

**Partners for Change
Interim Report for the
Paul Hamlyn Foundation
December 2006**

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1. Introduction

This report outlines the progress which Partners for Change authorities in the South West have made in the last six months. It builds on the previous interim report from March 2006, which reported on progress since the start of the project in May 2005.

The first interim report highlighted the important groundwork the three library services had made in terms of staff training and initial contact with young people. The past six months have been characterised by direct engagement with the targeted groups of young people.

In Dorset, the Schools Library Service (SLS) has now worked with young Travellers from across six Traveller sites in the county. This has given the SLS valuable experience, and a wider knowledge, of the varying Traveller needs within the different sites. In Swindon, the library service has continued to involve groups of young parents and has begun to involve Looked After young people in the plans for the new Central Library, which is due to open in 2008. In Gloucestershire, the focus has been on the Matson area of Gloucester and on Cheltenham, where young people have begun to get actively involved in reshaping the library's music library.

The project delivery phase is almost at an end, so we are beginning to have some solid evidence of the impact the project has had on the young people themselves and on library staff and wider library policies. The evidence to date suggests that young people can gain enormously from being actively involved in shaping library services. However, the way they are involved and which partner agencies broker that involvement is critical. Without the support of partners who work directly with the young people and their families, library services will continue to find it difficult to engage successfully with socially excluded young people.

As Partners for Change moves into the next phase of evaluation and dissemination, there will be many lessons for library services across the South West and nationally. This report begins to bring these lessons together in the hope that others, through the Fulfilling their Potential programme, can learn from this project.

2. Overview of progress

2.1 Beneficiary Numbers

	Dorset (progress as at March 06)	Dorset (cumulative total up to Dec 06)	Gloucestershire (progress as at March 06)	Gloucestershire (cumulative total up to Dec 06)	Swindon (progress as at March 06)	Swindon (cumulative total up to Dec 06)
Numbers of young people you have contacted to date as part of the project	14	26 (11-19 year olds) 14 (11 years and under) 11 adults (a large number in the 20-25 age range)	14	137 (This figure includes 2 large groups with 2 smaller groups and a youth club setting)	22 young mums	42 young parents 27 looked after children
Numbers of young people you have worked with to date as part of the project	14	As above	3	As above	12 young mums & 10 babies	37 young parents and 20 babies 15 looked after children (+6 other young people defined as at risk)
Numbers of young people who have joined the library as a result of the project	All have "joined" in sense of borrowing from the mobile. None have joined the public library formally.	All have "joined" in the sense of borrowing from the mobile. None have joined the library formally.	0	Not monitored	10 young mums & 8 babies (2 young mums and their babies were already members)	34 young parents Approx 15 looked after children
Numbers of young people who are now actively using the library as a result of the project	As above	As above	3 at Matson Not possible to identify young people at Cheltenham due to numbers and changing staff in Music Library	Not monitored	12 young mums & 10 babies – independently & as part of organised visits by project librarian.	23 young parents 17 babies known to be actively using the library At least 6 of the Looked after children
Total number of beneficiaries aged 11-19		26		137		69

2.2 Commentary on beneficiary numbers

In total, the project has reached 232 young people aged between 11-19 years old. This is in excess of the 150 originally envisaged in the project bid. Dorset had anticipated involving 25 young people and has slightly exceeded this. Gloucestershire had anticipated involving 40-50 young people and has well exceeded this. However, this high figure contains a wide range of young people rather than exclusively socially excluded young people, so the numbers of socially excluded young people are likely to be closer to the original 40-50 target. Swindon had anticipated involving 100 young people and has reached 69. This is because the initial plan was to involve around 80 Looked After Children via the CareZone website. However, for various different reasons, the website was never launched in Swindon so the project lead had to work with smaller numbers of young people face-to-face through the Swindon Focus Group (which includes a range of socially excluded young people, including Looked After Children) and the Youth Forum instead.

The project has reached considerable numbers of young people and has given them the chance to input their ideas and views into library service developments and to engage directly with library staff. As the figures demonstrate, there has been significant progress since we last reported in March 2006.

2.3 Dorset

Since the project started, Dorset Schools Library Service (SLS) has now worked with young people on six traveller sites. These include:

- two official Traveller sites at Piddlehinton near Dorchester and Thornicombe near Blandford;
- one seasonal (summer) site for Gypsy Travellers at Harkwood Acres, Verwood
- three unofficial New Traveller sites at Conegar Coppice, St James-Shaftesbury and Moreton Woods.

Contact has taken place on a weekly visit to each site with a mobile library van from Dorset's Schools Library Service. The visits last for up to 2 hours and while the van is on the site it is open for anyone to use. The mobile library is stocked with material for visits to schools but this is supplemented with material by, and about, the traveller community.

The main progress since the last interim report has been the work with the New Travellers. Dorset has discovered that their needs and aspirations are very different from those living on traditional Traveller sites. Whilst traditional Travellers' culture is largely not text-based nor based on aspirations around educational achievement, the New Travellers' cultural background tends to be more mainstream. As a result, there has been a real enthusiasm for the mobile library and what it has to offer in the way of reading materials amongst the New Travellers.

Since the summer Dorset SLS has visited the sites jointly with the Travellers Education Service, providing play and reading opportunities, as well as homework support. In addition, the mobile library has hosted visits from Connexions and the Drug and Alcohol Awareness Team who have been able to use the library van as a meeting point with their clients.

Both the Traveller Education Service and the Traveller Liaison Officer have provided useful input and expertise into the project in the last six months. Library staff feel that the Traveller Education Service, in particular, has been vital in helping them to gain access to the young people. All the sites visited had first been approached by staff from Traveller Education to arrange visits. The knowledge of the different communities, which Traveller Education passed onto Dorset SLS, has also been very helpful. The partnership is now well established and is valued by both parties. The model of taking a mobile library van and a playbus to the sites staffed by a playworker or teaching assistant, a teacher and a librarian has worked very well, providing resources and support for young people across a wide age range and allowing them recreational, creative and educational opportunities.

Staff from the Schools Library Service have continued to work closely with the young people using the mobile to discuss their library and reading needs, so that the staff can begin to build a picture of what a mainstreamed and sustainable form of provision to the Traveller community might look like. In maintaining this dialogue with young people, staff have had to vary their approach between the sites, mainly because of the different literacy levels within the different communities. The conclusion managers in Dorset have come to is that there is no single pattern of service which would meet the needs of all young Travellers.

Dorset has recently completed all the visits to the Traveller sites as part of Partners for Change. Lack of ongoing funding means that, for the foreseeable future, there will be no more visits to the Traveller sites. However, the Traveller Education Service has recently taken out a small subscription to the SLS to ensure that they can at least continue to provide the young people with some of the resources they have valued most.

The next stage, strategically, is for the library service to conduct a review of the evidence gained from the young Travellers in terms of what they might want and need from a library service. Senior managers plan to publish an executive summary of their work with Travellers and to circulate the findings to partners. The current view of senior managers is that a multi-agency approach which combines library and information services, alongside other advice and guidance, youth and learning services is likely to be the most sustainable and successful way of ensuring that young Travellers can access the range of services they need.

Although Partners for Change in Dorset has been managed by the Schools Library Service, the project lead is the Strategic Manager responsible for both the SLS and public library services to children and young people. She has ensured that public library staff are aware of the project. Earlier in the year, SLS staff ran a training session for public library staff to make them more aware of the needs of young Travellers. The aim for the next six months is to find ways of transferring the learning and ways of involving socially excluded young people into a public library setting.

2.4 Gloucestershire

Initially the focus in Gloucestershire was on involving young people at risk in four separate locations:

- in Matson, a deprived council estate on the outskirts of Gloucester
- in developing a revamped music library in Cheltenham
- in developing a revamped music library in Gloucester
- in Bishop's Cleeve

Because of the dispersed nature of the project, some staffing shortages and difficulties in securing the contribution of local partners, it was decided in the summer to focus the project on the two most viable locations – Matson and Cheltenham.

In Matson, a group of young people from the final year of a local primary school has been working with the local librarian on various stock selection activities related to the library. These young people now attend three different Secondary Schools. The most successful activity to date has been the selection of several Manga comic collections. One has remained at Matson Library, whilst the other collection has circulated to libraries around the county. The young people continue to make active use of Matson Library and are making regular suggestions to the librarian. One suggestion from the young people has been to run a manga workshop and the young people are currently working with the librarian to develop ideas about how best to promote the workshop to other young people. This workshop will happen in the Christmas holidays.

In Cheltenham, the project has continued to benefit from the involvement of younger members of staff (such as Saturday assistants), who received training from the National Youth Agency. With support from more senior members of staff, the project staff have talked with a range of young people across Cheltenham about how they think the music library could be improved. Young people involved have included:

- Pupils from Pittville School, a local school situated in an area of social exclusion
- The Make A Difference (MAD) group of young people
- A group of young people excluded from school (Reintegration Group)

Responses to the sessions have been varied. Whilst all young people have been willing to give their views on how they think the music library could be improved, some of the most excluded young people (especially those from the Reintegration Group) felt that their views were unlikely to change things or likely to entice them to use the library. This has been challenging for library staff to deal with.

A core group of young people from the MAD group have now taken ownership for consolidating the different views from the different groups of young people and are in the process of making recommendations about what items and furniture should be purchased for the Music Library.

At a recent meeting in mid-November, the group suggested the purchase of a SmartBoard, which would combine many of the different features many of the young people said they wanted, such as a games console, PC, noticeboard and plasma screen. The library service is currently investigating whether this, along with a range of other items including comfortable seating and vending machines, could be purchased from within the Partners for Change budget. The MAD group is also investigating other potential sources of funding, including the local Youth Capital Fund, to purchase any additional items which are beyond the existing budget.

At a more strategic level, Becky Sharp from the National Youth Agency attended a Senior Management Team meeting earlier this year to talk through the project and Hear by Right. As a result, it has now been agreed that young people will be an important stakeholder group to consult with for the large scale refurbishment planned for Cirencester Library. This is considered a step change in Gloucestershire and has been directly attributed to Partners for Change. There will be a training session on working with young people for librarians and Library Managers in January.

2.5 Swindon

2.5.1 Involvement of teenage parents

The project lead in Swindon has continued to work with, and involve, young parents in developing a more family friendly service from Swindon Libraries. A group of four young mums were actively involved, earlier in the year, in inputting into the redesign of a new Children's Library at West Swindon Library. This was launched on 13th October in a special Families Love Libraries event for Family Learning Weekend. Over 1200 people came through the doors on that day – more than twice the normal figure – for baby massage sessions, storytimes and a range of information from other local providers. The young parents themselves attended the day and had the opportunity to meet the Mayor and the local MP, both of whom commended the library service on their outreach work with young people and local families.

In addition, the Youth Service recently approached the library service to run their NYA accredited 'Getting Connected' course in the library (after hours). This was as a result of the young parents suggesting that the library was a neutral space where tenants from the two local Housing Associations could meet together. Six of the young parents who

attended the Families Love Libraries baby massage session joined up for the Getting Connected course.

2.5.2 Involvement of Looked After young people

The original intention was to involve a large group of looked after young people in the plans for the new Central Library via an online forum established as part of the Care Zone website. However, for reasons outside the remit of the project, this functionality has not been developed. Instead the project lead for Partners for Change has embarked on a series of consultation activities with members of the 'Focus Group', a group of looked after children who meet regularly to discuss issues of importance to them, and the Swindon Youth Forum, which is made up of representative young people, including looked after children, young carers and young parents.

Through several different workshop sessions, the groups have made a significant and positive contribution to the plans for the new Central Library. A recent session with the young people and the Project Manager for the new building resulted in library managers agreeing that young people needed 20% more space for their teenage area of the library.

Swindon is participating in the Book Bars project (see Section 7) and if funding is granted, the teenage area of the new Central Library, will be one of four 'Enhanced Book Bars', offering a range of facilities and services to local young people, who will be actively involved in its design and delivery.

Josh Chesterman, the Chair of Swindon's Youth Forum and himself a Looked After young person, has agreed to speak at the Fulfilling their Potential Conference on 5th February 2007 about his involvement in the Partners for Change project.

3. Project Management

The Reading Agency employs a project manager for a day a week to manage the overarching elements of the Partners for Change project, such as arranging dissemination activities, chairing and planning project steering groups and encouraging all partners to share emerging learning. The project manager is also leading the national programme to transform public library services for 11-19 year olds, known as Fulfilling their Potential. There is a real value in combining these two roles, as it gives the project manager direct and real-life experience of the challenges faced by library services which can be fed into future developments within Fulfilling their Potential, and can equally give the Partners for Change authorities direct access and input into the national programme. Equally, when the project manager is asked to give presentations at national conferences on Fulfilling their Potential, she is able to highlight the work begun undertaken through Partners for Change.

Each authority involved in Partners for Change has a project lead, who sits on the project steering group and, in the case of Dorset and Gloucestershire, a range of other staff supporting the project. In Swindon, the librarian has taken on the bulk of the day-to-day project management and delivery of Partners for Change but is finding effective ways of sharing the best practice within her authority.

Other project partners include the National Youth Agency and MLA South West. Becky Sharp, the lead contact for the project from the National Youth Agency, left the organisation earlier in the year and has been replaced by another member of staff. PfC

authorities particularly valued the input that Becky was able to make into the project through the training and consultancy she offered the authorities. MLA South West continues to provide the venue for steering group meetings and PfC seminars.

We have maintained a risk log, which we review at the quarterly steering group meetings. The project manager visits the authorities individually once a quarter to discuss progress.

4. Outcomes & Lessons Learned

4.1 Impact on library staff

4.1.1 Knowledge and Understanding

Understanding more about young people and their lives

“Talking to colleagues involved in the project, we all agreed that the experience we gained during the project will be very useful in dealing with young people generally. I feel that it gave me valuable insight into a different lifestyle, and made me sharply aware of the difficulties these young people face in the most basic aspects of their lives. For example, simply having the wrong address can make finding employment extremely unlikely”. (Librarian, Dorset)

“They are individuals first, young people second” (Librarian, Dorset)

As identified in the first interim report, the project has proved a powerful means by which library staff in the three authorities have learned more about how young people live their lives today. In Dorset, the experience has been particularly powerful for the librarians, as they have been struck by the extreme exclusion that many young Travellers experience. In Gloucestershire, library staff involved in visiting a Reintegration Group of young people who have been excluded from school were somewhat taken aback by how cynically young people viewed institutions, like the library service, trying to involve them.

Understanding the needs of the different Traveller communities and their approach to books, reading and learning

“The main misconception was that the traveller community is a discreet group and that the young people on each site visited would have similar literacy levels and attitudes towards education and reading etc. We found that instead the traveller community is made up of very many groupings Gypsy Travellers, Irish Travellers, New Travellers, Fair Workers, Circus Workers etc, all of which are different, with many feeling culturally separate from others also called ‘travellers’.” (Schools Library Service Manager, Dorset)

“We found that some adults in the Gypsy community do not think that it is important for their children to learn to read and view attempts to encourage this as a threat to their culture. Engaging with the library, with its emphasis on print resources and reading, could also be interpreted as a threat. In this situation it is very important to engage with the adults and try to win their trust in order for them to allow the young people from their community to engage with the library service at all”. (Schools Library Service Manager, Dorset)

At the time of the last interim report, Dorset had only visited two Traveller sites. Since the report in March 2006, a further four sites have been visited and these have included several unofficial sites for New Travellers. These sites lack running water and any sanitation. There is no electricity so reading is by candlelight. The experience has enabled the library staff involved to see that the needs of young people from the Traveller communities can be very different. Whilst young people from the traditional Traveller communities tend to have much less experience of school and consequently lower literacy levels, young people from New Traveller sites tend to have had more positive exposure to books and reading. The lesson for the library service is that each site is different and

provision needs to be flexible enough to accommodate the different needs and approaches to books and reading.

Understanding what materials young people may be interested in

“A new category of stock – Manga books – has been purchased as a direct result of the young people’s involvement. This will also benefit other libraries in the county in the future as stock is rotated. The promotion of this stock has given staff a good starting point for talking about reading/books with young people and increased their confidence in engaging with them”. (Librarian, Matson Library, Gloucestershire)

In Gloucestershire, the interest and involvement of young people in the Matson area has been captured as a result of their enthusiasm for Manga graphic novels. This is an area of stock that librarians are just beginning to get to grips with. This meant that it provided the perfect way of getting interested young people involved. The team at Matson plan to sustain the young people’s involvement in the library by getting them involved in a Manga workshop and related activities.

In Dorset, whilst the traditional Travellers have remained interested in the Traveller reading material which the mobile has been able to offer them, librarians report that the New Travellers are much less interested in specific material relating to Travellers. Their interest in reading material has tended to be much broader and more in tune with mainstream provision.

Understanding what genuine involvement is

“You have to ask their opinions and be prepared to be told that, what you thought was a ‘great idea’ might not be viewed the same by them”. (Librarian, Dorset)

“Think outside the box. Trying to slot these young people into an existing framework is not really going to work” (Librarian, Dorset)

In the early months of the project, staff involved in Partners for Change were supported by the National Youth Agency to develop their confidence in involving young people. Hear by Right has been at the heart of building confidence and a knowledge of the ways in which young people can be involved. The last six months has been about putting this new found knowledge and confidence into action. All three authorities have found it a challenge to do this and have recognised the need to be flexible as well as persistent. In Swindon and Gloucestershire, library staff have periodically been disappointed by plans for events and activities involving young people having to be shelved at the last moment. However, all three authorities recognise the need to keep going and not to be put off by an apparent lack of interest from the young people.

Knowledge of the range and potential contribution of partners

“Where PfC has worked best is when there’s been Support Workers/Youth Workers ‘enthusing’ about getting involved behind the scenes – often attendance / involvement has been dependent on the young people being contacted on the morning of the event/activity/meeting”. (Librarian, Swindon)

The impact of the project continues to depend, to a large extent, on the relationships which PfC authorities have been able to develop with relevant partner agencies. In Swindon,

relationships with the Housing Association have proved key to unlocking a relationship with young parents. Whilst one of the Housing Associations has been particularly positive about the PFC work and has helped ensure the continued involvement of the young parents, a partnership with the other Housing Association has been more challenging to maintain and has had a major impact on the young peoples' enthusiasm to get involved. In Gloucestershire, lack of partner capacity and enthusiasm has proved very frustrating for library staff and resulted in the project being refocused on two specific areas.

In Dorset, the partnership with the Traveller Education Support Service (TESS) has continued to flourish. Library staff report that it has taken around 12 months for both partners to gain a clear idea of their respective aims and ways of working. As the provision to the Traveller sites has now ceased (at least for the time being), the challenge for Dorset Libraries will be to maintain the relationship with TESS. As a result of the combined partnership of TESS and the Schools Library Service, a number of other partners, including Connexions and the Drugs and Alcohol Team, has also started to visit the Traveller sites. The mobile library was found to be an extremely valuable neutral space from which these partner agencies could work.

4.1.2 Skills

Communication and outreach skills with young people

"You have to gain their trust – and that means the process can take much longer than you think". (Librarian, Gloucestershire)

"I was worried about starting this project having worked with at risk young people and having a lot of trouble in my library. It has given me more confidence in what we are trying to achieve and we seem to have a better relationship with those who use our PCs on a regular basis. In fact I would say that we have not banned anyone since we started the project". (Librarian, Bishop's Cleeve)

The project has proved a valuable way for library staff to begin to build their communication and outreach skills with young people. Time to build trust, flexibility in approach and just being yourself appear to be key ingredients in building effective ongoing relationships with socially excluded young people.

4.1.3 Attitudes and values

Attitudes towards the Traveller community

"Attitudes have to change. Existing provision is very rarely going to be suitable if we are serious about inclusion". (Schools Librarian, Dorset)

As reported in the first interim report, library staff in Dorset were initially wary of visiting Traveller sites. There was a general feeling that this was a risky venture and that they would be met with suspicion if not open hostility. However, the experience of working closely with young people and their families at six Traveller sites has completely changed the perceptions of the library staff involved. One key member of staff has reported that she uncovered, through the project, some inbuilt personal prejudices towards the Traveller communities which have been completely overturned through exposure to the community:

"I have no qualms about entering new sites and engaging with young Travellers, whereas at the beginning of the project I was a little worried about it".

(Schools Librarian, Dorset)

Library staff have been left with a strong conviction that services to Traveller communities require significant joining up in order to make a positive impact on the lives of Traveller children and young people. In Dorset, they feel the best approach is to begin to build a multi-agency approach involving adult learning, Connexions, the library service and play and educational support services:

“Projects like Partners for Change are invaluable in pioneering change, as they expose the weaknesses in the present provision, but they do not go far enough. Regular, joined-up services are desperately needed if real changes in attitude and provision are to take place”. (Schools Librarian, Dorset)

The need for a flexible approach

“Flexibility is the key. Instead of enforcing what is thought to be ‘good for them’ on the young people there is a need to step back and listen to what they are saying”. (Librarian, Dorset)

“Sometimes standard library services are just not what is needed, they must be tailored to meet requirements. Libraries must think differently, be more approachable, more flexible and change.... Taking the service to the Travelling community should be just that – expecting them to use the branches and return books on time is unrealistic”. (Librarian, Dorset)

As reported in the first interim report, one of the most significant learning outcomes from the project has been the recognition that services to socially excluded young people need to be developed and tailored to individual needs. The provision of a top-down standard set of services is highly unlikely to engage and meet the needs of this group.

This brings significant challenges for the three library services involved and is likely to be challenging for all library services looking to reach similar groups of young people. In the next six months of the project, all three authorities will address how best they can adopt this more flexible approach into their day-to-day provision to young people.

4.1.4 Enjoyment, inspiration and creativity

Enjoyment derived from a high level of interaction with young people

“From a professional point of view, I am delighted to have been given the chance, at this late stage in my career, to do something so interesting and challenging. Working in three schools in the past, I thought I had seen most things, but I was wrong! The Travellers have opened my eyes to a whole new world.”

Despite some significant barriers which all three authorities have faced during the Partners for Change project, there continues to be high levels of enthusiasm and commitment to the project. Staff have valued the opportunity to develop skills in this area, although there has been some frustration, particularly in Gloucestershire, that restricted staff capacity has limited their opportunities to use and develop their skills in this area.

4.1.5 Activity, behaviour, progression

Embedding the approach within the wider library service

“Rhonda who attended the NYA training in Taunton has since developed an email book chain for young people aged 13+ in consultation with the Underground Youth Centre”. (Librarian, Swindon)

“...most socially excluded young people are victims and are often in the situations they find themselves through no fault of their own. Usually with the right sort of help and support they can get back into mainstream society and make a life for themselves...Libraries working in a multi-agency context could have an important role to play in helping young people to regain some control over their lives and to have choices. I think the multi-agency approach is crucial when dealing with socially excluded young people, as they need a variety of services at the same time. There are still too many agencies working individually and this is not helpful to young people.” (Schools Librarian, Dorset)

In the longer-term, the legacy of Partners for Change in the three authorities will depend, to a large extent, on the extent to which learning from the project influences future provision. The above quotations demonstrate that, in different ways, library staff are beginning to take learning from the project to make practical and strategic changes to the service. In Swindon, the quotation demonstrates the value that the Hear by Right training had in encouraging a member of staff to develop a new form of provision for young people. The Dorset quotation reflects a more strategic sense of how the library service needs, in future, to support the development of a multi-agency solution to Travellers' needs. In Gloucestershire they have learnt the value of training and using their younger members of staff to work with the young people and listen to their ideas.

Building and maintaining a wider network of partners

“It's very unlikely permission to use West Swindon Library outside library opening hours would have happened prior to PfC. The Hear by Right training focused senior managers thoughts on prioritising access for young people and brought about a better working relationship with the Youth Service”. (Librarian, Swindon)

“Partnership working with other organisations is definitely the way forward. Costs could be shared, and other services offered as a package on a regular basis”. (Schools Librarian, Dorset)

The value and contribution of partners in supporting the continued involvement of hard to reach young people has been highlighted elsewhere in this report. The above quotations demonstrate that continuing and extending the partnerships are recognised as being essential to progressing the work with young people.

4.2 Impact on young people

4.2.1 Knowledge & Understanding

As highlighted in the first interim report, all the young people involved in Partners for Change have gained a greater understanding of libraries and how they can help them in their daily lives. Most were not library users but the majority have now visited and, in many cases, borrowed material. They are much more aware of the types of material a library can provide and are beginning to build confidence in using libraries independently.

4.2.2 Attitudes and values

“Young people at one site, where literacy levels were particularly low, became more willing to admit that they had problems with reading after a few weeks and staff could begin to help them choose material which was more suitable”. (SLS Manager, Dorset)

“Socially excluded young people can be very disillusioned about what the library service as a whole can offer”. (Librarian, Gloucestershire reflecting on the visit to the Reintegration Group)

“When I went to the library day I was embarrassed [because I thought] everyone was saying I’m a single mum scrounger but now it’s OK and I go to the course there”.

Emma, who regularly attends the Getting Connected course in Swindon

“I got a few [books] from this van here and at school libraries but never public libraries...because they won’t really take our address because it’s not a fixed address, so they don’t trust us. So I can’t get any books out from them....they think, oh yeah, Travellers. Oh yeah, can’t give them books, they steal everything”.

(Emily, aged 13)

The above quotations demonstrate a range of attitudes and values towards the library service. In Dorset, during the course of the visits to the traditional Traveller sites, the young people were able to begin to trust the library staff and to talk to them about their reading levels. The quotation from Emily though demonstrates the prevailing attitudes which many Travellers experience when trying to access mainstream library services. Emma in Swindon also felt that she was being labelled when using the library; however, her positive experience on the Getting Connected course at the library has helped to build her confidence and self-belief.

In Gloucestershire, the experience of visiting the Reintegration Group was particularly revealing for library staff. It helped them understand the extent to which some socially excluded young people feel dislocated from mainstream society. Library staff reported that whilst the young people felt they were constantly asked their views, they rarely saw the benefits of any changes. Gloucestershire Libraries has made a commitment to return to the Reintegration Group to update them on how their ideas have been put into practice and they will be invited to attend the launch of the revamped music library.

4.2.3 Enjoyment, inspiration and creativity

“I picked the chairs for the library – the blue ones. It was great spending money and we go to the library to play with all the toys now”

Tanya, who helped choose the new furniture for the children’s area of West Swindon Library

“David then spent the rest of the visit playing trains with Amanda – we didn’t leave till gone 5pm, then we only got away because his father came looking for him. He had such a good time, and is surprisingly knowledgeable about railways, using words like coupling, siding and shunting.”

(Schools Librarian, Dorset)

“And they had some like Jacqueline Wilson books and I went through all of them, but...as soon as I got to high school, I loved the libraries, because they had such a wide selection of books and so I could just choose anything” (Emily, aged 13)

[What I've like about the library van}...."is the fact that you can just come and have company from the other people on the other sites, because we don't really get to see them that often, unless they come over with their mum and dad or if we go and visit them for the weekend or something...."

(Emily, aged 13)

Many of the young people involved in the project have enjoyed their engagement with the library service. In Dorset, the New Travellers have particularly appreciated the availability of the books, as their lack of electricity means that mainstream forms of entertainment, such as the television, are not available to them.

4.2.1 Activity, behaviour and progression

"On one Gypsy Traveller site it was clear from their comments that what they really valued was a space to meet and talk to other young people from the site, some simple books and a computer".

(Schools Librarian, Dorset)

"We were delighted when the young parents from the two Housing Associations said they would like to meet in the library to do the Getting Connected course. They felt it was a neutral space where they could all be equal. In their words 'not ours or theirs, just for everyone'".

(Librarian, Swindon)

Sustaining the involvement of young people remains one of the most challenging aspects of the project. Lack of funding in Dorset is likely to mean that young people will be unable to maintain their involvement with the library service. In Swindon, the young parents' lives have moved on; however, the availability of follow-up courses and activities, such as the Getting Connected course, mean that the young people will continue to have some involvement in the library. In Gloucestershire, there is an intention to maintain the involvement of the Matson young people and the MAD group as informal advisory groups for the library.

4.3 Lessons learned

We hope that the lessons learned below, derived directly from the experiences within Partners for Change, may be of use to other library services aiming to involve socially excluded young people. As part of our project plan, we aim to develop these lessons learned into learning resources which can be made available to library staff over the next six months.

Top Tips when involving socially excluded young people

- Understand that to reach socially excluded young people, you need to work in partnership with other agencies who have a direct relationship, and established trust, with the young people you are aiming to reach.
- All young people are different – don't label them.
- Be prepared to be flexible with your plans
- Make sure you have the right library staff involved in your project. Some library staff will feel that working with socially excluded young people is well beyond their 'comfort zone'
- Don't be disappointed if you don't get things right first time. Keep trying!

- Be realistic about what can be achieved. In some cases literacy levels may be very low, and this may prove a considerable barrier to the use of conventional library services
- Don't assume that young people know anything about the library. Start from scratch – including telling them that the library is free to join
- When initiating the involvement of young people, start slowly and build trust and relationships before asking young people to make judgements or take decisions about aspects of the library
- Think about encouraging some younger members of staff (such as your Saturday assistants) to get involved in project work of this kind. Make sure they feel supported and informed about they are being asked to do
- Staff involved in projects of this kind are likely to benefit from support and training in the following areas:
 - Working with young people and tools, such as Hear by Right, which can make the involvement agenda clearer for staff
 - The needs of the particular groups of young people being targeted, eg the Traveller community
 - Knowledge of books and other material which will appeal to the target groups, such as Traveller material, newspapers and websites
 - Customer care and diversity training

Top Tips when involving Traveller young people

- Be aware that Travellers' experience of authority and/or local authorities may not be positive. You will need to spend time building trust and dialogue before you aim to get them actively to give you their views on the library service.
- It is a good idea to purchase as much material specifically published for, and by, the Traveller community as possible. If taking a mobile library to different sites be careful to target the material on board to reflect the interests and literacy levels of the particular communities being served. These are likely to vary between Gypsy Traveller sites and New Traveller sites.
- If working with New Travellers on their sites be aware that providing food can be a major way of raising interest in your service!
- You may need to work with the whole community, not just the young people, in order to gain the trust of the adults.
- Think about the time of year you are visiting. In the summer, there may be much less demand for the library, as Traveller young people are likely to spend lots of time outdoors
- Plan short-term projects and don't expect to be able to work with the same young people for a prolonged period. The nature of Traveller communities is transitory and either individual families or the whole community may move at short notice.

5. Challenges and problems

Challenges and problems which have emerged since the interim report in March 2006 include:

- In Gloucestershire, there has been some difficulty in securing the active involvement of local partner agencies. This has meant that the project has had to be refocused on two communities.
- In Dorset, the Schools Library Service has had to be very flexible in its approach to the different Traveller communities. The differences between the traditional Travellers and the New Travellers were starker than the SLS had anticipated.
- In Swindon, fewer staff were trained in Hear by Right than had originally been anticipated because of staffing constraints and the installation of a new library management system.

- In Swindon, the original plan had been to involve a significant number of young people through an online forum via the Care Zone website. However, for reasons outside of the project, this functionality was never developed. In the event, face-to-face activities took place with a smaller number of young people. The results, which have been very fruitful, are being fed into plans for the new Central Library.
- In Swindon, fluctuating commitment from one Housing Association project worker has been an issue and led to a refocusing of the teenage parents work from the Pinehurst area to West Swindon.

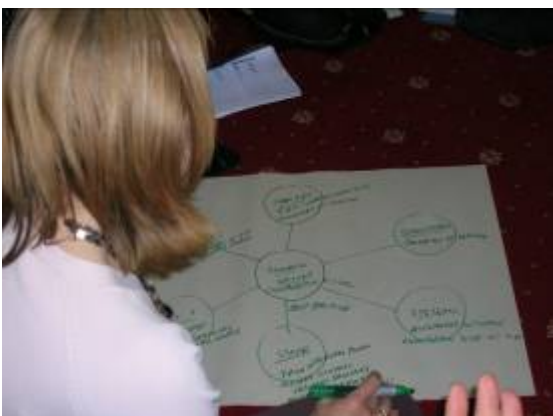
6. Dissemination plans

6.1 Dissemination activities to date

A regional Partners for Change seminar was held at MLA South West's offices in Taunton at the end of March 2006 (see Appendix 3). Twenty eight delegates from libraries across the South West attended the seminar. The seminar aimed to:

- give delegates an introduction to the Hear by Right framework
- showcase the work in the three Partners for Change authorities
- set the work in a broader national strategic context
- inspire delegates to build the active involvement of young people into their own service plans and projects

The seminar was well received and delegates reported that they appreciated the opportunity to network and to find out more about the Partners for Change project.



In addition, Swindon's work with young parents was profiled in the March 2006 edition of Youth Action and Engagement, one of The National Youth Agency's publications. This article has proved very useful for Swindon Libraries locally in terms of advocating their work with socially excluded young people.

6.2 Planned Dissemination activities

As the project delivery phase of Partners for Change comes to an end at Christmas, we will be moving into the dissemination, evaluation and advocacy phase. In planning this phase of Partners for Change, our aim is to:

- distil the learning from the project into practical learning resources which support other library staff to build the active involvement of young people, particularly socially excluded young people, into service planning and delivery
- inspire, motivate and support other library staff to reach out to the most vulnerable young people
- advocate to external stakeholders the positive contribution that public libraries can make to the lives of socially excluded young people

We will do this through:

- The Fulfilling their Potential national conference on 5th February 2007
- A regional seminar in March 2007 delivered in conjunction with the Participation Workers Network in the South West. This will be a joint seminar for librarians and youth participation officers focused on identifying how we can take the learning from Partners for Change further in building a partnership between library staff and youth participation workers across the region.
- The creation of learning resources giving practical guidance to library staff on working with socially excluded young people. We are planning a day with the Social Exclusion Action Planning Network in February 2007 to formulate this guidance and we will make it available to library staff regionally and nationally through the TRF website at www.theirreadingfutures.org.uk
- Submitting articles for the professional press within the field of librarianship and youth work

In addition, in each of the authorities there are plans to deliver a local stakeholder event before the end of the project, which will enable the library service to showcase the progress and impact they have made through Partners for Change to stakeholders, such as local elected members:

- In Dorset, the library service is developing ideas on how best to present their work with young Travellers to their elected members. This is likely to be in the form of a report and possible presentation to Cabinet.
- In Swindon, plans are being drawn up for a Libraries Open Day on 1st March (World Book Day) which will showcase the work of Swindon Libraries to service managers, Swindon Borough Council Executives, Councillors and partners. Partners for Change will have a high profile on the day.
- In Gloucestershire, the library service plans to arrange a celebratory event to launch the new music library. They will invite elected members to this event and also intend to create a multimedia resource, which can be sent to all elected members within the county unable to attend the event.

7. Achievements against a broader framework

7.1 Public library developments

Partners for Change continues to be an important pilot project feeding into the development of the national Fulfilling their Potential programme. We are beginning to make links between different FtP projects so that the learning from different projects can be shared across regions. An example of this is that the PFC project lead for Dorset Libraries recently co-delivered with the FtP Project Manager a training session for library staff participating in the FtP North West (NoW) project. As part of the training session, the project lead shared with colleagues in the North West how the use of the Hear by Right framework had supported Dorset in their efforts to involve young people in different library

projects, including Partners for Change. Similarly, the FtP NoW project manager recently attended a Partners for Change steering group so that colleagues in the South West could learn more about how library services across the North West are working together on improving their provision for young people.

Looking to the future, 2007 will see the beginning of a project to establish a network of 'Book Bars' for young people in four regions, including the South West, subject to funding being secured from the Big Lottery's Young People's Fund. Book Bars will be discrete spaces for young people where they can chill out and access books, reading and information in an environment they feel comfortable in. Young people (particularly socially excluded young people) will have a key role in designing and running Book Bars. Both Swindon Libraries and Dorset Libraries have successfully bid to establish a Book Bar in one of their libraries and they will both be able to transfer their learning from the Partners for Change project into the Book Bars project.

7.2 Wider policy developments

Since we reported in March 2006, there has been a further acceleration of government focus on the needs of young people. The concept of a 'Youth Offer' which entitles young people to access a range of positive things to do and safe places to go within their local communities has emerged. This offers significant scope for public libraries as venues well located within local communities with a range of resources and facilities which can support young people to enjoy and achieve.

At a national level The Reading Agency has helped facilitate the establishment of a Youth Libraries Board. The Board is chaired by the Director of Policy and Advocacy at MLA and includes representation from the National Youth Agency, the LGA, ASCEL, TRA and SCL. The Board will provide strategic national leadership for libraries' work with young people and will play a key role in advocating the potential contribution of libraries' work with young people to a range of external partners, including Directors of Children's Services in local authorities and to the DfES.

8. Looking ahead – anticipated progress in the next six months

Dorset

- Mainstream learning to public library service staff
- Maintain the involvement of socially excluded young people through various initiatives within the public library service, including the Book Bar project
- Amend library policies to make public library services more accessible to the Traveller community
- Launch stakeholder event and accompanying resources

Gloucestershire

- Launch of the revamped music library at Cheltenham
- Manga workshop at Matson Library
- Establishment of ongoing advisory groups of young people at Matson and Cheltenham
- Involvement of young people in plans for large scale refurbishment at Cirencester Library
- Final training session for library staff with NYA trainer in January
- Launch stakeholder event and accompanying resources

Swindon

- Continued involvement of socially excluded young people in the plans for the new Central Library in Swindon
- Launch stakeholder event and accompanying resources
- Continue to engage with young parents through the Getting Connected course
- Further develop the relationship built up with Youth Service staff, especially in relation to the Book Bars project

Project as a whole

- Review of progress in each authority against baseline Hear by Right assessment
- Creation of learning resources to support other library services in involving socially excluded young people
- Promote availability of learning resources via the TRF website
- Showcase the learning from PFC at the Fulfilling their Potential conference on 5th February 2007
- Develop plans for a regional seminar for librarians and youth participation workers in March 2007
- Final report and dissemination activity

9. Financial information

Expenditure for this project is currently under-spent for this stage in the project. The causes are

- NYA support for the project has been invaluable, but we have not yet found it necessary to use the full allocation of NYA training and consultancy time. The partner authorities continue to draw on the NYA contact for specialist advice and support, but this is proving less costly than we anticipated. One significant change was the resignation of the key NYA young trainer who left in June 06 to pursue her postgraduate studies. This has meant some interruption to the NYA contribution and a less proactive approach in the last 6 months.
- Project management costs rose around the time of the spring 2006 regional event, but have subsided in the six months since then while the project partners continue with their work and engagement with young people. We anticipate more time will again be needed as we enter the evaluation and dissemination stage of the project in the New Year.
- We anticipated the need to develop evaluation and website materials during year two, and this work has yet to be commissioned and achieved.

The partner authorities have all now received their full allocations to support consultation and other activity with young people.

Summary of planned and actual expenditure:	Planned expenditure to 31st March 07	Actual expenditure to 28th November 06
NYA training and training expenses :	£16700	£9828
Local consultation and activities with young people :	£15000	£15000
Project management and support (including expenses) :	£28500	£15480
Other costs :	£17550	£4544

	Plus 23500 in partner 'in kind' contributions	
Total cash expenditure	£77750 (after 21 months)	£36844 (after 17 months)

While we anticipate that the expenditure on the project will increase in the next six months, as we finalise evaluation and dissemination plans, there may be some under-spend by the end of the project. In considering sustainability, some opportunities are emerging (eg developing young advocates to assist with dissemination and advocate on behalf of libraries to disadvantaged young people). We would appreciate the opportunity to discuss these with the Paul Hamlyn Foundation as we enter the final stage of the project.

10. Feedback and individual stories

“It is sometimes very difficult to get concrete evidence and views from the Travellers about what impact, if any, our visits are having but, completely unexpectedly, we did receive a piece of anecdotal evidence from one of the boys on the Piddlehinton site. Gina was doing a Reading Mission assembly at Puddletown First School and in the audience were Sam and Violet the red-headed twins from the Piddlehinton site. At the end of the session Gina asked if there were any questions or comments anyone would like to make and Sam, with great pride and enthusiasm, piped up that he had visited the library van lots of time and taken out lots of books. The fact that this rather shy little boy had the confidence to speak in an assembly and about reading and libraries has got to be some indication that our visits have had some impact”.

(Sue Yockney, Dorset Schools Library Service)

“The project has been brilliant in helping galvanise our young parents to engage with the library services. A young mum was just telling me that she went to the library today to borrow some cookery books. She plans to ‘cook’ things with her toddler; what a result! Previously she hadn’t been to the library since she was a child herself and I don’t think she’d have gone along if it hadn’t been for all your hard work in co-ordinating the Families Love Libraries day, so thanks for everything you’ve done”

(Annie Whitford, Project Worker, Stonham Housing Association)

“One chilly late afternoon recently, I looked around the library van and I had three young Travellers sitting on the floor by the heaters reading books and another playing on Kar2ouche, Radio One was playing softly in the background and one of the boys was singing along... and I thought to myself it doesn’t get much better than this! Throughout my library career my best moments have been those involving young people, but this moment involving young Travellers living in such harsh conditions looking so comfortable and happy in our library van – tops them all”.

(Sue Yockney, Dorset Schools Library Service)

Partners for Change Interim Report
Appendix One – Feedback from the National Youth Agency
February 2006 – November 2006

The Partners for Change project is nearing the end of its practical stage. During this period the three authorities have been actively engaging with children and young people from 'hard to reach' backgrounds in order to get them more involved with their local library service. The three authorities have been doing this using a number of different methods and practical ways of reaching out to the young people.

During the last six months the projects have been doing the majority of their outreach work. Much of the consultancy with The National Youth Agency has involved training of staff and those who are going to be working directly with children and young people and assisting with the development of session plans to deliver to the young people.

In addition to this, advocacy work has been carried out in the local authorities (primarily Swindon and Gloucestershire) to help show the importance of this project and the wider involvement of children and young people in the development and delivery of the library service. This has been achieved through various meetings with senior managers; training events and endorsements of '*Hear by Right*' plans. The project in Swindon has received national recognition with the publication of a case-study in the '*Youth Engagement*' magazine published by The National Youth Agency.

There have been some problems in the local authorities; mainly relating to funding and staff time. It is clear in this work that staff time is needed to ensure that preparation is carried out, the session/project delivered and an evaluation completed. This is especially important when working with 'hard to reach' young people who often need more encouragement and with whom it will take longer to build a relationship. Although there have been difficulties both Dorset and Swindon have overcome this. Swindon have taken advantage of their young members of staff who have been trained on a number of occasions to help their communication and facilitation skills and also aided to plan events and sessions which can be carried out with young people. A similar approach has been taken by Gloucestershire who have trained their Saturday staff whom have led sessions with young people from various groups including youth groups, young people in care and excluded students.

All of the authorities have been moving forward with their commitment to involve children and young people and this is now becoming more integrated within the wider service delivery. Although this project has been to work with 'hard to reach' young people the authorities have realised that in order to make the service

relevant they need to involve young people at all levels. The libraries in Swindon have realised the extent of the resource that they have with their public buildings and the space has been used by youth organisations to deliver training. This is one example showing how the involvement of young people can help to make the library a true community resource.

Good progress has been made and the Partners for Change project has been a springboard to enable this to happen. The authorities have benefited from training and assistance to gain the skills and knowledge necessary to facilitate the involvement of some of the most 'hard to reach' members of society. This, along with commitment and perseverance from the staff involved have enabled a successful six months and more generally, project. It is important that the remaining time will allow for reflection and encouragement to aid other people and authorities to involve children and young people in the design and delivery of their library service.

Becky Sharp
November 2006

Appendix Two

Feedback from MLA South West

As a regional development agency SWMLAC was approached by The Reading Agency to consider working up a project that would answer the requirements and learning possibilities of Every Child Matters and Youth Matters.

As Library & Information Development Officer my impression was of Public Library Services challenged beyond their means to effect the change required to attract a younger audience. Specifically I observed an opportunity in the development of better standards in customer service across the age range of audiences if the most disaffected could be welcomed in new ways.

As a member of the steering group I have been particularly pleased with the management of the programme as I can see real evidence has been derived which can feed our attempts to develop policies for museums libraries and archives. MLA South West has, through our national/regional MLA partnership, been delivering Cultural Hubs in Bournemouth & Poole, Young Cultural Creators in Cornwall, Torbay, Dorset and Devon, Archive Education outreach in Dorset, as well as Strategic Commissioning for teachers region wide and the Literature Matter's programme to trainee teachers across four Public Library Services in the region over the period 2004-2007. All these and Partners For Change will deliver new ways of working which put cultural and creative experience at the heart of learning for young people, vitally involving Public Libraries, Museums and Archives as welcoming and valued partners in delivering experiences of community and citizenship to young people. In turn I see the process of consultation and involvement of young people delivering a learning experience for Public Library staff to sustain a continuing and improving service. At the heart of this is the excellent Fulfilling their Potential programme delivered in partnership by the TRA.

Angela Haynes
20.11.06



Partners for Change Seminar 29th March 2006

Would you like to find out how libraries in the South West are working with young people to develop improved public library services for this age group?

A forthcoming free seminar, hosted by SWMLAC and The Reading Agency, will showcase the initial findings from Partners for Change, an innovative new South West project funded by the Paul Hamlyn Foundation.

Join us for a free seminar on **29th March** at the South West Museums Libraries and Archives Council (SWMLAC) in Taunton. You'll hear how library staff from Partners for Change authorities in Dorset, Gloucestershire and Swindon are involving a range of young people in shaping library services which meet their needs. Young trainers from the National Youth Agency will be on hand to highlight how you too can involve young people in your service planning and delivery and will provide an insight into how the Hear by Right tool can be used for maximum effect.

This seminar is ideal for those looking to find out how public libraries are responding positively to strategic policy developments, including Youth Matters. The day will run from 10.30am until approximately 4pm and will include lunch. To book your free place, please email resources@readingagency.org.uk or contact 0871 750 1207.



Partners for Change Seminar
29th March 2006
At SWMLAC offices, Creech Castle, Taunton

Programme

- 10.30 Registration and coffee
- 10.45 Welcome from Bob Sharpe, Chief Executive of SWMLAC
- 11.00 An introduction to Partners for Change – Ciara Eastell, The Reading Agency
- 11.25 Youth Matters: an update on current developments for young people - Jon Boagey, National Youth Agency
- 11.45 Workshop A: Involving Young Travellers in Dorset
Workshop B: Working with Teen Parents in Swindon
Workshop C: Developing new services for young people in Gloucestershire
Participants to attend 2 workshops.
- 12.45 Lunch
- 1.30 How you can involve young people in shaping library services: using the National Youth Agency's Hear by Right tool
- 3.00 Plenary Q & A
- 3.30 Action planning
- Finish with tea at 3.45 pm

Appendix 4
Partners for Change Seminar 29th March 2006
Evaluation

Number of Delegates	Number of Evaluation forms returned	Question number	Number of comments for each question
28	26	1	26
		2	10
		3	26
		4	18
		5	26
		6	26
		7	26

1. What did you feel were the most useful elements of the day?

Comments

- Info on using Hear by Right to involve young people in Dorset.
- The speakers and workshops getting an overall view of Partners for Change and then more specific projects in the workshop.
- Networking. Seeing what is happening.
- Applying the information into planning for our own services.
- Looking at case studies of different authorities.
- Partners for Change intro and workshops.
- Hearing experiences of other authorities.
- I was running a workshop so difficult to assess.
- A.M presentations and background to PfC and NYA.
- Gloucestershire workshop.
- Workshops.
- Jon's talk about Youth matters.
- Youth matters, Ciara's overview and Becky's outline.
- Useful to gave workshops so we can hear what other authorities are doing/ working with young people.
- Hear by Right and Dorset talks. Dorset's achievements were inspiring.
- Hearing about the projects "warts and all" from the participants.
- Whole day for an overview. Finding out what others are doing.
- Individual workshops to learn about specific examples of current good practice.
- Workshops/Dorset talk of examples. Hear by Right tool session.
- The workshops.
- Hear by Right discussion.
- Presentations and workshops.
- Workshops and examples of projects. E.g. Beaminster project.
- Background to PfC. Networking.
- Every single bit of it. It was a wonderful programme and each section fed well into the next. I also thought that having a Teen at the conference was so good. It's a shame that more were not able to come.
- Learning about Dorset and what it has done already.

2. What did you feel were the least useful elements of the day?

Comments

- Overview by Jon – too much information.
- Some of the games: but don't take this as a criticism.
- Everything was very relevant.
- All relevant.
- NYA talk
- Practical sessions: Bingo etc. Could have made workshops longer by cutting these out.
- Can't do this!
- Bingo: although it did make me think about the different stages of HBR.
- The flipchart exercise was a struggle.
- Filling in the A3 sheet on the 7s.

3. What did you most enjoy?

Comments

- Bingo was fun
- Hearing about the Youth projects and Music Library in Cheltenham.
- Workshops. All Speakers were good.
- Interacting with people from different authorities, sharing problems.
- Working with Teen parents in Swindon. Meeting colleagues from the region.
- Workshops. Practical advice and experience of other authorities.
- Sharon's talk on initiative Dorset.
- A.M presentations and background to PFC and NYA
- Afternoon
- Swindon's workshop.
- Networking.
- Networking.
- Practical elements of Becky's session.
- Travellers Project in Dorset.
- Having the opportunity to talk through ideas and initiatives with other authorities. Reassured that heading in right direction.
- Hear by Right presentation.
- Hear by Right presentation. Sad/ smiley face exercise.
- Learning about what other library workers are doing in the South West Region.
- Workshops.
- Workshops. Talking to people.
- Hearing about projects in Swindon and Gloucestershire.
- All were good.
- Variety of teaching styles, lecturers, workshops, games etc. Smiley faces game.
- Dorset Travellers Project.
- The Speakers. Dorset Library. Workshops.
- Smiley faces.

4. Could anything have been better?

Comments

- Would have liked the opportunity to hear what the 2 other pilot projects are doing.
- It would have been good to go to all 3 workshops.
- Not really: fitted plenty into a days course.
- More time or more examples for the workshops.
- More time in workshops.
- Longer time in workshops.
- Perhaps a coffee break mid morning.
- Workshops not enough time to ask questions.
- Would like handouts of every presentation.
- Happy with content.
- Would have liked to have met and spoken with some of the young people involved in projects.
- The workshops could have been longer, say 40 mins. It was nice to attend two so perhaps this quick fix approach is best overall.
- More time to explain Hear by Right tool. More time in workshops.
- Time to cover all 3 workshops.
- Chance to go to all 3 workshops.
- Would have liked more time to hear about workshops.
- Didn't enjoy the Bingo exercise.
- Do the Team exercises before lunch.

5. What one thing from today's seminar will you take back and implement within your own library service?

Comments

- Story sacks being created by young people.
- Trying to make our pilot project a more mainstream element of service.
- Push forward on our service, Young People Action Plan.
- Use Hear by Right framework and apply it to N. Somerset.
- Use Hear by Right to inform future new XP library spaces.
- Youth only times at the library.
- Listening more to young people and get them involved.
- That working more with young people is something we can do.
- Working closer with Hear by Right and other frameworks.
- Use the NYA's Hear by Right tool for new post.
- Partners for Change.
- Ideas for working with young people re new library.
- Incorporating fulfilling new potential/Hear by Right into 2006/07 Library Plan.
- Hear by Right tool.
- Research Youth Achievement Awards and find ways of involving YP in redesigning services. Contact new Youth Panel (YEP) to target young people for forums.
- Embedding communication throughout the service. Also recruitment ideas.
- Include Hear by Right in Their Reading Futures training. Ways to involve young people in stock selection.
- Necessity of involving young people in development of library services
- Young people need to have a say and should be consulted.
- Using Saturday staff.
- Listening more to what young people are saying.
- To investigate using young staff as a resource.

- Not to make assumptions about what young people are like.
- Various action points to chase people up re positioning library with Children's Directorate.
- I do not have a library service (yet) but I will incorporate everything into my dissertation and future work ethos and experience.
- The way Dorset has used Teens to get the results (the card).

6. Would you be interested in participating in further Partners for Change events?

Comments

- **Yes: 26**
- **No:0**

7. Would you be interested in further training on Hear by Right?

Comments

- **Yes: 22**
- **No: 4**