

Child Friendly CARDIFF



06 QUALITY ASSURANCE

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INTRODUCTION

5.1 NATIONAL PARTICIPATION STANDARDS BACKGROUND

The Participation Standards were originally developed by the Participation Unit. They have now been refreshed by Young Wales and Youth Forum workers, informed by consultations with young people. This work was supported by Welsh Government who identified the role of the Participation Standards in statutory guidance.

The Participation Standards identify the key issues that all workers should be aware of when working with children and young people in Wales. The Task and Finish Participation Standards group reviewed each of the seven standards and ensured that each one reflected the rights based ethos that is integral to working with children and young people.

The Standards are also underpinned by the Well-being of Future Generations (Wales) Act 2015. The Act puts involvement of children and young people, adults and communities at the heart of improving well-being, as well as being one of the five ways of working.

- The Act's guidance 'Shared Purpose: Shared Future' makes specific references to the National Participation Standards for Children and Young People

- The Act's guidance for Public Service Boards sets out the expectation that they will adopt the National Participation Standards in working with their partners, to enable children and young people to have a voice.

These are not new expectations. Local Authorities have been under a duty to enable the participation of children and young people since the Children and Families (Wales) Measure was passed in 2010 and statutory guidance has been in place since 2012.

THE CHARTER

During 2017 Young Wales has been working on two areas:

1. Refreshing the kitemarking process for those local authorities undertaking inspections
2. A new National Participation Charter that will highlight local Participation practices and capture intelligence that supports the future reporting of respective Well-being Plans

The charter is used by organisations and services to illustrate their commitment to the

Participation Standards. It is a statement of intent that they are working in line with the national Participation Standards. However, they must achieve the National Kitemark in order to use its logo. The Charter lasts for a maximum of 2 years and organisations are allowed to reapply for the Charter

This charter is underpinned by the three pillars of the UNCRC- Protection, Provision and Participation.

THE KITEMARK

The National Participation Standards supports services working with children and young people in monitoring the effectiveness of developing youth participation within their organisations. This ensures children and young people participate in the design, delivery and evaluation of services. The National Kitemark is endorsed by Welsh Government. A certificate (valid for 4 years) is awarded to services who have demonstrated they are achieving against all seven National Standards. However, if an organisation does not pass the inspection then they'll be given feedback with recommendations that detail their areas of good practice, and their priorities for development.

THE PROCESS

The self-assessment can be used internally as a developmental tool to measure participatory practices. Every organisation has to provide at least three pieces of evidence per Standard, highlighting work that's taken place in the last 12 months. Examples of the types of evidence can be found in the Self-assessment pack at the end of this section. Each Standard must be graded using the key:

- Intending – you have identified an area that needs improvement
- Developing – you're currently working towards improving the identified area
- Achieving – you have achieved or are achieving in this area.

Please note: to apply for the Kitemark you must be achieving in each Standard and be signed up to the Charter.

INTRODUCTION

5.2 YOUNG INSPECTORS TRAINING

It is good practice to involve families in assessing the quality of a service they receive. This section is to support practitioners to set up teams of Young Inspectors. Young Inspectors is just one way of service users assessing the quality of a service others include mystery shopper, focus groups, satisfaction surveys and the like.

The purpose of a Young Inspectors team is to:

- Ensure that children and young people are receiving the best possible Standards of participation in organisations that work with them and also have an impact on them.
- Visit services that work with and impact upon children and young people to assess and evaluate how well they are meeting the National Children and Young People's Participation Standards for Wales; advise on improvements and report on their findings.
- Allow young people to have their voices heard and to give them the opportunity to award a National Participation Kite-mark to organisations who meet all the Standards
- Encourage existing services to reflect on their practice and implement change

HOW INSPECTIONS ARE CARRIED OUT

In order to assess the performance of services against the National Children and Young People's Participation Standards, organisations will be required to do a self-assessment.

A Young Inspectors team may then be requested (depending on what stage the organisation has reached) to undertake an inspection of the service and in turn award a National Participation Kite-mark.

This training provides the young people with a range of skills and knowledge required to undertake the task confidently and safely.

In order to train the Young Inspectors thoroughly, it is recommended that they are trained over a period of time or over the course of a residential. There are two main blocks to the training: One which will be looking at general skills and the second dedicated to the specific task of inspection.

Working in small teams (advisably a minimum of 3 young people per team), the young people visit the service/organisation that is to be inspected.

During the inspection visits, the Young Inspectors fill in forms recording organisations' progress against the Standards which will help them to decide whether to award a National Participation Kite-mark.

Immediately after the visit, the young people will be debriefed about their experience and assessment

by their support worker and using a standard reporting format. A report will then be produced and given to the organisation. The organisation will then agree any improvement measures that need to be actioned before they can receive a National Participation Kite-mark. The report will be able to feed into the organisation's annual self-assessment programme and improvement plan. The young people also receive feedback on any resulting action.

STAGE 1 – PREPARATION & DEVELOPMENT

It is important from the beginning to bear in mind the different ethical and safeguarding issues of being a Young Inspector. We want young people to fully participate in the ethical considerations of the Young Inspectors' initiative, allowing them the opportunity to discuss 'best practice'. However, the safety and well-being of young people is paramount and this should be factored in from the beginning.

CHILD SAFEGUARDING

- All activities within the Young Inspectors initiative should adhere to the organisation's child protection and confidentiality policies.
- Young people should carry out inspections in three's and with a member of staff to ensure they are safe.
- Young people should be given all the necessary information about child protection and making a complaint prior to starting the project.

INTRODUCTION

5.2 YOUNG INSPECTORS TRAINING (CONTINUED)

The following principles can provide the basis for these ethical considerations.

CORE ETHICAL PRINCIPLES

Inspectors will:

- safeguard the interests of those involved in or affected by their work
- report their findings accurately and truthfully
- consider the consequences of their work or its misuse for those they study and other interested parties
- acknowledge the boundaries of their competence
- ensure that the research they undertake is worthwhile and that the methods of investigation are appropriate.
- should be provided in terms and language which are accessible and meaningful to participants.

RECRUITMENT AND PROMOTION

It is important that a range of young people are given the opportunity to be Young Inspectors should they wish to be.

Posters could be created and distributed throughout services to attract young people who are services users. Additionally, notices could be put on electronic news letters (e-bulletins) and promoted on organisations' web-sites with a detailed Young Inspector's role description (see Table 1). Those that register their interest can then be selected through an informal interview or a one-to-one discussion.

It is important to note however, that the number of young people involved in the project depends on the capacity of the team wishing to train and support them.

TABLE 1 - YOUNG INSPECTOR'S ROLE DESCRIPTION

Young Person required for: Young Inspectors Team		
AIM:	<ul style="list-style-type: none"> • To ensure that children and young people are receiving the best possible Standards of participation in organisations that work with them. • To visit services that work with children and young people to assess and evaluate how well organisations are doing with meeting the National Children and Young People's Participation Standards for Wales, advise on improvements and report on their findings. • To allow young people to have their voices heard and to give them the opportunity to award a National Participation Kite-mark to organisations who meet all the Standards • To encourage existing services to reflect on their practice and implement change. 	
TASKS:	<ul style="list-style-type: none"> • Attend and participate in all relevant training workshops. • Visit agencies and judge against selected criteria. • Feedback results to relevant agencies. • Award a National Participation Kite-mark to organisations who are meeting the Standards • Develop an Action Plan for those organisations who are not meeting the Standards 	
TRAINING/ SUPPORT:	The training will be in the form of interactive activity workshops and planning meetings around participation and the National Children and Young People's Participation Standard for Wales. You will be supported through the process of developing the programme of activity and doing the inspections. You will also be rewarded appropriately (as agreed by yourself and your supporting adult) for all your hard work	
TIME COMMITMENT: (Approximate)	Initial training	10 hours
	Preparation for (each) inspection visit	2 hours
	Inspection visit	2-3 hours
	Developing feedback (for each project)	2 hours
	Delivering feedback (for each project) (optional)	1-2 hours
	Review/ evaluation meeting	2-3 hours
QUALIFICATIONS RECEIVED:	YAA Bronze, working towards Silver or other Qualification where more appropriate	
QUALITIES NEEDED:	Those who are friendly and have the ability to work both as part of a team and individually would be most suited to the role.	
BENEFITS:	Good for CV and confidence.	

INTRODUCTION

5.2 YOUNG INSPECTORS TRAINING (CONTINUED)

TRAINING

A broad timetable has been outlined (see Table 2) which gives adults an idea of the number of sessions required to train young people to be inspectors. However, the time it takes for delivery will depend on the adult trainers, the young people and preferences for delivery style, e.g. evening sessions; residential; delivery during school holidays etc.

We want the young people to really engage with the project; therefore the workshops are very varied. They include: icebreakers, team-building exercises, drama and role play, quizzes, presentations, idea storming and values exercises. However, we are aware that the programme has to be flexible so that volunteers can be encouraged to be creative and share their ideas should they choose to.

Young people who wish to develop their skills can also contribute to the programme by researching and delivering parts of the training programme with the support of staff. Older members of the Young Inspectors group could also take on the role of lead inspector or chairperson during discussions.

TABLE 2: TIMETABLE

Please note that training may be given through evening sessions or weekend residential

Stage	Activities
Recruitment	Young people informed of this volunteering opportunity through the Standards website, Funky Dragon website and e-bulletin, youth forums, and on the internet. Posters displayed and flyers distributed.
Selection	Those who have signed up are invited for an interview with a full time worker locally. A committed team of 8 -10 or more? young people of mixed gender are selected.
Introductory evening session	Group are introduced to one another through team building activities and games. Training in Participation, National Children and Young People's Participation Standards. All evening sessions consists of 2 hours contact time (depending on each local authority's situation) plus half an hour after for evaluation purposes.
Second evening session	Participation and Standards continued. Young Inspectors brief and guidelines introduced. Team building exercises.
Third evening session	Inspection Skills.
Fourth evening session	Planning Inspection and Logistics.
Fifth evening session	Recording Evidence and Assessments.
Sixth evening session	Role play exercises on being a Young Inspector.
Seventh evening session	Report Writing.
Services will contact the young people's inspection team	Organisations will contact the Young Inspectors' Team after they have filled out a self-assessment form and have reached in their opinion 'achieving' status in all 7 of the Standards.
Visits	Young people conduct visits in threes and briefed by the key worker before and after visits. Travel expenses given. Young people write up their comments.
Eighth evening session	Any tasks remaining. Young people invited to evaluate and feed back their experience of being a Young Inspector.
Ninth evening session	Young people draw together evidence of their achievements into a portfolio for their Youth Achievement Awards.
Social event	Reward for taking part and opportunity for reflection, closure and presentation of certificates, etc.

INTRODUCTION

5.2 YOUNG INSPECTORS TRAINING (CONTINUED)

STAGE 2 – INSPECTION - VISITS & ASSESSMENT

Exercises have been created to discuss the basic procedure of the Inspections and problems that might be encountered. A final basic procedure check list for an Inspection Visit has been developed outlining what the Young Inspectors need to do, what they might need and some solutions to problems they might encounter.

STAGE 3 - COMPILE FINDINGS

Once the inspection visits take place, a report is created by the Young Inspectors to outline some of their findings and to assess the project. Young Inspectors will receive training on how to write a report and can be allocated different tasks.

STAGE 4 – FEEDBACK

Feedback results to services

The Young Inspectors' findings on the organisation's inspection is sent to the relevant people (i.e.) the key contact in the organisation during the inspection. The young people can then meet with the workers to present their findings and discuss some of their thoughts about the project.

ROLE OF A YOUNG INSPECTOR

NEED

To further train and gain an understanding of the young inspector's process.

OBJECTIVES

- Training in participation standards and young inspectors.
- Up skill service users in the local Participation Agenda;
- Enable service users to get to know one another & share a common experience;

METHOD

Run a series of informal educative, fun & interactive workshops.

DESCRIPTION OF ACTIVITY

Explain that the role of a young inspector will be to assess organisations against the Standards and that we will be looking at this task in depth as the course progresses.

Set up a line across the room, one end indicates very comfortable and one very uncomfortable with degrees of comfy in between.

Read out sections from the young inspector job description and ask the young people to demonstrate how comfortable (or not) they are with that aspect of the role or process by taking the appropriate place on the line.

Note any concerns and reassure where you can

Time	Activity	Anticipated Outcomes	Resources
20 min	Role of a young inspector	Comfortable with the role of the young inspector, and addressing any concerns the participants may have.	Young inspector job description

ROLE OF A YOUNG INSPECTOR

(CONTINUED)

YOUNG INSPECTOR JOB DESCRIPTION

Young Person required for: Young Inspectors Team

AIM

- To ensure that children and young people are receiving the best possible standards of participation in organisations that work with them.
- To visit services that work with children and young people to assess and evaluate how well organisations are doing with meeting the National Children and Young People's Participation Standards for Wales, advise on improvements and report on their findings.
- To allow young people to have their voices heard and to give them the opportunity to award a National Participation Kite-mark to organisations who meet all the Standards.
- To encourage existing services to reflect on their practice and implement change.
- Attend and participate in all relevant training workshops.

TASKS

- Visit agencies and judge against selected criteria.
- Feedback results to relevant agencies.
- Award a National Participation Kite-mark to organisations who are meeting the Standards.
- Develop an Action Plan for those organisations who are not meeting the Standards.

TRAINING/SUPPORT

The training will be in the form of interactive activity workshops and planning meetings around participation and the National Children and Young People's Participation Standard for Wales. You will be supported through the process of developing the programme of activity and doing the inspections. You will also be rewarded appropriately (as agreed by yourself and your supporting adult) for all your hard work.

TIME COMMITMENT (APPROX)

- Initial training: 30 hours
- Preparation for (each) inspection visit: 2 hours
- Inspection visit: 2-3 hours
- Developing feedback (for each project): 2 hours
- Delivering feedback (for each project) (optional): 1-2 hours
- Review/evaluation meeting: 2-3 hours

QUALITIES NEEDED

Those who are friendly and have the ability to work both as part of a team and individually would be most suited to the role.

BENEFITS

- Good for CV and confidence

HISTORY OF PARTICIPATION TIME LINE JIGSAW

DESCRIPTION OF ACTIVITY

Arrange participants into small groups.

Give each group a set of cards with the time line information on them. Ask the group to sort the cards into date order.

Check with a master copy, explaining any misapprehensions and discuss.

Time	Activity	Anticipated Outcomes	Resources
20 min	History of participation time line Jigsaw	Understanding of the history and why the standards exist	Master copy of history line

HISTORY OF PARTICIPATION TIME LINE JIGSAW (CONTINUED)

HISTORY OF PARTICIPATION TIME LINE JIGSAW

The United Nations General Assembly adopted the Convention on the Rights of the Child. The United Kingdom ratified the Convention on 16 December 1991, with several declarations and reservations. This means that they didn't agree that every bit of the convention could be put in place in the UK but they thought it was a good idea.

The report of an inquiry about abuse in Bryn Estyn and other children's homes in

North Wales between 1974 and 1990 was released, which included a recommendation for creation of the post of Children's Commissioner to prevent such terrible things happening in the future.

2000- Extending Entitlement was published in Wales. It marked a change in policy.

It says organisations should provide young people with services that they want – not services that other people think they need.

2001- Children's Commissioner for Wales was appointed.

2002- Funky Dragon, Children and Young People's Assembly for Wales established.

Young People in Funky Dragon were fed up of being asked their opinions and not receiving feedback as a result of giving their opinions. They therefore asked for something to be done to make sure that every young person in Wales could expect the same experience of participation wherever they were.

The Participation Consortium and Participation Unit developed seven National Standards for Children and Young People's Participation. These Standards would help to measure the quality of the process of children and young people's participation in the work that they take part in.

The Standards are about; Information, It's Your Choice, No Discrimination, Respect,

You Get Something out Of It, Feedback and Improving How We Work.

In 2005, young people in Funky Dragon (the Children and Young People's

Assembly for Wales) agreed that the National Children and Young People's

Participation Standards would be great for Wales and voted in favour of them.

In 2006, the Standards were piloted with five groups of children and young people across Wales to find out how they thought they could work in practice.

The findings from the pilots' were discussed with all groups at a meeting in January 2007 and the Minister for Education, Lifelong Learning and Skills then formally launched the National Participation Standards.

Organisations can now use a self-assessment form to help them assess whether they meet the Standards. In 2008, the Participation Unit at Save the Children, Funky Dragon and departments in the Welsh Government agreed to undergo a pilot inspection after filling in self-assessment forms.

We are now trying to raise awareness of the Standards and encourage people to gain a Kite-mark linked to it. The Kite-mark is a recognised symbol which makes sure a set of standards have been reached.

In the future, we aim for the Standards to be used by loads of different organisations including

health services and with services for adults and older people, to make sure that everyone has their voice heard in the services that affect them

EXTENDING ENTITLEMENTS, 10 ENTITLEMENTS

DESCRIPTION OF ACTIVITY

Explain how Extending Entitlements marked a change in policy, a new approach from the Youth Service. Basically it marks a shift from providing services aimed at helping young people to providing services that young people want.

The 10 Entitlements are based on the concept of universal entitlement, which means that every young person in Wales has a basic entitlement to a range of high quality services which will enable them to participate effectively in opportunities for learning, employment, good health, citizenship and social inclusion.

All organisations working with and for young people should be working together to make sure that all young people get the ten entitlements.

Time	Activity	Anticipated Outcomes	Resources
20 min	In small groups. <ul style="list-style-type: none"> Give each group the 10 entitlements titles and descriptions cards. Ask the groups to sort the definitions to the titles. Check and discuss, highlighting the links between the entitlements and the UNCRC articles. 	Gain an understanding of the 10 extended entitlements and how they link with the UNCRC	10 Entitlements Card-match, Copy of the UNCRC articles

EXTENDING ENTITLEMENTS, 10 ENTITLEMENTS (CONTINUED)

<ul style="list-style-type: none"> • to learn what your rights are and understand them • to make sure you are able to claim your rights and understand and accept 	<ul style="list-style-type: none"> • it is your right to have the opportunity to be involved in making decisions, planning and reviewing actions that might affect you • have a choice, have a voice even if you don't make the decision yourself 	<ul style="list-style-type: none"> • to feel good and confident about yourself 	<ul style="list-style-type: none"> • to be able to learn about things that interest and affect you • to enjoy the job that you do • to get involved in the activities that you enjoy – leisure, sports, artistic, hobbies, and cultural
<ul style="list-style-type: none"> • to be involved in volunteering and to be active in your community 	<ul style="list-style-type: none"> • to be treated with respect and as an equal by everyone • to be recognised for what you have to contribute and of your achievements • to celebrate what you achieve 	<ul style="list-style-type: none"> • easy access in getting the best services that you should have, locally and nationally • to have someone available to help you find them 	<ul style="list-style-type: none"> • to lead a healthy life, both physically and emotionally
<ul style="list-style-type: none"> • to be able to get information, advice and support on a wide range of issues that affect your life, as and when you need it 	<ul style="list-style-type: none"> • to live in a safe, secure home and community 		

EXTENDING ENTITLEMENTS, 10 ENTITLEMENTS (CONTINUED)

YOUR RIGHTS	BEING HEARD	FEELING GOOD	EDUCATION & EMPLOYMENT
TAKING PART /GETTING INVOLVED	BEING INDIVIDUAL	EASY ACCESS	HEALTH & WELLBEING
ACCESS TO INFORMATION & GUIDANCE	SAFETY & SECURITY		

YOUNG INSPECTORS ACTIVITY 4

UNCRC ARTICLES

DESCRIPTION OF ACTIVITY

Distribute the Articles 12, 17 and 42 handouts.

Put young people into pairs and ask them to discuss why these are important.

- Why have these three been singled out?
- How are they relevant to their roles as Youth Inspectors?

Gather the answers and scribe at front.

Time	Activity	Anticipated Outcomes	Resources
20 min	UNCRC Articles	Further understanding of these articles' and the importance in relation to the young inspectors process	Flip chart, Pens, Articles hand out

UNCRC ARTICLES

(CONTINUED)

UNCRC ARTICLES 12, 17 AND 42

ARTICLE 12

(Respect for the views of the child)

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

ARTICLE 17

(Access to information from mass media)

Every child has the right to reliable information from the mass media. Television, radio, newspapers and other media should provide information that children can understand.

Governments must help protect children from materials that could harm them.

ARTICLE 42

(Knowledge of rights)

Governments must make the Convention known to children and adults.

BENEFITS OF PARTICIPATION

DESCRIPTION OF ACTIVITY

Prepare 4 sheets of flip chart paper, with the titles: 'Families', 'Workers/Staff', 'Organisations', and 'Community'.

Split the participants into 4 groups.

Each group gets one of the sheets.

Ask the group to list what they think the benefits of participation are to the people on their sheet.

After four or five minutes, each group passes their sheet to the group on their left.

The groups then add their thoughts to the new sheet in front of them. Repeat until each group has had each sheet.

Pass the sheets back to the groups that started with them, and ask those groups to present back a summary of the information, depending on the time available this could be in the form of a text message or a newspaper heading or something a bit more detailed.

Time	Activity	Anticipated Outcomes	Resources
30 min	Benefits of Participation	Start the group thing of the benefits of participation to 'Families', 'Workers/Staff', 'Organisations', and 'Community'	Flip chart, Pens

INTRODUCING THE STANDARDS

DESCRIPTION OF ACTIVITY

What is a Standard?

Arrange the group in to pairs; give each pair a picture of a bicycle.

Ask them to list what you need in a bicycle.

Then ask them to review their list and decide what do they really need to make it a bicycle?

Question elements like colour, brand, size, a bell, are these really necessary?

Explain that standards measure what is essential – not the factors which might be important to you individually.

Ask the group to consider how this might apply when they are inspecting organisations

Time	Activity	Anticipated Outcomes	Resources
20 min	Introducing the standards	Starting to look and familiarise themselves with what is a standard, and the national participation standards	Bike picture, Standards poster

INTRODUCING THE STANDARDS

(CONTINUED)





Safonau Cyfranogiad Cenedlaethol dros Blant a Phobl ifanc

Children and Young People's National Participation Standards

"Mae gan blant hawl i roi eu barn ynghylch beth ddylai ddigwydd, pan fydd oedolion yn gwneud penderfyniadau sy'n effeithio arnyn nhw, ac i gael sylw i'w barn"

Erthygl 12: Confensiwn y Cenedloedd Unedig ar Hawliau'r Plentyn (CCUHP)

"Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account"

Article 12: The United Nations Convention on the Rights of the Child (UNCRC)

Mae hyn yn golygu:	Byddwn ni:	This means:	We will:
<ul style="list-style-type: none"> Mae gennych chi'r hawl i wybodaeth sy'n hawdd ei deall ac sy'n gadael i chi wneud penderfyniad gwybodus. 	<ul style="list-style-type: none"> Yn darparu gwybodaeth o safon dda, yn glir ac yn hawdd mynd ati. Yn rhoi gwybod i chi pwy sy'n mynd i wrando a gadael i chi wybod pa wahaniaeth gallai'ch cyfranogiad chi ei wneud. 	<p>1 Gwybodaeth Information</p>	<ul style="list-style-type: none"> You have the right to information that is easy to understand and allows you to make an informed decision. Provide information that is good quality, clear and accessible. Inform you about who's going to listen and let you know what difference your involvement could make.
<ul style="list-style-type: none"> Mae gennych chi'r hawl i ddewis cymryd rhan a gweithio ar bethau sy'n bwysig i chi. 	<ul style="list-style-type: none"> Yn rhoi digon o gefnogaeth ac amser i chi ddewis a ydych chi eisiau cymryd rhan. 	<p>2 Chi biau'r dewis It's your choice</p>	<ul style="list-style-type: none"> You have the right to choose to be involved and work on things that are important to you. Give you enough support and time to choose if you want to get involved.
<ul style="list-style-type: none"> Mae plant a phobl ifanc i gyd yn wahanol ac mae ganddyn nhw'r hawl i gael eu trin yn deg. 	<ul style="list-style-type: none"> Yn herio gwahaniaethu. Yn cynnig amrediad o gyfleoedd a chefnogaeth i fodloni anghenion plant a phobl ifanc. 	<p>3 Dim gwahaniaethu No discrimination</p>	<ul style="list-style-type: none"> Children and young people are all different and have the right to be treated fairly. Challenge discrimination. Provide a range of opportunities and support to meet the needs of children and young people.
<ul style="list-style-type: none"> Mae gennych chi'r hawl i leisio barn. Mae'ch safbwyntiau chi'n bwysig a chânt eu parchu. 	<ul style="list-style-type: none"> Yn gwrandao ar eich barn, eich profiadau a'ch syniadau ac yn eich cymryd chi o ddifri. Yn gweithio gyda chi ar bethau rydych chi'n dweud eu bod nhw'n bwysig. Yn gwerthfawrogi beth sydd gennych chi i'w gynnig. 	<p>4 Parch Respect</p>	<ul style="list-style-type: none"> You have the right to have a say. Your opinions are important and will be respected. Listen to your views, experiences and ideas and take you seriously. Work with you on things you say are important. Value what you have to offer.
<ul style="list-style-type: none"> Mae gennych chi'r hawl i ddysgu a bod y gorau y gallwch chi fod. Bydd gennych chi gyfleoedd i weithio gyda phobl eraill a gwneud gwahaniaeth. Rydyn ni eisio i chi gymryd rhan mewn profiadau positif. 	<ul style="list-style-type: none"> Yn gweithio gyda chi mewn ffordd ddiogel, hwyl a phleserus. Yn manteisio i'r eithaf ar beth rydych chi'n ei wybod ac yn gwneud pethau sy'n meithrin eich hyder a'ch sgiliau chi. 	<p>5 Bod ar eich ennill You get something out of it</p>	<ul style="list-style-type: none"> You have the right to learn and be the best you can be. You will have opportunities to work with others and make a difference. We want you to be involved in positive experiences. Work with you in safe, fun and enjoyable ways. Make the most of what you know and do things that build your confidence and skills.
<ul style="list-style-type: none"> Mae gennych chi'r hawl i wybod pa wahaniaethau rydych chi wedi eu gwneud a sut mae rhywun wedi gwrandao ar eich syniadau chi. 	<ul style="list-style-type: none"> Bob amser yn sicrhau eich bod chi'n cael adborth o fewn amser sydd wedi'i gytno. Yn dweud wrthy'ch chi sut mae'ch syniadau wedi cael eu defnyddio a pham. Yn dweud wrthy'ch chi beth sy'n digwydd nesaf. 	<p>6 Adborth Feedback</p>	<ul style="list-style-type: none"> You have the right to know what differences you have made and how your ideas have been listened to. Always ensure you have feedback in an agreed time. Tell you how your ideas have been used and why. Tell you what happens next.
<ul style="list-style-type: none"> Dylai'r bobl sy'n gwneud penderfyniadau sy'n effeithio ar blant a phobl ifanc roi hawliau plant yng nghanol popeth maen nhw'n ei wneud. 	<ul style="list-style-type: none"> Yn gweithio gyda chi ac yn dysgu sut i wneud pethau'n well. Yn gwneud yn siŵr bod eich barn yn gwneud gwahaniaeth i'r ffordd rydyn ni'n gwneud cynlluniau a phenderfyniadau. 	<p>7 Gweithio'n well drosoch chi Working better for you</p>	<ul style="list-style-type: none"> Those who make decisions that affect children and young people should put children's rights at the centre of everything they do. Work with you and learn how we can do things better. Ensure your views make a difference to the way we make plans and decisions.

Y Safonau hyn sy'n cynnal tair colofn CCUHP - Diogelu, Darpariaeth a Chyfranogi
The Standards underpin the three pillars of the UNCRC – Protection, Provision & Participation



IS THIS PARTICIPATION?

DESCRIPTION OF ACTIVITY

What is a Standard?

Arrange the group in to pairs; give each pair a picture of a bicycle.

Ask them to list what you need in a bicycle.

Then ask them to review their list and decide what do they really need to make it a bicycle?

Question elements like colour, brand, size, a bell, are these really necessary?

Explain that standards measure what is essential – not the factors which might be important to you individually.

Ask the group to consider how this might apply when they are inspecting organisations

Time	Activity	Anticipated Outcomes	Resources
20 min	Opinion Line	Start to consider an organisation they are involved in and scenarios of participatory practice.	Agree / disagree cards, Statements

IS THIS PARTICIPATION?

(CONTINUED)

OPINION LINE STATEMENTS

- Everyone has enough information to get properly involved and have a say about things that matter to them
- The organisation uses a minimum of three different ways of circulating information (e.g. newsletters, posters, assemblies)
- We can see that our opinions have led to changes
- We are given enough time and information to make good choices
- I know my organisation has a policy about healthy eating
- Everyone in my organisation can take part in decision making
- I am given the opportunity to be involved in decision making regardless of my age, ability or where I come from.
- I can think of three ways that the organisation listens to the views of children and young people
- I can think of a time when I felt I was taken seriously and treated fairly in my Organisation
- I enjoy and get something out of having a say in the decisions/activities
- When the organisation has a meeting, we meet in friendly places that are easy for us to use
- I know before I get involved what I am going to get out of it (e.g. a certificate or a prize)
- When I take part in an activity or project, I hear what happens as a result
- I am asked what I think before a decision is made in my organisation

GROUPS WE KNOW ABOUT

DESCRIPTION OF ACTIVITY

Ask the group for examples of decision making bodies that young people could be involved in. Write them up on flip chart.

Make sure that examples include School Councils, Youth Forums, Eco Forums, and Funky Dragon.

Ask the group, 'What do these groups do? Who for?' are they young person led?

Facilitator notes: If you group is unlikely to be able to come up with plenty of suggestions it might be worth having some information on these examples to hand, alternatively the participants can be asked to research them independently before or during the session.

Time	Activity	Anticipated Outcomes	Resources
20 min	Groups we know about?	Start to think and map organisations, and groups where young people are involved and help make decisions. These can be in the local community or nationally	Flip chart, Pens

YOUNG INSPECTORS ACTIVITY 9

HOT SEAT

DESCRIPTION OF ACTIVITY

Place a chair facing the horseshoe of chairs the participants are sitting in.

Find something that can represent the Young Inspectors. Place this on the empty chair – the hot seat.

Explain that this is an opportunity to share questions and answers about the Young Inspectors. Anyone can ask a question of the YI, and anyone can answer. All questions are directed at the hot seat. Try to answer all other questions that come up, allowing the group to answer first, minimal facilitator input is great but sometimes you will need to step in to clarify or provide answers.

Ensure that the following questions are all asked.

Questions:

- What is the purpose of YI?
- What roles do you have in YI?
- How often do you meet?
- Who is allowed to join, how do they get chosen / recruited?

- What is the age range of membership?
- Which other bodies are involved?

Scribe up the answers on a flip chart.

Time	Activity	Anticipated Outcomes	Resources
25 min	Hot Seat	Knowledge of the young inspector programme, and the idea of asking questions out loud in front of others.	Flip chart. Pens, Item for hot seat

THE BLACK HORSE'S TALE

DESCRIPTION OF ACTIVITY

The aim of this activity is for participants to investigate how they and others act and communicate within an investigative team exercise. It should increase participants' awareness of how groups function and what behaviour and skills can help or hinder their performance.

Depending on group size up to three members of the group should be nominated or volunteer to be the observers. Distribute the clues to the group, using the clues they have to find the following;

1. Murderer
2. Time
3. Place

4. Weapon

5. Motive.

After the activity has ended ask the group to reflect on how they communicated with each other any challenges and successes, use the observers to support this.

This discussion should be carefully facilitated to ensure that no-one feels attacked.

Ask the participants to focus on their own communication and role in the group.

Time	Activity	Anticipated Outcomes	Resources
25 min	The Black Horse's Tale	Communication skills, looking over and investigating the evidence	Black horse clues sheet, Pens, paper

THE BLACK HORSE'S TALE

(CONTINUED)

THE BLACK HORSE'S TALE

Photocopy a set of these clues enlarging them if possible. Cut along the dotted lines so that the clues can be shared among the participants. It may help to stick each clue on a piece of card, or laminate.

<p>CLUE 1</p> <p>When he was discovered dead, Mr Armstrong had a large bruise and bleeding to the side of his head and deep cuts to his throat and neck</p>	<p>CLUE 2</p> <p>Mr Corrigan attacked Mr Armstrong at 10.10 pm in the car park of the Black Horse public house</p>	<p>CLUE 3</p> <p>A man getting off the number 38 bus outside the Black Horse saw Mr Armstrong with blood all over his face</p>	<p>CLUE 4</p> <p>A broken bottle with blood on it was found in the Black Horse car park</p>
<p>CLUE 5</p> <p>Mr. Armstrong's body was found at 11.15pm</p>	<p>CLUE 6</p> <p>When the man getting off the bus saw Mr. Armstrong he was sitting on the car park wall, holding his head</p>	<p>CLUE 7</p> <p>A spanner with Mr Armstrong's blood on it was found on a dustbin near the Black Horse</p>	<p>CLUE 8</p> <p>Mr. Corrigan saw Mr. Armstrong in the bar and started threatening him</p>
<p>CLUE 9</p> <p>Mr. Armstrong was having an affair with Mr. Corrigan's wife</p>	<p>CLUE 10</p> <p>The barman saw Mr Barton leave the bar at 10.10pm</p>	<p>CLUE 11</p> <p>At 10.00pm Mr. Corrigan came into the bar and ordered a bottle of stout</p>	<p>CLUE 12</p> <p>The spanner had Mr. Barton's fingerprints on it</p>

THE BLACK HORSE'S TALE

(CONTINUED)

CLUE 13 Mr. Corrigan and Mr. Armstrong left the bar arguing at 10.05pm	CLUE 14 The barman said Mr. Armstrong and Mr. Barton were regular customers in the Black Horse	CLUE 15 Mr. Barton had been drinking on his own in the Black Horse	CLUE 16 Mr. Armstrong's body was found in the back alley behind the Black Horse.
CLUE 17 The broken bottle had Mr. Corrigan's fingerprints on it	CLUE 18 Mr. Armstrong had been dead for one hour according to a medical expert working with the police.	CLUE 19 Mr. Barton had been seen opening the boot of his car in the Black Horse car park just after 10.10pm by a regular customer going into the Black Horse	CLUE 20 The barmaid found Mr Armstrong very attractive
CLUE 21 Mr Armstrong's bloodstains were found in the car park and back alley	CLUE 22 Mr Corrigan had told Mr Armstrong he was going to kill him	CLUE 23 The barman said that Mr. Barton sometimes handed an envelope across the table to Mr. Armstrong	CLUE 24 Mr Armstrong and Mr Barton met together from time to time in the Black Horse
CLUE 25 Mr. Barton could not be found by the police after the killing	CLUE 26 The number 38 bus stopped outside the Black Horse pub at 10.12pm	CLUE 27 It was obvious that the body had been dragged some distance	CLUE 28 Mr. Corrigan was not at home when the police called to make enquiries after finding the body

WORLD'S WORST/WORLD'S BEST

DESCRIPTION OF ACTIVITY

Break into small groups.

Each group needs a sheet of flip paper and a number of coloured pens.

Allocate each group one of the 7 Standards.

The groups challenge is to imagine what an organisation would look like if it was either the best or the worst in the world at embodying/ exhibiting their selected standard. What would the organisation that is the worlds worst at inclusion look like? What would the organisation that is the worlds best at information look like?

As the groups work check in on the groups and get them to explain their works, try to prompt and ask if they can't imagine anything better or worse than they are drawing.

Allow time for the groups to share their pictures with explanations with everyone.

Time	Activity	Anticipated Outcomes	Resources
30 min	Worlds best/ worst	Start to think what an organisation, may do, and look like if it was the world's best and worst. Thinking about what they may want to see or look for in an inspection	Standards, Pens, paper

THE BLACK HORSE TALE SOLUTION

MURDERER: MR BARTON**TIME: 10.15PM****PLACE: PUB CAR PARK****WEAPON: SPANNER****MOTIVE: BLACKMAIL****SOLUTION**

Mr Armstrong had been involved in a fight with Mr Corrigan in the 'Black Horse' car park over Armstrong's affair with Corrigan's wife.

Corrigan had cut Armstrong's face and neck with a broken bottle at 10.00pm.

Armstrong met Barton regularly in the pub.

He was blackmailing Barton.

Barton saw his chance and clubbed Armstrong to death at 10.15pm with a spanner taken from his car.

He then dragged the body across the car park to the back alley and put the spanner in the dustbin.

(This mystery was devised by Martin Horne – a Social Studies and Careers Teacher from Leeds)

YOUNG INSPECTORS ACTIVITY 12

TRIANGULATION

DESCRIPTION OF ACTIVITY

Explain that as inspectors they will need to gather supporting evidence from different sources.

Ask the group how they could find out if one of the facilitators likes peanut butter.

Scribe up the suggestions.

Prompts/challenges for the group:

- If you ask the facilitator will they tell you the truth?
- What if the facilitator is not present?

- Is it enough to take the facilitator's word for it?
- What else could use as evidence?
Go through the cupboards?

The group should come up with all sorts of outlandish suggestions, but we just want to make sure that they identify three sources of evidence: in the example – the individual, the individual's friends and family, the presence of peanut butter in a cupboard or on the shopping list and receipts.

Time	Activity	Anticipated Outcomes	Resources
10 min	Triangulation	Remind them that when inspecting they will have to get evidence from the staff, the users' (young people), and physical evidence – reports, minutes from meetings, and so on. Not just rely on what they are told.	Pens, Flip chart

EVIDENCING THE STANDARDS

DESCRIPTION OF ACTIVITY

Arrange the participants into small groups. Each group requires large sheet of paper and marker pens.

Give each group a Standard to consider.

On the sheet ask them:

- To list what they would need to find out to see if the Standard is being achieved
- To consider what evidence they would require to determine if an organisation is meeting or failing the particular Standard

Allow time for each group to tackle two or more Standards. Allow time for the groups to share what they have discussed.

Possible prompts:

- How you would measure the standard?
- What measures are appropriate?

- Are some things easier to measure than others?
- What is acceptable evidence?
- Are some things easier to evidence than others? (This can link to Ethics activity in Later session)

Time	Activity	Anticipated Outcomes	Resources
10 min	Evidencing the Standards	Thinking about the information they will need to see, what is acceptable evidence,	Standards, Pens, Flip chart

It may help to do one of the Standards from the front to the whole group. For example: Information. What would you need to find out?

- Is it young person friendly?
- Is it parent friendly?

- Is it up to date?
- How often does it come out?
- How does it come out? What medium?
- Does the organisation check that the YP understand?

What evidence would you require?

- Minutes from meetings
- Copies of information that is sent out
- Interviews with young people

PREPARING FOR INSPECTION

DESCRIPTION OF ACTIVITY

Ask the group to idea storm types of organisations for young people.

Split them in to groups of three and ask each group to choose one of the organisation types.

Give each group a flip chart sheet split into six sections.

What does you service do?	Who uses it?	What does it need to do to meet this standard?	What does it do to meet this standard?
What else do you need to know to be sure they meet the standard?		How are you going to find out?	

Give each group a different Standard and ask them to fill in the first four sections making up an imaginary but realistic organisation rather than writing about one they already know. Then ask the groups to swap sheets. They should then read through the description of the service and what has been done to meet that Standard.

They should then fill in the fourth and fifth sections of the new sheet. Considering what else they would need to know before being confident that the organisation would meet that standard and how they would find it out.

Time	Activity	Anticipated Outcomes	Resources
35 min	Preparing for an inspection	Planning for an inspection, what needs to be done, who needs to do what,	Standards. Pens, Flip chart

PREPARING FOR INSPECTION

(CONTINUED)

Feedback and discuss, pointing out that this is similar to the self inspection process, they will have some information about the organisation before they go but they will have to think about what they will need to ask to fill any gaps. Here is an example –

What does you service do? Youth Club	Who uses it? Young people aged 12 to 15 in cardiff	What does it need to do to meet this standard? Information – enough info to get involved, let people know the difference it will make. Inform about changes	What does it do to meet this standard? Website, newsletter, facebook, twitter and txt updates, which young people help write, notice boards and meetings
What else do you need to know to be sure they meet the standard? What do young people think of the info they get? How young people friendly is the info? How up to date is every thing?		How are you going to find out? Talk to young people. Check dates on newsletters, websites etc	

STORY OF AN INSPECTION

TIME LINE JIGSAW

DESCRIPTION OF ACTIVITY

Give each group member a section of the jigsaw time line. Ask them to work as a team to get the sections in the correct order.

If there are literacy issues then pair the young people up before distributing the sections ensuring that each pair has at least one young person who is confident reading.

Once the group have agreed on an order check it against your master copy and rearrange if necessary explaining why.

Discuss the process with the group. Ask what they think about the whole process, if there are any surprises, anything they are concerned about.

Time	Activity	Anticipated Outcomes	Resources
20 min	Inspection jigsaw	Familiarise themselves with an inspection time frame.	Master copy, jigsaw, Pens, Flip chart

STORY OF AN INSPECTION TIME LINE JIGSAW (CONTINUED)

STORY OF AN INSPECTION TIME LINE JIGSAW

Young people will attend a training programme. This training will give the young people with a range of skills and knowledge so they can carry out inspections safely and confidently.

The training can be a residential or over a number of weeks.

Organisations who want to make sure they meet the Participation Standards and be awarded the Participation Standards Kite Mark complete a self assessment.

If the self assessment shows that the organisation has sufficient evidence to demonstrate they meet all the Standards then a group of young inspectors visit to examine the evidence and decide if a kite mark can be awarded.

Working in small teams, the young people visit the service.

During the visit they make observations against the Standards.

The 7 standards are;

- Information
- It's your choice
- No discrimination
- Respect
- You get something out of it
- Feedback
- Improving how we work

During the inspection visits, the young inspector fill in forms recording the organisation's progress against the Standards, which will help them to decide whether to award a National Participation Kite Mark.

The young inspectors might interview workers, volunteers or young people; they might film or photograph the place the organisation works. They might look at policies, procedures, leaflets, websites or other bits of information.

As soon as possible after the inspection the young inspectors, with support from their workers, complete a report and decide if they can award the Kite mark.

If a Kite mark cannot be awarded then an action plan is put together showing what changes would need to be made for a Kite mark to be awarded.

The report and action plan (if needed) is given to the organisation.

The organisation should feed back to the young inspectors about how and when they are going to implement the recommendations in the action plan.

ROLE OF A YOUNG INSPECTOR

DESCRIPTION OF ACTIVITY

Split the group into threes or fours. Give each group a large sheet of paper, big enough for one of them to lie on and another draw around. Giving a life sized outline of a person. You could use a couple of lengths of wallpaper or four sheets of flip chart paper stuck together with masking tape.

It's a good idea to let the person decide who draws around them.

Give each group the 'Young Inspector's Role description' ask them to discuss it in their groups and write on their life sized person the skills and qualities that you need to be a young inspector.

Give each participant five sticky dots and ask them to stick them next to the skills or qualities they think are most important. This doesn't have to be a group decision, each person can vote for their own preferences.

Then from the front gather the skills and qualities that have the most votes, writing them in order of how important the group think they are (i.e. highest numbers of dots). There are likely to be similar responses from each small group.

Invite the group to comment on the list, are they happy with it? Is there anything important that has been missed? Is there anything they are not sure about on it?

Time	Activity	Anticipated Outcomes	Resources
20 min	Role of a young inspector	Think about the quality's and skills need by a young inspector	Inspectors role description, Pens, Flip chart / wall paper, Sticky dots

PERSONAL SKILLS AUDIT

DESCRIPTION OF ACTIVITY

Give each participant a stars sheet. Ask them to select some of the skills on the board (from the inspectors role activity), at least four and rate themselves on how well they think they do them. For groups with literacy issues you can fill in the skills in advance. Encourage the group to pick some skills that they are confident in and some that they are less confident in.

In pairs ask the groups to discuss what skills they feel strong in, how they might be useful as a young inspector and what areas they want to work on and why, make sure they relate this to their role as a young inspector.

Time	Activity	Anticipated Outcomes	Resources
25 min	Activity Personal Skills Audit	Starting to think about their own personal skills and qualities that they can bring to a young inspectors team	Stars sheet, Pens

PERSONAL SKILLS AUDIT

(CONTINUED)

Personal Skills Audit – Stars sheet

Name _____

Please rate yourself from 0 (poor) - 5 (great) on the following skills and knowledge by colouring in the right number of stars.

_____	☆	☆	☆	☆	☆
_____	☆	☆	☆	☆	☆
_____	☆	☆	☆	☆	☆
_____	☆	☆	☆	☆	☆
_____	☆	☆	☆	☆	☆
_____	☆	☆	☆	☆	☆
_____	☆	☆	☆	☆	☆
_____	☆	☆	☆	☆	☆
_____	☆	☆	☆	☆	☆

What skill could you develop and how could you develop it?

YOUNG INSPECTORS ACTIVITY 18

OBJECTS

DESCRIPTION OF ACTIVITY

Each person is asked to imagine an object they could carry easily around the room.

The facilitator writes each one down on the flip chart. Everyone then mimes carrying their object.

Ask the group to swap imaginary items with another person and then go on to swap their new object with another person, every participant should make at least seven swaps.

After a few minutes stop the group asking them to remember what item they have ended up with, and then work around the room asking each person to call out what item they now have. Tick the item off the original list as it is called out.

You will find that some objects have multiplied and some have disappeared entirely.

Discuss with the group why they think this has happened, what made it hard? Explain that it always happens in this game and ask what might have made it easier.

Time	Activity	Anticipated Outcomes	Resources
20 min	Objects	As young inspectors they maybe in busy, noisy environments and will need to remember lots of information. This will help show the importance of making notes and being able to remember lots of information	Pens, Flip chart

PASS THE PICTURE

DESCRIPTION OF ACTIVITY

Arrange enough lines of chairs, one behind each other, for the group to sit in lines of four or five.

Give the people at the end of each row a clipboard, pen and paper.

Take the people at the front of each row aside and show them a picture, give them 1 minute to look at it, you can use a timer to build pressure.

Then explain to the whole group that the people at the front of the row will whisper to the person behind them as detailed a description of the picture as they can, this person will whisper it to the person behind them and so on until it reached the back row. The person with the clipboard then attempts to draw what they have been told.

Compare the pictures with the original and award points for the closest copy.

Discuss the challenges of this and how information can get lost, relate to the inspection process and highlight lessons learnt.

Time	Activity	Anticipated Outcomes	Resources
20 min	Pass the Picture	This will look at how information may be lost or changed through communication as it is passed on through various sources.	Pens, Paper, Clipboard, Ideas of pictures

YOUNG INSPECTORS ACTIVITY 20

ACTIVE LISTENING

DESCRIPTION OF ACTIVITY

Ask the group to ideas storm things they like to talk about.

In pairs, give one young person a subject to talk about from the list, or let them choose.

Give their partner a barrier card. Give the pairs three minutes for one to speak and the other to display the behaviour on their barrier card. E.g. continually yawn and look at your watch, keep trying to change the subject.

Then swap roles giving each pair a new barrier and new subject to talk about.

Ask the group how it felt to speak and not really be listened to then ask them to ideas storm the things that help you feel listened to this might include nodding, eye contact, paraphrasing, acknowledging what people have said.

Then repeat the above activity asking the young people to show the positive listening behaviour instead of the barriers.

Discuss the differences.

Time	Activity	Anticipated Outcomes	Resources
15 min	Active listening	Young people to identify the differences and behaves associated with being / not being listened to	Barrier card

ACTIVE LISTENING

(CONTINUED)

LISTENING BARRIER CARDS

Yawn, rub your eyes and stretch as if you are tired	At every opportunity say 'oh yes I do/know/think that too'	Send as many text messages as you can	Keep trying to change the subject
Avoid any eye contact	Say 'really?' as if you don't believe them, as much as possible	Stare at the person with wide eyes and don't say anything at all	Keep checking the time and looking around as if you are very keen for this to be over
Try to start a whisper conversation with someone else nearby	Get a pen and paper and write the entire time they are speaking, without looking at them at all, don't let them see what you are writing	Be more interested in a notice board or looking out of a window	

INSPECTION PROCESS

DESCRIPTION OF ACTIVITY

Split the group into three small groups and give each small group a section of the 'inspection process' from Chapter two of the Blast off guide. Give them plenty of time in their groups to read, digest, understand the information and come up with a creative, useful way to present to the rest of the group that will make sure that they remember

and understand it. They could create a presentation and hand outs, a drama, a song, posters, a game or activity. They just have to make sure it is communicates all the information and is memorable.

Get them to present back to the other groups.

Time	Activity	Anticipated Outcomes	Resources
1 hr	Inspection Process	Think of presentation styles, communication of information in a friendly manner. They	Pens, Paper, Chapter two of the inspection blast off guide

YOUNG INSPECTORS ACTIVITY 22

ASSERTIVENESS

DESCRIPTION OF ACTIVITY

Ask the group what they think assertiveness is and try to draw together a definition.

Explain that assertiveness sits between being too passive and too aggressive; it might be helpful to ask the group define all three terms.

Create a line with passive at one end, aggressive at the other and assertive in the middle.

Hand out the statement cards to the group and ask them to place them on the line according to how passive or aggressive they are. The whole line can be used, for example something might be very passive or just on the passive side of assertive.

Encourage the group to debate and discuss the positions on the line.

Then ask them to take some of the passive or aggressive statements and rephrase them so that they are assertive.

Time	Activity	Anticipated Outcomes	Resources
20 min	Assertiveness	To look at assertiveness, passive and aggressive and understand what it means?	Statement cards

ASSERTIVENESS

(CONTINUED)

PASSIVE/ASSERTIVE/AGGRESSIVE STATEMENT CARDS

The way you do that is completely wrong	Stop it right now	I can't stand that	When you do that, I feel uncomfortable because...
I feel concerned about that because...	Could we try this instead?	Someone apart from me should chose	I think we should do this but if you don't agree that's fine
I don't want to say what I think	What does everyone else want to do?		

QUESTIONING ADULTS

DESCRIPTION OF ACTIVITY

might arise when they have to question adults. Remind them that the inspection process has to be robust and they have to be confident that the adult has given them sufficient and credible evidence.

Ask them to write one barrier per sheet of paper. Collect the sheets of paper together and line them up to create a 'wall'. Review the issues that have been raised noting any duplicates of similar issues; give the group the opportunity to expand on why they are issues.

If there are more suggestions that there are group members then give the group three sticky dots each to indicate which issues they feel are most important. Remove any with no dots and with the least dots until there are enough sheets for one each or one between two.

In pairs ask the group to choose a sheet each. They should then discuss it in their pair working out what might help or solve the issues. After a few minutes ask the pairs to swap so that each person talks to a new partner and again discusses the issue, identifying solutions.

Repeat this process a few times and then collectively record the most useful solutions people have discovered.

This can be done on flip chart from the front. Give the group the questions hand out and discuss.

Time	Activity	Anticipated Outcomes	Resources
25 min	Questioning adults	The young people to consider possible barriers to asking adults questions during the inspection process	Small pieces of paper, Pens, Flip chart

SELF ASSESSMENT

DESCRIPTION OF ACTIVITY

Remind the group of the self assessment process.

Discuss the process as a whole group, what did they think of it, was it easy or difficult to do, how do they think organisations will feel about completing it?

In small groups ask them to complete a self assessment for an organisation they know, it could be the organisation training them as young inspectors or any other that they know well school, college, youth group.

Time	Activity	Anticipated Outcomes	Resources
35 min	Self assessment	Giving them an insight in to what the organisation would need to do to fill out a self assessment	Plan self assessment sheets, Pens, Some information on the organisation that you choose as an example



Children and Young People's National Participation Standards for Wales



Introduction

In Wales, there are seven National Participation Standards to help organisations and individuals make sure the process, quality and experience of any participation is good for children and young people.

Contents

Background	3
The Charter	4
Standards poster	5
Charter statement	6
Questionnaire	7
Timeline	8
Kitemark	8
The process	9
Examples of evidence	10
Self-assessment	13



Background

The Participation Standards were originally developed by the Participation Unit. They have now been refreshed by Young Wales and Youth Forum workers, informed by consultations with young people. This work was supported by Welsh Government who identified the role of the Participation Standards in statutory guidance.

The Participation Standards identify the key issues that all workers should be aware of when working with children and young people in Wales. The Task and Finish Participation Standards group reviewed each of the seven standards and ensured that each one reflected the rights based ethos that is integral to working with children and young people.

The Standards are also underpinned by the **Well-being of Future Generations (Wales) Act 2015**. The Act puts involvement of children and young people, adults and communities at the heart of improving well-being, as well as being one of the five ways of working.

- The Act's guidance 'Shared Purpose: Shared Future' makes specific references to the National Participation Standards for Children and Young People
- The Act's guidance for Public Service Boards sets out the expectation that they will adopt the National Participation Standards in working with their partners, to enable children and young people to have a voice.

These are not new expectations. Local Authorities have been under a duty to enable the participation of children and young people since the Children and Families (Wales) Measure was passed in 2010 and statutory guidance has been in place since 2012. Welsh Government officials visited all Local Authorities to understand how the statutory guidance for children and young people's participation was being implemented, to share good practice.

Young Wales and Children in Wales has worked to promote awareness of the Participation Standards with all organisations who work with children and young people.

The Charter

During 2017 Young Wales has been working on two areas:

1. Refreshing the kitemarking process for those local authorities undertaking inspections
2. A new National Participation Charter that will highlight local Participation practices and capture intelligence that supports the future reporting of respective Well-being Plans


Organisations that work with children and young people are now able to apply for a Participation Charter from Young Wales to display at their facilities. The sign-up process will include a commitment to allow local youth forum members to visit the setting to undertake a short inspection, based on the participation standards.

Once a year, Young Wales will inform each youth forum which local organisations have signed up to the Charter.

Charter Guidance

The charter is used by organisations and services to illustrate their commitment to the Participation Standards. It is a statement of intent that they are working in line with the national Participation Standards. However, they must achieve the **National Kitemark** in order to use its logo.

On signing the Charter your organisation or service will be listed on the Children in Wales, Young Wales website charter map. Your details will also be shared with local kitemarking teams who may be able to offer you further support and advice.

 **Please note:** the Charter is not signed off by Welsh Government and is not a substitute for the recognised kitemark.

To complete this charter, please fill in the questionnaire below.

Every year a sample audit will be undertaken with some of the organisations to illustrate compliance. The Charter lasts for a **maximum of 2 years** and organisations are allowed to reapply for the Charter. Organisations will also be encouraged to consider sign-up to the National Participation Standards Kitemark.

This charter is underpinned by the three pillars of the UNCRC-**Protection, Provision** and **Participation**.

This charter is built on the Participation Standards.



Safonau Cyfranogiad Cenedlaethol dros Blant a Phobl ifanc

Children and Young People's National Participation Standards

"Mae gan blant hawl i roi eu barn ynghylch beth ddylai ddigwydd, pan fydd oedolion yn gwneud penderfyniadau sy'n effeithio arnyn nhw, ac i gael sylw i'w barn"

Erthygl 12: Confensiwn y Cenedloedd Unedig ar Hawliau'r Plentyn (CCUHP)

"Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account"

Article 12: The United Nations Convention on the Rights of the Child (UNCRC)

Mae hyn yn golygu:	Byddwn ni:	This means:	We will:
<ul style="list-style-type: none">• Mae gennych chi'r hawl i wybodaeth sy'n hawdd ei deall ac sy'n gadael i chi wneud penderfyniad gwybodus.	<ul style="list-style-type: none">• Yn darparu gwybodaeth o safon dda, yn glir ac yn hawdd mynd ati.• Yn rhoi gwybod i chi pwy sy'n mynd i wrando a gadael i chi wybod pa wahaniaeth gallai'ch cyfranogiad chi ei wneud.	<div>1</div> <div>Gwybodaeth Information</div>	<ul style="list-style-type: none">• You have the right to information that is easy to understand and allows you to make an informed decision.• Provide information that is good quality, clear and accessible.• Inform you about who's going to listen and let you know what difference your involvement could make.
<ul style="list-style-type: none">• Mae gennych chi'r hawl i ddewis cymryd rhan a gweithio ar bethau sy'n bwysig i chi.	<ul style="list-style-type: none">• Yn rhoi digon o gefnogaeth ac amser i chi ddewis a ydych chi eisiau cymryd rhan.	<div>2</div> <div>Chi biau'r dewis It's your choice</div>	<ul style="list-style-type: none">• You have the right to choose to be involved and work on things that are important to you.• Give you enough support and time to choose if you want to get involved.
<ul style="list-style-type: none">• Mae plant a phobl ifanc i gyd yn wahanol ac mae ganddyn nhw'r hawl i gael eu trin yn deg.	<ul style="list-style-type: none">• Yn herio gwahaniaethu.• Yn cynnig amrediad o gyfleoedd a chefnogaeth i fodloni anghenion plant a phobl ifanc.	<div>3</div> <div>Dim gwahaniaethu No discrimination</div>	<ul style="list-style-type: none">• Children and young people are all different and have the right to be treated fairly.• Challenge discrimination.• Provide a range of opportunities and support to meet the needs of children and young people.
<ul style="list-style-type: none">• Mae gennych chi'r hawl i leisio barn. Mae'ch safbwyntiau chi'n bwysig a chânt eu parchu.	<ul style="list-style-type: none">• Yn gwrandao ar eich barn, eich profiadau a'ch syniadau ac yn eich cymryd chi o ddiffri.• Yn gweithio gyda chi ar bethau rydych chi'n dweud eu bod nhw'n bwysig.• Yn gwerthfawrogi beth sydd gennych chi i'w gynnig.	<div>4</div> <div>Parch Respect</div>	<ul style="list-style-type: none">• You have the right to have a say. Your opinions are important and will be respected.• Listen to your views, experiences and ideas and take you seriously.• Work with you on things you say are important.• Value what you have to offer.
<ul style="list-style-type: none">• Mae gennych chi'r hawl i ddysgu a bod y gorau y gallwch chi fod.• Bydd gennych chi gyfleoedd i weithio gyda phobl eraill a gwneud gwahaniaeth.• Rydyn ni eisiau i chi gymryd rhan mewn profiadau positif.	<ul style="list-style-type: none">• Yn gweithio gyda chi mewn ffordd ddiogel, hwyl a phleserus.• Yn manteisio i'r eithaf ar beth rydych chi'n ei wybod ac yn gwneud pethau sy'n meithrin eich hyder a'ch sgiliau chi.	<div>5</div> <div>Bod ar eich ennill You get something out of it</div>	<ul style="list-style-type: none">• You have the right to learn and be the best you can be.• You will have opportunities to work with others and make a difference.• We want you to be involved in positive experiences.• Work with you in safe, fun and enjoyable ways.• Make the most of what you know and do things that build your confidence and skills.
<ul style="list-style-type: none">• Mae gennych chi'r hawl i wybod pa wahaniaethau rydych chi wedi eu gwneud a sut mae rhywun wedi gwrandao ar eich syniadau chi.	<ul style="list-style-type: none">• Bob amser yn sicrhau eich bod chi'n cael adborth o fewn amser sydd wedi'i gyntuno.• Yn dweud wrthydd chi sut mae'ch syniadau wedi cael eu defnyddio a pham.• Yn dweud wrthydd chi beth sy'n digwydd nesaf.	<div>6</div> <div>Adborth Feedback</div>	<ul style="list-style-type: none">• You have the right to know what differences you have made and how your ideas have been listened to.• Always ensure you have feedback in an agreed time.• Tell you how your ideas have been used and why.• Tell you what happens next.
<ul style="list-style-type: none">• Dylai'r bobl sy'n gwneud penderfyniadau sy'n effeithio ar blant a phobl ifanc roi hawliau plant yng nghanol popeth maen nhw'n ei wneud.	<ul style="list-style-type: none">• Yn gweithio gyda chi ac yn dysgu sut i wneud pethau'n well.• Yn gwneud yn siŵr bod eich barn yn gwneud gwahaniaeth i'r ffordd rydyn ni'n gwneud cynlluniau a phenderfyniadau.	<div>7</div> <div>Gweithio'n well drosodd chi Working better for you</div>	<ul style="list-style-type: none">• Those who make decisions that affect children and young people should put children's rights at the centre of everything they do.• Work with you and learn how we can do things better.• Ensure your views make a difference to the way we make plans and decisions.

Y Safonau hyn sy'n cynnal tair colofn CCUHP - Diogelu, Darpariaeth a Chyfranogi
The Standards underpin the three pillars of the UNCRC – Protection, Provision & Participation





Children and Young People's National Participation Standards

Charter

On behalf of the organisation the signatories below agree to the following:

PARTICIPATION

As an organisation, we will promote and raise awareness of the National Participation Standards as a part of our commitment to providing a quality experience for young people.

PROTECTION

As an organisation, we will ensure we work in a safe and enjoyable way with young people in accordance with legislation and safe recruiting practices.

PROVISION

As an organisation, we are committed to providing a quality service that is shaped by young people's views and that reflects their needs.

Signed by staff...

Signed by young person(s)...

Name of Organisation:



Questionnaire

What is the name of your service?

What county does your provision operate in?

What have you done as a service since signing the Charter to promote and raise awareness of the UNCRC and National Participation Standards to staff and young people?

As a service what safe working practices have you reviewed since signing up to the Charter? E.g. safeguarding policies, designated safeguarding policies?

What processes have your service used that enable young people to inform plans and service delivery since signing the Charter?

Kitemark

Purpose of Kitemarking and Inspections

The National Participation Standards supports services working with children and young people in monitoring the effectiveness of developing youth participation within their organisations. This ensures children and young people participate in the design, delivery and evaluation of services. The National Kitemark is endorsed by Welsh Government. A certificate (valid for 4 years) is awarded to services who have demonstrated they are achieving against all seven National Standards. However, if an organisation does not pass the inspection then they'll be given feedback with recommendations that detail their areas of good practice, and their priorities for development.

The Process

The self-assessment can be used internally as a developmental tool to measure participatory practices. Before completing the self-assessment, organisations will have to sign up to the Charter in this booklet.

Every organisation has to provide at least three pieces of evidence per Standard, highlighting work that's taken place in the last 12 months. Examples of the types of evidence can be found on the following pages. Each Standard must be graded using the key:

Intending – you have identified an area that needs improvement

Developing – you're currently working towards improving the identified area

Achieving – you have achieved or are achieving in this area.

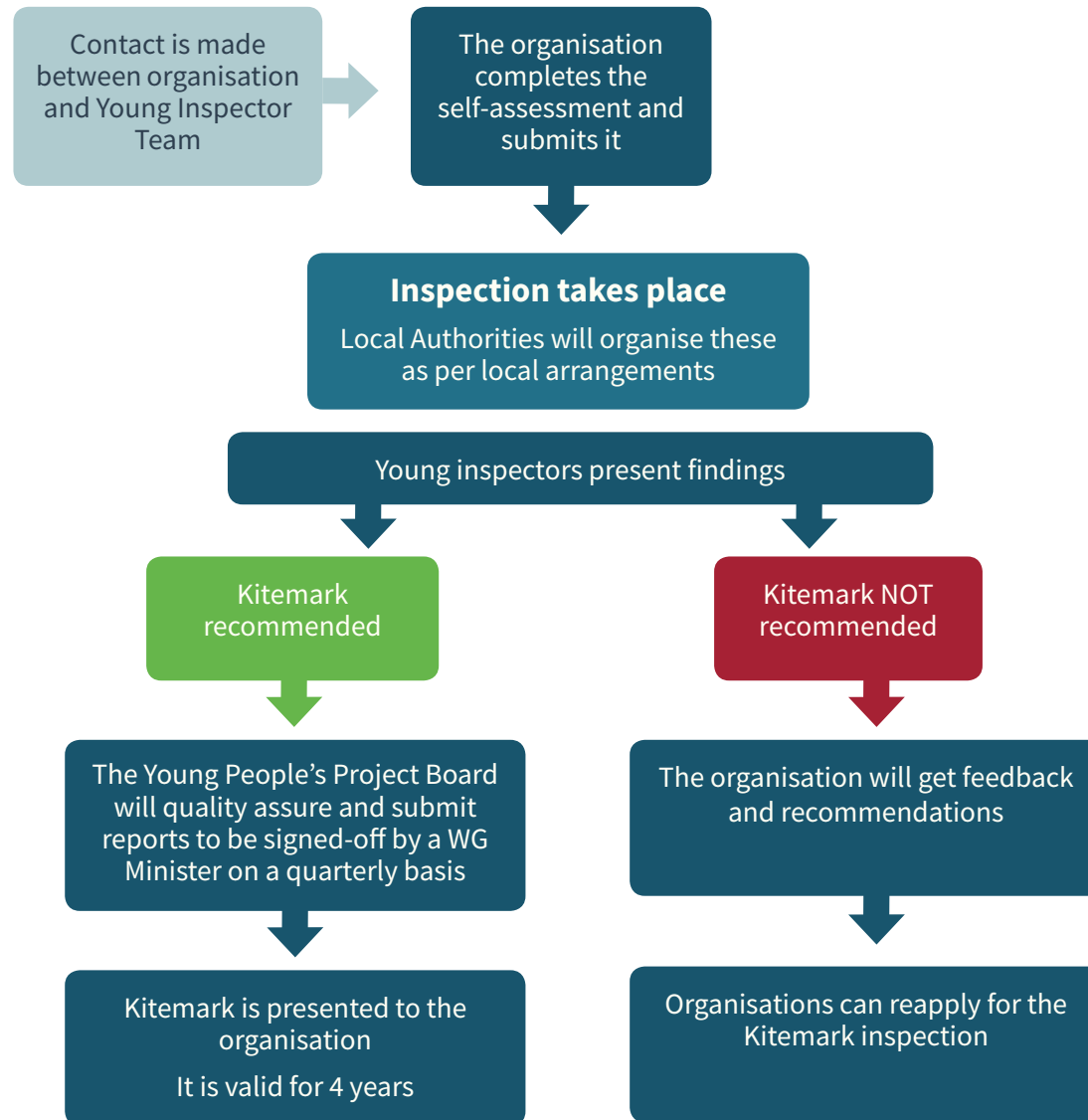
i Please note: to apply for the Kitemark you must be achieving in each Standard and be signed up to the Charter.

You can contact your local Young Inspector Team for further information or to begin the Kitemark process. You can find out your local inspector team on the [Children in Wales website](#).



The Process

Welsh Government, Children in Wales and Local Authorities must promote the standards in all sectors that work with children and young people. This will be coordinated and managed by statutory youth councils or forums.



i Organisations can reapply for a Kitemark inspection after three years.

Examples of Evidence

Examples of evidence that can be submitted – this isn't an exhaustive list:

Information

We will provide information that is good quality, clear and accessible.

- Age appropriate, up-to-date information that is on display and available bilingually or in other formats as required e.g. braille, information shared via e-mail, text, social media, etc.
- Information that has been produced by young people
- Examples of specific information requests that have been fulfilled.

We will inform you about who's going to listen and let you know what difference your involvement could make.

- Minutes of meetings where young people were involved and evidence that these were shared in a variety of ways
- Use of protocol form, feedback forms, questionnaires about participant experience
- Evidence how young people can influence the running of the provision e.g. specific funding bids, projects etc.
- Suggestion boxes are available and complaints and feedback procedures are accessible to young people.

It's Your Choice

We will give you enough support and time to choose if you want to get involved.

- Letters, texts, calendar of events
- Proof that young people are given time to get involved, are informed and make a decision. Evidence that best practice outweighs ad-hoc practice and avoids tokenism
- A case study or an example of where delivery has been changed to accommodate someone in exceptional circumstances, who has an additional need or who is at risk of disengagement.

No Discrimination

We will challenge discrimination.

- How awareness of equal opportunities is demonstrated by staff, volunteers and young people
- Examples of how the provision celebrates difference, promotes inclusivity and diversity, anti-bullying policy and procedure
- Calendar of events that provide visibility, raise awareness and celebrate difference (protected characteristics)
- Evidence from young people when staff challenged discrimination
- A code of conduct drawn up by young people, who attend the provision, that is on display and regularly updated. This must make explicit mention to respect.

Provide a range of opportunities and support to meet the needs of children and young people.

- Give examples of how your provision has accommodated an individual's needs, e.g. one-to-one work, information in different formats, etc.
- A relevant understanding of any community tensions or cohesion issues
- Staff show understanding of how individual characteristics can affect young people's participation and engagement
- Examples of restorative practices.

Respect

We will listen to your views, experience and ideas and take you seriously.

- A young people's forum is present that is inclusive, representative (possibly elected) and diverse where possible
- Suggestion boxes, feedback forms
- Clear mission statement and terms of reference on how the group works, e.g.
 - Respecting people's voices and encouraging participation from a wide range of voices, ask young people if they feel respected and do they feel they can challenge it?
 - Are there clear demonstrations of positive relationships between staff and young people?
 - Do people understand their roles and boundaries?
 - Do young people feel empowered?
 - Do young people feel they have any responsibilities in the provision?
 - Are young people involved in any management or sub groups in the project/ organisation?
 - Are people aware of children's rights (UNCRC)?
 - How does the provision ensure all young people; even those who are less engaged or forthcoming with their views, feel the organisation represents them and respects their views?
- Evidence of an open-door policy
- Evidence of confidentiality and trust being maintained between staff and young people where appropriate.

We will work with you on things you say are important.

- Evidence of consultations and projects with feedback provided promptly and measurable outcomes where appropriate
- Evidence that work is tailored to young people's needs.

We will value what you have to offer.

- Tailoring support available so every participant can achieve and access opportunities in accordance with their rights and the national participation standards
- Do young people feel the provision has developed to fit their needs?
- Do staff recognise where people started and how far they have travelled so far – can they give an example such as a case study?
- Do young people feel they are valued even if they don't play an active part in a measurable aspect of the provision, e.g. forums?

Get Something Out of It

We will work with you in safe, fun and enjoyable ways.

- Appropriate risk assessments in place
- Staff and young people are aware of all relevant policies and procedures
- Evaluations show young people are asked whether they have fun and enjoy the provision.

We will make the most of what you know and do things that build your confidence and skills.

- Do young people feel that they have developed their own skills and knowledge due to working with the organisation?
- Accreditation and certificates that reflect the needs of the service-users
- Range of activities that young people have had a say on
- Rewards, evidence of distance travelled, social experiences.

Feedback

We will always ensure you have feedback in an agreed time.

- Staff are able to demonstrate a clear process where young people were consulted, action was taken, young people were told, and this happens regularly
- Staff provide examples/proof of how feedback is shared; preferably employing different methods of distribution such as social media, e-mails, texts, etc.

We will tell you how your ideas have been used and why.

- Communicate these in a variety of recorded ways, e.g. minutes, e-mails, display board, etc.
- Ask young people about their experiences with consultations:
 - Do young people feel that their ideas have been taken on board and can they tell you about something that has changed?
 - Do young people understand why a change hasn't been made?
 - Was the feedback understandable and accessible? If it was not then what did the staff do next?
 - Can staff give an example of a time when a challenging message was communicated to young people – how did they do it and what was the response?

We will tell you what happens next.

- Staff give evidence that they have communicated with young people in a variety of ways which takes into account different needs.

Working Better for You

We will work with you and learn how we can do things better.

- Consultations, focus groups, questionnaires, surveys, one-to-one and group intervention, reflection, evaluations, recommendations, reports, etc.
- There should also be a visible complaints procedure that young people can utilise
- Staff to demonstrate how they have implemented a rights-based agenda and young people's views:
 - How are the comments reflected in strategic and operational delivery plans?
 - How will the provision monitor and reflect on changes to make further improvements/reverse non-effective changes in the future, etc.
- Which standards have been worked on specifically?
- What improvements have worked in the past?
- We will ensure your views make a difference to the way we make plans and decisions
- Staff demonstrate evidence on how they asked a representative sample of young people their opinions in a variety of ways to support accessibility:
 - How was it used in strategic/operational plans?
 - Are staff able to give examples of how it has been cascaded to other staff and volunteers?
- Have any changes been made? Are the young people satisfied with these changes?
- What decisions have been directly influenced by young people's feedback?

Participation Standards Self-assessment Form

Name

Organisation

Reasons you're applying for the Kitemark

Please provide a **minimum of three pieces of evidence** for each Standard, while ensuring all points in each Standard are covered, in the comments boxes below. For examples, and for information on using this form, please refer to the above guidance.

Please grade yourself as **Intending**, **Developing** or **Achieving** for each standard.

Please avoid jargon and acronyms as this form will be read by young people. Word count max. 500 words per Standard.



1 Information

Young people have the right to information that is easy to understand and allows them to make an informed decision.

- ☐ Intending
- ☐ Developing
- ☐ Achieving

i Please use the guidance notes.

Evidence/Comments

Young Inspectors' Comments

How does the service provide information that is good quality, clear and accessible?

How does the service inform young people about who's going to listen and let them know what difference their involvement could make?

☐ Pass ☐ Fail

2

It's your choice

Young people have the right to choose to be involved and work on things that are important to them.

- ☐ Intending
- ☐ Developing
- ☐ Achieving



Please use the guidance notes.

Evidence/Comments

Young Inspectors' Comments

Does the service give young people enough support and time to choose if you want to get involved?

☐ Pass ☐ Fail

3

No discrimination

Children and young people are all different and have the right to be treated fairly.

- ☐ Intending
- ☐ Developing
- ☐ Achieving

i Please use the guidance notes.

Evidence/Comments

Young Inspectors' Comments

How does the service challenge discrimination?

How does the service provide a range of opportunities and support to meet the needs of children and young people?

☐ Pass ☐ Fail

4 Respect

Young people have the right to have a say. Your opinions are important and will be respected.

- ☐ Intending
- ☐ Developing
- ☐ Achieving

i Please use the guidance notes.

Evidence/Comments

Young Inspectors' Comments

How does the service listen to young people's views, experiences and ideas and take you seriously?

How does the service work with young people on things they say are important?

How does the service value what young people have to offer?

☐ Pass ☐ Fail

5

You get something out of it

Young people have the right to learn and be the best they can be.

Young people have opportunities to work with others and make a difference.

The service wants young people to be involved in positive experiences.

- ☐ Intending
- ☐ Developing
- ☐ Achieving

i Please use the guidance notes.

Evidence/Comments

Young Inspectors' Comments

How does the service work safely with young people in safe, fun and enjoyable ways?

How does the service make the most of what young people know, while doing things to build their confidence and skills?

☐ Pass ☐ Fail

6 Feedback

Young people have the right to know what differences they have made and how their ideas have been listened to.

- ☐ Intending
- ☐ Developing
- ☐ Achieving

i Please use the guidance notes.

	Evidence/Comments	Young Inspectors' Comments
How does the service always ensure young people have feedback in an agreed time?		
How does the service tell young people about the ways their ideas have been used and why?		
How does the service tell young people what happens next?		

☐ Pass ☐ Fail

7 Working better for you

Those who make decisions that affect children and young people should put children's rights at the centre of everything they do.

- ☐ Intending
- ☐ Developing
- ☐ Achieving

i Please use the guidance notes.

Evidence/Comments

Young Inspectors' Comments

How does the service work with young people and learn how they can do things better?

How does the service ensure young people's views make a difference to the way plans and decisions are made?

☐ Pass ☐ Fail

YOUNG INSPECTORS ACTIVITY 25

SCENARIOS

DESCRIPTION OF ACTIVITY

Distribute the scenario cards to the group.
Depending on how they are comfortable
working they can act them out or read through
them. They should then work out solutions;
these can be talked through or acted out.

Time	Activity	Anticipated Outcomes	Resources
35 min	Scenarios	Put the participants an insight into the inspection process, as well as trying to figure out a solution to any problems they may face	Scenario cards

YOUNG INSPECTORS ACTIVITY 25

SCENARIOS

(CONTINUED)

SCENARIO ONE – UNPROFESSIONAL INSPECTOR

Pippa
(young inspector) Alright bruv, how's it going?

Beano
(manager of project being inspected) I'm fine thanks. If you'd like to follow me and take a seat, you can ask me some questions before you look around.

Pippa Alright, can I have that swivel chair butt?

Beano Umm yes I suppose so, if you really want to.

Pippa Bang tidy.

Beano Well, here is a register of people who attend the club and some photos from our opening celebration.

Pippa Cracking, Right then I'm off for a stroll to see the sprogs.

Beano Oh, right, ok. Well I'm here if you need me.

SCENARIO TWO – YOUNG PEOPLE NOT BEING TAKEN SERIOUSLY

Meg
(young inspector) Good morning Mr Smith, I'm Megan Ellis and this is John Davies. We're here for your Participation Standards inspection.

Mr Smith
(manager of project being inspected) Who the heck are you?

John
(young inspector) We are the Participation Standards Young Inspectors. You submitted a self assessment form and we arranged to come and inspect your project.

Mr Smith Oh you lot. Flipping kids. We have had a proper adult inspection you know, and we passed with flying colours. We really don't need you as well.

John Sir, if you could please let us in. We just want to do our job.

Mr Smith Excuse me, you are just children. I need to get on with my job.

Meg But sir we have arranged this.

Mr Smith
(reluctantly letting them in) Ok then, but hurry up.

YOUNG INSPECTORS ACTIVITY 25

SCENARIOS

(CONTINUED)

SCENARIO THREE – STARTS OFF WELL BUT WORKER GETS VERY DEFENSIVE

Daisy
(young inspector) That's fantastic thank you. You've shown us plenty of evidence of all the different ways you feedback to the people who use this service and how they know what difference their comments have made.

Dan
(young inspector) Now we'd like to ask about how your project meets the needs of disabled children?

Jenny
(manager of service being inspected) We have several staff trained in handling the disabled, here are the training records. We have a lovely ramp and a lift.

Daisy That's great. What changes have you had to make to accommodate different needs?

Jenny As I said, several key staff have attended training and fed back what they have learnt to the rest of the staff.

Dan Right. And what kind of things did they put into action here after that training?

Jenny We got a small grant to put the ramp in and the young people painted it.

Daisy Ok, so how many young people with disabilities do you have using the project at the moment?

Jenny We have a wide range of young people from lots of different back grounds attending the project.

Daisy Great and how many of them have a disability?

Jenny Look I can't be blamed for the disabled lack of interest in what we do! We have over 90 young people from across the borough attending our project they certainly think we are up to standard!

YOUNG INSPECTORS ACTIVITY 25

SCENARIOS

(CONTINUED)

SCENARIO FOUR – LOST IN PAPERWORK

Sam Sam (young inspector) – Good morning, we are here to complete your Participation Standards Inspection.
(young inspector)

David Fantastic, great to meet you, come on in.
(worker at project to be inspected)

David shows inspection team through to a small dark room piled high with files.

David I'll just leave you to it then.

Sam Umm, could we have a chat with you?

David Yes of course, I'll let you have a good look at the files first though.

Sam Ok and can we meet with some young people?

David Yes of course, if you have time once you've looked at all the files.

SCENARIO FIVE – SEEING SOMETHING WORRYING

The young inspectors are leaving the project at the end of an inspection; they walk pass a young person and youth worker playing pool. The young person chips the pool ball and it bounces off the table hitting the youth worker.

The youth worker picks up the ball and throws it angrily at the young person shouting 'you idiot' at them.

CORE ETHICAL PRINCIPLES

DESCRIPTION OF ACTIVITY

Ask the group to define what and 'ethic' is. You could use paired discussion to draw this out.

Natalie Dean a young inspector from Neath gave us this useful definition- 'an ethic is an applied moral standard' if they are struggling to come up with their own definitions you could ask them to discuss what they think of Natalie's definition.

Show the group the Core Ethical Principles, Core Ethical Principles, researchers will:

- Safeguard the interests of those involved in or affected by their work
- Report their findings accurately and truthfully
- Consider the consequences of their work or its misuse for those they study and other interested parties

- Acknowledge the boundaries of their competence

- Ensure that the research they undertake is worthwhile and that the methods of investigation are appropriate

Explain why researchers have an ethical framework and why it is important.

Split the group into five small groups. Give each group one of the ethical principles and a flip chart sheet.

Ask them to first translate the principle into simple jargon free language. Then split the page into two sections one headed 'us' and the other 'them' in those sections ask them to write the benefits of having this principle for the inspector under 'us' and the organisation that is being inspected under 'them'.

Time	Activity	Anticipated Outcomes	Resources
35 min	Core ethical Principles	To look at and understand ethical principles, and why they exist	Flip Chart, Pens, Ethical principles

PLANNING AN INSPECTION

DESCRIPTION OF ACTIVITY

Tell the group about the dummy inspections that have been planned, put them into the groups they will be inspecting with.

Ask the groups to plan their inspections, think about what they need to ask, record, gathering the paperwork, allocating roles, remind them that they will need to write the report afterwards so ensure that they get all the information they need. Remind them to consider the ethical principles and keep the Standards at the heart of everything they do.

Time	Activity	Anticipated Outcomes	Resources
40 min	Planning	Familiarise themselves with what the process will be like when planning to carry out a inspection. What do they need to do, roles, considerations	Pens, paper, flip chart, standards

DUMMY INSPECTION

DESCRIPTION OF ACTIVITY

Practicalities for this session will vary from group to group.

If you are completing this training on a residential, you could use the residential setting; the training process; or the organisation running the training to do your dummy inspection.

Time	Activity	Anticipated Outcomes	Resources
2 hrs	Dummy Inspection	Understanding the inspection visit in preparation for a real inspection.	Pens, paper, flip chart, standards

WRITING THE REPORT

DESCRIPTION OF ACTIVITY

Give the group up to an hour to roughly write up their inspection. Be available to give advice and support if needed. This should reflect the actually process they will go through as closely as possible. So if they will have adults scribing then do this.

Bring them together for a discussion covering what worked well; what went wrong, what else would have been helpful.

If it suits your group you can structure this discussion by using a paper carousel – write the three questions; what worked well, what went wrong, what else would have been helpful on flip chart sheets, split the group into three giving each group one sheet to answer, after five minutes rotate the sheets around the groups, give another five minutes and then repeat.

Finally return the sheets to their original groups and ask them to summarise the feedback.

Share the feedback and discuss.

Make sure everyone has a chance to contribute to the report writing, and everyone has an equal say

Time	Activity	Anticipated Outcomes	Resources
1 hr	Writing the report	To understand the process of writing the report.	Pens, paper, flip chart, standards, Evidence collected from the dummy inspection.

WRITING THE REPORT

(CONTINUED)

INSPECTION REPORT TEMPLATE

Young Inspectors Team Evaluation Report for

INTRODUCTION

- Who carried out the inspection?
- Who was inspected?
- When was the inspection?
- Aim of the inspection

BRIEF SUMMARY ABOUT THE ORGANISATION

- Name of organisation and what they do

WHAT THEY DID WELL

- Include examples of good work/practice they do against each of the Standards e.g. standards in which they have achieved the green light ('Achieving' status)
- Positive feedback

WHAT THEY COULD DO BETTER IN (AREAS TO IMPROVE)

- Select any areas of the Standards in which they achieved red/amber lights (Intending/Developing).

ACTION POINTS

- How can they improve against the Standards? Give positive suggestions or activities that that you think could be used to help them improve their service and work with children and young people.

CONCLUSION

- Putting together your aims, findings and suggestions and summarise what you found