

Norton Canes Library  
and Community Hub

Big Lottery Community Libraries Project

Addendum Report – Youth Advocates

# What next...?

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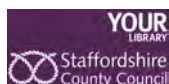
**Norton Canes Library and Community Hub**  
**Big Lottery Community Libraries Project**  
**Addendum Report – Youth Advocates**



**Report Commissioned by**  
Staffordshire County Council's Culture and Libraries Division

**Funded by**  
Big Lottery Fund

**Delivered by**  
Wider Impact Consultancy  
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## Contents

<b>Sections</b>	<b>Description</b>	<b>Page</b>
<b>1.0</b>	<b>Executive Summary</b>	<b>1</b>
1.1	Introduction	1
1.2	Aims	1
1.3	Our Approach	1
1.4	Our Findings	1
1.5	Recommendations	2
1.6	Sustainability	3
<b>2.0</b>	<b>Acknowledgements</b>	<b>4</b>
<b>3.0</b>	<b>Terms of Reference</b>	<b>5</b>
3.1	Introduction	5
<b>4.0</b>	<b>Methodology</b>	<b>6</b>
4.1	Introduction	6
4.2	Youth Advocates Group	6
4.3	Desk Research	7
4.4	Field Research	8
4.5	Questionnaires	8
4.6	Workshops	9
4.7	Site Visits	9
4.8	Multi-Agency Meetings	9
4.9	Observations	10
<b>5.0</b>	<b>Introduction</b>	<b>11</b>
5.1	Introduction	11
5.2	Research Direction	11
5.3	Outcomes	12
<b>6.0</b>	<b>Desk Research</b>	<b>13</b>
6.1	Introduction	13
6.2	Reports Submitted by the Project	14
6.3	Business Plan	14

6.4	End of Year Reports	15
6.5	Advisory Report	15
6.6	Benefits of Actively Involving Young People in Community	16
6.7	Levels of Involvement of Young People in Community Projects	17
6.8	Model of Participation	17
6.9	Practical Solutions	18
6.10	Benefits of Involving Experienced Youth Workers and Schools	19
6.11	Check List	19
6.12	Celebrating Success	20
6.13	Relevant Wider Impact Consultancy Reports	20
<b>7.0</b>	<b>Field Research</b>	<b>23</b>
7.1	Introduction	23
7.2	Youth Advocate Group	23
7.3	Observations Youth Advocate Group	24
7.4	Questionnaire Results (Youth Advocates)	24
7.5	Wider Questionnaire Results	25
7.6	Young Peoples' Views on the Library	26
7.7	Young Peoples' Views on Access to Wider Youth Resources / Activities	29
7.8	Workshops / Events	32
7.9	Feedback	33
7.10	Individual Workshops / Events	34
7.11	Multi-Agency Meetings	35
7.12	Site Meetings	38
7.13	Observations	38
<b>8.0</b>	<b>Summary of Findings</b>	<b>40</b>
8.1	Introduction	40
8.2	Summary of Research Findings	40
8.3	Establishing and Training a Young Persons' Advocate Group	41
8.4	Providing Young with a Voice and a Platform to Make a Difference	42

8.5	Surveying Young People	42
8.6	Partnership Working	43
8.7	Meeting Young Peoples' Needs	43
<b>9.0</b>	<b>Recommendations</b>	<b>44</b>
9.1	Introduction	44
<b>10.0</b>	<b>Conclusions</b>	<b>45</b>
10.1	Introduction	45
10.2	The Value of a Peer-Led Approach	45
10.3	Findings	45
10.4	Recommendations	45
10.5	Sustainability	46
<b>Appendix A</b>	'Wanted' Poster	47
<b>Appendix B</b>	Job Description / Person Specification Young Persons' Advocate Post	48
<b>Appendix C</b>	Library Volunteer Application Form	50
<b>Appendix D</b>	Youth Advocate Questionnaire	54
<b>Appendix E</b>	General Questionnaire	55
<b>Appendix F</b>	Details of Workshops / Events	57

## 1.0 Executive Summary

### 1.1 Introduction

Funded by the Big Lottery, the key objective of this commission has been to explore the feasibility of establishing a **Young Persons Advocate Group**, which will operate from the Norton Canes Library.

### 1.2 Aims

The key aims of this commission have been to:

1. Establish and train a Young Persons' Advocate Group
2. Provide young people with a voice and a platform to make a difference
3. Survey peers to establish local young peoples' needs
4. Work in partnership with the local [established] Advocates, key partner agency members and employers
5. Meet young peoples' needs; e.g.
  - a. Enhancing 'life skills', e.g. personal health, protecting young people from abuses – linked to social networking, enhancing employment opportunities / creation of Job Clubs' / preparing for work / job seeking
  - b. Improving basic skills, confidence levels and social interaction amongst young people
  - c. Improve local young peoples' employability and future prospects

### 1.3 Our Approach

We have used a number of research approaches, which have centered on **peer-led research**, delivered under the direction of a group of young people who formed a Youth Advocates Group during the research period

### 1.4 Our Findings

Based on research findings, which included the experience gained during the establishment of the pilot Youth Advocate Group, formed during the period of this commission, **we feel there is a strong and compelling case for a Young Persons' Advocate Group to be established which should operate from Norton Canes Library.**

There can be no doubt that there is a **need** for young people to be fully represented, and a **will** by a significant number of young people to be involved in the formation of such a group. As highlighted within this report, **52%** of the young people surveyed have expressed an interest in supporting the needs of young people in Norton Canes.

It is also clear that there is a need to provide expert support and training to **all** those involved in the formation and delivery of such a group.

## 1.5 Recommendations

Based on research findings and our experience of supporting similar partnerships, the following recommendations are tendered:

1. Immediate steps should be taken to continue and further develop the role and functions of the Youth Advocates Group formed as part of this commission.
2. A public information event should be held as soon as feasible, which should include the Youth Advocates / other local young people, Adult Advocates, local community members, local community groups, and other key stakeholders, when opportunity should be taken to:
  - a. Present the findings / recommendations of this report and the main report
  - b. Congratulate, thank and reward the young people who were part of the Youth Advocates Group
  - c. Commence a campaign to recruit additional young people to join the Youth Advocates Group
3. Early consultation should take place with key stakeholders, such as the Youth Advocates, the Adult Advocates, Library staff / representatives, Youth Services and local schools to establish a **Service Level Agreement (SLA)**, with aims that include sharing:
  - a. Resources – e.g. premises, staff, and youth related information linked to key issues such as bullying, sexual health, social media and employment / volunteering opportunities
  - b. Expertise / training
  - c. Information
  - d. Experience / good practice
4. The Youth Advocates Group should be independently evaluated in 12 months.

## **1.6 Sustainability**

If sustainable outcomes are to be achieved it is important that this report is read in conjunction with the main report, and our recent Norton Canes report, *Norton Canes Community Partnership, Building Community Independence Project, Independent Evaluation*, Wider Impact Consultancy, 2012.

All three reports contain a number of recommendations, which if acted on, will play a key role in the sustainable regeneration and development of the Norton Canes community.



## 2.0 Acknowledgements

We are grateful to the many individuals, who include members of the public, representatives of voluntary, sector organisations and Norton Canes High School, who have kindly given up their time to share their views and experiences to contribute to this report.

We would like to single out **Karen Yeomans**, District Manager, Staffordshire Library & Information Service, who has played a pivotal role in enabling this commission, and in the delivery of the desk and field research. She has shown impressive vision, and the capacity to think 'outside the box' during our work with the young people. Her capacity to make things happen and get the best out of people is impressive and worthy of note.

Most significantly and importantly, we would like to thank the young people who have formed a Youth Advocates Group as part of this commission. Their input and hard work has directly assisted in the research; and most significantly played a key role in the delivery of this report. They are a credit to themselves and to Norton Canes High School.

## 3.0 Terms of Reference

### 3.1 Introduction

The key objective of this commission has been to explore the feasibility of establishing a 'Young Persons' Advocate Group, which will operate from the Norton Canes Library.

The key **aims** of this commission are to:

1. Establish and train a Young Persons' Advocate Group
2. Provide young people with a voice and a platform to make a difference
3. Survey peers to establish local young peoples' needs
4. Work in partnership with the local [established] Advocates, key partner agency members and employers
5. Meet young peoples' needs; e.g.
  - a. Enhancing 'life skills', e.g. personal health, protecting young people from abuses – linked to social networking, enhancing employment opportunities / creation of Job Clubs' / preparing for work / job seeking
  - b. Improving basic skills, confidence levels and social interaction amongst young people
  - c. Improve local young peoples' employability and future prospects

## 4.0 Methodology

### 4.1 Introduction

It has been agreed with the commissioner that research and associated findings and recommendations should add value to our independent evaluation of the Norton Canes Library and Community Hub (Wider Impact Consultancy, June 2012).

Research carried out in the production of this addendum report has as far as feasible, not duplicated or replicated previous research carried out in the delivery of the original commission. We will be making due reference to research, findings and recommendations contained within the original report.

### 4.2 Youth Advocates Group

An early decision made with the commissioner was, as far as feasible, to involve young people in **all** aspects of the commission. Building on previous support provided by Norton Canes High School to Library activities, an approach was made for assistance in recruiting a **Youth Advocates Group**. The change of title from a Young Persons' Advocate Group, to a Youth Advocate Group was made following early consultation with a group of High School students, as it was felt that the term 'youth' would appeal to a wider group of young people / young adults.

We were granted access to school assemblies, when we took opportunity to invite students to become voluntary members of the Group.

The school also posted '**Wanted Posters**' ([Appendix A](#)) about the school and distributed a **Person Specification Forms** ([Appendix B](#)) and Staffordshire County Council **Volunteer Application Forms** ([Appendix C](#)) to interested students. We also took the opportunity to invite a young person (and her friend), who is the youth representative of the main [adult] Library Advocate Group to join the Youth Advocate Group.

A total of 6 Youth Advocates, aged between 12 and 19 years were recruited:

- 1 male
- 5 females

#### 4.3 Desk Research

In an effort to gain as wide an understanding as feasible of the history / background of the commission, and of available external reports and information, we have accessed and taken due note of a number of documents, which includes:

- the Project's Big Lottery Community Libraries Project Application
- Norton Canes Community Library and Information Hub Business Plan, 2008
- end of Year end reports submitted to the Big Lottery (Years 1, 2 and 3)
- *Your Ideas, Community Engagement Workshops*, Big Lottery Fund, 2010
- *Good Practice Guidelines for Organisations Working with Young People*, Big Lottery Fund, 2010
- *First Steps in Working with Young People*, Heritage Lottery Fund, 2009
- *A Guide to the Effective Involvement of Children & Young People*, Jordan's Change for Children Consultancy Ltd, 2008
- *Guide to Engaging with Young People*, The Learning and Skills Council
- *Guidelines on How to Involve Children and Young People in Your Work*, The National Children's Office, June 2005
- *Promote and Inspire, A Toolkit for Community Learning Champions*, Niace, 2010
- *Norton Canes Community Partnership, Building Community Independence Project, Independent Evaluation*, Wider Impact Consultancy, 2012
- *Norton Canes Library & Community Hub, Big Lottery Community Libraries Project, Independent Evaluation*, Wider Impact Consultancy, 2012

#### 4.4 Field Research

Field research has been detailed and varied, and focussed on reaching as many young people between the ages of 13 and 25, who live in and about the Norton Canes area as feasible. We have utilised the following research tools:

- questionnaires, aimed:
  - specifically at the Youth Advocates Group members (**Appendix D**)
  - at all young people (**Appendix E**)
- 4 workshops / events (see **Appendix F**):
  - ‘Spring Board into Work’ / jobs fair / volunteering opportunities
  - boys workshops - ‘War Hammer’, cartoon clubgirls workshops – nail art, skin care, free ‘make over’, jewellery making, card making
  - an introduction to social media
  - site visits
  - multi-agency meetings
  - observations

#### 4.5 Questionnaires

In an attempt to gain ‘before’ and ‘after’ findings, opportunity was taken to survey the Youth Advocate’ at the start and end of the research period.

In relation to the wider survey, in an attempt to access as many young people as possible, on the advice of the Youth Advocates:

- an ‘online’ questionnaire (see link <http://www.widerimpact.com/norton-canes>) was created, which was publicised via *Facebook*
- a hard copy version was available to those who may not have had access to the internet / IT
- a cash financial was offered in the form of a prize draw
- the Youth Advocates specifically targeted friends and peers

- Norton Canes High School encouraged students to complete the 'online' version of the report

#### **4.6 Workshops**

Understanding workshops / events were to be delivered at short notice and during the summer holiday period; and as a result, difficult to attract delegates, opportunity was taken to market the events as best as possible, via the Libraries *Facebook* site, word of mouth and the posters highlighted at **Section 4.4**.

All events were open, with two of the events specifically targeted at males and females. The Introduction to Social Media event was open to parents as well as young people.

Opportunity was taken to seek young people's views and opinions utilising the questionnaire, flip charts / post-it notes, one to one conversations and observations.

#### **4.7 Site Visits**

With an objective of gaining an overview of the provision of library youth facilities, we have visited:

- Norton Canes Library
- Shenstone Library

#### **4.8 Multi-Agency Meetings**

We have met the following on a one to one basis, and as part of groups with:

- the Youth Advocates
- young users of the Library
- Library Manager
- Staffordshire County Council's Libraries Youth Lead
- Head Teacher, Norton Canes High School
- Norton Canes High School Librarians
- Head of Staffordshire County Council's Youth Services

- County Council Youth Worker
- representative of Norton Canes Community Centre

#### **4.9 Observations**

Utilising our experience of carrying out observational studies, we have maintained an observational approach during all meetings, workshops, events and site meetings carried out in relation to the commission.

## 5.0 Introduction

### 5.1 Introduction

This commission and subsequent research has come about as a result of findings and recommendations highlighted in the main report:

#### **Lessons Learnt (Section 1.4)**

Whilst the Project has consulted widely, and extensively involved young people in activities and targeted initiatives, it is apparent that attracting young people between the ages of 16 to 19 years to fully utilise libraries is a challenge for the Library Service as a whole.

Lessons have been learnt by those delivering this Project; with particular regard to seeking the support of young people in this age group.

We note that managers of the Project and the Big Lottery agreed to extend the life of the Project, to take time to pilot an initiative to work with a representative group of young volunteers to address such challenges.

#### **Recommendation 2 (Section 11)**

The Norton Canes Project should continue to support and respond to the findings of the on-going peer-led research into the needs and aspirations of young people; specifically targeting the 16 to 19 year old age group.

### 5.2 Research Direction

Our approach to this commission has been **peer-led**, which has involved our working closely with young people living in the general area of Norton Canes. This has been enabled by the formation of a **Youth Advocates Group**. As a result, all processes have taken place with the knowledge, support and co-operation of the young people themselves.



An outcome of this approach has been all events and the use for example of an 'online' version of the questionnaire; marketed utilising *Facebook*, have occurred as a direct result of the young peoples' input.

### 5.3 Outcomes

It is our intention that outcomes of this peer-led approach will be findings that are relevant to young people, which will result in recommendations that will lead to the **sustainable** involvement of young people in the **innovative** and **relevant** development and delivery of Norton Canes community based services, initiatives and projects.

## 6.0 Desk Research

### 6.1 Introduction

We have researched 3 areas, which have relevance to engaging with young people:

#### **Reports Submitted by the Project**

- the Project's Big Lottery Community Libraries Project Application
- Norton Canes Community Library and Information Hub Business Plan, 2008
- end of Year end reports submitted to the Big Lottery (Years 1, 2 and 3)

#### **Advisory Reports**

- *Your Ideas, Community Engagement Workshops*, Big Lottery Fund, 2010
- *Good Practice Guidelines for Organisations Working with Young People*, Big Lottery Fund, 2010
- *First Steps in Working with Young People*, Heritage Lottery Fund, 2009
- *A Guide to the Effective Involvement of Children & Young People*, Jordan's Change for Children Consultancy Ltd, 2008
- *Guide to Engaging with Young People*, The Learning and Skills Council
- *Guidelines on How to Involve Children and Young People in Your Work*, The National Children's Office, June 2005
- *Promote and Inspire, A Toolkit for Community Learning Champions*, Niace, 2010

#### **Relevant Wider Impact Consultancy Reports**

- *Norton Canes Community Partnership, Building Community Independence Project, Independent Evaluation*, Wider Impact Consultancy, 2012
- *Norton Canes Library & Community Hub, Big Lottery Community Libraries Project, Independent Evaluation*, Wider Impact Consultancy, 2012

## 6.2 Reports Submitted by the Project

### Project's Big Lottery Community Libraries Project Application

We note that the Project identified specific **Project Beneficiaries / Specific Target Group**, which was young people aged 16 to 29 years, and in particular males, who currently under-use the library who are either unaware of or not attracted to the library as a cultural, learning and community venue in its current form. **Table 1** highlights **Outcome 3**, which had relevance to young people

**Table 1 Outcome 3**

<p><b>Outcome 3:</b> By September 2010, 950 new members from low income or low qualification groups will report on positive impacts that the new services and facilities have made on their skills and confidence levels.</p>	
<b>Milestones</b>	<b>Timescales</b>
Detailed research of who and where disadvantaged and <b>low user groups</b> are to inform the community engagement and consultation plans.	Nov 07 – Dec 07
Work with architects and designers to ensure that internal environment meets the aspirations of the community consultation and the needs of the service providers.	Nov 07 – Apr 08
<b>Recruit volunteers and Advocates to target low user groups, which include 16 – 19 year olds, particularly males who currently under-use the library.</b>	Jan 09 – May 09
Engage volunteers and Advocates to promote the new Centre to low user and disadvantaged groups through a series of outreach events and publicity. Target: 1,000.	May 09 – Sept 09
Steering Group to receive quarterly monitoring reports; a Q2 conduct interim evaluation and take action as appropriate to ensure Y1 targets on track. At end of Y1, full evaluation report and delivery plan for Y2 approved.	Sept 09 – Aug 10

## 6.3 Norton Canes Community Library and Information Hub Business Plan, 2008

We note aims and objectives within the Business Plan to target specific users and visitors, which include 16 to 29 year olds, and in particular males, who in general were under represented in the Library. Strategies included:

- on-going consultation
- formation of a Community Advocates Group
- attracting the target group by making them aware of 'the open community space with comfy seating, as an opportunity to socialise in a relaxed and friendly environment', and the provision of attractions such as the latest music technology

- delivery of events and activities aimed at young people
- working with partners within the Youth Support Services such as Youth Services, Connexions, high schools and the community youth group, KONCAS

#### **6.4 End of Year End Reports Submitted to the Big Lottery (Years 1, 2 and 3)**

We note the following activities and initiatives, which have been aimed specifically at young people / local people / males aged 16 to 29 years:

- outreach initiatives e.g. public houses, flying club, health centre, local youth club / group
- employability events
- Community Learning e.g. digital photography courses
- 'Chatterbooks' reading club
- use of professional musicians
- 'Chill n' Chat sessions
- Facebook page
- drumming
- community events, e.g. lantern parade

#### **6.5 Advisory Reports**

We have taken opportunity to research and summarise a sample of reports and guidance, which has relevance to the involvement of young people in the Library Project. The following is a summary of findings.

## 6.6 Benefits of Actively Involving Young People in Community Initiatives (Big Lottery Fund)

Before embarking on activity to promote the active involvement of children and young people, projects should have a clear understanding of **why** they want to involve young people, and a clear view of what they are hoping to achieve. This clarity will ensure that participation is meaningful and **not** merely tokenistic. There are recognised benefits of active involvement for all relevant groups. These include:

### **Benefits to young people:**

- a voice and an opportunity to influence services that affect them
- services which better reflect and meet their needs
- opportunity to develop new skills

### **Benefits to organisations:**

- new ideas from young people
- improved service quality and efficiency as a result of greater accountability, improved structures, policies and decision making
- better able to meet the needs of young people
- improved skills for workers

### **Benefits to Communities:**

- enabling the participation of children and young people in wider society
- equipping children and young people with the skills and attributes to be responsible, and participating adults
- improved community and intergenerational relations as young people are viewed as positive contributors

## 6.7 Levels of Involvement of Young People in Community Projects

### Operational Involvement

Young people are involved in the day to day delivery and management of the project. Projects tend to have an internal focus, meaning that while the wider community may benefit from project activity, the primary beneficiaries are the young people themselves.

#### Activities include:

- consulting with other young people
- planning every day activities
- delivering every day project activities
- developing project and training resources

### Strategic Involvement

Young people take a higher strategic role in the activity and future direction of the project, while project workers deal with daily aspects of delivery and management. Projects are often issue based, bringing together young people with shared characteristics or views. These include campaign groups and youth forums (e.g. the Youth Advocates Group). **Activities include:**

- setting the strategic direction
- identifying issues and activities
- identifying and approaching strategic stakeholders to bring about change

Active involvement enhances the benefits to young people as a result of participation in project activity. It should be noted that there is no evidence that a particular type of involvement brings about greater benefit than the other and it is often the case that elements of both types of involvement are present in a single project.

## 6.8 Model of Participation (Department for Education & Skills)

The following are steps involved in enabling young people to become involved in decision making:

### **Children and Young People's Views are Taken into Account**

Children's views, whether volunteered or sought by adults, need to be taken into account if their rights are to be respected under the UN Convention on the Rights of the Child. The information children provide is one source, amongst others, that adults use to make a decision.

### **Children and Young People are Involved in Decision-Making**

At this level, children are actively and directly involved at the point where decisions are made. Children and adults share views and discuss issues together. Adults still hold ultimate responsibility for deciding the course of action, but children will be involved in steering that.

### **Children and Young People Share Power and Responsibility for Decision-Making**

There is not always a clear distinction between this level and the previous one but the critical difference is the degree of influence that children have on decisions. At this level, adults have a commitment to share power and to undertake joint decision-making with children. Decisions may be made by negotiation, consensus or voting.

### **Children and Young People Make Autonomous Decisions**

Children make autonomous decisions, but often the implementation of these decisions will require input from adults and is ultimately dependent on adult structures, responsibility and power.

## **6.9 Practice Standards**

The following **practice standards** are statements that describe an expected level of performance for those involved in working with young people. They state what children, young people and others can expect of children and young people's participation practice. They are designed to apply to all participation work, and represent minimum expectations of the ways in which staff will behave and operate:

1. An ethical approach: transparency, honesty and accountability
2. Children and young peoples' participation is relevant and voluntary
3. A child friendly, enabling environment is created

4. Equality and opportunity
5. Staff are trained, effective and confident
6. Participation promotes the safety and protection of children and young people
7. Ensure follow up and evaluation

#### 6.10 Benefits of Involving Experienced Youth Workers / Schools

If organisations don't have people with the training or experience of working with young people, they should consider developing a partnership with the local Youth Service / youth worker, or similarly other skilled organisations / people within the local community, such as school / teachers etc.

The organisation will benefit from the practical approach of youth work and its credibility with young people. This approach will encourage young people to take part and ensure that they receive a high-quality, properly-supported, learning experience.

#### 6.11 Checklist

The following is noted as a **checklist** for those involving young people in community projects:

- children and young people are involved in the decision-making process at the earliest possible stage
- the mechanisms used for the consultation are appropriate for the age and understanding of the children and young people involved
- all children and young people affected by the decision to be taken are involved or represented
- any necessary additional support has been provided to enable the participation of all relevant children and young people
- the timing of meeting has been negotiated with the children and young people involved
- the consultation is being held at a location that is convenient for children and young people to travel to and access
- the objectives and protocols of the consultation are clear to the children and young people



- the language used is understood by all
- children and young people understand the decision-making process – how their feedback will be used to inform the final decision, who else is being consulted and who has the final say
- a system is in place for providing feedback to children and young people on the decision taken and their influence on it

### **6.12 Celebrating Success**

Although children and young people will have been a part of the planning and delivery of both the project and the celebration, very often the end still comes as a bit of a surprise. When they are totally immersed in a project's delivery, the journey that has taken place for individuals and organisations can get lost.

Celebrating re-engages everybody with an overview of what has been achieved. And planning the celebration can bring out a whole new set of skills development. This can often lead to a more complete evaluation of the work that has taken place. In addition, ways of celebrating that journey that can be taken into future projects.

### **6.13 Relevant Wider Impact Consultancy Reports**

The following are summaries of findings and recommendations contained in two recent and relevant reports:

#### **Norton Canes Community Partnership, Building Community Independence Project, Independent Evaluation, Wider Impact Consultancy, 2012**

**Findings and recommendations** include:

- a lack of young people attending Partnership meetings, or as members of the Management Committee
- a lack of evidence of young people who have received structured support or help from the Project, which would assist in the delivery of the aims of the Project
- a need to support young people
- a need to involve young people in the development and delivery of the Norton Canes Community Partnership

**Norton Canes Library & Community Hub, Big Lottery Community Libraries Project,  
Independent Evaluation, Wider Impact Consultancy, 2012**

**Findings and recommendations** include:

- a need to re-think how to involve young people, particularly those between 16 and 19 years in library / community activities. We acknowledge that this is not just a challenge for Norton Canes Library, rather the library service as a whole. Lessons learnt from this Project appear to include an understanding that:
  - young people value the opportunity to become directly involved in community activities, and understand the benefits such involvement can bring to the community and their personal development / curriculum vite
  - experience has shown that it is often not feasible for young people to effectively contribute to meetings where adults are present and outnumber the young people. Adults can often appear over-bearing, do not possess a full range of communication / listening skills, and young people often lack confidence and communication skills to put their points / opinions over
  - students will be reluctant or unable to attend meetings during school hours
  - the provision of minutes of meetings may not be sufficient in terms of young people feeling involved and aware of key activities / decisions
  - young people risk being de-motivated if they are not fully involved in Project decisions / activities
- good practice includes:
  - the work with local schools to raise reading ages and to encourage young people to visit their local library
  - innovative youth consultation
  - events and initiatives aimed at young people

- the Norton Canes Project should continue to support and respond to the findings of the on-going peer-led research into the needs and aspirations of young people; specifically targeting the 16 to 19 year old age group
- key strategic priorities of locally based organisations and key stakeholders should be to support tackling issues such as:
  - Health – with particular regard to:
    - Prevalence of obesity
    - Teenage pregnancies
    - Youth educational attainment
    - Youth unemployment
    - General unemployment / Benefit claimants
- key local priorities should be to enable the on-going development and delivery of good practice initiatives developed by the Project, such as:
  - wide ranging consultation, involving local community members
  - supporting innovative partnership working with local schools, with particular emphasis on initiatives such as the Literacy Project developed and delivered in partnership with Norton Canes High School

## 7.0 Field Research Findings

### 7.1 Introduction

Building on our findings within the original report, we have taken the opportunity to carry out additional research that specifically relates to young people living in and around the Norton Canes area. As outlined at **Section 4**, we have utilised a number of research tools:

- formation of the Youth Advocates Group
- questionnaires
- workshops
- multi-agency meetings
- site visit
- observations

### 7.2 Youth Advocates Group

A total of 6 Youth Advocates (pictured) were recruited (1 male, 5 female). In consultation with the Advocates it was agreed that:

- meetings would take place at the Norton Canes Library
- members would not be expected to attend every meeting, with due regard given to holiday and school work commitments
- meetings would be completed within 1 hour
- take place in the day during the school summer holiday period
- take place in early Tuesday evenings during school time
- the use of 'jargon' would be avoided
- meetings would be informal, providing all members with the opportunity to freely express themselves
- members would be consulted on all aspects of the commission
- where feasible opinions and ideas would be acted on
- reasons why ideas could not be acted on would be discussed and explained



- members would be 'rewarded' by being presented with 'reference letters' from the County Council and Wider Impact Consultancy, for use in future education places and job applications

### 7.3 Observations Youth Advocate Group

We noted the commitment of the Group, which after a short period of settling in, was demonstrated by all members contributing to debates, decisions and the distribution and collection of questionnaires. We noted two-way debates between the [adult] Library representative and the young people. The debates and discussions resulted innovative suggestions and ideas coming from meetings, which we feel contributed to the overall success of the work of the Group.

The following is a summary of feedback from Group members:

- *It was good to be listened to and our ideas acted on*
- *Karen [Staffordshire Library & Information Service District Manager] is great and really listens and wants to make this work – I also like the Kit Kats she brings to each meeting!*
- *I feel we have been properly supported and spoken to in plain English – not jargon*
- *A lot of the wording in the Application Form was difficult to understand and could have been made simpler*
- *Working alongside other young people is better than being a part of adult meetings. I never felt a part of that group*
- *I have been really excited about being a part of this, and making a contribution to my village*
- *I plan to use this experience within my CV, which will help me get a job*
- *I would like the Group to continue and would like to be a part of it*

### 7.4 Questionnaire Results (Youth Advocates / Appendix D)

Understanding the cohort sample was limited to just 6 young people, it is not viable to provide in-depth feedback on results. Based on the questionnaire being completed prior to and following the young peoples' involvement with the Youth Advocates Group, the following trends were noted:

- as a whole, they reported being more confident as individuals, when working as part of a group, and when delivering presentations
- as a whole, they felt people were more likely to listen to them following their being a member of the Group
- as a whole, they felt their skills and experiences related to finding out more about other peoples' views and opinions had improved

## **7.5 Wider Questionnaire Results (Appendix E)**

Of the **87** young people who submitted questionnaires:

- **60%** female respondents
- **40%** male respondents
- **93%** white / British

### **Age Breakdown**

- **11%** - 9 to 11 years
- **77%** - 12 to 16 years
- **10%** - 17 +
- **2%** not stated

### **Employment Status**

- **92%** student
- **3%** employed
- **3%** unemployed
- **2%** not stated

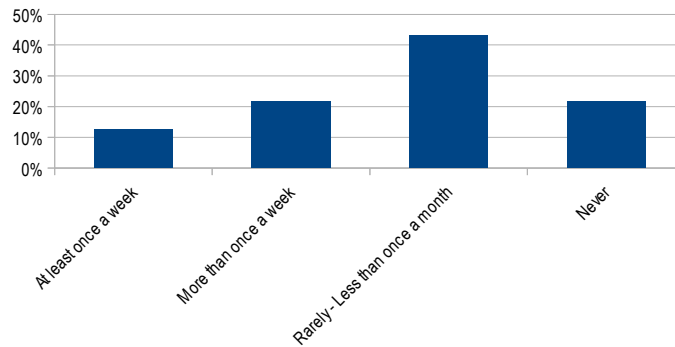
### **Disabilities**

- **93%** not disabled
- **3%** disabled
- **4%** not stated

## 7.6 Young Peoples' Views on the Library

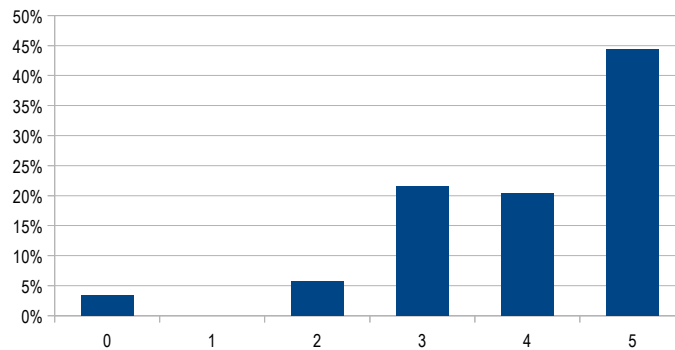
**Graph 1** highlights responses to the question, 'How often do you visit the Library / Community Hub?'

**Graph 1 Use of Library / Community Hub**



**Graph 2** highlights responses to the question linked to the location of the Library (1 – strongly disagree, 5 – strongly agree, 0 – no views).

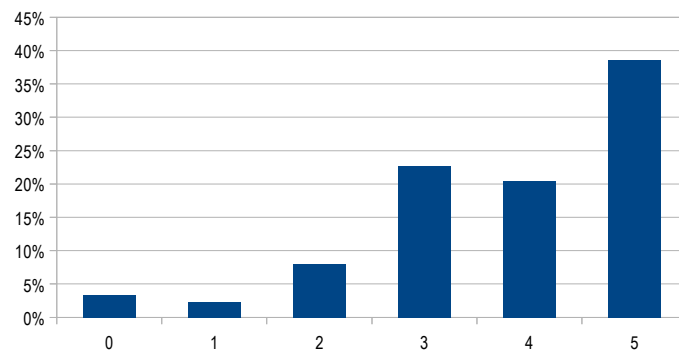
**Graph 2 Library Location - The Building is in an Ideal Location in the Village**



**Graph 3** highlights responses linked to the question linked to the Library being a pleasant place to visit

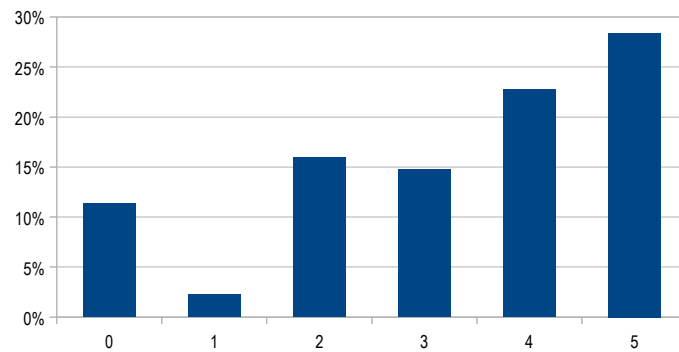
(1 – strongly disagree, 5 – strongly agree, 0 – no views).

**Graph 3 It is a Pleasant Place to Visit and I Enjoy Being There**



**Graph 4** highlights responses to the question linked to accessibility to support / training (1 – strongly disagree, 5 – strongly agree, 0 – no views).

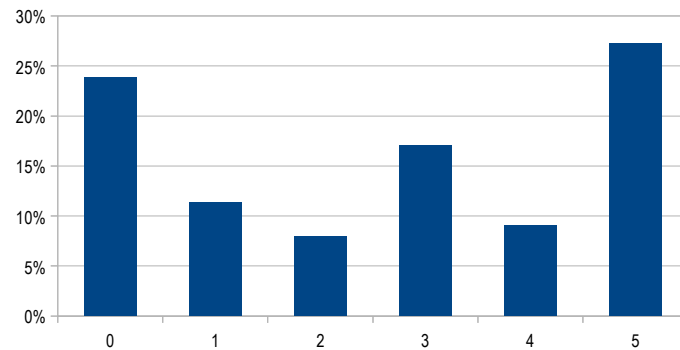
**Graph 4 Accessibility to Support / Training**





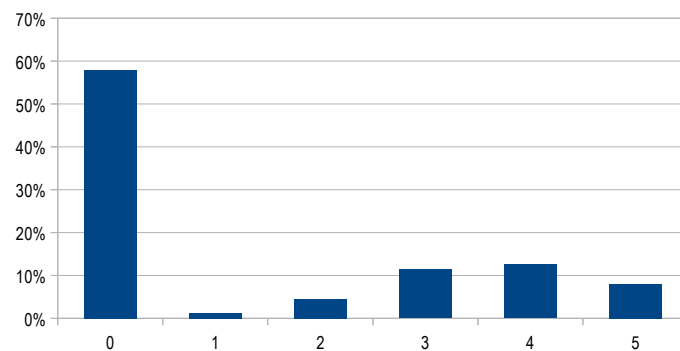
**Graph 5** highlights responses to the question linked to awareness of what is going on at the Library / Community Hub  
(1 – strongly disagree, 5 – strongly agree, 0 – no views).

**Graph 5 Awareness of What is Going On**



**Graph 6** highlights responses linked to if respondents would recommend the Library / Community Hub to others  
(1 – strongly disagree, 5 – strongly agree, 0 – no views).

**Graph 6 – I would recommend the Library / Community Hub to Others**



### Summary

It is apparent that:

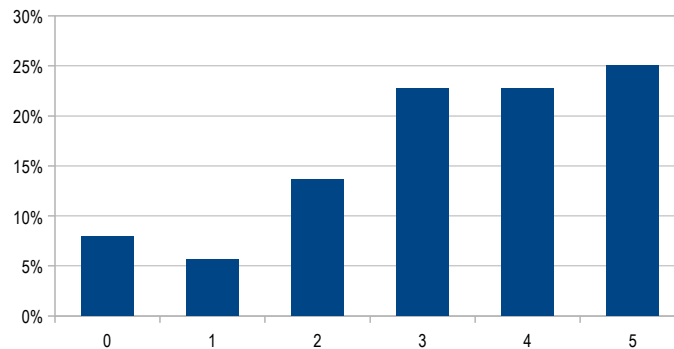
- **65%** of respondents rarely use the Library
- **86%** feel strongly that the Library is in an ideal location, which could be seen as demonstrating awareness of the Library

- **82%** have positive views on their experiences of visiting / using the Library
- **66%** have positive views in relation to accessibility to support / training (**11%** have no views)
- **53%** are really aware of what is going on at the Library (**24%** have no views)
- **32%** would strongly recommend the Library to others (**58%** have no views)

## 7.7 Young Peoples' Views on Access to Wider Youth Resources / Activities

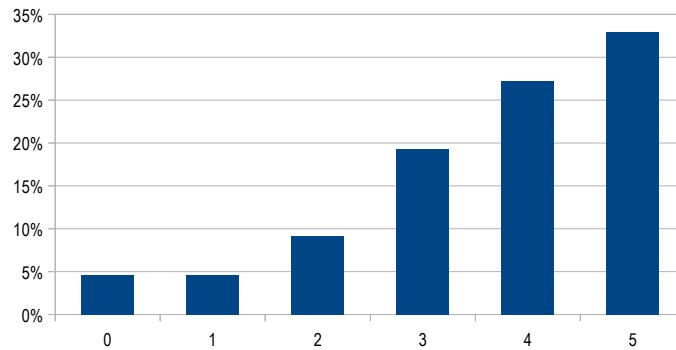
**Graph 7** highlights responses linked to young peoples' views of the number of places available in Norton Canes to meet and socialise (1 – strongly disagree, 5 – strongly agree, 0 – no views).

**Graph 7 There Are Lots of Places to Meet and Socialise in Norton Canes**



**Graph 8** highlights responses linked to the question linked to respondents' believing there is a need to provide more places in Norton Canes for young people to meet and socialise (1 – strongly disagree, 5 – strongly agree, 0 – no views).

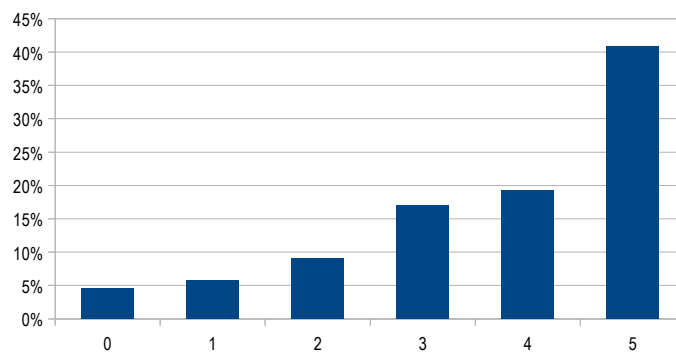
**Graph 8 There is a Need to Provide More Places for Young People to Meet and Socialise**



**Graph 9** highlights responses linked to respondents' willingness to utilise such places if they were available

(1 – strongly disagree, 5 – strongly agree, 0 – no views).

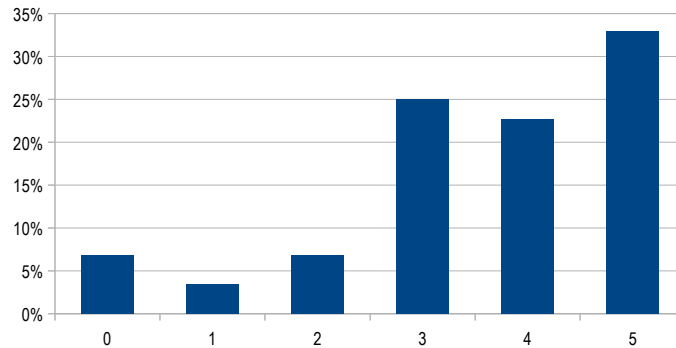
**Graph 9 I Would Use Them if Additional Places Were Available**



**Graph 10** highlights responses linked to respondents' willingness to meet other young people at the Library if it were more accessible

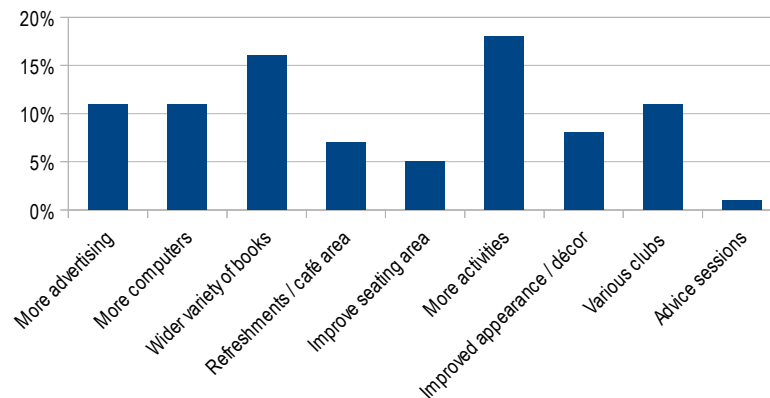
(1 – strongly disagree, 5 – strongly agree, 0 – no views).

**Graph 10 I Would Use the Library to Meet Other Young People if it Were More Accessible**



**Graph 11** highlights respondents' ideas to make the Library more accessible to young people.

**Graph 11 How do You Feel the Library and / or the Community Hub Could be Improved to Make it More Accessible to Young People**



### Summary

- **71%** of respondents feel strongly that there are lots of places in the area to meet and socialise
- **79%** feel strongly that there is a need to provide more places to meet and socialise
- **77%** feel strongly that they would use / utilise additional places / locations to meet and socialise
- **81%** feel strongly that they would use / utilise the Library if it were more accessible

- **Table 2** lists ideas how the Library could be improved to make it more accessible to young people
- **52% (46 young people)** of respondents stated that they would be interested in becoming more involved in supporting the needs of young people in Norton Canes

**Table 2 How The Library Could Be Improved To Make It More Accessible to Young people**

Subject	%	Numbers
More activities	18%	16
Wider variety of books	16%	14
More advertising	11%	10
More computers	11%	10
Various clubs	11%	10
Refreshments / café area	7%	6
Improve seating area	5%	4
Improved appearance / décor	8%	7
Advice sessions	1%	1

## 7.8 Workshops / Events

4 workshops / events were delivered, which were supported by the Youth Advocates. On the whole, as will be noted below, the events were not well attended. We feel that this was mainly due to the workshops / events being organised and delivered during the main school holiday period, which significantly restricted marketing / publicity, and as a direct result, the numbers of young people able to attend.

Overall, a number of **significant factors** were noted:

- the Youth Advocates attended the events, and did their best to encourage other young people to attend
- they came up with ideas to market the events, which included placing posters about the Village and texting friends and peers
- positive interaction between the young people and adults, which included two-way dialogue and respectfully sharing of views and opinions
- young people participating in activities that they have not experienced before

- the good behaviour of all young people attending
- the mature and helpful behaviour of the Youth Advocates in particular, which became more pronounced and noticeable as more events were delivered

## 7.9 Feedback

### Positive things about the Library

- *nice books (x2)*
- *big and welcoming (x2)*
- *lots of things to do (x2)*
- *it's fun and easy to access*
- *it's a good place to go and study*
- *staff*
- *a welcome feeling*
- *it looks good*
- *colourful and bright*
- *place to go to keep us off the streets*

### Things that could be done better

- *'One Direction' books (x3)*
- *more activities (x3)*
- *teenage section*
- *bean bags!*
- *colour on walls please*
- *more to do for teenagers*
- *displays*
- *posters*

- *no information about the things we need to know*
- *information about sex education, drug awareness, job advice*
- *more ways for young people to find out what is going on*
- *Connexions*

## 7.10 Individual Workshops / Events

### **'Spring Board into Work' / Jobs Fair / Volunteering Opportunities**

- **6** attendees
- contributors included local colleges, volunteer agency
- active participation by attendees
- young people following up volunteer opportunities

### **Boys Workshop / Event**

- **6** attendees
- contributors included 'Warhammer', Cartoon Club, Wi Games
- active participation between adults and young people



### **Girls Workshop / Event**

- **10** attendees
- contributors included nail art (pictured), skin care, a free 'make over', jewellery making, card making
- free 'goody bags'
- contributors included representatives of the Adult Advocates Group (Card making, pictured)



- active participation between adults and young people
- confidence building – e.g. how to apply make up (pictured)
- Contributor openly praised the young people



#### **An Introduction to Social Media**

- 1 [young person] attendee
- also attended by Library staff
- the young person and the Library staff stated they gained a great deal from the event

#### **7.11 Multi-Agency Meetings**

We have met with:

- the Youth Advocates
- young users of the Library
- Staffordshire Library & Information Service District Manager
- Staffordshire County Council's Libraries Youth Lead
- Head Teacher, Norton Canes High School
- Norton Canes High School Librarians
- Head of Staffordshire County Council's Youth Services
- County Council Youth Worker
- representative of Norton Canes Community Centre



The following is a **summary of meeting outcomes**

**Young People:**

- whilst the Library is a welcoming place, it does not appear to cater for the specific needs of young people, rather those of older people and young mums / toddlers
- once young people have visited the Library they quickly realise how it can support them in terms of recreation, school / college work and access to reading materials and information
- there is however a lack of support information aimed specifically at young people, such as information linked to important and relevant issues such as bullying, sexual health, social media and employment / volunteering opportunities
- it can be perceived not to be 'cool' for young people to be seen utilising a library. A dramatic description was '*social death*'
- a significant number of young people do however utilise the Library and gain a great deal from being members

**Library Staff**

- there is an acknowledgement that there is a need to attract more young people aged 16 to 19 years into the Library
- library staff are keen to attract more young people aged 16 to 19 years into the Library
- the Library has developed strong partnerships with local schools, which has resulted in the delivery of innovative initiatives, with outcomes that include encouraging more young people to enjoy reading and to utilise the Library
- the Library has provided a young persons' area / corner within the Library. It does not seem that this area is being fully utilised by the young people. Youth Advocates were, on the whole unaware of its existence

- there is a willingness by Library staff to consult more widely with young people in relation to the development and delivery of initiatives aimed at young people
- whilst Library staff have experience of surveying young people, and delivering events, they do not appear to have the wide range of skills or experience to relate directly with, and connect with young people as trained Youth Workers possess
- there is a willingness to work in partnership with Youth Services / Youth Workers and school staff, who have the skills and experience to relate directly with, and connect with young people

#### **School Representatives**

- there is a strong commitment to work in close partnership with the Library to encourage young people to read more, and to raise reading ages
- there is a history of partnership working between schools and the Library
- schools have the resources to develop future initiatives with the Library
- schools would be willing to utilise their experience, expertise and resources to support the Library to consult with young people

#### **Youth Services / Workers**

- due to Norton Canes not being a 'hot spot' area in terms of challenging youth issues, there is currently not a high presence of Youth Workers / activity in the area
- there is a willingness to develop a partnership approach with the Library
- the Youth Service would welcome access to venues to connect with, and support young people
- the Youth Service would be willing to utilise its experience, expertise and resources to support the Library to consult with young people

## Community Centre

- there is a willingness to work in close partnership with the Library to develop services for the benefit of young people in the area

### 7.12 Site Meetings

Opportunity has been taken to visit a number of other libraries, which includes Shenstone Library, which has made a specific effort to cater for the needs of young people. In summary:

- whilst all libraries are welcoming places, they all lack specific information, leaflets and brochures that could be of interest to young people such as those linked to relevant issues such as bullying, sexual health, social media and employment / volunteering opportunities
- we note that the initiative at Shenstone Library, which includes providing a Drop-In facility with the provision of new and bright furniture / seating areas and lighting to attract young people, has ended due lack of support / interest

### 7.13 Observations

As outlined in the main report, we are extremely impressed with facilities available at the Library, and there can be no doubt that it is a welcoming place. The **Youth Area** will be noted by the window in the foreground.

We do however note comments that the Library does not appear to cater for the specific needs of young people, rather those of older people and young mums / toddlers.

As demonstrated by this photograph there is a noticeable lack of information / leaflets / brochures linked to relevant youth issues such as bullying, sexual health, social media and employment / volunteering opportunities.



We also note that plasma screens on view at the Library do not generally display information that could be of specific interest to young people.

We have taken note of the impressive **IT facilities** (pictured), which are used by young people utilising the Library.



## 8.0 Summary of Findings

### 8.1 Introduction

In line with the key objective of this commission to explore the feasibility of establishing a 'Young Persons' Advocate Group, which will operate from the Norton Canes Library, a summary is provided in relation to the feasibility of:

- establishing and training a Young Persons' Advocate Group
- providing young people with a voice and a platform to make a difference
- surveying peers to establish local young peoples' needs
- working in partnership with the local [established] Advocates, key partner agency members and employers
- meeting young peoples' needs; e.g.
  - enhancing 'life skills', e.g. personal health, protecting young people from abuses – linked to social networking, enhancing employment opportunities / creation of Job Clubs' / preparing for work / job seeking
  - improving basic skills, confidence levels and social interaction amongst young people
  - improve local young peoples' employability and future prospects

### 8.2 Summary of Research Findings

We note:

- acknowledgement by those involved in the delivery of community facilities within Norton Canes of the need to target and work closely with young people
- that extensive consultation has taken place with young people
- good practice, which includes:
  - the work with local schools to raise reading ages and to encourage young people to visit their local library
  - innovative youth consultation
  - events and initiatives aimed at young people

- how hard it can be to 'connect' and engage with young people
- the skills and specialist experience required to 'connect' with young people, ensuring their meaningful participation in community projects and initiatives
- the need to enhance and develop those skills in Norton Canes
- opportunities to gain enhanced support and experience from key stake holders, such as schools and the Youth Service
- the need to enhance and develop partnership working in Norton Canes
- the need to attract more young people into the Library
- young peoples' awareness of the Library, and their positive views on the facilities available
- the need to improve a significant number of young peoples' negative views / perceptions about the Library / libraries in general
- the need to provide more locations in Norton Canes for young people to learn, meet, socialise and feel safe
- opportunities to attract more young people into the Library
- the need to make the Library more accessible and interesting to young people
- the need to make available appropriate information in the Library that will be of interest to young people, such as that linked to bullying, sexual health, social media and employment / volunteering opportunities
- a significant number of young people surveyed are interested in becoming involved in community activities that benefit other young people living in Norton Canes

### **8.3 Establishing and Training Young Persons' Advocate Group**

Based on desk research and the experience gained during the establishment of the pilot Youth Advocate Group, formed during the period of this commission, we feel there is a strong and compelling case for a Young Persons' Advocate Group to be established within the Norton Canes area. There can be no doubt that there is a **need** for young people to be fully represented, and a **will** by a significant number of young people to be

involved in the formation of such a group. As highlighted at **Section 7.4**, **52%** of the 87 young people surveyed have expressed an interest in supporting the needs of young people in Norton Canes.

It is also clear that there is a need to provide expert support and training to **all** those involved in the formation and delivery of such a group.

#### **8.4 Providing Young People with a Voice and a Platform to Make a Difference**

Based on the experience and lessons learnt during delivery of the Project, it is clear that it is not sufficient to provide a nominal young person's place within a group of adult Advocates. It is clear that there is a need to establish a group comprising of a representative group of young people, who with appropriate **training** and **support** will without doubt become the 'voice' of young people, with outcomes that will make difference to:

- the young people
- partner agency members / community groups
- the wider community

#### **8.5 Surveying Young People**

This is clearly a specialist area, and we are pleased to have consulted so many young people during this commission. Good practice includes:

- involvement of young people in **all** stages of the research process, including:
  - conception
  - design
  - marketing
  - delivery / distribution
  - analysis
  - reporting findings
  - use of social media to market / advertise the survey
  - offering an appropriate incentive / reward for involvement in the survey
  - working in partnership with key stakeholders such as local schools and community groups

## 8.6 Partnership Working

There can be no doubt of the benefits of partnership working in the delivery of all community based projects. In the case of Norton Canes, there are clear opportunities to further develop strategic partnerships with established groups / stakeholders, such as local schools, the Norton Canes Community Partnership, the Community Centre and the KONCAS youth group. We also feel there is a strong case to establish a partnership with the Youth Service.

Such a partnership with the Youth Service will for example:

- provide an ideal low cost community centre location for Youth Services / Youth Workers to operate from, and connect with young people
- provide Library staff and members of the Norton Canes Community Partnership with the skills and experience to connect with and engage local young people
- improve facilities and services available to young people
- cut local youth related crime and anti-social behaviour

## 8.7 Meeting Young Peoples' Needs

There is no doubt that the formation of a Young Peoples' Advocate Group will play a key role in meeting young peoples' needs. For example:

- it is clear that by being part of such a group **individual** young people become 'better people', in terms of life skills, such as confidence levels, communication skills, social interaction and awareness of the wider environment; thereby improving their future education opportunities and employability
- the work of such a group will play a **key role** in ensuring opportunities are made available to improve the well-being of **all** young people by the provision of facilities and resources that meet their needs, such as:
  - an appropriate place to learn, meet, socialise and feel safe
  - the availability of information about key issues such as bullying, sexual health, social media and employment / volunteering opportunities



## 9.0 Recommendations

### 9.1 Introduction

Based on research findings and our experience of supporting similar partnerships, the following recommendations are tendered:

1. Immediate steps should be taken to continue and further develop the role and functions of the Youth Advocates Group formed as part of this commission.
2. A public information event should be held as soon as feasible, which should include the Youth Advocates / other local young people, Adult Advocates, local community members, local community groups, and other key stakeholders, when opportunity should be taken to:
  - a. Present the findings / recommendations of this report and the main report
  - b. Congratulate, thank and reward the young people who were part of the Youth Advocates Group
  - c. Commence a campaign to recruit additional young people to join the Youth Advocates Group
3. Early consultation should take place with key stakeholders, such as the Youth Advocates, the Adult Advocates, Library staff / representatives, Youth Services and local schools to establish a **Service Level Agreement (SLA)**, with aims that include sharing:
  - a. Resources – e.g. premises, staff, and youth related information linked to key issues such as bullying, sexual health, social media and employment / volunteering opportunities
  - b. Expertise / training
  - c. Information
  - d. Experience / good practice
4. The Youth Advocates Group should be independently evaluated in 12 months.

## **10.0 Conclusions**

### **10.1 Introduction**

We are satisfied that we have achieved the key aims and objectives of the commission, which has included our recommending that it is feasible for establishing a Young Persons' Advocate Group, which will operate from the Norton Canes Library.

### **10.2 The Value of a Peer-Led Approach**

We are confident we have made the correct decision, as this commission has been carried out from the start with the direct support of the young people themselves. Whilst not a large group of young people, they themselves have consulted with their peers, and also enabled us to reach a representative sample of young people, which has we believe enabled us to deliver credible findings and recommendations.

### **10.3 Findings**

We have noted the impressive lengths the Project has gone to in its efforts to consult young people; and as will be noted in the main report, we have no reason to doubt the manner in which the Project has been delivered.

Consultation is however only one step, and it has proved challenging for the Project to connect with, and engage with young people between the ages of 16 and 19. We are not surprised about this, as this is a difficult group for any agency to engage with. Lessons have been learnt and noted.

It is apparent that such engagement requires specialist skills and expertise to engage with all young people, which are generally gained after years of training and experience.

### **10.4 Recommendations**

We have therefore made a number of recommendations that include early consultation between key stakeholders, such as the Youth Advocates, the Adult Advocates, Library staff / representatives, Youth Services and local schools to establish a Service Level Agreement (SLA), with aims that include sharing resources, expertise / training, information, experience and good practice.

## **10.5 Sustainability**

If sustainable outcomes are to be achieved it is important that this report is read in conjunction with the main report, and our recent Norton Canes report, *Norton Canes Community Partnership, Building Community Independence Project, Independent Evaluation*, Wider Impact Consultancy, 2012.

All three reports contain a number of recommendations, which if acted on, will play a key role in the sustainable regeneration and development of the Norton Canes community.

## Appendix A

# Wanted

## Young Peoples' Advocates

### ***Do you want to:***

- ✓ *Become the voice for young people in the Norton Canes Community?*
- ✓ *Play a positive role in the development of local library and leisure services?*
- ✓ *Support the introduction of learning and leisure opportunities for local young people?*
- ✓ *Develop your skills, knowledge, abilities and confidence levels?*

### **Interested?**

Norton Canes Library in close partnership with Norton Canes High School is looking to recruit around 8 volunteers, who will become part of the **Norton Canes Library Young Peoples' Advocates**.

### **How much time will it require?**

Around 1 hour per week, which will include meeting during the school holidays at the Norton Canes Library.

### **What will I be expected to do?**

You will be working closely with Edwin Lewis of **Wider Impact Consultancy**, who will be actively seeking your support with key tasks such as designing questionnaires, consulting other young people, and making recommendations on the future of library and leisure services in Norton Canes.

### ***What next?***

Contact **Miss Brown** for an application form.

## Appendix B

### COMMUNITY YOUNG PEOPLES' ADVOCATE – VOLUNTEER POST

**Location:** Norton Canes Library & within the community of Norton Canes

**Hours:** Approximately 1 hour a week

#### REPORTING RELATIONSHIPS

**Responsible to:** Edwin Lewis, Wider Impact Consultancy

Working with Edwin Lewis, other Community Advocates and Community Development Officer to promote the project within the community and other potential organisations and act as the link person between young people in the community and library / hub partners.

#### MISSION STATEMENT OF BUSINESS UNIT / SERVICE AREA

*To deliver an excellent customer / community – focused service to reach identified standards; in partnership with others and through investing in staff.*

#### TASK SPECIFICATION

- Promotion of information hub to young people in the community
- Link person – between young people and library hub and partners
- Represent target groups
- Identify gaps – develop services for local young people
- Promote aims of community library hub and partners
- Represent / access to all young people in the community
- Bridge / link person
- Voice of the community for young people

**PERSON SPECIFICATION**

FACTORS	ESSENTIAL
<p><b>SKILLS KNOWLEDGE, ABILITIES AND/OR EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the local community ✓</li> <li>• Ability to communicate effectively ✓</li> <li>• Ability to engage with a wide range of people ✓</li> <li>• Likes and empathetic with children and young people ✓</li> <li>• Good organisational skills ✓</li> <li>• Respect for confidentiality ✓</li> <li>• Basic knowledge of library environment ✓</li> </ul>	
<p><b>PERSONAL QUALITIES</b></p> <ul style="list-style-type: none"> <li>• Flexible approach to tasks required ✓</li> <li>• Open-minded &amp; non-judgemental ✓</li> <li>• Be enthusiastic and committed to the role. ✓</li> <li>• Willingness to undertake appropriate training ✓</li> </ul>	

This Authority is committed to safeguarding and promoting the welfare of children and young people / vulnerable adults and expect all staff and volunteers to share this commitment. As a result this position is subject to a "disclosure" check under the "Rehabilitation of Offenders Act 1974". You will be required to complete a Criminal Records Bureau disclosure form which will be checked with the CRB.

Any expenses incurred as part of the role will be reimbursed, provided the expenses reflect the costs actually incurred. This includes the cost of travel to the place of volunteering (mileage or public transport).

## Appendix C

### Library Volunteers

#### *Application Form*

**Please complete in block capitals**

First name:	Family name:
Gender:     male/female	
Address:	
Post code:	
Daytime phone:	Evening phone:
Mobile phone:	
E mail:	
Emergency contact:	
Relationship:	
Daytime phone:	Evening phone:

**Relevant experience:**

please tell us why you feel you have the skills and experience to become a **Young Persons' Community Advocate?**

Please include any experience, skills and qualifications that you have which may be relevant

**Referees:**

please give the names of 2 people, not related to you, whom we can contact for a reference

Name:	Address:
Name:	Address:

**CRB Disclosure checks:**

The Library Service does not exclude anyone from volunteering but for some areas e.g. working with children and vulnerable people, you will be asked to complete a Criminal Records Bureau disclosure form. This will be checked with the CRB and may legally restrict the type of volunteering you can undertake.

Thank you for your interest and for taking the time to complete this form.  
You will be contacted shortly to arrange a convenient time and place for an informal interview.

Signature:	Date:
------------	-------

**Please return this form to:**

*Karen Yeomans, Cannock Library, Cannock, WS11 1AA*



## Library Volunteers Equal Opportunities Monitoring Form

The Library Service is committed to equal opportunities and welcomes all applicants. To help us, please answer these questions by putting a tick in the appropriate box. This information will only be used for monitoring purposes and it will be treated as strictly confidential. It will be separated from your application form on receipt.

<b>Name:</b>
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<b>1. What is your sex?</b> <input type="checkbox"/> Female <input type="checkbox"/> Male	<b>2. Do you have a disability?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
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<b>3. How old are you?</b> <input type="checkbox"/> Under 16 <input type="checkbox"/> 16-24 <input type="checkbox"/> 25-30 <input type="checkbox"/> 31-40	<input type="checkbox"/> 41-50 <input type="checkbox"/> 51-60 <input type="checkbox"/> 60 and over
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<b>4. What is your ethnic group?</b> Chose ONE section, then tick the appropriate box to indicate your cultural background	
<b>White</b> <input type="checkbox"/> British <input type="checkbox"/> Irish <input type="checkbox"/> Any other white background (please specify)	<b>Black or Black British</b> <input type="checkbox"/> Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other Black background (please specify)
<b>Asian or Asian British</b> <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian background (please specify)	<b>Mixed</b> <input type="checkbox"/> White and Black Caribbean <input type="checkbox"/> White and Black African <input type="checkbox"/> White and Asian <input type="checkbox"/> Any other Mixed background (please specify)
<b>Chinese or other ethnic group</b> <input type="checkbox"/> Chinese	<input type="checkbox"/> Any other (please specify)

<b>5. How did you find out about volunteering in libraries?</b> Please select the MAIN way you found out about volunteering for the library	
<input type="checkbox"/> Newspaper article <input type="checkbox"/> Information in the library <input type="checkbox"/> Recommended by library <input type="checkbox"/> Volunteer bureau or other volunteer agency	<input type="checkbox"/> Radio <input type="checkbox"/> Recommended by a friend <input type="checkbox"/> Community group <input type="checkbox"/> Other (please specify)

## Library Volunteers

### Disclosure Identity Checks

#### Background

The position that you have applied for requires a “Disclosure Identity check” under current statutory legislation.

This means we have to see certain documents that verify your identity.

If you are invited to interview please complete the attached extract from the Disclosure Application Form and **bring the original documents to the interview.**

Only if successful, will you be required to complete the full Disclosure Application. If you have had recent clearance please bring the original certificate with you.

#### Documents that you need to bring to interview

As a minimum requirement, we usually ask to see your **passport** or a photo **driving licence** and **two proofs of address** – such as a recent utility bill, a credit card statement, bank statement or a mortgage or insurance statement.

If, in addition to these documents, you can show your **Birth Certificate, Marriage Certificate** or a reference of your **National Insurance number** (from a P45 or P60) you’ll speed up the process considerably.

**The following checklist will help you to gather your documents:**

<i><b>If possible one of the following identifying documents:</b></i>	Tick if available
Passport	
Driving Licence: photo card type	
<i><b>If possible two of the following proofs of address:</b></i>	
Recent utility bill	
Recent credit card statement	
Recent bank statement	
Recent mortgage statement	
Recent insurance statement	
Other .....	
Other .....	
<i><b>Plus, if possible, any or all of the following (which will speed up your application):</b></i>	
Birth Certificate (or similar official document if born outside UK)	
Marriage Certificate	
A recent payslip, or form P45 or form P60, showing your National Insurance Number	



**Personal Information**

**Name** .....

**Gender** Male  Female

**Ethnic Origin** .....

**Age** ..... **Postcode** .....

**Employment Status** (e.g. Student / Employed / Unemployed) .....

**Registered disabled** Yes  No

**Section 1**  
**About you**

*How often do you visit Norton Canes Library / Community Hub?*

At least once a week

More than once a week

Rarely – less than once a month

Never

*How would you rate the following regarding you?*  
(1 is low – 5 is high) (0 – no views)

Overall, I am a confident person 0 1 2 3 4 5

I am confident when working in groups 0 1 2 3 4 5

I would be confident when giving a presentation to others 0 1 2 3 4 5

I feel other people listen to me, and value what I have to say 0 1 2 3 4 5

I have the skills and experience to find out about other peoples' views and opinions 0 1 2 3 4 5

*Given the choice, I would be interested in becoming a Youth Advocate:*

Yes  No  Maybe



**WIN UPTO £100.00 in CASH PRIZES!**

*Thank you* for taking the time to complete this short questionnaire, aimed at young people living in and around the Norton Canes area. All those submitting a completed questionnaire will have the opportunity to win up to **£100** in **CASH PRIZES!**

**Personal Information**

**Name** .....

**Gender** Male  Female

**Ethnic Origin** ..... **Age** .....

**Postcode** .....

**Contact Phone No** .....

*(So we can contact you if you win the prize draw)*

**Employment Status** (e.g. Student / Employed / Unemployed) .....

**Registered disabled** Yes  No

**Section 1**  
**Access to local facilities**

**How often do you visit the Norton Canes Library?**

At least once a week

More than once a week

Rarely – less than once a month

Never

**How would you rate the following regarding the Library?**  
(1 is low – 5 is high) (0 – no views)

The building is in an ideal location in the Village 0 1 2 3 4 5

It is a pleasant place to visit, and I enjoy being there 0 1 2 3 4 5

I am able to access the support and / or training I require 0 1 2 3 4 5

I am aware of what is going on at the Library 0 1 2 3 4 5

**Section 2**  
**How would you rate the following regarding other places for young people to meet and socialise in Norton Canes?**  
(1 is low – 5 is high) (0 – no views)

There are lots of places for young people to meet and socialise	0 1 2 3 4 5
There is a need to provide more places for young people to meet and socialise	0 1 2 3 4 5
If they were there I would use them	0 1 2 3 4 5
The Library could be a place for young people to meet	0 1 2 3 4 5
I would use the Library to meet other young people if it were more accessible to young people	0 1 2 3 4 5

**Section 3 (If appropriate)**  
**Please state 3 ways how you feel the Library could be improved to make it more accessible and interesting to young people**

- 
- 
- 

**Section 4**  
I would be willing to become more involved in supporting the needs of young people in Norton Canes

Yes  No

**Anything else you wish to add?**  
(Please continue on a separate piece of paper if necessary)

**For further information**, please contact **Edwin Lewis** at Wider Impact Consultancy on **0845 165 0491**, or email [edwin@widerimpact.com](mailto:edwin@widerimpact.com)

## Appendix F

# Listening to Young People

## LIVING IN AND AROUND NORTON CANES

Our key **objective** is to encourage more **16 to 19 years olds** to take advantage of the Library has to offer.

A series of events and prize draw, aimed to bring young people (13 to 19 years) into the Library, so we can listen to what **you** have to say.

### SPRING BOARD INTO WORK ♡ JOBS FAIR

(6pm to 8pm, Monday 17 September)

When young people can meet agencies responsible for supporting young people into work, volunteer opportunities and to prepare them for work. Participants include Pertemps, Nova Training, Princes Trust.

### BOYS workshop

(6pm to 8pm, Wednesday 19 September)

with activities such as 'Warhammer Group' War Games, Graffiti Art, Cartoon Club

### girls workshop

(6pm to 8pm, Monday 24 September)

with activities such as Nail Art, Skin Care, Free Make Over / Make Up on a Budget, Jewellery Making, Card Making - includes **free** make up goody bags

### An Introduction to social media

(7pm to 9pm, Wednesday 26 September)

Aimed at parents and young people. Young people between 13yrs and 15yrs must be accompanied by a responsible adult parent. 16 and over – responsible adult optional

### win £50 facebook

A Facebook Survey will be open to young people from the ages of 13 to 25 years. We will be offering a prize draw of £50 (providing at least 50 young people take part, rising to £100 if over 200 young people take part in the survey). [www.widerimpact.com/norton-canecan](http://www.widerimpact.com/norton-canecan)



# widerimpact

Independent Analysis. Strategic Reviews

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