

Pro Forma for Participation Works Network for England regional case studies

Region: East of England			
Submitted by: Yannick Auckland Date of submission: March 2008			
The sector this case study is an example of:			
Voluntary sector activity	<input checked="" type="checkbox"/>		
Statutory sector activity	<input type="checkbox"/>		
Corporate sector activity	<input type="checkbox"/>		
The themes this case study can be used to support (<i>tick all that apply</i>):			
Arts & creativity	<input checked="" type="checkbox"/>	Learning & research	<input type="checkbox"/>
Commissioning	<input type="checkbox"/>	Measuring change	<input type="checkbox"/>
Early Years	<input type="checkbox"/>	Online tools	<input type="checkbox"/>
Faith	<input type="checkbox"/>	Rights/citizenship	<input type="checkbox"/>
Funding	<input type="checkbox"/>	Safeguarding	<input type="checkbox"/>
Governance	<input type="checkbox"/>	Standards	<input type="checkbox"/>
Hard to reach groups	<input type="checkbox"/>	Workforce development	<input type="checkbox"/>
Health	<input type="checkbox"/>	Youth-led project	<input type="checkbox"/>
Inclusive practice	<input type="checkbox"/>		
Name of project: Drama A-Z			
Contact information for further details: Mapalim in partnership with the Children's Fund Essex www.mapalim.com			
Aims of the project: The project sought to consult meaningfully and widely with local children and young people, capturing qualitative and quantitative data to inform 12 individual play strategies.			
Timeline for the project (expected start and finish date, if known): October to December 2006			
Please name any other organisations involved if this was a project developed as a partnership: Children's Fund Essex			
Who funded this project? GO East			
How many young people were involved? 11,859 children and young people from 76 Essex schools (infant, junior, primary and secondary state schools, and special schools), with children and			

young people at Key Stages 1, 2 and 3.

How were children & young people involved in decision-making?

The project used drama and art as a tool to engage children and young people in meaningful consultation and to generate ideas and explore issues. This engagement took place via participative drama and art-based workshops.

Children and young people were given freedom of voice to respond to questioning with any answer they chose and every single response was collated within the findings reports.

What changes has children & young people's involvement led to?

- CYPSPs are more confident in participation and therefore more effective as part of CFE's legacy
- CYPSPs develop stronger links with schools
- Joint working across a wide range of disciplines, particularly in schools, builds capacity
- Existing minimal consultation/participation plans for locality planning of services are enhanced with added value
- The impact of funding available for local services is maximised
- Qualitative and quantitative results, statistical information and detailed analysis for each district is available for each play partnership to use and include in developing their play strategy and other planning processes
- Project reports for children and young people are left in schools for teachers to use where the project workshops are not available

What next for the project?

The following comments were collected from both workshops leaders and learning support assistants delivering the Play 4 Play project.

"I am going to write teacher packs for workshop leaders and teach children to write." "Looking for more opportunities for leading workshops."

"I am more experienced at working with children and young people and may seek more educational work."

"I realised I definitely want to do more community drama work. I especially enjoyed working with the special needs schools... I really enjoyed the combination of doing drama work in conjunction with government initiatives."

"This project has motivated me to want to be involved in more research projects and also to gain more experience working with children with special needs... I feel that I have gained a significant amount of experience and insight into working with a diverse group of young people."

"I want to continue to find more opportunities to run workshops as well as continuing to work with existing clients."

What next for the participants?

After the end of the project, one individual, who had acted as a learning support assistant decided to go into teaching. Another of the individuals in a

learning support assistant role, who was a trainee teacher at the time, decided to specialise in teaching children with SEN.

Quotes from staff, management, children, parents/ carers:

Staff:

“I loved the art session; the sense of achievement and real freedom it gave the group was fantastic, it achieved the aims and outcomes without me feeling like I was pushing them for specific answers.”

“Gave room to really to talk to them [the children and young people] and find out about their real views.”

Children and young people:

“I would like a place with lots of bouncy castles”

“I’d like to play on a volcano with my three friends”

“Doing a painting in space in the stars”

Participation Works wants to share your good practice to a wider audience to enable others to learn from your experience and develop their own participation practice.