

The Hear by Right resources include:

- *Hear by Right* book – context, commentary, standards and indicators.
- **ELECTRONIC MAPPING AND PLANNING TOOL – STANDARDS IN TABLE FORM FOR EASY MAPPING OF EVIDENCE AND PLANNING THE STRATEGY.**
- *Building standards* – tools to involve children and young people in the mapping and planning.
- *Involving children and young people: an introduction* – Guide to different approaches and their relative merits.
- *Children and Young People's Trusts and local authority decision making* – a briefing for strategic managers.
- *What's changed?* – a tool to record and evaluate what has changed because of genuine dialogue with children and young people.

hear by right

standards for the active involvement of children and young people



Mapping and planning tool (May 2005)

Name of organisation:

Date:

Contact:

The National Youth Agency

Dec 06

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SHARED VALUES: Mapping

1.In place and effective; 2.In place, but needs improving; 3.Currently being established; 4.Not in place

		1	2	3	4	What's the evidence of meeting the indicator?	What do the children and young people say about how this indicator is being met?
EMERGING	1.1 The active involvement of children and young people is a central commitment of the organisation		√			Strategic Aim 1 / Board Policy Directive Mission Statement / Chair champions	Young trainers and consultants positive reflections on greater shift toward active involvement of young people within The NYA; similarly exit interview of Participation Project Officer
	1.2 The organisation adopts shared values for the active involvement of children and young people (See <i>Hear by Right</i> Shared Values on the inside cover)		√			Management group – Practice What we Preach – meeting – ongoing over 3 years. Promoting young people's involvement in NYA.	
	1.3 The organisation adopts the Convention on the Rights of the Child, recognising Article 12's central role			√		The NYA is a member of the Children's Rights Alliance for England, which promotes the fullest implementation of the UNCRC. The NYA's strategic aim 1 promotes the central role of children and young people's voice and influence	
ESTABLISHED	1.4 Children and young people take part in reviewing and agreeing the shared values for the active involvement of children and young people			√		HBR is adopted by the Board. Through workshops and a seminar at The NYA, a range of children and young people have contributed to revising the shared values and making them more accessible.	Building standards was written by young people for children and young people and addresses all of HBR's 7 S standards framework.
	1.5 The shared values are made visible and accessible to a wide range of staff and children and young people by, for example, mission statement, charter, pledge or entitlement card		√			There is a range of materials which makes explicit the importance of the active involvement of children and young people: eg. youth pledge; but these (as in 1.4) have more impact externally than internally	
ADVANCED	1.6 Shared values are agreed with partner organisations and community groups		√			In a range of work, HBR is the basis for partnership working with local authorities and national government departments and the LGA, as well as NYA partners such as Rural Youth and NFDYW	Young people at a range of partnership events give positive feedback about the Hear by Right shared values and the use of this as an agreed baseline (e.g. Worcestershire, Nottingham, Kensington & Chelsea)
	1.7 The agreed shared values are used to set policy and review performance across the organisation and with partners		√			The shared values inform The NYA's Strategic Aim 1 and external policy influence. The internal HBR mapping and planning process has led to specific elements in the Agency's Workplan and a Next Steps paper as a proposed strategy.	

PLANNING ↓

SHARED VALUES: Planning

		We have identified the following areas for improvement	Priority 1-10 (1 is high)	Who?	Resources needed	Potential barriers	Potential solutions	How are we planning to involve children and young people?	
MAPPING ↑	EMERGING	1.1	The NYA speaks out strongly externally about the voice and influence of children and young people. Further steps are needed toward increasing opportunity for this internally, including Feb 07 consultation event - see Strategies/Structures)	1	Directorate supported by Participation Team (BB lead)			Plan to hold consultation event with a range of young people The NYA works with to find out their views about how they see The NYA and its values toward the active involvement of children and young people in its work	
		1.2							
		1.3	The NYA could take the step of adopting the UNCRC itself; this needs further exploration	5			NYA's remit is with 13 -24 year old and UNCRC is for those under 18		
	ESTABLISHED	1.4	We need to continue to promote the shared values more internally and across our programmes, eg YPDP, Young Roots	2	RM, DMcM Participation Team	Event in Feb 2007			Young Trainers to help facilitate day
		1.5	A review of materials and the building would help identify gaps	4	Participation Team / Media team				See 1.1/1.2 above
	ADVANCED	1.6	Establish Hear by Right more firmly across NYA partnerships & in developing contracts: >Internal practice (Young Roots, YPDP, YSQM) >Close partners (Rural Youth, FDYW, P Works) >Wider networks, incl Gov depts, LGA (LDC), Third Sector orgs and business	4	Simon Hargraves Alan Tomlins Steve Drowley				
1.7		Internally: Management Advisory Group & other Team Mgrs and SDOs Participation Team							

STRATEGIES: Mapping 1.In place and effective; 2.In place, but needs improving; 3.Currently being established; 4.Not in place

	1	2	3	4	What's the evidence of meeting the indicator?	What do the children and young people say about how this indicator is being met?
EMERGING		√			Practice What We Preach briefing for staff Team opportunities to contribute Strategic aim 4 is about the resources to do the job; Sept 06 Next Steps paper agreed with identified resources and people	
		√			HBR map and plan taken and approved by Business Management Group and the Board Nov 2005; Sept 06 Next Steps paper agreed with identified resources of money, time and staff. NYA Workplan section 122	The Next Steps paper arose after dialogue with young people who have been involved with The NYA in an ad hoc way, for example through consultations and recruitment processes
ESTABLISHED			√		Young people on Board (guaranteed stakeholders) contribute to set Strategic Aims, including current Aim 1 on young people's participation. Identified actions in the Next Steps paper include activity to gain other young people's contribution to the strategic direction of The NYA through e-bulletins and an event in Feb 07.	The Board includes some young Trustees who take part in the decision making
			√		2.4 Strategic Framework, Youth Summit, Youthinfo.com	
ADVANCED		√			See 1.6 The Next Steps paper draws specifically on existing partnership working to strengthen the active involvement internally and externally	
			√		Resources found for Feb 07 C&YP event. Next Steps paper addresses ongoing sustainability of internal and external participation. Recruitment of PP Team trainers, consultants, Project officer, trustees, patrons ongoing	
			√		Commitment to use expertise on active involvement and governance to influence national and local policy through Youth Matters and support to young people-led organisations, including in 2 Big Lottery Bids	YouthBank and A National Voice experience of moving toward self governance with NYA's help very positive. Young adults from two youth-led organisation are partners in one of BLF bids

PLANNING ↓

STRATEGIES: Planning

		We have identified the following areas for improvement	Priority 1-10 (1 is high)	Who?	Resources needed	Potential barriers	Potential solutions	How are we planning to involve children and young people?	
MAPPING ↑	EMERGING	2.1	The Next Steps action plan with identified resources – now drafted and shortly operational.	1	Participation Team lead (BB) Sub group includes Information and Research team (AS, EC), Policy (SH) and Governance (DC)			The Next Steps action plan includes Feb 07 event to involve young people directly	
		2.2	Part of the annual planning cycle. Also continuing opportunities at staff update etc.					NYA offer to young people communicated through a range of ways, eg Youthinfo.com; Ruckus and Youth e-policy update and young trustees and staff	
	ESTABLISHED	2.3	As part of 2.2, young people who are in contact with The NYA can contribute; Feb Planned Consultation event at NYA + email	1	As above				
		2.4	Strategic Plan 06-09 in place, participation is Strategic Aim 1; Event Feb 07 will allow for discussion with young people on specific priorities		Participation Team to lead Feb 07 event Directorate and Trustees Esther Youthinfo.com	Event budget and personnel approved			
	ADVANCED	2.5	The strategy identifies key partners to help take forward The NYA's participation agenda	1	See 2.4				Key partners are local projects working directly with young people and linking with NYA's core aims
		2.6	Explore possibility of building into strategy annual NYA young people open event	2	Practice What We Preach steering group to review and propose next steps	Annual budget, rather than once off			Review with young people the 21 st event
		2.7	Extending links beyond existing partners, eg with UKYP, PWorks, LGA	3	Harry Wade				

STRUCTURES: Mapping 1.In place and effective; 2.In place, but needs improving; 3.Currently being established; 4.Not in place

	1	2	3	4	What's the evidence of meeting the indicator?	What do the children and young people say about how this indicator is being met?
EMERGING		√			Periodic reviews have involved young people in occasional tasks or projects. New wider structure introduced with 4 components covering: e-comms; willing consultees; stakeholder event/projects; and governance	Young people have expressed an interest in greater involvement in aspects of The NYA's work, leading to the new structures. 35 of these will take part in the 21 st PWWP event
			√		Formal include governance, employment and task focused, such as involvement in recruitment. Non formal include feedback on web, involvement in publications and projects such as YOUTHACTION, Vibes and Voices and the Rights of Us publication	Ruckus, the web-based Management group magazine for children and young people, has articles written by them and has had 15,000 downloads,
ESTABLISHED			√		Governance, eg Trustees, Patrons E-bulletins, eg Youthinformation.com External consultations, eg on JARs and Youth Matters (influence and modelling)	
		√			NYA's range of programmes including NSF, HLF, Participation Team; NYA partnerships eg Youth Information Peterborough, Rights of Us	
ADVANCED			√		Young trustees	
					NYA as a national organisation not engaged as a partner in local cross agency partnerships	
		√			NYA on joint forums and panels with young people nationally, eg CRAE young trustee, YouthBank UK, A National Voice, British Youth Council, UKYP Mostly not NYA children and young people	

PLANNING ↓

STRUCTURES: Planning

		We have identified the following areas for improvement	Priority 1-10 (1 is high)	Who?	Resources needed	Potential barriers	Potential solutions	How are we planning to involve children and young people?	
MAPPING ↑	EMERGING	3.1	Annual event will build in a structure to celebrate young people's work and draw on their experience to better involve them internally	1	See 2.1 and 2.2		Cost and other resources	See 2.1 and 2.2	
		3.2							
	ESTABLISHED	3.3	Annual review and response from the Board	3	Chair of Board				
		3.4	See 3.1 above. Ensure these groups are involved	2	Sarah Hargreaves lead on developing closer links with willing consultees				
	ADVANCED	3.5	Review support to young trustees; consider recruitment of younger trustees or involve in decision making in other ways, eg a forum of stakeholders	2	Denise Challinor		Cost and other resources	Wider range of groups / partner agencies; potential proposal for next AGM	Include views and experiences of current young trustees
		3.6							
		3.7	NYA's strategic plan for 06-09 to set out priorities for supporting young people organisations toward greater self governance						

SYSTEMS: Mapping 1.In place and effective; 2.In place, but needs improving; 3.Currently being established; 4.Not in place

		1	2	3	4	What's the evidence of meeting the indicator?	What do the children and young people say about how this indicator is being met?
EMERGING	4.1 Policies are in place to make sure children and young people's participation is safe, sound and effective, covering consent, protection, safety, access, transport, complaints, incentives and rewards	√				Police checks renewed and more widespread Autumn 06. Consent forms when appropriate Photo consent forms Information about H&S Rewards vouchers Lowering age for driving NYA car	Review with young trainers Feb 04 and then again in June 06 showed marked progress; the process of recruitment of the new trainers showed this was embedded in the staffing policies of The NYA
	4.2 Budgeting and financial systems are in place for supporting the active involvement of children and young people	√				Bonus bonds part of consistent rewards process for yp. Resources more flexible with travel warrants/floats; volunteer expense forms. Built into some external contracts. Young trainers and consultants setup;	
	4.3 Recording and evaluation systems are in place to identify and share learning and evidence of change arising from children and young people's participation		√			Annual review to Board Annual report Bi-weekly YPN What's Changed – external focus; needing internal relevance and take up	
ESTABLISHED	4.4 Communication systems are in place for recording, reporting and celebrating children and young people's active involvement (for example, newsletters, web, radio, articles, awards evenings)	√				YPN features; the Edge, YouthAction, youthinformation.com, Ruckus Pubs by young people for young people, eg.. Rights of Us	
	4.5 Children and young people and partners are involved in reviewing and updating relevant policies and systems			√		Young trainers active in assessing and commenting on need for relevant policies and procedures	See 4.1 and 4.2
ADVANCED	4.6 Children and young people help decide appropriate rewards for their active involvement and / or have direct control over identified budgets				√	Act by Right grants (only max £200) distributed by young people for young people	Positive feedback from young people involved in agreeing grants and receiving them
	4.7 Systems, such as compacts and agreements with partner organisations, reflect the commitment to active involvement		√			See 1.6	

PLANNING ↓

SYSTEMS: Planning

		We have identified the following areas for improvement	Priority 1-10 (1 is high)	Who?	Resources needed	Potential barriers	Potential solutions	How are we planning to involve children and young people?
MAPPING ↑	EMERGING	4.1						
		4.2	Ensure policy and procedures more widely known across the Agency	5				
		4.3	Standing item at management group of any What's Changed at the NYA this month					
	ESTABLISHED	4.4	More focus of NYA work with children and young people					
		4.5	Open day or stakeholder group to cover this					
	ADVANCED	4.6	Establish a budget from which children and young people can negotiate rewards etc (like Employee Development Scheme)					Investing in Children in Durham can help with this model
		4.7	Cf 1.6					

STAFF: Mapping 1.In place and effective; 2.In place, but needs improving; 3.Currently being established; 4.Not in place

		1	2	3	4	What's the evidence of meeting the indicator?	What do the children and young people say about how this indicator is being met?
EMERGING	5.1 Relevant job descriptions specify skills and commitment to active involvement		√			Explicit in some; assumed in others All recruitment processes include candidates receiving info about core values and strategic aims of The NYA; see 5.4	
	5.2 Children and young people contribute to the recruitment and selection and induction of key staff		√			Participation trainers, project officer; YouthBank Director Youth Officer secondment to ODPM	Feedback needed from Leicester, Peterborough, ODPM young people who were involved
	5.3 Supervision and appraisal of relevant staff include reviewing their contribution to enabling the effective influence of children and young people on the organisation			√		Included in some supervision and appraisal processes Some gaining direct feedback from young people on performance	
ESTABLISHED	5.4 Recruitment information and induction of all staff and managers identify the importance of the voice and influence of children and young people for the organisation	√				All recruitment processes include candidates receiving info about core values and strategic aims of The NYA Not systematic re induction	
	5.5 Young people are volunteers or employed in the organisation, for example as trainers, researchers or mentors		√			Young trainers – 2 waves now Young consultants Other young adult staff NYA partnerships with young people through other organisations (eg. Dorset LA, Peterborough LA)	
ADVANCED	5.6 Children and young people take an active part in the recruitment, selection and induction of a range of staff and managers across the organisation or partnerships				√	Nothing beyond 5.2	
	5.7 Children and young people take an active part in the induction of elected members or trustees				√		

PLANNING ↓

STAFF: Planning

		We have identified the following areas for improvement	Priority 1-10 (1 is high)	Who?	Resources needed	Potential barriers	Potential solutions	How are we planning to involve children and young people?
MAPPING ↑	EMERGING	5.1	Review range of JDs, including for young trustees, to identify more systematic ref to active involvement	3	CB and Job evaluation panel			Based on review (see 5.2) and range of experience to build in young people to CEO R&S
		5.2	Review of posts where recruitment has involved young people and agreement where to develop this in the future	2	EF	Ellie's involvement in recruitment recently is relevant here. AT for wider staff dev		Feedback needed from Leicester, Peterborough, ODPM young people who were involved
		5.3	Review consistency of supervision and appraisal processes	2	CB with SH / RN			
	ESTABLISHED	5.4	Review induction material and processes.	3	CB / EF			
		5.5	Peer researchers key opportunity within Information and Research; Also relevant for Quality & Standards work	2	TJ / JB SD/ SH			
	ADVANCED	5.6	Priority to involve young people in R&S of CEO	1	AT /CB			
		5.7	Review processes for induction on the Board	3	DC	Young trustees involved here		

SKILLS & KNOWLEDGE: Mapping 1.In place and effective; 2.In place, but needs improving; 3.Currently being established; 4.Not in place

	1	2	3	4	What's the evidence of meeting the indicator?	What do the children and young people say about how this indicator is being met?
EMERGING	6.1 There is accredited capacity building for children and young people to develop skills and knowledge to make change happen, including in negotiation, presentation and finance	√			Act by Right used among trainers and partner organisations Getting Connected	Some trainers have valued using work experience toward qualification
	6.2 There is capacity building for staff to gain skills for the safe, sound and effective participation of children and young people	√			Internal sharing on HBR All staff workshop on ABR Sharing of knowledge and expertise across programmes and partnerships	
	6.3 Children and young people have access to information to allow them to participate fully in the issues of importance to them	√			Use resources available effectively i.e. Ruckus, Y info.com/YBUK/Good Practice database / publications Building standards, range of young people as willing consultees	Excellent feedback from young people on Ruckus and youthinformation.com
ESTABLISHED	6.4 Children and young people help plan, deliver and evaluate active involvement training to staff, managers and leaders		√		Young trainers led Act by Right workshop for staff Extensive involvement of young trainers externally	Strong endorsement from two waves of trainers regarding their participation
	6.5 Children and young people help develop the capacity of other children and young people to participate	√			Directly: YPDP, Young Roots projects, HBR in some Las and organisations, development of Building Standards materials ABR: Dorset, Rutland, YouthBank etc Indirectly: Project and PP team activity	Positive feedback from ANV and YouthBank
ADVANCED	6.6 Children and young people help deliver training and capacity building to partner organisations	√			Young trainers and consultants, plus other children and young people involved in design and development of Building Standards and Act by Right	Positive feedback from ANV and YouthBank
	6.7 Consultancy and mentoring arrangements that support children and young people's active involvement are in place	√			Young consultants as part of NYA staff; Active involvement project officer role in supporting young trainers. Pockets not consistent in NYA	

PLANNING ↓

SKILLS & KNOWLEDGE: Planning

		We have identified the following areas for improvement	Priority 1-10 (1 is high)	Who?	Resources needed	Potential barriers	Potential solutions	How are we planning to involve children and young people?	
MAPPING ↑	EMERGING	6.1	Develop more opportunity for other young staff to gain accreditation for participation work; Offer Act by Right training to stakeholder group	3	GA				
		6.2	Consider wider staff development opportunity on participation of children and young people on NYA training plan	4	HR (CB/AT) to include on training plan Participation Team to deliver				
		6.3	New e-comms element of participation strategy will address this See 3.1 above	1	EC/JB/AS				
	ESTABLISHED	6.4	Participation Team trainers to deliver annual training for Management Advisory Group and the Board	3	BB/MH		Timing		Young trainers or consultants, if available. Consider out of school timing for meeting?
		6.5	Promoting young people and self governance in policy and practice partnerships with YouthBank and ANV	2	BB; possibly new resources if funding bid successful	Money and people	Failure of bid		Young people lead these organisations; NYA input supported by (young) trainers
	ADVANCED	6.6	Mainlining capacity for this	Low					
		6.7	Currently reviewing processes to ensure robust and sustainable Extend model to other teams	2	CB / BB		Legal constraints		

STYLE OF LEADERSHIP: Mapping 1.In place and effective; 2.In place, but needs improving; 3.Currently being established; 4.Not in place

		1	2	3	4	What's the evidence of meeting the indicator?	What do the children and young people say about how this indicator is being met?
EMERGING	7.1 Key managers and leaders act as champions for the active involvement of children and young people, with clearly identified responsibilities		√			The Chair, Roger Sainsbury, Directorate; and Practice and Performance group	
	7.2 Managers and leaders support innovation on active involvement, accepting risks of mistakes and are committed to reflection and learning		√			Directorate push to develop more coherent model of young people's influence on NYA decision making. Resources identified for developments.	
	7.3 Managers and leaders in the organisation publicly acknowledge and celebrate the active involvement of children and young people and take an active part in key consultation and participation events	√				Directorate lead on strengthening aims and priorities of The NYA to reflect participation priorities	
ESTABLISHED	7.4 A leadership programme for managers and children and young people is established, based on the principles of active involvement			√		Welcome and introductions for new Board Members	
	7.5 Children and young people have a range of opportunities to meet senior staff, elected members or trustees to be included in decision making and promote active involvement			√		Stakeholder event on 21 Feb 2007	
ADVANCED	7.6 The organisation demonstrates to partner organisations an open style of leadership, collaboration and shared objectives on the active involvement of children and young people		√			A leading influence on national and local government policies and practice to build in the active involvement of children and young people	
	7.7 Leadership of specific projects and appropriate services involves both children and young people and adults		√			Vibes and Voices advisory group TD HBR web pages design Ruckus editors and writers Roving reporter newsletters at conferences	

PLANNING ↓

STYLE OF LEADERSHIP: Planning

		We have identified the following areas for improvement	Priority 1-10 (1 is high)	Who?	Resources needed	Potential barriers	Potential solutions	How are we planning to involve children and young people?
MAPPING ↑	EMERGING	7.1	Standing item for Management Advisory Group and Board	3	VM			Defining NYA Champion's job description
		7.2	Participation is standing element of supervision and appraisal; see 5.3	2	CB with SH / RN			
		7.3						
	ESTABLISHED	7.4	Participation Team trainers to deliver annual training for Management Advisory Group and the Board	3	BB/MH		Timing	Young trainers or consultants, if available. Consider out of school timing for meeting?
		7.5	Take forward emerging priorities from stakeholder event in Feb 07	1	Practice What We Preach Steering group			Young people fully part of planning and delivery of event
	ADVANCED	7.6	Stakeholder group of children and young people or open day or Yinfo.com					
		7.7	Tasks for young trustees. Participation strategy to promote task leadership by children and young people					

Hear by Right: Mapping and planning tool



This **Mapping and planning tool** makes it easy to use the *Hear by Right* standards in a practical way. It puts the standards framework in table form to help you map your evidence of current participation and then plan to develop the active involvement strategy.

This tool is based on the *Hear by Right* book, which gives the full context and ideas about evidence of meeting the standards. This evidence links well with **Every Child Matters** and how children and young people should have a voice and influence about being healthy, staying safe, enjoying and achieving, making a positive contribution and having economic well-being. Evidence of participation recorded here can also be used for **Ofsted, Comprehensive Performance Assessment, Joint Area Reviews** and other drivers. See the *Hear by Right* web pages.

Instructions for use

MAPPING

1. Either individually or with a small group of key staff, develop the map and plan for active involvement.
2. Map how well you are doing by scoring each indicator for each standard between 1 (in place and effective) and 4 (not in place).
3. Put the evidence you have for each indicator in the relevant box on the mapping pages of the table.
4. If possible, ask a stakeholder group of children and young people to add their views of the evidence for each standard.
5. And involve groups of children and young people on their own terms using the *Building standards* tools which are part of *Hear by Right*.

PLANNING

6. Assess and agree what needs improvement. Write this on the **planning** side of the page.
7. Agree (including with children and young people) priorities for action.
8. Agree who's responsible for taking action and some idea of resources and solutions to potential barriers.
9. Finally, consider how children and young people can be involved in improving the outcomes of the plans.

The evidence you have mapped and the priorities you have planned form the basis of your participation strategy. You can cut and paste any other relevant text from the Word version of *Hear by Right* on the CD Rom to underpin your strategy.

This tool can be filled in **electronically**, revised and updated as necessary. When you **print it out**, take care in collating the document. You need a double sided document with the mapping page on the left and the corresponding planning page reading across to the right. For most machines: 1. Print; 2. Turn the alternate pages upside down; 3. Photocopy double sided; 4. Staple on the left hand side. (Some have found this the hardest bit about *Hear by Right*!)

Please send a copy of your completed map and plan to activeinvolvement@nya.org.uk, so that examples of good practice can be shared on the *Hear by Right* web pages at www.nya.org.uk/hearbyright. There are case studies here of how others have made the most of *Hear by Right*, and also our **top ten tips** on how this mapping and planning tool is a key part of turning words into action.

The *Hear by Right What's changed?* tool is for recording evidence of the **impact** of children and young people's participation on key issues and services that affect them. It is an essential companion to these standards for organisational change and any participation strategy.

Further information and support is available by contacting The National Youth Agency on 0116 242 7406, activeinvolvement@nya.org.uk

Hear by Right (2005) is published by The National Youth Agency, priced £10. Call NYA Sales on 0116 242 7427 or email: sales@nya.org.uk