

Forewords

Rebecca Lithgoe, Funky Dragon

Consulting with young people can be a complicated task with many things that need to be taken into account. Listening to young people is central to the consultation process and in listening to what they say you ensure that future events are successful and fun. Included in these guidelines are the principles behind a successful consultation. This is based on experiences of running such events and through asking young people what they think, as well as what needs to be considered in terms of the reasons you are consulting. Safety also needs to be thought about along with the kind of facilities that are going to be required. These guidelines provide useful and practical advice in running consultations.

Jane Hutt, Minister for Health and Social Services Jane Davidson, Minister for Education and Lifelong Learning

The Welsh Assembly Government is committed to making sure that the voices of children and young people are heard where decisions are made that affect them. That is an important part of our implementation of the UN Convention on the Rights of the Child.

We welcome *Breathing Fire into Participation* as a significant step in bringing children and young people into the heart of decision-making. These guidelines provide clear messages about the principles that need to be adopted, as well as examples of current practice from which lessons can be learnt. All this is set out in a lively and easily readable style.

Putting these principles into practice will be a challenging task for the Assembly and other organisations in Wales. The guidelines give us a solid basis on which to build effective participation. We commend the important contribution that Funky Dragon has made through their publication.

Peter Clarke, Children's Commissioner for Wales

"A lot of adults tell me that they want to work more closely with young people, and to do so in new ways.

A lot of young people say they want more say in what happens to them, that they want to play a bigger part in decisions that affect their lives.

Many of these adults just don't feel they really know how to go about it, they have the general idea - and the commitment - but no experience or training.

Many young people have had bad experiences of being "consulted" or they are not sure that participation will be meaningful or enjoyable.

Breathing Fire

That's why this Guide is so important. It's full of tips and guidance on how young people and adults can work together in ways that will be important and fun. It gives us all the confidence to make progress.

I really welcome funky dragon "Breathing Fire into Participation" - may this be a fire that spreads throughout Wales."

ACKNOWLEDGEMENTS

We would like to thank all of those who contributed their ideas, particularly the children and young people who participated in the consultation event held on February 3rd 2002 and those who gave their time in on-going discussions and meetings.

HOW TO READ THIS GUIDE

✓ **Red comments** and **bubbles** were written directly by children and young people.

Red boxes are examples of good participation practice from young people and workers.

Blue quotes are from other people's ideas and referenced.

WHITE COMMENTS and **> green points** are notes from the authors.

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1. Introduction

THE INTRODUCTION TELLS YOU WHO THE GUIDE IS FOR AND WHAT WE HOPE YOU WILL ACHIEVE.

The Funky Dragon Guide to Participation is here to help develop the effective participation of children and young people in decision-making in Wales. Whether you are part of national or local government, a statutory or voluntary agency, a group or an individual, this guide aims to ensure that children and young people's views are informing the decisions you take ... that is what participation is all about.

Children and young people were formally given the right to be consulted in the UN Convention on the Rights of the Child (1989). Since then participation in decision-making has become an increasing priority for governments and organisations. Wales has made good progress already and the establishment of the National Assembly for Wales has brought new opportunities for children and young people's voices to be heard more clearly.

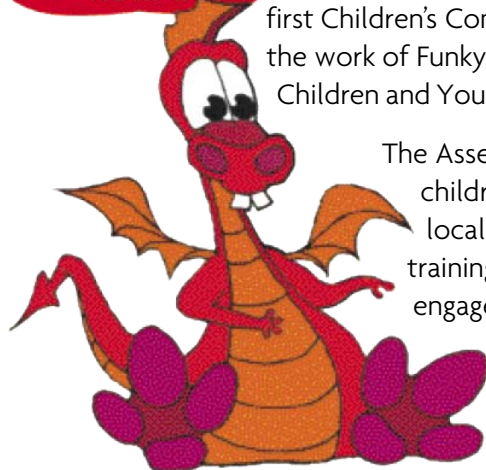
The Assembly commits itself to listening to children and young people:

The Assembly wants to hear the voices of children and young people, to listen to their views, and to ensure that services respond to their needs and aspirations.

Children and Young People: A Framework for Partnership

This commitment in respect of service planning has been set out in Children and Young People's Frameworks Guidance, and similar guidance for the related Children's And Young People's Partnership Plans. [see also Extending Entitlement: supporting young people in Wales and Moving Forward – Listening to Children and Young People.] It is also demonstrated by the creation in Wales of the office of the first Children's Commissioner in the UK and by the Assembly's support for the work of Funky Dragon (previously Llais Ifanc/Young Voice) - the Children and Young People's Assembly.

Young people should have the chance to get their voices heard



The Assembly makes it clear that providers of all services to children and young people, and relevant bodies, such as local authorities, local health boards, schools, colleges and training organisations, as well as voluntary agencies, should engage children and young people in participation activity.

Engaging with young people is not a one-off event – it means looking for opportunities to involve them in a range of local strategies, not just those aimed at them.

Extending Entitlement: supporting young people in Wales.

Breathing Fire

For many local authorities and agencies children and young people's participation is not a new idea. But there are new opportunities for initiatives, such as schools councils and youth forums to be established throughout Wales and to influence policy and services. The greatest challenges will be to achieve positive results and ensure that the process is inclusive of all children and young people, especially those who are often marginalised.

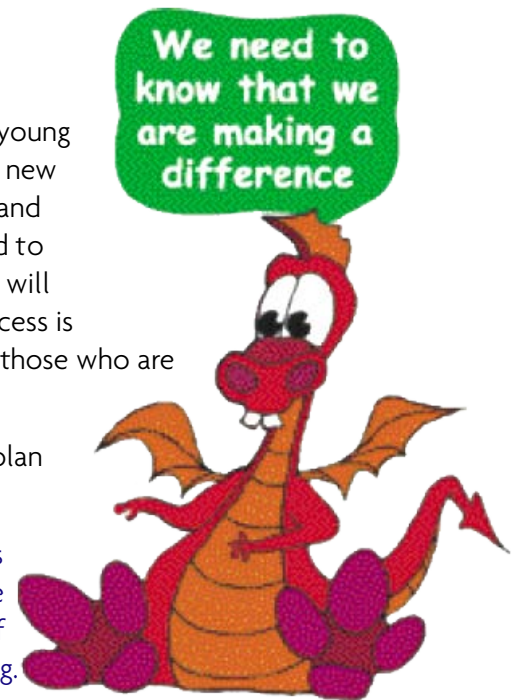
There is a vision for Wales described in the strategic plan of the National Assembly:

Children and young people should be treated as valued members of the community, whose voices are heard and needs considered across the range of policy making.

Children and Young People: a Framework for Partnership

This document is concerned with the participation of groups of children and young people in decision-making, rather than individual participation. Guidance on the individual participation of children and young people, for example in decisions about their own care, education or lives, can be found elsewhere (see references in resources section).

We hope that this guide will enable you to give substance to the vision of consultation and ensure that your service makes participation in decision-making a reality for all children and young people in Wales.



Principles of Participation Checklist

IF YOU WANT CONSULTATION WITH CHILDREN AND YOUNG PEOPLE TO BE EFFECTIVE YOU WILL NEED TO CONSIDER AND BE COMMITTED TO THESE PRINCIPLES OF PARTICIPATION.

- ✓ Showing Respect
- ✓ Involving us in deciding/ organising what/ when/ where
- ✓ Making sure adults don't take over the consultation
- ✓ Having Fun - making the consultation more interesting - making things fun
- ✓ Not making it too intense - making activities user friendly - facilitating change
- ✓ Paying attention and taking notes - don't talk: listen
- ✓ Liasing with decision makers
- ✓ Finding ways to make us heard in public
- ✓ Letting us know what is going on
- ✓ Talking afterwards and explaining things
- ✓ Evaluating and learning from your experience

2. Principles of Participation Checklist

THIS SECTION TELLS YOU WHAT PARTICIPATION IS, WHY IT IS A RIGHT AND WHAT THE BENEFITS ARE.

What is participation about?

Before we get started we thought it was important to look at what do we mean when we talk about consulting with children and young people, participation and empowerment. Put simply it's about children and young people having the opportunity to be involved in decision-making at all levels. This means having a say in anything that affects them. It means being listened to and knowing that what children and young people say will be taken seriously and acted upon. This could be to do with:

- Decisions that affect our individual lives
- Services that we use
- Services that have a direct or an indirect impact on us
- Anything else we have something to say about!

Its useful to think of participation as a planned process where people are given the opportunity to express their views and ideas about something, these are recorded and acted upon, and then participants are made aware of the impact of their views on decisions and planning.

TOKENISM HAPPENS IF YOU MISS ANY OF THESE OUT!

But don't panic! When participation is supported it will progress, from being tokenistic to children and young people initiating and running services. If effective it will lead to children and young people becoming empowered in their own lives and communities.

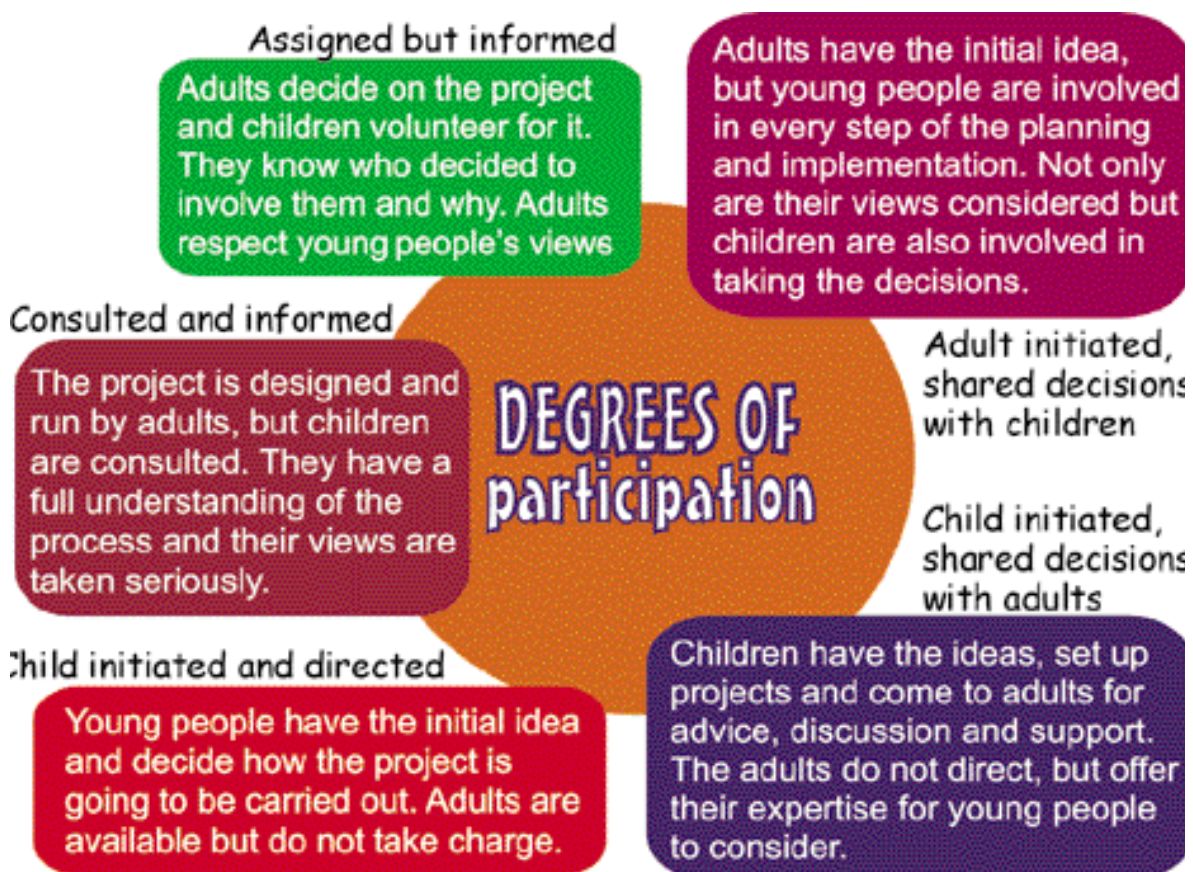
Children and young people's participation contributes towards their development as active citizens, as the Local Government Association describes:

Children and young people are not citizens in waiting – eager for the day they turn 18. They are active members of their communities well before they reach this magic age. They use a huge range of council services from parks, playgrounds and leisure centres to schools, housing and social services. Their lives are as affected by the state of their environment as those of their older counterparts.

An increasing body of research evidence is also building up to prove that whilst young people may not be interested in local party politics they are very interested in the issues that affect them and their community.

Jeremy Beecham, Chairman, LGA in LGA (2001) Hear by Right

Think about how you are encouraging active citizenship when you are planning to consult with children and young people. The following diagram should help you identify to what degree you are involving children and young people and how participation might be developed.



Developed from Roger Hart's Ladder of Participation

From Phil Treseder (1997)

Empowering Children and Young People

Why is participation a right?

A set of rights, including the right to participation in decision making, is laid down in the UN Convention on the Rights of the Child (UNCRC). In 1991 the UK Government ratified the convention and committed itself under international law to apply its principles. These principles, called "articles", apply to all children and young people under the age of 18. There are 54 articles in total although the UK has only signed up to 52 of these.

(To see a summary copy of the UNCRC go to www.cewc-cymru.org.uk/resources or visit the UNICEF website at www.unicef.org)

Every 5 years the Government is asked to write a report to the UN Committee on the Rights of the Child to show how they are implementing the Convention. The National Assembly for Wales has also placed the UNCRC at the Centre of its legislative and policy-making processes.

The Assembly believes the UN Convention on the Rights of the Child should provide the underpinning principles for services for children and young people. The frameworks should therefore set out the commitment of the local Partnership to the Convention.

Children and Young People: Framework for Partnership, NAW 2001

THE UNCRC OUTLINES 4 GENERAL PRINCIPLES

Article 12 states that Governments "shall assure the right of the child who is capable of forming his or her own views **the right to express those views** freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child"

Article 2 states that all the rights in the Convention must apply to **all children without discrimination** based on "race, colour, sex, language, religion, political or other opinion, national ethnic or social origin, property, disability, birth or other status."

Article 6 is concerned with the child's **right to life** and the optimum possible **survival and development**.

Article 3 states that the **best interests of the child** are to be the primary consideration in all actions concerning the child.

There are other articles from the UNCRC that relate to our rights to participate.

Article 13

Our right to obtain and make known information, to express our views, unless this violates the rights of others.

Article 15

Our right to meet with other children and to join or set up associations, unless this violates the rights of others.

Article 17

The state must ensure that we have information that is accessible to us from a diverse range of sources and that we should be protected from harmful materials

So by enabling children and young people to participate you contribute toward the implementation of the UNCRC in Wales.

Good Practice Example

Young people have undertaken training as peer educators on the UNCRC; many have gone on to become volunteer youth workers.

Training at Cardiff Right On Network
Contact: Jill Price Tel: 02920 778667

The Benefits of Participation

There are benefits to your organisation, the community and children and young people if you support our effective participation. Your organisation will gain information direct from us about our views, ideas and experiences. You will find out what stops us using a service. We can tell you what works for us and what we think makes a quality service.



SOME GAINS FOR YOUR ORGANISATION

Services and policies that are designed, delivered and evaluated on the basis of identified needs of children and young people

Services that are more effective.

Services that are credible with young people and which safeguard us.

You will be meeting government/assembly targets and expectations
(See introduction)

You will also be contributing to the personal, social and political development of children and young people in Wales.

Good Practice Example

Young people in residential care worked with a Children's Society advocacy project to design, distribute and analyse a questionnaire. They contributed to the writing of a report and fed back the findings to senior managers in the children's services. The local authority has implemented some of the young people's recommendations.

Swansea Consultation - Young People in Residential Care
Contact: Amanda Owen 01639 886522

GAINS FOR CHILDREN AND YOUNG PEOPLE

A voice and influence
Updated services
Self Development
Social and political education
We become creators not consumers
Participation in wider society
Democracy!



BENEFITS FOR THE COMMUNITY AS A WHOLE

A vibrant local democracy
The preparation of children and young people for active involvement in our communities
Adults and children and young people develop positive attitudes toward taking part
The creation of an empowering environment which raises aspirations and provides opportunities to work towards their achievement.

from T.Tansey in Treseder (1997) and LGA/NYA (2001)

Good Practice Example

Young people from the project worked with a drugs agency and community arts project to produce an inter - active CD ROM. The project involved the whole community in its preparation and it is used as a peer education tool for raising awareness about drug use.

Fernhill Youth Project

Contact: Ant Edwards / Craig Davis Tel: 01443 476487

Good Practice Example

Primary school children from Ysgol Gynradd Pencarisiog, the smallest school in Anglesey worked with a media training company to produce their own video to give them a voice in their community. The project was developed by the Barnardos Rural Family Service with Ynys Mon as part of the Children and Youth Partnership initiative.

Ysgol Gynradd Pencarisiog Video

Contact: fiona.mcdonald@barnardos.org.uk

or delyth.owen@barnardos.org.uk

Checklist - Prepare and Plan

PREPARATION AND PLANNING MAKE FOR SUCCESSFUL PARTICIPATION! HERE ARE SOME ISSUES YOU NEED TO THINK ABOUT BEFORE YOU BEGIN.

Are you ready for your first steps?

1 What are you going to do?

- ✓ Aims and objectives
- ✓ Organisational commitment
- ✓ Impact on services
- ✓ Time-scales and timing
- ✓ Resources

2 Who is going to take part?

- ✓ What staff?
- ✓ Which children and young people
- ✓ Ensure inclusion
- ✓ Support participation

3 How do you promote safety?

- ✓ Informed consent
- ✓ Groundrules
- ✓ Recording
- ✓ Confidentiality
- ✓ Child Protection
- ✓ Risk Assessment

(A cartoon dragon is sitting on the right side of the infographic.)

3. Preparation and Planning

THIS SECTION WILL HELP YOU START PLANNING WHAT YOU ARE GOING TO DO, WHO IS GOING TO TAKE PART AND HOW YOU CAN PROMOTE SAFETY

The Action and Resources sections will give you more ideas about how to put your preparation into practice.

What are you going to do?

There are a number of areas to consider when deciding what form of participation you are going to organise. Think about the aims of the work, your organisational support and commitment and the process by which the information you gather will impact on services. You will also need to ensure you will have the time and resources to achieve what you plan.

CLEAR AIMS AND OBJECTIVES

Be clear about the aims right from the start. What are you trying to achieve in developing children and young people's participation and what will be affected or changed as a result of listening to children and young people's views?

Think about who will decide the topic and objectives of the process? Can children and young people be involved in choosing the main priorities? Your priorities and those of children and young people may be different. So, you need be aware of this and keep a balance between gaining the information you need in order to influence the decisions you are focusing on whilst ensuring children and young people's concerns and issues are addressed.

Long term participation projects like the Children and Young People's Assembly and local youth forums are intended to give children and young people a chance to decide what they want to say. Other consultations are valuable because they are targeted at immediate opportunities for influencing decisions. It is important to listen to the broad range of issues that children and young people raise and to give opportunities to influence decision making in those areas.

COMMITMENT FROM YOUR ORGANISATION

Success will require the support of your organisation, your colleagues and managers. If this commitment isn't there right from the start, it's unlikely that children and young people's views will be taken seriously and participation will

therefore be tokenistic. Some ideas on the commitment that we need from your organisation are in the Principles Checklist. You can start putting these principles into practice by:

- Arranging training for managers' workers and councillors to explore what listening to children and young people will mean for your organisation

Good Practice Example

Barnardos Cymru have developed a strategic action plan on the theme of participation. They have recently employed a participation worker to take this forward.

Barnardo's Participation Strategy

Contact: Andy James, Barnardos Cymru Tel: 029 20493387

- Developing a participation policy

Good Practice Example

The multi agency participatory advisory group have developed a policy for the participation of children and young people.

Ynys Mon Participation Policy

Contact: Chrissy Rolfe on crolfe@nspcc.org.uk
or Elfyn Jones Tel: 01248 752127

IMPACT ON SERVICES/POLICIES

You will need to agree a process within your organisation as to **how** the consultation will affect decision making and then establish the **mechanisms** to do this.

- Be honest about the degree of influence children and young people have over the process!
- Ask yourself if you are raising unrealistic expectations?

TIME-SCALES AND TIMING

All too often the time scale for consulting with children and young people is too short to organise anything meaningful. Your organisation as a whole will need to be realistic, recognise that participatory work takes time and may need to adjust time-scales according to what is realistic. It is worth remembering however, that additional time tak



consult with children and young people now, will be saved at a later date, because your service, project or policy will meet the needs of children and young people more effectively right from the start.

Allowing plenty of time for consultation has these effects:

- More children and young people can express their views
- Children and young people can participate more fully
- More socially excluded children are likely to participate
- You will obtain better information

Sometimes short time-scales are imposed and it is better to consult with some children and young people than none at all. However, you need to recognise that limited time-scales will give limited information. See Action section for examples of achievable consultation activities and timescales.

REMEMBER! MAKE SURE YOU ASK CHILDREN AND YOUNG PEOPLE WHAT TIME IS BEST TO MEET! ORGANISING EVENTS AT TIMES TO SUIT THOSE INVOLVED IS ONE WAY OF SHOWING CHILDREN AND YOUNG PEOPLE THAT THEY ARE BEING VALUED.

RESOURCES

Think about the resource implications for your organisation and ensure you have a budget to cover them. Factors to be taken into account include:

- Staff time and additional support worker costs
- Training and support needs – of staff, children and young people
- Production of age-appropriate materials
- Venue and transport costs
- Administration

Who is going to take part?

Considering who is going to take part in activities you organise means looking at the workers and at the children and young people. You need to work out how to involve the people who have the right skills to ensure that the broadest range of children and young people can participate. Then you need to double check to make sure you have not excluded anyone.

WHO WILL CARRY OUT THE WORK?

All staff involved in consulting with children and young people need to have a good understanding of and a commitment to the principles of participation. Adults involved need to have the appropriate values, skills and confidence to consult with us and be able to show they value what we say!

Staff training may be needed and you may want to consider working with a partner agency with experience in consultation work to provide this (See Resources section for useful organisations). Training, support and information for children and young people will also be needed if we are to carry out the consultation ourselves.

Good Practice Example

The Just Us group in North Wales contributed to the development of standards in social work practice at North East Wales Institute. They produced a video that they use in training social work students. The group are considering developing further training initiatives.

Just Us

Contact: Eleri Thomas, Tel: 01352 750363

WHICH CHILDREN AND YOUNG PEOPLE WILL PARTICIPATE?

If you are consulting on an issue that is particularly important to a group of children and young people then they are the group to consult with first. The sorts of specific groups could be: relevant service users; children and young people who live in a particular community; and children and young people who face a particular discrimination or disadvantage. But groups are rarely static so it is useful to consult with as wide a range of children and young people as possible.

If you have a short time-scale for a consultation (and you cannot extend it) then it will be quicker to contact children and young people through existing groups, such as voluntary organisations', carers projects, an advocacy group or youth club. The Youth Council for Northern Ireland pointed out some of the advantages and disadvantages of this:

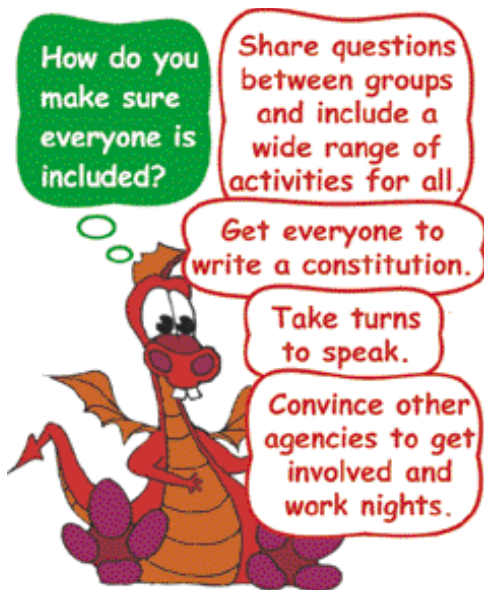
Advantages

- Easy access to children and young people
- Children and young people relatively skilled
- Cost efficient
- Avoids duplication

YCNI (2001) Seen and Heard?

Disadvantages

- Excludes children and young people who are already excluded
- Elitist and unrepresentative
- Groups over consulted
- Promotes groups own agenda



These disadvantages mean it is better to try to ensure that you have a long enough time scale so that the process can be fully inclusive. A Local Government Association survey noted these groups of children and young people as least involved in consultations.

Young Travellers

Homeless young people

Gay and lesbian young people

Children and young people under 13 and over 19

Young people from ethnic minority groups

Young offenders

Young people who are disabled

Young carers

Young people who are excluded from school

Looked after young people

LGA (2001)

Involving Young People in Decision –Making

Good Practice Example

Conway Youth Service and Save the Children, Wales are undertaking a series of consultation groups with children and young people who are often traditionally excluded from participating in decisions about their lives.

Conway Children and Young Peoples Participation Project
Contact: Eleri Thomas. Tel: 01352 750363

Good Practice Example

A Play Development Worker and Community Artist carried out mapping exercises in Llanelli, with 243 children under 12 (and parents together with under 5 year olds), to find out feelings about where they live. The children also gave opinions about what they would like to change in their environment and what services they would like. The recommendations from the project are being integrated into LAG development plans.

LAG Keyfund Mapping Project
Contact: Maggie Fearn Email: maggie@fearn.fslife.co.uk

HOW WILL YOU ENSURE INCLUSION?

You will need to consider equal opportunities issues at all stages of your planning. In the resources section you'll find examples of consultations that have successfully included groups of children and young people who have often traditionally been excluded. These are ideas on how your preparation could increase inclusion:

- Identifying the barriers to participation
- Accommodating different literacy levels and working in the language of participants
- Ensuring all the information is accessible to everyone
- Choosing accessible and appropriate venues
- Providing practical resources like transport, crèche facilities, translation, signing
- Approaching excluded children and young people directly and through their communities
- Involving excluded children and young people in contacting others, in person or through the design of information and strategies for making contact
- Using a variety of methods of consultation
- Ensuring group ground rules cover equality of opportunity issues and that these are implemented
- Developing facilitating skills to enable those who are less confident and marginalised to participate fully in group
- Meeting regularly to build skills and confidence of consulted children and young people

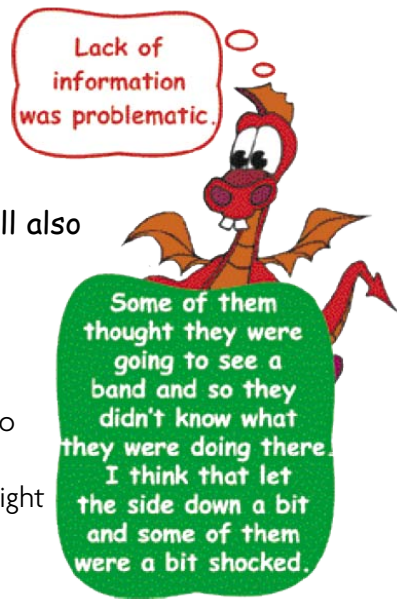
REMEMBER! RECORDING THE AGE, GENDER, ETHNICITY, DISABILITY ETC. OF CHILDREN AND YOUNG PEOPLE WHO ARE CONSULTED, CAN HELP IDENTIFY GROUPS WHO ARE BEING EXCLUDED FROM THE PROCESS.

SUPPORTING PARTICIPATION

You will need to consider whether individual children and young people will need **additional emotional, language, literacy or communication support to participate**. All sorts of people can provide support - friends, family, carers, workers, teachers - but make sure workers providing support are clear about their role. You may need to budget for extra support worker costs so that those children and young people who need them can have enablers or advocates. Bear in mind though that, like adults, what children and young people feel comfortable talking about will be affected by who else is present.

How do you promote safety?

Making sure the activities you organise are safe for everyone involves giving everyone clear information and policies to follow. To ensure that children and young people can make informed decisions about what they are involved in, you will need clear ground rules and policies on confidentiality, recording and child protection. To check you have got it all covered you will also need to conduct an assessment of the risks.



Lack of information was problematic.

Some of them thought they were going to see a band and so they didn't know what they were doing there. I think that let the side down a bit and some of them were a bit shocked.

INFORMED CONSENT

The best way of ensuring children and young people's safety is to treat them with respect and let them know their rights. It is important that children and young people know they have the right to choose not to participate or to make an active choice to get involved.

Develop a mechanism for making sure children and young people are making informed choices. This may include signed consent, a cooling off period and discussions before participation starts. In some circumstances you may also need to gain permission from adults with parental responsibility who will need similar information.

Make sure children and young people have good information on:

- the subject of the consultation
- what you are doing and why – the background
- what you will do with the information you receive
- confidentiality and anonymity

REMEMBER! MAKE SURE THAT CHILDREN AND YOUNG PEOPLE DESIGN THE INFORMATION SO THAT OTHER CHILDREN AND YOUNG PEOPLE EASILY UNDERSTAND IT.

GROUND RULES

Involving adults, children and young people in establishing ground rules for consultation events is a key element of ensuring that participation is a positive and safe process for everyone involved. These should cover:

- Health and safety considerations – fire, access, numbers
- Listening to and valuing what is said

Breathing Fire

- Discriminatory language and actions
- Bullying
- Confidentiality
- Child protection
- Drugs and alcohol
- Use of jargon
- Boundaries and conduct of adults
- Support available
- Raising complaints and concerns

RECORDING

Consider how the consultation will be recorded.

- Written notes
- Audio tape/ Video
- Drawings/posters/ maps/models
- Production of drama, poetry etc.

Children and young people need to be able to trust that you will use all the information shared with you, in the **right way**.

REMEMBER! ALWAYS THINK ABOUT CONFIDENTIALITY WHENEVER YOU ARE RECORDING ANYTHING.

CONFIDENTIALITY

Issues influencing confidentiality include:

- the setting you choose
- who is carrying out the consultation
- what other children and young people are present

Children and young people need to know that personal information we share will not be repeated outside of the group and that we will not be identified as individuals. The only exception to this should be when there are child protection concerns (see below). If you are unsure about the level of confidentiality you can guarantee, take a look at the Children's Legal Centre Guide (Hamilton (2001) Offering Children Confidentiality).

REMEMBER! A CLEAR AGREEMENT ON LEVELS OF CONFIDENTIALITY SHOULD BE UNDERSTOOD BY EVERYONE AND INCLUDED IN THE GROUP GROUND RULES OF ANY CONSULTATION EXERCISE. CHILD PROTECTION PROCEDURES ALSO NEED TO BE MADE CLEAR.

CHILD PROTECTION

There may be exceptional times when confidentiality will need to be broken – for example, if someone's life is in immediate danger. Your own organisational policies will provide the framework for these circumstances. Adults, children and young people need to be clear about your agency's child protection procedure and the local Area Child Protection Committee (ACPC) procedures.

Sometimes children and young people, when meeting in a group or in a safe place, use the opportunity to talk about concerns they have about themselves or others. Children and young people should be given clear information about who they can talk to about these concerns and be encouraged to tell someone they trust.

You will need to explain clearly to children and young people exactly the circumstances in which you will need to take action, what sort of information would have to be passed on and how they might be able to make choices about how this is done. This includes giving information about how children and young people will be consulted and informed during the process. Make sure:

- everyone is given information about the procedure
- you have a nominated additional person at events whose role is specifically to support children and young people

If you don't have a child protection policy or want to update the one you have, contact other organisations or your local youth officer or the ACPC.

REMEMBER! ALL ADULTS NEED TO BE CLEAR ABOUT BOUNDARIES, RESPONSIBILITIES AND THEIR CAPACITY TO SUPPORT, ASSIST AND ENSURE THE SAFETY OF ALL PARTICIPANTS. ALL ADULTS SHOULD BE VETTED IN LINE WITH YOUR ORGANISATIONAL REQUIREMENTS.

RISK ASSESSMENTS

You will need to bring all these elements together and undertake a risk assessment for the work that you are planning. This will enable you to look at potential conflicts and help you plan how to minimise risk. Factors to consider include:

- Premises
- Staffing
- Insurance Cover
- Transport
- Activities
- Medication
- Emergency Contact Information

Checklist - How to Show Respect

How you do an activity is the most important part of participation. Everything you do needs to demonstrate to children and young people that we are being valued and respected.

CHECK YOU HAVE GOOD ANSWERS TO THESE QUESTIONS BEFORE YOU START INVOLVING CHILDREN AND YOUNG PEOPLE.

Take the respect quiz

Double check that you can answer our questions

1. Why do you want our ideas?
2. Why should we take part?
3. Who will take control?
4. Will it be fun?
5. Can we make a difference?
6. Why should we trust you?
7. How will you show respect?
8. Who can take part?
9. Will you keep in touch?
10. What will happen next?



4. Action and Evaluation

THIS SECTION CONTAINS IDEAS ON POSSIBLE PARTICIPATION ACTIVITIES AND EXAMPLES OF THESE. THERE IS ALSO GUIDANCE ON HOW MAKE SURE ALL ACTIVITIES ARE EFFECTIVE AND EVALUATED.

What activities are possible?

In the preparation and planning section you considered some of these questions:

- What is the purpose of the consultation?
- How will you involve children and young people in designing, piloting and running the consultation?
- How much time do you have for the consultation - Is this a one-off or part of a longer participation process?
- The numbers, age and experience of young people you can involve - will your methods/resources/timescale exclude children and young people with different levels of literacy, language, and mobility?

The answers to the questions above have a big impact on what consultation activities are possible. Look at this table to get some ideas on which activities could be appropriate for the consultation you plan to run. If you have a lot of resources, the longer-term activities may be achievable faster.

USE THE TABLE ON THE NEXT PAGE FOR IDEAS ON WHERE TO START



This table is a quick guide to what you may be able to achieve in the time you have available.

What are you consulting about?	How much time do you have?	Which children and young people to involve?	Activities to start with
New policy or service	1 MONTH	Existing consultation groups	Ask for feedback, hold workshop
	LESS THAN 3 MONTH	Other established groups	As above or survey/event
	MORE THAN 3 MONTH	Relevant children and young people	Any and all activities
Evaluating existing policy or service	Short term	Service users	Survey, poll, referendum, event
	Long term	Service users	Design evaluation, include in project management
	Long term	Potential service users	Any and all activities
Overall planning or developing citizenship	LESS THAN 12 MONTHS	Representative children and young people with support	Representatives on adult bodies Organise children and young people's events and invite adults
	MORE THAN 12 MONTHS	All children and young people	Establish on going consultation groups

Remember the degrees of participation diagram on p.9. Think about how you can move towards activities that are child initiated and directed

Examples of participation activities

The following are some basic methods you can use and some examples - they overlap and it is best to use a variety of methods whenever possible. All consultations need to be run with creativity so that they become fun and engaging. You will need more than a list of questions.

FOCUS GROUPS AND WORKSHOPS

Groups of children and young people can be set up to focus on the subject of a consultation or an issue that concerns us. Once the issue is decided on, think of different questions about or aspects of the issue. Get the group to come up with ideas on the different questions and aspects. Repeat the activity with a variety of groups. Big groups are split up into smaller groups. Each small group can look at different issues or all focus on the same subject.

Workshops are action focused and often involve producing their own recording as part of the process – a video, report, information leaflet or proposal.

Good Practice Example

The Conference ran a series of workshops on these themes - Environment, Transport, Information, Facilities, Education and Training. Amongst other things the transport group asked for lower cost transport (buses in particular) for young people in Swansea. This has led to a reduced fares for young people, in the summer.

Swansea Youth Forum 2001 Conference
Contact: Leisa Forrest Tel: 01792 450845
www.youngswansea.net

SURVEYS, POLLS, REFERENDA

These can be face to face, postal or internet and can obtain simple or detailed information depending on what sort of questions you use and how you record answers. Surveys can be simple tick box questionnaires or complex written responses. Remember to use colour and graphics in all written material. Polls and referenda involve large numbers of children and young people making choices between given options.

Good Practice Example

We had a drugs debate in the local council chambers. We all put our points of view about whether it should be legalised and then we voted at the end.

Bridgend Youth Forum
Contact: Mary Hughes Tel: 01656 650127

REMEMBER - HOW YOU RUN THE ACTIVITY IS MORE IMPORTANT THAN THE ACTIVITY YOU CHOOSE.

INTERVIEWS

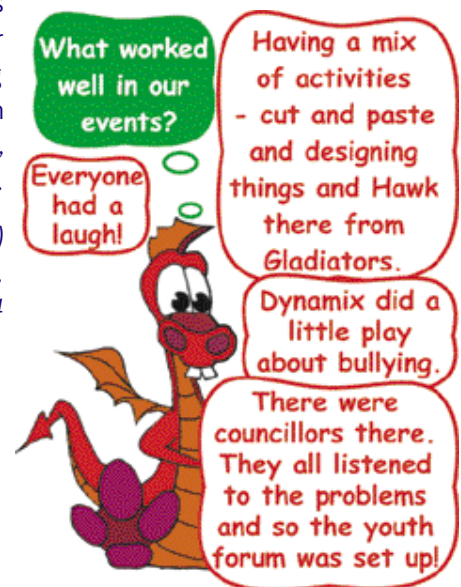
These can be face to face, via telephone or internet. Children and young people are asked set questions or the interview follows their line of thought. Interviews can involve audio or video tape recording. Interviews are different from surveys because they produce more information from fewer people. Remember to think of the confidentiality and safety issues of everyone involved.

CHILDREN AND DECISION-MAKING: Two researchers talked to and played games with 8-12 year old looked after children. Their views on involvement in decision-making were made into a research report and the consultation techniques developed into a toolkit, which includes tapes, cards and games.

*Thomas, N. and O'Kane, C. (1997)
Children and Decision Making Toolkit,
Children in Wales, Tel: 029 20342434*

CONSULTATION EVENTS AND ACTIVITIES

Consultation events involve gathering large numbers of children and young people together in one place to engage them in a variety of types of consultation and other activities. Consultation activities can also be taken out to children and young people in their communities.



Good Practice Example

The network are planning to carry out a range of consultations with young people across south Wales about the experiences of young black and ethnic minority people. They are developing a film project where young people will make videos in their own communities on the theme of identity.

Cardiff Black Youth Network
Contact: Nathan Evans or Robert Harvey.
Tel: 029 2045 0068 Email:cybn2001@yahoo.co.uk

Breathing Fire

There are a huge variety of techniques and models for consultation. Take a look at one of the books in the resources section for ideas on the kinds of activities you can use. Consultation days often encourage fuller participation if you support a smaller group of children and young people to plan and evaluate the activities which they then present to the wider group. This is what one group in Caerphilly did:

"We booked all the rooms in a local sports centre and invited lots of young people from schools and the existing youth forum. The children had the responsibility for the workshops and to do it in different ways - catalogues and cut out and paste, design a school things and computer sessions. Each workshop was given a different topic and two youth workers. Everyone swapped between different workshops. The feedback was made into a booklet."

EVALUATION SYSTEMS

Good Practice Example

At Ysbyty Gwynedd Hospital children and young people who are in or have been in the hospital meet on a regular basis to share their experiences and make recommendations to improve the service. The young people have contributed to the writing of a booklet about their rights in hospital.

Children and Young Peoples Health Panel
Contact: Carys Ellis Tel: 01248 384130.
Email: carys.ellis@nww-tr.wales.nhs.uk

Evaluation involves children and young people developing aims and objectives of a service and finding out from service users whether these are met. They can include any of the above participation activities but are built in to the running of a service, rather than one-off events. Remember to include evaluation in every activity you conduct with children and young people.

Good Practice Example

Young people developed, set up and manage this peer education project in a cyber-cafe setting in their community. They are currently producing a guide for young people and other agencies on how they developed the service.



Fernhill Youth Project

Contact: Ant Edwards/Craig Davies Tel: 01443 476487

REPRESENTATIVES

Representation involves supporting individual children and young people to participate in adult forums as representatives of other children and young people. Time, support and training is also needed to ensure that the adults conduct meetings in appropriate ways - including language, venues, timing, attitudes.

Good Practice Example

The Council has established a place for a young person in order to ensure that young people's views and perspectives are represented.

Care Council for Wales

Contact: Sian Edwards

Email: sian.edwards@ccwales.org.uk

RECRUITMENT

There are many examples of children and young people participating in the selection of staff or volunteers. It is common practice in the youth service. Consultation on recruitment can take place at any stage - drawing up job descriptions and person specifications, short listing, formal interview panel or through establishing our own selection methods.

Good Practice Example

Young people have been involved in all aspects of the development of the forum including drawing up the job description and interviewing for the full time youth worker who now supports the forum. Currently the young people's task group are designing logos and drawing up a work plan

Cardiff Youth Forum

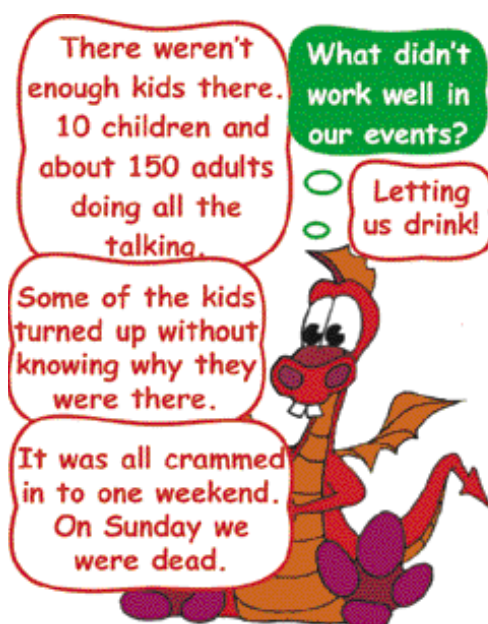
Contact: Julia Rooney Tel: 02920 564766

Email: waterhallyc@Cardiff.gov.uk

Good Practice Example

Children and young people from a variety of organisations in North and South Wales developed questions and interviewed candidates for the Children's Commissioner and his team. They also held a weekend evaluation to review and learn from the process.

Children's Commissioner's Interviews
Contact: Save the Children, Wales Tel: 029 20396838
Or: David Middleton, Welsh Assembly Government
Email: david.middleton@wales.gsi.gov.uk



MANAGEMENT/STEERING GROUPS

Good Practice Example

The management group of this participation and peer education project calls itself "Big Thought" and has unlimited places for children and young people to participate in the development of the network.

Cardiff Right on Network- Management Group
Contact Jill Price Tel: 029 207786667

Groups of children and young people can be supported to meet on a regular basis, to manage or steer a service. The children and young people comment on service provision, approve policies and suggest developments in the service.

Good Practice Example

Young people from across North Wales act as advisors in developing and setting priorities for Save the Children's work in the region. The group are contacting other youth groups to talk about their experiences of children's rights.

Save the Children Advisory Group
Contact: Eleri Thomas Tel: 01352 750360

CONSULTATIVE GROUPS

A variety of forums are being set up for groups of children and young people to meet regularly, for the main purpose of influencing decision making. They often involve wider groups of children choosing representatives.

Good Practice Example

The youth forum in rural Powys is being developed through a network of forums based in schools but dealing with all issues in the community. Young people's participation is supported by the youth service and the forums feed into a county wide structure. Links have been made with specific groups of young people to ensure that the forums are inclusive. The intention is that by 2004 every school in Powys will host a council.

Powys Youth Forum

Contact: Rob Hughes, Children's Rights Officer

Email: rhughes@powys.gov.uk

Making Participation Effective

Consultation is most effective when children and young people are empowered, have fun and feel valued - that is when they really participate. This needs to be backed by effective communication, real influence, feedback and evaluation. Some ideas on these themes are covered in the sections below.

EMPOWERMENT

Involving us - children and young people - in deciding what activities to do and how to run them, is the best way to make sure that a consultation works well. Enabling children and young people to make decisions on how to conduct every stage of the consultation also ensure that we are empowered by your consultation. With the appropriate support and resources, children and young people can:

- Decide the subject of the consultation
- Design information for publicity and activities
- Design questionnaires, surveys, focus groups, workshops, conferences, events, and every other consultation activity
- Distribute information and contact other children and young people
- Conduct interviews and facilitate group activities
- Write up and record consultation findings
- Present reports of consultations to decision makers
- Decide what to do next

Good Practice Example

Disabled children and young people were involved in planning this conference on their views and young people co-chaired the event with adults (see disability resource section for report).

What About Us Conference
Contact: Children in Wales Tel: 02920
342434



MAKING IT FUN

Whatever activity you choose and however much time you have, one key concern will be to keep people interested. Making things fun is as much about your attitude as the activities you plan. You need to show a sense of humour, be relaxed, creative and participate.

Good Practice Example

Youth workers in the valley are taking a song workshop to groups of young people as part of the Extending Entitlement consultation. Young people's views will be fed back to policy makers in both words and music.

The Courthouse Youth Project, Maesteg
Contact: Caroline Marlow, The Courthouse
Tel: 01656 732 613

REMEMBER! EVERYONE'S ATTENTION SPAN IS ONLY EQUAL TO THEIR AGE PLUS 2 WITH THE MAXIMUM AGE BEING 18 - THAT'S ONLY 20 MINUTES EVEN AT YOUR AGE!

Keep the consultation alive and do things regularly. Invite fun people and make sure there are plenty of activities and opportunities for progression.

Good Practice Example

A series of workshop days have been held in Anglesey giving children and young people on the island the opportunity to explore and develop a model of participation through creative arts.

Anglesey Participation Days

Contact: Anglesey Youth Service Tel: 01248 752938
or crolfe@NSPCC.org.uk

Do more than just asking questions and writing down answers. Use video cameras and tape recorders, computers, webcams, art materials. For ideas on fun forms of consultation see Dynamix (2002) Participation – Spice it Up in the resource section.

Think carefully about the venues you use.

- Involve children and young people in identifying suitable venues.
- Make sure they are accessible and easy to get to.

Settings will affect how children and young people participate and how much we enjoy the process.

Good Practice Example

Young disabled people have used a range of creative arts, and produced a video as a means of discussing their views on secondary education and inclusion. The project was developed by NSPCC in partnership with Anglesey education authority.

Cam Nesaf Video

Contact: Chrissy Rolfe at crolfe@nspcc.org.uk

If you do not feel you have the skills yourself to work in a fun way with children and young people you could try to train a smaller group of children and young people to lead the consultation. If you need help with this contact a specialist from the Resources section.

Good Practice Example

The aim of this event was to raise awareness and recognition of the diversity of young people's culture in Swansea, Young people's achievements, Citizenship and rights. Up to 40 young people led the planning of the festival. Info Nation provided young people with access to information, workshops and videos, including access to IT facilities. The Songwriters Guild in the music zone gave young people opportunities to have a go on musical instruments. The Duke of Edinburgh's Award arranged some excitement with their Show Trailer - a climbing wall, computer access and award information.

Swansea Festival of Youth 2002

Contact: Leisa Forrest Tel: 01792 450845

www.youngswansea.net/foy

REMEMBER! IT IS OUR CHOICE WHETHER TO PARTICIPATE AND WHEN. IF WE CHOOSE TO STOP PARTICIPATING YOU NEED TO RESPECT OUR DECISION.

REWARDS

Just like adults we need to feel valued for what we offer too. You need to think about ways in which children and young people are going to be acknowledged and rewarded for their time and work. These are some of the rewards young people from the local forums represented in Llais Ifanc/Young Voice have received:

- Certificates
- Awards from the mayor
- Goody bags
- Trips abroad
- Money
- T shirt
- Mouse mat
- Trips to McDonald's
- Qualification - Open College Network units
- Acknowledgements in reports

Some felt that young people over 18 should be paid in the same way that workers receive payment for participation in consultation events.

COMMUNICATION

"I think what they did lack on was me understanding their jargon.
They kept slipping back into it."

To be understood by children and young people you have to be careful about your language and how you present information. These are three ways of making sure you are understood.

- Make things simple
- Use various communication techniques
- Check things out with young people first

The best way to keep things simple is to be careful about what words you use. Do not use jargon and long sentences. To check your language you could use a computer program. The best way to make sure your information materials will be understood by other children and young people is to involve children and young people in designing it, writing it and testing it out on others.

If you write things remember the tips above and add pictures and colour. But also think about other ways of communicating - include spoken word, art, games, photographs, video, audio-tape, radio, collage, theatre, sign, Internet, email, and communication toolkits.

Children and young people respond best to consultation when we feel our ideas are being taken seriously. These are three ways we can tell whether you are really listening.



You acknowledge what has been said by us (in print or verbally)

Don't do all the talking; instead encourage children and young people to talk. Check out with us that you have really understood what we are saying. Listen to the whole group and acknowledge everything you hear –don't just choose what things to note down.

You do something for us - get things done!

Actively following up what you have heard us say.

Results and stuff start to happen

Let us know what you are going to do, do it, and then tell us what you have done. As soon as you know what results are going to happen, let us know.

INFLUENCE

In the preparation and planning section you looked at how children and young people's views could influence your organisation and decision-makers. You need to make sure that our views count. To be meaningful, consultation must involve using the information you gather to influence decisions.

Good Practice Example

This project supports young homeless people and care leavers. The young people worked with a community arts worker to produce a video based on their experiences. The video was launched to the children's commissioner, has been presented to Assembly members and they ran a fringe event at the recent Labour Party conference. They are currently planning to take their video and presentation to Westminster.

Barnardo's - Bays Project, Swansea
Contact: jackirawlings@talk21.com

These are some suggestions on how to feed the information from consultations into the processes you have established.

Reports	Graphs and summary tables
Maps/models	Drama
Posters	Newsletter formats
Presentations	Summary letters written by young people
Computer websites	Visual form e.g. drawing, art or photography
PowerPoint presentations	Visual diagrams and summaries
Audio tape	Exhibitions
Video	
Press release format	

Save the Children (2001) re:actions toolkit

All of these reporting mechanisms make more of an impact if children and young people are directly involved.

Good Practice Example

Young people from the project ran a fringe event at the Labour Party Conference in March 2002. They developed their presentation through the use of drama, poetry and video. This led to a meeting with local AMs and MPs and they intend to take their presentation on to other audiences.

Flintshire Young Carers Project
Contact: Tim Ruscoe, Barnardos Cymru Tel: 029 2049 3387

FEEDBACK

Feedback is a crucial element of effective participation since it demonstrates that views of children and young people are being heard and respected. Feedback—regularly and as soon as possible - what has happened as a result of listening to children and young people's views. Waiting for an official document can take too long and it's hard to keep motivated if it takes months (or years!) for feedback.

REMEMBER! IT IS OUR CHOICE WHETHER TO PARTICIPATE AND WHEN. IF WE CHOOSE TO STOP PARTICIPATING YOU NEED TO RESPECT OUR DECISION.

HOW CAN YOU AVOID DROP OUT?

Constantly review progress and celebrate achievements – encourage suggestions for improvements and respond to these.

Share information and feedback on consultation as quickly as possible.

*Youth Council for Northern Ireland (2001) Seen and Heard?
Consulting and involving young people within the
public sector YCNI, Northern Ireland*

Have you had any feedback?

Nothing saying what had changed or happened. Just minutes of meetings.



EVALUATION

Think about how you are going to evaluate the consultation process. Evaluation is an ongoing process and needs to take place at every stage of a consultation. Don't wait until the end to see where things have gone wrong - watch out to see what can be done better all the time.

Breathing Fire

Regularly review how it is going for children and young people as well as from the adult perspective. Ask us to comment on every decision you make. Be open minded and flexible about the process, be prepared to make changes to improve things. Here are two simple evaluation models:

What did we want to achieve?
What did we achieve?
What else could we have done?

What was the best thing that happened?
What was the worst thing that happened?
How can we make things better next time?

REMEMBER - YOU NEED TO TREAT EVALUATION THE SAME AS EVERY OTHER FORM OF CONSULTATION... MAKE IT EASY TO UNDERSTAND AND FUN.

Good Practice Example

Clywed is an accreditation, membership scheme in Gwynedd where the voluntary, statutory and private sector are encouraged to sign up to a statement of good practice to ensure children and young people have a say in shaping and improving the services that they use. Children and young people regularly review who will be accredited and members who demonstrate their intention and ability to empower the voice of children and young people are awarded the "Clywed" kite mark.

"CLYWED"

Contact: Val Owen, Email: valowen@talk21.com

NEXT STEPS

If you come to the end of a consultation considering these last questions, with the children and young people involved, will help you decide what your next steps should be.

- How will you let us know about the effect of the consultation on the decisions that are made later?
- What can happen next?
- How can you continue the process of participation?

If you are short of ideas, here are some next steps we came up with at the conference.

YOUTH FORUMS!

TRY TO CHANGE THE ATTITUDES OF CHILDREN
AND YOUNG PEOPLE- WHAT WE HAVE TO SAY IS
IMPORTANT AND CAN CHANGE THINGS

LISTEN AND ACT!!!

Good Practice Example

The youth forum began life in 1995 with a shadow cabinet structure. Following a survey and a youth consultation day attended by over 400 children and young people, a new structure has emerged. In order to be more inclusive and get more children and young people involved, there is now a management team working on Vale-wide projects and area teams focusing on issues in their own community.

The Vale of Glamorgan Youth Forum
Contact: Clare Barnett Tel: 01446 745670
www.vyforum@valeofglamorgan.gov.uk

Bye!!

So reading this is just the start!

Now it is time to put everything you have learned in to practice, and breathe fire into the participation opportunities you provide.

You could take the opportunity to add your own good practice examples to our database to share with others. You can download a good practice example form from www.funkydragon.org. Fill in the example form and send it back to us to let us know what you have done.

Resources for Participation

General

Crowley, A. & Treseder, P. (2001) **Taking The Initiative – Promoting Young People’s Involvement In Local Decision Making in Wales** Carnegie Young People Initiative

Fajerman, L. and Treseder, P. (2000) **Children Are Service Users Too – A Guide To Consulting With Children And Young People** (Chartermark) Save The Children

Madden, S. (2001) **Re:action Consultation Toolkit: A Practical Toolkit For Consulting With Children And Young People On Policy Issues** Save The Children

National Youth Agency (2001) **Speaking Out: Young People, Consultation And Decision Making** NYA, Leicester, Video

Rotherham participation Project (2002) **Young People’s Charter of Participation** The Children’s Society

Tolley, E. Girma, M., Stanton-Wharmby, A. Spate, A. and Milburn, J. (1998) **Young Opinions: Great Ideas** National Children’s Bureau, London

Treseder, P. (1997) **Empowering Children And Young People: Training Manual** Save The Children, London

Youth Council For Northern Ireland (2001) **Seen And Heard? Consulting And Involving Young People Within The Public Sector** YCNI, Northern Ireland

Local Government

Association Of Metropolitan Authorities And Children’s Rights Office. **Checklist For Children: Local Authorities and The United Nations Convention On The Rights Of The Child.**

Wade, H. Lawton, A. And Stevenson, M. (2001) **Hear By Right: Setting Standards For The Active Involvement Of Young People In Democracy**, Local Government Association/ National Youth Agency, London And Leicester

White, P. (2001) **Local And Vocal: Promoting Young People’s Involvement In Local Decision Making – An Overview And Planning Guide**, Save The Children And NYA

Willow, C. (1997) **Hear! Hear!: Promoting Children And Young People’s Democratic Participation In Local Government**, Local Government Information Unit, London

Health

Cohen, J. And Emanuel, J. (1998) **Positive Participation: Consulting With Children And Young People In Health-Related Work: A Planning And Training Resource** Health Education Authority, London

Mcneish, D. (1999) **From Rhetoric To Reality: Participatory Approaches To Health Promotion With Young People** Health Education Authority.

Save The Children (1998) **Empowerment, Participation And Health Report Of A National Seminar**. Save The Children, Leeds

Mental Health

Laws, S. et al. (1991) **Time To Listen: Young People's Experiences Of Mental Health Services**. Save The Children.

Laws, S. (1998) **Hear Me! Consulting With Young People On Mental Health Services**. Mental Health Foundation, London

Waitt, C. (1998) **Reaching Out Consultation With 'Hard To Reach' Users Of Mental Health Services**. Barnardos.

Disability

Beresford, B Personal Accounts: **Involving Disabled Children In Research** SPRU

Children In Wales (2000) **What about Us: Report of Conference November 2000** Children in Wales, Cardiff

Deepika, N. 1996 **Child Centred Participative Research – Research Study On Integrated Education With Visually Impaired Children**

Griffiths, J., Cunningham, G. And Dick, S. (1999) **Onwards And Upwards: Involving Disabled Children And Young People In Decision Making: A Training Manual For Professionals** Children In Scotland.

Marchant, R. (1999) **Listening On All Channels. Consulting With Disabled Children And Young People**. Triangle

Morris, J. (1998) **Don't Leave Us Out – Involving Children And Young People With Communication Impairments**. Joseph Rowntree Foundation

Shaping Our Lives Project (1998) **Shaping Our Lives: Video** Healthcare Productions, National Institute Of Social Work

The Children's Society (2001) **Ask Us: CD Rom - Guide To Consultation with Key Messages From Disabled Children And Young People**. The Children's Society

Ward, L. **Seen And Heard: Involving Disabled Children And Young People In Research And Development Projects.** JRF

Whittles, S. (1998) **Can U Hear Us? Including The Views Of Disabled Children And Young People In Decision Making.** Save The Children

Education

Alderson, P. **Civil Rights in Schools**

Greenaway, M. (Comp.) (1999) **Give Us A Choice...Give Us A Voice: Children And Young People's Consultation In The City And County Of Swansea,** City And County Of Swansea, Swansea.

Sutton, F. et al. (1999) **The School Council: A Children's Guide.** Save The Children (Midlands Development Team)

Schools Council UK (2002) **Primary Pupils Council Toolkit AND Secondary Pupils Council Toolkit SCUk**

Play And Leisure

Action For Leisure – Organisation Which Supports Work Which Increases Access To Play And Leisure Opportunities By Disabled Children And Young People. 01926 650195

Article 31 Action Consultancy Scheme – children as consultants to arts, media and leisure service providers. Contact Playtrain. 31 Farm Road. Sparkbrook Birmingham B11 1LS. Tel: 0121 766 8446 www.playtrn.demon.co.uk

Children's Participation Project (1996) **Children's Participation Pack: A Practical Guide For Playworkers** Save The Children

The Children's Play Information Service –CPIS –specialist information resource providing information on aspects of children's play. Based At NCB 8 Wakely Street London Eclv 7QE Tel: 0207 843 6303. CPIS@ncb.org.uk

Methods

Bliss, T. and Tetley J. **Circle Time – A Resource Book For Infant, Junior And Secondary Schools.** Save The Children, London

Dynamix (2002) **Participation – Spice it Up: Activities for Consulting With Children And Young People**, Dynamix, Swansea

Gibson, A. And Clarke, G. (1995) **Project-Based Group Work Facilitator's Manual.** Jessica Kingsley, London.

Kirby, P. (1999) **Involving Young Researchers – How To Enable Young People To Design and Conduct Research,** Save The Children, London.

Lucky Duck Publishing 1998 – **Games and Activities** – Icebreakers For Consulting.

NSPCC 1997 **Turning Points: A Resource Pack For Communicating With Children** NSPCC, London

Environment & Community

Adams, E. And Ingham, S. (1998) **Changing Places – Children’s Participation In Environmental Planning**, The Children’s Society, London

Fitzpatrick, S., Hastings, A., And Kintrea, K. (1998) **Including Young People In Urban Regeneration: A Lot To Learn?** The Policy Press, London

Johnson, V. Ivan-Smith, E., Gordon G., Pridmore, P. And Scott, P. (Eds.) Stepping Forward: **Children and Young People’s Participation In The Development Process**, International Technology Publications, London

Mathews, H. (2001) **Children and Community Regeneration: Creating Better Neighbourhoods**. Groundwork and Save The Children

Save The Children (1997) **All Together Now: Community Participation For Children And Young People**, Save The Children, London.

Looked After Children and Young People

CROA And DoH (2000) **Total Respect: Training Pack** CROA, London

CROA (2002) **Up the Ladder of Participation**. CROA, London

Thomas, N. And O’Kane, C. (1997) **Children And Decision Making: Toolkit** Children In Wales, Cardiff

Who Cares? Trust (1999) **Remember My Messages**, Who Cares? Trust, London

Confidentiality And Ethical Issues

Anderson, P. (1995) **Listening To Children, Ethics And Social Research**. Barnardos.

British Sociological Association (1992) **Statement Of Ethical Practice**
www.britsoc.org.uk/about/ethic.htm

Children And Young Peoples Unit (2001) **Learning To Listen: Core Principles For The Involvement Of Children And Young People** CYPUP, London

Hamilton, Carolyn (2001) **Offering Children Confidentiality: Law and Guidance** Children’s Legal Centre, London.

Eds. Upton, V. And Varma. (1996) **The Voice Of The Child: A Handbook For Professionals**. Falmer Press.

Grieg, A And Taylor, J (1999) **Doing Research With Children**. Sage Publications, London

Hart, R. (1992) **Children's Participation: From Tokenism to Citizenship** World Health Organisation, Italy

Rights And Participation Project (RAPP) **Confidentiality Policy and Risk Of Significant Harm Procedure** Save The Children, England

Young Children

Alderson, P. (2000) **Young Children's Rights**. Jessica Kingsley Publishers For Save The Children, London

Clark, A. And Moss, P. (2001) **Listening To Young Children: The Mosaic Approach**, National Children's Bureau, London

Daycare Trust (1998) **Listening To Children: Young Children's Views On Childcare: A Guide For Parents**. (Summary Of 3-4 Year Olds Views.), Daycare Trust

Fajerman, L. Jarrett, M. Sutton, F. (2000) **Children As Partners In Planning**. Save The Children, London.

Miller, J. (1997) **Never Too Young: How Young Children Can Take Responsibility And Make Decisions** Save The Children/ National Early Years Network, London

Miller, J. (1999) **A Journey Of Discovery: Children's Creative Participation In Planning**. Save The Children. , London

Rights And Participation Project (2000) **Decide And Do – Involving Younger Children In Decisions About Their Care**. Save The Children, London

Rural Children and Young People

Williams, J. (2000) **Think Country Child! The Councillors Guide To Planning Services For Children And Young People In Rural Areas** NCVCCO, CA, LGA, London.

Others

Article 12 (1999) **RESPECT! A Report Into How Well Article 12 Of The UNCRC Is Put Into Practice Across The UK** (Young People's Perspectives)

Save the Children Scotland (2000) **Having Our Say: A Peer Research Project With Young Gypsy And Travellers In Scotland**. Save the Children, Scotland

Peer led organisations

National Black Youth Forum publishes a black youth charter PO Box 139, East Oxford DO, OX4 1FT Now London Based, also Wales Contact. 029 20450068
www.nbyf.org

Voices from Care 25 Windsor Place, Cardiff, CF1 3BZ 029 20398214
www.voicesfromcare.org

Useful contacts and organisations

Funky Dragon www.funkydragon.org

Children's Commissioner for Wales www.childcom.org.uk

Wales Youth Agency www.wya.org.uk

Children In Wales www.childreninwales.org.uk

Save the Children www.savethechildren.org.uk

NSPCC www.nspcc.org.uk

Barnardos www.barnardos.co.uk

NCH (Action for Children) www.nchafc.org.uk

ChildLine www.childline.org.uk

Tros Gynnal Tel: 029 20396974

Canllaw On Line www.canllaw-online.com

Global Connections www.globalconnections.org.uk

Urdd Gobaith Cymru www.urdd.org

Lesbian and Gay Group, West Rhyl Young People's Project Tel: 01745 351283

Children's Legal Centre www.essex.ac.uk/clc

Breathing Fire

Children and Young People's Unit www.cypu.gov.UK

National Children's Bureau www.ncb.org.uk

Schools Councils www.schoolcouncils.org.uk

Children's Rights Officers and Advocates www.croa.org.uk

Children's Rights International Network www.crin.org

Council for Education in World Citizenship www.cewc_cymru.org.uk

UNICEF www.unicef.org