

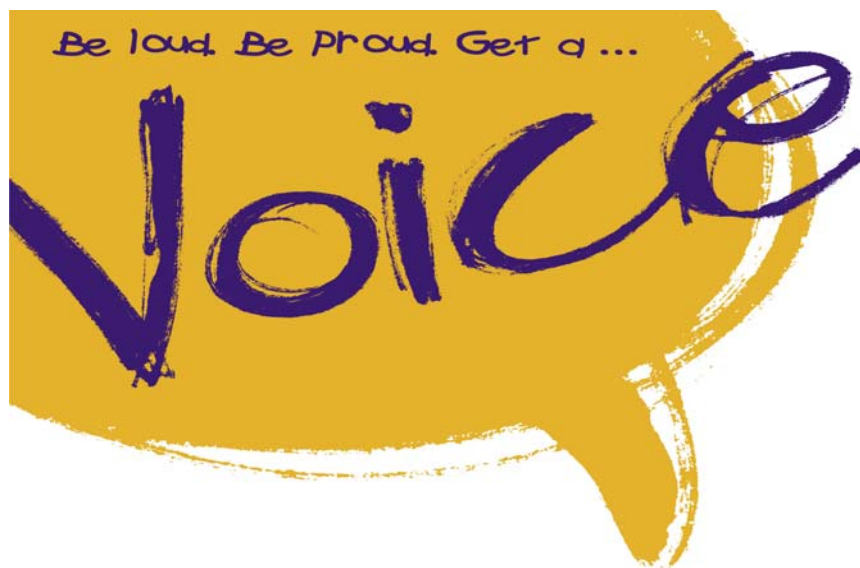
Learning from Barnardo's Voice Initiative - Summary

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Foreword

This report summarises the learning from an innovative approach, to employ young people who had experience of being cared for by a local authority, to encourage participation in Barnardo's and to build links and facilitate communication with the children and young people who use Barnardo's services. We hoped this approach would enable children and young people to talk more freely with young members of staff who had some similar, shared experiences.

The pilot was undertaken in two of Barnardo's Regions - London, East Anglia and Southern England (LEASE) and Yorkshire - and also in the Policy, Research and Influencing Unit (PRIU) and ran for two years. The initiative was managed by a steering group. Its philosophy was that the initiative itself should be a model of good participation.

As with any new initiative much has been learned through the process. There are some things which worked well and some things which we could have done better. Both the pilot Regions and the PRIU are now integrating similar posts within their staff establishments and a UK Co-ordinator (young people's participation) is now in post.

We now find ourselves in an exciting place.....the pilot initiatives are behind us, we have much learning to share and some excellent practice in services on which to build. As we move on it seems appropriate to finish this foreword with a contribution from one of the Voice workers,

“Don't do anything at all with children unless they understand what they will be doing and why. Don't waste too much money on publicity and just have a dedication to participation, to all children and young people, not just those in care, to everyone, young, elderly people, everyone that's using Barnardo's services.”

Summary

“Making a difference to just one young person's life, that's my big thing. I really want to make a difference to just one person's life, I'd like to make a difference to a lot of people's lives but if I can make a difference to just that one person then it will be worth it.” (Voice worker, Yorkshire)

“It gives young people and Voice workers with experience of care a chance to change legislation from their own experience in the care system, making changes from inside out rather than the other way.” (Voice worker, PRIU)

Introduction: What is the Voice initiative?

The aims of the Initiative were:

- To create opportunities for the views of children and young people who use Barnardo's services to be heard - so they can influence the service, the region and the organisation nationally, in ways that empower children and young people and help to develop self confidence and self esteem.
- To enable children and young people's voices to influence external policy and legislation, and to give the opportunity for young people to be involved in campaigning and lobbying.
- To contribute to Barnardo's policies being developed from more direct links with the views and experiences of children and young people.
- To give young people the means to communicate their opinions and views directly (to each other and adults) so that they have control and direction of what is said and how it is said without being channelled or filtered. This could be a newspaper, video or via the internet. The form of communication vehicle to be decided by children and young people, with assistance from Barnardo's.
- To raise the overall profile of children and young people throughout Barnardo's, either as employees, volunteers or as members of reference groups.

What was Voice about?

“They (Voice workers) don’t help you, they let you do things for yourselves and give you options.”

(Young person, Yorkshire)

If the purpose of Voice was to provide opportunities for young people through employment - and through them to increase the opportunities for young people using Barnardo's services to have a voice and to influence the service they received and the organisational priorities - then its philosophy was that the initiative should in itself be a model of good participation. The workers should be influential in developing the vision of the initiative and should be able to shape the way the pilot was run. Workers should be empowered to help define the work that was undertaken. They in turn should support young people in the pilot regions to decide what was important to them.

How Voice was organised

The steering group consisted of the two managers who were already in posts appropriate to leading the pilot in LEASE and PRIU, the Directors of Children’s Services in the pilot regions and the head of the PRIU who began the development 18 months before the start of the pilot. In Yorkshire where there was not a manager in post (as there was in LEASE and PRIU) an Assistant Director was instead identified. The three managers began to work with senior staff and Directors to develop the pilot. The strong support from the Directors in the regions meant that the pilot

moved forward, was seen to be supported from the top and helped to ensure that projects co-operated with the initiative.

The workers' tasks and roles were not tightly defined before they came into post to enable the workers and young people to define the direction and priorities of the pilot. Once the workers came into post, managers and workers together discussed good practice in participation and how to move things on, for and with young people in Barnardo's.

To increase the chance of successful outcomes in a two year pilot the initiative was focused on developing work with older children and young people rather than being more thinly spread across the full age-range of children and families who make up Barnardo's service-users.

The evaluation has gathered feedback from young people, project leaders, regional and national managers in Children's Services, Human Resources, Learning and Development and Marketing and Communications, from policy officers, and from Voice workers and managers. This summary of the learning and practice development by the Voice Initiative has been drawn out from the full evaluation report.

The top ten findings

“When you listen – really listen – to young people, they often know what is needed to be done.” (Senior manager, Head office)

1. The Voice Initiative has given employment, and learning and development opportunities to seven care-experienced young people.
2. The will and support to further develop participation was present at the top level in the pilot regions.
3. In line with the Corporate plan 'With Children, For Children, participation has clearly been pushed forward in the two pilot regions, in the Policy, Research and Influencing Unit, in Barnardo's recruitment practice and in Marketing and Communications.
4. Barnardo's has gained added value from employing care-experienced young people.
5. Young people's reference groups have been established in both regions to bring young people together. These are working well in two areas of Yorkshire. LEASE region started a reference group in summer 2001 but it is not meeting at the moment pending the recruitment of new participation and Voice workers.
6. Barnardo's has gained significantly from Voice at a strategic level, developing tools such as job descriptions and induction protocols, mentoring contracts, information for young workers. Managers report some disappointment amongst the team that there has not been even more direct work with individual young people and groups of service users.
7. Through Voice, young people's panels are now contributing to the appointment of senior staff in both pilot regions and at head office.

8. Voice workers have given support to projects and to individual young people in the pilot regions and through the Policy, Research and Influencing Unit post.
9. Voice workers can provide positive role models of achievement and routes into work for current service-users.
10. The Voice team's input to training and regional induction is felt to have increased awareness of participation amongst new staff.

Recommendations:

Barnardo's should:

- Commit to establishing a participation resource in each region and nation and consider including an element of young or care-experienced workers supported by a dedicated participation worker.
- Develop a statement of principles of participation – essentially a charter underpinned by practice guidance.
- Rewrite and rename the core standard on 'Responsiveness to users'. One suggestion is 'listening and responding'.
- Establish and publicise routes for feeding issues raised by young people and other service users to its decision-makers and top levels of management, regionally and nationally.
- Find an engaging way for young people to represent their views at the very top of the organisation, consulting with young people on their terms and on familiar territory.
- Develop training and accreditation for service users who are actively participating in the planning and running of our services. We should do this at a strategic level, regionally, nationally. One possibility is accreditation through the Open College Network.
- Embrace a variety of models of organising participation, one style may not fit all but each regional resource should be linked to the regional management team and therefore to CSMT.
- Recruit future young participation workers from a wider pool of young people so that young carers and young people with disabilities who are not necessarily care-experienced are also eligible.
- Consider developing one or more local young people's groups in each region/nation. The Voice Initiative's reference group model has been a successful way of helping young people to get to know others, to mix across age groups, to grow and develop social skills. Reference groups have been valued in both pilot regions. They also bring staff together to explore the issues raised by the young people and give them an opportunity to discuss participation and children's rights.
- Develop guidance on how we ensure young people consistently get appropriate recognition and reward for their time and commitment. Reward might be a certificate, payment of expenses, food, a trip out. Most important is thanks and respect whilst giving young people the opportunities to develop new skills, work experiences and build up a training portfolio.
- Ensure that services and service users who take part in events or share their views always get feedback about what happened to their input and any outcome from it. This is still not routine practice across the organisation. We should develop a simple standard about the timescale for feedback.

Full summary of findings and related learning for Barnardo's

Planning the initiative

The Initiative has demonstrated a willingness and support to further develop participation at all levels in the pilot regions. In both LEASE and Yorkshire the Directors gave strong endorsement to the pilot. The year of planning by two of the three managers and other members of the steering group was a valuable time which contributed to the high profile of participation in Barnardo's current five year plan and the development plan 'With Children, For Children'. Young people were involved in the planning and in some of the recruitment.

The approach of this pilot was to start with young workers and to allow them to be the ones who ask young people what they want and how 'good participation' in Barnardo's would look and feel. The workers were given the opportunity to shape the pilot and to involve young people. Feedback indicates that some staff in the pilot regions felt unprepared for the Voice workers' arrival. Some workers felt that they were spending induction visits explaining who they were and what they were to do. An additional stage of information-giving might have helped to address this. However, the arrival of care-experienced workers in post to work with Barnardo's service users was always likely to raise additional issues. The steering group and managers decided that their appointment should not be postponed indefinitely in search of a perfect start-up process. In Yorkshire the manager only had one week in a half-time post to orient herself to the role, plan an induction and prepare for the arrival of two workers and the start of the Initiative. Clearly this was too short a timescale. As personnel issues emerged during the induction period additional working practices and protocols had to be put in place. At times new policies and guidance were seen by some workers as 'checking up on them' and indicative of lack of trust, but were in response to misuse of mobile phones and poor time-keeping.

Given the strategic importance subsequently placed on participation within Barnardo's the early curtailment of plans for the Voice at Head Office was unfortunate (cuts from the dedicated post in Marketing and Communications to a link with an existing member of staff and from two posts in the Policy, Research and Influencing Unit to one post).

The learning

- Planning and preparation takes time. Information given to staff in projects needs to be repeated and to explain what they can do to help. Project managers are crucial to preparing their staff to work with participation initiatives and need to be 'on board'.
- The managers of the pilot had tried to treat workers as partners in the pilot allowing them some autonomy from the start but had to recognise that some workers needed tighter boundaries in the early stages. Barnardo's can now learn from their development of protocols during this pilot.
- The planning involved consultation which was valuable in shaping the initiative. Further developments in regions/nations should continue what Voice has begun, and consult with staff about how to build on their existing participation activities and to gather their view of the most useful tasks that participation workers could carry out with service users.
- Strategic and developmental links with IT support and Marketing and Communications are important and must be maintained.

- Participation workers or managers need a minimum of a few weeks in post to plan induction, prepare support systems, develop protocols for how work will be negotiated and carried out and to prepare other staff in the region or section before recruitment of young or care-experienced workers to work alongside them.

Locating, organising and supporting participation

Voice workers felt that Yorkshire regional office was not a good location. Initially they had no designated office space and could not speak to young people in confidence. Project locations were more popular in Yorkshire because Voice workers felt closer to practice and informal learning although this meant being further away from each other and their line manager. Ideally all members of a team should be located together as they were in LEASE region. Non-resident line managers needed to be very accessible to young or care-experienced workers and had daily telephone contact.

The learning

- Keeping the day to day practice of participation close to the ground means that it can be planned and supported in consultation with project workers who have recent and direct experience of work with young people.
- Participation initiatives also need to be well-linked into regional management teams through line management of Voice managers/participation workers by Assistant Directors and through them into national initiatives and groups.

Recruitment of young or care-experienced workers

The employment of care-experienced young people has provided examples of routes into employment for existing service users. Change from being a service user to an employee in the same organisation was over-awing at times. The process of starting a first job could be complicated for those workers with an existing emotional attachment to Barnardo's. Some Voice workers reported that at times their care-history seemed to lower their status in the eyes of some of Barnardo's staff and staff of other agencies such as the SSI. One Voice worker felt particularly undermined by staff who had known them as a service-user and continued to introduce them as such rather than as a member of staff.

Using informal as well as formal networks was important when recruiting the workers. Sending flyers to Barnardo's own care-leavers projects, local job centres and national care-leavers organisations worked well for the pilot. Interviewers made a difference to how candidates felt by making a real effort to put them at ease. Interviews are nerve-wracking and may stir up particular feelings of unworthiness for care-experienced young people with low self-esteem and extreme disappointment for unsuccessful candidates. Follow-up and support was offered to unsuccessful candidates.

The learning

- Employing young people gives added value. Barnardo's should continue to recruit young or care-experienced workers to help develop participation work.

- Frontline staff were an obvious source of expertise in planning this Initiative. They should be included in the planning and development of future participation and mentoring of young workers.
- There needs to be a managed transition from service-user to employee status. Some care-experienced young workers may need additional support in making this transition. When employing service users we must allow them time and space early on to explore feelings about the role that Barnardo's has played in their lives.
- Members of staff need to be well-prepared for participation initiatives that will recruit their own service-users. They may need time and space to think through and discuss the change in relationships.
- Tests (for example writing a letter on a PC) are particularly stressful for young people who have had interrupted schooling and limited access to IT. If the only requirement is a willingness to acquire those skills then tests should not be included in the recruitment process.

Induction and getting started

A residential induction course for the whole team was a good team-building exercise valued by the whole team because it allowed time for the team to get to know each other and to begin to discuss principles and practice. Workers valued learning about the history and context of Barnardo's as an organisation. Training was given a strong emphasis during induction and included IT training, health and safety, child protection, self-esteem and time management. Project visits were felt by workers to be the most useful way of learning about the organisation and to begin to develop the role. However, in Yorkshire the manager quickly realised that the team needed to have a process in place to filter work requests made on induction visits. Induction had to be more than an introduction to the organisation or post, for some it was also an introduction to work. Some workers felt they travelled too much during induction and found the amount of paperwork, routine administration and email on their return to be stressful. The amount of information contained in induction packs could be overwhelming. Workers valued talking through the information.

Regular meetings for the whole team continued to be an important feature of the Initiative. These built upon the momentum of the residential induction course. New workers needed a lot of help to prioritise work, to anticipate how long tasks would take and what they would involve.

The learning

- Induction of young, inexperienced workers had to start with an overview of how to behave at work, including personal and professional boundaries, use of email, staff safety, mobile phone use, time-keeping and sending of apologies when unable to attend meetings. Managers had to develop protocols in response to some of the teething problems over, for example, mobile phone use.
- Providing staff with support with childcare helped to enable travel for team-building and induction meetings. Financial support was provided with childcare costs during overnight absences in recognition of the relatively low salaries of workers.
- Induction should be as hands on as possible. Written materials were delivered in small chunks and at a pace that could be absorbed by workers who may be out of practice or not have had to absorb a lot of written material before. Getting started

- The development of work request forms helped to filter and organise work requests. Circulating these to projects/services at the start of an initiative will help to familiarise staff with the procedure for requesting input and can help to clarify purpose.

Support and supervision

Managers provided a range of supports to workers including daily telephone contact when away from the office or located in different offices, weekly meetings, plus monthly or more frequent supervision. Those workers with little work experience needed a level of support which made it hard for managers to meet other duties. None of the three managers felt able to give enough time to the Voice workers and Voice Initiative without eating into time allocated to other responsibilities or giving up personal time as well. Most workers felt happy with the level of support they received overall from all three managers and reported that all three made a lot of effort to be available to them but could not always be available because they had other responsibilities. Initially, workers with little work experience could find it difficult to 'hold on' to issues until a scheduled meeting time. At times they needed more time than their manager was able to give alongside their other responsibilities.

Mentoring (with approximately six-weekly meetings) was valued by some workers as an additional source of support. The lines of confidentiality and responsibility between worker, mentor, worker's line manager and mentor's line manager needed to be clear. Voice managers have drawn up individual mentoring contracts specifying type and frequency of contact and confidentiality which help workers feel confident about what mentors will and will not do with information. Some workers reported that times when their manager was on leave or away from their usual location were difficult even though alternative support arrangements had been made because they did not like to 'bother' other people.

The learning

- Inexperienced workers employed full-time on participation initiatives need to be line-managed by a dedicated participation worker or at the very least someone with specialist knowledge and a considerable workload release.
- When a worker comes into post an assessment should be made of the level of support and supervision needed. Some young and care-experienced workers may need daily discussions and support in planning and carrying out tasks from their line manager particularly in the early days of the post.
- New workers needed help to prioritise work, managers had to spend time explaining how long tasks would take and what they would involve.
- Positive and proactive workload management by line managers was crucial.
- Alternative arrangements for support and supervision must be put in place in advance to cover times when line-managers go on leave or are sick. These should be with staff that Voice workers feel are accessible to them.
- Work meetings need to be held regularly, probably daily at first and some work will need to be done in partnership.
- The need for a mentor should be assessed.

Learning and Development

Most Voice workers were happy with their access to training and felt that their learning and development was well-supported throughout the Initiative. Barnardo's has supported the Voice workers by paying course fees and allowing paid time off to do external courses. One has done an 'A' level and is about to start an NVQ in working with children, another pursued a local qualification in youth work. Not all wanted to start additional courses at the same time as a new job. Some of the specialist training requested by workers such as consulting with children with disabilities has not been possible during the two year pilot which was focused on work with older children and young people. There was some initial dissatisfaction that an NVQ was not up and running alongside the Initiative from the start. However, at the end of the pilot the Voice workers reported that the support they received to find and access suitable courses compensated and probably provided a more appropriate response to their individual learning and development needs than offering the same course to all. Voice managers have been supportive of their staff in developing CVs, interview practice, identifying realistic job prospects, applying for courses and seeking further work. Several workers had their contracts extended or have moved into different roles.

The learning

- A team of workers will have different learning and development needs and will want to access different levels of education and training. Not all Voice or young participation workers will want to do additional courses at the same time as starting a new or first job.
- Planning should address how workers on time-limited contracts are to be supported to seek further work, education or training at the end of their contract.
- Workers should leave with a clear idea of the opportunities open to them and a clear statement of their skills and learning.
- Running an NVQ or equivalent or facilitating access to other external courses should be explored and costed at the start of an initiative.

Travel and transport issues

Barnardo's gave Voice workers financial help to learn to drive once it became clear that the amount of travel on public transport was making work days over-long and inefficient. Some workers found travel into their office base difficult on days when they also had project visits to make. Alternatives could include spending time working in projects before and after meetings where project staff are on hand if needed. Once well-established in post, working at home on specific tasks proved to be a reasonable compromise for two of the Yorkshire workers. Daily telephone contact with their line manager and agreed tasks and targets for each day spent at home helped this to work.

The learning

- Workers and line-managers should ideally be located at the same workplace but in a regional participation initiative this may mean that some workers have to travel excessive distances from home to their usual workplace meaning that creative solutions may be needed.

Benefits for Barnardo's

“There is the beginning of a voice for young people in the delivery of Children’s Services” (Senior head office manager)

“Employment of care-experienced young people alongside professional and senior staff” (Head office manager)

Having participation as a key strategic objective has raised awareness at many levels. The Voice Initiative has been a driver for participation. It has helped to keep participation on the agenda and raised awareness of the practicalities and possibilities for the participation of children and young people in services, on regional management teams, in human resources departments, learning and development sections, in council and at regional trustee meetings. The Voice Initiative’s support and achievement in empowering children and young people to speak for themselves is reported to have added impact to our influencing work nationally and regionally. Our recruitment practice has improved in respect of participation through the support given by Voice workers to the development of young people’s panels in Yorkshire, LEASE and for nationally significant posts at head office. New staff in the pilot regions have heard about the importance of participation through input by the Voice workers at the regional induction programmes. We should not underestimate the importance of this in spreading understanding throughout the organisation. Young people are now taking greater part in the recruitment of staff.

“I thought the day was really interesting, and every time I do something like this I feel more confident with myself. It was disappointing that we didn’t find out straight away who got the job. When I’ve been to other interviews we usually get told that day. The Voice worker called me a week later to tell me who had got the job; it was the person we chose, I was really pleased. I felt like I had actually done something good. I really enjoyed the day, it was a good learning experience, and I know what I should be doing when I go for jobs now!” (Member of young people’s panel for Yorkshire Assistant Director post)

Voice workers provide an example of a route into employment for service users and have provided them with valuable opportunities to gain experience and skills. Participation initiatives can also support young people’s events, so far one in LEASE region and a national event. Barnardo's now has policy on the role and remit of young people’s panels in staff recruitment. In Yorkshire the HR manager has updated the 2 day training for managers on recruitment and selection to include a section on how to

involve young people's panels and young people effectively. Young people's panels are also evaluated at the end to enable development.

“I am pleased with the progress being made and the quality of appointments being made by use of (the young people's panels). Candidates coming for jobs are also very impressed as this is an excellent example of our commitment to the people that these post-holders hold some responsibility for.” (Head office manager)

The headline achievements

As expected, much of the first six-eight months involved building the team, inducting workers, and publicising the initiative. However, Voice workers and managers also undertook some major pieces of work in the first year and went on to consolidate those in the second year. In the two pilot regions these included:

- A day conference for children and young people in LEASE;
- Gathering views from young people in projects and schemes in both LEASE and Yorkshire;
- Running three regional reference groups bringing young people from services together to have fun, share experiences and give input to consultations;
- Developing innovative methods of gathering feedback – games, audio-visual;
- Supporting young people's involvement in recruitment of: senior staff at head office, a new Director for LEASE; Acting Director and Assistant Director for Yorkshire, recruitment of project staff in Yorkshire;
- Presentations to regional induction training,
- Members of the Voice team taking part in 17 SSI inspections.

Voice work in the PRIU includes:

- An audit of involvement of children and young people in Theme groups;
- Consulting with young people in all four nations about their political priorities for the 'Whose Government is it Anyway?' report used as a lobbying tool;
- Presentations to: Barnardo's AGM, jointly with LEASE Voice; Social Care Institute for Excellence on service user involvement; on participation to non-pilot region (Midlands); presentation and young people's workshop at Advocacy seminar;
- Participation in the recruitment of the UK Director and Senior M&C post;
- Discussion with the advertisement agency about Barnardo's adverts;
- Meeting with the Children and Young People's Unit;
- Devising questions for the Snakes and Ladders game at the Labour Party Conference, panel member at Labour Party fringe meeting;
- Involving children and young people in setting up Barnardo's web-site for children;

- Supporting young people to attend Question Time of MPs at an All Party Group;
- Presentation at internal staff workshop on Safeguarding Children;
- Liaison with British Youth Parliament;
- Involvement in the planning and facilitating of Champions Day;
- Involvement in the management group for the SSI work and a report 'Voices and Choices' written by Pam Hibbert.

Voice has had input to:

- the participation theme group and corporate strategy group on participation, Children's Services Management Team, Regional Management Team meetings in the pilot regions and the Midlands, Council, and the regional influencing group in Yorkshire;
- Policy officers, who now routinely consider how to involve service users in campaigning and influencing work;
- Advertising & Communications, who report that Voice has been useful as it provides a young person's perspective on the content of adverts without intruding constantly on service users;
- The National Resourcing Day when Voice workers attended to talk about their work to finance workers;
- Fundraising section who report that Voice workers and young people have been involved with visits from donors and supporters and have been included on induction training which has been motivating and informative;
- Council and Regional Trustees' Groups.

Policy and practice development

The Voice team has developed a range of tools and groups which are changing how we do things in Barnardo's, these include:

- A simple form for participation workers to record and pass information about policy issues raised by children and young people to the Policy, Research and Influencing Unit so that these can be collated and used to inform decisions about the issues that will be the focus of campaigns.
- Work request forms
- Consultation request forms
- Development of young people's panels to contribute to senior appointments in which have strategic importance (Corporate Forum level so including DCS appointments as well as head office managers)
- Guidance on recruiting young people.
- Job descriptions, mentoring contracts, induction protocols.
- Reference groups in the pilot regions.
- Contributions to induction and other training

The voice workers report that they have gained confidence when things go well, have learned new skills, gained respect and self-belief. Most of all they valued giving young people a chance "to feel a

part of Barnardo's and that Barnardo's does care about them and will change policies" through meeting, talking and listening to children and young people. They welcomed the opportunity to develop participation work on a national level, raise the profile of participation and keep it on the agenda. They welcomed the opportunity to change structures so that children's voices are heard and to set up parallel structures for children and young people and the access to training and learning and development opportunities that were tailor-made for them by their managers and had experience of:

- public speaking
- policy work
- organising, attending and taking part in meetings
- administration and report-writing
- meeting deadlines
- influencing work
- procedures and practices in social services (gained through SSI work)

Principles of participation based on messages from the Voice evaluation

“Remember that these are not our services they are the young people’s services, if they don’t know what is needed, who does.”
(Voice worker, Yorkshire)

- **“Don’t do anything at all with children unless they understand what they will be doing and why.”**
- “Let children and young people set the agenda. If you really listen to them they often understand more than anyone about what needs to happen.”
- Trust young people. Advocates for children can sometimes be over-anxious and in their anxiety can prevent young people from accessing opportunities.
- Participation is time-consuming and resource-intensive. If you are not going to it properly don’t do it at all.
- “Involve young people from the start, have a basic aim and take it to young people to see where they want to take it. The only way is to ask young people and go from there.”

Support for Continuation and current developments

‘If you don’t have someone to lead on participation then it dies a death, because the participation agenda gets lost under the pressure of other work, projects move on to other things, that’s the nature of the work.’ (Voice worker, Yorkshire)

The Voice Initiative has been a valuable initiative, both to give service users an opportunity and to learn from them. We should continue to provide routes into employment for our service-users. There is strong support for some form of participation initiative in both pilot regions and in head office sections. A variety of models may be needed and current developments reflect this.

- **A UK Co-ordinator (Young People's Participation) post has been created and Sue Woodcock former Director of Children's Services in LEASE has been appointed. This post will focus and drive participation in Barnardo's.**
- **In Yorkshire, an experienced project worker and a new Voice worker are to be appointed and managed by the existing Voice manager, with additional money to pay young people for sessional work. The work will focus on developing and sustaining the reference groups.**
- In LEASE a participation project worker and a Voice worker are to be appointed, a temporary Voice worker is currently filling in. They will be line-managed by the Regional Children's Rights Officer as was Voice 2000-2002. The project worker will develop expertise in consulting and involving disabled children.
- The participation worker in the North-East has recruited two young people with a background in journalism to work alongside her.
- In the North-West a participation worker has just been appointed.
- Wales also has a participation worker in post.
- The Midlands has applied for s.64 monies to fund a post.
- An audit of participation is planned in early 2003 to establish a baseline measure of how much and what kind of participation is happening across Barnardo's.

Further information is available from
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