, which also contributed to development of their confidence. There were mixed results regarding development of particular skills and again this depended on current levels of responsibility and expertise. For example, one Mentor felt that the QL had developed and demonstrated leadership skills as a direct

result of the project. Another QL felt that "It puts me in charge of making something happen", so in this case it was perhaps more a question of giving the QL authority to deliver the project than developing a particular skill. One QL had developed skills in financial management from involvement with the project.

Communication and organisational skills were also a development arising from the QLP-Y project for some. For example, some QLs felt they had gained knowledge of how to negotiate with others, learned about consultation mechanisms and gained experience in management of a project involving different members of staff and other agencies. For others, who might already have substantial experience of networking and project organisation, involvement in the QLP-Y project had added positively to their roles, making them more interesting, rather than giving them specific skills or professional development. The enhancement of their job role was an added benefit for respondents. For example, one QL commented "it's the first time that I've felt challenged in my job for a long time". As a result of the QLP-Y project, staff in all the sites had increased their networking activities. In one of the sites, the development of relationships with the Youth and Connexions service had the effect of building capacity as discussions have taken place regarding joint working in other service areas.

It has also been decided, after consulting Quality Leaders, that the Project Group provide more direct developmental opportunities. Formal training sessions and Development Days do not always provide the necessary development opportunities which combine theoretical and practical aspects. Various initiatives within DASS are being used to support this approach. Thus QLP-Y is directly benefiting from being based in an Academic institution.

The new approach to developing QLs has let to a number of new developmental opportunities for QLs. These should help them make the vital link between theory and practice, encourage critical thinking and reflective learning as well to develop self-confidence while developing their writing skills. Some such initiatives are listed below:

Study, learning, research and publishing activities

1. QLs are offered opportunities to take over editing of *QLP News* as recorded in Section 4.1. Issue no. 5 – the "Barnet issue" is ready for sending to printers.

2. QLs were invited to join in a lecture on "Information and Social Exclusion" being offered to University Students. This took place as part of Development Day 3 on 27 February 2007 (See Appendix 8.1.2, Report on Development Day 3).

3. Quality Leaders are being encouraged, with support, to write articles that can be published in professional journals. The first article has been submitted to *Public Library Journal*. It is entitled "Filling the youth shaped hole in public libraries: the QLP(Y) experience" and provides details of

QLP-Y activities in Barnet, Haringey and Portsmouth. It is written by Shiraz Durrani; Selma Ibrahim; Catherine Lusted; Dave Percival; Emily Sowter and Clare Stalker-Booth.

4. At the same time, a more in-depth study is being carried out in Barnet. This aims to look at the dynamics of organisational change as well as to document processes and procedures that have taken place in Barnet as part of the Project. The first phase of this is an article to be submitted to *Public Library Journal*. It will be written by Shiraz Durrani, Hannah Richens (The Mentor in Barnet) and Catherine Lusted (Barnet's Quality Leader). This again will provide opportunities to undertake research and document the results to the QL and at the same time provide lessons for developing services to young people in other authorities. Similar opportunities can be offered to other QLs, depending on the time they are allowed and their interest.

5. QLs are invited to be on the Editorial Board of a new electronic journal being started in DASS. This is *Information and Democracy* which will have space for Quality Leaders and their Teams, University students as well as an academic section. The Editorial Board will consist of external scholars as well as University students. Already the Quality Leader from Portsmouth (Dave Percival) is on the Editorial Board. An important aspect of this initiative is that those QLs involved in this activity will be able to remain connected with DASS and its research, teaching and learning activities even after the Project ends, thus proving essential links to support long-term sustainability of the Project.

6. Short Course in "Leadership for Innovation, Equality and Change" has been developed in DASS. Some QLs and their Mentors and Sponsors have shown an interest in this being offered to QLs and their Team members. While this has some financial implications, it is possible to meet these from the Research and Development funds provided in the budget. The feasibility of running this four-day Course, with post-course assignment, will be examined in coming months, together with the possibility of offering academic credits for participants. If found feasible, the Course will be tailored to the learning needs of QLs and their Teams. It is expected that at least 3 participants from each authority will be able to take part.

7. Diploma in Work based learning.

   The coursework submitted during the earlier phase of project participants has now been assessed by the external examiner and will be going through the relevant university boards. When this will be completed the participants will be instructed about what further action to take in order to receive the diploma.

The experience gained from these initiatives will inform future developmental activities of the Project.

> 2. **User development**: the development of the skills and opportunities of the direct recipients of the services developed through the project, as well as community development in terms of the increased understanding/education provided to the wider community through their active involvement in a series of audience development activities/workshops.

The funding proposal set out a model of providing services in a way, which enhances the young people themselves as participants in the creation of those services, rather than as passive recipients of them. This idea was expressed through the concept of 'audience development' – a complex idea which has evolved along with the emergence of the individual action learning projects themselves and which encompasses the development of the young people themselves through the creation of arts/media based 'artefacts', but which also views the wider community as a potential audience for the artefacts thus produced and thereby has a wider aspect of community development. This is evidenced by the public displays, which have followed on from the workshops in three of the four participating authorities (Barnet, Haringey and Portsmouth). As our external evaluator has noted, one of the most direct ways in which the project has helped to develop users is through the way in which it "has involved non-users in activities and the impact has been to draw them into to the library. In some instances, young people involved in the project may have been library members but were not previously making use of the library. In one local evaluation, all young people involved in QLP-Y activities stated that they would use the library more as a result of their involvement. In another site, most of the young people involved had been non-users and were now all members of the library, although the QL acknowledged that they still had a lot of criticisms about the library. In other sites further targeted work was needed to bring in non-users, but the QLs recognised this and were taking steps to address this.

Being involved in service development and consultation had also changed the views some young people had of libraries and the services they offered: "What was interesting was…there was a bunch of young people hanging around outside [the library] and while you normally think they're there to cause trouble - terrible stereotype - they were waiting to go in and use the services they had designed. And that's the big difference…it's the best advert you can have". (Quality Leader - QL)…"And they realised it was something serious and that they could get something out of it as well, they realised it would help them. It's certainly brought them into the library…seeing us as more approachable". (QL).

Young people participating in QLP-Y are also seen to have developed personally, for example in terms of their confidence, as a result of engaging with the project. "I do feel the young people have got so much out of it on a personal level. I've seen them blossom. They've got something out of it personally that they can be really proud of." (QL)…"But success! Right from the start, seeing how they blossomed as a group, from a shy group, maybe one or two extroverts as per usual, to a group that were quite good at interacting and reading out examples of their work." (QL).

> 3. Make learning materials from QLP-Y available to other public service providers in the form of a "**QLP Training Manual**".

In our initial funding application, we had requested a specific sum of money to research the types of learning mechanisms and development tools which were effective in this type of youth engagement partnership working and to develop a range of learning materials which could be of potential use to other service providers. We have kept an on-going record of the various outcomes of this work in the form of products from the development days, information and feedback from the mentoring process, a log of the QLP Network electronic discussion board, exercises and materials relating to personal and skill development, etc. We will collate all of this material towards the end of the project when we will also incorporate some of the elements around evaluation, with a view to producing the manual after the project has finished (around December 2007) – depending on the availability of funds.

> 4. Establishing a link between Best Value performance processes and social exclusion performance targets within the participating organisations and at the same time meet relevant requirements of the Equality Standards and EU legislation on equalities.

The establishment of regular performance management targets in relation to QLP-Y activities is a key element of the 'exit strategies' which we are asking each participating authority to produce although the focus has now shifted from Best Value to quality issues. While it is true that, at the time of producing the proposal some four years ago, Best Value was still viewed as an important element to leveraging change within local authorities, as these systems have become embedded into a more operational performance management system, their use as levers of change has diminished. In contrast, the social exclusion agenda has moved up the government agenda for change and hence we have been focussing more upon this agenda than that of Best Value during project implementation.

Equality Standards and EU legislation constitute an important policy context, which we are addressing via our policy publication *Youth Policy Review*. The first issue was published in February 2007 (see section 4.3, below and Appendix 8.1.3) and provides some introductory pointers on equality standards. We hope to develop this strand of our policy focus during subsequent issues of our policy review. One of the interesting findings that have emerged from our initial assessment of the project is how difficult it is to deliver strategic change using the type of bottom-up, user-involvement techniques which the project adopts (see section 7, below). This is perhaps indicative of the wider politico-organisational issues, which a project such as QLP-Y inevitably encounters and which we intend to explore via academic outputs in the form of case studies. While early evidence arising from our external evaluation suggests that there is some evidence that the project is influencing changes in organisational culture and service development, albeit to a small extent, it also notes that it is likely to take a much longer time to see systemic changes in how local authorities go about developing their services.

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> 5.   A new partnership approach bringing together various organisations currently working in isolation with a view to refocusing public library service so that services to young people are mainstreamed in accordance with the real needs of young people and social cohesion is increased through, for example, encouraging inter-generational work and encouraging different communities to work together.

New partnerships have been forged in each of the participating authorities and this is one of the key outcomes of QLP-Y. The extent to which they produce a synergy is less clear at this stage of the project. Certainly it is felt by project participants that the partnership working has enhanced service provision, expanding the offer and aligning it much closer with the real needs of young people. Whether or not these relatively micro-scale 'demonstration projects' can ever lead to mainstream effects is a difficult question and one which is unlikely to be answered during the lifetime of this project.

It is fair to say that social cohesion has been increased in projects where different communities have worked together, for example, Haringey and Barnet – both of which also have an inter-generational element to them as older generations have enjoyed the outputs created by young people. In Portsmouth, involving young people who are in care and displaying the results of their workshop activities to the wider community have increased social cohesion. Equally, we have good examples of how partnerships have been developed between libraries and youth services in Lincolnshire, how Haringey have now brought the new Youth Librarian post into their QLP-Y service development team and how Barnet are working together in new ways to make their project happen.

3. Key Developments

We had outlined in the previous report (No.4) what we had planned to achieve for the period December 2006 – April 2007. Actual progress against these planned activities is reported below.

3.1 Strategic Issues

Hold the first QLP-Y Advisory Board meeting

We have not held an advisory board meeting. Although an initial attempt was made to generate a list of potential members, the project group re-evaluated the potential need/use for such a group. This was discussed at the Steering Group meeting on 15th March 2007 and it was decided that, due to delays

caused by personnel changes and jobs disappearing, which had a destabilising effect on the project, that we would be better to just go ahead with our present arrangements of a separate Steering Group (for strategic issues) and Project Group (for operational issues) at this relatively late stage in the project.

> Start debate about possible arrangements for sustaining QLP-Y activities after PHF funding

Debate about possible arrangements for sustaining QLP-Y activities after the project has been started. As an initial step, we have asked authorities to outline how they intend to follow-up the ADAs and what their intended actions are with respect either: a) making them a permanent offering; b) developing new ADAs with the new users which have been engaged through their activities. We have also asked them to consider what other long-term benefits can be derived for their target groups. We intend, during the next reporting period, to extend this initial debate and to encourage each participating authority to work this up into a fully developed exit strategy which will be the focus of Round 4 of the Project Visits.

> Publicise aims and achievements of QLP-Y as mentioned in funding application

The aims and achievements of QLP-Y have been published via our publication *QLP News*, copies of which were distributed at the Museums Now Conference.[1] We will also be encouraging participating authorities to work on publicising their local achievements during the fourth round of Project Visits. We have also produced a press release which provides an update on the release of our Interim Evaluation Report and have continued to update our website. QLP has also been mentioned in various other publications. A full list will be included in our Final Report. Recent items are listed in Section 4.5.

> Encourage co-operation between participating authorities

We have encouraged co-operation between participating authorities by suggesting both regional collaboration and also during the Development Day, which took place on 27th February 2007. One outcome of this day was a proposal for a joint ADA on the theme of 'liberation' (see section 3.3, below). This is currently being progressed within and between the participating authorities. We have also suggested a 'twinning' scheme whereby authorities work in pairs, Barnet working with Lincolnshire and Portsmouth working with Haringey. In addition, several joint and linked ADAs are being investigated, for example the setting up of a youth magazine.

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[1] Accentuate the positive: new strategies for workforce diversity Conference. Museums Association. 2nd February 2007. National Gallery, London.

3.1.1 Visits Round 3

The visits took place as follows:

Barnet   28th February 2007
Haringey   1st February 2007
Lincolnshire   26th April 2007
Portsmouth   31st January 2007

These visits are covered in Appendix 8.1.4 and the relevant section, 3.4

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> Appendix 8.1.4: Round 3 Project Visit Reports

3.2 Management

3.2.1 Management tasks

> Conduct an internal evaluation, based upon the external evaluators' interim report; assess progress in participating authorities and take follow up action as necessary.

We conducted an internal review of project performance and our interim evaluation on 30th April 2007. The notes for the evaluators from this meeting can be found in Appendix 8.2.6 (PG Reply to the Evaluation Interim Report).

> Produce two further issues of *Youth Ideas and Action*

We have not managed to produce any further issues of Youth Ideas and Action during this reporting period due to a combination of staff sickness and extensive work on Youth Policy Review and the Development Day; however we are currently working on the next issue of *Youth Ideas and Action*, which is scheduled for production in June 2007.

> Publish *QLP News* Nos. 5 and 6

As part of our dissemination strategy, we have agreed with participating authorities that they will each be handed editorial control of *QLP News*. This will give them an opportunity to publicise their individual QLP-Y projects and also constitutes a development opportunity as well as a possible mechanism for involving young people in magazine production. It has, however, taken a little longer than we had predicted to reach agreement on the publication

schedule. Barnet are currently producing *QLP News* No. 5 (June 2007) and *QLP News* No. 6 will be produced by Portsmouth in July 2007, followed by Haringey in December.

3.2.2 A management concern

In our Report No. 3 (October 2005 - April 2006), we had stated:

> It was felt that an adjustment was necessary to ensure that the key outcomes of QLP-Y are achieved. Such flexibility is possible because of the support that the University has provided to the Project. DASS is totally committed to the Project and Shiraz will be able to continue his QLP-Y work even after the end of the two year funding from PHF.

However, the situation has now changed and the University now expects the Full Economic Costs for any additional time to be reimbursed by the Project. PHF funds for his time are not available beyond August 2007, hence no additional support can be provided by the University.

At the same time, Barnet had delayed the start of their participation due to organisational restructure which also resulted in the need to select a new Quality Leader, new Mentor and Sponsor. This was agreed by the Steering Group at the time. They will now not be able to receive substantial support beyond October 2007 to the end of their Project in April 2008.

The situation will be reviewed in July 2007 and an exit strategy will be developed to cover the period from September 2007 onwards.

3.3 Implementing the QLP-Y vision

Facilitate a joint "All-together" AD workshop involving all participating authorities

During the development day which took place on 27th February 2007, it was suggested that the QLs work together on a proposal for a joint ADA on the theme of 'liberation' The idea of the 'liberation' theme for the joint initiative was developed during the day and two titles were suggested; 'Here and Now: Historic Perspectives' and 'Identity/Diversity'. The participating authorities agreed that they would work collaboratively on developing these ideas and are currently doing so. The timetable for this event was agreed for the summer and the possibility of following it up with a special launch event at a prestigious location in London in September/October was also discussed. We have offered an additional £ 2,000 per authority in order to facilitate this work, which will come from the savings made when Liverpool withdrew from the project during the early stages.

Undertake a third Round of visits

The third round of project visits took place during this reporting period. Project visit reports can be seen in Appendix 8.1.4. Such visits are increasingly seen by QLs as well as authorities vital links with the PG who also find such visits useful for constantly reviewing the progress of the Project, managing challenges as they arise and ensuring maximum development of the Project as a whole. They also provide a better comparative analysis of the progress in different authorities.

Encourage inter-generational work within audience development workshops

The idea of emphasising inter-generational work within audience development workshops has not been fully implemented because, as indicated above, some ADAs tend to lend themselves to inter-generational work more than others. We are also keen to preserve the voice of the young people themselves and, if they suggest that they would like to do some work with people of other generations then of course we are keen to support this. However we are reluctant at this stage to intervene too much in order to shape the direction of the workshops. This is partly in response to the very fragile nature of the relationship that has been built up between the authorities and the young people, as highlighted in our interim evaluation report. Our reluctance to intervene in this was has also been reinforced by feedback we have received from QLs who feel that a less directive and more hands-off approach from the Project Group is conducive to building and maintaining the momentum of projects when working with these hard to reach groups.

Conduct further 2 development days

We had intended to conduct two further development days, which were scheduled to take place in November 2006 and in February 2007, however the first of these did not take place due to problems with the availability of QLs. There has been an ongoing issue in relation to the time, which is being made available for QLs, and this has combined with changes in local authority structures and staff shortages to make it difficult for them all to come on the same day. We have, therefore, held only one further development day during this reporting period. These problems are even more pressing when it comes to trying to arrange Strategy Days for sponsors/mentors and we have, for the same reasons, therefore decided to develop opportunities for strategic interaction in lieu of a joint, all-together event.   In addition, all Mentors and Sponsors (indeed all QLs) are encouraged to attend Steering Group meetings whose minutes are also circulated to all.

3.4 Update of progress in each authority

3.4.1 Barnet
Quality Leader: Catherine Lusted
Mentor: Hanna Richens
Sponsor: Trisha Little

QLP Project Team:

 Management Board for QLP in Barnet
- Hannah Richens, Development Manager: Children and Education; Mentor
- Mark Vargeson - Youth and Connexions Participation Officer
- Karen Ali - Youth and Connections Manager

 QLP Practitioner's Team in Barnet
Catherine Lusted - Area Children's Librarian and Quality Leader
- Uzi Izachaki - Detatched Youth Worker
- Tonya Toussaint - Detatched Youth Worker
- Sandra Warner - Secondary School Librarian
- Daniel McMillan - Connexions Personal Adviser
- Jason Kelvin - Media Trainer for the workshops
- Peggy Sharpe (Inclusive Play Opportunities)

Barnet successfully completed their film workshops in November, resulting in an 'Oscar' premier of the film, which was directed and edited by young people, 'I'm Loving the Library' which took place at Chipping Barnet Library on 14/12/06. The event was well attended by senior members of Barnet Council, as well as the press. The young people involved in the making of the film were presented with Oscars and certificates of achievement. A DVD copy of the film, which the young people have produced, is enclosed separately with this report. This DVD is listed as Appendix 8.1.5.

The library service is currently undertaking a comprehensive review of the Service with a view to determining long-term development and delivery.   This process is informed by the Libraries Challenge Board which is comprised of local business partners, library peers and users. The meeting took place on 15/02/07 was dedicated to a discussion of services for teenagers. Among those invited to the meeting were 3 of the filmmakers who had been involved in the QLP-Y project. They showed the film to the assembled board (which includes the Director of Children's Services) and then answered questions about their perceptions of libraries and those of the young people they had interviewed. They were extremely articulate and it was a fantastic example of how young people can be engaged positively in service development. A comment made by one young person summed up the experience of young people's involvement on their QLP-Y work. She said: "We didn't think you would listen to us...but you did"

Barnet are using the consultation film to plan the next step of workshops. These are to be confirmed.

Barnet will be editing *QLP News* in May 2007, focussing on the success of the film project.

The Project Group is particularly interested in the approach that has been taken in Barnet of incorporating QLP-Y as a part of their restructuring and it is felt that there are lessons that can be learnt for other authorities. Barnet will therefore be co-publishing a case study, to be undertaken by Shiraz Durrani and Dean Bartlett, in partnership with the Quality Leader and Mentor in Barnet. This will detail how QLP-Y has been successfully embedded in Barnet. The successful outcomes that have emanated from Barnet are testament to the way in which they have taken on QLP-Y.

Barnet targets

1. A minimum of 100 young people participate in QLP-Y events.
2. Those participating to be between 12 and 19.
3. 50% of participants to be library non-users.

Documentation

Appendix 8.1.5: DVD 'I'm Loving the Library'

Qualitative assessment by ES

Barnet's progress is both excellent and encouraging. Despite the delayed start to QLP-Y, Barnet have successfully completed a set of Video production workshops that has resulted in the production of a DVD made by young people in the borough called "I'm Loving the Library". The film has given an insight into how young people perceive their local Library and has been used as a consultation mechanism to plan future workshops, the next set of workshops being a Playstation play off between different participating libraries in Barnet, resulting in a grand final.

The Project Group are happy with the progress of the project and have been impressed by the commitment of the QLP-Y team in Barnet and the innovative workshops that are taking place. QLP has a prominent role within Barnet Council.

SD and DB will be working with the QL in Barnet to produce a case study on Barnet's success with the QLP-Y.

PG comments after visit Round 3 (28 February 2007)

Overall, QLP-Y is well embedded in Barnet and has good prospects for developing. Barnet started later than other authorities and so has longer time to achieve targets. The proposed Barnet case study will examine the QLP-Y programmes and strategic issues in greater detail.

3.4.2 Haringey

Quality Leaders: Claire Stalker-Booth and Selma Ibrahim
Mentor: Kamaljit Bedi
Sponsor: Diana Edmonds

QLP Project Team:
Bernadette Brewster - Youth librarian

Haringey have been going through a restructuring and this has slowed the progress of QLP-Y. A Youth Library has been set up in Haringey and a new post of Youth librarian has been created. The Youth Librarian is now on the QLP-Y team.

In March 2007, three Digital photo workshops took place with 10 participants. This was the final part of the Tottenham Carnival project. The photos of the carnival have now been edited and printed and will be displayed in libraries in Haringey.

The planning process for the proposed IT/web design workshops is underway. An IT facilitator has been seconded and Haringey are in the process of buying software that is required for the website workshops to start. A date of May has been given, provisionally.

The QLs have submitted their ideas for the "Liberation" project that all QLP-Y authorities will be involved in.

Haringey will be editing the December issue of *QLP News*.

Qualitative assessment by ES

The Project Group has had some concerns over the progress of QLP-Y in Haringey. Haringey had a positive start to the project but have not capitalised on the success of the initial workshops, which has been disappointing. The Project Group have discussed with the QLP team in Haringey their concerns over a lack of progress on new initiatives for workshops as well as a lack and time spent on the project. QLs had explained some of the lack of progress had been down to the re-structuring of the library service and concern over their future employment status.

The project team has also met with Diana Edmonds, the Sponsor in Haringey, to discuss ways to support Haringey in picking up on some of the issues discussed at the project visit.

Haringey have now made some encouraging progress, more workshops for Digital Photos have taken place and the IT workshops are in the planning process and will start in the summer.

Comments by PG after visit (01 February 2007)

- Again not possible to meet Sponsor. Need to review role and selection of Sponsors in QLP-Y
- The on-going staffing restructure has affected progress of QLP-Y
- Haringey confirmed their continued support for QLP-Y and their continued involvement
- Positive moves: setting up of a Youth Library and the creation of a Youth Librarian post which is already on QLP-Y team.
- Main constraints mentioned in report of Visit Round 3 have not been fully resolved. There is concern about lack of progress since last visit. Mentor and Sponsor need to take active measures to address constraints.
- Once restructure changes settle in, there is a good prospect for qualitative leap in QLP work.

NOTE: See additional comments following meeting with Sponsor – in Visits Report (Appendix 8.1.4). It is encouraging to note that the Visit has provided an opportunity to raise important concerns about the purpose and methods of visits, as raised by Haringey. It is only on the basis of such discussions that clarity can be achieved by all participants. The issues raised by Haringey will be discussed at the proposed meeting on 4 June.

Haringey targets

Numbers of young people to be reached.
It is expected that by the end of all the different parts of the project, creative writing/mentoring, digital photography and web design/newsletter there will be over 300 attendance across the different workshops.

Number of workshops
To date there have been 12 creative writing/mentoring workshops. There will be 4 digital photography workshops and 30 web design workshops. This means that the total number of workshops will be 36.

Number of refugees and asylum seekers
Target is to reach them with minimum 30% of attendance in our workshops.

3.4.3 Lincolnshire

Quality Leaders: Wendy Bond (Library Service); Ian Richards (Youth Service).
Mentor(s): Jim O'Hara (mentoring Wendy Bond); John Pateman (mentoring Ian Richards)
Sponsor: Mark Homer

QLP Team: Cherry Shepard

Lincolnshire completed the first set of Art workshops in December. There were six half-day workshops, attended by young people who created Art work for a comic and the new design of library cards. The library cards will not be able to move forward because of library procedure. No further workshops have been planned since the initial workshops as Lincolnshire were tied up heavily in various Local Authority inspections.

An earlier project visit to Lincolnshire had to be postponed, but a visit took place on 26th April 2007.

Lincolnshire are hoping to run a series of comic strip workshops during the summer, which will be lead by Cherry Sheppard, a Youth Development Worker and student (BA in Youth & Community) who is part of the QLP-Y team in Lincolnshire.
Another QLP-Y development in Lincolnshire has been a pilot mobile library, which has now adjusted it routes and timing to be more accessible to young people.

There is currently a Reading Group active in Lincolnshire, which is also a result of QLP-Y and this particular project is developing into some innovative work with the young people involved.

Qualitative assessment by ES

There has been little evidence of any progress in Lincolnshire. An Art workshop has taken place in October 2006, and since then a mini library, reading group and library refurbishment has happened as a result of QLP-Y, although no formal proposals have been submitted to the PG for the previous three activities highlighted.

The Project Group have raised their concern with Mentors and QLs over the lack of evidence that supports that activities are taking place as a result of QLP-Y. There is also no evidence of QLs time spent on QLP-Y for the duration of the project.

The Project Group acknowledge that Lincolnshire have engaged in an excellent consultation with young people and have added value through QLP-Y to the authority by recruiting QLP activists who take on their own QLP projects in different locations throughout Lincolnshire.

PG concerns were raised with Mentors. These, together with their response is included in the Visits Report, Appendix 8.1.4.

PG Assessment before Visit

- Comic strip/magazine ADA: Workshops have been held but there seems to be little outcome in terms of follow up or production of the envisaged comic strip/magazine – there is evidence of drawings but no further 'end product'. It was also mentioned that the QLs would roll this initiative out

to other libraries – it is not clear if this has happened. Action: to be clarified at project visit.

- Library Card to be designed by YP: It is not clear if this proposal was ever put to practice or any advance on it has been made. Action: to be either formally proposed by Lincolnshire or dropped – to be agreed at project visit.

- Three other activities (mini library, reading group, library refurbishment) had taken place but there is little evidence that progress has been made since, and the PG also wondered to what extent these activities were the result of QLP resource (they might have happened even without QLP). Action: we need some indication from Lincolnshire of the extent to which QLP added value to these (existing?) projects. To be sought at project visit.

- Regarding the report that Lincolnshire had produced, the PG agreed that it contained some very good aspects such as the good consultation that has been held, the focus on outcome for stakeholders, the value that was added to the authority through QLP activities and the fact that Ian recruited QLP activists who take on their own QLP projects. It was also discussed that certain essentials are missing form the report (and potentially therefore the project) such as concrete outcomes of activities mentioned and an account that allows us to understand to what extent QLP resources contributed to the activities it covers. The PG is also waiting for promised hard copy evidence (invoices, etc.) of workshops and consultations. Action: what is happening regarding the ADA forms promised for December 06 (with information about workshops for spring 07)? A new program of activities needs to be agreed at the project visit.

3.4.4 Portsmouth

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

Library Team
Patricia Garrett
Jackie Hughes
Richard Lidster
Rebecca Richmond

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

QLP-Y in Portsmouth is feeding into other local initiatives, e.g., "community engagement" where the QLP-Y model was the first one in the city. It is now being used in Museums and Arts and Culture group. This has added value in other areas, including empowering the community and staff.

In January the Quality Leader brought young people from Portsmouth to London Metropolitan University to meet a librarian in Sweden where a very useful discussion on library services for young people took place.

There are still plans and proposals for workshops in, but no new activities have emerged from Portsmouth.

Portsmouth has agreed to edit the June edition of QLP News and have contributed ideas for a "Liberation" proposal that all QLP-Y authorities will be involved in.

Qualitative assessment by ES

The Project Group feel disappointed with the performance of the authority and especially the lack of progress in activities that Portsmouth has had planned since Spring 2006.

An Arts workshop took place in the summer of 2006, as did an unsuccessful IT workshop, due to an unsuitable facilitator, but nothing else has materialised as a result of these initial workshops and there are no clear plans for any other workshops to take place. Despite Portsmouth submitting proposals plans for Bollywood workshops, these have failed to take place despite their being much discussion at meetings that this would happen. There has been mention of other initiatives, such as a Fashion show, but no activity has taken place.

In order to address some of these concerns and issues, the Project Group are in talks with Portsmouth and are trying to arrange a meeting with the Mentor and Sponsors to discuss QLP-y and it's future in Portsmouth.

However, there is evidence of some positive movements in that the QL is discussing with the Editor of *Sense* (who had done a presentation at a Development Day) the possibility of him facilitating a youth magazine activity.

Comments by PG on visit to Portsmouth (31 January 2007)

Points from pre-visit evaluation: (notes from PG meeting)

- It was a positive move for QL and members of Youth Steering Group came to London Met to meet librarian from Sweden. A very useful discussion took place.

- Note PG comments *before* Visit Round 3: (1) there does not appear to be any follow-up from the actions agreed at the last project visit (2) there do not appear to be any firm milestones or deadlines agreed
- The above is reinforced at Round 3 visit: while there are plans and proposals, no new activities have emerged from Portsmouth.
- *Action: Emily needs to follow up on this and report in her monthly reports.*

3.5 Project Management

As outlined in previous reports concerning the structure of the project, we have split project management and reporting into two main bodies – the Project Group (consisting of the four employees of the University who are working on the project) and the Steering Group (consisting of a wider body of people including external stakeholders who have a more strategic role). Instead of a project co-ordinator, we have ensured the necessary central support by implementing the roles of policy support (i.e. making policy available and usable) and administrative support (i.e. implementing policy) via two staff members based in different departments, but engaged in cross-departmental working between DASS and the Management Research Centre using a shared office within the University. We have held 4 Project Group meetings during this reporting period, which took place on 5th December 2006, 17th January 2007, 7th March 2007 and 15th March 2007. Minutes from these meetings can be seen in Appendix 8.

Documentation

Appendix 8: Project Group Meeting Minutes

We have held two Steering Group Meetings during this reporting period, which took place on 5th December 2006 and 15th March 2007. Minutes from these meetings can be seen in Appendix 9.

Documentation

Appendix 9: Steering Group Meeting Minutes

3.6 Interim Evaluation Report

The team carrying out an independent evaluation of QLP-Y issued its interim report in February 2007. The team, consisting of Jane Pitcher, Mary Eastwood-Krah and Maggie O'Neill, carried out detailed studies in the London Boroughs of Barnet and Haringey, Lincolnshire and Portsmouth. Some highlights from the report are:

- The most important aspect of the QLP-Y initiative was seen by participants as responding to the needs and wants of young people, particularly those who have not traditionally been library users, and

ensuring that they are much more involved in delivery and design of services.

- Although the evaluation is still part-way through, some impacts of the project are evident already. Participating staff noted their personal development as a result of engaging in project activities at local level, although development of specific skills has been more limited in some cases, particularly where staff already had experience of project management and networking. The project has also raised the profile of work with young people in libraries.

- To varying degrees, the QLP-Y initiative has started to involve young people who were previously non-library users in activities and drawn them into the library. Interest in continuing use of the libraries has also increased as a result of the activities. Young people participating in the project are also seen to have developed personally, for example in terms of their levels of confidence.

- There has been some impact on service provision in some of the areas, although it is still too early to assess the impact of QLP-Y generally on services or on wider organisational cultures.

Documentation

Appendix 2: Evaluation Interim Report (February 2007)

4. Communications

4.1 *QLP News*

As outlined above, *QLP News* has been distributed via both our own mailing lists, but also at conferences and other events. One further issue of *QLP News* (No. 5) is scheduled for completion during this reporting period, which is being edited by Barnet. It will be issued in June 2007. The publication schedule for further issues of QLP News has now been agreed with other authorities as follows:

QLP News, July 2007 (Portsmouth)
QLP News, December 2007 (Haringey)

4.2 *Youth Ideas & Actions*

For the reasons mentioned earlier, it was not possible to produce two further issues of *Youth Ideas and Action.* The following publication schedule has now been agreed for Youth Ideas and Actions:

No. 10 June 2007
No. 11 August 2007
No. 12 October 2007

4.3 *Youth Policy Review*

The first issue of *Youth Policy Review* was published in February 2007 and No. 2 is scheduled for publication in September 2007. The Editorial in the first issue explains the purpose and scope of the publication:

> Welcome to the first edition of Youth Policy Review. The idea behind this publication is to keep you up to date and aware of policy concerning young people in the UK and abroad. As you are working with young people on this project, it is important that you follow government policies and initiatives and make sure your individual projects meet the needs of the young people and meet local and national government agendas.

> You will also find other information that may be of use to you and your place of work. There are also useful publications, books, articles, conference abstracts and websites listed here which you can browse and investigate as relevant to you.

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

4.4 Scheme Accreditation

In addition to our publications, we are encouraging recognition and communication of QLP-Y by seeking accreditation of the course with CILIP. The Project Group are currently reviewing the necessary documentation and processes which will be required to obtain the CILIP 'Seal of Approval' before deciding whether or not to make a submission for future developments of QLP, but will not be seeking this for the current round.

4.5 Other Publications

Aside from our regular publications detailed in the preceding sections, we have also referred to QLP in the following outputs, copies of all of which are available from the Project Group:

- Durrani, Shiraz (2005-06): Quality Leaders Project – Youth; a search for a relevant information service. *Newsletter. Black Caucus of the American Library Association.* (BCALA) Dec/Jan.

- Durrani, Shiraz (2007): The challenge for libraries in a multicultural society. Keynote address at the Conference: Konference Den 23. January 2007 . Eigtveds PakhusiKøbenhavn. Intergration og Biblioteker. State and University Library. Universitetsparken. Dk-8000 Aarhus C • Denmark. Bibliotekscenter for Integration (SBCI). Danish Library Centre for Integration. Available at: http://www.indvandrerbiblioteket.dk/data_editors/ibed//objects/Durrani.pdf. [Accessed: 13 January 2007].

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- "Quality Leaders Project – Youth". *Information Equality, Africa*, Newsletter of the Progressive African Library & Information Activists' Group (PALIACT). No. 2, December 2006, pp. 44-47. Available at: http://www.seapn.org.uk/documents/2.InformationEqualityAfricaIssue2Dec06e.pdf.

- "How we can diversify our workforce – initiatives in the libraries sector". Presentation at the "Accentuate the positive: new strategies for workforce diversity Conference. Museums Association. 2nd February 2007. National Gallery, London.

- The first issue of Youth Policy Review was published during this reporting period, in February 2007 (see Appendix 8.1.3).

- Durrani, S.; Ibrahim, S.; Lusted, C.; Percival, D.; Sowter, E.; Stalker-Booth, C (2007): Filling the youth shaped hole. *Public Library Journal.* Vol. 22 (2) Summer 2007, pp. 7-10. (copy available in Appendix 1.1.7)

5. Budget

This budget breakdown is designed to meet the funding requirements of PHF. It reflects the position as at April 2007. The funds are administered by the central finance department within the University.

QLP Project budget
April 2007

Project costs

Costs of Project	78,000
Co-ordination, admin etc	£78,000
General costs	106,899
Total	**184,899***

* Received from PHF: £180,000
Earlier savings: £4,899

Funds received

Transferred from Merton	134,899
Received from PHF	50,000
Total	**184,899**

Costs

Invoiced directly to Merton by MRC (LMU)	-10,000

Expected costs (1)

Project Coordination	35,000
Research and Development	8,500
Administrative Support	20,000
Telephone, PC's, Stationery	4,000
Evaluation	8,000
Travel	1,500
Printing, Publicity & Marketing	1,000
Sub Total	**78,000**

Expected costs (2)

Coordinating Youth Officer	60,299
Audience Development Workshops	23,460
Equipment etc	22,500

Marketing	640
Sub Total	**106,899**

Total	**184,899**

Expenditure: Total (April 2007)	
Salaries	25867
Evaluation Costs	2600
Research & Development	3107
Telephone, PCs, Stationery, etc.	377
Travel Costs	778
Printing	1288
Audience Development	2094
Equipment Grants	3848
Marketing	0
Total Expenditure	**39959 ***

* These figures do not yet reflect the full internal recharge against each cost code. They will be done by end of the Project. The balance is held in a "QLP-Y" cost code within London Metropolitan University accounting system

Some funds under the heading "Research and Development" have been spent for expenditure within the Management Research Centre. It is proposed to use the remaining funds to provide a Short Course in Leadership, Innovation, Equality and Change. This is dependent on confirmation from Quality Leaders and their authorities of their interest and availability to participate, if offered.

6. Targets for the next reporting period (May 2007 – October 2007)

During the next reporting period, which is the final period for which PHF funding exists, the Project Group will:

- Collate an exit strategy for each of the participating authorities during Round 4 of the Project Visits

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

- Produce one further issue of *Youth Policy Review*

- Produce three further issues of *Youth Ideas and Action*

- Produce a minimum of two further issues of *QLP News*

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

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

- Support development of QLs and youth services as outlined in this report.

- Prepare a final Report for submission to PHF.

7. What We Have Learnt

Lessons that have been learnt up until this stage in the project come from two main sources: firstly, the interim report from the external evaluators, which provided some useful insights into emergent issues and also an indication of any immediate remedial action that needed to be taken in the case of problems or blockages; secondly, insights that have developed from meetings and discussions within the Project Group. Each of these is discussed in the following two subsections.

Additional lessons have also been learnt during visits to authorities which are being implemented on an on-going basis

7.1 External Evaluation

The interim evaluation report was delivered in February 2007 and highlighted a number of interesting findings. Firstly, it emphasises that significant consultation activities have taken place across the participating authorities. Responding to the needs and wants of young people and ensuring that they are much more involved in the delivery and design of services is seen by project participants as the most important aspect of QLP-Y. This is particularly so in relation to those young people who are socially excluded and who may not have been traditional library users.

From this perspective, the project clearly appears to be achieving in terms of its primary raison d'etre (i.e. that of developing services in line with the real needs of socially excluded young people). Through achieving this, a concomitant aim of the project was to develop the skills of QLs, using the action-learning model of 'management development through service development'. The interim evaluation report highlights the fact that there is significant diversity across the four project sites, which reflects different ethnic mix, the geographical context, partnership development locally and organisational policies, as well as the priorities arising from the consultations with young people in each of the sites. This suggests that a 'one model fits all'

approach may not be the most appropriate which, the evaluator notes, has resulted in projects adapting and varying the model according to local constraints (see Appendix 10, Evaluation Meeting Minutes 21/12/06). However, this divergence was foreseen in the original funding application which provided for different services being developed in different authorities on the basis of local needs, situation and consultation.

While the action-learning model, which has been adopted, should be able to accommodate such site-specific issues, it can make it difficult to compare performance across the projects and may suggest implications for the feasibility of action learning sets at the national level. A further, but inter-connected, issue concerns the nature of the learning that has taken place. While there was a general feeling from participants that they have improved their personal development as a result of engaging in project activities at local level, the development of specific skills has been more limited in cases where staff already had experience in the relevant skillsets, such as project management and networking. This is something, which we are hoping to assess using a tool called 'Skillscan' which we are currently developing for this purpose. It also raises issues over the selection procedure employed by participating organisations – a theme which is returned to in section 7.2, below.

The model of providing central development days has generally been found to be useful by project participants in terms of both clarifying project objectives and also because they gave them the opportunity to meet fellow participants in other authorities and review practice. Participants viewed as beneficial the preparation and presentation of their achievements, experiences and future plans. These benefits require face-to-face interaction and this would suggest that money spent on facilitating this type of development is well targeted. While participants agree that the model has led to personal development, the benefits in terms of specific skill development have been a little more difficult to pin down in some cases. This is indicative of the tension that exists between strategic versus operational levels, which was alluded to in section 7.2. Perhaps it suggests that different approaches are appropriate for these potentially different types of learning.

Involving young people initially and maintaining their involvement had proved much more problematic than had been anticipated and the fragile nature of these relationships is a crucial lesson that has been learnt from both the external project evaluation but also from the reports received from individual project participants.

The reality of the pressures of organisational life in local authorities in terms of both the pressure on staff resources, but also the pace of change and reorganisation, is something which has featured heavily in the project, with participants finding it difficult to find the time to devote to QLP-Y in some cases, even where explicit agreement about time had been formally agreed prior to project implementation. A key lesson to draw from this is that these pressures should not be underestimated as barriers to implementing this type of project. In addition, we had not planned for other destabilising influences

such as changes in staffing and local authority restructuring, as well as a more general resistance to change which has been experienced.

7.2 Additional lessons learnt by the Project Group

In addition to the findings, which are emerging from the external evaluation, a number of issues have become apparent during Project Group meetings and from interaction between members of the Project Group and programme participants.

7.2.1 Time scale

From the perspective of the Project Group, perhaps the most important of these is the amount of time it takes to support and develop Quality Leaders in their challenging tasks. They, in turn, needed more time than anticipated in engaging young people and design/deliver audience development activities for them. While the interim report provides some insight into the reasons for this, the Project Group has also picked up on the types of issues which can impede progress, even in the situation where the time and money to devote exclusively to this task has been made available. These issues were alluded to in the executive summary of our previous report to the foundation, but they have persisted throughout this reporting period.

7.2.2 Shift mindsets

The Project Group has tried to encourage the Quality Leaders within each participating authority to shift their mindset during the current reporting period, moving away from the laying of foundations and the operational implementation of ideas towards the a more strategic approach and towards 'end-game' of QLP-Y. Although we are, as yet, some way from the end of the Project, we have encouraged the Project participants to focus upon what they hope to have achieved by then. We hope to provide fresh energy and focus on implementing those outcomes now and a redoubling of the efforts of the participating authorities in their attempts to achieve the QLP-Y vision.

7.2.3 Skill development

A second series of issues relate not so much to progress on service development, but more to the development of the skills of the QLs. It is clear to us that the QLs value one of the key elements of the action learning approach we have adopted – that of sharing their experiences of innovating within their organisations – to the extent that they have asked for more opportunities to do so. However, we are also puzzled by relatively low levels of engagement with the mechanisms, which we have provided for this very purpose. One example is the discussion board which we have set up on JiscMail and which we have encouraged QLs to use specifically to share their experiences, for example the problems or blockages they may be facing, and

to facilitate interaction, the sharing of insights, solutions or successful techniques and to engage in joint problem-solving. We have asked our external evaluator to explore this issue in much greater depth during the next phase of evaluation.

An initial response has indicated the importance of personal contact as one clue to this issue; certainly our experience of the project visits underscores the importance of personal contact and face-to-face interaction. Perhaps this is related to the way in which complex projects such as these are structured – informal partnership working, bringing other people on board with no direct line management authority and the need to very high quality communications in this context all appear to be potentially important influences. Other feedback that we have received from QLs in relation to the development of their skills has also led us to question the extent to which shared action learning sets might be the best way to approach their development. For example, in response to a request for a more 'traditional training' focus from some participants, we have introduced a Personal Development Planning process but again the level and depth of engagement with this approach has been erratic.

7.2.4 Recruitment of QLs

This brings us on to the issue of the recruitment of QLs by participating authorities and their management in relation to QLP-Y work within those authorities. We are aware that the recruitment methods used have differed between the authorities taking part in the project. Although we had issued clear guidelines in terms of the type of participant we were looking for, our expectations have not been met in every case. It is true that we were looking for forward-thinking, highly motivated, high-potential, creative individuals who were capable of pushing the boundaries and thinking outside of the box. However we were also assuming that, in order to realise both the potential of these individuals and the benefits to the authorities, our role would be one of stimulating, coaching and supporting rather than one of performance managing, monitoring and persuading. In order to help us unravel the effect of the recruitment process on the project, we are similarly asking our external evaluator to gather additional data about this during the course of they evaluation.

7.2.5 Some specific issues

There are a number of other specific things, which have worked well, or conversely not worked as well as we had expected. There was something of a disjoint between phase 1 and phase 2, with project staff changing between the two phases and new authorities, or new Quality Leaders or Mentors being brought on board. This has created problems of continuity and the necessity to revisit some of the ground, which was covered in phase 1 during this phase of the project. We also feel that the three-day leadership course that we referred to in section 2 above should be offered as a necessary component of phase 1 of any future incarnation of the programme.

The role of QLP teams has differed across authorities but has, on the whole, not taken off in the way that we had hoped, with QLs taking on much more of the work involved in setting up audience development activities themselves, rather than engaging and leading a project team to do the work. There has been a higher than expected degree of asynchronicity between projects, with some developing at a much quicker rate than others. This means that the action learning sets are potentially working on different problems at different times. This perhaps offers some explanation of the under-usage of the QLP network discussion board. The engagement of project participants in publishing as a means of development is a success and something which we had not considered previously, so that is also something worth noting.

7.2.6 Role of mentors and sponsors

The wider organisational-level influences upon QL development consist not only of the ways in which individual authorities selected their QLs, however, but also relate to the ways in which the authorities have managed QLs in relation to their QLP-Y work and the role of mentors and sponsors. While we had clear expectations in relation to the QLs, we also had some expectations in relation to the role that mentors and sponsors would play in championing the cause of QLP-Y and facilitating change by, for example, protecting QLs from the pressures upon their supposedly ring-fenced time. These expectations have not always been met and devising ways to address these weaknesses in future work is something, which we are currently considering.

7.2.7 Strategic and the operational levels in QLP-Y projects

The final lesson which has been learnt seems, therefore, to converge upon the issue of how to connect and to synergise the strategic and the operational levels in QLP-Y projects. In one sense, we clearly have strategic buy-in to the goals and aims of QLP-Y by the very fact that authorities have signed up. In another, we have alluded in previous sections to the tensions that exist and the difficulties this engenders for delivering strategic change using the type of bottom-up, user-involvement techniques, which the project adopts. Perhaps the answer lies in the layers of middle management that intervene and the institutionalise analysis[2] that has come from writers in the field of organisational theory. Perhaps, on the other hand, a purely managerial perspective will suffice. Either way, it is clear to us that the wider politico-organisational issues which a project such as QLP-Y are worthy of further research and analysis and, while such investigation may fall outside the scope of a report such as this, we are keen to continue to share the insights we develop through our subsequent academic outputs from the project.

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2 e.g. Peters, B.G. (2000). Institutional Theory: Problems and Prospects. Political Science Series, Volume 69. Institute for Advanced Studies, Vienna.

8. Appendices

8.1 – Items appended with the PHF Report 5

Appendix 8.1.1: Evaluation Interim Report (February 2007)

Appendix 8.1.2: Report on Development Day 3

Appendix 8.1.3: Youth Policy Review, No.1 (1st February 2007)

Appendix 8.1.4: Round 3 Project Visit Reports

Appendix 8.1.5: DVD 'I'm Loving the Library'

Appendix 8.1.6: Contact Details

Appendix 8.1.7: "Filling the youth shaped hole". *Public Library Journal.* Vol. 22 (2) Summer 2007, pp. 7-10.

8.2 – Items available from Project Group

The following items are not included with this Report. However, copies can be requested from Michael Goetzinger m.goetzinger@lon.donmet.ac.uk.

Appendix 8.2.1: QL Time on Project Work

Appendix 8.2.2: Mentoring Guidance and Returns

Appendix 8.2.3: Project Group Meeting Minutes

Appendix 8.2.4: Steering Group Meeting Minutes

Appendix 8.2.5: Evaluation Meeting Minutes 21/12/06

Appendix 8.2.6: PG Reply to the Evaluation Interim Report