CAFADA

PARTICIPATION WORKSHOPS

REFLECTIVE FEEDBACK
RESEARCH FELLOWS

INTRODUCTION

Hello!

Thank you for planning and undertaking the CAFADA participation workshops with children and/or women. Throughout the workshops, you provided a space for children and/or women to say what they think, and to give their opinions on things like: their journeys through services; experiences of accessing support; and on what an ideal service would look like.

Today, I would like you to reflect on what it was like for you to lead these participation workshops as a Researcher on CAFADA. I will ask you to give feedback on things like if you felt children and/or women were given enough space and time to contribute, if you felt they were heard, and if you felt that their contributions were valued. To do this, you will be invited to take part in a focus group with Nadine Fowler (or another member of staff from Workstream 4 in Nadine's absence). You also do not have to give feedback at all if you do not want to.

This booklet provides more information about giving your feedback, gives examples of the kinds of questions I would ask you. As you read this booklet, if you have any questions, please speak to Nadine Fowler (nadine.fowler@stir.ac.uk) or Jane Callaghan (jane.callaghan@stir.ac.uk).

Your decision to go ahead or to decline is entirely up to you, and will not have any effect on your role in CAFADA.

Happy reading!

Nadine

Dr Nadine Fowler
Research Fellow
CAFADA
University of Stirling

CAFADA
Developing the evidence base for innovation in social care for children & families affected by domestic abuse

UNIVERSITY of STIRLING

FOCUS GROUP

You will be invited to take part in a focus group to give your feedback. Nadine will arrange for this to take place with you and other people who have been planning and undertaking the CAFADA workshops in your workstream, or with the whole CAFADA team. The group workshop would last between one, or one and a half, hours.

Nadine will attempt to bring everyone together in person, likely at the University of Stirling, or will arrange for a focus group to take place over Microsoft Teams.

The focus group will be audio recorded on an encrypted Dictaphone (face-to-face) or recorded using the built-in features of Microsoft Teams (online). This will ensure that anything you say is captured accurately. If video is recorded, the audio will be extracted from the video, and the video will be deleted. The audio recording will then be transcribed and stored securely in the CAFADA data folders on SharePoint/Teams.

CAFADA will never use your name or any identifying details about you in our reports. Everything you say will be confidential. The only time I would ever need to tell anyone what you have said, is if you say something that makes me seriously worried about you or someone else. If this was to happen, I would always speak to you before we speak to anyone else about my concerns.

If there is anything you say in the focus group that you want to be removed from the transcript, you can let Nadine know. You can contact Nadine by emailing nadine.fowler@stir.ac.uk. Anything you remove won't be included in the research.

☐ I agree to take part in a focus group, where I will be asked to give my feedback about planning and undertaking the participation workshops.

☐ I understand that I do not have to take part in this feedback focus group, and that I can choose not to take part without any impact on my role in CAFADA.

Name _____ Date _____

FEEDBACK QUESTIONS

OVERVIEW OF CHILDREN'S AND WOMEN'S PARTICIPATION IN CAFADA PROJECT

- Who – was involved?

- What – did the participation activity involve?

- Where – did it take place?
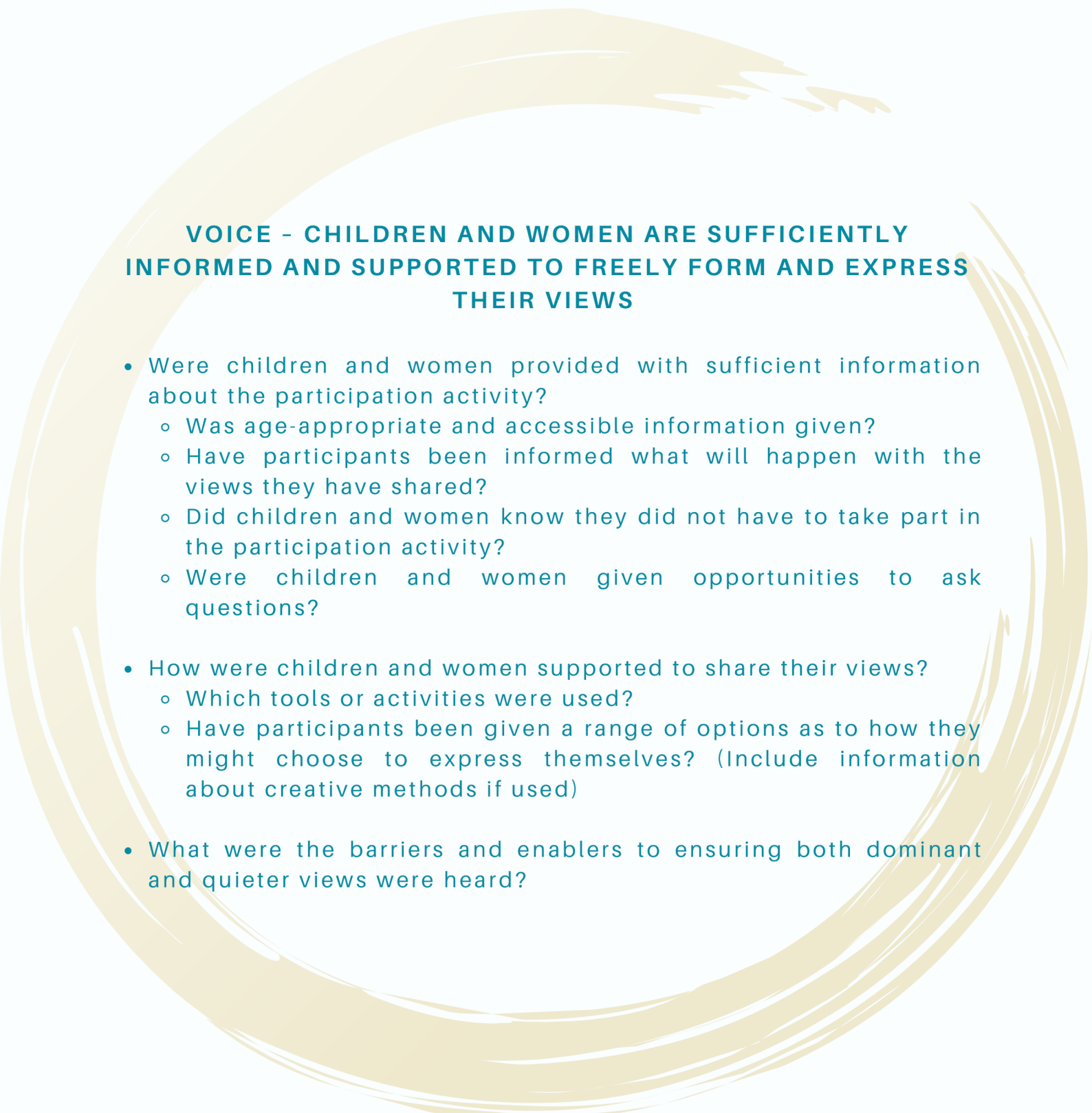
- When – did it happen?

SPACE – CHILDREN AND WOMEN HAVE SAFE, INCLUSIVE OPPORTUNITIES FOR INVOLVEMENT

- How was 'space' created for children and women to influence the service (or other identified target)? (e.g. through interviews; focus groups; expert group discussions, establishing a participation group, one-to-one sessions?)

- What were the barriers and enablers to creating space for children's and women's influence in the service? (e.g. individuals; expertise; resources; management support; organisational culture etc.)

- How have children's and women's safety (physical and psychological) and comfort been supported in relation to the participation activity?

- What support was put in place for children and women before, during and after the participation activity?

- What steps have been taken to ensure the process was inclusive and accessible? Who was included/excluded and why?

- How did you ensure that elements of the participation activity were fun and enjoyable for children and women?
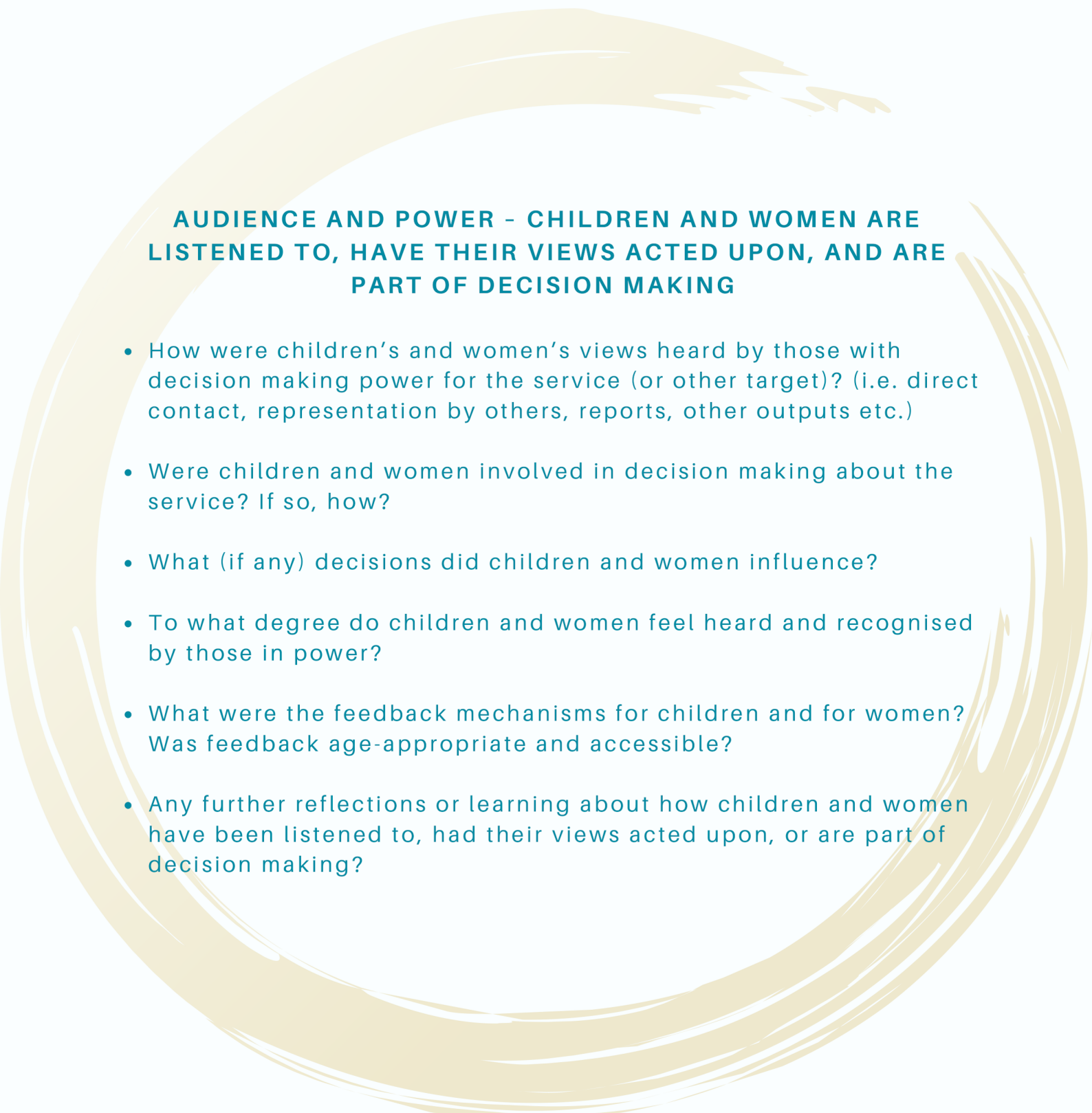
FEEDBACK QUESTIONS

VOICE – CHILDREN AND WOMEN ARE SUFFICIENTLY INFORMED AND SUPPORTED TO FREELY FORM AND EXPRESS THEIR VIEWS

- Were children and women provided with sufficient information about the participation activity?
  - Was age-appropriate and accessible information given?
  - Have participants been informed what will happen with the views they have shared?
  - Did children and women know they did not have to take part in the participation activity?
  - Were children and women given opportunities to ask questions?

- How were children and women supported to share their views?
  - Which tools or activities were used?
  - Have participants been given a range of options as to how they might choose to express themselves? (Include information about creative methods if used)

- What were the barriers and enablers to ensuring both dominant and quieter views were heard?
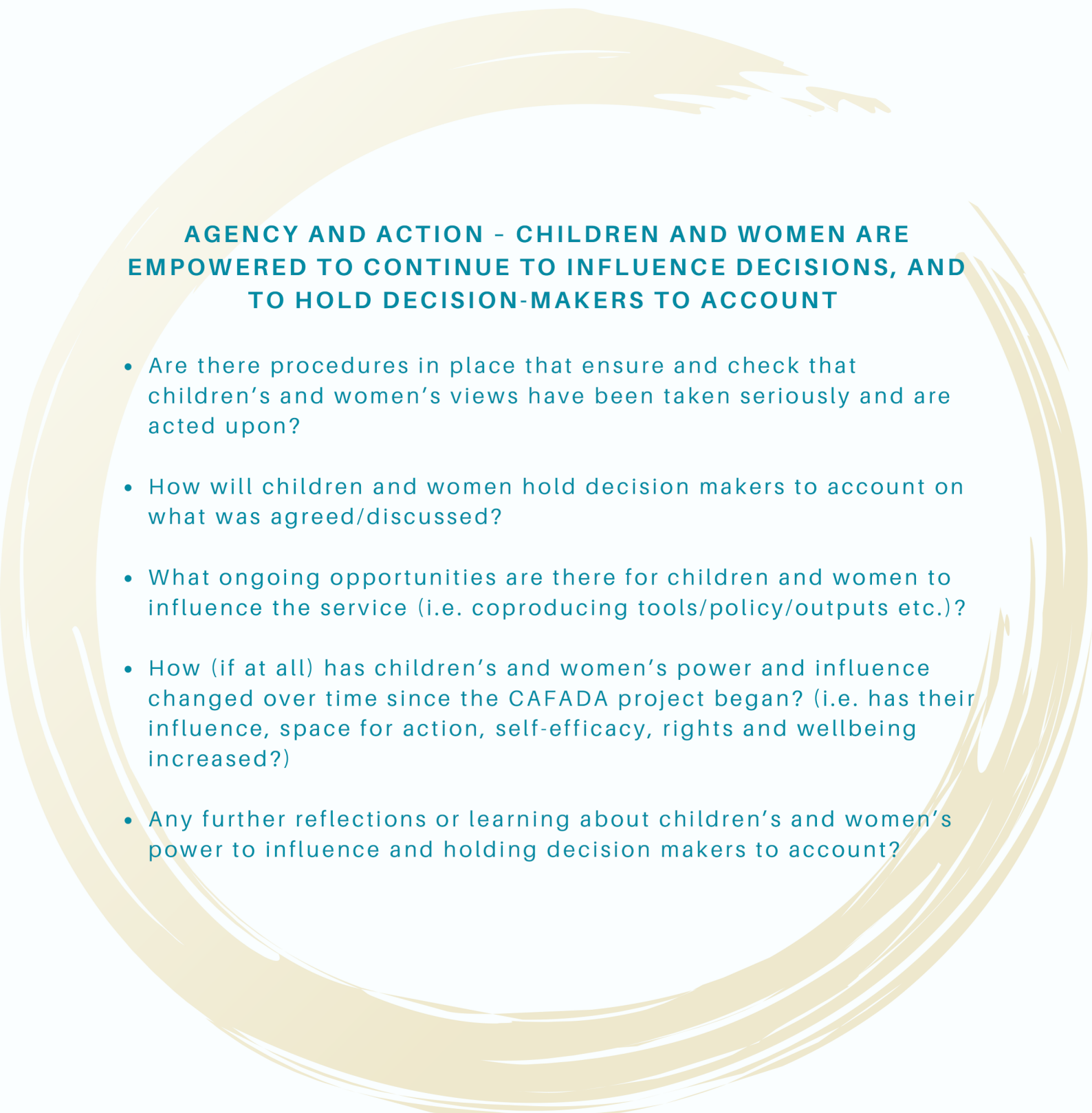
FEEDBACK QUESTIONS

AUDIENCE AND POWER – CHILDREN AND WOMEN ARE LISTENED TO, HAVE THEIR VIEWS ACTED UPON, AND ARE PART OF DECISION MAKING
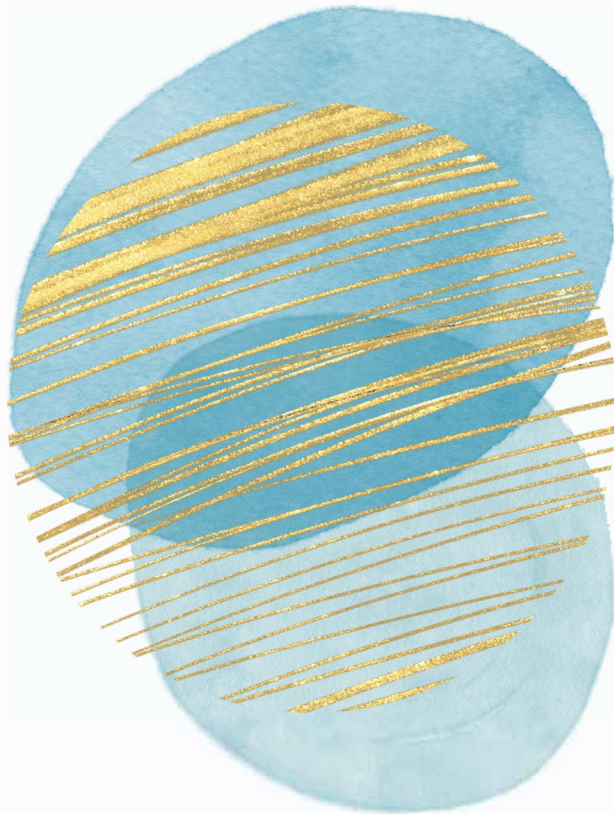
- How were children's and women's views heard by those with decision making power for the service (or other target)? (i.e. direct contact, representation by others, reports, other outputs etc.)

- Were children and women involved in decision making about the service? If so, how?

- What (if any) decisions did children and women influence?

- To what degree do children and women feel heard and recognised by those in power?

- What were the feedback mechanisms for children and for women? Was feedback age-appropriate and accessible?

- Any further reflections or learning about how children and women have been listened to, had their views acted upon, or are part of decision making?

FEEDBACK QUESTIONS

AGENCY AND ACTION – CHILDREN AND WOMEN ARE EMPOWERED TO CONTINUE TO INFLUENCE DECISIONS, AND TO HOLD DECISION-MAKERS TO ACCOUNT

- Are there procedures in place that ensure and check that children's and women's views have been taken seriously and are acted upon?

- How will children and women hold decision makers to account on what was agreed/discussed?

- What ongoing opportunities are there for children and women to influence the service (i.e. coproducing tools/policy/outputs etc.)?

- How (if at all) has children's and women's power and influence changed over time since the CAFADA project began? (i.e. has their influence, space for action, self-efficacy, rights and wellbeing increased?)

- Any further reflections or learning about children's and women's power to influence and holding decision makers to account?

Thank you!