

# CHILDREN'S SERVICES SCRUTINY FORUM AGENDA



**Tuesday 25th October 2005**

**At 2pm**

**in Committee Room 'B'**

**MEMBERS: CHILDREN'S SERVICES SCRUTINY FORUM:**

Cambridge, Coward, Fleet, Griffin, Hargreaves, Lauderdale, London, Preece, Richardson, Shaw and Wistow

Co-opted Members: Elizabeth Barraclough, Janet Fawcett, David Relton,  
Reverend Jesse Smith and Rob Lowe

Resident Representatives: Muriel Boreland, Ian Campbell and Joan Smith

**1. APOLOGIES FOR ABSENCE**

**2. TO RECEIVE ANY DECLARATIONS OF INTEREST BY MEMBERS**

**3. MINUTES**

3.1 To confirm the minutes of the meeting held on 30th August 2005 (attached)

**4. ITEMS FOR DISCUSSION**

4.1 Involving Young People - Covering Report - *Scrutiny Support Officer*

4.2 Youth Consultation - Community Network Report - *Community Network Officer (to follow)*

4.3 Participation Network – Involving Young People – *Hartlepool Children's Fund Manager*

4.4 Adult Learning - Draft Final Report - *Scrutiny Support Officer*

**5. ANY OTHER ITEMS WHICH THE CHAIRMAN CONSIDERS ARE URGENT**

## **CHILDREN'S SERVICES SCRUTINY FORUM REPORT**

25<sup>th</sup> October 2005



**Report of:** Scrutiny Support Officer

**Subject:** INVOLVING YOUNG PEOPLE – COVERING  
REPORT

---

### **1. PURPOSE OF REPORT**

- 1.1 To provide Members of the Children's Services Scrutiny Forum with an overview of the two strands of evidence being provided to the Forum at this meeting. Members could use this report as a basis to frame their discussions of the other items on the agenda, with a view to making provisional recommendations to go forward to the next meeting of the Forum, where the Draft Final Report of this inquiry is due to be discussed.

### **2. BACKGROUND**

- 2.1 As most Members of the Forum will be aware the Culture and Learning Scrutiny Forum was engaged in conducting an in-depth inquiry into Involving Young People over the last couple of municipal years. This inquiry was put on hold on the basis that an extensive piece of consultation by Hartlepool Community Network was being conducted into a very similar topic area to the one the Forum was pursuing, which it was agreed would be fed into the findings of the Scrutiny Inquiry.
- 2.2 In addition Members of the Forum requested that they were provided with feedback on a newly formed Participation Network once the Community Network consultation exercise had been completed.
- 2.3 Given that the Involving Young People Inquiry has been put on hold this report will provide an overview of Members discussions about the Community Network Consultation and Participation Network at the time they were first discussed. In addition some key questions and potential/draft recommendations that were raised at the time have been included in this report as a basis for discussion.
- 2.4 This report concentrates on two sets of mechanisms for involving young people. These are:

- Mechanisms to involve young people in decision-making; and
- Mechanisms to co-ordinate the activities and participation of young people.

### 3. COMMUNITY NETWORK CONSULTATION

- 3.1 During the early stages of the scrutiny inquiry Members focused on the means and mechanisms by which young people could become involved in decisions, and expressed unanimous support for the principle of involving young people. During these meetings Members explored numerous areas of good practice, considered a snapshot of local involvement and heard evidence from officers and other interested organisations who are involved with young people at a local level. This included Hartlepool Community Network who were in the process of developing a consultation programme to ascertain whether there is the demand for youth participation and what form this may take.
- 3.2 During the early stages of the Involving Young People Inquiry the (then) Culture and Learning Scrutiny Forum identified consultation with young people as a requirement of the scrutiny inquiry. At that time a representative of the Community Network indicated that it had recently commissioned a comprehensive consultation exercise into the views of young people aged 16 and over, about the demand and form of youth participation, and that they would be willing to feedback their results to the Forum. The Forum agreed that the results of the consultation exercise should be incorporated into its inquiry.

#### ***Matters Arising***

- 3.3 The matters arising from the Community Network report can be divided into two sections:
1. the findings of the Forum in relation to recommending a mechanism to involve young people, that were put on hold on the basis of the Community Network completing its consultation; and
  2. more general comments of the Forum in relation to issues arising from the Community Network progress report presented to the Forum on 18<sup>th</sup> November 2004.

#### ***1) Mechanisms***

- 3.3 In relation to the first set of matters arising the minutes of the Culture and Learning Scrutiny Forum on 13<sup>th</sup> April 2003 show that:

*The Community Network Officer confirmed that the consultation process, involving partners and groups of young people, would take approximately six months to complete.*

Consequently:

*Members of the Scrutiny Forum decided that at present the inquiry should be put on hold and recommendations to Council would not be submitted until the young people and the organisations sponsoring them had completed their consultation process.*

3.4 Nevertheless, during the early stages of the inquiry Members made the following comments with regard to the formation of a Youth Council:

- Bringing young people together was logical.
- If it was set up as a consultative committee then a purpose would be achieved.
- There was also a danger, if not carefully managed, of attracting only intelligent and articulate young people, therefore failing to reach those who needed to be empowered i.e. difficult to reach youths from difficult backgrounds.
- Age range – a variety of age ranges for a youth assembly/council were discussed during the inquiry with the overall spectrum encompassing 11-25 year olds. Some Members felt that if it was extended to 25 years there was a danger of the younger members being dominated or feeling overwrought.
- It must be meaningful and the voice of the young people must carry equal weight to the voice of adults.
- A model should be adopted or devised that best suits Hartlepool.
- Consultation was very important in order to highlight issues and decide upon a way forward.

**Members may want to consider whether there are any recommendations they would like to make on the basis of these comments, and in the context of the Community Network presentation.**

For example:

- **What mechanisms (if any) do Members favour at this stage for involving young people in decision-making i.e. formal mechanisms such as youth councils or less formal mechanisms?**
- **What influence/powers are the young people the Council is seeking to involve be granted, if any?**
- **How would any mechanism proposed by the Forum relate to the existing school councils?**

## **2) More general comments**

3.5 On the 18<sup>th</sup> November 2004 the Culture and Learning Scrutiny Forum was provided with a Progress Report and Action Plan from the Independent Consultant commissioned by the Hartlepool Community Network. The

Forum was provided with an outline of the action to date, current partners and future potential partners.

3.6 The aims of the project at this stage were outlined as follows;

- To develop Citizenship within the Borough of Hartlepool through the development of a Youth Network.
- To promote, engage and progress young people's representative roles within the LSP and Local Authority frameworks and link with the Youth Network.
- To support and encourages staff to evidence their understanding of Citizenship and Citizenship activities through a jointly developed format.

3.7 To achieve these aims the Community Network aimed to ensure young people were proactively involved throughout the process, and involve stakeholders/partner organisations to enhance the links and inclusion of young people regarding the planning and development of services and activities.

3.8 Members of the Children's Services Scrutiny Forum made the following comments during the subsequent discussions of the presentation:

- a) Whilst the work carried out by the Community Network was welcomed by the Forum. The view amongst Members was that work should also be targeted at a much younger age range than 16 and over. Consequently, the Forum agreed to pursue its own consultation process with younger groups.
- b) Members of the Forum regarded the work that was being carried out by the Community Network as an important development towards mapping all schemes and services available for young people. The work being carried out represented the beginning of a process to set a holistic framework to link/join together schemes and services for young people.
- c) A Member commented that the Council needs a *Citizenship Policy* for all age groups, and that the work being carried out by the Community Network could usefully feed into this. ***A co-ordinated approach to involving young people based on citizenship is what we should be striving for. Furthermore, representatives of each of the Council's departments should be involved in the development of a council-wide strategy, and seek the involvement of the LSP.***
  - ***Members may want to consider the above comments in more detail following the presentations by the Community Network (in particular) and Participation Network. The Forum may want to give particular consideration to what recommendations can go forward to its next meeting when a draft final report is scheduled to be discussed.***

- 3.9 At today's meeting the Community Network will present a report based on the findings of the consultation exercise that they have carried out. Consequently:

- ***The Forum may want to consider the extent to which it accepts the findings/recommendations of the Community Network, and how this can be incorporated into the findings of the Involving Young People Inquiry, particularly in relation to the comments above.***

#### 4. PARTICIPATION NETWORK

- 4.1 Over the course of the inquiry the Forum has identified the need for the Council, and town as a whole to develop a co-ordinated approach to working with young people. On 16<sup>th</sup> December 2004 the Forum stressed the need for participation officers in the Council's Departments to be connected with a strategy for involving young people. The Forum's views reinforced emerging views amongst Council Officers in terms of the need to bring together participation workers (within and outside the local authority) to avoid duplication amongst these workers and share information.
- 4.2 The Forum expressed a desire to establish a mechanism to bring together key workers at a similar time to which a Participation Network was being established. Consequently, a working group of the Forum was established, on 25<sup>th</sup> February 2005, to explore the relationship between the Involving Young People Inquiry and the newly established Participation Network. The working group met on 3<sup>rd</sup> March 2005 to discuss these matters with the officers responsible for the Participation Network. The working group indicated that it supported the early stages of development of the Participation Network, and suggested that a progress report on the Participation Network was presented to the Forum at the same time as the Community Network presentation. This will be presented as item 4.3 on the meeting's agenda.
- 4.3 A number of related themes have emerged during the course of the inquiry that have highlighted the importance of the Council developing a holistic framework for joined-up activities in which young people are involved. Indeed, on 16<sup>th</sup> December Members stressed the need to develop a co-ordinated approach to joined-up working in the town in relation to involving young people. Consequently, Members may want to consider some further information that has arisen during the inquiry that relates to the broader themes of the Participation Network and Community Network consultation.
- 4.4 On the 16<sup>th</sup> December the Forum was provided with a presentation on Co-ordinated Hartlepool Youth Provision (CHYP). This body has evolved over the years (and was formerly known as YAG) and brings together partners from the statutory and voluntary sectors. It is a partnership group for the adolescent age groups (predominantly 13-19). CHYP is seeking to develop participation networks, open to all agencies in the town who work with young people. By bringing together the representatives from various agencies that work with young people the intention is to group together the

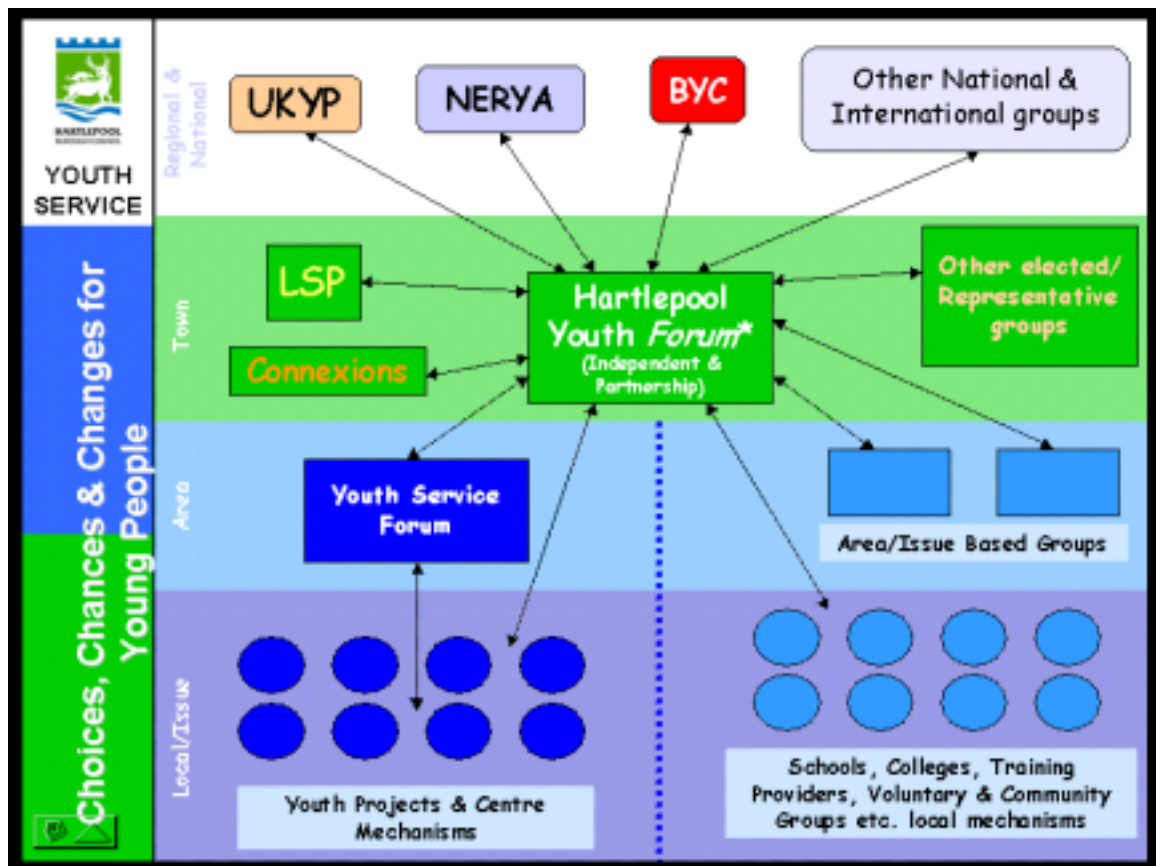
themes identified by practitioners working with young people and link into Council departments and back to the various agencies involved in service delivery.

- 4.5 It should be noted that Members have highlighted the need to focus on young people from a primary school age so that young people do not become hard to reach when they are 13. Central Government has set the age-group guidelines, ie Connexions for 16-19 year olds, Sure Start for Under 5s, youth work provision for 13-16 year olds and Children's Fund for 5 - 11 with sign-posting for 11 upwards to others. The green paper "Youth Matters", identifies local authorities as the key player, in coordinating responses to teenagers (and all young people 0-19 as part of Every Child Matters). So, whilst the Youth Service has a statutory responsibility to provide services across the 13-19 age range, ***the Forum may want to recommend the need for a similar body to CHYP to be established to cater for younger age groups to Council.***
- 4.6 On 25<sup>th</sup> February 2005 the Forum was presented with a report by the Children's Fund Manager on Participation for 5-13 year olds. Three key issues emerged from this report:
1. All Children's Fund services get constant feedback from children about their services. The outcomes of peer evaluations are fed back to the Children's Fund Partnership by children and young people
  2. Child friendly tools have been developed to allow children to provide the feedback on services.
  3. The Children's Fund has received positive reports from inspectors in terms of the involvement of children and young people, and this has been recognised as good practice.

***Members commented that the success of the Children's Fund was due to young people being consulted with and listened to.***

- 4.7 A third mechanism for co-ordinating the involvement of young people discussed by the Forum was the Youth Service's vision for involving young people (see **figure one** below). It was suggested by some Members on 16<sup>th</sup> December that the (then) Culture and Learning Scrutiny Forum could add its weight to this vision by supporting it.

Figure One



- *The Forum may want to consider whether this framework remains valid? Whether they would like to see it adopted as a means for co-ordinating young people's involvement? How to adapt it, if this is deemed to be necessary?*

4.8 Following the presentation on the Participation Network, and also by the Community Network, Members may want to consider:

- To what extent has the Participation Network been set up to achieve the over-arching co-ordinating role that the Forum has identified as a need in the town?
- *To what extent does the Participation Network achieve these objectives? Do Council Departments and external partners need to be (further) encouraged to participate in this network?*
- To what extent are other mechanisms needed to meet these objectives?



- How can the Forum encourage the work of the Community Network, Participation Network, CHYP and the Youth Service's vision for involving young people to become co-ordinated.

*The Forum may want to consider the questions above and determine a series of recommendations to go forward to a draft final report to its next meeting on the basis of these.*

## 5. RECOMMENDATIONS

- 5.1 That Members note the content of this report and use it to inform discussions around items 4.2 and 4.3 on the agenda. Members may wish to pay particular attention to the draft/suggested recommendations and action points highlighted throughout the report.

**CONTACT OFFICER/S:-** Jonathan Wistow – Scrutiny Support Officer  
Chief Executive's Department – Corporate Strategy  
Hartlepool Borough Council  
Tel: 01429 523647  
Email: jonathan.wistow@hartlepool.gov.uk

## **CHILDREN'S SERVICES SCRUTINY FORUM REPORT**

25th October 2005



**Report of:** Community Network Officer

**Subject:** YOUTH CONSULTATION - COMMUNITY NETWORK  
REPORT

---

### **1. PURPOSE OF REPORT**

- 1.1 To provide members with information related to the Citizenship Work commissioned by Hartlepool Community Network.

### **2. BACKGROUND**

- 2.1 Sue Anderson was commissioned (in partnership with Hartlepool Community Network based at Hartlepool Voluntary Development Agency - HVDA) to work with young people in the Voluntary and Community Sector to develop representative strategies.
- 2.2 The initial starting point of the project was to identify what kind of representation young people wanted and explore appropriate formats for that representation. The scope of the original work, commissioned by Hartlepool Community Network, changed very early on in the project, due to the receipt by Hartlepool Voluntary Development Agency, of LSDA (Learning and Skills Development Agency) monies which were granted to HVDA to develop a Citizenship Programme. This meant that the earlier work could be run in conjunction with the Citizenship Programme.
- 2.3 This Citizen Programme would have the aim of encouraging 16-19 year olds to participate in community life – to encourage social and moral responsibility, community involvement and political literacy. Part of the development of the Learning Skills and Development work involved the formulation of an 'Action Plan' which served to inform the work that was carried out between July 2004 – June 2005.
- 2.4 The need for the formation of a Citizen Programme originates from two main sources. Firstly, as part of the Learning and Skills Development Agency's (LSDA) initiative which identifies a national need to develop post 16 Citizen Development Programmes, and secondly, Hartlepool's own identification of the need for young person representation (HVDA Community Strategy Research 2002). This document clearly set out the need for a post 16

Citizenship Development Programmes, in the area of Hartlepool and indicated the level of support that such an initiative would have both from the wider community and the post 16 age group. The justification for Post 16 Citizenship Development Programmes is laid out in the LSDA documentation (Post-16 Citizenship Development programme 2004).

- 2.5 Other research has shown that Citizenship Programmes have worked well in other areas, particularly, when combined with participative learning methods. Initially, designed as a pilot programme, the primary aim of the work was to collect data around young peoples first hand experiences of the communities in which they live. Those facilitators involved were anxious to have specific guiding tenants in place for their work with young people and identified that their key aims were to:

- To work with mutual trust and respect
- To encourage, support and empower young people
- To ensure that the work is clear, concise, interesting, engaging and stimulating

The bigger aim was to

- ensure that young people were well informed around the rights and responsibilities of citizenship,
- that they could understand as individuals the 'bigger picture' in terms of what it means to be a citizen, and
- To encourage leadership in the future.

It was hoped that the Citizenship Programme would encourage young people to take on the role of Youth Representation, and that younger people would identify themselves as youth leaders, and through participation in the programme, feel more confident to come forward and get their voices heard on issues that are important.

### **3. LEADERSHIP OF THE CITIZEN PROGRAMME**

- 3.1 The leadership of the programme has 'changed hands' over the total life of the project. Originally, Hartlepool Community Network took the lead in the Programme, including managing the direction of the Independent Consultant, who was engaged to carry out and facilitate the three strands of the Citizenship work. Due to the relocation of a key individual, the lead for the project was transferred to the Millennium Volunteers (who had had an active part in the Programme from its inception). This work around post 16 Citizenship, dovetailed into the aims and objectives of the Millennium Volunteer's organisation, as identified in their Business Plan, particularly in relation to their potential change of name to Youth Action in Hartlepool Project and therefore, it seemed appropriate for this agency to take the project forward. Largely, the delivery of the Citizenship Programme was carried out by the Independent Consultant, supported by the Millennium Volunteer's organisation.

#### **4. RECRUITMENT OF CITIZENSHIP PROGRAMME PARTICIPANTS**

- 4.1 Participants were enrolled into the Programme as a result of taking part in the other associated activities involved in the other strands of the Citizenship work that was carried out prior to the start of the Citizenship Programme. As part of the raising awareness element of the Youth work, a group of 10 young people were taken to London to visit Parliament, and the European Parliament offices. As well as being a positive experience for the young people, the trip served to enrol the young people into the Citizenship Programme (a total of 6 young people participated)

#### **5. OUTCOMES FROM THE PROGRAMME**

##### **5.1 Portfolio of Evidence**

Each Participant had their own personal Portfolio in which they tracked their personal and citizen objectives. Each participant was asked in their portfolio to demonstrate what they had learned under a number of key headings:

- Demonstration of knowledge and understanding about citizenship issues
- Understanding of key citizenship concepts
- Analyse sources of information, identify bias and draw conclusions
- Demonstrate understanding of and respect for diversity and challenge prejudice and discrimination
- Discuss and debate citizenship issues
- Express and justify a personal opinion
- Represent a point of view on behalf of others
- Demonstrate skills of negotiation and participation in community based activities

Participants were asked to identify what citizenship activity they had participated in, this could have involved:

- Workshops
- Debate
- Training and Conference attendance
- Citizenship Portfolio
- Action planning
- Policy creation
- Consultation
- Presentation
- Representation on network
- Conference planning
- Youth networking

## **5.2      Citizenship Programme**

A ten week Citizenship Programme was designed by the facilitator and the young people involved. Evaluation of the sessions was made on an on going basis, with evaluation comments being collected from both the facilitator and the young people involved in the sessions. The young people's feedback was collected by ascertaining the views of the young people in a separate feedback session, which was held on completion of the Citizenship Programme sessions.

The following tables set out the purpose and content of each session, methods of delivery and the facilitator and young people's evaluation, respectively.

Session One:	Resources Required:	Purpose of session:	Facilitators Evaluation	Participants Evaluation
Getting to know you: Participatory exercise - for introductions and icebreaking	<b>Ice breakers and name games</b>	Relax participants into the session	The session worked well and the young people responded well to the content and delivery.	The getting to know you exercise helped to feel more confident in the company of our peers. The icebreakers served as an important tool for stimulating participation.
<b>Introduction:</b> Preamble about areas we are going to cover throughout the programme	<b>Handout</b>	Information giving	General information given related to potential course content and the opportunity for the group to re-design as necessary.	Useful information to explain what the programme contains and what to expect.
<b>Questions for participants:</b> 1. What are my current needs? 2. Why am I involved with this programme? 3. What does it mean to me? 4. Will my involvement on the programme make any difference? 5. Can I change / influence anything?	<b>Flipcharts</b>  <b>Case Study</b>  Examples: <b>Newspaper articles</b> <b>Leaflets</b> <b>Toys/objects related to themes</b> <b>Reports</b>  <b>Workbook</b>	Get a baseline assessment of each individual for recording purposes	Discussed being able to create a baseline assessment for each individual to enable them to monitor and evaluate their progress at the end of the programme.	Ability to link up and make connections to the services and activities that make up the experience of young peoples lives.  Raised awareness of ability to influence decision making.
<b>Participatory Exercise</b>	Game/Exercise Box Exercise ( <b>Box lids</b> )	Exploration and have a bit of fun	The exercise was well received by the group it was active and encouraged all to be involved	Use of leaflets/ newspaper articles/etc was relevant to young people's lives.

Session Two:	Resources Required:	Purpose of the session:	Facilitators Evaluation	Participants Evaluation
Getting to know you: Participatory exercise - for introductions and icebreaking	<b>Ice breakers and name games</b>	Relax participants into the session	Always a useful amount of time spent to develop relationships.	
<b>The Route Plan:</b>  Participatory exercise: – Showing the route from European Union to Neighbourhood (and everything in between)	<b>Information diagram</b>  <b>Groups of 5 to give a presentation about the 5 levels of governance</b>  Information from different sources on: <ul style="list-style-type: none"> <li>• European Union</li> <li>• Central Govt.</li> <li>• Regional</li> <li>• Sub-regional</li> <li>• Local (including LSP) Wards/Neighbourhoods</li> </ul>	To explain and show the different levels of governance and explore what they do	There were issues regarding the use of IT – relating to the time and support issues depending on how skilled the young people were with IT.  Web log creating was suggested by the young people and this took some time to set up and run effectively.	Young people found IT as a useful tool in learning.  The use of presentations as a learning medium empowered young people and helped in enhancing confidence.  The diagram was reported to be extremely useful as it clearly showed the links between strata's and strands of government.  Found a lot of information from internet searches on each level of influence.

Session Three:	Resources Required:	Purpose of the session:	Facilitators Evaluation	Participants Evaluation
Getting to know you: Participatory exercise - for introductions and icebreaking	Ice breakers and name games	Relax participants into the session		
<b>Strengthening Communities:</b>  1. What is a community? 2. What is my role? 3. Exploring my views 4. Democracy 5. What you do – Not what you say?	<b>Visit</b> to local community project or associated projects, to meet people work in those areas and residents involvement within the projects.	Explore the meaning of community, an individuals role within a particular community and discussion related to democracy	It was useful to identify communities of interest and identity.  The young people were able to reflect on their rights and responsibilities as citizens and apply an abstract concept specifically to their own experience.	Young people discovered that they could relate the topic of the session to their own lives.  Young people discovered the value of finding and having information and the benefits of operating from an informed position. They saw this in the larger context of their communities but also in terms of their volunteering.  Would like visits to specific community projects to see active examples of democratic processes and participation.



Session Four:	Resources Required:	Purpose of the session:	Facilitators Evaluation	Participants Evaluation
Participatory exercise	Ice breakers and name games	Relax participants		
<b>Culture and Leisure:</b>  1. Promoting communities – Identity  2. What is culture?  3. Explore your culture  4. Why do we have leisure? (Links)	<b>Visit</b> to local mosque, multi- cultural centre, theatre, art galleries etc  Opportunities to meet local members of different communities e.g.: ethnic minorities, gay, disabled etc  Flipchart for discussion	To explore the areas of culture and leisure and what influences they have on young people's lives.  To offer an opportunity for young people to discuss with other town resident's their cultural differences.	Young people were invited to explore leisure and its relationship to their lives which triggered a broad discussion. Coming out of this discussion was a clear indication of the restrictions for young people's leisure activities, with finance being the main barrier.  Originally, a visit to the mosque was planned. However this did not happen. For future programmes either the visit to the mosque or opportunities to work with representatives from BME groups would have enhanced this session.	The young people enjoyed the discussion which included looking at what services and resources were available to the young people in Hartlepool and what additional services and resources might be put in place which would make a difference.  There is a trend for young people to access leisure activities outside of the city centre and there was a discussion as to why that might be. So data was collected as to the leisure behaviour of young people. This also included discussion relating to finance and the cost of leisure to young people.  The young people reported that because of unemployment in the area and difficulty in gaining experience to put young people in a better position in the employment market they valued the volunteering experiences to enable them to break out of the cycle and potentially access better employment.

Session Five:	Resources Required:	Purpose of the session:	Facilitators Evaluation	Participants Evaluation
Getting to know you: Participatory exercise - for introductions and icebreaking	Ice breakers and name games	Relax participants into the session		
<b>Lifelong learning and skills:</b>  1. Difference between education and learning 2. What's the benefit to me? 3. Skills for life – What do I need? 4. My skills to date	Market stalls with organisations and agencies engaging with young people to offer information, advice and support.	Discussion took place regarding the difference between education and learning, and finding out information regarding opportunities and choices.	<p>This session highlighted that there was a good general awareness of services available to young people (Young people do not always know how to access them though).</p> <p>The gaps it highlighted was for more specific information about wider choices and opportunities. The young people's feedback gave a specific example of the type of information they required.</p>	<p>Young people identified need for other information about gap years work overseas and international volunteering.</p> <p>The young people suggested that a "market place event" be organised were the opportunity to talk to a range of providers who lie within and outside of mainstream provision.</p>

Session Six:	Resources Required:	Purpose of the session:	Facilitators Evaluation	Participants Evaluation
Getting to know you: Participatory exercise - for introductions and icebreaking	Ice breakers and name games	Relax participants into the session		
<b>Environment and Housing:</b>  1. What is your environment? Transport, House etc 2. Issue related to your environment 3. Positive /Negatives Solutions 4. Location – Interest	<b>Field trip to local venue:</b> <ul style="list-style-type: none"> <li>• Prompt sheet</li> <li>• Reporter role</li> <li>• Design a newsletter</li> </ul>	Hands on to something local. To allow the young people to question and explore local plans, etc	Using the medium of photograph the young people enhanced their knowledge of the subject and it served to offer an opportunity to experience the subject from a different perspective. The visit that young people undertook helped to solidify and clarify the themes of the programme.	The young people found it useful to talk about current issues related to the environment and housing.  They indicated the need for more information about housing schemes and tenure and allocation.  They enjoyed the visit to the housing office as they could talk directly to people about community issues in relation to housing and the environment.  Young people found the video a good medium for gaining information.

Session Seven:	Resources Required:	Purpose of the session:	Facilitators Evaluation	Participants Evaluation
Getting to know you: Participatory	Ice breakers and name games	Relax participants into the session		
<b>Community Safety:</b>  1. What is Community Safety? Crime Prevention Fear Drugs ASBO's 2. Perceptions of young people 3. Personal Safety 4. Explore anti-social behaviour	<b>Newspaper Clippings</b>  <b>Local Visit to stimulate: Discussion Presentation</b>  <b>And/or Drama exercise</b>	Local visit to some venue that young people do not get access to, to allow them to explore community safety ideas.  To discuss their fears and issues and the subject	The scope of the potential visits would have been useful as well as meeting specific professionals related to the area of Community Safety.  The need for good contacts that can offer accessibility to areas such as; policing, drugs, crime prevention etc is necessary.	The visits were seen to be stimulating if they had been able to go to a prison etc. they understood the reasons that this did not happen.  One suggestion was that the facilitator's organises it as a scenario or drama and so young people could explore different stages in the process perhaps inviting representatives from different agencies to take part in the exercise.

Session Eight:	Resources Required:	Purpose of the session:	Facilitators Evaluation	Participants Evaluation
Getting to know you: Participatory exercise - for introductions and icebreaking	Ice breakers and name games	Relax participants into the session		
<b>Health:</b>  Healthy living – physical, emotional, mental  Balance – Risk management  Sexual health, Drugs, Bullying, eating Drinking	<b>Local visit</b> <b>Video</b> <b>Spending game</b>	Local visit to venue that young people do not get access to  Pathways of care	<p>The session worked well due to the open and participatory style adopted by the representatives of the PCT. The representatives gave the young people space to put forward their ideas, suggestions etc, which worked well and enabled the young people to have the experience of being heard by a statutory body who seriously took their points into to consideration.</p> <p>The representatives were able to help the young people see the "bigger picture" around health and associated services.</p>	<p>The young people found it useful as they appreciated the seniority of the visits and they also found that the presentations was good in that they could participate in discussion around particular issues.</p> <p>The young people saw the benefit of cross cutting information using the example of their own personal potential career paths e.g. a layer was the approach across all disciplines.</p> <p>The young people had discussion about budget and decision making in terms of allocation of finances.</p> <p>The young people were also asked for feedback as to how they would priorities spending in relation to their needs as young people.</p>

Session Nine:	Resources Required:	Purpose of the session:	Facilitators Evaluation	Participants Evaluation
Getting to know you:  Participatory exercise - for introductions and icebreaking	Ice breakers and name games	Relax participants into the session		
<b>Economy and Jobs:</b>  Perceptions of Hartlepool  Comfort zone  What is important re: Quality of life  Wants, Needs and Value	Visit to local newspaper and meeting with editor	To explore different perceptions of various key players.	The visit to The Mail was useful to the young people to explore regional and local identity as well as stereotypes in relation to the area in which young people lived.  The session identified for young people expectations generated by the media and how those expectations impact on their individual lives.	Young people suggested that a discussion on the local economy in Hartlepool takes place and that areas like Youth Enterprise etc be mentioned.  Visit to The Mail discussion which reflected make up of newspaper production. They had discussions as to the nature and content of 'newsworthy' articles and good and bad news.

### 5.3 Image Bank

The facilitators decided to run an additional photography session, to explore further the understanding and application of the theoretical Citizenship Programme and its relevance to the 'real world'. The young people were asked to carry out a photographic project around Hartlepool, using as a starting point, the themes explored within the Citizenship Programme. Using digital cameras (which Millennium Volunteers and the University of Teesside supplied), the young peoples brief was to take photographs related to their themes covered in the citizenship programme, and that these images would be used as a resource for any future Citizenship Programme.

As well as the young people enjoying directing their own work in the taking of the photographs, the use of images stimulated the young peoples understanding and allowed them to make links between the different themes. It gave the young people the opportunity to access venues not previously visited and also gave them an understanding of a diverse range of people and experiences.

The digital images were downloaded and imported into the participants own individual portfolios and posted onto their personalised 'web logs', to which they added their own text and commentary, thereby creating another method of evaluation.

## 6. CONCLUSION

The Citizenship Programme was part of a larger project around young peoples and which provided the backdrop for enhanced understanding of representation and democracy. The Citizenship Programme was shaped largely by the participants, and although there were fewer participants than we had expected, what resulted was more focussed work, with deeper levels of discussion and a strong sense of commitment from the young people.

What worked particularly well was the participatory nature of the training sessions which served to give a balance between the theoretical understanding of citizenship issues with a more 'hands on' approach to apply the learning in a real and immediate way.

The photography session acted as a review of the topics covered in the Citizenship Programme training sessions and helped to further expand the understanding of links between themes in the community. An example of this was that, during a visit to a community regeneration project, the young people were able to see residents being empowered

within the community and gain a sense of appreciation about how resident action and involvement contributed to the growth of community.

Other work is currently taking place with specific regard to "Youth Consultation/Participation" and the conclusions of this work will be included in the strategy currently being developed by John Robinson on behalf of the Children and Young People's Strategic Partnership.

## **7. RECOMMENDATION**

- 7.1 That the contents of the report are discussed.





# Citizenship Post 16

Tracy Foster  
Hartlepool Community Network



# Citizenship Development

- Programme was funded by the LDSA (Learning and Skills Development Agency)
- Hartlepool's own identification of the need for young person representation (HVDA Community Strategy Research 2002).
- Other research has shown that Citizenship Programmes have worked well in other areas, particularly, when combined with participative learning methods.



# Key Aims

- To work with mutual trust and respect
- To encourage, support and empower young people
- To ensure that the work is clear, concise, interesting, engaging and stimulating

The bigger aim was to:

- ensure that young people were well informed around the rights and responsibilities of citizenship,
- that they could understand as individuals the 'bigger picture' in terms of what it means to be a citizen, and
- To encourage leadership in the future.



# Outcomes

- Trip to London – House of Commons and European Parliament HQ
- Designing of a citizenship programme
- Designing of a portfolio of assessment
- Development of an image bank and other resources



# Future Developments for Citizenship

- Identification of monies or resources in which other youth workers could included the citizenship programme into their work  
For example the Millennium Volunteers intend to use the programme information in their induction sessions for volunteers
- The image bank is being used to promote young people's understanding of their communities in a photographic competition.
- The Citizenship Programme would encourage young people to take on the role of Youth Representation, younger people would identify themselves as youth leaders, and through participation in the programme, feel more confident to come forward and get their voice heard on issues important to them.



# Youth Involvement Brief

Activities have included:

- Desk research of best practice models in the UK
- Young People's Consultation Event
- Stakeholder Event
- Involvement with developments around children and young people in the Borough e.g. attendance at Participation Workers Meetings and Participation Strategy discussions



# Recommendations for youth involvement work

- To use ICT as a means of communicating with young people
- To work with young people in smaller groups to ensure inclusion and valuable contributions
- To use artists who are proficient in their field to facilitate young people to communicate their views in ways they enjoy e.g.: the use of video's
- Advertising outside of the usual publicity mechanisms e.g. postcards, e-mails etc
- Using activities that young people enjoy as an incentive
- The use of simply prepared questions that young people will understand
- Using Adults/facilitators who are willing to engage
- Venue being designated youth space
- Respecting young people's leisure time



# Community Networks Role

- To support the current young people involved with the LSP
- To use good practice as recommended when engaging with young people
- To ensure that there is a two-way dialogue with young people who become involved with consultation/participation/engagement
- To encourage and be pro-actively involved with the participation work being carried out by the local authority and other partners



# CHILDREN'S SERVICES SCRUTINY FORUM REPORT

25<sup>th</sup> October 2005



**Report of:** Hartlepool Children's Fund Manager

**Subject:** PARTICIPATION NETWORK - INVOLVING YOUNG PEOPLE

---

## 1. PURPOSE OF REPORT

- 1.1 To provide Members with information regarding the development of the Hartlepool Participation Network and the development of a participation strategy for the Children's Services Department.

## 2. BACKGROUND

- 2.1 At the scrutiny forum on February 24<sup>th</sup> 2005 the Hartlepool Participation Network (HPN) and its aim to support children and young people's participation in Hartlepool was discussed.
- 2.2 It was agreed that the Scrutiny Forum and the HPN would attempt to work closely in the future.
- 2.3 This meeting is the first opportunity to share information between the Scrutiny Forum and the HPN.
- 2.4 Since the work of the Scrutiny Forum commenced, the Every Child Matters outcome "Make a Positive Contribution" has continued to be developed as one of the 5 key issues in the children's agenda. The Local Authority in general and Children's Services in particular have clear responsibilities in achieving the outcomes in this area.

## 3. THE HARTLEPOOL PARTICIPATION NETWORK

- 3.1 The HPN consists of colleagues from the Voluntary and Statutory Sector working in Hartlepool. Membership includes: Children's Fund, Connexions, Youth Service, West View Project, HVDA/Community Network, Millennium Volunteers, Health Development, HBC Neighbourhood Services, Primary Care Trust, New Deal for Communities, HBC Children's Services and Barnardos,

- 3.2 In June 2005 the Network agreed a set of principles under which it would operate.

3.3 *To promote an increased understanding of 'participation' work throughout the town by providing clear definitions and working examples of participation work.*

*To generate a set of principles for good practice in 'involving young people', to operate within these principles acting as role models for other parties and to disseminate these principles as widely as possibly using a range of methods.*

*To support participation work across Hartlepool by jointly organising and delivering training and development and experiential learning opportunities around participation methods and skills both for young people and for staff supporting young people's participation.*

*To map and record the range of participation work being undertaken across the town as an ongoing process;*

*To disseminate examples of good practice in participation work being undertaken throughout the town to encourage further developments (for example through web site, newsletter, Conferences);*

*To support the development of a town wide process that ensures that children and young people have the opportunity to have their voices heard with regard to any issue that effects them and facilitates a democratic process that has a local and national impact.*

- 3.3 The HPN is committed to supporting participation initiatives and will engage with all partners interested in enabling children and young people to have a voice in developing their services. Each HPN agenda is divided into three sections Strategy, Information Sharing and Good Practice Presentations.

- 3.4 The HPN is currently meeting on a six weekly basis at the Connexions building in Tower Street.

- 3.4 In partnership with the Children's Services Department the HPN has organised a Participation Conference on November 1<sup>st</sup> 2005. This conference will be a further opportunity to promote the importance and benefits of involving children and young people in a wide range of partners' activities in Hartlepool.

## **4 PARTICIPATION STRATEGY**

- 4.1 The Director of Children's Services has commissioned work from the Hartlepool Children's Fund Manager to develop a Participation Strategy for the department in consultation with children and young people.

- 4.2 Preliminary discussions with partner agencies and organisations suggest that there is the potential for the development of a borough wide Participation Strategy. If this could be achieved it would significantly strengthen children and young people's contributions to the development of their town.

## **5 CHILDREN AND YOUNG PEOPLE'S STRATEGIC PLAN**

- 5.1 Progress on this plan will be reported through Children's Services Portfolio and Council procedures it is however important to note that "Making a Positive Contribution" will be a key feature of the plan as one of the five identified areas in the outcomes framework.

## **6 RECOMMENDATIONS**

- 6.1 It is recommended that:
- The contents of the report and presentation are noted.
  - The Scrutiny Forum indicate whether it would support the development of a town wide Participation Strategy.

## **CHILDREN'S SERVICES SCRUTINY FORUM REPORT**

25<sup>th</sup> October 2005



**Report of:** Children's Services Scrutiny Forum

**Subject:** ADULT LEARNING – DRAFT FINAL REPORT

---

### **1. PURPOSE OF REPORT**

- 1.1 To present the findings of the Children's Services Scrutiny Forum's inquiry into Adult Learning.

### **2. BACKGROUND**

- 2.1 On 21<sup>st</sup> April 2005 the (then) Culture and Learning Scrutiny Forum examined the inspection results of Hartlepool's Adult Education Service, during its last meeting of the 2004/05 municipal year. Members of the Forum were keen to explore this issue given the poor inspection results the service had received in March 2004.
- 2.2 Having explored the issue with the Adult Education Co-ordinator on 21<sup>st</sup> April 2005, Members of the Forum determined that they would like one further meeting to explore this issue once the re-inspection of the Adult Education Service had taken place in May 2005. It was agreed at the meeting on 21<sup>st</sup> April 2005 that the Forum should:
- Seek to make recommendations to the Portfolio Holder strongly supporting Adult Learning. Prior to doing this the Forum should explore the funding criteria of Adult Education Services as a basis for taking this matter to the Portfolio Holder.
  - Discuss this matter with a representative from the Learning and Skills Council (LSC) to clarify the basis of its current and future funding policies for Adult Education in Hartlepool compared with the other authorities within its responsibility.
  - Consider the importance of the contribution of Adult Education to the Authority's social inclusion objectives.
- 2.3 Since the Forum first looked at this matter the remit of the Forum has changed to Children's Services, which means that the scrutiny topic falls outside of its remit. However, when the Forum determined its work programme on 5<sup>th</sup> July 2005 it was agreed that this item should remain with

this Scrutiny Forum because of the work carried out in the previous municipal year. This approach was agreed by the Scrutiny Co-ordinating Committee on 5<sup>th</sup> August 2005.

2.4 On 30<sup>th</sup> August 2005 the following reports were presented to the Forum:

- Re-inspection of the Adult Education Service – Adult Education Co-ordinator (HBC);
- Future funding of Adult Education – Adult Education Co-ordinator (HBC); and
- Reforming the Funding and Planning Arrangements for First Steps and Personal and Community Development Learning for Adults – Senior Learning Advisor (LSC).

### **3. FINDINGS**

3.1 During discussions Members reached the following conclusions about Adult Learning:

- Members noted the 'Re-inspection of the Adult Education Service' report and presentation and commented that there appeared to have been a dramatic improvement in a short space of time. Without wishing to take anything away from the work undertaken by staff, Members commented that the first inspection had possibly been too severe.
- That the Adult Services and Public Health Portfolio Holder be advised that it is this Forum's view that Adult Education is vital to the Town, especially in community areas and in local venues where people can feel comfortable in the learning environment.
- That Scrutiny Co-ordinating Committee be requested to arrange for Adult and Community Services Scrutiny Forum to receive future updates from of the Senior Learning Advisor of The Learning and Skills Council.

### **4. RECOMMENDATIONS**

4.1 That Members note the contents of this draft final report, and agree the findings outlined in section 3.1, for submission to Scrutiny Co-ordinating Committee, prior to making recommendations to the Adult Services and Public Health Portfolio Holder.

### **Background Papers**

Culture and Learning Scrutiny Forum Minutes 21<sup>st</sup> April 2005

Children's Services Scrutiny Forum Minutes 30<sup>th</sup> August 2005

Children's Services Scrutiny Forum – Re-inspection of the Adult Education Service – Adult Education Co-ordinator (HBC);

Children's Services Scrutiny Forum – Future funding of Adult Education – Adult Education Co-ordinator (HBC); and

Children's Services Scrutiny Forum – Reforming the Funding and Planning Arrangements for First Steps and Personal and Community Development Learning for Adults – Senior Learning Advisor (LSC).

**Contact Officer**

Jonathan Wistow– Scrutiny Support Officer  
Chief Executive's Department,  
Corporate Strategy,  
Hartlepool Borough Council  
Tel: 01429 523647  
Email: [jonathan.wistow@hartlepool.gov.uk](mailto:jonathan.wistow@hartlepool.gov.uk)