



**SUBJECT: LOCAL PARTICIPATION ACTION PLAN (LPAP) PROGRESS REPORT 2016/2017**

**REPORT BY: COMMUNITY EDUCATION MANAGER, CCBC YOUTH SERVICE**

**DATE: JULY 2017**

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## **1. Background to the Local Participation Action Plan**

The Local Participation Action Plan (referred to as LPAP) 2013-2016 sets out the arrangements for promoting and facilitating children and young peoples participation in decision-making in Caerphilly County Borough. It also identifies key improvement actions that ensure statutory duties under 'Shared Purpose - Shared Future', Statutory guidance on the Well-being of Future Generations (Wales) Act 2015 (SPSF 3 - Annex B) are fulfilled and that the participation of children and young people is further embedded in mutli-agency service delivery.

The statutory guidance is issued in accordance with Section 17(3) of the Children and Families (Wales) Measure 2010 and applies to local authorities both in respect of local well-being plans, and whenever they take decisions which might affect children and young people.

The LPAP fully considers the statutory guidance and builds upon developments in children and young peoples' participation over previous years. It is based on clear performance indicators with a focus on four key objectives, these are to:

- 1) support organisations to involve children and young people in decision-making;
- 2) promote children and young peoples' right to be heard on a range of issues;
- 3) support organisations to develop a clear commitment to the National Participation Standards; and
- 4) develop sustainable mechanisms enabling children and young people to influence decision-making.

There are a number of comprehensive actions identified within each objective which can be directly linked to each of the stated requirements under the statutory guidance, thus ensuring that arrangements for children and young people's participation are effective and continually improved upon and that statutory duties are fulfilled. All actions are owned by a number of service areas and partners which ensures that the responsibility and progression of children and young people's participation is developed from a multi-agency perspective.

A LPAP progress report has been produced since 2014, with a summary of participative activity and developments made by a range of CCBC service areas and partners who work to improve the involvement of children and young people in decision-making. The progress made under some objectives can be compared to previous years where quantitative data exists, and case studies are also included to demonstrate examples of the practical work undertaken.

## **2. Progress against LPAP Objectives**

### **2.1 Objective 1: Support organisations to involve children and young people in decision-making**

#### **2.1.1 Toolkit & Training**

The Participation Toolkit for Children and Young People, developed in 2009/10 continues to be a well utilised resource for many practitioners across a range of sectors. The Youth Service Curriculum Framework also incorporates the use of the toolkit alongside the development of a range of educational programmes for young people under the core curriculum area of Citizenship. Resources for Youth Workers within this curriculum area support the delivery of a range of rights based learning such as democracy and decision-making, rights and responsibilities, participation in decision-making, community involvement, and political awareness.

During 2016/17, over 250 practitioners, school leads and peer mentors have benefited from training around Children's Rights, Advocacy and Participation, a figure remaining consistent with the previous year. Some examples include:

- The Youth Forum team have trained 61 professionals from across Youth Support Services in rights and the participation standards, which has led to four projects engaging in the kitemarking process. The team, with young people, also delivered a training session on Participation & Rights to 30 Youth Offending Staff.
- NYAS (National Youth Advocacy Service) has trained 36 professionals working across the borough specifically in Advocacy and Children's Rights. In addition to this, 21 advocacy awareness sessions were delivered to a range of operational teams (to in excess of 100 practitioners) across the borough including Health teams, School Counsellors, Child Care Teams and Families First projects, building on the 28 sessions delivered in the previous year. A dedicated training session on Advocacy was also delivered to 22 Youth Workers.
- 9 young people (previously trained as Peer Advocates) continue to be supported by NYAS in their work to support other young people. Young people from youth provisions have benefitted from the support provided by peer advocates and of the 9 trained and now experienced peer advocates, 3 trained in 2015/16 have entered into employment and 2 have embarked on a Social Work degree. For 2017/18, an additional 3 young people have been recruited and trained as peer advocates.

#### **2.1.2 Schools & Pupil Participation**

Schools and Youth Provisions have received support to develop Pupil Participation through the successful Eco Schools initiative. This is a whole school/club programme led by the pupils in all year groups who form an Eco-committee to lead on sustainable developments. The eco-committee leads on decision-making, taking action areas forward, undertaking environmental projects and monitoring progress.

All 90 schools in the Borough have participated in the Eco School Award Programme during 2016/17, an outcome of 100% that has been maintained from the previous year. Of these, 84% of schools (76) achieved the Eco-School Green Flag Award compared to 76% in 2015/16 and 67% in 2014/15. All schools are monitored and supported to progress through the scheme and renew their Eco School Green Flag, once achieved, every two years.

Across the initiative, 22 schools have achieved the 1<sup>st</sup> Green Flag award, 12 have achieved the 2<sup>nd</sup> Green Flag award, 8 have achieved the 3<sup>rd</sup> Green Flag award, and 34 schools have achieved the 4<sup>th</sup> Green Flag award which becomes a Platinum award. This is a positive increase on the 22 schools that achieved the Platinum award in 2015/16, and the 15 schools

that achieved the award in 2014/15. The Innovate Project, a Youth service led EOTAS provision (Educated Other Than At School) is also soon to be awarded the 1<sup>st</sup> Green flag.

The number of schools who make steady progress through the award and maintain green flag status demonstrates the success in which schools embed participative practice through a range of schemes, for example, in addition to School Councils. The projects and activities undertaken within this initiative are focussed on education for sustainable development whilst embedding the principles of participation throughout all activities.

Alongside the Eco schools initiative, support is provided to schools in developing sustainable and eco-focussed projects that embed a participative ethos in working with children. The Bees Educating Eco Schools project demonstrates a key project that has been developed by primary school children that is now a well utilised and educative resource for other children whilst benefitting the natural environment.

***Case Study 1 – BEES – Bees Educating Eco Schools, page 11***

The Healthy Schools initiative has supported the active involvement of nearly all Caerphilly Primary School Councils in the scheme and supported 10% of schools in achieving the National Quality Award (NQA), an increase on the 6% in 2015/16. A whole school approach to participation has been evident in schools achieving the NQA with demonstrable outcomes in how pupils have gained a better understanding of pupil voice.

Some excellent practice in ensuring Pupil Voice is evident in many schools across the borough with very positive outcomes from various school council activities, where ideas generated from pupils have been taken forward and changes made as a result. All primary schools actively participate in the Junior Forum and shared learning around rights and pupil voice takes place through the junior forum representative links.

***Case Study 2 – Cwm Aber Infants School, page 13***

***Case Study 3 – Fochriw Primary School, page 14***

***Case Study 4 – St Helens RC Primary School, page 15***

### **2.1.3 Supporting Participative Processes**

The Families First Programme ensures that all services provided through the programme are effectively involving children, young people and families in service development and review. All 17 Lead Projects have evidenced user involvement throughout 2016/17 through quarterly and annual monitoring processes, each demonstrating methodology and outcomes of participative processes.

Examples of significant changes to programme delivery include offering evening group sessions to better suit the needs and wishes of children, young people and families. The Family Engagement Project facilitated and supported young people to attend the Youth Forum. The Inclusion and Support Project, focusing on Young Carers, was awarded a National Kite Mark in Participation Standards for the active role young people played in the service.

In addition, The Families First team conducted a needs analysis to inform the future development of the Families First Programme. The views of children, young people and families were fed into the analysis by consultation, identifying key areas of work.

## **2.2 Objective 2: Promote children and young peoples' right to be heard on a range of issues**

### **2.2.1 Information for Children and Young People**

The Junior Forum and Youth Forum both continue to provide information for children and young people on their rights (as set out in the UNCRC) and on the right to be heard using a range of avenues. These include:

- The Youth Service's facebook page (Youth4U),
- Twitter (@caerphillyyf) increasing from 1180 followers in 2015/16 to 1389 followers in 16/17 and 2470 tweets to date,
- Facebook (Caerphilly Youth Forum) with 143 followers,
- Instagram (Youth Forum Caerphilly)
- Information such as Handbooks; Newsletters; and public notices on meetings circulated to Youth Support Services and Schools.
- The Welsh Government information and resources on children's rights has been well utilised, with 10,000 information & activity sheets, postcards (each with local information printed on) and other resources distributed to all Primary Schools, Libraries and Youth Services.

78% of young people surveyed via the Youth Forum reported an increased awareness of rights during 2015/16; this figure has increased to 87% in 2016/17, demonstrating success of communication and engagement methods in levels of awareness amongst young people. Similarly, 77% of young people who participated in the International Children's Rights day, celebrated in 2016 for the fourth year, reported that the event increased their knowledge of Children's rights, compared to 73% in 2015/16.

The Forum team have delivered a number of rights awareness raising sessions to year 5 and 6 pupils in primary schools strengthening links between the Junior Forum project and primary schools, aswell as workshops to young people in schools, EOTAS provisions, youth support services and youth clubs. 306 children and young people have accessed sessions 2287 times, and 43 young people have achieved an Agored accredited qualification in Children's Rights, remaining consistent with outcomes in previous years, amongst many more who would've learnt informally about their rights and how to have a voice on matters that affect them.

#### ***Case Study 5 – Junior Forum Outreach Sessions, page 16***

The Youth Champion continues to promote the voice of young people in democratic processes, supporting the work of the Junior Forum and Youth Forum. The Youth Forum will support CCBC Democratic Services in the facilitation of a Youth Champion election during the Autumn of 2017 across Secondary Schools and Youth Support Services.

Information on participation arrangements is also available from partners and services directly and centrally from the Family Information Service. Sport and Leisure Services have actively embraced social media to signpost children and young people to various opportunities, with twitter reaching over 7109 tweets (up from 4,800 tweets in 2015/16) and 2990 followers (increased from ) 2182 followers, and Instagram reaching 360 followers (up from 146 followers during 2015/16).

During 2015/16, NYAS had received a 10% increase in referrals for advocacy for young people, a total of 463 compared to 421 in 2014/15 and 350 in 2013/14; this represented a 32% increase over a three year period and was attributed to a comprehensive training programme. During 2016/17, despite a slight decrease in referrals to 403, it still represents a significant result compared to 2013/14 where training, toolkit availability, promotional materials and support was low and LPAP was in it's infancy.

## 2.2.2 Support for Children and Young People who are Looked After to Have a Voice

Childrens Services encourage all children and young people who are Looked After to engage in the care planning and review process. The following table outlines the number of Looked After Children and Young people who attended their LAC reviews in 2016/2017:

	Number of LAC reviews held	Consultation papers returned	Attendance at LAC Review
Age range 7 to 10 years	153	-	48
Age range 11 to 17 years	378	68	262

The above table highlights that 69% of those aged 11 to 17 years attended their reviews and 31% of children aged 7 to 10 years attended. For those aged 11 to 17 years, this is an increase from 64% in 2015/16. There has however been a decrease in the number of 11 to 17 year olds completing consultation documents to inform their views at LAC reviews from 24% in 2015/16 to 18% during the past year. In February 2017, consultation took place with Caerphilly Shout Out Group by the Independent Reviewing Officers to consider further how best to engage looked after children and young people going forward. The Annual Independent Reviewing Service Report 2016/2017 has recommended the development of Participation and Engagement Task and Finish Group to look at practice guidelines in respect of young people being involved in their LAC reviews, this is being taken forward by the Child Protection Coordinator.

This year, NYAS has collaborated with Voices from Care to deliver a Peer Mentoring service funded by Comic Relief. This service is aimed at recruiting care leavers who have entered further education, training or employment to become mentors for those children/young people currently being looked after, who would benefit from support to focus their career goals and gain experience of work. It is hoped the support will raise their self-worth and attainment within education, and enable the young person to take more control over their education; it provides pathways to support recognised educational changes or support and allows the young person to make a more informed choice in regards to educational pathways.

NYAS have also worked with young people through a creative arts and photography project to allow them to express their views and feelings of being in care and how they would/wouldn't change it for others. This project resulted in a published book, a launch and a weeklong exhibition at the Senedd supported by Caerphilly AM Hefin Davies, all of which are adding to the information available and awareness amongst young people of their rights and opportunities to be heard.

## 2.3 Objective 3: Support organisations to develop a clear commitment to the National Participation Standards

The National Participation Standards for children and young people continue to be promoted and supported locally through the Youth Forum, primarily through the promotion of the National Participation Standards Kite-marking scheme and during awareness-raising sessions of children and young people's rights. All inspections for the kite-mark are carried out by young people who have been trained as 'Young Inspectors', conducting inspection sessions, interviews, writing the assessment reports and making recommendations in line with the national programme. During 2016/17, 7 young people were trained and formally accredited as young inspectors, with a target to train a further 14 young people during the

summer 2017. This builds on the 19 young people trained as young inspectors during the two years prior to 2016/17. A total of 335 young people participated in awareness raising sessions of the National Participation Standards delivered by the Youth Forum, with 98 young people receiving local accreditation for their participation in the inspection process of their Youth project.

Awareness raising sessions on the standards have been delivered to 61 professionals across schools and youth support services in 2016/17 compared to 51 in 2015/16. These sessions aim to ensure that good standards of practice are delivered across the authority with the opportunity to progress onto achieving the National Participation Kite mark through the Young Inspectors project. During 2016/2017, four provisions (1 Secondary School, 2 Youth Centres and a local Barnardo's project) were supported to participate in the Kitemarking process, with two providers awarded the kitemark and a further two working towards accreditation. This brings the total number of services which will have achieved the National Kite Mark to 15 during the period 2012-2016. A further four inspections will be conducted in 2017 resulting in 19 awards overall.

## **2.4 Objective 4: Develop sustainable mechanisms enabling children and young people to influence decision-making**

### **2.4.1 County Junior Forum and Youth Forum**

A County wide Junior Forum and Youth Forum enable clear links between children and young people and formal decision making structures at a Local Authority level. Children and Young People's issues (gathered via an established process followed by the Junior and Youth Fora) are identified by children and young people, discussed with Senior Officers and presented directly to elected members through the Local Authority Cabinet, Scrutiny Committees and the Public Services Board. This is for both specific project work undertaken as a direct response to issues raised, and for consideration in the planning, delivery and review of services.

The Caerphilly County Borough Youth Forum was originally established in 2000, and is a well-established and well respected mechanism for young people's participation.

During 2016/17, the Youth Forum:

- Had 150 elected representatives from Schools and Youth Support Services,
- Hosted an annual conference to identify young people's issues and introduce newly elected representatives with 77 young people in attendance (67 in 2015/16),
- Held an On-line vote to identify a 'Priority issue' for young people following the conference, with 1116 votes registered compared to 552 votes on the 2015/16 priority issue and 589 votes on the 2014/15 priority issue.
- Held 6 bi-monthly meetings in the CCBC Council Chambers with an average attendance of 45 young people from various schools and youth support services.
- Elected 11 young people to the Youth Forum Cabinet,
- Operated a weekly project group where 16 young people have worked with Senior Officers and Elected Members to address the Priority Issue identified during the annual conference.
- Facilitated weekly sessions in schools and EOTAS provisions with 34 pupils at risk of disengaging, ensuring their engagement in participative structures
- Elected the Youth Forum Charity for the year with active fundraising by its representatives reaching £396 for Velindre. Noah's Ark was elected as the Forum charity for 2017.
- Represented the County borough and Wales at meetings of UK Youth Parliament. A Caerphilly Representative attended the Annual UK Youth Parliament sitting in the House of Commons representing both Caerphilly and Wales in November 2016. The forum has also

elected a Member of the Youth Parliament to participate in the UK Youth Parliament sitting in the House of Commons in November 2017.

- Worked across the region to ensure young people participated in the work of the Gwent Citizens Panel and the Office of the Police & Crime Commissioner.
- Attended a weekend conference with a Nobel Peace Prize Winner Leymah Gbowee, aiming to educate young people on global citizenship and enable them to positively engage with their communities.
- Participated in Young Wales events including a Mental Health steering group, an Anti-bullying Network and Curriculum Reform workshops.
- Engaged in a number of participative and consultation activities for partners/LA, including the CCBC Wellbeing Assessment, CCBC Active Travel & Welsh Government
- 88% of young people participating in the forum evaluation rated their experience of the youth forum positively and 90% felt that they have had a positive impact on decision-making, the latter compares to an outcome of 60% in 2016/17, therefore representing positive progression.

A key development for 2017 has been the introduction of a 'Partnerships Scrutiny Committee' in order to address the changes required under the Wellbeing of Future Generations Act 2015. The Partnerships Scrutiny Committee includes the function to scrutinise the Public Services Board alongside its duty to scrutinise the Safer Caerphilly Community Safety Partnership. A decision was taken at Full Council in September 2016 that a co-opted place be offered to a representative of the Youth Forum Cabinet who will sit alongside 16 Councillors and 5 other co-opted members (3 from Statutory partners, 1 from a disability organisation and 1 from an equalities organisation). The chair of the Youth Forum (deputised by the vice chair of the Youth Forum) now sits on this Scrutiny Committee, has received training, and attended the first meeting in February 2017.

The Caerphilly County Borough Junior Forum was established in 2009 and is a successful mechanism for children's participation.

During 2016/17, the Junior Forum:

- Had 241 representatives (membership figure across two academic years) from Primary Schools and a Youth Service Project working with vulnerable/disengaged children
- Held 3 borough wide (day long) meetings, one per term with an average of 90-100 children per meeting, where issues for children were identified and reported on.
- Elected 10 children to a Junior Forum Cabinet,
- Engaged in a number of participative and consultation activities for partners/LA.
- 94% of children participating in the forum evaluation rated their experience of the junior forum positively
- Conducted 6 outreach sessions in primary schools, facilitating workshops on Children's Rights to yr 5/6 pupils

The Forum team also strive to improve representation from and communication with schools and other educational providers. During 2016/17, the team have provided 9 support visits to 6 secondary schools securing the involvement of over 1500 young people in a range of consultations, e.g. the UK Youth Parliament Annual 'Make your Mark' ballot. Further outreach sessions were delivered in Ystrad Mynach College and 9 Youth support services. Work has also been undertaken this year to work with at risk young people both in schools and EOTAS provisions, working with them on rights and engaging them in participative opportunities.

***Case Study 6 – Youth Forum Project Group, page 18***

***Case Study 7 – Engaging At Risk Young People, page 21***

## 2.4.2 CCBC Participation & Inclusion Programme

The Youth Service currently run a Participation and Inclusion Programme, providing a Citizenship based curriculum in Youth Clubs and developing opportunities for participation in decision making. The project aims to engage young people in the work of the Youth Forum, engaging them in consultations, raising awareness of the UNCRC, and providing health and wellbeing education aligned to priorities within the CCBC SIP 2013-2017. During 2016/17, this was delivered across 8 youth clubs benefitting 286 young people having 1103 contacts with the participation and inclusion team. The project supported 24 young people to achieve an Agored accredited qualification in Children's Rights and Citizenship and supported 25 young people to become actively involved within the Youth Forum.

In addition to this:

- 87% of young people engaged reported an increased opportunity to be involved in consultations, compared to 69% of young people in the previous year.
- 77% of young people engaged reported an increased awareness of Children's Rights, compared to 70% in 2015/16.
- 67% of young people engaged reported an increased opportunity to become involved in decision making, a decrease on the 70% in the previous year. However project targets now focus on health & wellbeing priorities over embedding participative structures. As a result 73% report an increased awareness of smoking and sexual health with 83% reporting an increased understanding of alcohol and substance misuse.
- 63% of young people engaged reported an increased awareness of the National Participation Standards, compared to 54% in the previous year.
- From their involvement in the project, young people reported an increase in a range of skills; with 93% reporting an increase in confidence (78% in previous year), 83% reporting an increase in team working skills (74% in previous year), 81% reporting an increase in self-esteem (70% in previous year), 71% in decision-making skills (71% in previous year), and 68% in communication skills (72% in previous year).

## 2.4.3 Advocacy and CCBC Children Services

A Young Persons Advisory Group, led by NYAS and CCBC Children's Services ensures that looked after children and young are directly involved in developing and reviewing services and ensuring that an effective advocacy service is led by children and young people. Shout Out group meetings are held monthly and all members are looked after and care leavers. Additionally, two care leavers attend the Corporate Parenting Group on a quarterly basis and link to the Shout Out Group. Throughout 2016/17, the group have been influential in the following consultations:

- Role of the IRO and consulting with looked after children – CCBC Children's Services
- Developing Foster Carer Evaluation forms – CCBC Children's Services
- Interviews of CCBC Children Services staff and commissioning of tenders
- Created a quarterly newsletter for looked after children in Caerphilly.
- Raising the educational attainment for looked after children
- Health and well-being of looked after children guides – in conjunction with Children in Wales
- Confidence in care consultation – Conjunction with fostering network Wales
- National advocacy approach Wales - Welsh Government
- Wales Youth Parliament Consultation
- Question time with party leaders at the Senedd – voice of children in care.
- What is a good corporate parent – in conjunction with Voices from care

The South East Wales Safeguarding Children Board has a dedicated Engagement and Communication group that deals with participation. Recently established to serve both the SEWSCB and the GWASB (Gwent Wide Adult Safeguarding Board), Engagement Officers will act as conduits for meaningful engagement of children and young people and will develop stronger links with Youth Forums and School Councils to enable opportunity for two way communication and greater involvement of children in the work of the Boards.



The SEWSCB has a history of involving children and young people and have also produced resources that have been created by young people for young people. These include a short film on Child Sexual Exploitation (Thistle) and four film clips to provide examples of how CSE can occur and a Child Protection Process Map used to assist children and young people in understanding the child protection process.

#### **2.4.4 CCBC Leisure Services**

The National School Sports Survey is a participative mechanism for young people to provide information on pupil attitudes to sport and well-being and importantly influences sport and leisure provision at school, community and county levels. During 2015/16, 90% of schools participated in the survey (compared to 88% in 14/15), with 5381 primary pupils (compared to 4798 in 14/15) and 5101 secondary pupils (compared to 3692 in 14/15) completing individual responses. At least half of primary schools and all of secondary schools were able to evidence effective use of the information and data generated by the survey, for example, through providing extra-curricular programmes based on and influenced by the data provided. The School Sport Survey was meant to be undertaken again this year however, Sport Wales have made the decision to postpone this by another year. The survey will next take place in the summer term of 2017/18. Leisure Services have also developed an Active Young People and Sports Leader Programme to increase leadership opportunities with a significant impact on outcomes for developing pupil voice.

#### **2.4.5 CCBC Library Services**

Library Services continue to embed participatory processes as well as digital, literacy and school readiness initiatives with children and young people who access libraries across the borough. 1,326 children and young people participated in the annual library survey during 16/17, with 96% of these rating their library experience positively. This remains relatively consistent with 2015/16 figures where 95% of the 1462 participating young people rated their experience as positive. Additionally, 2260 children and young people participated in a variety of library initiatives such as the Summer Reading Challenge and completed evaluations which will influence future initiatives.

#### **2.4.6 General Citizen Engagement**

A new PSB Communication and Engagement Strategy has been approved by the Public Services Board and an action plan has been developed by CCBC to take this forward. A CCBC Communications and Engagement Strategy is to be developed in line with the Council's vision and priorities once these have been agreed following the May 2017 local government elections. Both PSB and CCBC Engagement Strategies adhere to the National Principles of Engagement and the National Participation Standards for Children and Young People.

The LA administered 'Caerphilly Asks, Caerphilly Listens' database includes partners' citizen engagement activity, including children and young people focussed activity. Between April 2016 and March 2017, 48 entries were added to the database (compared to 72 in the previous year) with all associated information available for partners to utilise in service planning. This system is currently under review.

The Families First and Flying Start programmes each commission forums for parents and families, which enable parents to engage in a range of local and national consultations and in service developments across the programmes. Throughout 2016/17, the forums were involved in the consultation for: Learning to Talk (NHS); National Autism Association (WLGA); Flying Start – Transition from Flying Start to School; The Caerphilly We Want – Future Generations Bill; Rec Rock; Childcare Sufficiency Audit; School Attendance Audit; NHS Outpatients Survey; The Wellbeing of Future Generations Act (2015); and the Social Services and Wellbeing Act (2014).

### 3. Progress against Statutory Duties

The statutory requirements, as set out in 'Shared Purpose: Shared Future', Statutory guidance on the Well-being of Future Generations (Wales) Act 2015, Annex B, are as follows:

1. Promote and facilitate children and young people's participation within the broad context of the UNCRC as part of their policies, services and wider citizen engagement.
2. Embed children and young people's participation into all aspects of planning, delivering and reviewing services. This should include the assessment of local well-being, the local well-being plan and relevant sub-plans.
3. Adopt the National Participation Standards.
4. Publish information about the benefits of and arrangements for promoting and facilitating participation in the authority, and disseminating examples of good practice, for instance through websites and newsletters as well as social media and linking in/working with Young Wales.
5. Ensure information and materials aimed at children and young people are clear and easy to understand, answer their questions and identified needs as well as being accurate, up to date, relevant and accessible in terms of language and format.
6. Ensure a range of opportunities and appropriate required support are provided for effective participation – integrated into day to day services as well as specific participation structures such as forums, or groups/forums which represent children and young people who are marginalised, vulnerable, or have a special interest.
7. Support a County Youth Forum/Council as a representative body of young people to act as a channel for young people's views across their LA and represent those views to local and national decision making bodies.
8. Give due consideration to the Welsh Language in the promotion and facilitation of participation and as part of preparing the local well-being plan, reflecting its official status in Wales and the national well-being goal of 'a thriving welsh language'.

The progress that has been made on the actions detailed within the LPAP illustrates that statutory duties are being fulfilled and that the participation of children and young people is being driven forward and embedded into mainstream delivery. The LPAP will be reviewed during 2017/18 and will continue with the Local Authority's ethos and aim of further developing practice and process around the promotion and facilitation of children and young people's participation.

During 2016, all Local Authorities were subject to a Welsh Government monitoring visit that aimed to determine how the statutory guidance for children and young people's participation was being implemented. Welsh Government Officers were presented with a comprehensive schedule of interviews with partners and young people and evidence from a variety of developments and initiatives. The feedback received on the visit to Caerphilly was extremely positive, reporting that WG were pleased with the high level of proactive commitment to participation that was demonstrated, and with the level of engagement with children and young people. It was clear that the delivery of the participation agenda is going extremely well and Officers were confident that Caerphilly is meeting the requirements as set out in the statutory guidance.

## 4. Case Studies

### Case Study 1 – BEES – Bees Education Eco Schools

#### 1. Organisation & Service Area:

Caerphilly County Borough Council Policy Team

#### 2. Project / Activity Undertaken: BEES – Bees Educating Eco Schools

A project to develop an interactive bee hive house in the school grounds of Ynysddu Primary school has been the first of its kind in Wales and the UK. This was reported on in 2016 in line with the Junior Forum initiated priority issue to protect the natural habitat of wildlife, which resulted in the activity and petitioning to Welsh Government of the Wildlife Warriors project.

Since then, the project has developed further and to date, during the 2016 summer term and 2017 spring term, there have been around 40 workshops catering for over 600 pupils. The project enables children and adults to learn in a hands-on approach about the importance of honey bees and pollination.



#### 3. Date Started / Completed:

The project started in May 2015, with the bee hive house being built in April 2016. Trial workshops were run during May and June 2016 followed by the official launch in July 2016. It has been promoted to schools across Wales and schools from the Caerphilly County Borough have been participating in workshops during the 2017 spring term, with more workshops planned for the summer term.

During August 2016, a ramp and decking were added to ensure the centre was fully DDA compliant.

Funding was also secured to purchase additional bee suits, spare wellies and food to feed the bees over the winter.

#### 4. Brief Description of the Work carried out, Why and How (e.g. methodology, number of service users involved):

The pupils from Ynysddu Primary School have been involved in the project from the start. They initially participated in bee workshops with the Sirhowy Valley Honeybee Company, which based on the success of these, led to the development of the bee hive house.

School groups visit the bee hive house and participate in a two hour interactive workshop, wearing the bee suits and learning first-hand about bee keeping, the importance of bees & pollinators, how bees make honey and also how to behave around bees. The local community have the opportunity to be involved in the project, working with the bees during the school holidays. Parents also had the opportunity to get involved during Adult Learners Week, participating in the same workshop as their children, to experience what they are learning.



#### 5. Partnership working (please list any partners you worked with and how):

CCBC: Sustainable Development Team (ESD Officer), Outdoor Education Advisor, Health & Safety, Building Consultancy & Ecologists & Disability Awareness Officer

Ynysddu Primary School

Keep Wales Tidy - All Wales Grant

CCBC Greener Caerphilly Group - Greener Caerphilly Fund and Regeneration Fund

Sirhowy Valley Honeybee Company

## 6. Outcomes and Impact on Service Users / Citizens (please list what the outcomes have been and how many people benefitted from this piece of work):

The pupils from Ynysddu and Cwmfelinfach Primary School have their own hive in the bee hive house, which they will look after and develop. They work with the bees as part of their enriched curriculum on a weekly basis. All 90 schools in the Caerphilly County Borough can access the project and all participants learn the importance of bees and pollinators, they learn about bee keeping, giving them opportunities and aspirations to, in the long term, become bee keepers and manage their own bee hives. Honeybees account for 80% of all insect pollination and with the decline in our pollinators, it's critical to encourage schools and communities to understand their importance and how to protect them. The beehives provide an additional opportunity for learning within the school classroom incorporating learning about pollinators/ honeybees in the curriculum to support the National Literacy and Numeracy Framework.

## 7. Outcomes and Impact on the Organisation / Service:

The Sirhowy Valley Honeybee Company has increased its number of colonies from 15 to 35. This works out at approximately 30,000 honeybees per colony, so a total of 1,050,000 honey bees have been introduced into the 14 miles of the Sirhowy Valley in one year. For CCBC, the bees are pollinating the local area supporting our aim to enhance and develop our local countryside.

The project also supports the Incredible Edible project set up by Ynysddu Primary School and the local community (a community allotment on the school grounds), as the bees are able to pollinate the fruit trees and shrubs planted by the children and local community. Everyone helps look after the trees and plants and then the produce is shared with the whole community.



## 8. Feedback received from Service Users/ Citizens:

### Teachers comments:

- "A very worthwhile interactive experience that was informative & enjoyable"
- "Lorne was passionate about the bees and this came across to the children".
- "The children learnt a lot of information and even went back to their classes and informed others".
- "A fantastic experience, the children thoroughly enjoyed it. Well worth a second visit".

### Pupils comments:

- "I learnt lots about bees and how they are really not that scary. They are just trying to survive, just like us"
- "I love it when we get to work with Lorne and the bees. I know all about how they collect the pollen and work hard to produce honey. I also know we need to be calm and quiet when near the bees to avoid upsetting them"
- "I can't wait until the next session with Lorne. His workshops are so much fun and I love wearing the bee suit."
- "I've learnt that we need to look after the bees, they help make sure we have food to eat"
- "I always try to look after the bees as Lorne explained how important they are to help pollinate our plants and flowers"



## 9. Next Steps:

- Complete the trial workshops, and tweak the sessions where necessary.
- Promote to schools.
- School workshops to take place during March, April, May, June, July, Sept and Oct (weather depending).
- Develop an 'Extraction workshop' so the children can see the complete life cycle to making honey and other products.
- Develop an educational website to support the project and provide links to the curriculum.



## Case Study 2 – Cwm Aber Infants Schools

<b>1. Organisation &amp; Service Area:</b>
Cwmaber Infants School
<b>2. Project / Activity Undertaken:</b>
Encouraging more participation in school life
<b>3. Date Started / Completed:</b>
Ongoing
<b>4. Brief Description of the Work carried out, Why, and How (e.g. methodology, number of service users involved):</b>
Three part family assemblies; parents arrive at 9:00 and, while the children are preparing, the head or deputy introduce important aspects of the curriculum to parents, e.g. e-safety, the Literacy and Numeracy Framework, reading & handwriting strategies, behaviour, healthy schools initiatives and Welsh heritage projects. At 9:15, pupils come in to lead the assembly, showing the parents the highlights of their term's work. The school produces information leaflets for parents to take away and to be sent home to parents who are unable to attend. Pre-school siblings are accommodated in the nursery to allow parents to fully enjoy the assembly and subsequent workshops. After the assemblies the parents are then invited into class to join their child in a range of exciting activities linked to the school topic and the focus of the morning.
<b>5. Partnership working (please list any partners you worked with and how):</b>
Parents are invited to participate in workshops alongside their children. Subjects include cookery, handwriting, E-safety etc. Specialist providers are invited to support work e.g. Healthy schools supported the school developing ideas for healthier lunchboxes as this had been identified as an issue.
<b>6. Outcomes and Impact on Service Users / Citizens (please list what the outcomes have been and how many people benefitted from this piece of work):</b>
Parents, who previously did not engage, have developed closer links and more confidence and trust in the work of the school. The premise appears to be relaxed, but has been carefully orchestrated by the school to develop the role of its pupils and parents.
<b>7. Outcomes and Impact on the Organisation / Service:</b>
The school now engages more regularly with the majority of parents and this has been extended to children due to start in the nursery. At the St David's Day celebration, nearly all existing parents wanted to attend so the school provided two sessions to accommodate all those who wished to participate.
<b>8. Feedback received from Service Users/ Citizens:</b>
Cwmaber Infants School was recommended to Welsh Government for the Welsh Network of Healthy Schools Scheme National Quality Award in March 2017 and some of the features highlighted in the report were, 'The role of Pupil Voice, which is enabling pupils to share their views and contribute to the life of the school in a formalised way' and 'the positive affirmation by parents / carers of the ways in which their active engagement in the life of the school was encouraged and enabled. The school runs a parents workshop to consider reading and spelling strategies and termly parents meetings are held, at which conversations / discussions take place on a range of issues including PSE, catering, literacy and numeracy. Parents commented on how easy it is to approach staff and governors.'
<b>9. Next Steps:</b>
The school plans to extend their current practice to all areas of the school curriculum and to further engage parents, governors and the local community in pupils' work and development.

### Case Study 3 – Fochriw Primary School

<b>1. Organisation &amp; Service Area:</b>
Fochriw Primary School
<b>2. Project / Activity Undertaken:</b>
Improving health and fitness for pupils and staff – ‘Smile around the Muga’
<b>3. Date Started / Completed:</b>
12 <sup>th</sup> September 2016
<b>4. Brief Description of the Work carried out, Why, and How (e.g. methodology, number of service users involved):</b>
<p>Having raised £500 for Sport Relief doing the ‘S-mile around the MUGA’, Fochriw School’s Sports Council decided it was the best way to improve the health and fitness of children and staff.</p> <p>Pupils ran the ‘Mile Around the MUGA’ on many occasions after this event and, when the annual sports survey found that many children were not doing daily physical activity despite sports clubs being offered every day of the week, the idea was launched. The pupils investigated and discovered that 11 laps of the MUGA was one mile.</p>
<b>5. Partnership working (please list any partners you worked with and how):</b>
<p>Caerphilly Healthy Schools contacted Robert Price Builders’ Merchants who agreed to donate 120 water bottles so the children would be hydrated whilst doing their daily exercise, and the PTA organised a sponsored walk to purchase waterproofs so that the activity could be undertaken in all weather.</p> <p>Local MP Gerald Jones even ran his own ‘Mile around the MUGA to improve his personal health and fitness!</p>
<b>6. Outcomes and Impact on Service Users / Citizens (please list what the outcomes have been and how many people benefitted from this piece of work):</b>
<p>Children record how long it has taken them to run the mile each Friday and they have been completing the mile more quickly each week. In addition to this all children take part in physical activity daily. The numbers taking part in the Sports Caerphilly Cross Country competition have doubled, one talented child has been identified and advised to attend a local running club and pupils from the Sports Council were invited to present this project to a senior consultant from Public Health Wales.</p>
<b>7. Outcomes and Impact on the Organisation / Service:</b>
<p>Healthier, happier children who are much more focussed during lessons. An unexpected bonus has been the improvement in attendance of 2.73% compared with the same period the previous year.</p>
<b>8. Feedback received from Service Users/ Citizens:</b>
<p>Pupils enjoy the daily mile, it gives them time to re-energise and get motivated ready for their lessons and there has been positive feedback from staff too. As it is not timetabled for a specific time of day, staff appreciate the flexibility of fitting it around pupils’ learning.</p>
<b>9. Next Steps:</b>
<p>Fochriw Primary School plan to continue the programme, measuring the impact on fitness and wellbeing and using the data to support numeracy and science across the curriculum.</p>

## Case Study 4 – St Heles RC Primary School

<b>1. Organisation &amp; Service Area:</b>
St Helen's RC Primary School
<b>2. Project / Activity Undertaken:</b>
Developing a school orchard with the Eco-committee
<b>3. Date Started / Completed:</b>
Summer 2016
<b>4. Brief Description of the Work carried out, Why, and How (e.g. methodology, number of service users involved):</b>
<p>The school had a vision to create an orchard to further develop the school grounds.</p> <p>The planting took place during the summer term 2016 and different varieties of apple tree were planted by each class. Every class is responsible for caring for two apple trees and a considerable number of school children were directly involved in the organisation and planting of the trees.</p>
<b>5. Partnership working (please list any partners you worked with and how):</b>
Groundwork Caerphilly provided trees, advice and the planting, Eco schools and Healthy Schools supported the work through the Pupil Voice aspect, and the work was featured in the Gwent good practice newsletter. Parents and grandparents supported the project with the planting and ongoing maintenance.
<b>6. Outcomes and Impact on Service Users / Citizens (please list what the outcomes have been and how many people benefitted from this piece of work):</b>
The whole school cares for the orchard and a real sense of ownership has been developed. The school is growing a variety of fruit and vegetables in other areas of the grounds to develop sustainability and promote the benefits of growing produce. As well as the children, the staff (particularly the caretaker), parents and the local community actively support the work.
<b>7. Outcomes and Impact on the Organisation / Service:</b>
The school harvests its first fruit from the orchard this year and, along with produce in the school planters, will be selling it to parents and the local community and using it for cookery sessions in the curriculum.
<b>8. Feedback received from Service Users/ Citizens:</b>
St Helen's RC Primary School were chosen as finalists in Caerphilly's 2016 Pride in your Place awards
<b>9. Next Steps:</b>
The project is ongoing, pupils hope to make apple sauce, chutney and other apple based products to sell to the local community as the trees mature.

## Case Study 5 – Junior Forum Outreach Sessions

<b>1. Organisation &amp; Service Area:</b>
Junior Forum – Caerphilly Youth Service
<b>2. Project / Activity Undertaken:</b>
Outreach session to raise awareness of the UNCRC and Children’s Rights in Primary Schools with year 5/6 pupils.
<b>3. Date Started / Completed:</b>
Jan 2017 – ongoing
<b>4. Brief Description of the Work carried out, Why, and How (e.g. methodology, number of service users involved):</b>
<p>Caerphilly Junior Forum works with Children aged 7 – 11, ensuring primary school children are fully embedded in the participative structures within CCBC. The Junior Forum is facilitated by Youth forum staff, ensuring transition between both projects. Three Junior Conferences are facilitated each year, one per term, with an average of 100 children participating. A Children’s Rights workshop is facilitated at each event, with the schools provided with the Welsh Government Children’s Rights worksheets as a resource for delivery in their school.</p> <p>To further embed awareness of the UNCRC across Caerphilly Primary schools, free workshops are facilitated by the Youth Forum team, offered to all primary schools within the authority, mainly targeting year 5/6 pupils.</p> <p>Workshops have been delivered to the following schools, with numbers of pupils benefitting:</p> <p>Abertysswg Primary - 35 pupils          Trelyn Primary – 35 pupils          Fochriw Primary – 26 pupils          Tyn y Wern Primary – 60 pupils          Bedwas Primary – 35 pupils          Hengoed Primary – 28 pupils          Pentwynmawr Primary – 28 pupils</p> <p>Workshop sessions consist of:</p> <ol style="list-style-type: none"> <li>a. Introduction and Ice breaker (10 mins)</li> <li>b. Short Film (Child friendly cartoon on UNCRC and Children’s Rights (5 Mins)</li> <li>c. Jigsaw exercise (split children into small groups maximum 10) Make jigsaw of the UNCRC poster and pick their 2 most important rights. Facilitate discussion between groups of their chosen rights.(15 minutes)</li> <li>d. Design a UNCRC Robot – groups use resources to design a robot who has to spread the word of the UNCRC and children’s rights to all children and young people. Groups then Feedback to everyone. ( 20 mins)</li> <li>e. Evaluation – (5 minutes)</li> </ol>
<b>5. Partnership working (please list any partners you worked with and how):</b>
Resources from Children in Wales and Children’s Commissioner for Wales office Education Directorate of CCBC – Primary Heads
<b>6. Outcomes and Impact on Service Users / Citizens (please list what the outcomes have been and how many people benefitted from this piece of work):</b>
<p>Evaluation results and comments:</p> <p><b>How do you feel about the Junior Forum?</b>          Happy- 96%          OK- 4%          Unhappy- 0%</p>



**Has your understanding of Children's Rights (UNCRC)?**

Increased- 100%

Stayed the same-0%

Decreased-0%

**Please give us your comments about today's session -***Had so much fun**I loved it**I liked it because I learnt new rights.**Good because I now understand more of the children's rights***7. Outcomes and Impact on the Organisation / Service:**

Building stronger relationships with Primary schools and pupils in the borough to raise awareness of children's rights and the profile of the Junior Forum as a project.

These sessions will hopefully encourage more schools to participate in Junior Forum conferences. They will also raise awareness of the Youth forum to children at Junior Forum age which will encourage them to engage with the Youth Forum when they reach the appropriate age.

**8. Feedback received from Service Users/ Citizens:**




Examples of positive feedback from Tyn Y Wern Primary School on social media, posted in January 2017.

**9. Next Steps:**

Youth Forum representatives are due to write UNCRC workshops in partnership with the Youth Forum team, to ensure the team have engaging workshops designed by peers for delivery in schools.

To build on the success of sessions delivered in seven primary schools in the Borough. The forum team hope to continue these sessions and increase the uptake to include more schools in the borough, and build upon these links to deliver further consultation work in primary schools.

## Case Study 6 – Youth Forum Project Group

<b>1. Organisation &amp; Service Area:</b>
Caerphilly Youth Forum – CCBC Youth Service
<b>2. Project / Activity Undertaken:</b>
The Youth Forum project group worked to address their 16/17 priority issue on Mental Health: <i>Awareness of Mental Health needs to be improved and stereotypes should be challenged</i>
<b>3. Date Started / Completed:</b>
November 2016 to September 2017
<b>4. Brief Description of the Work carried out, Why, and How (e.g. methodology, number of service users involved):</b>
<p>A group of 16 young people aged 11-21 have met on a weekly basis to explore the issue of mental health and design projects to raise awareness of the issue and challenge stereotypes.</p> <p><b>Leaflet</b> The young people designed a bilingual leaflet ‘Mental Health, You’re Not Alone’ to educate peers about Mental Health. The leaflet includes information on what mental health is, types of mental illness and caring for your own and others mental health. CCBC Educational Psychology Service and Caerphilly Borough Mind supported the young people to ensure the leaflets contained age appropriate information. 6000 leaflets were produced and distributed across Youth Support Services, Schools, libraries and Health Clinics within CCBC.</p>  <p><b>Theatre Performance</b> Young people worked with the Taking flight Theatre Company to write and perform a piece of theatre. This theatre forum explored issues surrounding mental health whereby the audience were invited to participate and change the story. Over 140 young people, parents and professionals attended the theatre Production in March 2016, where the Mental Health leaflet was launched, along with the hashtag, #haveaheartcaerphilly</p> <p>The theatre production can be viewed on the Caerphilly Youth Forum YouTube channel, Sam’s Story <a href="https://www.youtube.com/watch?v=Cw26IPJ-8qM">https://www.youtube.com/watch?v=Cw26IPJ-8qM</a></p>  <p><b>Song</b> 10 children from the group worked with Community Music Wales to produce a Mental Health song. The song can also be found on the Caerphilly Youth Forum YouTube Channel, called “I am who I am”. The song was posted a month ago and has had 67 views to date. <a href="https://www.youtube.com/results?search_query=caerphilly+youth+forum">https://www.youtube.com/results?search_query=caerphilly+youth+forum</a></p> <p><b>Accreditation</b> To ensure the participants were given formal recognition for their involvement in this project group, an Agored Level 1 qualification ‘Problematic Mental Health’ has been written. The young people are designing the workshops and lesson plans based upon the Mental Health leaflet which will be used during the delivery of the Agored Sessions.</p>  <p><b>Children In Wales – Child Poverty Conference</b> Children in Wales approached Caerphilly Youth Forum to seek the group’s involvement in their Child Poverty conference 2017, as a result of the young people’s ongoing involvement in the Young Wales Mental Health</p>

Reference group. CIW requested the young people designed a workshop to highlight the impact poverty has on young people's mental health. The group wrote a short piece of theatre to build on their experiences of the Theatre Forum production. The short play was complemented by statistics and discussions of Mental Health and Poverty. Over 20 participants engaged in the workshop 'Young People's Perspectives on child poverty and its impact on mental health', including Dr Sally Holland, the Children's Commissioner for Wales who commented "Excellent. Well-prepared, well-paced. Led with confidence and knowledge by the young people. Enjoyed it all especially the snowball experience and drama."

#### Other Evaluation comments:

Young people know exactly what's going on in their Communities and with other young people. We need to talk to them more about their experiences and base policy around real experiences.
Excellent Workshop and very innovative and thought provoking. Some quite shocking statistics. Key message – Importance of speaking to children/ young people when developing policies that will affect them.
More youths need to be involved in forums and speaking out – prepares them for the political world of voting – their voices MUST be heard.
Thought provoking and inspiring – excellent workshop. Credit to all involved.
Empowerment of young people. Importance that young voice is heard at all levels. Transportation issues. Labelling.
REALLY good very powerful and moving.
Young people's voices should be heard more directly – about their actual experiences and ideas.
Children really understand the effects of poverty on their lives.
Fantastic workshop. Very informative as well as thought provoking.
Just a re-enforcement of what child poverty is about and it made it come to life.
Great practical and involving presentations from a brilliant group of engaging young people. Thank you.
Inspired to think how the work we do with children and young people could be different for them.
More succinct understanding and appreciation of young people's view on what poverty means to them.

#### **Conference for the National Centre Public Health Wellbeing Research**

Caerphilly Youth Forum was asked to present at the first annual conference for the National Centre for Public Health & Wellbeing Research, which focused on improving the health and wellbeing of Children in Wales. The young people's presentation focused on health and wellbeing issues raised by the Junior and Youth Forum in recent years and concluded with information on the Mental Health project which was well received by participants, with young people suggesting that further research is needed on how mental health is affected by social media, education and poverty.



#### **5. Partnership working (please list any partners you worked with and how):**

As listed above

#### **6. Outcomes and Impact on Service Users / Citizens (please list what the outcomes have been and how many people benefitted from this piece of work):**

The project is due to finish in September 2017, therefore outcomes and impact assessments are yet to be measured for the project. However the peer education work which has been delivered to date by members of the forum will undoubtedly have a positive impact on young citizens understanding of mental wellbeing.

Young people participated in the Local Wellbeing Assessment Consultation. As a result of their engagement the

objective relating to health was amended to include mental health, ensuring the PSB works towards improving mental health of citizens within CCBC.

#### **7. Outcomes and Impact on the Organisation / Service:**

In response to this issue Caerphilly Youth Service delivered Mental health training to Youth Workers in March 2017, to improve staff's understanding of mental wellbeing and how to support young people presenting with mental health concerns.

Young people's presentations have increased awareness of Children's Rights and participation to various decision makers. Stronger links have developed with Caerphilly PSB and Head Teachers as a result of their engagement with young people on this issue.

Partnership working enabled positive outcomes for the different elements of the project to date. The young people felt listened to and respected by having their ideas acknowledged and developed into materials that have since been used across the borough as part of this campaign.

#### **8. Feedback received from Service Users/ Citizens:**

The young people have fed back the project developments to the wider Youth Forum at the bi Monthly meetings to check young people agree with the project plans and developments. These young people are then required to feedback to the services they represent using the Youth Forum feedback forms, which are prepopulated with information about the project. Positive feedback has been received from young people when project plans were developed.

The project has an active twitter and Facebook page to ensure a large reach when updating on project developments. The hashtag #haveaheartcaerphilly has been used to promote this work. Excellent feedback has been received from professionals on twitter following young people's engagement in events, with a lot of their work being retweeted.

#### **9. Next Steps:**

Young people to facilitate Mental Health agored with Swansea Youth Forum, CCBC Innovate (EOTAS) and Targeted Youth and Family Engagement Youth service projects.

Consult with children and young people on the Wellbeing of Future Generations plan, which will include the objective amended to include mental Health as requested by Youth Forum members.

A project evaluation will be conducted whereby young people will measure the impact they feel they have had in addressing this issue.

## Case Study 7 – Engaging At Risk Young People

<b>1. Organisation &amp; Service Area:</b>
CCBC Youth Service – Forum Team
<b>2. Project / Activity Undertaken:</b>
Engaging young people accessing a Community Tuition Project and Year 11 pupils in Comprehensive schools at risk of becoming NEET.
<b>3. Date Started / Completed:</b>
September 2016 to March 2017
<b>4. Brief Description of the Work carried out, Why, and How (e.g. methodology, number of service users involved):</b>
<p>Weekly sessions delivered in two comprehensive schools and two EOTAS provisions to engage young people who were at risk of becoming NEET:</p> <ul style="list-style-type: none"> <li>• Blackwood Comprehensive – 6 (year 11) pupils</li> <li>• Lewis Girls School – 8 (year 11) pupils</li> <li>• Community Tuition – 9 (year 10/11) pupils</li> <li>• Innovate – 6 year (10/11) pupils</li> </ul> <p>Sessions, with limited numbers in each group (max 4), have developed and increased participant’s knowledge of the UNCRC and Children Rights, and the national participation standards. Young People have all completed their Level 1 Agored in Children’s Rights and have had the opportunity to have their voices heard by taking part in numerous consultations and surveys, some of these include:</p> <ul style="list-style-type: none"> <li>• Youth Service Tuck Survey</li> <li>• Well Being Assessment for Future Generations</li> <li>• British Youth Council (BYC ) Make Your Mark</li> <li>• Youth Forum Priority Issue Vote</li> <li>• Welsh Youth Parliament</li> <li>• CCBC Active Travel consultation</li> <li>• Welsh Government Welsh Language Enquiry</li> </ul> <p>They have also given their opinions on the work of the Youth Forum project group and helped in the development of the Mental Health Information leaflets that were distributed to all schools and youth services in the Borough, some young people were also supported to attend the borough wide Youth Forum meetings.</p>
<b>5. Partnership working (please list any partners you worked with and how):</b>
<p>CCBC Planning Department – consultation on Active Travel  CCBC Graphics Department – designing the Mental Health leaflets  CCBC Youth Service – consultation on Tuck Shops  Welsh Government (Kelly Harris), consultations on Welsh Language and Wales Youth parliament.  British Youth Council (BYC), Ballot vote to choose priorities for the BYC to address.  Agored Cymru – Accreditation on the UNCRC and Children’s Rights.</p>
<b>6. Outcomes and Impact on Service Users / Citizens (please list what the outcomes have been and how many people benefitted from this piece of work):</b>
<p>Young people measured their distance travelled during their involvement with project, assessing whether they felt they had progressed in five key skills areas. The overall results were as follows (percentages represent the overall results of those that had progressed in each area):</p>

91% -Confidence  
 55% Communication  
 91% Team work  
 73% Self-esteem  
 73% Decision making



Comments recorded during the Project Evaluation:

*We get to learn about Children's Rights*

*I have learned a lot about my rights*

*Lee is an extra voice who listens to our views and he is someone who values our opinions.*

*The sessions were fun*

*I enjoyed working with Lee because he makes all of the session together fun and improved the time I spent by dividing time on topics and time spent doing fun activities.*

*I thought the sessions were good and I enjoyed working and doing creative things with my peers. I liked learning about children's rights.*

Some of the young people have attended Youth Forum Borough Wide meetings and attended the Annual Youth Forum Conference. They have had the chance to mix with young people from different areas of the borough, make new friends and experience new activities. This has increased their confidence and self-esteem.

## **7. Outcomes and Impact on the Organisation / Service:**

The schools have reported that young people are more engaged in sessions and they have also seen an improvement in attendance.

The sessions have also broadened the learning experiences of young people. They have also increased staff's awareness of the forum, building foundations for future partnership working.

## **8. Feedback received from Service Users/ Citizens:**

Some comments from Year 11 pupils (deemed at risk of becoming NEET) from Lewis Girls School.

*"I feel more comfortable and confident in a smaller group"*

*"Being spoken to in a session with a youth worker and in a smaller group are better because there are more chances of some individuals being listened to without being judged"*

*"The Youth Worker doesn't have to repeat himself"*

*"It is much easier being in a small environment than a big one. You would have to repeat yourself in a big class but not in a small group"*

## **9. Next Steps:**

Continue the sessions with a new group of year 11 young people who are at risk of becoming NEET from September 2017.

The Engagement & Progression Co-ordinator is keen to build on work established and has sought new pupils to engage in sessions for 2017/2018