



Barnardos Glór na nÓg Monitoring and Evaluation Report

Kathyan Kelly, September 2018

'I think that most people that ask me my opinions was myself because nobody ever asked me my opinion...'

(Ethan, aged 10 -12)

Contents

1.0 Introduction.....	3
2.0 Child Advocacy.....	5
3.0 Research Design.....	7
4.0 Findings.....	13
5.0 Discussion.....	28
6.0 References.....	31

Appendix A

A (i) Advocacy Team Reflective Questionnaire

A (ii) Project Worker Interview Schedule

Appendix B

Report Card

1.0 Introduction

Every year Barnardos works directly with children and families across Ireland who struggle with a range of issues. Services and support are provided in 42 centres around the country. Barnardos advocacy team has consistently lobbied and influenced reform of policies, laws and services to improve outcomes for children, seeking to change and improve Governmental laws, policies and procedures across all areas affecting children's lives. This is achieved by ensuring that the knowledge, experience and insights Barnardos has gained through working with children and families are heard at Governmental level. These experiences are wide ranging and can relate to education, health, child protection, poverty and housing. Barnardos believes it is vital for the child's voice to be heard in policy making as it will assist in creation of more child centred policies and laws.

Barnardos aim of embedding children and young people's opinions into their advocacy work is paralleled in Irish Government policy. Tusla, the Child and Family Agency, which is tasked with the care of children and young people in Ireland, is committed to a programme of action which embeds children and young people's participation in decisions that directly affect them. This commitment, aligned to both the UN Convention of the Rights of the Child and the Department of Children and Youth Affairs (DCYA) is part of the National Strategy on Children and Young People's Participation in Decision-Making (DCYA 2014).

The involvement of staff and parents engaged with Barnardos services has always been central to Barnardos' advocacy work. However, participation and direct involvement of children and young people has played a lesser role. In 2017, Barnardos appointed a dedicated Advocacy Officer to support its services to engage in advocacy in a more sustained and meaningful way. This appointment has reoriented Barnardos advocacy work to a stronger project-led focus while continuing to respond to national policy and legislative developments. This dedicated role has also enabled the advocacy team to consider how Barnardos can embed children's voices and opinions in their work. A Barnardos initiative – Amplifying Voices – worked with children in three communities across Dublin. The purpose of that initiative was to test, develop and demonstrate models of effective rights-based participation ultimately leading to better outcomes for children and young people.

To explore the inclusion of children's participation in Barnardos advocacy work in a more sustainable way, an application for funding was submitted to the Quality and Capacity Building Initiative (QCBI) Innovation Fund managed by TUSLA and the Department of Children and Youth Affairs. The application was successful, and funding was received to establish the Barnardos Glór na nÓg project.

Glór is the Irish word for voice, and through this funding Barnardos aims to embed children and young people's participation into Barnardos' advocacy work. This will be achieved by developing and piloting a method of engagement and drafting an internal policy on children and young people's participation in advocacy work.

The pilot Glór na nÓg project aims to fully embed the participation of children and young people into such advocacy and has the following objectives:

- to develop a method of engagement with children
- to pilot that method with up to 25 children in different locations
- to monitor and evaluate that pilot to provide the basis for embedded child advocacy policy

For the purposes of the Monitoring and Evaluation of the pilot the key objectives are as follows:

Process Monitoring:

- To provide a method of monitoring the process of the pilot workshops and so enable all participants to have input into iterative change during the four workshops

Output Evaluation:

- To gather meaningful quantitative and qualitative data from the all participants – the children, advocacy team and project workers - enabling the development of a basis for embedded child advocacy policy.

In order to achieve these objectives, the planning and drawing up of materials took place over the months of June and July 2018. The Research and Advocacy Teams approached the Limerick South Barnardos Project for participation in the pilot of Glór na nÓg with the intention of building on work already conducted there on child advocacy.

Three urban workshops were planned at a local school as part of the Summer Camp activities. One workshop took place for three different age groups over three Wednesdays in July 2018. A further rural workshop took place in mid-August, also in Limerick County.

This report provides details of the monitoring and evaluation of the pilot method of engagement developed as part of the Barnardos Glór na nÓg project.

2.0 Child Advocacy

2.1 An Historical Perspective

The notion of 'child advocacy' has been in existence since the 1970s and originated in the field of children's mental health (Takanishi 1978). Viewed as a social movement, the purpose of child advocacy is to enhance the status of children and centres on two basic assumptions – that children are in a state of dependency that leaves them vulnerable and as such, subject to a '*benign oppression*', and that children need to be supplied with basic resources to enable them to exercise choices that will provide for self-actualisation throughout their lives (Koocher 1976). Part of that enablement necessitates adult action (Melton 2012; Westman 1979). Early child developmental theorists (Piaget 1932; Vygotsky 1978) proposed that knowledge was co-operatively produced and shared in adult child relationships but that these interactions were asymmetrical in that the partners (children and adults) were unequal in status. Further research with children evidenced that children can have symmetrical connections in learning with each other, especially when such learning interactions are repeated (Barbeiri and Light 1992).

Research on the use of the testimony and recall of children and young people as witnesses in the criminal justice system in the period up to 1990 supported the view that even very young children are as competent as adults to respond to age-appropriate questions and in this regard children's responses were to be given the same weight as that of adults (Flin et al 1992; Goodman and Bottoms 1993). Similarly, in criminal justice cases, cognitive interviewing techniques were found to be useful in interviewing children, especially when a child-centered approach is taken and explanation, rehearsal and prompting is utilised (Bull 1995; McCauley and Fisher 1992; Saywitz Geiselman and Bornstein 1992). The use of props can also aid the process of interviewing, and children as young as three years were found to have sufficient cognitive development to use models and toys to represent real events (De Loache 1990, Pipe, Gee and Wilson 1993).

2.2 Child Advocacy in a Global Context

While much early research focused on child advocacy within the criminal justice system, and often in cases where child abuse was a concern, it led to a generalised acceptance that children's voices are valid (Hedderman 1987). Since then, child advocacy has moved towards a more mainstream view that the voices of children and young people should be heard on any number of issues which affect them. The UN Convention on the Rights of the Child (UN 2010) includes two specific articles on child advocacy. Articles 12 and 13 state that the child's view '*must be considered and taken into account in all matters affecting him or her, in accordance with their age and maturity*' and that children '*have a right to obtain information and to express their own views.*'

2.3 Child Advocacy in an Irish Context

These principles, and others, form a core tenet of Irish Government policy – specifically in the Better Outcomes Brighter Futures: policy framework for children and young people (DCYA 2014) as discussed

earlier (Section 1.0). Irish Government commitments include consultation with children and young people on policies and issues affecting their lives. More specifically, the Government is tasked with the development and implementation of a national policy on young people's participation in decision making *'to ensure children and young people are supported to express their views in all matters affecting them and to have those views given due weight, including those of 'seldom heard' children.'* (DYCA 2014 p32).

As part of its Development and Mainstreaming Programme for Prevention, Partnership and Family Support (PPFS) Tusla is committed to a programme of action to embed children and young people's participation within its agency (Kennan, Forkan and Brady 2017). This PPFS programme is intended to achieve a series of medium and long-term outcomes and is underpinned by the Lundy model (Lundy 2007). This model outlines four chronological steps in the realisation of a child's right to participate:

- Space – children and young people are provided a safe and inclusive space in which to express a view
- Voice – they must be facilitated to express their view
- Audience – their view must be listened to
- Influence – the view must be acted upon as appropriate and reasons for decisions taken communicated to the child or young person.

Work to date on the engagement and consultation of children and young people has focussed on a number of issues including health, education and child care. Dáil na nÓg, Young Voices and Hub na nÓg are examples of young people's participation within a formalised framework. Much of the consultation is based on an easy to access population of young people.

On the other hand, a level of exclusion exists – that of the views of 'seldom heard' children. This definition is a term used to describe those children and young people who have less opportunity to participate generally, or who encounter greater obstacles when attempting to participate. It includes, but is not exclusive to, children with health, housing or family issues, those from minority groups (based on race or sexual orientation) and those not attending school for any number of reasons. These children are rarely asked for their views and as such may have difficulty engaging with mainstream participation processes and may have to develop the skills required for participation (DCYA 2016).

3.0 Research Design

Initiatives such as the Dáil na nÓg and Hub na nÓg form a key plank of the DCYA National Strategy on Children and Young People's Participation in decision making (DCYA 2014) and is building a culture of participation. However, there is a cohort that is marginalised or 'seldom heard'. Ensuring that the policies and services provided are fit for purpose for such young people requires the input of all children directly affected by such provisions. For them, seeing and experiencing a change at a local level is a validation of their role in improving services and initiatives to meet their needs (DYCA 2016).

3.1 Research Design of Glór na nÓg

The Glór na nÓg pilot sought to include the voices of children and young people in relation to Barnardos 2019 Budget Submission to the Irish Government. This pilot study was intended to inform the basis of a policy document on child advocacy within Barnardos as well as allowing the organisation to begin a process of embedding children and young people's voices in its advocacy work.

For the purposes of the Monitoring and Evaluation of the pilot the key objectives were as follows:

Process Monitoring:

- To establish a method of monitoring the process of the pilot workshops and so enable all participants to have input into iterative change during the workshops

Output Evaluation:

- To develop a method of quantitative feedback allowing the child participants to have a say in how the workshops are run going forward
- To gather meaningful qualitative data from the all participants – the children, advocacy team and project workers - enabling the development of a basis for embedded child advocacy policy.

A key element of the design, implementation and evaluation of Glór na nÓg was the involvement of children and young people at each stage of the process, invited to act both as participants and evaluators. This would enable them not to act as mere participants in the research, giving them their voice on budget issues, but also to appoint them as collaborators in the research evaluation process. The use of this process approach was essential in providing for early learning and monitoring of the pilot Glór na nÓg as it was being implemented.

A desk-based review of best practice activities for their inclusion in advocacy was conducted. Material reviewed included Barnardos' own publication: 'A Practical Guide to Including Seldom-Heard Children and Young People in Decision Making' as well as resources such as 'Save the Children's Advocacy Matters' and other national and international resources.

This enabled the Barnardos Advocacy and Research Teams to develop a plan for working with children in three different age ranges – 5-7 years, 8-10 years and 11-12 years. It was envisaged that twenty-five children in total would be invited to participate in age-appropriate workshops which involved play, discussion and art.

3.2 Programme Materials

3.2 (i) Workshops

A workshop format was devised for child participants to introduce the concept of money and budget in a child friendly way. Four separate games were devised and comprised: a warm up game so that the children would become comfortable with each other and with talking in a group; a game which introduced the concept of leadership and the final games which were money based and encouraged the children to make decisions about the allocation of specific resources to a number of key spending areas.

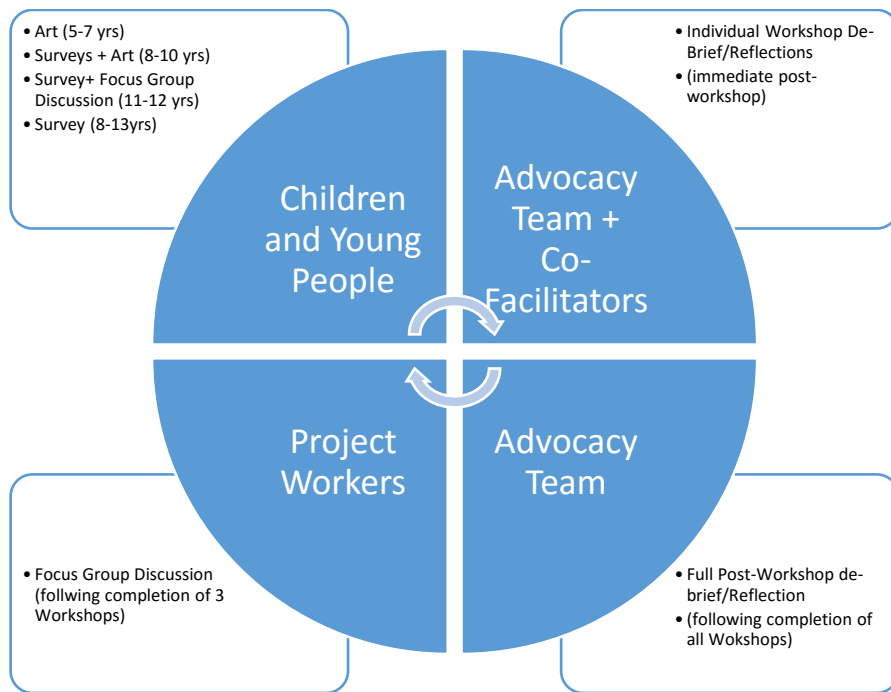
3.2 (ii) Evaluation Materials

In addition, child participants were invited to join a semi-structured focus group and/or to fill out an anonymous age-appropriate workbook or survey at the end of the workshop, allowing them to give their feedback after each workshop so that adjustments could be made. This was the core of the child participant evaluation data gathering. Using focus group discussion as well as a survey and art work allowed for both qualitative and quantitative data to be collected from the children and young people as part of the evaluation process.

In addition, members of the Advocacy Team who facilitated the workshops were invited to fill out a post-workshop de-brief questionnaire, in consultation with the Barnardos Project Workers who had acted as co-facilitators (See Appendix A (i)).

A third strand of qualitative research for evaluation was added for the Barnardos Project Workers who had either co-facilitated or observed the workshops following completion of the first three workshops in the form of a focus group discussion/open ended questionnaire off-site and in the absence of the Advocacy Team (See Appendix A (ii)). The Data Collection and Methods are displayed in the diagram below.

Diagram 1: Data Collection and Methods

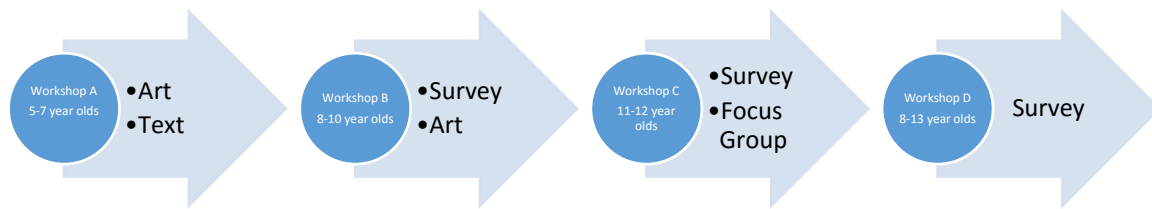


3.3 Methodology

3.3 (i) Data Collection

Data for the evaluation was collected immediately following each of the four workshops. This enabled the child participants, the Advocacy Team and the Barnardos Project Workers to comment on any changes that needed to be made allowing both the process and the evaluation to be flexible and iterative. The diagram below illustrates that iteration for the child participant evaluation input. The evaluation survey initially comprised ten separate sections. Some of the questions were in the form of a child-friendly Likert Scale, with face representation (smiley face to frown) or thumbs-up/down to indicate opinion as well as a series of prompts on what the child participants did and did not like during the advocacy games.

Diagram 2 – Iterative Process of Data Collection from Child Participants



3.3 (ii) Child Participants

Data included feedback from the children in the formats mentioned in Diagram 1. In total, twenty-eight children participated in the workshops. Of that number, one child refused to participate when audio recording consent was requested, and a further two left before the workshop finished (all from Workshop C). In total twenty-five children in total participated fully and usable data was generated in both qualitative and quantitative format for analysis. The first group which was the youngest (five participants aged between 5 and 7 years) were invited to make drawings about the workshop which would have annotations by the facilitators. The second group was aged 8 to 10 years and all five participants filled out the evaluation form and some drew pictures. Following feedback from the child participants and facilitators, the number of questions were reduced and for consistency, the thumbs-up/down were dropped and all of the Likert Scale questions utilised face representation. This honed version of the survey was used in the third workshop. This workshop, Workshop C, comprised the largest group (12 participants aged 11 to 12 years – of which 3 declined to fill out the evaluation) and the participants were asked to either participate in an audio-recorded focus group discussion or to fill out the evaluation survey. Five participants joined in the focus group and a further four filled in the evaluation surveys. The final group, Workshop D was the rural group and comprised five children aged between 8 and 13 years. Two filled out the whole survey while a further three filled out the first page of the evaluation survey.

3.3 (iii) Advocacy/Project Workers

Immediately at the end of each workshop, the Advocacy Team member, with the Project Worker (who had co-facilitated the workshop) filled out a questionnaire in the form of a post-workshop debrief/reflective questionnaire.

In addition, a comprehensive total overview questionnaire was completed by the Advocacy Team member who had been present for three of the four workshops.

The Project Workers who had either co-facilitated or assisted at the workshops were invited to attend a focus group discussion following three of the workshops. Four of the Project Workers who were involved engaged in this discussion.

3.3 (iv) Data Analysis

Each child was assigned a numeric code, and children who had joined in the audio-recorded focus group were assigned pseudonyms to protect their identity. In total, data was collected from twenty of the 25 child participants. However, due to both changes in format and omission of questions, not all of the 20 participants provided complete surveys. For analysis, the Likert Scale Questions were assigned a numeric value of 1 – 5 or 1 – 3 where relevant, the higher number representing the most positive reaction. Scoring was assigned to each of the other questions on a binary scale of 1 or 0 where the question had a simple ‘yes’ or ‘no’ answer. Where children provided additional comments, these were included in the analysis where relevant.

Qualitative data from both the child and adult (Advocacy Team/Project Workers) interviews, questionnaires and reflections, were subjected to coding and analysis using NVivo, a qualitative software package. Four individual post-workshop summaries were completed by the Advocacy Team with the co-facilitating Project Worker as well as one overall reflective summary provided by the Advocacy Team. In total, qualitative data was collected from a focus group of five child participants (from Workshop C), as well as four Project Workers.

3.3 (v) Ethical and Other Considerations when Researching with Children

As stated earlier (Section 2.3) there are a number of considerations to be taken into account when researching with children. Recognising that any significant change for children requires adult action (Melton 2012), child advocacy requires those adults to treat children with respect for their own self-determination and voice. Treating children in the same way as adults helps them to become more informed, competent and independent allowing each child to *‘feel that s/he is a human being in his/her own right’* (Holt 1974).

Authentic research, with children as participants, is becoming relied upon to inform social policy which affects children’s lives. Authentic research is that which gives power and voice to child research participants and provides insight into their world. Children then become the research collaborator, rather than just the study object (Grover 2004).

However, the issue of treating children like adults poses some difficulty for adult researchers, as children are inherently different from adults and research techniques thought to be useful with children can cause difficulties (Punch 2002). This is especially the case in accessing the voice of marginalised children who may be unsure of what is expected from them as participants. They may be unfamiliar with decision making processes or uncomfortable with speaking up in a group situation. For many, participation in decision making processes on policy change may be an alien concept. In addition, they may be so focussed on their own issues that they are uninterested in engaging in the issues of wider society.

As a result, considerable effort and advance planning is needed to engage the views of children in a way that makes sense to them – either in game/role play, simply worded unambiguous questionnaires or art work (DCYA 2016). Well planned games or art work can allow very young children to express their views - by the age of 5 to 6 years for example, children are generally capable of drawing pictures

of things in their experience or imagination – their drawings are made up of objects that have meaning for them (Mayesky 2010).

Each workshop was planned in advance to ensure that it would be age-appropriate, child friendly and would make sense to the child participants in order to ensure that their participation and feedback was authentic. The Lundy model discussed earlier (Section 2.3) was utilised to ensure that children had a safe space, that their voice would be heard as well as ensuring that they had an appropriate audience and that their participation would have influence.

Parental consent was gained for the children in advance of the workshops. In addition, audio consent was asked for in advance of each recording. One child refused consent and did not participate. Audio consent was also given by the Project Workers in advance of the focus group discussion. All output was assigned alpha-numeric codes and where quotes have been used, pseudonyms have been assigned to protect the identity of the participant. Because of the small number of children in the focus group discussion (five) an age range of 10 to 12 years has been given to each participant to further ensure anonymity.

4.0 Findings

This chapter outlines the findings from each of the participant groups - the children, the Advocacy Team and the Project Workers. As the children were not involved in the process, their results are given in terms of their experience and outcomes. For both the Advocacy Team and the Project Workers, findings are given for process, experience and outcome. A summary is provided at the end of each section.

4.1 Child Participant Findings

The following are the quantitative results from the evaluation surveys carried out by the child participants with qualitative comments where relevant.

4.1(i) Experience

Four games were played - an ice-breaker shop story game, leadership, how people spend money and the budget - where the child decides where to spend the money. Children were asked to tick each one that they liked either on a survey sheet or as part of a focus group discussion.

The most popular game played was the money game, with seventeen of the eighteen children who responded stating that they liked this game, with only one child stating that they did not.

In the focus group discussion, this was the game that triggered the liveliest debate, with all of the participants saying that they liked the game for various reasons:

Robert (aged 10-12) felt that having money would enable him to buy influence:

'The game with the money – because I can buy anything...I kept it all. I could spend it on (my) football team to win the world cup so that I could win.'

The game appealed to Niall (aged 10-12) because *'I like money and I like spending money.'* All of the children in the focus group agreed that being able to exercise financial control was the most appealing aspect of this game.

The next most popular game was the ice-breaker game (the shop story) with twelve of the fifteen children stating that they liked this game, and only three saying that they did not. Both of the middle games – that of talking about people who are leaders and talking about how people who spend money were liked by ten of the children in each instance and disliked by four.

However, in the focus group discussion, it emerged that it was not so much the leadership game that was disliked, but the subjects within the game, most notably the mention of the American President, Donald Trump:

[Ok – and you know when we were talking about people who are leaders? Like Trump and Queen Elizabeth?]

David (aged 10-12): *'I don't like Trump so...'*

Robert, Niall, Ethan (aged 10-12): *'Didn't like that game...'*

[Was that because of the game or because you didn't like Trump?]

All: *'We don't like Trump - no.'*

[But you didn't mind talking about leaders?]

David (aged 10-12): *'No. It was ok.'*

Colin (aged 10-12): *Yeah.*

Robert (aged 10-12): *'Em no – I didn't like that game.'*

A number of questions on the survey were more open-ended – the children were asked if they liked something else. The response rate dropped considerably with ten of the children not responding at all. The six answers ranged from events that had happened earlier in the day – the soccer pitch and a monster coming in for particular mention – to an event that happened during the workshop when a bee came into the room.

Another open-ended question - where children were prompted to state what games they did *not* like - created confusion and so the question was dropped from the evaluation survey after the first workshop.

Finally, the children were asked if there was anything they wished to say and again this open-ended answer elicited a low number of responses. While ten of the 15 children answered this question, most of the answers given were simply 'no' with only one child from Workshop B saying it was *'amazing.'*

4.1 (ii) Outcome

When the children were asked did they like the workshops, thirteen of the twenty children who responded answered that they either 'really liked or liked it'. Only two children said that they 'really did not like it.'

In the focus group discussion, the participants were generally more nuanced in their responses than the written survey allowed, with responses ranging from David (aged 10-12) *'Yeah, I didn't really care'* to Robert (aged 10-12) saying that *'I kinda liked it.'*

When asked did they feel they had enough time to talk, six of the fifteen children who responded to this question felt that they had not, a further four said they did not know, and only three felt they had talked enough.

In the focus group discussion, one child felt that he had not enough time to talk: Ethan (aged 10-12) *'would like to have talked more – I like talking.'* Niall (aged 10-12) commented: *'Yes - no I didn't really want to talk more,'* and David (aged 10-12) saying that he felt he had talked *'too much.'*

When asked about their experience of expressing an opinion, eleven of the fifteen children who responded 'really liked' or 'liked' telling the Advocacy Team their opinion. Only two children said that they 'really didn't like it', and a further two 'liked it a little'.

The focus group discussion allowed for a fuller probing on expression of opinion, especially relevant in advocacy. When asked if it was important that their opinion was sought, four answered in the positive. However, with further discussion, when asked if adults ask them their opinion, they unanimously answered in the negative.

Probed further, Robert (aged 10-12) said:

'kinda...sometimes my mam asks me...'

This sentiment was shared by David (aged 10-12) who also said his mother sometimes asked his opinion.

Ethan (aged 10-12) was emphatic about the importance of being able to express himself:

'I think that most people that ask me my opinions was myself because nobody ever asked me my opinion...'

When asked if he felt it was important to be asked his opinion, Ethan continued:

'I think it's important what's in my head – I know what I think.'

David (aged 10-12) then went on to ask if he could make a comment:

'I don't understand teachers because they're always telling you to be quiet and then they're talking themselves and then they're saying 'it's school related' when it's not school related because they're talking...'

Ethan (aged 10-12):

'I'm like you David I always think I'm – someone's talking and all I hear is be quiet, be quiet...can listen to the board. At school people are talking, the teachers like 'shhh' and we does be quiet a minute later the whole class is quiet.'

When asked if they felt they had learned anything new from the workshop, ten of the sixteen children who responded felt that they had. When asked 'what did you learn?' thirteen out of the fourteen children responded with four of the children saying that that they had learned about leaders, while three had learned about money and spending. Eight of the answers came from Workshop C and D – the oldest groups and concerned the discussion about leadership.

Workshop C (aged 10-12 years)

'I learned about the Queen of England.'

'That Donald Trump is a racist.'

'The Taoiseach.'

'Yeah I learned that I can buy the World Cup.'

Summary

Children were generally very positive about the advocacy workshops

The most popular games were the ice-breaker game and the money/ budget allocation games

Non-specific open-ended questions did not work well in the evaluation surveys

Most of the children felt they had learned something new

Many of the children felt that they had not had enough opportunity to talk

All five of the participants in the focus group feel disenfranchised and are not asked their opinion by adults generally.

4.2 Advocacy Team Findings

The Advocacy Team filled in a post-workshop brief/reflection covering four main topics. The aim of this immediate reflection was to allow adjustments to be made as the workshops progressed based on feedback and observation. These topics included the preparation in advance of the workshops (process), the delivery of the workshops (experience), the output generated from the workshops as well as a general reflection.

The following table summarises the findings from each of these post-workshop reflections, and are given by workshop title from A (the first workshop) to D (the final workshop):

	Sub-Topic	Workshop A 5 – 7 years	Workshop B 8 - 10 years	Workshop C 11 – 12 years	Workshop D 8 – 13 years
Preparation					
	Planning	Good but needed full practice run	Better but need clear instructions	Good plan – decision to co-facilitate worked well	Better clarity meant better engagement
	Suitability of games	Complex material needs	Visuals work better but	Better but include relevant leaders from	Better but higher level of knowledge –

	Suitability of games	more visual support	family picture upsetting	sports/entertainment	change pictures to suit age profile
	Awareness of Role in Team	Run through would have helped define roles	Better	Pre-workshop run through works well	New venue and Project Workers so more advance explanation needed
	Consent Issues	Correct consent	Correct consent	Correct consent	Correct consent
Execution					
	Purpose clear?	No	Ground rules needed for participation	3 ground rules suggested by Project Worker to ensure all children took part	Clear instruction on number of games, role of Advocacy Team and importance of their input worked well
	Budget explained?	No	Greater clarity needed about session for children	Clarity and stages worked well	Worked better with great explanation of aim of workshop
	Venue suitability	Not ideal – heat and distraction	Better with cooler classroom	Need to get children to move more	Better
Outcome/ Output					
	Enough material captured?	None No audio-recording/no - feedback	Yes - full recording/artwork and evaluation survey	Yes – full recording of session plus focus group and evaluation surveys	Yes – full recording and evaluation surveys
	The right material captured?	No	Yes	Yes	Yes
	What was missed?	Everything	Nothing	Nothing	Part of Evaluations

Considerable adjustments were made from the first Workshop (Workshop A) to the final one (Workshop D) in terms of process, experience and outcome.

4.2 (i) Process

Preparation

The Advocacy Team had spent considerable time in advance brainstorming ways to talk to children about the Budget in a way that they understood:

'This meant identifying and developing games that would link children's worlds with the idea of spending money. A detailed plan was written up in advance of the first session.' (Advocacy Team).

However, the lack of a run-through led to some unforeseen complications, especially with the younger age group, where the concepts are very difficult for this age group to grasp.

'Given the expertise of project staff it would be good to run through the plan and materials beforehand with staff. This should be worked into the implementation plan for the entire project.' (Advocacy Team).

While Workshop A worked well, it became clear it needed a full run through and by the final Workshop (Workshop D) the increased level of clarity about the delivery of the workshop meant better engagement by the child participants.

Materials

The concepts of the Workshop were quite complex, and the materials used failed to provide adequate understanding certainly in the first Workshop, which consisted of child participants in the 5 – 7 age group.

As the workshops evolved, it became clear that the materials need to be adapted to suit differing age groups. This was particularly relevant in the discussion about leadership.

Given the level of interaction and existing relationships that the Project Workers have with the children, their input is essential, as the Advocacy Team noted in their overall reflection

'We tweaked some of the materials based on feedback from project staff.' (Advocacy Team).

Roles

The co-ordination of roles between the Advocacy Team and the Project Workers would have benefitted from an initial run through of the workshop with the Project Workers. Three of the workshops (A, B and C) were run in the same venue with an overlap of Project Workers from week to week over the three-week period. This helped with the smooth management of the workshop. However, given a gap in time and a change in location (and therefore Project Workers) for the final workshop (D) led to a clear need for Project Workers to have a thorough knowledge in advance of advocacy workshops.

While the Advocacy Team were clear on their own role, it became evident that there was a disconnect between how they envisaged the role of the Project Workers and how the Project Workers viewed their own role.

'Advocacy Team members were clear about their roles prior to each workshop there was perhaps less clarity what the project staff's role is.' (Advocacy Team).

However, it became clear that this kind of advocacy work needs the combined input and expertise of both the Advocacy Team and the Project Workers, as the Advocacy Team noted.

'As the process went on the role of project staff became clearer and by the end we collaborated with Project Workers more closely in the facilitation of the workshop.' (Advocacy Team).

The Advocacy Team acknowledged the level of support needed from the Project Workers in order for advocacy work of this type to be successful:

'We need to create deadlines at least a week in advance where an email or meeting between project staff takes place to go through materials and games for the session.' (Advocacy Team).

Consent

The Advocacy Team felt that the correct consent was gained and found no issue with consent. For these workshops parental or guardian consent only was gained for the children by the Project Workers.

4.2 (ii) Experience

Purpose

The purpose of the first workshop was very unclear to the child participants. As the workshops evolved, ground rules were needed for participation by the children in order to enable each child to have a voice. By the final workshop, it became clear that not only were ground rules required, but that the children benefitted from clear signalling regarding the number of games to be played and their purpose. Additionally, the role of the Advocacy Team needed to be explained at each workshop session. On reflection, the Advocacy Team noted:

'We could have been clearer at the outset of each workshop about what it was we wanted the children to do and what format the workshop would take. We were perhaps worried about giving 'the game away' to the children. The introduction was clearer at Workshop C but there were still things we forgot...writing out a detailed introduction in the plan might help or a short bullet point list (e.g. introduce self; recording; purpose). For future workshops, also explain in a child friendly way the overall objective about spending money.' (Advocacy Team).

Explanation

It was felt that the concept of the budget was not clear with the first group of children and while this was improved by the second workshop, it took further clarity in Workshop C (the third workshop) and by the time of the last workshop greater clarity led to higher levels of engagement by the children.

By the time Workshop D was carried out, the session was much more structured and allowed for greater participation by the children.

'We outlined the activities, how many activities, what the Advocacy Team does (e.g. Pre-Budget work) and the purpose of the session- to feed into the Pre-Budget work. Participants understood and had the opportunity to think in advance about where they would spend the money. We stressed the importance of their views in our work and that we were keen to hear what their ideas were.' (Advocacy Team).

The Advocacy Team felt that they had achieved what they set out to do in terms of budget allocation and the concepts of leadership.

'I think over time we have developed a child friendly way of explaining the budget. Unsure of the need to include the piece around the leaders. I think the children got that the government spends money and what should we spend it on. However, the leaders piece was fun and illuminating in terms of awareness around certain leaders (Queen and Trump) and not others.' (Advocacy Team).

Venue

All of the workshops took place in classrooms in a local school which the Project Workers were using as part of a summer project. The first workshop was run on a day which was particularly hot, and it was felt that the room was too small and cluttered for proper execution of the workshop. This improved on the following weeks with the use of a larger classroom which had been cleared and set up specifically to allow for movement of the children during the workshops.

4.2 (iii) Outcome

The first workshop provided no feedback, either in terms of advocacy or for evaluation. While the children did draw pictures, they decided to take them home with them, making them unavailable for analysis. The following workshops were audio-recorded.

The team felt recording the session worked well:

'Recording the sessions worked very well. The first week we were unsure of how the workshop would go and didn't record it due the distraction it might cause. We could work in getting the child participants to do more considered artwork as a follow-up or pre-workshop activity. We could also get them to write a tweet about what the money should be spent on.' (Advocacy Team).

In terms of evaluation, three of the children in the second workshop provided artwork to encapsulate their ideas on the Advocacy Workshop, as well as partly filling out evaluation forms. For workshop C the children were invited to participate in a pen and paper evaluation survey or to take part in a focus group discussion. This yielded nine responses that could be analysed. In the final workshop, the children provided either fully completed or part completed evaluation surveys. In these latter two workshops, no artwork was requested.

What was missed? Evaluator Note

The evaluator was present at Workshop C and asked that the children give their name and age before the workshop began. This allowed for data gathering in terms of age and gender and should be included in future workshops.

Summary

A full run-through is essential to ensure the smooth running of the workshops – this needs to involve the Advocacy Team and the Project Workers as co-facilitators

The roles of the Advocacy Team and the Project Workers need to be agreed in advance

The venue needs to be a well-ventilated open space to allow for the movement of children

Ground rules need to be established to enable each child to have a voice

The child participants were able to discuss their views which were captured in a meaningful manner

The child participants were able to provide evaluation feedback

Age and gender of participants needs to be noted in future advocacy workshops.

4.3 Project Worker Findings

This section looks at the findings from the focus group discussion with four of the Project Workers who had co-facilitated the workshops. All four participants are part of the Limerick Barnardos South Project with a number of years of experience either in school based (breakfast club/after-school programmes) and/or as family support workers.

4.3 (i) Process

It is clear that planning the sessions with a full run through in advance with the Project Workers is of great benefit to this kind of advocacy work, especially around issues of turn taking in discussion:

'...and we did give some suggestions just around the very start of it and just you know about each child having a voice and hearing that voice because some children get very over enthusiastic - so just to make it more of a game....' (Julie, Project Worker).

'And very enthusiastic children that want to answer for everybody they would actually know it's not my turn...' (Eva, Project Worker).

Awareness of Role

The Project Workers tended to view themselves in a supportive role at the point of the execution of each workshop:

'Last week myself and Barbara sat there and we were just a support – a supportive role to the two girls and if the children needed us.' (Aine, Project Worker).

'To manage the group and take a child out where they need additional support.' (Eva, Project Worker).

The Project Workers were equally clear of the value of having someone from the Advocacy Team either lead or co-facilitate the advocacy workshops:

'It is nice having someone come down from Dublin – someone that they're not familiar with because that really does grab their interest – that they're more interested in like: "Who are you now, and why are you here?"' (Julie, Project Worker).

'Yeah it separates it from the daily things ...It's a little more unusual for them.' (Barbara, Project Worker).

'It improves the status of it you know...' (Eva, Project Worker).

Consent

While the Advocacy Team found little difficulty in consent, the Project Workers (who were the ones tasked with gaining parental/ care-giver consent) found it more of a problem:

'I found it a bit challenging because I think a bit of confusion of the parents ... when the kids are coming in and parents coming in you could have two or three people and you're trying to hold the parent an then you're missing another parent.' (Aine, Project Worker)

The Project Workers suggested that if more advocacy work is to be conducted it should form part of an overall consent.

'Because these advocacy pieces seem to be coming up more and more be it in family work or in the school-based services that if we had something standard in our general consent...' (Eva, Project Worker).

4.3 (ii) Experience

The evolution of the advocacy workshops was largely driven by input from the Project Workers. This enabled a much more structured format with clear instruction to the children which was introduced after the first workshop, with greater clarity evolving as each workshop was conducted.

The Project Workers felt that the Advocacy Team were good at explaining what the workshops were about but cautioned the need to keep it very simple.

'So, you want to keep it as simple as possible...' (Eva, Project Worker).

'But today when you said do you know were they clear on it you know it was really good to see one child asking the question: "What is healthcare?" That was brilliant, so. Even if the other children didn't ask that question and let on they know at least they had more of an opportunity to hear it explained.' (Eva, Project Worker).

The Project Workers felt that the Advocacy Team succeeded very well in explaining the difficult concept of a budget to the children, and that this was reflected in the level and richness of feedback from the child participants:

'I think in both groups it was explained quite clearly...I think (Advocacy Team) was quite good explaining what they were there [for] and what they were talking about and why the games were related to the budget and what they would do...'

...Definitely – I just got a sense that they understood it because you got such good feedback from them I feel if it wasn't explained properly to children they're very good to go – number one to stay silent and number two if you hadn't explained it properly they wouldn't give you a very insightful – such as they've been doing. So children will always do that when something has been explained well to them.' (Julie, Project Worker).

Venue

The advocacy workshops took place in the classrooms of a local school that was being used for the children's summer project. The Advocacy Team felt that the venue was suitable apart from the issue of extreme heat on the first day.

However, the Project Workers were less sure of both the location and the timing of the advocacy work, as well as whether or not it was suited to inclusion in Summer Camp activities. One of the Project

Workers noted that for the children who had opted out that it may have been too great a change from the activity of Summer Camp:

'I'm not sure if for them...I'm just thinking of the two kids who opted out of it today – did it feel kind of like work?' And the fact that it was a physical day and they were tired after that. To maybe do it earlier in the day when they're fresher.' (Eva, Project Worker).

There was general consensus that advocacy work was better suited to an afterschool programme, where there is a greater rapport between the children and the Project Workers:

'For me personally I would have loved to have seen something like that down with an afterschool programme that I would have been involved in.' (Julie, Project Worker).

'...quite well and they're quite insightful children... and they would have really enjoyed the break from a homework sort of afterschool session to do something like that it would have been fun for them and I do think they would have engaged really well in it because they're quite insightful children and they're used to that structure. I think a summer camp is more around 'Well, I'm coming today, I'm going to have fun. I'm going to do activities.' And it might feel a little bit 'worky'?' (Julie, Project Worker)

4.3 (iii) Outcome

In terms of the information provided by the children, the Project Workers felt that enough material had been captured from the children:

'their understanding and their ideas of where we put money. For us it sounds like such a big thing but simplify it so much further so as to explain you know how money can be put into services...

...I was really struck by the family one as well because I didn't know if that would make sense to them. But it actually did and one kid came up with something really nice you know and understood that...' (Eva, Project Worker).

[That was about therapy?]

'Therapy. Yeah - he understood that families could need extra support...' (Eva, Project Worker).

4.4 Additional Findings

During the focus group discussion with the Project Workers, they were asked if they felt the Advocacy Team had missed something that they, as people working with the children on a daily basis would be aware of. The issues that emerged were community, the value of advocacy, age thresholds, group dynamics, responsiveness and feedback.

4.4 (i) Community

'Maybe something – and I suppose this came through in the older group – maybe something around their own community – do you know – like what's relevant to them locally – to you know putting money to hospitals and so on is a little more external to them whereas what I have around me. Whether I have a play area I have green space you know...yeah you know... or the boarded-up houses you know. These were the things that were coming up for them during the year in the other advocacy piece because they could experience it because it was ...' (Eva, Project Worker).

'It was real to them, wasn't it? It was just what was happening outside their door and that.' (Barbara, Project Worker).'

4.4 (ii) The value of advocacy

The Project Workers were also asked if advocacy work in general has the potential to be a regular programme with children, and specifically in terms of giving children a voice.

'...in the junior group I had a little boy and you know preconceptions might have been on other people but he shone – he shone. He loved the attention of (Advocacy Team) asking his opinions and that you know and he was the older of that age group so you know...it maybe gave him a chance he'd been a leader all the time and it gave him another chance to be a leader within the group you know?' (Aine, Project Worker).

'That's really important for kids generally who may be shot down in a lot of other environments – where they feel their opinion doesn't matter or they're not heard. I think for that...' (Eva, Project Worker).

4.4 (iii) Age Threshold

One of the Project Workers wondered if there was an age threshold on advocacy workshops, especially on complex issues such as the budget and leadership. This issue emerged particularly in relation to the first workshop, which was aimed at the youngest age-group which was intended to be children aged 5 to 7 years:

'I personally felt with the juniors it went over their heads a little bit. I thought they loved the game at the beginning ...the house and the hospital and then different pictures and they ran from one to one and that really worked. It got them interested it brought their attention to it...' (Eva, Project Worker).

However, as the group discussion emerged, Eva reflected that it may have been less about age and perhaps more about the timing of the advocacy piece:

'I just think where they missed it a bit was they were tired – they were there since nine o'clock – they were ready for home not alone do anything and it was a lot even though in fairness (The Advocacy Team) made a real game out of it – they were tired.' (Eva, Project Worker).

[And they have to concentrate quite hard?]

'Yeah they do and when they were asking the money I just don't think they kind of got the gist?'
(Aine, Project Worker).

4.4 (iv) Group Dynamics

The evaluator was present for Workshop C, which comprised the largest number of children (12 in total aged 10 – to 12 years) and observed that the group of children appeared quite disparate. The Project Workers acknowledged that children in the Summer Projects are generally coming together as a group for the first time, and some may be unknown to the Project Workers present on that particular day.

'With summer camp they're all individual children brought together for a specific purpose giving that feedback is very difficult you know ...' (Julie Project Worker).

[I suppose it depends on how well they gel as a group as well?]

'Exactly. It really is. They seemed to be segregated a little bit, yeah.' (Julie, Project Worker).

'And in their own little pockets. And you find that in groups as well...' (Eva, Project Worker).

'But I mean up until yesterday they didn't know one another...they did well considering...'
(Barbara, Project Worker).

The Project workers were asked if they felt Advocacy Workshops would work better in a smaller group. They expressed the opinion that larger groups work well if trust in the group is already established, as in a school setting:

'(for afterschool) sitting down for a discussion about something wouldn't be abnormal because we'd do that – we get their opinion about what they'd like to do and do you know...circle time...'
(Aine, Project Worker).

'It takes a while to do that – to get to know them...do you know? To do that confidence circle. And I do think they did that very well considering...' (Barbara, Project Worker).

4.4 (v) Responsiveness

The iterative nature of the pilot programme for the Glór na nÓg was a critical element of the evolution of the workshops. The Project Workers commended on the ability of the Advocacy Team to take on their suggestions and have them implemented by the next workshop. In particular, advice about turn taking in discussion and structure were well received. One Project Worker noted that the family picture that had been used initially caused some upset:

'Except one of them for the family a child got quite upset around the family one because I suppose it didn't depict their family...and that was changed...Right away. That was fed back and that was changed straight away.' (Julie, Project Worker).

4.4 (vi) Feedback

One Project Worker stressed the importance of giving the children who had participated some feedback. It was noted that each child had received a 'Participation Certificate' which acknowledged their participation and was welcomed, but that some further feedback was needed:

'And I think actually what might be helpful given the learning from the other advocacy pieces during the year was the feedback that something comes back to them now.' (Eva, Project Worker).

Summary

- ***Advocacy work may be better suited to after school club with engagement of teaching staff in school to allow for discussion on leadership/budget issues. This would resolve a number of issues, especially around rehearsal, group dynamics, Project Worker knowledge of the children and trust***
- ***Age appropriate games and materials allow for children of all ages to participate but there may be a need to focus on more local/community issues that can link into national ones***
- ***Advocacy consent needs to be formalised and/or streamlined as children and their parents engage with Barnardos services***
- ***Advocacy work benefits from the close working relationship of the Project Workers and the Advocacy Team – both are crucial to the successful execution of the Advocacy Workshops***
- ***The responsiveness of the Advocacy Team in being able to take on the suggestions of the children and the Project Workers from week to week was appreciated***
- ***The Glór na nÓg Advocacy workshop had an added layer of capacity building in children in terms of their sense of value and worth.***

5.0 Discussion

The work of Barnardos to provide direct support to children and families across Ireland has enabled them to consistently lobby and influence reform of policies laws and services to improve outcomes for children. The knowledge, insight and experience Barnardos has gained through working with children and their families are wide ranging as outlined earlier (Section 1.0). Barnardos believe it is vital for the voice of the child to be heard in policy making as it will assist in the creation of more child-centred policies and laws. With the recent appointment of a dedicated Advocacy Officer Barnardos aims to engage and embed child advocacy in all of its work. Following on from its existing advocacy work, the development of a pilot programme called Glór na nÓg aimed to enable Barnardos to develop a project that would allow for the inclusion of children's opinions in its Budget campaign, and that the lessons learned from both monitoring and evaluation would allow Barnardos to create a policy on child advocacy that would be embedded into all of the organisations work with children and young people.

The Glór na nÓg pilot sought to achieve a number of identified targets which included developing a method of engagement with up to 25 children in a number of locations

For the purposes of the Monitoring and Evaluation of the pilot the key objectives included the establishment of an iterative method of process monitoring which included all participants as well as gathering meaningful qualitative and quantitative data that would enable development of an embedded child advocacy policy going forward.

The inclusion of children and young people's opinions on matters affecting them is reflected in Irish Government strategy, most notably the Better Outcomes, Brighter Futures Policy Framework for Children and Young People (DCYA 2014) which has as a key transformational goal the involvement of children and young people in decision making that affects their lives (DCYA 2015).

One of the major concerns with the Glór na nÓg pilot programme was how to encourage children to discuss difficult concepts, such as budgets and leadership, which would not be in their everyday remit (discussed in Section 2.1), and as such required adult action (Koocher 1976; Melton, 2012; Westman 1979). However, the richness and complexity of the data gathered from the child participants proved that learning in researching with children is not asymmetrical (Piaget 1932, Vygotsky 1978). In the Glór na nÓg workshops, it emerged that learning was a symmetrical process (Barbeiri and Light 1992) with children learning from each other (in group discussion) and adults (the Project Workers, the Advocacy Team and the evaluator) learning from the children.

There is little doubt that, as a 'seldom heard' group, the children in this pilot study were not used to being asked their opinion. The ability of the workshop facilitators to listen to, and take on board, the children's opinions (on budget allocations and in evaluation) meant that they were being treated in the same way as adults (Flin et al. 1992; Goodman and Bottoms 1993) and that they benefitted from this in that each child became more informed and felt that they are a human being in their own right, giving

authenticity to the research and evaluation process (Grover, 2004; Holt 1974). (See Section 2.1; Section 3.3(v)).

The use of a child centered approach to discussion using games and prompts also worked well as there is little doubt that using these techniques enables even very young children to express their opinion on complex topics and that they have the cognitive capacity to do so competently (Bull 1995; De Loache 1990; McCauley and Fisher, 1992; Pipe et al.1993; Saywitz et al 1992). (See Section 2.1). While there were some difficulties with completion of evaluation forms and art work as feedback from the children this was more of an issue for the Advocacy Team and the evaluator than the children. Research and evaluation techniques thought to be useful with children, (as discussed in Section 3.3(v)) who are inherently different to adults, (Punch 2002) caused difficulty in the early stages of the workshops. The artwork in particular points to this difference, as the three pictures bear no relation to the topics under discussion but contained images that were important to them. This confirms the view that young children are largely unable to make pictures of things that do not make sense to them – that are unfamiliar or that they have not experienced (Mayesky 2010).

It is also clear that the chronological steps outlined in the Lundy Model (Lundy 2007) are crucial to child advocacy work. In particular, the issue of 'Voice' (that children must be facilitated to express their view) became apparent early on in the Workshop and led to the development of a clear set of rules to allow each child to participate. Similarly, the notion of 'Influence' (that the view must be acted upon and communicated to the child) led to the children and young people being very involved in how the workshops ran and prompted the production of an Advocacy Team Report card (see Appendix B) to be issued to the child participants. This report card summarised the feedback that the children provided in the evaluation element of the project and reaffirms their 'Influence' in the workshop development.

A core principle of Irish government policy on child advocacy is 'to ensure children and young people are supported to express their views in all matters affecting them and to have those views given due weight, including those of 'seldom heard' children. The children who participated in this pilot Glór na nÓg are representative of this group. They are rarely asked for their views and may need rehearsal to further develop the skills needed for participation (DCYA 2014).

5.1 Challenges

There were a number of challenges involved in the preparation and execution of the Glór na nÓg Workshops. Many of these centred on advance planning as the Advocacy Team sought a way of explaining complex concepts such as fiscal allocation to young and very young children.

The lack of a full run-through caused problems as it became clear that ground rules needed to be established to allow each child to have a voice and turn take in expressing opinions.

From an evaluation point of view, the evaluation forms proved too convoluted and confusing in their original format and had to be altered considerably.

The use of a 'standard family' picture caused upset to one child and had to be changed out, so particular care must be taken in the materials used, especially with a group of 'seldom heard' children.

Also, terminology that is used and understood by adults may not be understood by children. The example is one child in Workshop C (11-12 years) asking what was meant by the term 'healthcare.' There may have been other terms used that were not widely understood.

5.2 Recommendations

The success of the four workshops indicate that the pilot Glór na nÓg project aims and objectives have been met. The Barnardos Advocacy Team developed a method of engagement with the child participants, piloted that method with over 25 children in different locations and created a comprehensive monitoring and evaluation programme that allowed for iterative change during the process as well as providing meaningful qualitative and quantitative feedback which can be incorporated into an embedded child advocacy policy

Specifically, in the instance of the Glór na nÓg pilot, the Advocacy Team and Project Workers have developed a method of engagement that has enabled children to understand difficult concepts such as leadership and budget allocation across all ages.

Feedback from the child participant surveys and focus group discussion as well as the focus group discussion and reflective pieces by the Project Workers and the Advocacy Teams point to a number of issues that need to be considered going forward. The recommendations are as follows:

- **Consent** for child advocacy pieces should be sought as part of the overall consent when parents engage with Barnardos services
- Future Glór na nÓg Workshops should always be **co-facilitated** by a member of the Advocacy Team and a Project Worker who knows the children
- A full workshop **schedule** should be given to the Project Workers beforehand and time set aside to discuss this in advance
- A **checklist** should be prepared in advance to ensure that all workshops follow the same format and all materials required are to hand.
- The Glór na nÓg Workshops are better suited to an **after-school activity**, as part of the after-schools club
- A level of trust and an unspoken understanding of **group dynamics** by children would better enable advocacy work
- Some additional work is needed on the workshops for the **younger age group**
- A short 'Advocacy Team Report' has been included in this evaluation for the children who participated to provide them with **feedback**.

6.0 References

- Barbeiri, M.S., and Light, P. (1992) Interaction, gender and performance on a computer-based problem-solving task. *Learning and Instruction* 2, pp 199-213.
- Bull, R. (1995). Innovative techniques for the questioning of child witnesses, especially those who are young and those with learning disability. *Psyc-net.apa*.
- DCYA (2014) Better Outcomes Brighter Futures. The national policy framework for children and young people 2014-2020. Department of Children and Youth Affairs. Government Publications Office.
- DCYA (2015) A Practical Guide to including seldom-heard children and young people in decision making. Department of Children and Youth Affairs. Government Publications Office.
- DCYA (2016) Comhairle na nÓg Guidebook: Young Voices, Local Issues. Department of Children and Youth Affairs. Government Publications Office.
- De Loache, J. (1990). 'Young children's understanding of models' Fivush, R., and Hudwon, J. (eds) *Knowing and Remembering in Young Children*, New York, Cambridge University Press.
- Flin, R., Boon, J., Knox, A., & Bull, R. (1992). The effect of a five-month delay on children's and adults' eyewitness memory. *British Journal of Psychology*, 83(3), 323-336.
- Goodman, G. S., & Bottoms, B. L. (1993). *Child victims, child witnesses: Understanding and improving testimony*. Guilford Press.
- Grover, S. (2004). Why won't they listen to us? On giving power and voice to children participating in social research. *Childhood*, 11(1), 81-93.
- Hedderman, C. (1987) *Children's Evidence: the need for corroboration*. Research and Planning Unit, Paper 41, London, Home Office.
- Holt, J. C. (1974). *Escape from childhood* (p. 18). New York: EP Dutton.
- Kennan, D, Forkan, C. and Brady, B. (2017). *Child and Young People's Decision-Making with Tusla: A Baseline Assessment Prior to the Implementation of the Programme for Prevention, Partnership and Family Support*. The UNESCO Child and Family Research Centre, NUI Galway.
- Koocher, G. P. (1976). *Children's rights and the mental health professions*. John Wiley & Sons.
- Lundy, L. (2007) "'Voice" is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child', *British Educational Research Journal*, 33(6), 927-42.
- Mayesky, M. (2009) *Creative Activities for Young Children* (9th ed). Delmar Cengage Learning., US.
- McCauley, M. R., & Fisher, R. P. (1995). Facilitating children's eyewitness recall with the revised cognitive interview. *Journal of Applied Psychology*, 80(4), 510.
- Melton, G. (2012). *Child advocacy: Psychological issues and interventions*. Springer Science & Business Media.

Piaget, J. (1932) *The Moral Judgement of the Child*. London, Kegan Paul.

Pipe, M.E., Gee, S. and Wilson, J. (1993) 'Cues props and context: do they facilitate children's event reports?' I Godman, G., and Bottoms, B. (eds) *Child Victims, Child Witness: understanding and improving testimony*, New York, Guilford.

Punch, S. (2002). Research with children: the same or different from research with adults?. *Childhood*, 9(3), 321-341.

Saywitz, K., Geiselman, R., and Bornstein, G. (1992). 'Effects of cognitive interviewing practice on children's recall performance.', *Journal of Applied Psychology* 77 pp 744-756.

Takanishi, R. (1978). Childhood as a social issue: Historical roots of contemporary child advocacy movements. *Journal of Social Issues*, 34(2), 8-28.

UN (2010) *United Nations Convention on the Rights of the Child*.

Vygotsky, L.S. (1978) *Mind in Society: the development of higher psychological processes*, Cole, M., John Steiner, V., Scriber, S. and Souberman, E. (eds). Cambridge (Mass) Harvard University Press.

Westman, J. C. (1979). *Child advocacy*. Free Press.

Appendix A

A (i) Advocacy Team Reflective Questionnaire

A. Preparation

1. Did we plan the format / structure of session adequately? What worked well in this plan? What could we have done to improve our plan?
Did we identify suitable materials and games for inclusion in the session?
2. Were all team members aware of the role they would play in the workshop?
3. Did we get the correct consent? If not, what were the gaps?

B. Execution

1. Did we convey the purpose of the session clearly in our execution? If yes, how was this achieved? If no, how could we have improved our clarity?
2. Did we explain the advocacy focus/ Budget in a child friendly way?
3. Was the venue suitable for the planned activities?

C. Outcome/put

1. Did we capture enough material?
2. Did we capture the right material?
3. What did we miss?

D. Reflection

1. Did we meet our objectives? If yes, how? If no, why not?
2. What could we do to improve the format?
3. Are there any follow-up actions needed?
4. Any other comments / reflections?

A (ii) Project Worker Interview Schedule

Barnardos Glór na nÓg

Post-workshop de-brief for facilitators

Preparation -> Execution -> Outcome/put -> Reflection

Project Staff Questions:

Can you tell be a bit about yourself and your role here generally?

What was your role in this instance?

Can you tell me your understanding of Glór na nÓg?

Do you feel what we were trying to achieve was properly explained?

A. Preparation

1. Did we plan the format / structure of session adequately? What worked well in this plan? What could we have done to improve our plan?
Did we identify suitable materials and games for inclusion in the session?
2. Were all team members aware of the role they would play in the workshop?
3. Did we get the correct consent? If not, what were the gaps?

B. Execution

1. Did we convey the purpose of the session clearly in our execution? If yes, how was this achieved? If no, how could we have improved our clarity?
2. Did we explain the advocacy focus/ Budget in a child friendly way?
3. Was the venue suitable for the planned activities?

C. Outcome/put

1. Did we capture enough material?
2. Did we capture the right material?
3. What did we miss?

D. Reflection

1. Did we meet our objectives? If yes, how? If no, why not?
2. What could we do to improve the format?
3. Are there any follow-up actions needed?
4. Any other comments / reflections?

Are there areas that we missed that might be particularly relevant to the children that you are working with?

Do you feel Glór na nÓg is a useful programme for children?

In what way?

Appendix B Report Card

Glór na nÓg Report Card

Thank you for taking part in our recent workshops where we played games and talked about leaders and how people spend money.

We wanted to make sure that we were able to ask you questions about the budget so that we can include your opinion when we are asking the Government to put extra money into services that are important to you. Because you took part and told us what we did right and wrong in the workshops, we will be able to run these workshops with children all around the country.

This is the report that you gave us!

	Yes	No	Sort of
<i>Did we make the workshop fun?</i>	✓		
<i>Did you like the shop game?</i>	✓		
<i>Did you like the spending money game?</i>	✓		
<i>Did you like talking about leaders?</i>			✓
<i>Were all of our questions clear?</i>		✓	
<i>Did we use pictures you did not like?</i>			✓
<i>Did we use words you did not understand?</i>			✓
<i>Did you like telling us your opinion?</i>	✓		

Overall comment: Good but could do better!

So we listened and made the changes and the workshop is now much better. Thank You!