

**FORMATIVE EVALUATION OF  
PLAYBOARD'S PLAY ADVOCACY  
PROGRAMME**

**INTERIM REPORT  
(JANUARY 2010 – MAY 2011)**

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## **1. AIMS AND OVERVIEW OF REPORT**

This interim report is based on an analysis of relevant documents, Programme staff recording sheets and evidence files, and observations/interviews/ focus groups carried out by the evaluation team (see appendix 1). The aim is to report on:

- progress to May 2011 in terms of planned activities and outputs as agreed in the AP Logic Model and workshops with Programme staff;
- what is working well and what might be developed throughout the remainder of the Programme;
- specific areas of work that might be useful to develop in further progressing the outcomes;
- feedback from stakeholders on potential developments to the work over the next phase of the Advocacy Programme;
- some of the issues/ activities that the evaluation team will follow up in order to examine change/ impact over time (see appendix 2).

## **2. PROGRESS IN ACHIEVEMENT OF AP LOGIC MODEL ACTIVITIES AND OUPUTS (JANUARY 2010 – MAY 2011)**

Based on notes from a meeting with the Programme team (21 March 2011) and an analysis of Programme team evidence files, the table below notes the progress made on planned activities and outputs, to the end of May 2011. Additional activities and outputs which did not feature in the AP Logic Model are marked '+'. A lack of clarity, and where more information and evidence is needed, is symbolised by a '?'. Activities and outputs relate to the following agreed Programme outcomes:

1. Strengthening understanding that children and young people are strong, competent, social actors in and through their play; that they can effectively participate in decisions about their play; and that play is important for holistic development.
2. Strengthening the capacity and ability of key stakeholders to articulate children's and young people's play needs and rights.
3. Greater strategic understanding and recognition of the importance of children's and young people's right to play across social policy.
4. Enhancing opportunities for play/ supporting play opportunities.

While the table demonstrates that many intended activities and outputs have been completed, and additional ones undertaken, a number are still in progress, including: development of a rights-based assessment tool; practice work in additional communities; setting up a play alliance; developing a framework for assessing and monitoring play in council areas; establishing a regional play forum.

Activities	Outputs	Progress (Jan 2010 – May 2011)
Develop a rights-based play assessment framework [O1, O2]	A rights-based play assessment framework (ensuring no duplication, providing added value, incorporating/adapting useful elements of current documents such as the <i>UNCRC Handbook</i> checklist)	<p>Literature review being completed by RMcC, focused on how UNCRC A31 links to other rights. This will be informed by the UN Committee on the Rights of the Child's planned <i>General Comment</i> about Play and Leisure. This information will be used as the basis for additional Briefing Papers focused on specific areas/ elements of practice</p> <p>Draft Briefing Paper completed (September 2010)</p> <p>Draft Framework in development (due for completion March 2012)</p> <p>Meetings have taken place, and will continue, with regards to possible ways to pilot the Framework (Piloting to commence Summer 2012)</p>
Develop peer educators for mentoring and action research [O1, O2]	Trained 'peer mentors' and 'peer researchers'	<p><i>Peer mentors</i> 8 young people in PPR Project [LSRV] have been involved in the process of agreeing play-focused indicators, establishing a play route and monitoring broken glass, lighting, etc in their area (PPR's <i>Right to Play, Final Progress Report</i> documents progress and issues over time)</p> <p>4 young people in Let Youth Lead [Reclaiming Streets Play Project youth lobbying group] have been involved in training to support them in designing, carrying out, analysing the 80 responses to a community survey and disseminating the key findings</p> <p>A Practice Policy Network in a community setting has been supported to embed participation and consultation in their own work</p> <p><i>Peer researchers</i> Young people in PPR Project [LSRV] and Let Youth Lead. Ways</p>

	Relevant action research	<p>of working to be show-cased at CYPAR Conference (Autumn 2011)</p> <p>Relevant action research – LSRV have developed and monitored 7 play indicators in Lower Shankill (2009-2010) and developed new indicators to monitor 2010-2012; Let Youth Lead have conducted a community survey in Cliftonville (March 2011)</p>
Build capacity in local communities [O1, O2]	Trained 'peer mentors' and 'peer researchers'	<p><i>Peer mentors</i>        8 young people in PPR Project [LSRV] – 2 applied to join Belfast City Youth Forum (2010); 3 presented the findings of their monitoring to OFMDFM (February 2010); group presented and discussed their monitoring with 2 Junior Ministers (February 2010); facilitated an Advocacy Workshop at Big Lottery <i>Impact of Youth Conference</i> (February 2010); 2 presented about the work of LSRV to P6 and P7 pupils in their school (March 2010); 4 involved in recruiting and supporting new group members (2010); 3 involved in consultation with the Equality Commission NI about designing a website focused on age discrimination (October 2010); with EK, wrote an article for <i>Curriculum Development Unit</i> (2010); 'child-proofed' the programme for <i>Play and Leisure Implementation Plan</i> Consultation Events (January 2011); prepared information about their work for a LSRV celebration event (January 2011); presented a public performance about young people's issues (February 2011)</p> <p>4 young people in Let Youth Lead [Reclaiming Streets Play Project youth lobbying group] designed and conducted a community survey (March 2011); disseminated survey findings to community members in a public meeting, with <i>Championing Play</i> leaflet and <i>Ways to Play</i> Booklet (June 2011); were invited to PlayBoard offices to meet staff and increase their understanding about the organisation's work</p> <p>Training about relevant legislation provided to a community-based Practice Policy Network (November 2010), followed by</p>

	<p>Compelling play advocacy messages</p> <p>+ Guidance about participatory consultation</p> <p>Increased local lobbying on play issues</p> <p>+ Advocacy Toolkit</p>	<p>provision of a summary of <i>Relevant Legislation Information</i> (January 2011)</p> <p><i>Peer researchers</i> LSRV have developed and monitored 7 play indicators in Lower Shankill (2009-2010), new indicators developed and monitoring continued 2010 -&gt;</p> <p>Let Youth Lead have conducted a community survey in Cliftonville (March 2011)</p> <p>Play Development Officers talked to children in Sacred Heart and Mercy Primary Schools (April 2011) about PlayBoard's work in N Belfast; observed playtimes and delivered play sessions to school staff; were invited to contribute to 'Families and Schools Together' Programme about communication with your child</p> <p>Play Development Officer involved in discussions with Groundforce NI, Denmark St Community Centre, a local primary school and nursery, Belfast City Council about development of a community garden in Lower Shankill – ensuring inclusion of playful aspects (May 2010)</p> <p>Play Quest checklist for participation placed on Participation Network website and used in their training with public authorities; meeting with Equality Commission NI about ethical consultation processes (March 2011)</p> <p>5 Advocacy Workshops (Entitled "Making Friends &amp; Influencing People"), advocacy toolkit (<i>Engaging the School-aged Child Care Sector Toolkit</i>) developed and distributed, 5 Husting Events (February-March 2011)</p> <p>Production of <i>Advocating for Play – an Advocacy Toolkit</i> (June 2011), disseminated through 5 regional Seminars</p>
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	<p>+ Liaison with Housing Associations</p> <p>+ Local volunteers</p>	<p>(September/October 2011 using same delivery model as Husting Events)</p> <p>Play Development Officer met Housing Officer from Fold Housing Association to discuss issues re space, design and development of play in Torrens (April 2011); met rep from Clanmill Housing Association to identify potential play areas in Harbourview/ Sailortown (April 2011)</p> <p>Through the community survey in Cliftonville, community members have identified themselves as interested in volunteering on the programme</p>
<p>Gather and share children's perspectives to inform local and regional policy [O1, O2, O3]</p>	<p>Relevant action research</p> <p>+ DVDs, Briefing Papers, conference presentations, Position Papers</p> <p>+ Children's involvement in consultation responses</p> <p>Compelling play advocacy messages which link practice/ research/ policy</p>	<p>Action research – LSRV play indicators and monitoring research in Lower Shankill; Let Youth Lead community survey in Cliftonville</p> <p>Quotes illustrating children's views and suggestions included in PlayBoard publications and presentations</p> <p><i>Play and Leisure Implementation Plan</i> Consultation Events (January-February 2011, with 103 children and young people) - ensured inclusion of 'hard to reach' groups through links with specific organisations. Responses summarised in a Report to OFMDFM and used to inform PB Briefing Papers</p> <p>Facilitation of 2 participation Workshops at PlayBoard's Annual Conference, providing training about meaningful participation/listening to children's voices (October 2010)</p> <p><i>Managing Risk Statement in Play Provision: A position statement</i> (January 2011)</p> <p><i>Making Connections through Play</i> Briefing Paper developed, to be launched at Stormont (October 2011)</p>

		<p>Briefings: DOE Environment Committee re <i>Clean Neighbourhoods and Environment Bill</i> (with CiNI, CLC and Include Youth, November 2010); OFMDFM Committee re Child Poverty (as part of Child Poverty Alliance, November 2010); working with Early Years Alliance (CINI) to develop a section on play for new <i>Early Years Manifesto</i> (to be launched in November 2011)</p> <p>Media reports including: contribution to U105 Radio Show about children as competent decision-makers and the importance of play in risk-taking/ child development (May 2010); newspaper coverage of Reclaiming Streets Play Project (June 2011-ongoing); launch of the <i>Making Connections</i> Briefing Paper (October 2011)</p> <p>Public meetings - Summary of issues raised in the Cliftonville survey disseminated by Let Youth Lead at a public meeting (June 2011)</p> <p>National Play Day (NI focus) – ‘Our Place’ theme (August 2010)</p> <p>PlayBoard Annual Conference (October 2010)</p> <p>Inclusion of children’s views, responses from the Cliftonville community survey and quotes from consultations on the PlayBoard website as well as key messages, events, training opportunities, member-only discussion forum (launched April 2011)</p> <p>Work with OFMDFM to commission questions about play in the 2010 ARK <i>Young Life and Times Survey</i> of 16 year olds in NI -&gt; inclusion of a module about play. Analysis of the 786 responses will be fed into PB consultation responses and Briefings. <i>Playscapes at 16</i> ARK Research Update summarised the key issues and was distributed at a launch Seminar (April 2011)</p>
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		<p>Involvement of LSRV children's group and adults in 2 community planning events (April and June 2010)</p> <p>Involvement in Flash Play Project proposal about planning of public spaces (with Young at Art and the Forum for Alternative Belfast) (2011) – progress dependent on future funding</p> <p>Clanmill Housing initiated request for PlayBoard to consult children about play and spaces prior to new builds in Sailortown; proposal provided by PlayBoard but not followed through by Clanmill. PlayBoard to initiate work in area with local residents.</p>
<p>Frame play advocacy messages aligned with the interests of the intended audience [O2]</p>	<p>Compelling play advocacy messages</p>	<p>1:1 meetings with Political Party reps to influence Party Manifestos</p> <p>Attendance at Party Conferences to promote play and influence delegates</p> <p>Contribution to U105 Radio Show (May 2010) about children as competent decision-makers and the importance of play in risk-taking/ child development</p> <p>Meetings with educational psychologists in Southern board to make links with play and autism resulted in training provided by wider PlayBoard team on the importance of play for holistic development</p> <p>Piloting use of Digi-Mums website as a way of communicating PlayBoard messages</p> <p>Outdoor Play Gathering Event (June 2010) – a journey through play activity workshop outlining how attitudes to play have changed over time and how practitioners can provide for play</p> <p>Early Years Strategic Alliance Group/ CiNI <i>Early Years</i></p>

	<p>+ Briefing/ Position Papers</p> <p>+ Conference presentations</p>	<p><i>Manifesto</i> includes a section on play</p> <p>PlayBoard <i>Play Manifesto</i> used as the basis for key messages in lobbying by those attending Advocacy Workshops (February 2011)</p> <p><i>Managing Risk Statement in Play Provision (Jan 2011) Making Connections</i> Briefing Paper (October 2011)</p> <p><i>UNA Children’s Rights Steering Group Seminar</i> (Belfast, March 2010); <i>Making Space</i> Belfast City Festival (September 2010); <i>International Children’s Council for Play Conference</i> (Lisbon, June 2010); <i>PlayBoard Annual Conference</i> (October 2010); <i>Taking Action on Childhood Obesity Conference</i> (November 2010); <i>Implementing the UNCRC Conference</i> (Belfast, June 2011), International Play Association presentations x3 (Wales July 2011)</p>
<p>Deliver capacity training to develop the membership voice [O2]</p>	<p>+ Husting Events (in advance of NI Assembly elections 2011)</p> <p>+ Advocacy Toolkits</p>	<p>Report by AS about the approach used in Husting Events</p> <p>Development of <i>Championing Play</i> leaflets for parents and community members which outline Play Manifesto ‘asks’ and issues raised in Husting Events – for them to use when politicians canvassed prior to elections</p> <p>Facilitation of 2 Advocacy Workshops at PlayBoard’s Annual Conference, providing training about how to advocate for play (October 2010)</p> <p>5 regional Advocacy Workshops provided (February-March 2011) where the 42 participants received an <i>Engaging the School-aged Child Care Sector Toolkit</i> to support a lobbying campaign challenging proposed cuts in funding for play based school-aged child care.</p> <p>Development of a <i>Play Advocacy Toolkit</i> (June 2011), to be</p>





	<p>+ Carrying out and disseminating consultations (member questionnaires and 1:1)</p>	<p>(September 2011) (see above)</p> <p>PlayBoard response to DE <i>Early Years (0-6) Strategy</i> was sent to members and key children's organisations, encouraging them to respond</p> <p>PlayBoard provided members with prompt questions and a session plan for use with children/ young people for responses to OFMDFM's <i>Play and Leisure Implementation Plan</i> Consultation; held a consultation event for members and policy officers from relevant organisations, including guidance about responding to consultations; sent a draft consultation response to members and relevant organisations to inform their responses (January 2011)</p>
<p>Lobby for regional and strategic approaches to play and leisure policy [O3]</p>	<p>A Regional Play Forum</p> <p>+ Play Manifesto</p> <p>+ Play and Leisure Implementation Plan (through Regional Implementation Group)</p> <p>+ Hustings Events</p> <p>+ 1:1 meetings with politicians</p>	<p>To be further discussed – see below</p> <p>PB <i>Play Manifesto</i> endorsed by 500 organisations, individuals and political candidates; involvement of 2 Junior Ministers in launch of <i>Play Manifesto</i> (March 2010)</p> <p>PlayBoard as the lead organisation in development of OFMDFM's <i>Play and Leisure Policy Statement</i> (2009), <i>Play and Leisure Implementation Plan</i> (2010), <i>Play and Leisure Implementation Plan Narrative</i> (2010) – providing relevant information and evidence to support the right to play</p> <p>Local councillors and MLAs invited to Hustings Events (February 2011) – followed up with 1:1 meetings and emails about the outcomes of these events, which included questions in the Assembly, key 'asks' being incorporated into SDLP Party Manifesto, increased awareness of issues and stated commitments to lobbying for change by MLAs</p> <p>AS meetings with politicians, Party Policy Advisors and civil servants</p>

	<p>+ Attendance at Party Conferences</p> <p>+ Consultation responses</p>	<p>Letter sent to each of the 108 newly elected MLAs (May 2011) congratulating them on their election, raising awareness of PlayBoard's role, highlighting pertinent issues and encouraging them to set up a meeting – to be followed up with an event to raise the profile of play with all MLAs (October 2011)</p> <p>PlayBoard staff attended Party Conferences to promote play, provide copies of the <i>Play Manifesto</i>, meet MLAs and delegates (October 2010 – January 2011)</p> <p>PlayBoard invited key civil servants to <i>Play and Leisure Implementation Plan</i> Consultation Events (January–February 2011) and individual officials expressed changes in their attitudes about moving children on and how articulate children/young people are in expressing their views or experiences. PlayBoard also produced a Report for OFMDFM summarising the issues raised by children and young people during these Events.</p> <p>PlayBoard has produced policy consultation responses relating to: Planning (February 2010); DARD <i>Children and Young People's Action Plan</i> (February 2010); <i>Review of 2010-11 Spending Plans</i> (March 2010); NIO <i>A Bill of Rights for NI – Next Steps</i> (May 2010); DSD <i>Welfare Reform Bill</i> (May 2010); DOE <i>Road Safety Strategy</i> (September 2010); Pre-Consultation <i>Child Poverty Strategy for NI</i> (September 2010); DOE Environment Committee Stage of the <i>Clean Neighbourhoods and Environment Bill</i> (September 2010); Dept of Justice Pre-Consultation on the <i>Community Safety Strategy</i> (September 2010); OFMDFM Programme for <i>Cohesion, Sharing and Integration</i> (November 2010); DE <i>Early Years Strategy</i> (November 2010); DE <i>Review of Teacher Education</i> (January 2011); DE <i>Community Relations, Equality and Diversity in Education Policy</i> (January 2011); DHSSPS <i>Fit Futures – an</i></p>
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	+ Representation on relevant Forums and Networks	<p><i>obesity prevention framework for NI, 2011-2021</i> (January 2011); OFMDFM <i>Play and Leisure Implementation Plan</i> (February 2011); OFMDFM <i>Child Poverty Strategy</i> (February 2011); All departments re <i>Departmental Budgets</i> (February 2011); DSD <i>Concordat between the Voluntary and Community Sector and the NI Government</i> (March 2011); Dept of Justice <i>Community Safety Strategy</i> (April 2011)</p> <p><i>4-Nations</i> (England, Scotland, Wales, NI): JO'L contribution to 4-Nations Play Forum; Play Policy Symposium (March 2010) – PlayBoard round-table discussion about how the play sector can contribute to enhancing community safety and cohesion, decrease the impact of child poverty and support positive outcomes for children</p> <p><i>NI</i>: NICCY Participation Forum; Children and Young People's Action Research Network; Child Poverty Alliance; Eastern Childcare Partnership; Obesity Task Force; Childhood, Transition and Social Justice Initiative Seminar Series 2010-2011; Early Years Strategic Alliance Group; Policy Group (CiNI); monthly NI Assembly All Party Children and Young People's Group</p>
Establish Regional Play Forum [O3]	A Regional Play Forum	<p>Discussion with OFMDFM about the role of a NI Forum in relation to the <i>Play and Leisure Implementation Plan</i> (e.g. as a monitoring mechanism for the Plan).</p> <p>A series of Play Seminars (in conjunction with CES) are planned for delivery between January–May 2012. It is anticipated that participants at these will form a Play Policy Forum</p>
Lobby for a Regional Play Fund [O3]	A Regional Play Fund	The Assembly has recognised the importance of Play and Leisure by protecting an allocation of the budget for this area of work. However, development of a Regional Play Fund is not likely in the current economic climate

	<p>+ Promotion of <i>Play Manifesto</i> and 5 key 'asks'</p> <p>+ Attendance at Party Conferences to promote play and influence delegates</p>	<p>PB <i>Play Manifesto</i> endorsed by 500 organisations, individuals and political candidates; involvement of 2 Junior Ministers in launch of <i>Play Manifesto</i> (March 2010)</p> <p>PlayBoard staff attended Party Conferences to promote play, provide copies of the <i>Play Manifesto</i>, meet MLAs and delegates (October 2010–January 2011)</p>
<p>+ Identify barriers to play and suggestions for change/ responses with communities [O4]</p>	<p>Relevant action research</p>	<p>LSRV play indicators monitoring in Lower Shankill – <i>Summary of young people's views re play areas</i> (September 2010) identifies main barriers [EK 2010 1.1]; PPR <i>The Right to Play, Final Progress Report</i> documents progress and issues over the period 2009-2010 [EK 2010 2.2]</p> <p>Let Youth Lead community survey in Cliftonville – <i>Community Survey on Play in the Torrens Area</i> (March 2011) [RMcC O2 1.1]</p> <p>Consultation with children and young people with disabilities (Shankill) re <i>Play and Leisure Implementation Plan</i> [JH evidence 4]</p> <p>Report for OFMDFM summarising key issues raised by 103 children and young people during <i>Play and Leisure Implementation Plan</i> Consultation Events [RMcC 1.2 and 3.16]</p> <p><i>Playscapes at 16</i> ARK Research Update (April 2011)</p> <p><i>PlayDay 2010 Opinion Poll</i> (n=1,034 adults and 1,031 children aged 7-14), included a NI sample</p>
<p>+ Model support/ development of play and implementation of children's rights, particularly A12 [O4]</p>	<p>Observation of change (in play environments, in adult attitudes about children and play)</p>	<p>Use of <i>Ways to Play</i> booklet by Let Youth Lead group with their own children (2010); distribution of the booklet to attendees at the public meeting planned to disseminate the findings of the community survey (June 2011); copies of the booklet given to playground supervisors in Sacred Heart Primary School (April 2011)</p>

	<p>Guidance about participatory consultation</p>	<p>Observational visits by Play Development Officers to consider what time of day is most appropriate to run the 'Reclaiming Streets Play Project – noticed 'No Ball Games' signs and no green spaces (November 2010)</p> <p>LSRV children's group and members of Denmark St Community Centre supported by PlayBoard to attend a national Play Day Event (2010)</p> <p>Involvement of Play Development Officer in discussions about development of a community garden in Lower Shankill (May 2011)</p> <p>Play sessions in Lower Shankill (May 2011) led to positive response from community members and other children/ young people</p> <p>Meeting with Clanmill Housing Association and local residents about potential development of a play site (April 2011) -&gt; plan drafted for undertaking a consultation process and sent to Clanmill (May 2011)</p> <p>Development of Play and Leisure Partnerships in Councils, to improve opportunities for play (especially under-utilised spaces)</p> <p>Development of the Flash Play initiative, which is intended to improve play opportunities – subject to securing funding</p> <p>Play Quest checklist for participation placed on Participation Network website and used in their training with public authorities; meeting with Equality Commission NI about ethical consultation processes (March 2011)</p>
<p>+ Implement 'playwork' approach/ PlayBoard advocacy</p>	<p>'Models' of 'good practice'; case studies</p>	<p>Let Youth Lead group promoting play for their own children</p>

messages [O4]		<p>Play sessions in Sacred Heart Primary School led to review and development of playtime provision (April 2011)</p> <p>Launch of Play Quest resource and DVD through seminars in 10 locations (March 2010) – evaluations in 3 locations in the Southern Board (n=88) noted that the seminars provided opportunities to explore how to involve children in decision-making and enable self-directed play, discuss how to create play spaces and positively change practice/ environments through practical examples</p> <p>Annual Play Day Event</p>
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### 3. BUILDING ON CURRENT WORK

As demonstrated in Section 2, Programme staff are involved in a wide range of activities in order to meet the outcomes of the Play Advocacy Programme. Analysis reveals that many of these activities are working well and their success should be built upon, while other aspects of the work could be further developed. Specific examples and details are discussed below.

#### 3.1 Utilising Useful Materials, Resources and Training

The value of PlayBoard documents and resources was raised in interviews/ focus groups and captured through Programme recordings. Members noted that the design and layout of PlayBoard documents makes them stand out, and appealing to parents and children as well as practitioners<sup>1</sup>. The value/ impact of a number of specific documents and resources were noted on numerous occasions by different audiences. Thus suggesting that the development of materials is a useful way to influence, and their dissemination should be continued. These include:

**Ways to Play booklet:** This provides practical play ideas and has featured heavily in the work in Cliftonville (RPS) – among the young mothers in the ‘Let Youth Lead’ project; with teacher and playground supervisors in primary schools in the area; for participants attending the public meeting feeding back the findings of the community survey. Its reported value is in providing practical play ideas and members of ‘Let Youth Lead’ were so impressed with the resource that they wanted to distribute it to others in the area as a means of encouraging parents to play with their own children. The value of the resource in providing ‘ideas for games that are indoors and outdoors’ was also mentioned by PlayBoard members, all of whom are play-based child care workers. A government health representative felt that it was a useful example for teaching children and parents how to play games. It is, therefore, a valuable tool for enhancing play opportunities (outcome 4).

**Play Shaper:** This offers the opportunity for professionals to explore the importance of play and leisure and the role they have in encouraging it. It has been offered to councils involved in setting up ‘Play and Leisure Partnerships’ a number of which have noted its value in increasing their understanding of play (outcome 1).

**PlayBoard’s National Playday:** Members, partners and beneficiaries were very positive about PlayBoard’s National Playday. As well as the ‘fun’ aspect of the day, it provides a forum for meeting other members and groups that PlayBoard works with. In providing practical play ideas based on the Playwork methodology, it is a valuable means of enhancing play opportunities for children (outcome 4), providing ‘learning through doing’.

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<sup>1</sup> ‘... they’re all very colourful ... anything they produce is always very catchy I always find. It draws your eye to it and even for children and parents, if you were going to display something from PlayBoard, there is something there that catches your eye, just the way it’s set out.’ (PlayBoard Member)

**Play Quest: Creating Meaningful Participation for Children resource and DVD:**

This resource has been used extensively and is useful for enhancing: understanding of play (outcome 1); understanding of children as strong, competent, social actors (outcome 1); play opportunities (outcome 4). Those working with children with disabilities (i.e. on the autism spectrum) are particularly positive about its value and evaluations demonstrate that it contributes towards achievement of the outcomes noted above. While the resource is available to download on a number of websites, and has been shared with public authorities to make them aware of the stages of effective participation and consultation, additional evidence of its use and impact may be useful for PlayBoard's organisational development. This resource, particularly the 'Checklist for Consultation with Children and Young People', could be further utilised/ promoted as part of the Play Advocacy Programme. It could be particularly useful in supporting government departments as they plan consultations and in further development of the PPN project.

**PlayBoard's Play Manifesto:** Endorsed by 500 organisations, individuals and political candidates this has been widely disseminated and is known to many (from practitioners to political representatives). It was launched by the Junior Ministers in March 2010 who made positive comments about the value of play<sup>2</sup> and the work of PlayBoard. The Manifesto has been used by the Senior Advocacy Officer to lobby political and departmental representatives (outcome 3). It has also been an effective means of spreading PlayBoard's messages more generally. Observations at Husting events revealed that PlayBoard members have used the Manifesto as a lobbying tool (outcome 2). Further demonstrating the value of the Manifesto, and as a result of Husting events and continued lobbying, two of the five 'asks' within it were included in the *SDLP Party Manifesto* (outcome 3).

**E-Play:** This is a fairly new resource, developed specifically as part of the Advocacy Programme and disseminated widely. PlayBoard members report circulating the resource to all staff in their organisation, extracting useful information for parents to present in newsletters or display on notice boards. Thus, key play messages are being disseminated widely via members. Initial positive feedback focuses on the value of receiving collated information that practitioners might otherwise not have access to. Given the pressures of face-to-face work, members noted difficulties in finding time to meet, network, exchange ideas and information. *E-Play* addresses this problem, providing a virtual mechanism for information sharing. There is some initial evidence to suggest that the information within *E-Play* has strengthened the capacity of stakeholders to articulate children's and young people's play needs and rights (outcome

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<sup>2</sup> 'We recognise that play is a powerful medium for teaching values to children of all ages and we can harness the many benefits of play to help build a safe and tolerant society for everyone living in Northern Ireland' (Minister Newton)/ 'Play has been proven to have beneficial outcomes on children's physical and mental health, to aid their development, encourage social skills and improve knowledge and skills so there is much to be gained from promoting and encouraging it' (Minister Kelly)

2)<sup>3</sup>. Further evidence would be useful to more fully examine the use and value of the *E-Play* resource. It may also be helpful to consider dissemination of *E-Play* through other sources (e.g. NICVA, the Research Forum for the Child, the Childhood, Transition and Social Justice Initiative, CiNi).

### 3. 2 Building on Existing Work

**Ensuring that PlayBoard remains the lead voluntary agency for children’s and young people’s play rights:** PlayBoard is well known and respected among members, political representatives, partners and beneficiaries, and colleagues in the voluntary and community sectors. Seen as the lead organisation advocating for play, it is recognised that, without them, the right to play could slip off the agenda<sup>4</sup>. Stakeholders note the various ways in which PlayBoard strengthens their understanding of play (outcome 1) and their capacity to advocate for children’s and young people’s play needs and rights (outcome 2). They stress the need for a lead organisation to continue this work, to be ‘plugging away for you’ at a strategic level. Members want PlayBoard to continue to lobby on their behalf. As small organisations or individuals, many have limited capacity to lobby and some do not see this as part of their work<sup>5</sup>. This reinforces PlayBoard’s remit as an umbrella organisation whose lobbying activity is informed by the experiences and suggestions of those with whom members work. Colleagues in the child and youth sector feel that, given current policy focus on regulating young people’s use of public space, PlayBoard’s role is more important than ever in highlighting how policies can infringe the right to play and leisure<sup>6</sup>.

**Challenging the perception that PlayBoard’s work focuses on the early years/ school-aged children:** PlayBoard’s expertise in early years is well recognised, particularly with regards to guidance about effective consultation and participation, and in relation to their contribution to the *Early Years Strategy*. This, alongside the perception that play is for younger children, may have impacted upon the view of young people and those who know less about the organisation that PlayBoard works primarily with and for younger children. Steps have already been taken to challenge this

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<sup>3</sup> ‘This is important work – giving Playworkers information to help them do their jobs better, and more importantly, facts to help them spread the word about play’ (Reader comment)

<sup>4</sup> ‘... there are a lot of organisations that duplicate a lot of the same issues from different perspectives. But ... everybody allows PlayBoard to take the lead on play because that’s their thing and they do it very well’ (Policy Officer, Children’s and Young People’s Sector).

<sup>5</sup> ‘I find it’s easier speaking to the likes of \*\*\*\* [PlayBoard worker] and PlayBoard about children and young people’s needs than it is speaking to government bodies because ... you need to talk to somebody that understands where you’re coming from, not somebody that’s just going to throw answers your way to get you off their back ... it’s easier to speak to somebody that knows what you want and why you want it, than to talk to somebody that doesn’t have a clue’ (Community Representative)

<sup>6</sup> ‘[In the Community Safety Strategy] ... there is absolutely no emphasis at all when you’re looking at use of space, when you’re looking at use of the community, the place of young people, there is no emphasis on play and leisure and no emphasis on the value of young people in the community. So ... I think in terms of PlayBoard’s role, it’s *more* important that they keep doing what they are doing over the next while because its one of the issues that, I think, it’s going to be squeezed even tighter because there isn’t that emphasis’ (Policy Officer, Children’s and Young People’s Sector).

perception where it has been identified. In continuing to challenge the perception that PlayBoard's work focuses on early years/ school aged children, PlayBoard could:

- continue disseminating information about the organisation;
- continue partnership working with youth, as well as children's organisations, and publicise this where possible;
- promote their practice work with young people (e.g. young mothers), as well as children;
- include images of young people, as well as children, in PlayBoard publications, documents and resources;
- develop a specific youth-focused campaign (e.g. challenging negative representation of young people in the media, especially as this was raised as an issue in the Ark Young life and Times Survey 2010);
- seek to broaden their membership to include more youth organisations.

**Continuing to influence development and implementation of the *Child Poverty Strategy*:** PlayBoard has been heavily involved in informing and influencing the *Child Poverty Strategy* as a member of the Child Poverty Alliance and through their input in pre-consultation events. Play and leisure is featured in the Strategy and PlayBoard has an important role in continuing to influence Priority 3 – 'Ensure the child's environment supports them to thrive'.

**Building on the Advocacy Workshop, Toolkit and Husting model:** All of the evidence points toward the value of this model. Participant feedback/ evaluation forms demonstrate how useful practitioners found the events, and follow-up emails provide examples of action taken by both member organisations and politicians. E-mails from both also acknowledge PlayBoard's role in securing funding for school-aged child care. To build on the success of this model, PlayBoard could continue to hold these types of events locally, particularly in rural areas; consider how young people might be involved; keep the political representatives previously involved onboard.

**Making contact with local councillors:** The value of making contact with local councillors was revealed at the Husting events when many agreed to advocate on behalf of PlayBoard and their member organisations. This contact should be retained and built upon, and further contact made with local councillors in areas where PlayBoard are involved in direct programme work. Further contact could be made:

- following dissemination of the Reclaiming Streets Play Project (Torrens) community survey;
- as a follow-up to Husting Events;
- to raise issues identified by children and young people in the *Play and Leisure Implementation Plan* Consultation Events;
- to build on council play audits and Play and Leisure Action Plans.

**Challenging negative responses of residents to the development of play sites:** One of the key outcomes of the Play Advocacy Programme is to strengthen understanding of children and young people as strong competent social actors, and to

strengthen understanding of the importance of play for holistic development (outcome 1). Section 4.1 identifies particular groups whose understanding of children, young people and play requires further development. Work in communities, particularly with a view to developing play sites, reveals that it is essential to challenge the negative views of local residents and resident/ housing associations. Conducting the community survey, holding a public event to report back survey findings and involvement with primary schools in Clintonville have been useful activities to raise awareness and improve understanding about children's right to play. Work with the Fold Housing Association (Torrens) could be further developed in an effort to gain their support for the Reclaiming Streets Play Project. Likewise, work with Clanmill Housing Association concerning development of a play site in Harbourview/ Sailortown could lead to practice in a third community. Given the influence and standing of resident and housing associations in local communities, PlayBoard might also consider how messages regarding play could be further disseminated to these groups (e.g. through offering the Play Shaper Programme).

### **Involving children and young people in Partnerships, lobbying activity and resource development:**

While there are already clear examples of children's and young people's involvement in lobbying (e.g. LSRV meeting Junior Ministers) and PlayBoard advocating for their involvement in decision-making processes, the participation of children and young people could be further developed through:

- Promotion of the role of children and young people in Play and Leisure Partnerships to inform development of a Play Policy in each council area and in the development of a framework for assessing and monitoring play in council areas.
- Involvement of children and young people in local and regional lobbying, including Husting-type events, to ensure that their views and suggestions inform lobbying processes.
- Development of advocacy training and resources/ toolkits for children and young people.
- Involvement of children and young people in the design of advocacy resources for their peers.
- Involvement of children and young people in the development of a rights-based assessment framework.

### **Recognising that capacity building of individuals and organisations is not necessarily linked to their articulation of children's play needs and rights:**

There are many examples of skills acquisition; personal, social and professional development; and enhanced understanding about key issues, government mechanisms and processes. It is important that these outcomes are recognised as elements of effective lobbying but also as important skills and knowledge in their own right. Some useful examples include:

- The skills and confidence gained by Let Youth Lead young people in designing, carrying out and analysing the community survey.

- The skills and confidence gained by Lower Shankill Resident's Voice children and young people through monitoring play and presenting their work and findings to various audiences.
- Participants at Husting Events felt they would now know who to contact in the future to lobby or raise concerns (both locally and in the Assembly).

**Informing parents through members:** There are numerous examples where member groups act as a conduit, passing PlayBoard messages to parents (e.g. *E-Play* resource, *Championing Play* Leaflet, lobbying letters to government). This is useful not only in strengthening their knowledge of play and playwork (outcomes 1 and 4), but also as a way of involving them in lobbying for play needs and rights (outcome 2). This method of disseminating information and resources could be further utilised, perhaps through inclusion of specific information or activities for parents.

**Providing information and feedback:** There are many examples of PlayBoard feeding back to those involved about the use of the information they provided to lobby for improvements in policy/ practice concerning play. This should be continued in formats that are appropriate to different audiences, and through multiple mediums including the E-Play resource. PlayBoard might further consider the production of documents and resources specifically for children and young people.

**Using information gained from activities/ research/ consultations for a range of purposes:** PlayBoard should consider how information collected through research, consultations and PlayBoard events might be used in PlayBoard publications and presentation to articulate PlayBoard's key messages. Information that might be utilised includes:

- Key findings of the Torrens community survey, particularly relating to perceptions of play and awareness of play opportunities. This could link with Play and Leisure Partnership work with Councils [see *Summary of Results*, RMcC 1.11, EK 2011 1.4]
- Using quotes gathered from children and young people during Consultation Events in presentations and other reports [see ppt for Councils in PB/ OFMDFM Partnership Seminar, March 2011; see *Play and Leisure Implementation Plan Consultation Events Report*, RMcC 1.2]
- Using quotes from PlayBoard members and politicians who attended Husting Events [see *PlayBoard Husting Report March 2011*, AS]
- Using quotes from participants consulted about the *Play and Leisure Implementation Plan* and *Poverty Strategy* at PlayBoard's Annual Conference, November 2010 [see AS 02]
- Using quotes from the Member/ Stakeholder Event about the *Play and Leisure Implementation Plan* Consultation and what they would like to see in a Play and Leisure Strategy, January 2011 [AS 02]
- Drawing on evidence gathered about views of children/ play and examples of effective practice to develop a revised draft of the (September 2010) Briefing

Paper about developing a rights-based play assessment tool and within the final tool itself [RMcC]

- Using information included in PlayBoard responses to: DENI *Early Years Strategy Consultation*, November 2010; *Play and Leisure Implementation Plan Consultation*, March 2011; *Child Poverty Strategy Consultation*, March 2011 [RMcC]
- Drawing out Northern Ireland specific findings about views of children, views of play and play opportunities from the *Playday 2010 Opinion Poll*
- If funding is successful, use the findings from the Flash Play research as further evidence of the meaning and value of play for children and young people, and what makes play viable [RMcC O2 2.3]

**Including questions in conference, seminar and training evaluations about how participants will use information provided by PlayBoard:** In evaluating some events participants have been asked to record how they will use the information provided by PlayBoard or what actions they plan to take as a result of their involvement in the event. This is useful to evidence impact, and could be an essential element of verbal or written evaluations. It will be particularly useful to record such information following the CYPAC Conference to be held in Autumn 2011 and at the PlayBoard Annual Conference in 2011.

**Developing case studies and models of practice to illustrate successful ways of working:** As a means of showcasing work which is part of the Play Advocacy Programme, and highlighting effective ways of working, different aspects of the Programme could be captured in case studies, models of practice or practice papers. The following highlight some key points that might be included in case studies with regards to specific projects/ pieces of work.

- The work in Cliftonville with Let Youth Lead is an example of:
  - the value of a community development approach in which young people are at the centre;
  - involving young people in action research as a way of bringing the community onboard with intended developments to enhance play opportunities in the area;
  - developing the knowledge, skills and capacities of individual young people;
  - enhancing the status of young people as strong, competent social actors and key stakeholders;
  - enhancing advocacy skills of young people;
  - improving play opportunities.
- The work with the Lower Shankill Resident's Voice children's group is an example of:
  - involving children and young people in action research as a means of advocating for their play rights and needs;
  - developing the knowledge, skills and capacities of individual young people;

- enhancing the status of young people as strong, competent social actors and key stakeholders;
- strengthening advocacy skills of children;
- improving play opportunities;
- intergenerational working - enhancing adults' views of children as strong, competent social actors and decision-makers; improving adult perceptions of children, young people and play.
- The *Play and Leisure Implementation Plan* Consultation events and methodology are an example of:
  - building the capacity of Government in terms of: developing positive views of children, young people and play (through attending consultation events and listening to children's views and suggestions); effectively engaging with children and young people (through age –appropriate, inclusive methods of consulting and feeding back); including children's and young people's views and experiences in policy;
  - how PlayBoard promotes children and young people as strong, competent, social actors;
  - an effective way of working in terms of targeting specific organisations and drawing on their experiences to gather children's and young people's views (e.g. disability groups, marginal groups/ young carers etc.);
  - raising the profile of play in social policy.
- The Advocacy Workshops, Toolkits and Husting events are an example of:
  - developing advocacy skills among members;
  - encouraging members to advocate on their own behalf, with the support of PlayBoard;
  - strengthening political representatives' understanding of play;
  - raising the profile of play in social policy.
- The Play and Leisure Partnerships within councils are an example of:
  - developing partnerships;
  - enhancing Councils' understanding of children's and young people's play needs and rights;
  - working with Councils to enhance play opportunities and promote children's rights.

### 3.3 Strategic Developments

A number of developments have been particularly useful in progressing towards outcome 3. These should be maintained and/ or further developed.

**Identifying play advocates in political parties:** Through attending Party conferences, having one-to-one meetings with political representatives and running Husting events, a number of potential play advocates have been identified. It will be important to maintain contact with these individuals and follow-up with local councillors who attended Husting events.

**Developing and maintaining links with relevant agencies/ bodies:** On child and/ or rights Forums and Networks, and at conferences, PlayBoard are often the only organisation specifically representing and championing the right to play. Thus, links with relevant agencies and bodies are vital - providing information about practice and policy developments; relevant research; the views of children, young people and play advocates.

**Ensuring representation on relevant strategic groups across Northern Ireland:** It is positive that PlayBoard are currently represented on a range of strategic groups. They might consider further developing links with Children's Services Planners to promote consideration of play in the planning and commissioning of children's services.

**Developing partnership work with decision-makers in local communities:** PlayBoard's community development approach to its practice work has many benefits, as is evidenced in the work in Lower Shankill, and is also coming through in the work in Cliftonville. With a view to achieving sustainability and involving others as advocates for this community-based approach, PlayBoard should ensure that all agencies (statutory, voluntary, community) are aware of PlayBoard's work. This would include: PSNI, local councillors, regeneration/ community safety/ neighbourhood partnerships, local community/ youth centres and initiatives, local forums etc. The Play Development work could be enhanced by advocacy work in these communities, for example through adapting the *Advocacy for Play Toolkit* for children and young people and offering advocacy workshops to parents, community groups/ leaders and those who expressed an interest in the Programme in their responses to the community survey in Torrens.

**Ensuring that play remains a priority and is not seen as unimportant in the current economic climate,** where resources are being cut and 'core' activities are prioritised. There is a need to challenge the assumption that play is less important than other agendas or what is perceived to be the 'core' business of individual departments. It should be stressed that play is a Northern Ireland Executive priority requiring a collective response and joined-up policy/ practice. Play contributes to health and well-being, social development, community cohesion, positive outcomes for children/ families/ communities (key PlayBoard messages). Presenting an economic argument, demonstrating the impact of the right to play and leisure not being respected, is suggested as a means of delivering the message to government (i.e. savings in terms of health service provision, reduced spending on policing, increased productivity, etc). As pointed out by a government health representative, Ministers have to be persuaded that, although these benefits are long-term and will not be realised in the four years of their term in Government, it is worth investing resources into play and leisure now to support children's development both as children and as future adults (who are parents, workers, community members, voters).

**Mainstreaming play within policy development and implementation:** The right to play is often subsumed within other areas (e.g. health in terms of obesity and emotional well-being, education, etc.) and mentioned in strategies without explicit reference to why

it is important or how it will be promoted. PlayBoard is perceived to have a major role in lobbying for the right to play and making clear the implications of this right within key areas of policy and practice (e.g. community safety, health, education, youth service, play spaces within planning). This means emphasising that play is a fundamental element of childhood and growing up, therefore a significant aspect of any policy affecting under-18s and children's services planning at local and regional levels.

### 3.4 Focusing on Particular Groups and Topics

A number of issues arose on multiple occasions and have been identified as areas where further work might be considered. Although these may not be within the scope of the Play Advocacy Programme, it is important to note them as potential areas of future development.

**Promoting use of 'unclaimed' sites:** The desire to utilise 'unclaimed' or unused space was expressed on a number of occasions. A community leader in one area, for example, suggested that local volunteers would be willing to identify potential sites and open and close these if necessary. PlayBoard's work with councils also reveals their interest in making use of under-utilised space, and Armagh City Council have developed a module relating to utilising spaces currently not being used. PlayBoard should ensure that this module is shared with other councils involved in Play and Leisure Partnerships, that the experiences of councils are fed into work in communities, and that this is followed-up as a potential area of work. A departmental representative for children stated that OFMDFM has asked councils to tell them about 'unofficial' play spaces (derelict land, buildings etc.) to see whether these can be acquired and made use of. The department has also developed eight exemplar projects with councils which are available on the OFMDFM website.

**Countering fears/ concerns about 'risk':** Concerns about health and safety, and 'internal policies and procedures' were recognised as placing limits on available play and leisure spaces. Organisational concerns about 'risk' are often the result of concern about children being harmed and subsequent claims for compensation.<sup>7</sup> As a response to Council concerns about safety and insurance, in conjunction with PlayBoard, OFMDFM provided Risk Seminars to dispel myths and encourage them to consider the benefit of acceptable risk for children and young people when they are completing Risk Assessments. A number of those working closely with PlayBoard (e.g. policy officers, departmental representatives etc.) have an informed understanding of the need for children to take risks, and the potential negative impacts of risk-taking being overly curtailed<sup>8</sup>.

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<sup>7</sup> '... [children] haven't been allowed to do things because we're so afraid of them hurting themselves. There is so many things that the schools won't let them do and the groups they go to won't let them do. It's all back to this "claim culture". It has a lot to answer for' (Departmental Representative, Children)

<sup>8</sup> 'If children aren't allowed to make decisions and aren't allowed to take risks and calculate for themselves if something's safe or not safe when they're a child, are they miraculously going to do that when they're eighteen? It's daunting to think about the kind of society that it's going to create' (Departmental Representative, Children)

PlayBoard's own research also reveals that concerns about risk are pervasive among the general public, particularly parents (*Community Survey on Play in the Torrens Area, March 2011; PlayDay 2010 Opinion Poll Summary*), impacting on children's opportunities for unsupervised outdoor play<sup>9</sup>. While some concerns/ risks - traffic speed, poor lighting, poorly kept play areas - can be responded to through physical changes, others - stranger danger, fear of upsetting neighbours - involve challenging myths and stereotypes. Having identified these concerns PlayBoard need to consider potential implications for their work generally, and specifically in the Torrens community. This could involve challenging public fears, concerns and perceptions through publications/ presentations and in direct work with communities. If perceptions that it is unsafe for children to play outdoors and/ or unsupervised are not challenged, resources that do exist will be unused, and negative assumptions regarding young people's presence on the streets will be perpetuated<sup>10</sup>.

**Challenging the negative perception of young people:** PlayBoard's consultations and research with young people expose the lack of respect and tolerance they experience, particularly in relation to their use of public space. They report that it is often assumed they are, or will be, involved in anti-social behaviour leading to them being 'moved on' (*Play and Leisure Implementation Plan Consultations with Children and Young People January/February 2011; Playscapes at 16, Ark Research Update*). Within a recent PlayBoard Community Survey, stereotypes about young people causing trouble were strong and prejudice against young people's presence in public spaces was clearly evident (*Community Survey on Play in the Torrens Area, March 2011*).

Concerns about negative perceptions of young people and subsequent impacts on their use of public space and play opportunities were expressed in a number of consultation responses to the *Play and Leisure Implementation Plan*, and by stakeholders involved in interviews/ focus groups as part of this evaluation. Given the scope and volume of concerns, PlayBoard might consider ways of challenging these negative perceptions through:

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<sup>9</sup> Illustrating the volume of safety concerns parents can have, a survey respondent identified the following as factors stopping children from playing outdoors: '[T]here are a lot of children drinking and breaking bottles, dumping rubbish. There is too much traffic driving way over the speed limit and way too many unsupervised, neglected dogs. Not comfortable for the children to play in the park because of the amount of sex offenders and paedophiles that are being homed in this area'.

<sup>10</sup> : '... we need to be clear that, yes, we have more traffic congestion than we had in the past. But it is still safe for our kids to be playing outside. In Northern Ireland, we don't have some of the problems that some of the inner city areas of London or other parts of the UK have. We do have green field space, we do have parks, we do have some leisure centres. And it's important that we make use of them' (Departmental Representative, Health)/ 'I think it's sad we live in a society now where parents are too afraid to let their children out and they're not learning ... there's so much *scaremongering*, people are afraid to let their children out. So we're just perpetuating this myth that children are troublemakers because people won't let their own [children] out, so when they see children on the streets they're thinking they've obviously come from a rough home where their parents have threw them out onto the street ... I think children seen to be playing on the street is like, nearly viewed as neglect to a certain extent.' (Policy Officer, Children's and Young People's Sector)

- Continuing to respond to proposed strategies that portray young people negatively and disproportionately target them.
- Working in partnership with other organisations in lobbying/ campaigns on this and related issues.
- Promoting positive contributions of young people in the communities where PlayBoard are carrying out direct work.
- Including images and quotes from young people in PlayBoard publications and presentations.

Given the findings of the community survey, it will be particularly important to consider ways in which negative perceptions of young people in the Torren's area might be challenged as part of the development of practice based work.

**Developing work with children in care:** Through the process of the evaluation a potential area for advocacy work arose in relation to the play rights of children in residential care. It was noted that these children might not be allowed out due to fears that they will abscond. If further investigation finds this to be the case, such concerns could be impacting on looked after children's right to play. Given that both VOYPIC and PlayBoard have Advocacy teams/ officers in place, this might be a topic for joint lobbying. PlayBoard's previous work in residential care units with the Play Quest resource might also be further developed as a means of addressing the issue with relevant organisations.

**Developing work with children with disabilities:** The unrecognised value of play and limited play opportunities for children and young people with disabilities were acknowledged in interviews and focus groups. Children and young people in particular felt that the play needs and rights of their disabled peers were rarely met<sup>11</sup> – because parks were inaccessible and equipment was inappropriate; youth clubs and services were not fully inclusive; there were no/ few local facilities specifically for children and young people with disabilities. They also raised concerns about the impact of this on mental well-being<sup>12</sup>. Reflecting such concerns, when developing indicators to monitor if play rights are being met in their community, Lower Shankill Resident's Voice children's group included indicators to assess access to facilities for children with additional needs. PlayBoard could draw on this, and additional evidence, in raising the profile of this issue and advocating for the play needs and rights of children and young people with disabilities. Further evidence that could be drawn on includes:

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<sup>11</sup> '... there's nothin' for them here at all ... There's supposed to be equality, but there's not one bit of equality in it. Equality means boys, girls, teenagers, children, adults, people with disabilities and all.' (Young person)

<sup>12</sup> '... if the child's in a wheelchair then *don't* go out every night and play football, maybe if it's in a youth group or whatever, don't go out and play football ...find somethin' else that will include them all. And I know you can't do that *all* the time, there's gonna have to be sometimes maybe when the child can't do somethin', but if they're made to feel like that all the time then it's gonna get them really down. They are gonna understand that there are some things they can't do, but as long as they can do some of the same things as everyone else, that's really important.' (Young person)

- Child care workers', play workers' and parents' examples of the value of play for children and young people with disabilities (stories and examples like those provided in the focus group with members could be powerful in lobbying politicians).
- Findings from surveys (x3) in Lower Shankill about whether parents with children with additional needs feel play areas meet their needs.
- Findings from the Torren's community survey relating to play opportunities for children with disabilities.
- The views of children and young people with disabilities collected as part of the consultation for the *Play and Leisure Implementation Plan*.
- The views of young people with a disability or long standing illness on play and leisure collected as part of the ARK/ YLT research.

Added to this, PlayBoard could roll out the work/ training they undertook in the Southern Area with Autism projects to other areas and organisations.

**Developing play in schools:** While Primary schools may be aware of the importance of play, opportunities for 'free' play can be limited by the pressures of delivering a specified curriculum or lack of imagination on the part of staff<sup>13</sup>. Suggestions by Play Development Officers for playground activities that promote different types of play have been enthusiastically welcomed by the Principal of a Primary school. PlayBoard could provide examples of schools opening up their facilities after hours (e.g. OFMDFM exemplar project) or developing creative play opportunities (e.g. launch of CMO Annual Report, with PlayBoard, in a primary school which had established different areas for play).

### 3.5 Developing Collaboration across the Play Advocacy Programme

There is already some evidence of collaboration across the different elements of the Play Advocacy Programme – research, policy and practice. The Research Officer working with the Play Development Officers and young people in Cliftonville in the development and analysis of the community survey, is one example of the value of developing collaboration across the Programme. Team update meetings and reflections should allow further opportunities to be identified and acted upon. A few further possibilities arising from evaluation of evidence include:

**Strengthening advocacy messages and skills:** Despite its initial purpose as an advocacy tool for members to distribute to parents, the *Championing Play* leaflet was also used by the Let Youth Lead group, who distributed it along with the findings of their community survey to households in the Cliftonville area. This is a good example of how resources can be used for multiple purposes and drawn on in different elements of the Programme, with a view to enhancing lobbying opportunities.

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<sup>13</sup> '... even when they do play in schools here, it's a set time and a set agenda even – it's a case of: "You play in the sand and you can dress up" and there's no challenge in that' (OFMDFM Representative).

Other potential areas of collaboration with a view to strengthening advocacy messages and skills include:

- Using information provided in PlayBoard's roundtable discussion at the 4-Nations Play Policy Symposium (15/03/10) - about how the play sector can contribute to enhancing community safety and cohesion, decrease the impact of child poverty and support positive outcomes for children - in the *Advocating for Play Toolkit* or consultation responses.
- Adapting the *Advocacy for Play Toolkit* and related training for use with young people and community members/ groups in Cliftonville and Lower Shankill/ Denmark Street. In particular, the Let Youth Lead group have expressed an interest in lobbying political representatives, so advocacy training tailored to their needs might be considered.

**Utilising under-used space:** This is an issue that has arisen in work with councils, in communities and which could tie in with the Flash Play project. Learning should be shared across the different stakeholders, and PlayBoard could work with communities, councils, other interested partners and OFMDFM in promoting innovative ideas for the use of under-used spaces.

**Developing assessment and monitoring frameworks and tools:** A number of members of the Play Advocacy team are in the process of developing, or have developed, assessment and monitoring frameworks/ tools for use with different client groups<sup>14</sup>. It will be important to ensure that: work is not replicated; individual members of the team work together to share information and progress; all tools/ frameworks have consistent elements and inform each other; all tools/ frameworks are informed by messages from children and young people. In particular, the following might be taken into consideration:

- LSRV children's group have developed a range of indicators and mechanisms for monitoring play in their community. While some of these may be community specific, others may have more general relevance. Given the volume of children who complain about play facilities in their communities, and specifically the state of play parks and fixed equipment, these monitoring tools/ forms might be developed into resources/ toolkits and shared more widely (e.g. with youth and community groups, with schools, with child care providers etc.)<sup>15</sup>.
- As a means of ensuring that children's messages and priorities inform policy, LSRV indicators and monitoring mechanisms could be used to inform the frameworks for monitoring play in council areas. In particular the work of LSRV should inform the framework of their own council area – Belfast City Council

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<sup>14</sup> EK has worked with the LSRV children's group in developing monitoring indicators and tools; RMCC is in the process of developing a rights-based play assessment framework; AH is working with councils in developing a framework for assessing and monitoring play in Council areas.

<sup>15</sup> In particular, the young women from Let Youth Lead spoke of making regular complaints to the council about the state of play parks in their area. Monitoring forms, like those used by LSRV, might allow them to systematically collect evidence and present this to the council.

(BCC)<sup>16</sup>. If not already done so, PlayBoard could facilitate a meeting between LSRV children's group and BCC's Play and Leisure Partnership. Additionally, their work could be used to demonstrate that play is about more than fixed equipment and play parks.

- The rights-based assessment framework could also be informed by the work of LSRV. This, and the council framework, should feed into each other. Both should be grounded in the messages and priorities of children and young people (gathered through consultations, research and direct work).

#### 4. Further Progressing the Outcomes

The evaluation team have collected baseline information on each of the outcomes from those involved in interviews and focus groups. Further information has been extracted from Programme team recordings and relevant documents (see appendix 1). For the purpose of this report, analysis has focused on highlighting specific areas of work that might be useful in further progressing achievement of the outcomes.

##### 4. 1 Outcome One

*Strengthening understanding that children and young people are strong, competent, social actors in and through their play; that they can effectively participate in decisions about their play; and that play is important for holistic development.*

- Groups who might be targeted to further strengthen their understanding of play and of children and young people as strong, competent, social actors in and through their play include:
  - Councils
  - Adults in communities (including residents associations)
  - Housing associations
  - Community Safety Forums, Neighbourhood Renewal/ Regeneration Forums
  - Political representatives (including local councillors)
  - The general public
  - Those involved in the development and design of play and leisure spaces.
- There is a need to strengthen general understanding that children and young people with disabilities are strong, competent, social actors in and through their play and that play is important for their holistic development.
- While there is a fair degree of understanding of the value of play for younger children, this appears not to be the case regarding young people. Further work is needed to strengthen understanding about the meaning and value of play and leisure for older children, particularly teenagers.

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<sup>16</sup> For example, LSRV children's group have developed a form/ mechanism for monitoring play parks – will council frameworks that monitor fixed equipment and parks include some of the indicators that children and young people themselves have identified as important?

- The key aim of PPN is to strengthen the views and understanding of practitioners. It is recommended that efforts be made to reconnect with the PPN group, or that alternatives are sought in order that the pilot can be completed and this programme of work can be rolled out as previously anticipated.

## 4.2 Outcome Two

*Strengthening the capacity and ability of key stakeholders to articulate children's and young people's play needs and rights.*

- Enhancing children's and young people's own understanding of their play needs and rights, and their ability to articulate and advocate for these, has been particularly effective. While numbers may be relatively small these children and young people often also act as peer educators (e.g. through presentations in their schools/ communities etc). While this type of work is intensive, PlayBoard could explore possibilities of working with small groups of children and young people in additional communities.
- Further enhancing the lobbying skills of young people involved in the Reclaiming Streets Play Project in Cliftonville (e.g. through training, skills development etc.).
- Some opportunities for strengthening capacity were inhibited by the cost and/ or location of training.
- Some PlayBoard members who attended Advocacy Workshops and Husting events noted that they would need continued support from PlayBoard in advocating at a Departmental level. Others noted their willingness to lobby alongside PlayBoard but inability to do so alone, or without a lead agency. Differing levels of support require consideration.

## 4.3 Outcome Three

*Greater strategic understanding and recognition of the importance of children's and young people's right to play across social policy.*

- Direct PlayBoard's messages to local councillors, particularly those within the communities where PlayBoard is doing direct work.
- Identify and challenge specific parties/ individuals whom PlayBoard has had less contact with or who have been less positive about the value of play (e.g. Basil McCrea, UUP; DUP).
- Target specific forums/ Departments who may be less aware of PlayBoard's work, their play messages, the value and importance of play and the impact of policies and

practices on the right to play (e.g. Community Safety Unit; Northern Ireland Policing Board; Department of Justice).

- Enhance opportunities for children, young people, parents and community members to speak directly with political representatives, and support them in doing so<sup>17</sup>.
- The rhetoric between what government/ political representatives say in terms of the importance and value of play, and the reality – how this translates into funding, policies, resources etc. – should be further explored<sup>18</sup>. Where possible, the Programme team could collect examples of the mismatch between what is said and what is done.
- There are some examples of ‘broken promises’, where agreements have been made then reneged on, or where children and young people have been consulted only to have their views ignored. The impact of this – in the words of children and young people – is important to capture and pass on to politicians or those in decision-making positions.

#### 4.4 Outcome Four

Within workshops with Programme staff it was felt that the previously agreed three Programme outcomes did not sufficiently capture some of the practice elements of the Programme’s work. For this reason a fourth outcome was added and agreed upon: *Enhancing opportunities for play/ supporting play opportunities.*

- Further work might be developed in relation to enhancement of play opportunities for particular groups including:
  - Children and young people with disabilities
  - Children and young people in care
  - Children and young people from minority ethnic communities
  - Older children/ teenagers
- Play opportunities, particularly within the communities where PlayBoard is involved in direct work, might be enhanced by raising awareness about the impacts of misconceptions of risk.
- Some groups and members noted that access to PlayBoard training was inhibited by cost and/ or location. This may reduce potential for enhancing play opportunities through training relating to play and playwork methodology.

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<sup>17</sup> Young people recognise the power of people’s voices and experiences as a lobbying tool: ‘... if you’re bringing real experiences from real people, they might actually impact on political views’ (Young person).

<sup>18</sup> This rhetoric is identified and explained very well by a young person: ‘They [politicians] might stand up and say “oh this is great, and this has to be done” but they don’t care, they absolutely don’t care.’ (Young person)

- It is noted that the work to enhance play opportunities in Cliftonville through RPS must be sustainable in order to achieve community buy-in, and to have long-term impact.

## 5. Project/ Group Specific Recommendations

As part of interviews/ focus groups, stakeholders were asked how PlayBoard might further support their work, and/ or what direction they felt PlayBoard should be going in (although not all of the suggestions relate specifically to the Advocacy Programme). The following points have been expanded upon in interview/ focus group transcripts (provided to relevant members of the Programme team).

**Let Youth Lead, Cliftonville** identified that the following might be useful as the programme of work with them further develops:

- Training to develop advocacy skills, specifically speaking with political representatives on behalf of their community.
- Support in getting political representatives onboard, to attend events and to listen to community messages.
- Support in gathering and presenting evidence to support their case (e.g. community survey) and in demonstrating that what they are doing is of value.
- Support in setting up and facilitating community meetings/ consultations to keep the community updated on developments, gain their input and keep them onboard.
- Support in achieving the ultimate goal of sustainability, through: building the capacity of young people (and the community); developing community support and buy-in; garnering political support and ensuring funding security.
- Consideration of RPS as the first stage in a process of enhancing play opportunities in the community more generally. RPS could be seen as a pilot on one street with the potential of having streets in other parts of the area closed off for play. A further aim is to establish a park in the community.

With regards to the work of PlayBoard more generally, this group felt it would be useful for PlayBoard to advertise more and run workshops in communities to let people know what they do. They noted that prior to their involvement with PlayBoard, they had thought that 'it's connected with nurseries and all ... people just don't know that it can help them'.

**PPRP, Lower Shankill:** The following points/ suggestions are taken from discussions with the LSRV children's group, LSRV adult's group and representatives from partner organisations.

- The children's and young people's group requested that the programme of work continue as it had done, interspersing monitoring with games/ play and trips. They noted their willingness to speak with politicians again and requested a visit to the PlayBoard offices.

- The involvement, through sporadic visits, of other PlayBoard members of staff was mentioned favourably. It was suggested that this continue, if possible.
- Partner organisations consistently noted the skills PlayBoard bring to the project. It was felt that if PlayBoard were not involved, the work with children would slow down considerably or not be undertaken (as the skills, resources and time were not available elsewhere)<sup>19</sup>. The key message was maintaining PlayBoard's involvement in the project<sup>20</sup>.
- It was suggested that the work and achievements of the group could be further promoted in the community and showing impact could be a means of gaining further community support.
- It was recognised that the children involved in the project had developed many skills. As a means of enhancing these further it was suggested that they be involved in projects beyond their own community and in passing their learning on to their peers in other communities.
- It was felt that there was a general need for more lobbying around the lack of play and leisure opportunities for children and young people with disabilities.
- PlayBoard should continue to work with volunteers, supporting and sponsoring their training and development.
- Community groups with limited funding find PlayBoard's training too expensive to undertake.
- The benefits of membership could be more fully explained to partner organisations.
- It was suggested that PlayBoard could further advertise what they do and how they can help and support community organisations<sup>21</sup>.

**PlayBoard Members:** The needs of members varied by cluster group/ area with some stating that PlayBoard could do no more to support them, and others feeling that there had been a 'slight disconnect' with members in recent years. What was key for all with regards to lobbying, however, was that the support PlayBoard currently offered should continue. While members were keen to work with PlayBoard in lobbying, they needed an organisation with the reputation, skills and resources to take the lead and co-ordinate this<sup>22</sup>. They also made the following suggestions for PlayBoard:

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<sup>19</sup> The value of the work and the need for it to continue was expressed as follows: 'I think it's really great for \*\*\*\* [community workers] and \*\*\*\* [PlayBoard worker] to do what they do over here for the kids 'cause there's some kids in the area who're completely lost. They're getting into bother to get the attention. While there's other kids that would take what these kids are doing for granted, for other kids it's their refuge. It's out of an abusive environment for an hour and that's just heaven for them because they're not being abused while they're here' (Community Representative)

<sup>20</sup> Asked how PlayBoard could further support/ strengthen the work, community representatives stated: 'Keep it going and not to let the children down in the sense that say they run short of money and they say "oh, we have to draw \*\*\*\* [PlayBoard worker] back and calm everything down". Just to keep it going. It's like a fire, you have to still keep putting coal in it to keep it going' (Community Representative).

<sup>21</sup> 'If we hadn't of been working with PlayBoard we wouldn't have known nothing about it' (Community Representative)

<sup>22</sup> 'We do the hands-on work with the children, we're working with the children, we're organising, we're co-ordinating, we're doing that. So when it comes to lobbying and setting up meetings with MLAs it's quite

- Continue to raise member's awareness of issues affecting them and those they work with/ for (parents and children) e.g. in policy, legislation, quality assurance, training, new guidelines etc.
- Recognise that groups have specific needs – while some may need one-to-one support/ meetings, others may be more able to lobby or be involved in training etc.
- Accept that training needs to be local - it is too often Belfast-based and, therefore, not feasible for all to attend.
- Provide a wider range of training courses and opportunities, making them free of charge.
- Build on the fact that local cluster groups and follow-up events (from the Husting) are most useful.
- Prior to consultation events, provide members with an understandable summary of Strategies (which they can also pass on to parents). These should be written in accessible terms outlining: what the Strategy is about; why it is needed; what the key points are; what it is intended to achieve. Parents/ young people should be involved in re-writing versions of Strategies for other parents/ young people.
- Keep members connected to the organisation through introducing them to new staff and informing them of developing programmes of work<sup>23</sup>.
- Re-instate cluster groups as a means of reconnecting with members. Use these as forums for: exchanging information and ideas; updating members about play related information, research and policy; providing members with new play ideas; enabling members to feed into new areas of PlayBoard's work; keeping members up-to-date about changes within PlayBoard; involving members in continuous lobbying; ensuring that members' messages are fed to PlayBoard in order that they can present these to government/ use them in consultation responses and when lobbying; feeding information back to members about how their messages have been used.
- Make E-Play accessible on PlayBoard's website (as it may currently not reach all staff in an organisation).
- Inform members more fully about PlayBoard's Advocacy Programme and their long-term advocacy plan. Meet with cluster groups as a means of allowing them to feed into this and to discuss how the Advocacy Officer might support them as well as how members might support the Advocacy Officer.
- Utilise the contacts and local knowledge of members to explore ways in which PlayBoard might develop further work in their communities<sup>24</sup>.

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hard for us to come away from our day-to-day work to try to do that. PlayBoard are doing that on our behalf which is really good ... How could we turn up at Stormont? You have to have an organisation there that's going to sit and listen to those on the ground' (PlayBoard Member)

<sup>23</sup> '... to be introduced to the PlayBoard team and get a run down on what each of their job roles are and what they're here to do' (PlayBoard Member)

<sup>24</sup> For example, it emerged in a focus group that Integrated Services for Children and Young People are working with children in identifying what is a hazard in their play area. There are potential connections between this work and PlayBoard's Lower Shankill work.

They also discussed objectives which PlayBoard could contribute towards achieving, such as:

- Challenging the ‘claim culture’ and courts/ judges granting compensation for children’s accidents – this impacts on the working environment of play/ child care workers and on children’s play opportunities.
- Ensuring that the importance of work with older children and young people is recognised in political parties and in funding priorities. While work on early years is important, there needs to be consistency across the life-span<sup>25</sup>.

**Sector Representatives** felt there was little more PlayBoard could do to support their work. Their most important points were that the support currently offered continues, and that need for a sole lead agency advocating for play is promoted and protected. In addition, they suggested a number of areas where further work would be useful:

- Challenging negative perceptions of young people, especially their use of free space (as this impacts on their play and leisure opportunities).
- Promoting non-structured, non-adult led, informal outdoor play.
- Upping the ante and keeping the pressure on – ensuring play is not seen as a ‘soft issue’ in political circles and when it comes to funding; lobbying for play to be mainstreamed in all policies impacting on children and young people

**Departmental Representatives:** Two departmental representatives were interviewed and both felt that PlayBoard has had a significant impact on understanding about children’s play rights and needs<sup>26</sup>. While not explicitly mentioned in terms of PlayBoard’s role, they discussed objectives which PlayBoard could contribute towards achieving, such as:

- Educating recently appointed Ministers and elected MLAs about the importance of children’s right to play.
- Changing culture – educating the public to challenge negative perceptions about young people ‘hanging around’ on the streets, raise awareness of young people’s achievements and contributions to society.
- Organising consultation events and sessions with children/ young people to inform policy development and strategies – capturing their ideas, which are an ‘untapped resource’; telling their stories and experiences and letting them hear about those of older generations.
- Developing partnership work with Councils, as the perceived ‘lead agency’ concerning play.
- Disseminating Briefing Papers, Information Papers and relevant examples of innovative or effective practice identified by departments.
- Delivering some of the Actions of the *Play and Leisure Implementation Plan*.

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<sup>25</sup> ‘I do think they [adolescents] are a forgotten group. Services are now all going to early years, where they should be going, but I do also think that services should be going into adolescents because it’s a hard time for them. Between 13 and 18 what do they do?’ (PlayBoard Member)

<sup>26</sup> ‘Within the play world, they’re obviously recognised as good at what they do....They do all that they can ... I think they explore every opportunity that they can’ (Departmental Representative, Children)

- Making links with relevant departmental strategies (e.g. mental health promotion and the importance of physical activity for mental health/ dealing with stress; obesity prevention framework; forthcoming public health strategy: *Investing for Health*; planning in urban environments to ensure green spaces).
- Promoting imaginative ways of: making available space interesting, encouraging exploration, providing a physical environment and space to engage in play and physical exercise.
- Challenging the perception that it is not safe for children to play outside.
- Ensuring that children and young people use the parks, fields and leisure centres that exist.
- Lobbying to open facilities, school playgrounds and local playing fields after hours and during summer holidays so that these are utilised as community space, with a sense of community ownership (which is likely to reduce vandalism and potential anti-social behaviour).
- Addressing reluctance in Government about using the language of 'rights' (premised on perceptions about the limitations of rights in terms of time and resource constraints) and clarifying what 'rights-based' approaches mean.
- Using statistics and narrative, stories, photographs, quotes to highlight relevant issues.

## APPENDIX 1

In addition to Programme staff recordings, information used to inform this report was collected and analysed through the following means:

### Observations

- Regional Advocacy Workshop ('Engaging the School Age Childcare Sector') with PlayBoard members, followed by Husting event with political representatives – Magherafelt .
- Regional Advocacy Workshop ('Engaging the School Age Childcare Sector') with PlayBoard members, followed by Husting event with political representatives – Belfast.
- 'Partnership for Play and Leisure' Seminar with representatives from 13 District Councils.

### Interviews and Focus Groups

- Practice (young people, communities, partners):
  - Lower Shankill Residents Voice (adults)
  - Lower Shankill Residents Voice (children and young people)
  - Denmark Street Community Centre (Youth and Community Workers)
  - Participation and the Practice of Rights representative (partner)
  - Lower Shankill Residents Voice volunteer
  - Let Youth Lead (young people)
- PlayBoard Members:
  - Cluster Group Magherafelt
  - Cluster Group North and West Belfast
- Strategic:
  - Policy Officers (focus group)
  - Policy Officer (interview)
  - Departmental Representative, Children
  - Government Health Representative
- Other:
  - PlayBoard Play Advocacy Programme Staff (focus group)

### Documents

- Play and Leisure Consultation with Children and Young People – key findings
- Play and Leisure Consultation – notes from young people with disabilities
- Overview of responses to Play and Leisure Consultation

- Feedback/ evaluation forms from Consultation event with policy officers about the *Play and Leisure Implementation Plan*
- Play and Leisure Policy Statement (2009)
- Play and Leisure Implementation Plan (2010)
- Play and Leisure Implementation Plan Narrative (2010)
- PlayScapes at 16 Ark Research Update, 2011
- PlayDay Opinion Poll, 2010
- Torrens Community Survey 2011
- LSRV community survey results
- LSRV summary of young people's views on play in area (29/09/10)
- PlayBoard and PPR The Right to Play Final Report
- LSRV young people's presentations x2
- Let Youth Led self evaluations
- Speech by Junior Ministers at launch of *Play Manifesto*
- *Belfast Telegraph* coverage launch of *Play Manifesto* (March 2010)
- Notes from Play and Leisure Partnership Seminar (08/03/11)
- Observation notes from Play Partnership meetings x4
- Evaluation of launch of *PlayQuest* resource and seminars in Southern Board
- Feedback/ evaluation forms from two advocacy workshops at PlayBoard Annual Conference 2010
- Feedback/ evaluation forms from 5x advocacy workshops (school age childcare sector) and Husting events.
- PlayBoard Husting Report March 2011
- Email follow-up responses re. outcomes from Husting events
- SDLP Party Manifesto
- E-Play Newsletters
- Hansard (17/11/10)

## APPENDIX 2

In the next round of data collection, the evaluation team will be following up various activities and aspects of the Programme to assess change (i.e. examining evidence of impact). Some of this information will be collected through interviews/ focus groups, but most will be evidenced in Programme team recordings. This list may be a useful prompt, highlighting the nature of the evidence that will be sought.

### Practice: Cliftonville

- Sacred Heart Primary School – what happened after observation of playground, delivery of play sessions, provision of *Ways to Play* booklet to playground supervisors and the invite to contribute to the Families and Schools Together programme about ‘communication with your child’? [JH, EK]
- Mercy Primary School - what happened after observation of playground, delivery of play sessions, provision of *Ways to Play* booklet to playground supervisors [JH, EK]
- Let Youth Lead - use the CCRF Youth Lobbying Group baseline questionnaire February 2011 in 6 months/ 1 year to assess changes in the ratings of the young women [JH]
- Were local politicians asked about play and leisure as a result of community members being given *Championing Play* leaflets by the Let Youth Lead group when they sent out a feedback leaflet summarising the main findings of the community survey results in April 2011? [JH]
- Have community members become involved in development of the Reclaiming Streets Play Project following the dissemination of survey findings? [JH]
- Did PlayBoard involvement affect development of the spare ground in Torrens? Was a Residents’ Association established, including young people? [JH]

### Practice: Lower Shankill

- Did an official meet with the LSRV children’s group 4x /year to discuss their monitoring and benchmarking? *The Right to Play Final Progress Report* suggests OFMDFM reneged on this, has there been any advance since this happened in May 2010? [EK]
- Has participation in the national Play Day event affected the views of play amongst Denmark Street Community Centre members? [EK]

## Practice: Harbourview/ Sailortown

- Did PlayBoard involvement affect development of a potential play site in Harbourview/ Sailortown? [JH, EK]

## Strategic/ Policy

- How did attendance of government officials at the *Play and Leisure Implementation Plan* Consultation Events impact on social policy within OFMDFM? [JH, EK, RMcC]
- What came out of meetings planned to follow up discussion about development of the rights-based play assessment tool after presentation at the *Implementing the UNCRC* Conference in June 2011? [RMcC]
- How did the Flash Play Project proposal progress with Young at Art and the Forum for Alternative Belfast? [RMcC]
- Was PlayBoard's response to the *Early Years Strategy* used by other organisations when they developed their responses? [RMcC, DENI website]
- Did PlayBoard's consultation responses have any impact on the final strategies or policies produced by various departments? [RMcC 3.5-3.24]
- Did information from the *Play and Leisure Implementation Plan* Consultation Events influence the content of the final Plan produced by OFMDFM? [RMcC 3.19]
- Were PlayBoard messages about play or child care incorporated into Party Manifestos? [AS]
- Following attendance at Cluster Meetings in October 2010 to discuss the Play Advocacy work, did any participants contact AS about lobbying work by their organisation? [AS]
- Following attendance at the 'Lobbying and Advocacy Workshop' at PlayBoard's 2010 Annual Conference, did participants go on to lobby about any specific issues? [AS]
- What was the impact of lobbying (e.g. Advocacy Workshop and Husting Events) on development of a regional Child Care Strategy and funding for school-aged child care projects? [AS]

- What is the nature of continued work with members on lobbying and what support is provided by PlayBoard? Did any participants contact AS about lobbying work by their organisation? [AS]
- Have local councillors/ MLAs followed up issues raised in Husting Events? [AS]
- Have MLAs been involved in lobbying about specific issues raised by PlayBoard members/ cluster groups? [AS]
- How successful was use of the Digi-Mum site to communicate PlayBoard messages and engage with parents around play issues? [AS]
- Were the suggestions about lobbying of political representatives by Sue Ramsey, SF (17.8.10) acted on? [AS]
- What was the impact of sending post-election letters to MLAs in May 2011 (e.g. how many responded positively, how many arranged meetings, etc.)? [AS]
- Has Council auditing of play provision informed OFMDFM decisions about resourcing or development of new initiatives? [AH]
- What difference has establishment of Play and Leisure Partnerships made to Councils? [AH]
- What was the role of children and young people in the Play and Leisure Partnerships? [AH]

### Practitioners

- Have they used e-play, Facebook site, PlayBoard website? If so, what difference has this made to their own policy/ practice?
- Have they used PlayBoard materials (*Play Manifesto, Championing Play, Ways to Play, Play Quest*); consultation response materials (*Early Years Strategy, Play and Leisure Implementation Plan*); Advocacy Toolkits? If so, perceived impacts on own policy/practice?
- Have they attended training/ events (Husting Events, Advocacy Workshops, PlayBoard Annual Conference)? If so, perceived impacts on own policy/practice?