



Fulfilling their Potential North West -

Projects Evaluation Report

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FtP NoW – Projects Evaluation Report

Acronyms

FtP NoW	Fulfilling their Potential North West pilot project
NYA	National Youth Agency
TRA	The Reading Agency
FtP	Fulfilling their Potential
HbR	Hear by Right
TtR	Time to Read
RYWU	Regional Youth Work Unit
ASCEL	Association of Senior Children’s and Education Librarians
SCL NW	Society of Chief Librarians North West
MLA NW	Museums Libraries and Archives North West

1 Introduction

1.1 Executive summary

“FtP has acted as a real catalyst for Knowsley Libraries’ work with young people without which we would probably be where we were this time 18 months ago.”

The Fulfilling their Potential North West pilot project (FtP NoW) was intended to transform library services for young people in the region. This report evaluates its success in the first year. Activities in the last 12 months have focused on implementing the FtP Improvement Framework through a programme of staff training activities alongside small-scale projects within each of the 21 authorities aimed at engaging with, and involving, young people.

This report is one of a portfolio of 3 evaluation reports relating to FtP NoW. These reports aim to evaluate the success of:

- the projects undertaken by all participating authorities;
- the training and development activities undertaken by all participating authorities;
- the regional model on which FtP NoW is structured.

FtP NoW has seen considerable success in this first year. Quantitatively, for example:

Number of young people directly involved in individual projects:	951
Number of young people indirectly involved:	250
Number of events (consultations, trips, youth club sessions, etc.)	175
Number of staff trained in FtP sessions:	128
Number of staff trained internally, or by authorities in association with other agencies:	312

Many of the desired outcomes have been achieved:

- Significant numbers of staff have taken part in training activities which develop their skills and confidence with young people.

- Overall a huge success in engaging with young people - many of the participating library services report increase in usage by this group.
- Many of the projects have had a real impact, with real changes taking place. Examples are: new reading groups are in place in Sefton and Rochdale; a young people's café in Halton, a training programme for staff (Warrington), the first loan collection in a youth club in Cheshire, library layout changes in Cumbria, Knowsley and elsewhere.
- Many of the projects started under the auspices of FtP NoW have the potential to be further developed and mainstreamed in Years 2 and 3 of this initiative.
- A significant amount of learning from other authorities' best practice.
- Strengthening of partnership work at a local level, with new links between libraries and youth services, Connexions, schools, etc.

Although some authorities have not yet fully developed their projects, there are local reasons for this delay.

Overall, FtP NoW has been a successful project at authority level, involving many young people, developing the skills of staff, and changing attitudes throughout. It has met all its objectives; achieved almost all of the desired outcomes; and shown progress against generic learning outcomes.

Please see the companion Regional Model Evaluation Report for an assessment of the model for the region as a whole, and for the broader impact.

This summary allows us to make recommendations for years 2 and 3 of FtP NoW:

- Any future projects or initiatives should give a clearer focus to young people at risk of exclusion and to young people from BME communities.
- As projects develop in Years 2 and 3, library services should be supported to develop their approach so that it moves from a consultative approach to a more active engagement by young people.
- Authorities should be encouraged to undertake an annual review of their progress against the FtP Improvement Framework. It is recommended that, at the start of the second year of FtP NoW, all authorities undertake such a review.
- As participants of FtP NoW projects were largely aged 16 and under, we recommend that a particular focus is given in Years 2 and 3 of FtP NoW to involving older young people. More integration with the Time to Read network could facilitate this.
- We would encourage authorities involved with FtP NoW to explore the potential to collaborate on joint or sub-regional projects in Years 2 and 3.
- We would encourage partners to assist in advocating the use of library services on a regional basis.

What the young people said:

A small selection of quotes from young people involved in the projects:

"We like going to the sessions as the staff are friendly and just chat to us as people."

"It's been really great reading books by lots of different authors that I wouldn't really have read before."

“I don’t feel I really belong in the library. I didn’t really think they wanted me to be there, but I think it’ll be different now you’re asking us what we want.”
“We played a big rôle in this project!”

1.2 Aims and objectives

The overarching aim of FtP NoW has been to transform the library services provided for young people in the North West region, radically increasing and improving the engagement of this group with all that libraries have to offer. The project has aimed to build on existing good practice in the region and to find appropriate mechanisms and networks to share that good practice.

Specific objectives for this first year were:

- to provide training and other support to build the capacity of library services to develop their engagement with and provision for young people;
- to encourage co-operation and joint working between library authorities in the region;
- to encourage the creation and development of partnerships with other agencies, such as the youth services, Connexions and schools;
- to plan and deliver a small service development project in each authority.

The intention was that the individual authority projects would:

- further the main Fulfilling their Potential outcomes for young people;
- give library staff the opportunity to use and develop their enhanced skills and confidence with young people;
- develop partnerships with Youth Services and other partners working locally to meet the needs of young people;
- contribute to the regional outcomes for FtP NoW overall.

All authorities evaluated their current provision for young people at the outset of the project, using the Fulfilling their Potential Improvement Framework as an assessment tool. Although some authorities were at the Advanced level in some areas, all reported that although some provision was in place, it was “patchy”. Each authority identified specific areas where more work was needed and possible. Some authorities established specific baselines (e.g. staff attitudes, numbers of young people taking part in activities) at the start of their projects, so that progress could be measured quantitatively.

1.3 Evaluation methods

At the outset of FtP NoW, interviews with all main partners were used to ascertain the desired outcomes of the project. An evaluation plan was drawn up, outlining the methods to be used for evaluating whether each of these outcomes had been achieved.

A number of these outcomes were dependent on the training courses delivered as part of the project, and a Training Courses evaluation report has already been prepared and submitted to the Board.

The outcomes considered in this report are those delivered by the individual authority projects. This evaluation has been prepared using:

- an examination of the individual project reports;
- questionnaires completed by most of the main authority contacts;
- structured information supplied by members of the steering group;
- capture of spontaneous comments from library staff, steering group members, and Board members.

The questionnaire is included in this report as Appendix 2. A template was provided for project reports, in order to facilitate the acquisition of evaluation information, although not all authorities used this, especially in cases where authority standard reporting procedures were in use.

1.4 This document

This document attempts to evaluate all aspects of the individual authority projects, in terms of:

- planning;
- activities carried out;
- quantitative information regarding, for example, numbers of young people involved, numbers of events, etc.
- impact, in terms of outcomes achieved, anecdotes, records of individual experiences and notable achievements.

2 Project plans

Although some of the main authority contacts had some familiarity with project planning methods, many of those who were running projects had little or no experience of planning projects in a methodical way. A short session on project planning was included in the introductory training sessions, which were attended by representatives of 20 out of the 21 authorities involved. A project planning template was provided to all authorities; this included headings (e.g. Aims and Objectives, Planned activities, Evaluation methods, Resources, Timescales, etc.) and notes on what should be included in each section. Authorities which already used defined project planning methodologies were, however, encouraged to use these for the FtP NoW projects.

During the summer of 2006, project planning sessions were run, each involving 5 or 6 of the main contacts. All of the authorities were represented at these sessions, which gave opportunities for discussing planned projects with staff from other authorities, and for gaining advice and assistance. Several useful tips came from these sessions, and these were written up and distributed to all contacts.

Contacts were asked to supply project plans to the FtP NoW project manager by 30th September 2006. Most project plans were received by the end of October. In some cases, ambitions were limited, and the Board made useful suggestions about how project ideas could be developed.

Many of the project plans used the template provided; in some cases the project plans were excellent, thorough and detailed.

Using the project plans to guide them, each authority undertook their project between January and March 2007. Project reports produced in April, outlining the progress made, are considered in following sections.

3 Project reports - overview

Main contacts were asked to provide a project report, with a deadline of 17th April 2007 for delivery. A reporting template (based on the project planning template) was provided to them, together with a questionnaire to be used for evaluating the desired partner outcomes. Staff at authorities already using formal project reporting procedures were encouraged to use these, although they were still asked to complete the questionnaire.

A number of authorities have decided that best results will be gained by prolonging their projects past the originally-planned end date of March 2007, and in these cases contacts were asked to provide a milestone report, detailing project activities and results so far.

At the date of writing, 19 of the 21 authorities have provided reports. Those giving limited information have explained the apparent lack of progress with the projects – **for example**, a concentration on strategic aspects, or the development of a comprehensive programme of staff training, or delays caused by staff illness or replacements.

The 16 authorities who have made some or substantial progress with their projects have provided comprehensive reports, which have enabled evaluation of the project as a whole. Unfortunately, the three largest authorities in the region have been unable to report their progress to date and the evaluation may be unbalanced by this. It must be stressed that in each of these three, a number of activities involving young people have continued during the period covered by FtP NoW, although outside of this project's remit; and in at least two of the three, FtP NoW has had a clear impact, for example in staff training and strengthening partnerships with other agencies

Of the 16 authorities who have submitted full reports:

- 7 have completed their projects;
- 6 have almost completed their projects;
- 3 have only partially completed their projects.

In all cases, however, including those whose projects are ostensibly complete, these authorities have stated their intentions to continue the work in some way – embedding what has been done, continuing stock selection by young people, carrying on with young people's chill-out sessions, development of staff training, involvement of young people in staff recruitment, etc.

A recommendation for Year 2 of the project is a re-assessment by authorities of their position on the Fulfilling their Potential framework.

4 Project activities

The projects covered a wide range of activities involving young people. Contacts were asked to state which of the Fulfilling their Potential outcomes were addressed by their projects, and in terms of numbers these are as follows:

<i>Outcome – young people:</i>	<i>No. projects</i>
Feel that the library is a key space for them	12
Have opportunities to shape library services	14
Take part in creative reading activities	7
Use the library for their information & study	4
See the library as a gateway to community	6

Most of the projects addressed more than one of these outcomes.

4.1 Summary of activities included in projects

Activities included in the projects were as follows:

<i>Activity</i>	<i>No. projects</i>
Consultation – general	16
Consultation re spaces	3
Book / magazine buying / selection	6
Informal groups in libraries	3
Informal groups outside libraries	2
Focus on staff training	3
Staff training involving young people	1
Training young people to run consultations	1
Designing publicity	5
Creating website / myspace / DVD	3
Arts events in libraries / elsewhere	3
Reading groups / activities	4
Library visits for non-users	5
Visits to schools	3
Mystery shopping	1
Visits elsewhere	1

All the projects involved consultation of some sort. Some projects had only reached the consultation stage, but would proceed to implement some of the consultation findings. Many of the projects had further staff training as a continuing part of their plan. Reading activities featured explicitly in a minority of the projects, but was also an important part of those projects which focused on book and magazine selection.

Contacts were asked to rate the involvement of young people according to Hart's Ladder; most gave evidence of ratings at several levels reflecting the varied nature of their project activities. The results of this self-evaluation were as follows:

Level	Description	No. projects
1	Manipulated	0
2	Used as decoration	0
3	Tokenized	0
4	Assigned and informed	2
5	Consulted and informed	8
6	Share in decisions on adult-initiated activities	14
7	Lead and initiate action	7
8	Share equally in decision-making with adults	3

It was clear that contacts had tried to be objective in this self-assessment, and this curve is what would have been hoped for from the project overall.

4.2 Detailed description of three projects

It seems appropriate to provide a more detailed description of a small sample of the individual projects, in order to give a better flavour of the type of work which has been carried out.

For this, we have chosen three projects which have been completed: Halton, which has included the widest range of activities; Blackburn with Darwen; and Wirral.

Blackburn with Darwen

Angela Robinson (BwD Project Officer) and her team had planned chill-out sessions for older teenagers (16-19) in the library. Despite widespread publicity, no-one came to the first session. Undeterred, they tried again, including a lower target age range (14-19). Three girls attended their first session; a discussion of videos led to a wider consideration of heroes as a theme in films and books. They made suggestions about changes they would like to see in the library.

Six young people came to the next session, including two boys; several of the group were unsure about being in the library, and were surprised by some of the books available, especially the graphic novel selection. Possible activities were discussed, and 9 graphic novels were issued to the group at the end of the session. The fourth session included a girl who, it was discovered later, was considered a real challenge by both library and youth services staff; it was amazing that she just came and behaved appropriately.

Other activities have included: setting up Myspace profiles and blogs; discussions of Internet safety; considering magazines to be bought by the library...

The project has been a real learning experience for the three members of staff participating. The views of one about young people have altered radically; the others feel that their confidence in working with young people had increased. They have also learned that structured sessions are not always appropriate for this age group – and that scheduling a session at the same time as a free showing of Johnny Depp in *Pirates of the Caribbean* is not a good idea.

The intention was that this group should eventually act as a consultancy group for the library, and that they would take part in stock selection. These aims have not been met fully, although informal recommendations have been given. The project is perceived as a great success, and the Chill Out sessions will continue, at least until June 2007.

An additional outcome of the project has been that the BwD Project Officer now attends Darwen Youth Services meetings to talk about the project and discuss other possibilities for partnerships. A further project has come out of these meetings, the creation of an exhibition promoting 'Positive Images of Young People in Darwen' in Darwen Library Exhibition Room.

Halton's Youth Café

Following four consultations with two groups (a teenage reading group and a disparate group of young people who meet in the library), a range of activities was planned.

Ten young people were taken on a book-buying visit to Borders bookshop, after a meeting to plan money allocation and what stock should be included. The young people spent £2000 on manga, science fiction, thrillers, fantasy and other general teenage fiction as well as CDs. They also looked at display of stock ideas and checked magazines. In a later session, one of the young people organised a working party to stick special date labels in the books chosen to identify them as young people's choices; they displayed the books in the teenage area of the library, under a header designed by one of the group.



During the consultations, the young people had made it clear that they wanted somewhere to meet without "being hounded from pillar to post." As an experiment, the book-buying trip was followed by a social event, from 5-7pm in the coffee bar, with food and drinks and music on a CD player. 45 young people attended, and feedback from staff and young people was very positive. The atmosphere was one of young people just enjoying themselves, being allowed to

make a noise without disturbing anyone. The comment from the report: "No unruly behaviour at all" is an indication of the expectations that were confounded by the event.

Another popular suggestion from the consultations was that, with help, the young people should create a website. Paul Leicester led 8 young people between the ages of 13 and 16 in this activity, with the result that the website (bookingmad.co.uk) is up and running, under the administration of two members of the group, a boy aged 16 and a girl, 14. The website includes book reviews and comments about their meetings and books they chose at Borders. It is hoped that links can be made with teenage reading groups in other libraries, other authorities, and even a group in Australia.

Some problems had been encountered with inclusivity. In an attempt to overcome this, a rap and drumming workshop was held. This helped bring the different groups together, but more work needs to be done to help the young people understand that the Teenage Library caters for all types and tastes.

The Coffee Bar will now be opened on Wednesdays, from 3:30 to 5:30, exclusively for the use of young people. In addition there will be one-off activities as requested by some young people - for example, an opportunity for their band to play, and a demonstration of martial arts.

Halton staff have been really pleased at the positive reaction so far of the Young People to the activities and workshops put on. However, they feel that work is still needed to encourage other young people to use the Young People's Café, and to overcome the negative reactions still displayed by some staff.

Wirral

Wirral's project focussed on youth engagement and consultation by working with the Youth Services and the BEST (Behaviour and Educational Support) Team to target a group of young people in the Seacombe area, an area identified as being in need of positive interaction between the library and disaffected young people. The young people were consulted on their view of Seacombe Library, identifying needs and potential changes, and, after training in consultancy and participatory appraisal techniques, undertook consultation work with other groups of young people. This training has led to the awarding of Youth Achievement Awards for the target group of young people and will, it is hoped, lead to future peer advocacy on behalf the library service. This project focussed on the Every Child Matters outcomes of enjoying and achieving and making a positive contribution.

The project was delivered by Wirral Youth Service, BEST Team, Wirral Library Service and Oldershaw School in a series of sessions held in Oldershaw School or Seacombe Library.

Young people attended six sessions in school, led by Youth Service and BEST Team staff, with input from library staff, covering icebreakers and ground rules, introduction to the project, protective behaviours, participatory appraisal techniques, research methods, compiling questionnaires, collating findings, presenting results and compiling portfolios for Youth Achievement Awards. Two sessions were held in Seacombe library, where young people took photos and used the participatory appraisal technique to present their own views on the library and consulted groups of other young people using questionnaires and participatory appraisal. The original programme of six sessions was expanded to include extra sessions for collating work and preparing portfolios for the Youth Achievement Award.

As a result of contacts made during the project a Youth Forum was held in Seacombe library, which the target group of young people attended. They also made a bid for Youth Opportunity Fund money as part of the project. Wirral Youth Service's Kontaktabus began making evening visits to Seacombe library during the period of the project.

Some problems were encountered: increased use of the library by young people led to some behaviour problems, but a cross-agency problem-solving group has been established to address these and other issues.

The group of young people involved made two trips as part of the project, one to the Powerhouse Centre in Manchester, to take photos and record good ideas, and one fun half-term trip as a reward for hard work.

Summary

These three very different projects are a good illustration of the range of activities delivered by the authorities. Others could well be examined - the FtP NoW Project Directory gives a brief outline of all the projects.

What all the projects have in common is a focus on consultation and involvement; asking young people what they want from the library services, and taking these into account, even when this has meant radical changes to the original plans.

5 Quantitative evaluation

Number of young people directly involved in individual projects:	951
Number of young people indirectly involved:	250
Number of events (consultations, trips, youth club sessions, etc.)	175
Number of staff trained in FtP sessions:	128
Number of staff trained internally, or by authorities in association with other agencies:	312

No numerical targets were set up for FtP NoW. However, there can be little doubt that numbers of this magnitude represent an overwhelming success for such a short-term project. This is especially true when it is remembered that:

- several of the projects are still at very early stages, and have not been able to report on numbers of young people involved;
- the large authorities have not yet reported;
- many of the projects have planned staff training as a continuing development, and this cascading of training will continue to have beneficial effects.

Only three authorities reported on the numbers of young people from ethnic minorities participating in their projects; these were 1 (of a total of 30), 20 (of 20) and 8 (of a total of 64) – 25%. No realistic extrapolation can be made from these figures, but it may well be that other projects included some BME participants. It is recommended that, in future project planning, a focus is given to ensuring data is collected on the numbers of young people from socially excluded and BME communities.

Similarly, three authorities reported on numbers of participants from traditionally hard-to-reach groups: 26 (of 26); 9 (of 39), and 5 (of 12) – 50% overall. This figure is coloured by the fact that these particular projects specifically targeted such groups, and it is probably less likely that this pattern would hold for the other projects.

Most projects included participants from the younger end of the scale. Although age group figures were not supplied by every authority, it appears that only a small number of the participants were aged over 16.

6 Qualitative evaluation

6.1 Against specified project outcomes

The project reporting template asked for an overall evaluation of the project. Most contacts provided reports which noted areas where their projects had been less successful than they had hoped, as well as the successes.

6.2 Against desired partner outcomes

Project reports and main contact questionnaires were used to assess some of the outcomes seen as desirable by project partners. Note that this report does not include evaluation of regional outcomes, which are addressed in a separate report.

6.2.1 Outcomes for young people

(a) More young people using libraries

Nine out of 21 (nearly half) authorities gave evidence of this, e.g.

- Cheshire have at least 10 new members;
- Cumbria report that many of their participants were new users who joined the library;
- in Knowsley the percentage of this age group as active users rose from 10% to 12%;
- in Halton 15-45 young people attend the Young People's café regularly. Comment from Halton's website: *"today was great, good to see the club is getting bigger and spanning out. Next step world domination!"*

(b) More young people reading

"It's been really great reading books by lots of different authors that I wouldn't really have read before." Sefton young person.

Seven authorities out of 21 (one third) gave evidence of more or broader reading:

- Blackburn with Darwen report "dramatically" higher issues of Manga stocks;
- in Cheshire there were more loans from the outreach collection;
- the Halton Booking Mad Reading Group membership has increased from 4-5 regulars to at least 10-15;
- staff at a school involved in one of the Sefton reading groups reported that the young people talked with real enthusiasm about the books they were reading at the group, and had been encouraged to be much more adventurous in their reading.

(c) A better and more consistent welcome from staff towards young people

Ten reports (about half of the authorities) . The most frequent comment is that staff feel more confident when working with young people, and actively engage with them when they come into the library. Comment from Bolton young person: *"The staff are very friendly and helpful;"* from a girl in Wigan: *"The staff are lovely;"* and from a staff member at Knowsley: *"The project has made me more aware that attitudes and responses to young people matter."*

(d) Library services have offered activities reported as attractive by groups of young people

"This is fun and we made lots of new friends and read new things." Sefton young person.

Eleven reports (just over half). In almost every case the response of young people to the activities was very positive; they would ask when sessions were going to start again, for example. Even when only small groups joined in, the core membership was extremely enthusiastic. In cases where difficulties were encountered, (e.g. Blackpool's reading group) it has sometimes been possible to find reasons for these (library reading group venue next to the school – unpopular when the young people wanted to get away from school environs).

Comment from youth group leader (Blackpool): *"he's normally not bothered – he has really surprised me today."*

Comment from Bolton: *One young person who said, 'I'm only spending 10 minutes because I'm going to go out and play football,' had so much fun that he stayed and participated for the full 45 minutes.*

(e) Groups of young people perceive improvements in the library service as it affects people of their age group

"I think the new books are great and interesting" Knowsley young person.

Ten reports (around half of the authorities). The perception is important in some cases – many young people have gained an awareness of services that were already on offer. Quotes from Knowsley: *"A real improvement! It looks really enticing!"*; *"Overall I like the changes in the library and look forward to using the new facilities in the future."*

(f) Groups of young people report that they feel involved in their library service

"I don't feel I really belong in the library. I didn't really think they wanted me to be there, but I think it'll be different now you're asking us what we want." 14-year-old girl in Stockport.

Twelve reports (from over half of the authorities), nearly all positive. In Blackburn with Darwen, young people created a Myspace site to promote the library; Halton's young people created a website, at their request, based around their group. A boy in Wigan was proud to say that, *"We played a big rôle in this project!"*

(g) Groups of young people report that they experience a positive and friendly welcome when they use the library

"We like going to the sessions as the staff are friendly and just chat to us as people." Teenage girl, Blackburn with Darwen.

Eleven reports, (around half) mostly positive. For example, from Tameside: *"They were very welcoming, saying hello, asking if I was ok and making conversation with me."* In Cheshire, three young people reactivated their membership as a result of an amnesty on fines. In Halton, more young people are asking staff for help and advice.

(h) Groups of young people report that they find attractive the prospect of working or volunteering in their local library

Ten reports (just under half of the authorities). Although numbers are quite low, many projects have resulted in volunteers coming forward:

- in the Cheshire youth club project, a young person has volunteered to look after the loan collection;
- young people in Tameside suggested volunteering during their participation exercise;

- young people in Rochdale and Warrington are already volunteering in their local libraries;
- in Blackpool young people completed volunteer work at Palatine Library during the project via Millennium Volunteers.

(i) Groups of young people report that they feel able to speak to library staff on a one-to-one basis

Thirteen reports (out of 21 authorities). Young people have spoken openly and honestly to library staff. Trafford young people confidently expressed their opinions about libraries; in Salford *“a few young people have begun to feel a lot more at ease with some library staff and are asking for them by name”*; Knowsley young people felt able to suggest activities (Manga) and resources after seeing that staff were serious about making changes to the area. Significantly, in Halton young people came separately to library staff to tell them about incidents of bullying; they were too frightened to talk to the police or a security guard.

(j) Full participation by young people in the authority projects

“So busy talking their pizza went cold!” – staff in Salford.

Fourteen reports (out of 21). Staff in Salford were surprised by young people’s enthusiasm in talking about books, and their group came up themselves with the idea of surveying library users to elicit opinions. In Cheshire, the young people plan to decorate the interior of their own building and are enthusiastic about books and materials to support that aim. And a message on Halton’s website read: *“Jennie of course I’ll be there wild chobits wouldn’t keep me away.”* Many groups have been asking when sessions will start again.

(k) Impact – real changes have taken place as a result of the project

Thirteen reports out of 21 authorities, some of individual impact, others giving evidence of broader change. Tangible changes include:

- the new existence of reading groups (Sefton and Rochdale),
- a young people’s café (Halton),
- a training programme for staff (Warrington),
- a loan collection in a youth club (Cheshire),
- library layout changes (Cumbria, Knowsley, etc.),
- branch action plans (Tameside),
- more computer time for young people (Salford).

Many authorities report a difference in their overall approach to young people, changes in staff attitudes, and improved partnerships.

Some individual cases are significant. A young carer in Blackburn with Darwen visibly gained confidence; a disruptive girl there was quiet and co-operative during group sessions, and contributed to the group; a girl in Cumbria has started using the library for research in her career plans to become a nursery nurse.

Wirral is an interesting case. Quotes from young people there include: *“I learned to ask the right questions;”* *“I have learned how to make a library much better, like a Powerhouse, which is a library and youth club mixed together;”* *“I have gained a little bit about co-operating with others”*. However, there have been some negative effects there; increased use of the library by the target age range has increased problems with disruptive behaviour. This is a problem for many organisations in the Seacombe

area of the Wirral but the net effect has been positive: a Seacombe problem solving group, including the library, has been set up to address these issues: *“This has increased communication and contacts and means that library staff do not feel so isolated.”*

(I) Community engagement and benefits for young people

Seven reports (one third of the authorities). In some of the projects, the fact that young people were engaging in any activity concerned with a public body such as libraries was seen as at least a step towards community involvement.

- Wigan young people showed keen interest in the rôle of libraries in the modern community;
- in magazine and book-buying exercises in Bolton, Cheshire and elsewhere, young people relished the need to think of broader interests when selecting stock;
- young people in Wirral attended a Youth Forum meeting;
- members of the St Helens group used their involvement in the project as part of their Duke of Edinburgh award portfolios;
- the Cheshire group are about to start promoting the Summer Reading Challenge – a positive effort to help their community library.

6.2.2 Outcomes for library authorities and staff

(a) Staff trained in working with young people

All the services benefited from the training provided within the project. The figures given in section 5 above are a clear indication of the levels of training – 128 staff have attended TRA courses, and 312 have been trained internally. This has included some further training – in Bolton, two members of staff have attended training on how to involve young people on selection and recruitment panels. In Manchester, two of the staff who have received training have since gained promotion into posts working with young people. See also the training courses evaluation report.

(b) A set of practical ideas for working with young people

“Young people choose to be involved in projects for various reasons – meet friends, have fun etc and this course helped me to understand and value young people’s feelings and opinions.” Bolton library staff member.

Fifteen reports (around three in four of the authorities). Several authorities mentioned general areas of learning – *“Listening skills, general empathy, how to be more open with young people”* from Salford; *“dealing with difficult behaviour; working with groups”* from Sefton, for example.

A smaller number detailed practical ideas they had learned. Bolton, for example, cited: introducing reading groups based on a genre attractive to young people; playing host to groups made up of young people (e.g. games groups), with the potential for help from commercial bodies; hosting events, for example featuring local bands; having an area in the library specifically designed for young people; ice breaker games to dispel stereotyped images; some group activities using magazines and books... Many of these ideas came from the training courses.

(c) Learning from / connections with other library authorities, learning from others’ best practice

(d) Library staff to work with others across the region with whom they would normally have no contact

“Through the FtP training our staff have met with colleagues from other authorities. This would not have happened without this training. The exchange of views, comments and ideas from such training cannot be overestimated.” Rochdale project leader.

Seventeen reports (more than three quarters of the project authorities) . No projects were run as a collaboration between authorities, and this is recommended as an activity for Years 2 and 3; it would have been almost impossible to organise within the limited timescale of the first year. Staff from different authorities have worked together on courses and on the project planning sessions, and there has been some contact outside of these events. However, all the reports emphasized the importance of the cross-authority contact made during training, as part of FtP NoW. Some typical comments -

- from Cheshire: *This has been the best thing about FtP NoW for those of us who have had the opportunity.*
- from Stockport: *Other library staff, who do not normally have much opportunity for such (interaction) have stated that one of the most useful elements of the FtP NoW training days was the networking with regional colleagues. The most encouraging thing we have gained from this is that we*

now know we are not alone – that colleagues in most other authorities are facing the same challenges and problems as we are. It has been very useful to talk about this and to hear examples of good practice and success stories.

- from Wigan: *Staff who have been involved in external training sessions have greatly benefited from networking opportunities with counterparts in other authorities. This level of interaction has allowed for other improvements within the service.*

There are many such examples. More specifically, Blackburn with Darwen discussed their project with Cheshire; Blackpool had talks with Blackburn with Darwen; Salford talked to Manchester to gather information on managing disruptive behaviour; Halton staff were inspired by what they had learned to offer to take collections out to excluded groups; plans within Knowsley and Trafford have been affected by learning about different methods of consultation (e.g. arts-based consultation in Bolton). As a result of this sharing of knowledge, the Bolton contact has presented to ASCEL, giving *“further networking opportunities with staff that I would not normally have contact with.”*

In summary, *“Sharing of successes and failures was vital for all participating in the project”* (Knowsley).

(e) Means of continuing staff training after year 1

Fourteen reports (nearly three quarters of the authorities). Planned programmes include:

- in-house training for all staff,
- training in association with youth workers,
- one-off training events,
- redrafted induction training,
- training in dealing with difficult and challenging behaviour,
- the use of TRF modules.

For at least two authorities (Tameside and Warrington), staff training has become the focus of the project. This almost universal commitment to ongoing training is a very tangible result of FtP NoW.

(f) Improved relationship with partners, e.g. Youth Services and Connexions

Thirteen authorities out of the 21 reported on changes in their relationships with partners. These have ranged from complete transformations (Blackburn with Darwen, for example – *“Connexions have now become one of the library service’s main advocates”*), to very positive steps forward (e.g. Bolton – *“as a result of this project Youth Services have worked with us and supported our bid for a Young Roots Heritage Lottery Bid”*). In a number of authorities (e.g. Tameside, Lancashire), libraries are now represented on cross-agency bodies; in others (e.g. Cheshire), youth services are offering joint training.

However, there remain considerable difficulties in this area. Some authorities have experienced difficulties with progressing projects with one or another partner. In some cases this has been addressed positively: *“This was disappointing but has made us aware that we need to approach this partnership working in a different way next time”* (Salford). However, the frustration caused by unreturned telephone calls, and initial enthusiasm leading to nothing, is very clear in some reports. It should be

made clear, however, that no attempt has been made in this report to contact youth services for their views on partnership issues.

Overall, the projects have involved a real strengthening of relationships with partners, and have raised awareness of what libraries have to offer.

(g) Something tangible in return for the money invested in the project, particularly events and courses providing support / advice / guidance for library staff working with young people on how to get the best out of what they are doing

This outcome has largely been addressed by the training courses evaluation report. The fact that the individual projects have, in the most part, been successful, coupled with other comments recorded in this report, is an indicator that the courses and events were of significant benefit, not just to staff who attended them but to authorities as a whole. A quote from a Bolton library manager can illustrate this:

"I felt that this was one of the most enjoyable courses I have attended and left with a feeling of enthusiasm and confidence when working with young people in the future."

Other elements of the project have led to changes which support libraries in their work with young people, as described, for example, in this from Warrington *"The FtP improvement framework enabled a comprehensive self-evaluation of the current level of service provision. ...The support available from colleagues in other authorities and the project co-ordinator has been useful and reassuring. The initial project planning training enabled 2 members of staff to develop their professional expertise in project co-ordination and to develop sufficient confidence to plan a project which would have a real impact on the level of service provision to young people in Warrington. The enthusiasm generated within the authority for the FtP NoW regional pilot project has resulted in the development of a long term vision of consultation with young people on stock selection and stock promotion on a regular basis..., as a result of involvement in the FtP NoW training programme and on the FtP NoW Steering Group, staff feel confident in their ability to achieve this long-term aim."*

(h) Library staff to be enthused and to want to evangelise

"The staff involved in running the group are now acting as advocates on young people's behalf, with the rest of the staff, despite the fact that they had difficulties and decided not to run the final session" – Salford project leader.

Nearly all the authorities reported that staff, especially those who had attended the training courses, had increased levels of enthusiasm (see training courses evaluation report for typical comments). Further evidence of this enthusiasm is in the readiness of staff to start up young people's reading groups (Bolton, Cumbria, Warrington), and in keenness to spread the word. Furthermore, this enthusiasm is being transferred *"into practical thinking, planning and developments"* (Stockport), and into evangelism: *"The staff who attended the 'In the front line' course reported that the things that they learned at that course built up their confidence in working with and talking to young people. They were keen to pass on some of the things that they had learned to other staff (some of whom have rather old fashioned attitudes to young people)"* (Trafford).

(i) A real effect on staff attitudes, ideally through an innovative mechanism, e.g. a training DVD

Quotes from Salford include: *“This is the first time we have talked to young people”; “It was wonderful to hear them just talk and talk about the books they liked – we couldn’t shut them up!”; “I wouldn’t have believed those young people could have been part of a group like this.”*

It is too soon for training DVDs to be made available, but such a DVD is on its way from Tameside. There is, however, real evidence of changes in staff attitudes, not only among those who attended the training courses. In Cheshire, for example, *“The staff involved have become fond of some rather unlikely young people. They are more likely to listen to a young person’s suggestions.”*

(j) Library staff feel more confident working with young people

“Running the groups each week has increased the confidence and experience in working with young people” - Sefton.

Increased confidence has been one of the most widely reported results of the training sessions; a good part of this increase came from contact with staff from other authorities and the knowledge that “we are not alone”. The confidence has been used in practice. *“Members of staff in the FTP working group have learned that projects need not be on a large scale in order to be worthwhile, and that working with young people often proves to be a rewarding and valuable exercise”* (Trafford). And in Halton, the YPO *“has discovered skills she didn’t know she had!”*

(k) Library staff understand why working with young people is important (e.g. wider government agendas)

The wider agendas were covered in most of the courses, and are included in the training packages set up by, for example, Tameside and Warrington, and staff feel knowledgeable enough to cascade the training (Cumbria). The guidelines on core values in youth work given by Liz Harding, of the NWRWU, *“were both useful and inspirational”* (Trafford).

(l) Library staff understand the different partnerships and what they can bring to their work with young people

“The project has helped overcome preconceptions with the youth workers seeing what we have to offer as being of value. In one area the youth worker plans to bring future groups to the library and another says she would like to be involved in future projects that we might run” - Cumbria.

Again, this area was covered thoroughly in training courses. This understanding is shown in action: *“The partnership working has led to increased contact, sharing of experience and ideas for working together in the future. Library staff feel that they have learned a lot from the approach of Youth Service and BEST (Behavioural and Educational Support Team) staff”* (Wirral). And in Tameside staff are: *“looking forward to working in partnership with young people and the Youth Service.”*

(m) Library staff understand how they can balance working positively with young people alongside the needs of other library users

This was mentioned by some authorities; although it was mentioned frequently during the training courses as a potential problem, this area has not, in general, needed to be addressed by the projects. For some authorities, however, (e.g. Halton), the idea of reserving times in the library particularly for young people has been significant. In Bolton, *“the young people themselves have identified that other library users’ needs have to be considered.”*

(n) Library staff feel they have something positive to offer young people (cf. Summer Reading Challenge, Chatterbooks, Bookstart, etc)

This was especially true of projects involving shaping spaces. In Knowsley, for example, staff are keen to the new young people's area, which is not yet clearly signposted; a staff comment was: *"It's nice to have a space to offer them."* Bolton staff are looking forward to having *"a vibrant space to offer to young people"* when their Book Bar opens. In Cumbria, some members of staff have started implementing changes to their teen areas in response to feedback. As described above, some staff members have volunteered to start reading groups for young people.

(o) Library staff feel connected to other library staff in the region who are working with young people and to wider relevant networks and partnerships

See (c) and (d) above. Further evidence comes from the reports. For example, from Bolton: *"At the workshop we had the opportunity to communicate with people who were librarians for young people, or who were involved in youth work and initiatives specifically directed towards encouraging young people to read... The opportunity to speak to those directly involved in delivering the Fulfilling their Potential Project was invaluable. The opinions they had gained from working with young people on issues around accessibility and perceptions of the library service were enlightening and sometimes surprising."* And from Cumbria: *"In Cumbria we can be very isolated. Front line staff particularly commented on how useful they found it to meet with and talk to people from other authorities."*

(p) Impact – real changes have taken place as a result of the project

All the above comments make it clear that real changes have taken place. In Manchester, for example, young people have for the first time been involved in staff recruitment, and it is planned that this involvement will continue. In authorities where attitudes were measured at the beginning and end of the project, changes can be seen:

- in Salford: *"the Community Children's Librarian asked the young people at Session 1 what they thought of the staff, books, other young people and the computers. He then did the same exercise at the end of the project. The computers scored the same, other young people worse, and the staff and books better."*
- in Sefton, *"Other library staff are now coming forward asking for assistance in setting up teenage areas"*.

Mention has already been made of the development Warrington's long-term staff training programme; they also plan, among other objectives, *"to develop a model for the long-term involvement of groups of young people in stock selection and stock promotion via a young people's stock selection committee"*.

(q) Learning about establishing activities – how to mainstream special projects

Mainstreaming projects – always a challenging issue – was covered in one of the FtP NoW training courses. Almost all the authorities gave details of how they plan to mainstream their projects, using varied approaches. One of the reasons for the delay in Lancashire's project is that work with young people has become a broad strategic objective.

- Bolton will use their project as *"a model of best practice to implement similar projects in other libraries"* and state that *"At strategic level now as a result of this successful project Bolton Libraries are looking to develop a young*

volunteer scheme to involve young people in library service development and delivery”.

- St Helens plan to “ensure that the Charter is embedded across the service”.

In a number of authorities, a decision was made to make the FtP NoW project longer-term:

- In Stockport: *“The scope of the project grew as we went along and so the timescale was extended. This is viewed as a positive point because, in doing so, the project has become more sustained and meaningful.”*
- Warrington felt that: *“if a long-term project was undertaken, it would be more likely to result in a service enhancement that would become embedded into the level of provision for young people.”*

As we move into Year 2 of FtP NoW, there is significant scope for mainstreaming and embedding many of the projects successfully undertaken in the first year.

(r) Different outcomes in different areas, with individual authorities concentrating on their own particular needs

This focus was not always clear from project reports. However, several authorities chose to run projects in areas with known difficulties – for example, Sefton’s project was in an “area with lots of behaviour problems including ASBOs”, and St Helens’ used a local library which “has suffered from tremendous behavioural problems with young people”.

(s) Use of proper project planning methods

“Project plans helped me focus on planned activities that were achievable whilst keeping the overarching aim of the project at the heart of what we were doing.”

Fourteen reports (nearly three quarters of the services) mentioned this. Nearly all authorities found the suggested project planning methods useful: *“helpful to enable a structured approach”*; *“ Very helpful for a harassed part-timer”*; *“we knew from the start what we wanted to achieve and ...could focus on one aspect of FtP, and follow it through, not give up when it hit a sticky patch;”* *“kept me focussed even though sometimes the project plans have to be changed because working with Young People means you have to be flexible”*; *“They have been a valuable reference point for the end of the project to look back at what has and what hasn’t been achieved”*; *“provided the co-ordinator with a valuable opportunity to develop her existing, largely-theoretical skills in this area of expertise in a practical, meaningful context.”*; *“have given a structure, but seem a bit repetitive”*.

Summary

Overall, all the identified desired outcomes for young people, for staff, and for individual authorities, were achieved to a considerable degree.

6.3 Generic Learning Outcomes (GLOs)

Generic Learning Outcomes (GLOs) are part of the Inspiring Learning for All framework. The many quotations from project reports in the preceding section give evidence of impact as shown by against generic learning outcomes, both for young people and for staff. This section, therefore, gives only a summary for each of these areas of impact.

Knowledge and understanding

Young people – have learned about: new authors; working in groups; how libraries work; how to choose books for other people; the value of libraries, reading, books and magazines.

Staff – have learned more about: how to work with young people; how to conduct consultations; partnerships with other agencies; the broader context of their work with young people; how work with young people is approached in other authorities; the importance of planning projects; mainstreaming project work; how to develop staff training.

Creativity, inspiration and enjoyment

Young people – have enjoyed: talking about reading, books and magazines; informal group meetings; creating websites; visits to libraries and bookshops; designing spaces.

Staff - have enjoyed talking to and working with young people, sometimes for the first time; have been inspired by training sessions; have been creative in their approaches to young people.

Skills

Young people – have learned ways of working in groups; to set up websites and Myspace entries; to select books.

Staff – have learned methods of consultation; advocacy skills; training techniques; use of project planning and evaluation methods.

Values, attitudes and feelings

Young people – have found that library staff can be friendly and approachable; that libraries can be enjoyable places to be; that their voices can be heard.

Staff - have found that working with young people in the right ways can make a real difference.

Activity, behaviour and progression

Young people – use libraries more; feel more at ease in libraries; work in groups to improve things.

Staff – approach young people differently; plan projects more thoroughly; want to embed their work in mainstream library provision.

6.4 Impact – experiences and case studies

Section 4.2 gives more detailed case studies of three of the projects. This section gives some highlights from most of the authorities.

Blackburn with Darwen – A young female carer who came from the start was very shy and diffident; by the end of the project she was making suggestions and chatting readily to staff. A teenage girl known to youth services and library staff as “difficult” has sat quietly in group sessions, and joined in with the others with no disruptive behaviour.

Bolton – When asked if two or three young people would talk about their project at the end-of-project celebration, the whole group said that they wanted to go. This was also the case in at least three other authorities.

Cheshire – At the start of the project, young people showed almost no interest in the books and magazines brought to their youth club. By the end of the 10-week project, one had volunteered to look after the collection.

Cumbria - A young woman who was not a library user has joined the library, and started to use resources there in research for her intention to start training as a nursery nurse.

Halton – Young people in Halton said they wanted to set up a website. This they have done; they manage it, and have international aims for it – see www.bookingmad.co.uk.

Knowsley - A young man aged 18/19 frequently makes use of the new library space during the day. He relaxes completely (shoes are removed) and stretches out on the leather sofa with a book. The young man concerned is a former drug addict who clearly appreciates the space as somewhere safe and non-judgmental, a space where he has chosen to be, and where he can relax. There is no other local community facility that offers this.

Salford – In a library with a history of disruptive behaviour by young people, a group refused the suggested activity of talking about favourite TV programmes, because they wanted to talk about books.

Sefton - With the support of library staff, a young man has set up and run a combined reading and writing group.

Tameside – Following a mystery shopping exercise, young people worked with library staff to create a staff training package. The pilot proved successful, resulting in an action plan, for the particular library, to improve services to young people.

Warrington – In order to ensure the success of their project, and to embed new attitudes to working with young people, Warrington has developed a complete staff training package.

Wigan – The Assistant Head at Wigan’s partner school has been surprised at the engagement of the young people involved. She reports other pupils have been asking to join the group, and she is keen for the school to keep close links with the library services.

Wirral - A group of young people have successfully gained Youth Achievement Awards, building portfolios towards these through their learning on a project to train them in consultation work with other young people.

6.5 Lessons learned

Eleven authorities reported on lessons learned; these are abbreviated below.

- It takes more time than you think – elapsed time (e.g. arranging meetings and events with partners) as well as hours
- Be prepared to spend time building relationships with other agencies; identify factors which may inhibit these relationships, and be ready to learn from partners
- Young people can be considerate towards other users' needs
- It's best to be flexible, and listen to young people's views, even if this means changing your plans. It is possible to act with more speed than the library service is used to!
- Don't expect articulate answers immediately. Chat and be relaxed and let views emerge. Allow plenty of time for young people to get to know you.
- Be relaxed about noise, need for reminders, etc., but set some standards of mutual respect
- Be persistent. Hard-to-reach groups live up to their name
- Aiming at the upper age range is less likely to be successful
- It is better to ask young people what they want to do than plan structured sessions
- Sessions during school holidays are less popular because young people have other commitments
- Chocolate is popular
- It's important that sessions don't clash with other events attractive to young people
- Consultation with young people is fun!
- Young people are articulate at expressing what a library service should offer them
- Young people are welcoming and friendly and with the right support are willing to join in and make a difference
- Beware of long gaps of time between phases of the project; these can be demoralising for staff and young people
- Creative elements of a project can be really useful for attracting and engaging young people, as well as valuable in their own right
- Taster sessions can help young people commit to a full-length session
- Engage the help of colleagues
- Don't try to be cool
- Keep promises
- Don't overestimate potential achievements, despite understandable enthusiasm! Go for small steps
- Avoid conflict over space. If you provide an attractive space for young people, it is likely to be seen as desirable by all library users.
- Ensure evaluation methods are in place – for example, magazine issues may not be recorded on the library management system, so take photographs of the area before and after a session
- Decide at the outset whether your group is closed, or open to new members, and if the latter, how they are to be briefed and introduced
- Pay attention to timetabling to ensure appropriate staff are available

- Be careful what you wish for! Prepare to deal with increased numbers of young people using your library

Nearly all of these lessons learned were covered in the training sessions, but they clearly hit home more when encountered in practice. It would be appropriate for future training to emphasize the need to allow time for developing partnerships, making arrangements, etc.

7 Overall evaluation and conclusions

The aim of FtP NoW was to transform the library services provided for young people in the North West region, radically increasing and improving the engagement of this group with all that libraries have to offer.

A complete transformation cannot be achieved within one year, and the project is to continue for a further two years. However, overall, FtP NoW has been a successful project at authority level, involving many young people, developing the skills of staff, and changing attitudes throughout. It has met all its objectives; achieved almost all of the desired outcomes; and shown progress for young people and for staff against generic learning outcomes. In most cases, the individual authorities have taken steps to embed the work done, through spreading projects to other libraries, staff training programmes, and continuation of partnerships.

Outside of the scope of the individual project reports, very clear evidence of the engagement of young people in the projects is given by the response to requests for young people to talk at the end-of-project celebration event. Seven groups want to come; in several cases, they were not content to send delegates but wanted to attend en masse; the young people themselves *want* to spread the word about their projects. And the library staff are just as keen.

Although some projects have been slow to start, because of staff shortages or sickness, or a positive decision to make longer-term strategic plans, these projects have not failed, but rather have been delayed..

The evidence indicates that while wholesale transformation would have been an unrealistic expectation in just one year, the project has laid solid foundations on which to build and evolve that transformation in the future. FtP NoW has worked very well indeed for the authorities involved in the North West region, in terms of impact on young people, staff and authorities overall. Much of this success can be attributed to the enthusiasm, commitment and determination of library staff, but without the regional and national support it is unlikely that these results would have been achieved.

Brenda Read-Brown
FtP NoW Project Manager
June 2007

Appendix 1 – Budget summary

Income	£39,800
(from local authorities, MLA, ASCEL, SCL)	
Expenditure	
TRA staff costs (including travel and subsistence):	
Project manager	£18500
Other	£6000
Partner staff costs	£3000
Training and materials	£5500
Advocacy materials (project directory)	£1500
End-of-project event costs	£3000
TRA management fee (5% special rate)	£2000
Total expenditure	£39,500

Appendix 2 – Main contact questionnaire

Evidence of FtP NoW outcomes

1. General

1. Hart's Ladder describes different levels of participation. At which level on the ladder did your project involve young people? What evidence do you have for this assessment?

<i>Level</i>	<i>Description</i>	<i>Evidence</i>
1	Manipulated	
2	Used as decoration	
3	Tokenized	
4	Assigned and informed	
5	Consulted and informed	
6	Share in decisions on adult-initiated activities	
7	Lead and initiate action	
8	Share equally in decision-making with adults	

2. Which of the Fulfilling their Potential outcomes did your project address?

<i>Outcome – young people:</i>	<i>Tick all appropriate</i>
Feel that the library is a key space for them	
Have opportunities to shape library services	
Take part in creative reading activities	
Use the library for their information & study	
See the library as a gateway to community	

2. Young people

What evidence do you have that:

1. more young people are using your libraries as a result of your project?
 - specific:
 - anecdotal:

2. more young people are reading as a result of your project?
 - specific:
 - anecdotal:
3. library staff are offering a better and more consistent welcome towards young people?
 - specific:
 - anecdotal:
4. young people have perceived improvements in library services for their age group?
 - specific:
 - anecdotal:
5. young people feel involved in the library service?
 - specific:
 - anecdotal:
6. young people feel a positive and friendly welcome when they use the library?
 - specific:
 - anecdotal:
7. groups of or individual young people would find attractive the prospect of working or volunteering in their local library?
 - specific:
 - anecdotal:
8. young people feel able to talk to library staff?
 - specific:
 - anecdotal:
9. young people participated fully in your project?
 - specific:
 - anecdotal:
10. real changes have taken place as a result of your project (e.g. case studies)?
 - specific:
 - anecdotal:

11. young people's community engagement has changed as a result of your project?
 - specific:
 - anecdotal:

12. How have young people reacted towards activities you have offered?

3. Library authorities and staff

1. What training have your staff had in working with young people, as part of this project?
 - FtP NoW courses (say which ones):
 - in-house training from other library staff:
 - training from youth services staff:
 - other training (please give details):
2. How many staff have taken part in training in working with young people?
 on FtP NoW courses:
 - in-house:
 - other (please give details):
3. What practical ideas for working with young people have your staff gained?
4. What means have you established for continuing staff training in working with young people?
 - one-off in-house events:
 - in-house training programme for all staff:
 - training programme for all new entrants:
 - training programme in association with other partners (e.g. youth services):
 - other (please give details):
5. What contact have you and other library staff in your authority had with other library staff across the region, with whom you would normally have no contact?
6. What have you and your library staff learned from working with / talking to staff from other library authorities?
7. What evidence do you have that partnerships with other agencies (e.g. Connexions, youth services) have improved as a result of this project?
8. How have your library staff benefited from the FtP NoW project as a whole?
 - they are more confident in working with young people:
 - they have developed partnerships with other agencies:
 - they have increased advocacy skills:
 - they are more enthusiastic:
 - they are more knowledgeable:
 - other (please give details):
9. What evidence do you have that staff attitudes to young people have changed as a result of this project?
 - specific:

- anecdotal:

10. How have the use of project plans helped you?

4. Libraries / MLA in the North West region

- 1.** What evidence do you have that this project has resulted in a more positive attitude among (a) staff, (b) young library users?

- 2.** How has your project delivered on the youth agenda? If you can, give case studies showing how your project feeds into youth work aims.