



We Want to Hear

Ear 2 the Ground

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Key Themes

- Participation – a rolling process
- Reaching out to marginalized children
- Creating a culture of respect

Introduction



- What we did
- How we did it
- What we did with the results
- What was difficult and what we learned
- What was the impact
- What this tells us about developing a culture of participation



What did we do?

A Participation Audit

- Built on previous work
- Recruited and trained 8 young people as auditors
- Audited according to 5 themes
 - *Information*
 - *decision-making*
 - *being listened to*
 - *support and*
 - *access to complaints procedures.*

How did we do it?

Young people led the audit by:

- Exploring the 5 themes
- Selecting consultation methods
- Choosing questions
- Identifying groups to consult with
- Consulting groups





Who participated in the audit

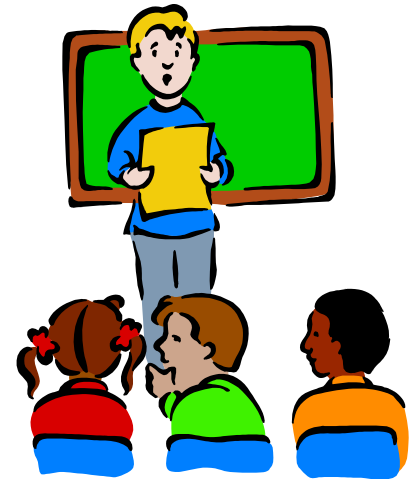
- Children and young people:
- Aged 6 to 22 years old
 - living in residential and foster care
 - young carers
 - mental health service users
 - care leavers
 - learning disabled
 - disabled young people.

What did we do with the results?

Data Analysis and Presentation

The 8 young auditors:

- Reviewed the data
- Prioritised 
- Wrote recommendations
- Presented to
 - service managers
 - the Children's Commissioner for Wales





What was difficult and learned?

Contact and Confidence

- Maintaining Contact:
 - Link person within institution
- Confidence levels:
 - Time to build up experience and gain confidence
- Linking with marginalized children and young people
 - Time to establish contacts

What was the impact?

Service Improvements

- Action plan by the participation working group
- Written information
- Website for young carers has been created
- A permanent forum for looked after children
- Social worker training and Practice Manual
- Participation individual and strategic decision-making is part of performance standards



Written information

Why is a social worker here?



To listen
To work out how to help



Someone you know asked us to visit because they're worried about you.

So we'll be talking to you and people who know you. We'll make sure you are safe and have the support you need.

This is called an assessment

How will we work together?

- Listen to each other
- Show respect
- Be honest
- Tell you before we talk to other people about things you have said
- Make decisions with you

Practice Manual Support



1. Not judging
 2. Helping and listening to you
 3. Shared responsibility for information and listening
 4. Do things straight away when you need it
 5. Comes regularly
 6. Turning up and keeping in contact
 7. Level of respect
 8. High level of confidentiality
 9. Do what they agree to do
 10. You should have a say about who is your worker
1. Try to put yourself in their situation
 2. Listen
 3. Share responsibility for information gathering and other tasks
 4. Be clear what you can do straight away
 5. Keep your promises
 6. Keep in regular contact and feedback on outcomes
 7. Be sensitive to making the service user unnecessarily feel different
 8. Maintain high levels of confidentiality and ensure you don't make the situation worse
 9. If there is a problem make sure the service user knows about advocacy and the complaints service
 10. Ask the service user about the best time and place for their meetings

Participation as a rolling process



- Empowerment
- Institutional commitment
- Resources
- Time
- Fun
- Inclusion
- Access
- Staff
- Training and support
- Culture of respect
- Feedback
- Independent checks
- Evaluation and planning

