

redesigning support for care leavers

exploring the use of co-productive methods to
collaboratively design and improve leaving care services





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Executive summary

When we work to improve services we tend to talk with people who have expert knowledge about change. Some of the people that spring to mind may be those involved in management, development, research and evaluation, but how often do we include the knowledge, experience and expertise of people who have engaged with the services we are trying to change?

When we do engage with these experts how often do we ask them to identify what it is we need to change, rather than consult them with our own agenda? When we do work with them, to what extent do we include them in the development and evaluation of this change? And when we have embedded the changes, to what extent do we capitalise on the new relationships, understanding and empowerment engendered through this work? The answer I hear many people say again and again is, 'not often enough'. Yet there is a growing co-productive movement in health and social services, the direction of change has been identified, and is moving, albeit at a slow pace. In the words of a care leaver talking about the co-productive process on this project:

“This is the way it should be.”

IRISS set up this project, bringing together care leavers in Argyll and Bute with their Corporate Parents (Throughcare and Aftercare, Social Work, Health, Homelessness and Education services), to explore what a co-productive approach could look like in the social work sector.

The project focused upon the social and emotional care of care leavers as they move on from care. Workshops were used to share care leavers' experiences and develop ideas that respond to the needs expressed by young people. These ideas were prototyped in the workshops and tested and evaluated as part of service provision. For more information about the project process please visit the project blog: <http://blogs.iriss.org.uk/leavingcare>

The results of the project found that the approach not only developed meaningful and context specific ideas for Leaving Care services in Argyll and Bute, but the process itself was considered valuable by managers, practitioners and care leavers.

“The idea of bringing service providers together with us to come up with new ideas will help us prepare better.”

“I have found the process of getting lots of different agencies listening to young people’s views and opinions fairly informative. I believe listening to young people is **the** most productive way to develop services.”

“The opportunity to communicate, interact with colleagues with no agenda other than ‘thinking outside the box’ about the design that delivery of services has been really innovative ... I have rarely been involved in a project where good ideas have been progressed so quickly.”

Who will be interested in this report

This report has been written to share a co-productive process as well as reflections and recommendations when using this approach. For this reason it may be of interest to service managers, human resource managers, community and voluntary groups, partnership working agencies, service designers and policy makers who are interested in ways of innovating and improving service delivery.

This report focuses on the use of a co-productive approach between different services all involved at a time of transition for care leavers. For this reason it may be of particular interest to corporate parenting agencies (umbrella name for all the services that work to support young people leaving care), and people involved in the improvement of leaving care services.

Acknowledgements

A mix of service managers, practitioners and care leavers from Argyll and Bute were involved in this project. IRISS, Scottish Throughcare and Aftercare Forum (STAF) and Snook would like to thank all that were involved, for their willingness to share their perspective and opinions, and time allocated to try new approaches. Thanks also to people who posted on the project blog (<http://blogs.iriss.org.uk/leavingcare>), and shared their thoughts via email.

Introduction

Research conducted by the Institute for Research and Innovation in Social Services (IRISS) into innovation and improvement in Scottish social services identified several key barriers that prevented practitioners from being innovative. Respondents stated that a lack of time and finances, together with political interests – maintaining the status quo rather than focusing on the needs of service users – were hindering innovative development (IRISS, 2009).

Traditional approaches to improving service delivery in the social work sector have focused on the creation of new policies, regulations and guidance through consultative methods, councils then referring to these documents to design a service. However, other areas such as the private sector and the NHS Institute for Innovation and Improvement are using ethnographic and collaborative methods to design services with their stakeholders (2009). Using processes such as these, they have developed solutions that claim to be successful, sustainable and cost-effective.

The ‘Redesigning Support for Care Leavers’ project aimed to: a) build the capacity of practitioners to innovate in their workplace using existing knowledge, skills and assets, and b) to include care leavers in the redesign process, focusing upon ***their*** experiences of services.

Section 1: Background

1.1 INSTITUTE FOR RESEARCH AND INNOVATION IN SOCIAL SERVICES

IRISS promotes positive outcomes for the people who use Scotland's social services. Our focus is on supporting the social service workforce to create positive change through research, creativity and innovation. Our activities support the 200,000 individuals in Scotland working in social services in the statutory, voluntary and private sectors (IRISS, 2010).

We work to deliver three key outcomes:

- » Embed a culture of collaboration, open to new ideas
- » Ensure everyone has the knowledge, tools and skills to effectively use evidence and to innovate
- » Place people at the centre of the design of services and support

We focus on three key areas:

- » Evidence informed practice
- » Innovation and improvement
- » Knowledge media

This project was run by the Innovation and Improvement Programme. The Innovation and Improvement programme aims to assist in the implementation of new ways of working by helping to create services and supports that are participatory, innovative and user-centered. The programme aspires to encourage social care practitioners who are flexible and confident in their role, and networked into communities, to be ready to meet emerging challenges with innovative solutions.

The Innovation and Improvement Programme brings new thinking to social services in Scotland and draws on ideas in other areas of the public, voluntary and private sectors. The programme encourages innovation and improvement as both outputs – a product or a service – or processes, as a way of developing ideas and practices and aims to support the development of both.

1.2 LEAVING CARE SERVICES

The Debate Project, a project run for and by care leavers across Scotland, recently published information about care leavers' views and opinions on leaving care. This stated that the one thing that young people needed most, and didn't receive when leaving care, was emotional support. Young people said they felt isolated, depressed and lonely after they left care (Life After Care, 2009).

A young person from the Debate Project commented on her feelings about leaving care:

“You feel ashamed and you feel isolated and you've got no one to talk to about it. You keep it all to yourself. I didn't get any support, mental support or emotional support. Growing up I was always anxious or sad. When I left care I had a hard time settling down emotionally and struggled to set up my life. I feel like I was let down, I didn't have regular contact or an allocated worker.”

Leaving care is formally defined as the cessation of legal responsibility by the state for young people (Scottish Government, 2004). However, leaving care is a major life event that young people experience: moving from being dependent on state support, to living independently, and becoming a self-sufficient adult.

At the end of February 2012, 16,171 children/young people were looked after by councils in Scotland, a number that has increased every year since 2001, and is at its highest since 1981 (Scottish Government 2012). Between 2010-11 4,746 children/young people left care and 1,408 of them were between 16-21 years old (Scottish Government 2012). This is a young age at which to make this transition considering young people not looked after by the state tend not to leave home until they are 22 (Scottish Government 2004).

Young people who have left care are prevalent in statistics on socially excluded youth, even though care leavers account for less than 1% of the population. For example:

- » Children/young people in care are four to five times more likely to have mental health issues than their peers
 - » Over 20% of women who leave care between the age of 16–19 become young mothers within a year, compared to 5% of the general population
 - » A third of homeless people were formally in care
 - » 30% of children in custody have been in care
 - » 23% of the adult prison population have previously been in care
- (Robson, 2008:11)

The independent think tank DEMOS modelled two exemplar care journeys and illustrated the cost difference between ‘Child A’ leaving care at 18 with good qualifications and mental health, compared to ‘Child B’ leaving care at 16 and a half, with no qualifications and mental health problems. This model estimated each child’s possible costs to the state up to the age of 30, starting the analysis from the age of 16. It summarises that ‘Child A’ may cost the state £20,119 by age 30 if she goes on to university and secures a graduate job, and ‘Child B’ may cost the state £111,924 if she experiences unemployment, underemployment and mental health problems. The model estimates a cost difference to the state of £91,805 (Bazalgette et al, 2010).

With 1,448 young people leaving care in Scotland between 2009-10, this transition not only impacts upon young people’s economic, mental and physical well-being but using the £111,924 estimated for ‘Child B’s worst case journey, could cost the state anywhere up to £126 million pounds.

1.3 BRIEF

This project explored the use of co-productive methods to collaboratively design and improve services. The project aimed to explore three questions:

1. What could a co-productive approach look like in the social work sector?
2. How could IRISS support practitioners and people who use services to utilise a co-productive approach to improve services?
3. What could this approach yield for practitioners, people who use services, and organisations?

1.4 FOCUS

The project brief could have been approached from several angles in relation to leaving care services. However, in placing care leavers’ perspectives at the centre of this project, provision for the social and emotional needs the Debate Project

highlighted as lacking became the focus for service improvement (Life After Care, 2009). The aim was to translate these needs into tangible actions that could integrate this kind of support into service provision.

1.5 APPROACH

This project utilised a co-productive approach. The word co-production is interpreted in different ways. Its use in this project was to describe a way of working whereby people who use services and service providers work together to create a service that works for them all. It is value-driven and built on the principle that those who are affected by a service are best placed to help design it. This approach works best when a level playing field is created from which everyone feels they are able to share their views and contribute to the process. To see what a co-productive approach can look like please see the following links:

- » <http://thinkpublic.com/our-services/co-production-and-prototyping>
- » <http://is.gd/PqHLJI>
- » <http://www.peopleandparticipation.net/display/Methods/Co-production>



1.6 PARTNERS AND PARTICIPANTS

In order to bring together practitioners and young people who were leaving or had left care, IRISS approached the Scottish Throughcare and Aftercare Forum (The Forum), a national body that represents the interests of young people leaving care and those who support them. The Forum was keen to be involved in the project given that the collaborative approach correlated very strongly with the way it seeks to realise an improvement in outcomes for young people (based on values of participation and workforce development).



As project partners, IRISS and The Forum approached three councils who were considered ready to take part in this project. Being ready meant that the corporate parent agencies in each of these council areas had a history of coming together through local forums to exchange knowledge and develop ideas for service improvement. All the councils we spoke to wanted to be involved in the project. We opted to work with Argyll and Bute as they were able to engage with the project during the specified time frame.

The throughcare and aftercare services in Argyll and Bute experience difficulties due to the extensive and thinly populated geographic spread of the region. The services work together using the model of a multi-agency strategic group, which filters down into operational forums in four regional areas. This network designed the delivery of throughcare and aftercare services in Argyll and Bute and was enthusiastic at the opportunity to participate.

Argyll and Bute Council was crucial to identifying and encouraging practitioners and care leavers to become project participants. Sixteen service managers and practitioners were involved from a range of different public and voluntary leaving care services and organisations such as: throughcare and aftercare, social work, housing, education, health and Young Scot. Six young people who had left, or were at various stages of leaving care, were also involved.

Snook, a service design agency was commissioned as specialists to support the facilitation and development of ideas, from initial concepts to worked up prototypes that could be tested in practice.

Section 2: Process

The project was designed in a way that aimed to:

- » Maximise the transparency of the aims and objectives
- » Devolve the output and outcome(s) of the project to the participants (care leavers, practitioners and managers from social work, health, education and housing in the public and voluntary sectors)
- » Ensure participants felt empowered and safe enough to share personal experiences, opinions and thoughts
- » Create a 'level playing field' between practitioners and young people where experiential and professional knowledge were equalised
- » Encourage participants' feedback about the process they were working through and make changes accordingly

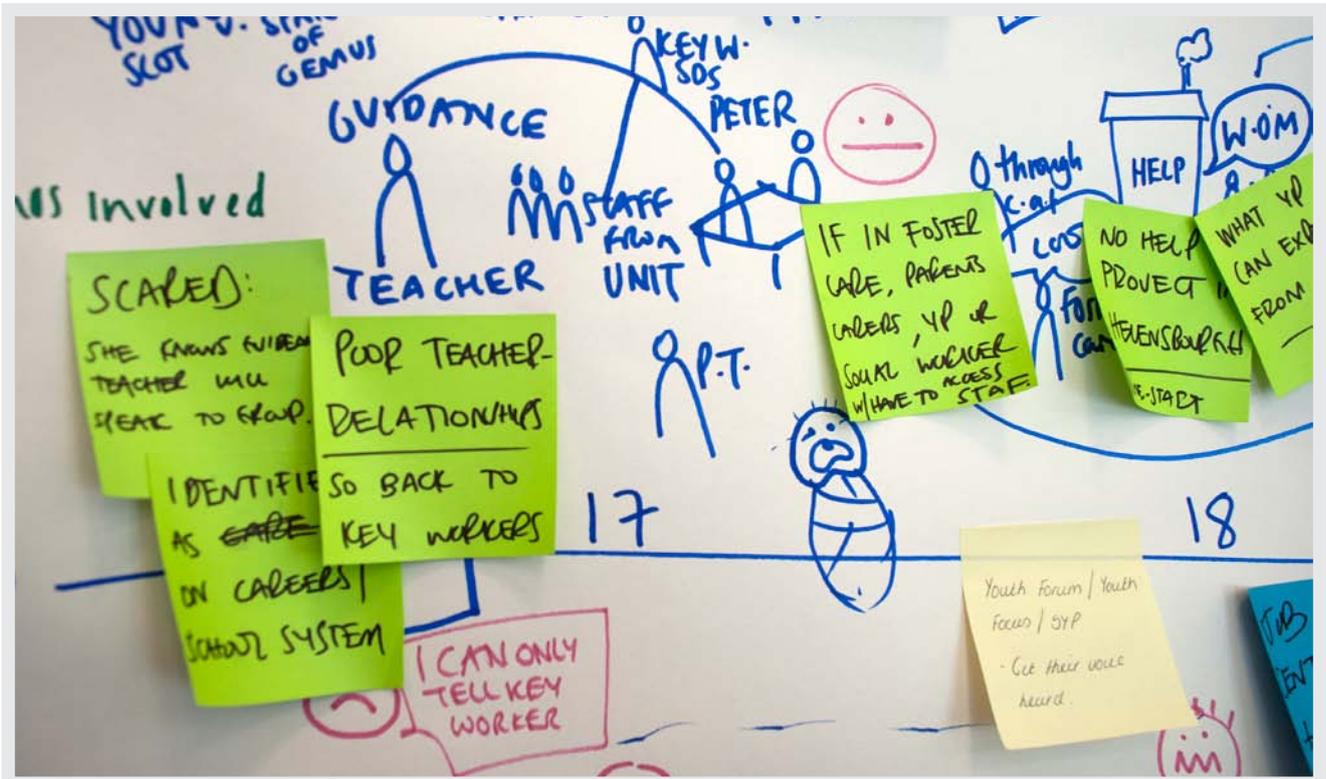
2.1 PROJECT SETUP

Research was conducted by IRISS into the need for this project, and stakeholders and project facilitators were recruited. A contact list of those who might be interested in the project was created to make the project as visible as possible by notifying people of the blog and twitter hashtag (#redesigningleavingcare). All project partners were aware of the scope and method of reporting, and input into the design of the project at this stage. Service managers and practitioners also committed to piloting ideas from the project as part of service delivery.

2.2 CO-PRODUCTIVE WORKSHOPS: STAGE 1

Three weekly co-productive workshops were designed to support participants collaboratively design ideas that responded to care leavers' social and emotional needs.

The objective of these workshops was to collaboratively identify a number of ideas



that responded to the project focus and that participants had energy around taking forward.

The three workshops involved:

1. Introduction to the project, ‘getting to know you session’ for all participants and an introduction to service blueprinting (a generic service, not social service)
<http://s.iriss.org.uk/GJTIZT>
2. Creating a timeline of a young person’s experience of leaving care, identifying problems and opportunities
<http://s.iriss.org.uk/GI3CNH>
3. Developing opportunities into ideas and selecting which ideas to take forward
<http://s.iriss.org.uk/GEoXGn>

The agenda and tools used to facilitate these sessions can be found in the appendices. These may help flesh out how the workshops were facilitated; however, alone, they are not enough to run a co-productive session. Before the workshops began, time was taken to ensure participants were comfortable and ready to share their views in an environment that was open, supportive and addressed the power imbalance as much as possible. The development of this environment was illustrated by the change in young people from being passive observers who needed to be prompted to share their views, to being able to

readily take part in conversations and challenging practitioners' views and procedures.

2.3 CO-PRODUCTIVE WORKSHOPS: STAGE 2

Three workshops were designed to support participants to collaboratively develop the ideas into tangible 'things' (prototypes). These workshops were run bi-weekly, allowing participants time to work together to develop their prototype, but leaving time in-between to test their idea with young people leaving care. This allowed time to check and develop the ideas in ways that may have been unforeseen in the workshop space.

4. Developing prototypes
<http://s.iriss.org.uk/GM1nuo>
5. Developing ideas after testing the prototype for the first time
<http://s.iriss.org.uk/GI3MEQ>

This stage resulted in some of the ideas changing tack, evolving, and being refined due to feedback from service staff and young people. Some people found this quite hard as ideas that had seemed really good in the workshop setting were dismissed by some young people outside of the project. Time had to be given to support people to move past this disappointment and use the learning from what young people had said, integrating it into the adaption of the ideas so they were more relevant. This was carried out openly amongst the group setting so the learning and support was shared as each teams experience of testing was different.

6. Developing ideas after testing the prototypes for the second time and a celebration of the work
<http://s.iriss.org.uk/GL7M7P>

This workshop culminated in a discussion about how the ideas and learning about the process could be taken forward in Argyll and Bute. Although 11 out of 12 practitioners had said they would like to work this way again it was decided to revert to the traditional Working Group model. Reasons given by Argyll and Bute Council for not adopting a co-productive approach subsequent to the project were that it would involve practitioners and managers' time, and that there was not a group of care leavers who were ready and willing to engage in such a system. So whilst the Council was not in a ready state to adopt such a process, they are making inroads, developing resources to make this way of working possible.

2.4 EVALUATING THE PROJECT

Young people and practitioners' experiences, opinions and learning were gathered through evaluation forms at the end of the project. A meeting was set up with our main point of contact in Argyll and Bute Council to discuss the project and the resulting ideas. Service managers and practitioners were also called by phone to discuss how the process of embedding their ideas was going.



2.5 EMBEDDING THE IDEAS

At this stage, the ideas were integrated into corporate parents' practices, with the objective of each idea affecting the social and emotional experiences of care leavers. Each idea was still in a stage of growth and refinement and became the responsibility of the council and corporate parent agencies with input from IRISS and The Forum.

Section 3: Ideas

From the 14 ideas that were generated in the third workshop, only four could be taken forward, due to the number of people in the group and the time we had available. To choose four ideas, everyone was provided with four votes (sticky dots), that they stuck on the ideas they wanted to develop. Three of these ideas looked at creating products and one developed a new process, all of which would act as interventions to support social and emotional support in the leaving care process. Once chosen we had a discussion about if and how the group saw them responding to social and emotional needs.

3.1 IDEAS THAT WERE NOT DEVELOPED

A summary of the 10 ideas that were not developed is provided here. For more detail and comments on the post please see the blog post at <http://s.iriss.org.uk/GJUfLb>

Computers for care leavers

This idea arose out of other ideas that hinged upon young people having access to the internet. Inevitably when it comes to technology and the internet people talked about care leavers privacy and safety online. However, the young people immediately countered this perspective by saying they are online using their mobile phones, why is this any different from using a computer. Importantly, why should their access to the internet be any different from any other young person who has moved away from home?

When posted online this idea resulted in comments from the blog readership including staff at the Centre for Excellence for Looked After Children in Scotland. Those that commented provided several links to sources that share thoughts about what the sector needs to understand about computers and technology and how it is being integrated into care and support for young people. You can access the links in the blog post or in the following list:

- » <http://s.iriss.org.uk/GGCqLj>
- » <http://s.iriss.org.uk/GFgdAP>
- » <http://s.iriss.org.uk/GL776t>
- » <http://helenreynolds.posterous.com/social-media-for-social-care-how-monmouthshir>
- » <http://ceop.police.uk>
- » <http://www.thinkuknow.co.uk>
- » http://www.homeaccessgrant.com/index.php?option=com_content&view=article&id=42:challenging-the-system-to-realise-the-benefits-of-technology&catid=3:newsflash

My Money

This idea arose out of the conversations young people were having in their own time. My Money was a way of making information about money more transparent and encouraging care leavers to personalise the support they received. On the project blog some links were provided to resources that could help with this:

- » <http://www.ltscotland.org.uk/onthemoney>
- » <http://www.ltscotland.org.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/numeracy/supportmaterials/resources/index.asp>

Online diary

This idea didn't really get fleshed out too much in the workshop but a discussion was had around how when people update their Facebook status it gives an idea of how you are feeling and what you are doing or interested in finding out about. Being able to see this kind of information could initiate a connection with young people about emotional support that may be needed.

Of interest, and whilst not described as an online diary, Big White Wall is an online early intervention service for anyone aged 16 or over who is experiencing mental health problems. Through a range of online therapeutic interventions, and creative self-expression, people can choose to share and discuss the underlying 'story' of their pictures, remaining completely anonymous and being supported to self-manage their own mental health (www.bigwhitewall.com).

A contributor to the blog also provided links to guidance published by the Scottish Social Services Council and British Medical Council, which start to flesh this idea out.

- » http://www.sssc.uk.com/component/option,com_docman/Itemid,486/gid,1856/task,doc_details
- » http://www.bma.org.uk/press_centre/video_social_media/socialmediaguidance2011.jsp#.T045Fszys18

Design your own Pathways

Pathways is the national name for the process and folder of forms that assist workers and young people to plan their leaving care package. Most local authorities in Scotland have adapted these materials to both suit their service process and to support young people to engage with materials. This idea was about taking the Pathways materials for Argyll and Bute and making them relevant to different ages, similar to the Getting It Right For Every Child agenda that aims to work towards a child-centred approach.

Success stories – share them!

Some young people felt that care leavers were portrayed negatively and that this did not create high aspirations. This idea was to share success stories so aspirations were raised and others could see a 'route' into the future after care. This has been done using famous people who were in care by the Care Leavers' Association in England, which also provided peer support through Care Leavers Reunited.

- » <http://www.careleavers.com/component/content/article/77>
- » <http://www.careleavers.com/clreunited>

Support.com

This is an idea that two of the young people who attend the workshops had been working on with Argyll and Bute council and wanted to push forward. The website aims to enable other young people in care to see what life is/was like for them, similar to the Success Stories idea but also including advice and information online.

Throughcare worker support

Contrary to the title, this idea is about supporting other workers who come into contact with care leavers but don't work with them on a regular basis. The idea was to provide these workers with more information about care leavers so that they are better equipped to respond to their needs.

Why work at the weekend

This idea related to encouraging young people in care to get weekend work so they could: experience earning and dealing with their own money, get some work experience, improve their CV, and, from a social and emotional perspective, build up confidence and a different circle of friends and acquaintances.

What being an adult means

Practitioners and young people who were able to reflect on their leaving care experience, said that although young people in care may say they want to be independent at 16, their expectations and assumptions around what this means tend not to match. In hindsight they are able to see that it would have been better if they had stayed in care longer.

Opportunities to test what independence might mean were thought to be valuable ways of understanding the implications of leaving care. In a world where we are able to simulate the experience of caring for a baby (<http://www.realityworks.com/infantsimulations/realcarebaby.asp>), starting up a business (<http://www.young-enterprise.org.uk>), and choosing the right college (<http://www.experiencecle.com/home.aspx>), this drip feed of independence, coupled with reflection over time, needs to be provided to care leavers.

Where is the 'me' in meeting?

This idea was about how a young person could feel part of a meeting and choose why certain resources are right for them.

3.2 IDEAS THAT WERE DEVELOPED

Digital pathways

Care leavers were very keen to feel more ownership over the Pathways process and the folder of forms that assist workers and young people to plan their leaving care package. This idea centred on this process. Young people spoke about feeling like the plan was 'set in stone' after forms had been signed and the format did not reflect the flexibility of life.

An electronic version of Pathways was discussed as a way to enable young people to own and share the document and feel empowered in the process. There was discussion around the safety and privacy of this in the workshop, which also

spilled out in the blog. There were many different perspectives on how to manage these concerns, and views that electronic mediums are more relevant to the age group. Others believed that technology can also have the ability to open up conversations that people may not have otherwise (<http://s.iriss.org.uk/GFe4EB>).

Discussions also revolved around the perspective that the look and language used in Pathways did not reflect the age and preferences of young people. Whilst this was a concern of the group, they focussed upon the way young people and practitioners engage with the document and how this relates to social and emotional needs.

The group decided to develop this idea by planning how they would research this need further with young people, sourcing funding bodies that might support the development of this idea, and connecting with existing working group structures in Argyll and Bute to ensure this idea was on the service development agenda. This was an interesting approach as it fell back on traditional approaches to developing services rather than test 'quick and dirty' changes to the process of working through Pathways and building the idea from the learning in this process.





Friends and Family pack

One young person shared their experience of being brought in a town in Argyll and Bute (where his family live), living in a residential school in a town in another council (130 miles away from his home town and where his friends and workers live). He then moved to a different town after leaving the residential school (90 miles from his home town and 35 miles from his residential school). This young person is given £50 a week to spend on necessities; however, it is not even enough to cover travel costs to visit friends and family.

Visiting friends and family is something throughcare and aftercare teams are responsible for; however, young people on the project expressed a lack of awareness on this issue. This kind of contact was seen by most to be integral to keeping up and developing the social and emotional ties young people have built-up with others.

The ideas of a Friends and Family pack was developed to plan and incorporate the idea of keeping in touch with friends and family into their leaving care plan. This group created and developed rough versions of the pack during the workshops, which was then developed by way of feedback from six care leavers and members of the Throughcare and Aftercare Team and residential workers.

Most young people who were shown the pack expressed that they felt they had outgrown working through a pack, and they were already aware of a lot of things covered in the pack, so found it repetitive. However, interestingly when the pack was shown to residential workers they seemed to think it would have a place in children's homes to support young people think about contact with their families when they are first taken into care.

The development of this idea was interesting as it was one of the most popular

concepts generated in the workshops. However, when tested out of the workshop, participants found it to be less successful. This resulted in a change of purpose for the idea in response to the feedback. This iterative way of working typified what this project was hoping to achieve in developing ideas quickly and getting feedback before developing them further.



Link

Link related to an observation by one of the practitioners that a care leaver's journey can be quite isolating. The idea was prompted from responses by participants as to how corporate parents could respond to this feeling.

The Link idea aimed to be preventative in terms of providing support to young people. It builds on the relationship and knowledge a practitioner may develop with a young person as they are moving into their first tenancy, by keeping in contact with them once a week by phone to see how they are getting on, offer advice or simply listen to how they are doing. This could be used by the service as feedback for service development, however, more importantly keeping in touch could send an important signal to young people that someone is thinking about them and cares about how they are getting on. This contact assists in the

nurturing of the relationship, rather than just an action to be taken when something is not working out for them.

Some people voiced concerns that young people might find this intrusive. After trialling the idea, it became apparent that these fears were unfounded, with most care leavers responding well to being contacted by phone, and being happy to be called again. Additionally, young people involved in the workshop felt that the times where practitioners left a voicemail (rather than making contact) could be enough to make someone feel good.

This idea was trialled by the housing service, which has six area teams in Argyll and Bute. Each team identified care leavers and called them once a week on the two-week trial periods between the project workshops. Generally there was a positive response to the contact, no issues were reported and staff felt that it was a useful process for the service to develop, as well as to ensure young people do not feel isolated. Further, it appeared to open up lines of communication that were not so prevalent before.

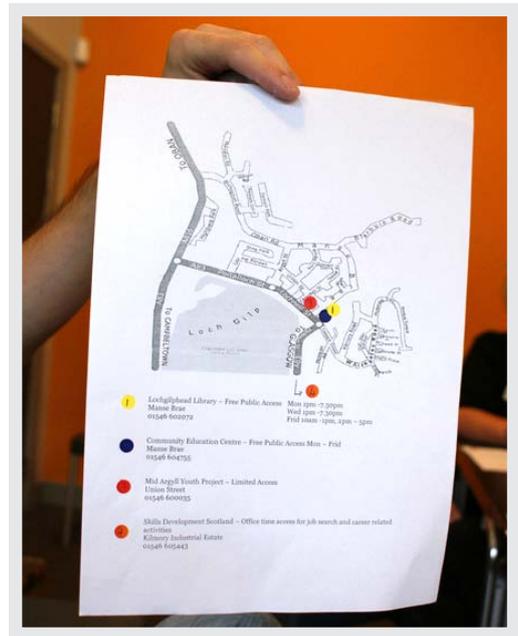
Interestingly, this group were keen that this contact did not have to be attributed to any particular service, or have to lead to any particular intervention. It advocated that simply having a chat should not be undervalued. In order not to 'flood' a young person with calls, the group decided to nominate people in each service that would contact a young person and be the point of contact should a young person want to contact them, aiming to make services more approachable.

Where is my free internet?

A considerable number of the ideas involved young people having access to the Internet. This idea was chosen as it seemed the logical first step young people may need to access other ideas that could be available online.

'Where is my free internet?' was a concept developed to support young people who might move around in Argyll and Bute to know where they could access internet for free in their local area – the idea being that they would then be better connected to information, people and social spaces.

This idea initiated considerable debate about young people's safety online and corporate parents' responsibility to check and track who and what young people are connecting too. These debates were not resolved, although, they tended to be stopped in their tracks when young people in the workshop stated they already had access to the Internet on their mobile phones. However, while they had



access to the Internet by this means, they did not have access to a computer or laptop and were therefore reliant on other people's computers to create CVs or review websites that contain a large amount of information.

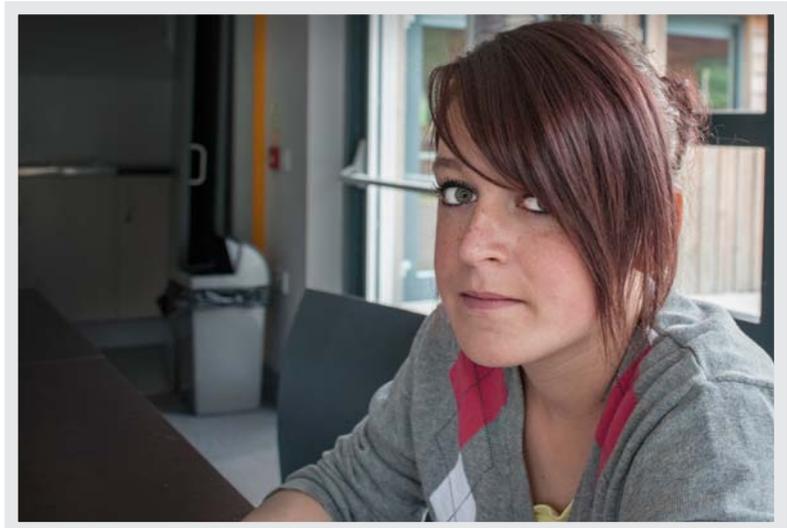
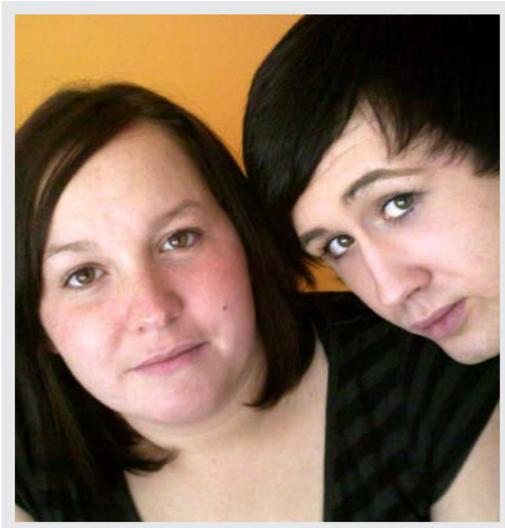
The idea of supporting young people in care to have greater access to the internet generated the most posts on the blog (<http://s.iriss.org.uk/GFe4EB>). Links to additional information to support people's views were also posted from staff at The Centre for Excellence for Looked After Children in Scotland (CELSIS) and IRISS. See section 3.1 of this report for these links.

As this idea developed, two products were created. One was a poster that showed where a young person could access the internet in three different parts of Argyll and Bute, and another was a personalised Google map that was created by the practitioner and young person to show young people where they could access a number of services – such as libraries, swimming pools, mother and baby groups, and their local community centre and pub.

The ability of this group to get feedback from care leavers was rather limited as the staff did not tend to have contact with care leavers on a regular basis. Therefore, the idea grew out of contact with young people who did not have a care leaving experience. Whilst this does not negate the idea, the group found it hard to say if and how the ideas responded to care leavers' social and emotional needs. However, the technique used with Google maps was of interest to the other practitioners when introducing young people's services in their local area.

Section 4: Learning for partners and participants

Participants were encouraged to provide feedback at the end of each workshop session to ensure the design of ongoing workshops reflected their experiences and needs.



At the end of the last workshop, project evaluation sheets were provided to all participants. Twelve practitioners and one care leaver were at the final workshop. The decrease in the number of care leavers was due to workers being unable to contact them prior to the workshop, change in personal circumstances, and work commitments.

4.1 CARE LEAVER'S RESPONSE

1. How innovative do you think this project has been?	
Not innovative at all	0
Slightly innovative	0
Quite innovative	0
Very innovative	1
2. If you believe this project has been innovative please explain what you believe has been innovative.	
“Because if I hadn’t taken part in this, I wouldn’t have thought on any of this stuff.”	
3. Do you believe taking part in this project has increased your influence of the design of support young people receive when leaving care in Argyll and Bute?	
Not at all	0
A little	0
A lot	0
A great deal	1
4. Do you believe your thoughts, experiences and ideas were listened to and included in the project?	
Not at all	0
A little	0
A lot	0
A great deal	1
5. Would you take part in a project like this again?	
Yes	1
No	0
Don't know	0

6. *Please explain why you would take part in a project like this again.*

“It was fun. I am going to go round the units and ask the young people if they like it (referring to the Family and Friends Pack).”

7. *Do you believe your ability to advocate for other and develop/test/feedback on ideas for the leaving care service in Argyll and Bute has increased as a result of taking part in this project?*

Yes	1
No	0
Don't know	0



4.2 PRACTITIONERS' RESPONSES

1. *How innovative do you think this project has been?*

Not innovative at all	0
Slightly innovative	0
Quite innovative	4
Very innovative	8

2. *If you believe this project has been innovative please explain what you believe has been innovative.*

“Allowing everyone to speak openly and enthusiastically. This was developed by the way the project was ‘set out’. I certainly felt that everyone participated.”

“The transparency of the process and of the blog etc. and the opportunity for comments and/or discussion.”

“Good to challenge what’s available to young people. Better understanding of the young person’s feelings during transition.”

“I like the idea of developing ideas that are progressive for our young people. Anything that makes their experiences productive and worthwhile is a move in the right direction.”

“The opportunity to communicate, interact with colleagues with no agenda other than ‘thinking outside the box’ about the design that delivery of services.”

“Some of the ideas have been really innovative – I don’t think the workshops were particularly innovative though.”

“The ways in which the ideas were drawn together from the groups.”

“I have rarely been involved in a project where good ideas have been progressed so quickly.”

“Provided the structure and encouragement to share ideas and then work through the process of developing the idea – kept the focus.”

“I have found the last couple the weeks innovative, there was an opportunity to explore ideas – take a project forward.”

“I’ve enjoyed working with the facilitators who have been encouraging creativity and challenging ideas.”

“The idea of bringing together service providers and young people who use them together to come up with new ideas on helping them better prepare for independent living.”

3. *Do you think this project is more or less innovative than the way you currently develop services?*

More innovative	7
Less innovative	1
Don’t know	3
Not answered	1

4. <i>Would you use the process of developing and testing ideas you have worked through in this project in your organisation or at Forum Groups?</i>	
Yes	11
No	0
Don't know	1

5. *Please explain why you would use this process and what parts (if not all)*

“I'd like to though I'm not sure whether I would feel very confident yet, I'd like to use it to encourage creative ideas that focus on customer experience.”

“I usually use these processes when developing ideas, but not in such a formal process. I would do this from now on. Also it questions you and gets you to think deeper about what and why you are doing something.”

“Provided a useful structure to keep focused on the take – enjoyable process.”

“It will give us the input of young people to update and improve current Pathways to make it more user friendly and relevant to the young people.” (In relation to the Digital Pathways ideas/process)

“Re-designing process and using with other councils, taking basic principles and using them more widely.”

“Unusual and difficult to have this protected time out in our normal working week.”

“I have found the process of getting lots of different agencies listening to young people's views and opinions fairly informative. I believe listening to young people is THE most predictive way to develop services for young people.”

“Yes – useful tool for all person's involved to collaborate and use.”

“Going through the process ensured that the outcomes genuinely 'emerged' in a fresh and new way. Often the outcome is one that is “already prepared” – this was different.”

“Continuing contact as young people being independent living can prevent problems arising and its appoint of contact for young people too.”

“Use it in other local authorities for similar purposes.”

6. *Please explain why you would not, or don't know if you would use this process.*

“It is quite unclear and frustrating to begin with.”

“I would like to use this process but I'm not sure how receptive others would be to the idea.”

7. *What difference has IRISS involvement made to the development of services in Argyll and Bute?*

“Helped to bring thoughts and ideas into a more tangible form.”

“IRISS involvement brought different agencies together to develop various innovative services for young care leavers.”

“Good facilitators to keep people involved and interested. Good mix of participants from agencies across Argyll and Bute. Increased communication between professionals and young people.”

“Enhanced partnership working at a task orientated level.”

“Helped to develop ideas that may not necessarily have been thought about without the process.”

“The input and guidance from IRISS made the process to action the ideas invaluable.”

“Bringing in partners – developing something together and not in isolation as usually happens – chance to share good practice and what doesn’t or hasn’t worked in the past. Created contacts/increased networks.”

“It’s brought together people and services which I wouldn’t normally work with.”

“I hope it will make a positive long term difference. It has brought services and agencies together positively and I hope we can take this forward through the local Throughcare forum.”

“A big difference. I would hope Argyll and Bute continue to work alongside IRISS for similar outcomes.”

8. *Do you believe taking part in this project has increased your understanding of young people’s experiences of leaving care?*

Not at all	0
A little	1
A lot	4
A great deal	6

9. *If this project has increased your understanding, please describe what you have learnt.*

“Learning more about the personal experiences of the young people involved.”

“I had limited understanding before the project and I have found that it is very different to what I thought.”

“A better sense of some of the issues young people face when leaving care and what works or doesn’t at the moment.”

“Don’t always have the opportunity to discuss ideas with so many young people and other services.”

“How young people relate to others, especially that they veer towards adults as peer relationships are more difficult.”

“Listening to young people about the design and delivery of services.”

“All of the young people I have spoken to have had fairly varied opinions on this process. I have also found it both refreshing and productive that different disciplines have taken time to engage fully in the process and invest in this type of forward thinking.”

“The young persons’ feeling, what they experience. What they would like from their key worker.”

“Just listening to the young people’s journeys/stories over the project period.”

“Young people experiences of leaving care is always personal journey for each child. If we continue with projects like this where young people can air their views then projects will always be ongoing.”

“That young people are more interested in how service provide for them than the services believe.”

4.3 COUNCIL’S RESPONSE

Feedback from Argyll and Bute Council focused on the project being ‘an extremely worthwhile exercise’ with a lot of learning and reflection for everyone involved, which helped ‘turn some people’s heads’. However, as with all projects, there were also lessons learned for future projects.

Giving time and energy specifically to a young person’s social and emotional well-being was welcomed; however, it was also felt that social and emotional issues could have been explored in more depth. It was suggested that the chosen ideas could have addressed more complex social and emotional needs, for example isolation, depression and loneliness that can be heightened or experienced for the first time when leaving care.

On reflection it seems the ideas that were chosen by everyone involved were practical and more time could have been taken to discuss deeper-seated complex social and emotional issues, to enable the development of ideas that could address these experiences. A pre-requisite to this kind of conversation would be to make this very clear with everyone involved so they are comfortable with the depth of the topic, give discussions enough time to do them justice, and when voting on the ideas to be taken forward challenge the depth to which they are addressing needs. However when challenging the group about their chosen ideas, this would need to be balanced so as not to disempower the group's energy around the ideas they want to take forward.

The Council also welcomed the 'task based' multiagency approach that, in their opinion, resulted in people working at a 'new level' together compared to the more traditional format of the multiagency 'Working Group/Forum'. It was noted that it was good for agencies and young people to see each other 'getting down to brass tacks' and 'learning about each other' rather than seeing their name on a report or name badge and working from a service provision based perspective. It was recognised as different to the local Forum which tends to focus upon policy and procedures and joint working agreements, rather than the 'nitty gritty' social work approach and young people's hearts and minds. The quick development of ideas and the generation of feedback on their appropriateness/development was also considered good for different agencies to experience.

Recruiting and retaining young people who were leaving care into this project was considered rather difficult by the throughcare and aftercare team. This is an experience that is well documented in literature (Fisher 2002, Monaghan and Broad 2002, McLaughlin 2006, Holland et al. 2008, 2010). During this project, one young person commented that he thought they should be getting paid or remunerated in some way for their time, a valid point considering the aim of the project was to create a level playing field for everyone and in line with IRISS policy. At the same time as being asked to join the project, young people were also encouraged to continue their education, training and employment. As the project took place during the day, this created a conflict and made it hard for some young people to continue to attend. As a result of this experience, Argyll and Bute Council is now setting up a working group to continue to keep in contact with young people in/leaving care, which aims to develop and improve services for other young people.

Section 5: Reflections and recommendations

5.1 LEAVING CARE TRANSITIONS

Transitions are a regular occurrence in anyone's lifetime, however, when considered from a leaving care perspective they involve a multitude of changes at the same time – housing, education, employment, financial, social networks, and physical and cognitive development.

Care leavers on this project said dealing with this change all at once was not something young people who had not been in care had to experience, why should it be different for them? When practitioners shared their leaving home experiences none had experienced this multitude of changes at the same time. Why does the system and leaving care services ask care leavers to deal with a condensed multitude of changes at 16 years of age, essentially treating care leavers differently from the rest of society when they may have greater needs than others. Much needs to be done to improve the system and services approach to this transition.

The desire and ability to integrate emotional and social support into existing service provision was variable amongst practitioners. Some believed it was the most important element of making a success of a young person's life, some believed it was the Throughcare and Aftercare workers place to provide this support. Others were aware they could integrate ideas from this project into service provision, however tended to fall back on thinking about how their service resources could support care leavers rather than seeing themselves as a personal support.

Recommendation

1. When leaving care, care leavers, more than most, need emotional and social support from all the adults in their life. Corporate Parents need to think of themselves as a source of social and emotional support, just as much as they

focus upon the resources they provide.

2. Ask care leavers how to improve services and act upon what is said.

It is all too easy to say, 'We are here to improve services for young people', or 'If care leavers come up with ideas to change services we'll take these on board'. People need to ensure that there is action behind their words. If care leavers are able to identify what would improve their experience of leaving care, and managers are able to identify barriers to this change being possible, these barriers need to be challenged rather than accepted. Involving care leavers in breakdown of these barriers is important and useful in encouraging and engaging people to make change happen.

3. People need to be mindful about the subtle difference between improving service provision from a service-led or service user's perspective.

For example a service-led perspective may focus upon making a service more efficient, developing information and tools that help explain about the service and its offering. A care leaver, however, may prefer to focus on the opening hours of the service, feeling treated like an adult, or being supported socially and emotionally.

5.2 ADOPTING A CO-PRODUCTIVE APPROACH

Working together using a co-productive approach broke down the hierarchy prevalent in Working Groups/Forums; all ideas had an equal value and people spoke up even when things became emotive or challenging. It was particularly good in a multi-agency setting such as Corporate Parenting, as people generated ideas together, asked questions of and supported each other and implemented and analysed change together.

Managers and practitioners considered the process to be 'progressive', 'transparent', an 'opportunity to interact and community with colleagues', and were 'able to think more deeply' about the way they do things. Eleven out of 12 managers and practitioners wanted to work this way again. Care leavers felt empowered and able to challenge working methods and people in the system, one young person stating, 'this is how it should be' in relation to making change happen. These perspectives are similar to findings from Sharp (2005) about occasions where co-productive approaches are taken.

This process was not only seen to strengthen professional networks and knowledge, it also speeded up the process of change, where possible risk was

managed, and practitioners, managers and young people were fully involved in the ideas they were developing and took ownership of their progression.

At a time when rhetoric tells us to ‘work better together’, ‘work more efficiently’ and ‘respond to peoples outcomes’, a co-productive approach provides a practical example of how this can be done. However, when compared to the traditional method of working it can also be considered ‘time consuming’ and ‘not as cost effective’.

Recommendations

4. A co-productive approach should not be used as a listening and learning exercise. This approach works on the premise that people invest their time, knowledge, experience and ideas. Personal resources are important. Their value should be recognised by following the ideas through with people or openly explaining why they have not been taken up.
5. The way people perceive value in co-productive work needs to alter in order for the benefits of this way of working to be experienced by practitioners, young people and partnership working arrangements. See Sharp (2005) for opportunities and barriers.
6. Local authorities should set up groups for care leavers to come together that works in a way that is natural to young people and addresses issues with service provision from their perspective. The Debate Project is an example of how such groups could be established and run. Please contact the Scottish Throughcare and Aftercare Forum for more information and guidance.
7. Co-productive approaches are only truly co-productive when they include people who use services. The timing, environment, detail of the sessions and reimbursement for time committed to the project should be designed with their comfort and ease in mind and must also address the power imbalance inherent in the delivery of public services (Elsley and Tisdall, 2011). A suggestion as to how time is recognised for those who are supported by services can be found on the IRISS website at <http://s.iriss.org.uk/J6n0tb>
8. Having both managers and practitioners on a co-productive project is integral to both the sharing of knowledge and experience, but also having the power to return to services and make changes.
9. Co-productive approaches could operate in the evenings, replacing the working group model. This would be better suited to young people’s educational and working patterns, and possibly give practitioners protected time in which to engage in the process.
10. Co-productive approaches could be utilised alongside traditional meeting structures. Dundee Council leaving care service are working so that on

alternative weeks they focus on traditional business development and alternative weeks use a co-productive approach to develop and test ideas and improvements. This enables Corporate Parenting agencies to utilise the benefits of both ways of working.

5.3 FACILITATING A CO-PRODUCTIVE SESSION

Anecdotal evidence identified that having external facilitators with no agenda, and supporting people to share their opinions, challenge what they hear and develop their ideas together, was key to the success of the project.

The skills of facilitating this process could have been transferred to the local area, for example by involving a facilitator from community development background, the knowledge and skills behind prototyping, testing and evaluating ideas together were shared by the design agency Snook. There is no doubt a trainer or facilitator could pick up the process of including prototyping in a co-productive session; however, the act of prototyping during the sessions benefited, in some cases, from having designers present.

Recommendations

11. An independent person would facilitate these sessions and the environment and process would reflect young people's preferences so young people who are still looked after by the local authority feel able to challenge service provision. Community development agencies may be a resource in such instances. Guidance can be sought from the Scottish Throughcare and Aftercare Forum.
12. Practitioners' continual professional could be developed through this way of working.
13. Where an independent facilitator may not be available, another facilitator could take this role on and clearly state their bias with participants prior to the work commencing. Participants would then be responsible for noticing if/when this bias creeps through and bringing it to the group's attention.
14. Prototyping should not be discounted in the co-productive process as it enables the fast development of ideas, where risk is effectively managed, people can buy into change and influence the development of ideas.
15. Ideally, designers would be involved all the way through the process and in some instance could facilitate it. Their skills, however, really come into their own during the prototyping stage of the work and could be commissioned to support the development of the approach at this stage.

Conclusion



Working from care leavers' perspectives may be contested by service perspectives, and come up against barriers constructed as part of the leaving care systems – these challenges are part of the process of change, they need to be confronted in order to make change happen.

Corporate Parent agencies need to ensure care leavers' futures are filled with the opportunities and experiences we wish for all young people in Scotland. As care leavers are able to explain how they would like to be supported during this transition in their life, Corporate Parenting services not only have a responsibility to listen, but to take the lead in this change process, working alongside care leavers and acting upon what they are saying.

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Appendices

Appendix 1: Materials (first workshop)

Workshop agenda

AGENDA
Workshop 1 : Introduction
07/07/2011

TIME	WHAT	WHO	WHY	HOW
9:00 - 9:10	Who we are	Andy + Lauren	N/A	N/A
9:10 - 9:20	What the project is about	Andy + Lauren + Gayle	N/A	N/A
9:20 - 9:30	Hello! My name is.... (+ extra)	Entire Group	Setting the tone	A5/Name badges
9:30 - 10:00	Introduction to prototyping	Split into Groups 1 + 2 // Individual	Understanding prototyping	A5 Double
10:00 - 10:40	Defining your service. "Servicising"	Individual	Understanding idea generation	A4 Single
10:40 - 10:50	Introduction to Co-Production	Groups 1 + 2 led by Andy + Lauren	Share, select and establish one idea.	N/A
10:50 - 11:50	Introduction to Blueprinting	Groups 1 + 2 led by Andy + Lauren	Understanding storyboarding	A0 Blueprint
11:50 - 12:00	Collectively you have all designed a service.	Entire Group // Andy + Lauren	Feedback + Combining steps provides complete outcome. Next workshop.	N/A

 **SNOOK**TM
transforming people

Service blueprint

Service Blueprint: Detailed actions

	Aware	Use	Grow	Leave
General actions made by user				
Actions undertaken by the user				

Fresh to Air
 Web
 Print
 Phone
 Space

Servicizing

Servicizing

GOAL: Select either one of two object from the table in front of you and create a service around it.

i.e If there was a pair of scissors in front of you, perhaps you could create a cutting out service aimed at children called "Kids Cuts"

i.e If there was a pair of gloves you could create a service which found all the lost gloves in your local town and gave them to homeless people.

What service might a _____ enable?
(your chosen object/s here)

Draw your service. What does it look like?

What is your service called?

What is your service about? (Elevator Pitch)

What three words would describe your service?

If your service was a character, who would it be?

What is the goal of your service?

Appendix 2: Materials (second workshop)

Workshop agenda: Young people

AGENDA - Young People

Workshop 2 : Blueprinting Leaving Care Service
12/07/2011

TIME	WHAT	WHO	HOW
1:30 - 1:35	Agenda for the day	Gayle + Pamela + Snook	N/A
1:35 - 1:45	Who you are // Where you work	Gayle + Pamela + Snook	N/A
1:45 - 2:15	Building up a character story	Young People // Andy, Lauren, Chris	Life size character
2:15 - 2:25	Break	Entire Group	N/A
2:25 - 2:55	Building up a character story // Blueprinting	Young People // Andy, Lauren, Chris	Blank Blueprint
2:55 - 3:05	Break	Entire Group	N/A
3:05 - 3:35	Insights//Problems//Opportunities	Entire Group // led by Andy + Lauren	Post-It's
3:35 - 3:45	Break	Entire Group	N/A
3:45 - 4:15	Idea Generation	Entire Group // led by Andy + Lauren	Idea Templates
4:15 - 4:30	Feedback	Entire Group // Gayle	Format in Workshop 1

Workshop Outline

The intended outcome for todays workshop will be to use the developed skills from workshop one and map the user journey of the leaving care service, to highlight insights, opportunities and problems within the existing framework.

Having identified these, idea templates will be used to bring together initial solutions to the highlighted needs of various stakeholders and care leavers.



Workshop agenda: Service providers

AGENDA - Service Providers

Workshop 2 : Blueprinting Leaving Care Service
12/07/2011

TIME	WHAT	WHO
1:30 - 1:35	Agenda for the day	Gayle + Pamela + Snook
1:35 - 1:45	Who you are // Where you work	Gayle + Pamela + Snook
1:45 - 2:15	My 16 year old self...	Service Providers // led byPamela
2:15 - 2:25	Break	Entire Group
2:25 - 2:55	My 16 year old self...	Service Providers // led byPamela
2:55 - 3:05	Break	Entire Group
3:05 - 3:35	Insights//Problems//Opportunities	Entire Group // led by Andy + Lauren
3:35 - 3:45	Break	Entire Group
3:45 - 4:15	Idea Generation	Entire Group // led by Andy + Lauren
4:15 - 4:30	Feedback	Entire Group // Gayle

Workshop Outline

The intended outcome for todays workshop will be to use the developed skills from workshop one and map the user journey of the leaving care service, to highlight insights, opportunities and problems within the existing framework.

Having identified these, idea templates will be used to bring together initial solutions to the highlighted needs of various stakeholders and care leavers.



Appendix 3: Materials (third workshop)

Workshop agenda

AGENDA

Workshop 3 :Ideas & Opportunities
21/07/2011

TIME	WHAT	WHO	HOW
1:30 - 1:35	Agenda for the day	Gayle + Pamela + Snook	N/A
1:35 - 1:45	Who you are // Where you work	Gayle + Pamela + Snook	N/A
1:45 - 2:15	Insights//Problems//Opportunities	Entire Group // led by Andy + Lauren	User Journey
2:15 - 2:25	Break	Entire Group	N/A
2:25 - 2:55	Concept Generation	Entire Group // led by Andy + Lauren	Concept Cards
2:55 - 3:05	Break	Entire Group	N/A
3:05 - 3:35	Concept Generation	Entire Group // led by Andy + Lauren	Concept Cards
3:35 - 3:45	Break	Entire Group	N/A
3:45 - 4:15	Servicizing	Entire Group // led by Andy + Lauren	Servicizing Cards
4:15 - 4:30	Feedback	Entire Group // Gayle	Format in Workshop 1

Workshop Outline

Revisiting the user journey from workshop 2, we will finalise the story with the group and then facilitate discussion surrounding insights and opportunities.

Having developed these, initial ideas and opportunities will be created (Concept Cards) by the entire group to meet identified needs. These will then be expanded further and prototypes of service proposals will be created.

This will be done through the introduction of a more detailed and refined tool first introduced in workshop 1. (Servicizing Cards)

Servicizing

Servicizing

GOAL: Turn your ideas into real services! In the next session we will build these so you can take them away and test them out.

What insight/idea is your service based on?

Who would use your service?

What is your service about? (Elevator Pitch)

How would your service make a difference to the experience of leaving care?

What resources / people would you need to test your idea?

What part of your idea could we mock up today (art attack style)

Draw your service. What does it look like?

Appendix 4: Materials (fourth workshop)

Workshop agenda

AGENDA

Workshop 4 :Prototyping
28/07/2011

TIME	WHAT	WHO
1:30 - 1:40	Agenda for the day	Gayle + Pamela + Snook
1:40 - 1:50	Why we are doing this	Gayle + Pamela + Snook
1:50 - 2:15	Review of concepts created by Care Leavers	Entire Group // led by Andy + Lauren
2:15 - 2:25	Break	Entire Group
2:25 - 2:55	Prototyping	Entire Group // led by Andy + Lauren
2:55 - 3:05	Break	Entire Group
3:05 - 3:35	Prototyping	Entire Group // led by Andy + Lauren
3:35 - 3:45	Break	Entire Group
3:45 - 4:15	Prototype Refinement	Entire Group // led by Andy + Lauren
4:15 - 4:30	Feedback	Entire Group // Gayle

Workshop Outline

This workshop will focus on creating practical prototypes to be embedded during the week between workshops 4 and 5.

Furthermore, a success criteria will be developed to allow for evaluation of the prototypes success during workshop 5.

Finally, Snook will work with the group to help preempt any worries, difficulties or challenges that feel may arise.



My successful prototype

MY SUCCESSFUL PROTOTYPE

I WANT TO UNDERSTAND...	HOW WILL I DO THIS?	WEEK ONE SUCCESS	WEEK TWO SUCCESS
<i>If fellow practitioners are interested in this.</i>	<i>Pitch idea at two future meetings.</i>	<i>Confirmed interested from two colleagues.</i>	<i>One colleague fully on board with project.</i>



Prototyping questions

1. Describe the idea that you have prototyped as if you were telling someone outside of this workshop for the first time

2. How does your product/process respond to the social and emotional needs of care leavers?

3. How does your product/process differ from what is already provided?

4. What do you see as the three main barriers to implementation of your product/process?

5. What ways would you suggest sharing your prototype and the learning from your testing with your colleagues in Argyll and Bute?

Appendix 5: Materials (fifth workshop)

Workshop agenda

AGENDA
Workshop 5 :Prototyping
11/08/2011

TIME	WHAT	WHO
1:30 - 1:40	Agenda for the day + Get to know each other warm up	Snook
1:40 - 2:00	Group discussion on the past two weeks (Practicalities, barriers, achievements etc)	Entire Group // led by Andy + Lauren
2:00 - 2:30	Individual teams explore idea in terms of social and emotional support and practicalities for roll out.	Gayle + Andy + Lauren
2:30 - 2:40	Break	Entire Group
2:40 - 3:00	Individual teams complete "my successful prototype" tool.	Individual Teams // led by Andy + Lauren
3:00 - 3:10	Break	Entire Group
3:10 - 3:30	Develop physical prototype	Individual Teams // led by Andy + Lauren
3:30 - 4:00	Prototyping plan for next two weeks	Individual Teams // led by Andy + Lauren
4:00 - 4:10	Break	Entire Group
4:10 - 4:30	Groups share the days progress and plans for the next two weeks.	Entire Group // led by Andy + Lauren

SNOOK™
transforming people

My successful prototype / prototype plan

What does it look like? How does it function day to day? How many people use it?

How is it being received by young people? How is it being received by other staff members?

How much does it cost? How is it being received by the social sector? How is the impact being measured?

MY SUCCESSFUL PROTOTYPE 

MY PROTOTYPING PLAN

WHAT I NEED TO FIND OUT? HOW WILL I MEASURE THIS IN ONE MONTH? HOW WILL I MEASURE THIS IN 2 MONTHS? HOW WILL I MEASURE THIS IN 3 MONTHS?

Appendix 6: Materials (sixth workshop)

Workshop agenda: Facilitator’s agenda

AGENDA
 Workshop 6 :facilitators agenda
 25/08/2011

TIME	WHAT	WHO
1:30 - 1:40	Share plan for the day and run through individual team agendas	Snook
1:40 - 2:30	individual groups work on their own agenda	Entire Group // led by Andy + Lauren
2:30 - 2:40	Break	Entire Group
2:40 - 3:00	individual groups work on their own agenda	Individual Teams // led by Andy + Lauren
3:00 - 3:15	Fill out evaluation forms	Entire Group // led by Gayle
3:15 - 3:30	individual groups work on their own agenda	Individual Teams // led by Andy + Lauren
3:30- 4:00	Each group pitches their idea to the 'dragons' (a.k.a. care leavers)	Entire Group // led by Andy + Lauren
4:00 - 4:30	Cake / Give out certificates / Group photograph	Entire Group // led by Andy + Lauren



Workshop agenda: Team LINK

AGENDA
 Workshop 6 :Team LINK
 25/08/2011

TIME	WHAT	WHO
1:30 - 1:40	Share plan for the day and run through individual team agendas	Snook
1:40 - 2:30	Entire Group // led by Andy + Lauren
2:30 - 2:40	Break	Entire Group
2:40 - 3:00	Individual Teams // led by Andy + Lauren
3:00 - 3:15	Fill out evaluation forms	Entire Group // led by Gayle
3:15 - 3:30	Plan your elevator pitch you have six minutes exactly to impress the 'dragons'	Individual Teams // led by Andy + Lauren
3:30- 4:00	Each group pitches their idea to the 'dragons' (a.k.a. care leavers)	Entire Group // led by Andy + Lauren
4:00 - 4:30	Cake / Give out certificates / Group photograph	Entire Group // led by Andy + Lauren



My prototype so far

MY PROTOTYPE SO FAR...

What has been achieved / not achieved in the last two weeks?

What have been the biggest barriers / hurdles?

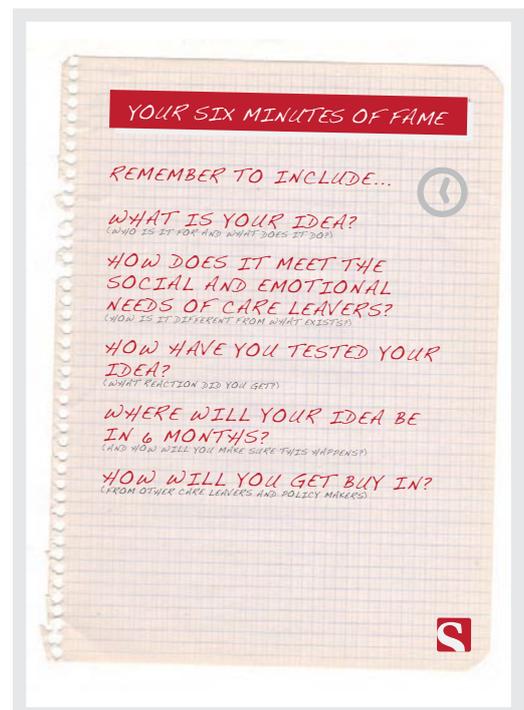
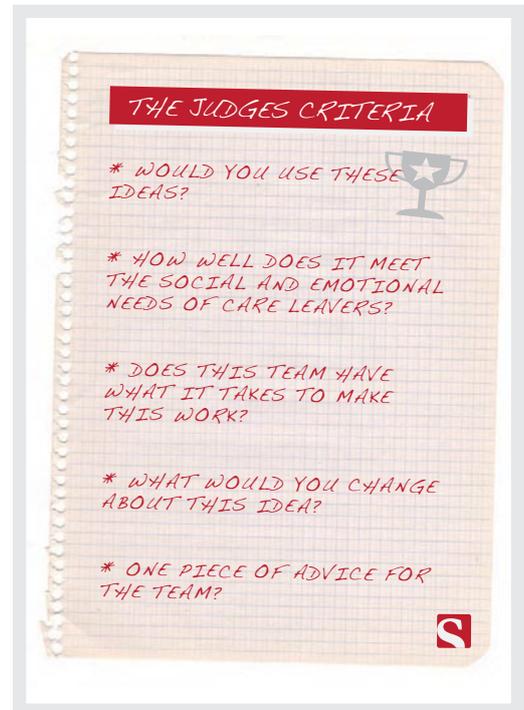
What has worked particularly well?

What do you need?

PLAN TO GET WHAT YOU NEED:



Presentation tips



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