

Involving children and young people where to find out more

This listing accompanies The NYA briefing paper, Involving Children and Young People – an introduction. It is intended to help those with a responsibility for promoting children and young people's involvement, whether at policy development and strategic level, or at delivery level, to identify the resources that can best help them do so. It focuses upon practical resources rather than theoretical debates about participation. Wherever possible, website links have been included. The listing is organised under the following headings:

1. Top ten useful resources
2. Definitions and models of participation
3. The policy context
4. Organisations promoting children and young people's rights and participation
5. Resources
 - 5.1 Identifying appropriate approaches
 - 5.2 Consulting children and young people
 - 5.3 Practice initiatives
 - 5.4 Using websites and ICT
 - 5.5 Large-scale events
 - 5.6 Involving Children and Young People in Governance
 - 5.7 Safe and sound involvement

1. Top ten useful resources

It can be baffling just thinking about where to start! These top ten resources include a general introduction to children and young people's participation as well as some practical resources to get going and some specialised resources to help respond to those most often excluded.

Introduction to the field

Cutler, D. and Taylor, A. (2003), **Expanding and sustaining involvement – a snapshot of participative infrastructure for young people living in England**. Carnegie Young People Initiative.

[Available to download](#)

Examines participation infrastructure – i.e. systems and procedures, structures and resources – in the voluntary and statutory sectors in England.

Eight key aspects were identified: policy, budgets, champions, structures, specialist staff, training, guidance and monitoring.

Willow, C. (2002), **Participation in Practice: children and young people as partners in change**. The Children's Society, ISBN 1899783407. £11.95. Tel: 020 7841 4415.

[Further Information](#)

Book includes detailed examination of the policy context for consultation and participation with children and young people. Using a rights focus, it explores four interdependent themes: the case for involving children and young people in decision-making; why children and young people are excluded; how adults can respect children and young people; and acting on children and young people's ideas and views. Six case studies reflect the different models and approaches used by The Children's Society, including a school inclusion project, advocacy in the child protection system, using festivals to consult young carers, Ask Us project with young disabled people, listening to very young children; and setting up a children and young people's bureau.

Skills and toolkits

Badham, B. (2004), **Act by right: skills for the active involvement of children and young people in making change happen**. The National Youth Agency. ISBN 0861553179. £25.00. Tel: 0116 242 7356

[Available to download](#)

Accredited workbook designed to help children and young people acquire the skills to take effective action on issues that concern them. Based on five units, designed to follow on from each other, the whole workbook comprises 50 hours of learning to develop young people's understanding and ability to work together on issues and concerns of importance to them.

Kirby, P. et al. (2003), **Building a Culture of Participation**. DfES. ISBN 0954669509 & 095466951. Tel: 0845 602 2260. E-mail: dfes@prolog.uk.com. Published in two parts:

Research report

[Available to download](#)

Handbook

[Available to download](#)

Study, carried out by NCB (National Children's Bureau) and the PK Research Consultancy, examines participatory practice with children and young people through case studies of 29 organisations. It concludes that meaningful participation is about developing positive relationships with children and young people, in which they are listened to and heard as part of everyday practice. Handbook, designed for management and staff at different levels within an organisation, aims to stimulate thinking, offer ideas about how to actively involve children and young people in decision-making, and to encourage organisations to explore how they can develop a more participatory culture.

Shepherd, C. and Treseder, P. (2003), **Participation – spice it up!** Save the Children, ISBN 1841870625. £18.95. Available from NBN International. Tel: 01752 202301 or email orders@nbninternational.com

[Further information](#)

Produced by Dynamix, a Swansea-based cooperative using participative methods with children and young people, this manual provides practical tools for engaging children and young people in planning and consultations. It is based on activities used with children and young people from 18 months to 25 years in a range of settings, including play leader training, whole school policy making and consultations, exploring issues such as bullying, behaviour and discipline and tackling problems of young people who feel excluded.

Treseder, P. (1997), **Empowering Children and Young People**. Save the Children, £15.00. Available from NCB Distributors as above. ISBN 1899120475.

[Further information](#)

Manual, full of checklists and exercises, aimed at professionals promoting children and young people's empowerment in a range of sectors. Section 1 focuses on helping professionals to increase their understanding of issues relating to empowering young people in their work, while section 2 focuses on training young people to be active in decision-making by building their confidence and skills. The final part looks at long-term strategies for making empowerment work.

Inclusion

Ask Us (2001 and 2003), £5.00. **How to Ask Us**, (2005), £15.00. The Children's Society, Tel: 020 7841 4415.

[Outline of project](#) and [Further information](#)

Series of CD-Roms.

Ask Us 1 CD-Rom results from a multi-media consultation through which over 200 disabled children and young people aged 4 to 24 from across England addressed issues such as access to leisure, participation and social exclusion, communication and services. Particularly aimed at those responsible for implementing the Quality Protects initiative, but relevant to decision-makers in all sectors.

Ask Us2! CD-Rom looks at the rights of young disabled people to inclusive services.

How to Ask Us, the third CD-Rom in the series discusses how the project went about involving the young people, the making of the series and what was learnt from the experience.

Miller, J. (1996), **Never Too Young: how young children can take responsibility and make decisions.** Save the Children/National Early Years Network, ISBN 1841870757. £10.00. Available from NBN International. Tel: 01752 202301 or email orders@nbninternational.com

[Further information](#)

Practical resource showing how children under eight can participate, make decisions and take responsibility for their actions. It provides early years workers with information about why participation works, and includes a range of techniques for involving children in decisions that affect them.

Standards

Keeping It Safe: a young person-centred approach to safety and child protection, standards and guidelines. (2002), National Council for Voluntary Youth Services, £30.00. Tel: 020 7253 1010.

[Available to download \(standards only\)](#)

Comprehensive pack covering child protection, safe recruitment and selection, managing staff and providing safe activities – including risk assessment, insurance, transport and safe internet access. It has a range of practical material, including code of conduct and sample consent and incident forms.

Wade, H. and Badham, B. (2006), **Hear by Right: standards for the active involvement of young people.** The National Youth Agency/Local Government Association, £10.00 Tel: 0116 242 7427.

[Available to download](#)

Hear by Right offers tried and tested standards for organisations across the statutory and voluntary sector to assess and improve practice and policy on the active involvement of children and young people. The standards cover seven areas: shared values, strategy, structure, systems, staff and elected members and trustees, skills and knowledge, and style of leadership, forming a model of how to achieve change in an organisation.

2. Definitions and models of participation

It is important to be clear about terms being used. Participation is not simply about being listened to or being consulted – it is also about influencing decision-making and change. Some key terms are defined below:

Participation: ‘The process of sharing decisions which affect one’s life and the life of the community in which one lives.’ Cited in Willow, C. (2002), **Participation in Practice.** p.2 (see above).

Involvement: ‘the overall term for children and young people being included in the decision-making process, at any level.’ Treseder, P. (1997), **Empowering children and young people.** p.4.

Consultation: 'a process which requires the commitment to take on board young people's views and present detailed information back to them. Consultation can be an ongoing process.' Treseder, as above.

Discussion of children and young people's participation commonly draws on the 'ladder of participation'. This model was devised by Hart, following Arnstein's ladder of citizen participation, and has eight stages representing increasing levels of participation. These are:

1. manipulation;
2. decoration;
3. tokenism;
4. assigned but informed;
5. consulted and informed;
6. adult-initiated, shared decisions with children;
7. child-initiated and directed; and
8. child-initiated, shared decisions with adults.

Cited in Willow, C. (2002), **Participation in Practice**, pp.48–50.

While the first three stages are to be avoided, as they constitute the 'rungs of non-participation', the ladder highlights that participation can take various forms and different degrees depending on a range of factors. It offers both a gauge to the nature of involvement and a guide to how its quality might be improved. A version of the ladder of participation is available online.

[Available to download](#)

3. The policy context

Public policy increasingly includes requirements that service users, including children and young people, should be involved in the design, delivery and evaluation of services. This section sets out some of the key policy frameworks.

Rights

The United Nations Convention on the Rights of the Child (UNCRC), formally ratified by the UK government in 1991, provides children and young people under 18 with a comprehensive set of rights. In particular, Article 12 of the Convention states that 'States Parties shall assure to 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.'

Other key Articles relating to children and young people's participation include:

Article 13, which states that 'the child shall have the right to freedom of expression';

Article 23, which covers disabled children's right to a 'full and decent life, in conditions which ensure dignity, promote self-reliance, and facilitate the child's active participation in the community'.

Governments which have signed up to the UNCRC (all except two countries) must report on progress to the Committee on the Rights of the Child. The UK's report was examined in 2002 and is due to report again in 2007. The website includes information on the reporting process.

[Further information](#)

The UNCRC is now increasingly cited in proceedings concerning children and young people. Professionals are using it to promote children and young people's participation in decision-making. Over 400 statutory and voluntary bodies have formally adopted it, and some local authorities have used the UNCRC as the planning framework for all their children's services.

[Further information](#)

A child-friendly summary of the Convention has been published by Unicef.

[Available to download](#)

Unicef has also produced a set of four Children's Rights Comics focusing on different aspects of UNCRC. Tel: 0870 075 1000.

[Further information](#)

A right to know. Article 12. £30. Tel: 0870 075 1000.

A toolkit for teachers and youth workers to introduce children's rights and the UNCRC to young people aged 11 to 18-years-old.

[Further information](#)

The Human Rights Act 1998 came into force across the UK in October 2000. It grants all UK citizens, including children and young people, all the rights contained in the European Convention on Human Rights. While there is no specific focus on children and young people, the European Convention has been used to bring about changes in UK law and policy, for instance relating to corporal punishment in schools and access to social services files.

For more information see Drew, S. (2000), **Children and the Human Rights Act**. Save the Children, ISBN 1841870374. £10.00. This outlines the use of the act in the advocacy of children's rights.

[Further information](#)

Children and young people's services

Information on government policy relating to children and young people is brought together by the Every Child Matters (ECM) website.

[Every Child Matters](#)

Every Child Matters Green Paper. (2003).

[Available to download](#)

Sets out significant changes in structures and services for children and young people including Children's Trusts, to bring together a range of services for children and young people. It affirms that services 'should involve children and families in putting together the picture of their needs and in designing the services to meet those needs.' (p72, 5.16). And, 'The Government is committed to providing more opportunities for children and young people to get involved in the planning, delivery and evaluation of policies and services relevant to them', (p78, 5.48).

The Children Act 2004.

Sets out key legislative requirements towards implementing this new vision for joined up planning and services for children and young people. The Act established the Office of the Children's Commissioner as an independent organisation to look after the interests and act as the voice of children and young people in England.

[Further information](#)

Youth Matters Green Paper. (2005), DfES.

[Available to download](#)

Government policy paper covering young people and youth services. It seeks to create "services integrated around young people's needs helping all teenagers achieve the five Every Child Matters outcomes to the greatest possible extent".

Youth Matters: Next Steps. Something to do, somewhere to go, someone to talk to. (2006), DfES.

[Available to download](#)

Sets out the Government's plans to implement the proposals set out in the green paper. It sets out the Government's commitment to promoting young people "to be actively involved in their communities, influencing decision – making and democratic processes and leading action to change communities for the better".

Hard copies are available Tel: 0845 60 222 60 email: dfes@prolog.uk.com

Clause 6 of the *Education and Inspections Act 2006* implements the Youth Matters proposals. It provides a duty on local authorities to provide educational leisure-time activities for young people's personal and social development. In developing provision, local activities must ascertain young people's views and ensure that these are taken into account.

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Every Child Matters: The framework for the inspection of children's services. (2005).

[Available to download](#)

The children's services inspection framework requires inspectors to take account of the views of children and young people and of their parents and carers and seek to involve them in inspections in other ways. Inspectors gather the views of children and young people themselves and assess the extent to which services themselves consult and make use of the findings of consultation.

Local democracy and neighbourhood renewal

The *Local Government Act 2000* requires local authorities to develop a community strategy to promote the economic, social and environmental wellbeing of local areas, and to consult local people in doing so.

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A key outcome of the Government's **Together We Can** plan is that 'children and young people are given opportunities to participate and influence decision making as confident and responsible citizens'. The plan sets out its commitment to working with communities and public bodies to set and achieve common goals related to citizens and democracy; regeneration and cohesion; safety and justice; and health and sustainability. 12 government departments are involved in the campaign.

[Together We Can](#)

Strong and Prosperous Communities – The Local Government White Paper October (2006). Department for Communities and Local Government. This report outlines the Government's view that 'public services are better, local people more satisfied and communities stronger if involvement, participation and empowerment are at the heart of public service delivery'. It commits the Government to creating 'a stronger legal framework to require local authorities and other best value authorities to secure the participation of local citizens and communities'.

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Involving local people in the regeneration of their own neighbourhoods lies at the heart of the government's neighbourhood renewal strategy. The Neighbourhood Renewal Unit (NRU) is responsible for progress on neighbourhood renewal across government.

[Neighbourhood Renewal Unit](#)

Guidance on Community Cohesion. (2002), LGA. ISBN 1840493135.

This report stresses the need for children and young people to be 'centrally involved' in helping build and sustain strong local cohesive communities, and to be involved in public services at both strategic and delivery levels.

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Health

The National Service Framework for Children, Young People and Maternity Services (Children's NSF) is intended to ensure that services are designed around the needs of children and young people. Standard 3, Child, Young Person and Family-centred Services states that 'Children, young people and their parents participate in planning, evaluating and improving the quality of services' and that 'Children and young people and families receive high quality services which are co-ordinated around their individual and family needs and take account of their views'.

[Further information](#)

Choosing Health White Paper. (2004), Department of Health.

This committed the Department of Health to examine and evaluate how services can be better designed to meet the needs of 11 to 19 year olds. It stated that 'we need to build a culture of participation where children and young people are involved in the range of issues and decisions that affect them.'

[Available to download](#)

Statutory Guidance on Inter-agency Cooperation to Improve the Wellbeing of Children: Children's Trusts. (2005), Department for Education and Skills. ISBN 1844785467.

Includes the requirement to 'draw on the views of children, young people and their families' to develop an overall, integrated needs assessment.

[Available to download](#)

Strengthening Accountability. Involving patients and the public. (2003), Department of Health.

Sets out guidance for NHS staff responsible for developing patient and public involvement in the planning and delivery of health services, under Section 11 of the Health and Social Care Act.

[Available to download](#)

Education

Schools

Working Together – Giving children and young people a say. (2004), DfES

[Available to download](#)

This guidance was issued under Section 176 of the Education Act 2002, which requires local education authorities and schools to have regard to its content when taking decisions which affect pupils. It provides a basis for involving children and young people in decisions affecting all aspects of the life of the school. It includes sections on defining pupil participation and its benefits, key principles to underpin practice, the role of the governing body, and a checklist to ensure effective practice.

Student participation is also promoted under the National Healthy School Standard, which states that a healthy school adopts a whole-school approach to encouraging 'participation of all within the school community'.

[Further information](#)

Pupils may be appointed as associate members of school governing bodies (Statutory Instrument 2003 No. 348 School Governance (Constitution) (England) Regulations 2003, para 11 and Schedule 6).

[Further information](#)

However, associate members under 18 at the date of appointment may not vote. (Statutory Instrument 2003, No. 1377. The School Governance [Procedures] [England] Regulations 2003: Reg. 22).

[Further information](#)

Schemes of work for citizenship at all stages stress pupils' progressive involvement in decision-making: by key stage 4, 'pupils should be used to taking part in the day-to-day organisation and running of the school'.

[Further information](#)

Youth work

One of the four elements defining good youth work is its success in enabling 'the voice of young people to be heard, including helping them to influence decision making at various levels.' Transforming Youth Work (2001), DfES, p.5).

[Available to download](#)

Libraries

Fulfilling their Potential is a national development programme for young people's library services, which challenges libraries to play a much greater role in involving young people in designing policies and services.

[Further information](#)

4. Organisations promoting children and young people's rights and participation

British Youth Council. Tel: 0845 458 1489.

Independent charity and coalition of 150 organisations, run for and by young people, in order to represent their views to government, the media and others. It organises and facilitates consultations with young people, supports local youth councils, and runs a participation training programme for young people and practitioners.

[British Youth Council](#)

Carnegie Young People Initiative. Tel: 0845 456 1697.

Organisation promoting the involvement of young people aged 10 to 25 in public decision making, operating until the end of March 2007.

[Carnegie Young People Initiative](#)

Children's Rights Alliance for England (CRAE). Tel: 020 7278 8222.

An alliance of over 180 organisations committed to children's human rights through the fullest implementation of the UN Convention on the Rights of the Child. Publications available online include State of Children's Rights in England (2002), Children's Rights Bulletin (monthly).

[CRAE](#)

The Children's Society. Tel: 0845 300 1128.

Works with marginalised children and young people, focusing on tackling the root causes of the problems they face.

[The Children's Society](#)

Citizenship Foundation. Tel: 020 7566 4141

Organisation that aims to develop young people's citizenship skills, knowledge and understanding. The website includes resources, forums and competitions.

[Citizenship Foundation](#)

English Secondary Students Association. Tel: 020 7022 1911

Aims to become the representative body for secondary school students in England. It provides workshops, information and a network of support with other students.

[English Secondary Students Association](#)

4Children (formerly Kids Clubs Network). Tel: 020 7512 2100.

National organisation for out of school childcare, offering advice and support to out of school clubs, parents, children, childcare providers, government, local authorities, employers and Early Years Development and Childcare Partnerships.

[4Children](#)

Groundwork. Tel: 0121 236 8565.

Aims to build sustainable communities through partnerships in deprived areas throughout the country. Its youth programme aims to help young people play a full and active part in their communities, and has a focus on participation and empowerment.

[Groundwork](#)

Local Democracy Campaign.

Aims to encourage young people to participate in decision making and local councils. It also seeks to make councils more relevant to young people. The website includes information on Local Democracy Week, events and resources.

[Local Democracy Campaign](#)

Local Government Association. Tel: 020 7664 3131.

Co-publisher of Hear by Right. Also organises the Local Democracy Campaign in partnership with other organisations.

[Local Government Association](#)

National Children's Bureau. Tel: 020 7843 6000.

Aims to promote the interests and wellbeing of all children and young people across every aspect of their lives. Promoting participation and young citizenship is a major theme of its work. Young NCB is a free membership network for children and young people involved in NCB projects.

[National Children's Bureau](#)

[Young National Children's Bureau](#)

National Council for Voluntary Youth Services. Tel: 020 7253 1010

The independent voice of the voluntary youth sector in England, NCVYS provides support, information and guidance to the voluntary youth sector on the development of quality youth participation practices.

[National Council for Voluntary Youth Services](#)

The National Youth Agency. Tel: 0116 242 7350.

Works to advance youth work to promote young people's personal and social development and their voice, influence and place in society.

[National Youth Agency](#) and [Youth Information](#)

Neighbourhood Initiatives Foundation. Tel: 0870 7700339.

A national charity specialising in community participation, training and development, particularly through the 'Planning for Real' processes of community consultation.

[Neighbourhood Initiatives Foundation](#)

Office of the Children's Commissioner. Tel: 0844 8009113

An independent organisation set up by parliament in order to look after the interests of children and young people and to act as their voice.

[Office of the Children's Commissioner](#)

Post-16 Citizenship. Tel: 020 797 9000

Provides news about post-16 citizenship including key citizenship issues. The site includes access to materials and resources. It is part of the Quality Improvement Agency post-16 citizenship support programme.

<http://www.post16citizenship.org/>

Save the Children. Tel: 020 7012 6400.

International children's charity with focus on children's rights.

[Save the Children](#)

School Councils UK. Tel: 0845 456 9428.

Works with pupils, teachers and local authorities to develop and support school councils in primary, secondary and special schools.

[School Councils UK](#)

United Kingdom Youth Parliament. Tel: 020 7843 6038.

Aims to provide children and young people of the UK, aged between 11 and 18, with a representative national voice listened to by government, political parties and service providers.

[UK Youth Parliament](#)

5. Resources

5.1 Identifying appropriate approaches

A simple overview of various approaches and their relative strengths and weaknesses is given in the companion briefing, *Involving Children and Young People in decision making* (2003), The NYA.

Aspinall, T and Larkins, C. (2002), **Breathing fire into participation: the funky dragon guide**. Funky Dragon and The Children and Young People's Assembly for Wales.

Good practice guidelines on participation and guidelines for successful consultation. Contains practical advice including planning, preparation and evaluation.

[Available to download](#)

Child and Youth Participation Resource Guide. (2006). UNICEF.

[Available to download](#)

Annotated bibliography of participation resources from around the world.

Children, young people, parents and carers' participation in Children's Fund case study partnerships. (2004), Department for Education and Skills, ISBN 1844783693. Tel: 0870 000 2288

[Available to download](#)

Summarises key emerging lessons from the first round of case study work with six Children's Fund partnerships undertaken by the National Evaluation of the Children's Fund (NECF). It focuses on a key aspect of the work of the Children's Fund, that of children, young people, parents and carers' participation.

Cohen, J. and Emanuel, J. (1998), **Positive participation: Consulting and involving young people in health-related work: a planning and training resource**. Health Education Authority (now NICE). ISBN 1842790099. Tel: 020 7430 0850.

[Available to download](#)

Practical guide covering getting started, key practice issues, and strengths and weaknesses of different methods. It also outlines different activities which can be used for planning, learning and training purposes.

Combe, V. (2002), **Up for it: Getting young people involved in local government.** The National Youth Agency. ISBN 0861552733. £6.50.
Tel: 0116 242 7427. sales@nya.org.uk

[Further information](#)

[Available to download \(summary only\)](#)

Report of research project focusing on young people aged 10 to 25, which aims to provide local authorities with a practical understanding of the different stages in running successful youth involvement programmes. These stages are creating the right environment, planning your environment, doing and follow-up. The report identifies challenges and possible solutions for each stage.

Craig, G. (2000), **What works in community development with children.** Barnardo's. ISBN 0902046640. £10.00.

[Available to download \(summary only\)](#)

Full report available from Barnardo's on 020 8550 8822.

E-mail: dorothy.howes@barnardos.org.uk

Considers different forms of community development involving children and young people, provides advice about how research and evaluation should be conducted and draws conclusions about what helps and what hinders community development.

Getting citizens involved: community participation in neighbourhood renewal. (2004), National Audit Office, ISBN 0102930376. £10.75. Tel: 020 7798 7264.

[Available to download](#)

Based on the impact of the single Community Programme, set up to provide the opportunity for communities to participate in local policy-making and become involved in improving where they live, this report draws lessons that have a wider relevance for community participation initiatives across the whole of government. It also illustrates general principles of good practice relevant to community organisations and public sector bodies seeking to engage effectively with local communities.

IDeA Knowledge.

Includes best practice toolkits on a range of topics including children and young people.

[IDeA Knowledge](#)

Improving delivery of mainstream services in deprived areas - the role of community involvement. (2005), Office of the Deputy Prime Minister,

[Available to download](#)

Report of a study which aimed to explore the extent to which community involvement can help to improve service delivery in deprived areas and the nature of the involvement that is effective.

Listen Up. 4Children. £16.50. Tel: 020 7512 2112.

[Further information](#)

A resource pack which aims to support children to develop into active citizens through participation. Aimed at anybody with responsibility for children it includes case studies and discusses ways in which children can be more involved in decision making and supported to express their views.

Mumby, C. (2001), **Building User Involvement: a step by step guide to involving users in youth information, advice, counselling and support services.** Youth Access, £12.50. Tel: 020 8772 9900.

[Further information](#)

Offers detailed guidance, including examination of the uses of different approaches and their advantages and disadvantages. Approaches considered include questionnaires, computers, interviews, focus groups, peer research, participatory evaluation and committees and planning groups. Also identifies constraints and difficulties, formal structures underpinning involvement, and provides case studies of examples of involvement.

Oldfield, C and Fowler, C. (2004), **Mapping children and young people's participation in England.** Department for Education and Skills, ISBN 184478326X. £4.95. Tel: 0870 000 2288.

[Available to download](#)

Report records the findings of research intended to establish a systematic picture of the levels and ways in which statutory and voluntary organisations in England involve children and young people up to 19 in public decision making. The key aims of the survey were to measure levels and forms of participation being used; identify the types of children and young people involved (and not involved); establish the different factors supporting participation and the barriers; and identify priority areas for targeting the Department for Education and Skills Participation Fund efficiently.

Participation Works

Online gateway to information and resources on children and young people's participation. Includes information on policy, practice, training and ideas from across the UK.

[Participation Works](#)

Participation works! 21 techniques of community participation for the 21st century. (2000), New Economics Foundation, ISBN 1899407170. £7.00. Tel:020 7820 6300.

[Available to download](#)

Handbook on techniques for community participation. Each entry contains a definition and description, details of resources needed, and a case study. Techniques covered include citizens' juries, future search, guided visualisation, participatory appraisal, forum theatre and planning for real. It also gives advice on how to choose the most appropriate technique.

Partnerships Online.

Range of information on partnership and participation (but with no specific focus on young people), including A-Z of effective participation.

[Partnerships Online](#)

Renewal.net

Online guide to what works in neighbourhood renewal. Documents on the site include how to guides, case studies and project summaries and much more.

[Renewal.net](#)

Rogers, B and Robinson, E. (2004), **The benefits of community engagement: a review of evidence.** Active Citizenship Centre.

[Available to download](#)

Report aims to explore and assess evidence for the positive results of community engagement and identify further work needed to increase and promote understanding of what works. The report defines community engagement as 'the opportunity, capacity, willingness of individuals to work collectively to shape public life' and is primarily interested in engaging communities in the governing and running of public services.

Seen and heard : a collection of stories about young people making a real difference. (2004 – 2006), British Telecommunications.

[Available to download](#)

Collections of case studies which forms part of research commissioned by BT in partnership with the UK Youth Parliament, to illustrate the positive role young people can play in helping to address key social issues and contribute to the development of their local communities. The reports highlight a range of issues including the promotion of children's rights, mental health services, bullying, and transport issues for young people in rural areas.

Shenton, F. (2004), **Everyday participation: a practical guide for involving young people.** UK Youth. ISBN 1904479049. £19.00. Tel: 020 7242 4045.

[Further information](#)

Introductory guide for voluntary sector youth groups on the principles and practice of participation. Based on the views of young people and youth workers about what has worked for them, it is organised under three sections: understanding of what participation means, its history and values; examples of how participation can be part of everyday work with young people; and guidance on how to put participation into practice.

Skidmore, P and Craig, J. (2005), **Start with people: how community organisations put citizens in the driving seat.** Demos, ISBN 1841801437.

Available from Central Books Tel: 0845 458 9910

[Available to download](#)

Report of a study which looks at civic participation and whether involvement in community organisations help people connect with wider society. It also explores how community organisations go about involving their users, members effectively. Covers the community in general.

What would you do with this space? Involving young people in the design and care of urban spaces. (2004), Cabe Space.

[Available to download](#)

Practical guide on involving children and young people in the design, development and management of public space. It includes case studies of 16 different projects, explores creative ways to involve young people in public space, and sets out some of the key issues that projects may face.

5.2 Consulting children and young people

Are you listening! A toolkit for evaluating Children's Fund services with children and young people. (2005), Cambridgeshire Children's Fund and The Save the Children Fund.

[Available to download](#)

A toolkit offering practical guidance on evaluation and involving children and young people in the evaluation process. It includes brief descriptions of evaluation including the evaluation process and the project planning cycle. It also includes a range of activities.

Aylward, N., Jackson, C. and Merton, B. (2002), **The Learning and Skills Council Guide to Engaging with Young People: putting learners in the driving seat.** The National Youth Agency for Learning and Skills Council.

[Available to download](#)

Information and advice about good practice in consulting with young people aged 14 to 19, both the engaged and hard-to-reach groups. It outlines key issues including who to consult, what to consult about, how to consult, what to do with the findings, recognition and awards and sustaining engagement.

Fajerman, L. (2004), **Children are service users too: a guide for consulting children and young people.** Save the Children, ISBN 1841870862. £4.95. Available from NBN International on 01752 202301 or e-mail orders@nbninternational.com.

[Further information](#)

Revised practical guide for organisations seeking to draw up a strategy for consulting children and young people. It includes checklists to help guide those who are less familiar with consulting children and young people through the process, and provides a set of activities differentiated by age, for use with children from 2 upwards.

Fajerman, L., Jarrett, M. and Sutton, F. (2000), **Children as Partners in Planning: A training resource to support consultation with children.** Save the Children, ISBN 1841870315. £15.00. NBN International as above.

[Further information](#)

Intended for all childcare workers and professionals associated with Early Years Development and Childcare Partnerships who are working to fulfil DfES guidance on consulting children on local childcare plans. It includes an explanation of what consulting children involves, three training programmes with photocopiable resources and handouts; case studies, and activities to use with children.

Madden, S. (2001), **Re:action consultation toolkit: a practical toolkit for consulting with children and young people on policy issues**. Save the Children Scotland Programme, ISBN 1841870404. £20.00. Tel: 0131 527 8200.

[Available to download](#)

Produced as part of the Scottish Executive's Action Programme for Youth, this practical guide is organised in ten main sections. They cover why consult, the principles of participation, ways of including people, planning and preparing for a consultation, the main approaches and methods of consulting, techniques and tools, methods of recording, transferring ideas and information, and suggestions for good practice.

Marchant, G. R. (2001), **Two-Way Street: training video and handbook about communicating with disabled children and young people**. NSPCC, £55.00. Handbook only £9.50. Tel: 0116 234 7223.

[Further information](#)

[Available to download \(summary only\)](#)

Training pack developed in consultation with disabled children and young people and designed to improve professional practice in communicating and consulting.

Miller, J. (2003), **Never Too Young: how young children can take responsibility and make decisions**. ISBN 1841870757.
See top ten.

Morris, J. (2002), **A Lot to Say**, Scope. ISBN 0946828423. Tel:01908 321049. E-mail: information@scope.org.uk

[Available to download](#)

Guide for practitioners, including personal advisers, who are responsible for assessing the needs and seeking the views of young people who have communication impairments.

Morris, J. (1998), **Don't Leave Us Out: involving disabled children and young people with communication impairments**. YPS for JRF. ISBN 1899987800. £6.50. Tel: 01904 629241.

[Further information](#)

Report on research with young disabled people, which covers the practicalities such as gaining consent, planning visits, using facilitators and being with the young people.

Rural Media Company: independent production house specialising in rural issues, young people and those who are marginalised or isolated, committed to close working partnerships with local community groups. Tel: 01432 344039. E-mail: contact@ruralmedia.co.uk.

[Rural Media Company](#)

Shepherd, C. and Treseder, P. (2002), **Participation – spice it up!** – see top ten.

How we want to be heard: a guide by young people for decision-makers. (2003), *Staffordshire Youth Action Council*.

[Available to download](#)

Gives young people's views on how they want consultation – on a range of issues and with a range of organisations – to happen.

Treseder, P. (1997), **Empowering children and young people.** See top ten.

Viewpoint.

Service for consulting children and young people. Various interactive computer-based packages are available which aim to provide children and young people with an environment for consultation that they find interesting and easy to use.

[Viewpoint](#)

5.3 Practice initiatives: peer research, inspection, review and evaluation

Ask Us! (2001 and 2003), The Children's Society – see top ten.

Barber, T and Maulty, M. (2005), **Your place or mine? A research study exploring young people's participation in community planning.**

Centre for Research in Community Learning and Development. ISBN 0947919007. Tel: 01382 464375/464979.

[Available to download](#)

Report of research to determine developments in the engagement of young people in community planning in Scotland. It provides a literature review on youth participation in the democratic process; looks at Community Plans to examine how young people and youth issues are described; and gauges the views of community planning partners on involving young people in planning and decision-making. It also reports on a piece of action research with young people, local authority officers and community planning partners around the issue of engagement and participation in community planning.

Be aware: young people, alcohol and other drugs. (2004), National Children's Bureau, ISBN 1904787258. £16.50. Tel: 020 7843 6029.

[Further information](#)

Resource pack for practitioners and policy makers to help them improve young people's understanding of alcohol and drug issues and to encourage young people's involvement in policy and practice development. The pack includes a leaflet written by young people for young people on drug and alcohol issues and how they can get involved in developing drug policy, a booklet to support practitioners, and a briefing on involving children and young people in policy and strategic planning.

Beresford, P and Hoban, M. (2005), **Participation in anti-poverty and regeneration work and research: overcoming barriers and creating opportunities**. Joseph Rowntree Foundation, ISBN 1859353738.

[Available to download](#)

Reports looks at improving the participation of residents and service users in anti-poverty and regeneration work and research. It brings together experience from a range of key initiatives in this field, and examines barriers to participation. It includes key lessons learned from different initiatives and a series of principles for improving practice and encouraging diverse involvement. Covers the community in general.

Browning, S. (2003), **Engaging Young People in Evaluation and Consultation**. Big Lottery Fund. Tel: 0845 4102030.

[Available to download](#)

Review of issues and best practice in engaging young people in evaluation.

Campbell, R. and Berry, H. (2001), **Action research toolkit**. Edinburgh Youth Social Inclusion Partnership, £15.00. Tel: 0131 667 1828.

Toolkit produced to help workers and organisations using action research – a developmental process with workers and young people jointly contributing to resolving issues and concerns. It outlines basic principles of action research, with good practice tips and practical tools to support exploratory work with young people.

Checkoway, B and Richards-Schuster, K. (2004), **Youth participation in community evaluation research**. University of Michigan. Center for Community Change.

[Available to download](#)

Paper argues the case for involving young people in community research evaluation. It provides a rationale for youth participation, looks at evaluation roles for young people and adults, and raises some questions for future work

Children's Research Centre

Organisation based at The Open University helping to train children in the research process, including methods, support in designing and carrying a research project and disseminating the results.

[Children's Research Centre](#)

Clark, A. and Moss, P. (2001), **Listening To Young Children – The Mosaic Approach**. National Children's Bureau. ISBN 1900990628. £14.25. Tel: 0845 458 9910.

[Further information](#)

Looks at how young children's views and experiences can become the focus for reviewing services. The Mosaic approach is a multi-method approach in which children's own photographs, tours and maps can be joined to talking and observing to gain a deeper understanding of children's perspectives on their early childhood settings.

Flutter, J and Rudduck, J. (2005), **Consulting pupils: what's in it for schools?** RoutledgeFalmer, ISBN 0415263050. £14.99.

[Further information](#)

Book explores the potential benefits and implications of talking to pupils about teaching and learning in schools, exploring its impact at different levels. Key issues included are: the importance of engaging young learners in a focused dialogue about learning; the role of pupil consultation in helping schools to deliver improvement; and the wider implications of pupil consultation and participation in teaching the principles of citizenship and democracy.

Forrest, S, Myhill, A and Tilley, N. (2005), **Practical lessons for involving the community in crime and disorder problem-solving.** Home Office.

[Available to download](#)

Report draws together lessons about community involvement in crime and disorder problem-solving. It draws on available literature and a number of case studies to present a range of types of involvement; advice on devising a strategy to facilitate community involvement; and ideas on how to involve the community in a range of practical problem-solving activities.

France, A. (2000), **Youth researching youth: The triumph and success peer research project.** The National Youth Agency, ISBN 0861552433. £6.50. Tel: 0116 242 7350.

[Further information](#)

[Available to download \(summary only\)](#)

Evaluation of two-year peer research project in which eight young people aged between 15 and 21 undertook research on youth transitions in Sheffield.

Hartley-Brewer, E. (2002), **Stepping forward: working together through peer support.** National Children's Bureau. ISBN 1900990814. £9.50. Tel: 0845 458 9910.

Book defines the scope of peer support and explains different approaches, from peer mentoring and peer research, to peer counselling and peer education.

Involving children and young people in meetings and reviews. (2006), Yorkshire & Humberside SEN Regional Partnership.

[Available to download](#)

Designed to support the involvement of children and young people with special educational needs and disabilities in reviews, meetings and decision making. Includes six guiding principles for professionals, links to practice and resources.

Kirby, P and Bryson, S. (2002), **Measuring the Magic. Evaluating and researching young people's participation in public decision making.** The Carnegie Trust, ISBN 0900259477.

[Available to download](#)

Examines the different ways that involving young people in decision making could be measured and evaluated.

Kirby, P. (2004), **A guide to actively involving young people in research: for researchers, research commissioners, and managers.**

Involve Support Unit, ISBN 0954121538.

[Available to download](#)

Guide focuses on why and how to actively involve young people (aged 12-21 years) as researchers within health and social care research. It looks at issues such as the benefits of involving young people; how to identify and support young people to get involved; the role of workers in supporting young people's involvement; and ensuring young people's health, safety and well-being.

Larsen, C. S. (2004), **Facilitating community involvement: practical guidance for practitioners and policy makers.** Home Office Research, Development and Statistics Directorate, ISBN 1844734293.

[Available to download](#)

Review of effective practice in community involvement in area-based initiatives (ABIs). 'Community involvement' is defined as either involvement in public policy design and implementation, or participation in voluntary or community organisations. 'Area-based initiatives' are defined as publicly funded initiatives targeted on areas of social or economic disadvantage. The guide is intended to provide practical guidance for policy makers and practitioners on how to facilitate effective community engagement.

Lightfoot, J. and Sloper, P. (2002), **Having a say in health: guidelines for involving young patients in health services development.**

[Available to download](#)

A guide to support NHS staff to involve children and young people, particularly those with a chronic illness or physical disability in local decisions about health services development.

Making commitments matter: a toolkit for young people to evaluate national youth policy. (2004), United Nations.

[Available to download](#)

Toolkit aimed at national youth organisations and those who work with young people. It is designed to be used as a starting point for determining what national governments and civil society have done to improve the lives of young people since the adoption of the World Programme for Action for Youth (WPAY) in 1995, the international strategy to address the problems faced by young men and women and increase opportunities for their participation in society. As well as providing methods for evaluating this process, the toolkit includes activities to further the participation of young people.

'Making your mark' - a challenge for councils and young people. (2004), Local Government Association,

[Available to download](#)

Developed to help local councils engage with Local Democracy Week, this document provides a number of case studies that illustrate how local councils effectively involved young people in local decision making during local democracy week 2003.

Marchant, R. and Jones, M. (2003), '**Getting it Right**' – involving disabled children in assessment, planning and review processes. Triangle Services Ltd, £7.00. Tel: 01273 413 141. www.triangleservices.co.uk

Meeting with respect. (2005), Barnardo's. £30.00.

[Further information](#)

Pack provides ideas and guidance on how to involve children and young people in meetings with parents, carers and professionals in a range of settings. The pack works on a model of working 'with' children and young people and taking the time to engage them in the process. It includes guidance and ideas for planning a child's meeting; the use of games in children's meetings; and evaluating the child's experience of the meeting.

Mentor UK rural youth project: involving rural young people in evaluation - final report April 2003 - June 2004. (2005), Mentor UK.

[Available to download](#)

Report of a project set up by Mentor UK to establish four rural Young People's Reference Groups to learn directly from young people about living in rural communities and about substance misuse in rural areas. The groups were also involved in supporting the evaluation of fourteen local drug prevention projects in rural areas, determining which drug educational support materials might be the most effective for young people in rural areas, and evaluating the overall project for its effectiveness.

Michel, E. and Hart, D. (2002), **Involving young people in the recruitment of staff, volunteers and mentors.** National Children's Bureau. ISBN 1900990776. £27.50. Tel: 0845 458 9910.

Training pack includes information to help organisations develop policy, procedures and structures, and training materials for a two-day accredited course to give young people the skills to participate effectively.

Murray, L. (2003), **Undercover in Sheffield: a young people's sexual health service evaluation scheme.** Centre for HIV and Sexual Health.

Report on a Sheffield project which used a 'mystery shopping' approach to involve young people in evaluating clinic-based and outreach sexual health services. It covers the recruitment and training of young people, rewarding young people and the evaluation findings, and the stages and processes of setting up the project.

[Available to download](#)

Participation scrapbook. (2005), Edinburgh Youth Social Inclusion Partnership, ISBN 0954039718. £20.00. (Free to Edinburgh based organisations). Tel: 0131 667 1828.

[Further information](#)

Book documents approaches that can be adopted for youth participation and shows how these have actually been used in specific contexts. It includes examples of exercises, sessions, events and resources.

Pupil Participation...It's our school, Edinburgh Youth Social Inclusion Partnership. £15.00. Tel: 0131 667 1828.

[Further information](#)

Toolkit resource designed to enable pupils with social, emotional and behavioural difficulties to participate in their school and wider community. Remains relevant to mainstream schools looking to include more challenging young people in pupil participation.

Ready Steady Change participation training materials. (2005), The Children's Alliance for England. ISBN 1898961123. £75.00 Tel: 020 7278 8222 ext. 26.

[Further information](#)

A training resource that includes a training handbook for use with adults who make public decisions that affect children and young people, a handbook for use with children and young people, a DVD including snapshots of participation in practice and 2 ready steady change newspapers. The handbooks contain a number of activities, handouts and guide to rights and the law.

[Further information](#)

"Some of us couldn't get in and some of us couldn't get out!!!"

Mystery shopper project report December 2003. (2005), Croydon Teenage Pregnancy Strategy.

[Available to download](#)

Report of a mystery shopper project in Croydon, where young people were involved in the evaluation of sexual health and contraception services and looked at whether they were meeting the needs of local young people.

Stefansson, E and Dalzell, R. (2005), **A real part to play: a resource pack for involving young people in community regeneration.** National Children's Bureau, ISBN 1904787320. £18.00. Tel: 0845 458 9910.

[Further information](#)

Manual offers suggestions on involving children and young people in community regeneration and treating them as equal partners. It looks at project development and considers the context of involving young people in community regeneration and some of the potential problems. It also includes examples of good practice, practical tips, advice and activities.

Total Respect 2 Training Pack. (2001), Children's Rights Officers and Advocates and the Department of Health, Tel:01773 820100.

[Further information](#)

Revised training pack promoting the participation of looked after children and young people.

Voices and choices: young people participating in inspections. (2002), Barnardo's, £5.00.

[Available to download \(summary only\)](#)

Full report available from 01268 520224.

Evaluates impact of involving care experienced young people (aged 18 to 25) in inspecting local authority children's services.

Ward, L. (1997), **Seen and Heard: involving disabled children and young people in research and development projects**. JRF/YPS, ISBN 1899987487. £6.50. Tel: 01904 431213.

[Further information](#)

Report covering background issues, the context, the law, practicalities of involving children, ethical issues, and equal opportunity issues. There is a section on children with sensory, profound or multiple impairments and a four page checklist for action summarising key issues.

Worrall, S. and Treseder, P. (2000), **Young People as Researchers: a learning resource pack**. Save the Children, ISBN 1841870110. £9.95.

[Further information](#)

Pack provides materials for workers training young people in participatory research. It includes a list of identified competencies, together with exercises and background information focusing on research issues, research methods, analysis and report writing, and learner needs, support and evaluation.

Young People's Charter of Participation. (2001), The Children's Society, £3.00. Tel: 020 7841 4401.

[Further information](#)

Developed by young people and workers from the Rotherham Participation Project, this is a hands-on tool setting out principles, standards and action plans to promote the systematic participation of children and young people.

5.4 Using websites and ICT

Coleman, S. (2005), **Remixing citizenship: democracy and young people's use of the internet**. Carnegie Young People Initiative.

[Available to download](#)

Report of a research study which aimed to explore understanding of young people's involvement in democratic citizenship and how the internet can help improve practice. The study asked young people about how they use the internet to gather information, express themselves, and exercise power.

Digital Media Consultation Report. (2006), The National Youth Agency.

[Available to download](#)

Report of a consultation day organised by The NYA to explore young people's use of digital media in order to inform research into the changing nature of young people's experiences of information and communication networks mediated through digital media and technology.

Howland, L. (2002), **Logged Off: how ICT can connect young people and politics**. Demos, ISBN 184180049x. £6.00.

[Available to download \(summary only\)](#)

[Available to download](#)

Argues that use of ICT has an important role in promoting young people's involvement in democratic processes, but only if young people are offered real power over decisions which affect them.

Examples of websites:

www.youthconsultation.co.uk Peterborough Youth Consultation Project.

www.spired.com Youth participation and information site for children and young people living in Oxfordshire, which aims to consult them about local issues.

www.saysomething.org.uk Website for children and young people in East Riding, offering them a chance to have their say on issues affecting their lives. Includes instant polls, online surveys and discussion groups, with possible prizes as incentives.

www.youngtransnet.org.uk Website set up by National Children's Bureau to give children and young people a say on transport issues. Provides tools for conducting and analysing school travel surveys.

www.takingitglobal.org Website encouraging children and young people to believe in themselves and their ability to make a difference in the world.

5.5 Large scale-events

Equal partners: organising “for youth by youth” events. (2002), United Nations, £13.50.

[Available to download](#)

Guide to help adults assist young people in developing and running youth-focused events, which includes advice on where to find young people, how to involve them effectively in organising events, and how to keep them motivated.

Willow, C. **Participation in Practice** (see top ten) includes a chapter on organising a young carers' festival.

Young Persons Citizens' Jury. (2003), Leicestershire Rural Partnership. Tel: 0116 265 7020.

[Available to download](#)

Report of citizens' jury on rural services, which took place in 2002, involving 14 young people aged 14 to 18 as jurors. Appendices to the report (pp. 58–65) cover the jury process, timetable, and an information sheet setting out the role of jurors, organisers, observers, witnesses and facilitator.

5.6 Involving Children and Young People in Governance

Underage: the legal position of minors on the board. NCVO information sheets.

[Available to download](#)

Gives information on the legal position of young people under 18 on boards in specific types of organisations.

Supporting young adult board members. NCVO information sheets.

[Available to download](#)

Advice to boards of management on how they can recruit and keep board members aged 18 to 25.

Bored meetings? Meeting skills for young decision-makers. (2004),

EVOC. £18.00. Tel: 0131 555 9100.

[Further information](#)

Pack of training materials which make up a course aimed at young people aged 14 to 18 who are taking part or want to take part in meetings. The pack is easy to use with a poster, exercise cards on issues such as making group decisions and chairing a meeting, photocopyable handouts, and a booklet explaining how the pack was developed by young people.

Trust youth. (2006), British Youth Council, £6.00. Tel: 0845 458 1489.

[Available to download](#)

A guide on what being a trustee means for children and young people. Developed with children and young people it includes recruitment techniques and alternative terminology for young people.

Youth at the table pack. (2006), British Youth Council. Tel: 0845 458 1489.

[Further information](#)

Training resource designed to support children and young people's involvement in decision making. Developed and written with children and young people it consists of four resource packs and 12 interactive training sessions.

Involving young people in Connexions

A range of publications giving guidance on involving young people in the design, delivery and development of Connexions are available on its website. These include:

For partnerships and senior managers:

The Active Involvement of Young People in the Connexions Service: a guide for managers.

[Available to download](#)

Aide-memoire on Developing a Strategy for the Active Involvement of Young People in Connexions.

[Available to download](#)

Connexions Youth Charter: Guidance for Connexions Partnerships.

[Available to download](#)

Guidance on involving young people in the governance of Connexions as decision-makers.

[Available to download](#)

Involving Hard to Reach Young People in the Connexions Service: guidance for practitioners and Connexions Partnerships.

[Available to download](#)

For practitioners and young people:

The Active Involvement of Young People in the Connexions Service: a practitioners guide.

[Available to download.](#)

Connexions Youth Charter: guidance for practitioners and young people.

[Available to download](#)

5.7 Safe and sound involvement

The Children's Legal Centre provides access to a range of information and includes a free legal information section on its website. Tel: 01206 872466.

[The Children's Legal Centre](#)

General safety issues

A range of publications on educational visits can be accessed at:

[TeacherNet.](#)

Safekeeping: a good practice guide for health and safety in study support. (2000), CEDC.

[Available to download](#)

Provides a range of model documents to help ensure the safety of young people and adults, for example safety checklists, volunteer reference forms, parental consent forms etc. Although related specifically to study support, they can be adapted for other purposes. Sample forms are also available in Keeping It Safe (see top ten)

What To Do If You're Worried A Child is Being Abused. (2003), Children's Services Guidance.

[Available to download](#)

Government Departments have come together to issue a single set of guidance for all those whose work brings them into contact with children, plus a summary providing easily accessible, step-by-step action points.

Keeping It Safe (see top ten) includes detailed information on child protection policies and procedures.

Internet safety

Childnet

International charity Childnet has produced a range of resources to promote children's safe use of the internet. This includes Kidsmart practical internet safety advice website for schools, Chatdnger website for young people, and a range of resource materials.

[Childnet International](#)

Becta

A website providing practical information and advice for schools on how to use the technologies safely. Specific initiatives include Internet Proficiency Scheme for Key Stage 2 pupils. Site also provides a range of practical information and advice for schools on how to use technology safely and examples of good practice, including internet use policy and image consent forms.

[Becta](#)

Rewards

Encouraging and Recognising Young People's Active Involvement in Connexions. (2002), Connexions Service National Unit.

[Available to download](#)

Guide intended to encourage Connexions Partnerships to develop an incentive and rewards policy. Includes checklist on key elements of a policy, different kinds of incentives and rewards, and information on the legal and tax implications.

Accreditation

Network for Accrediting Young People's Achievement. (2005), National Framework of Awards in Non-Formal Educational Settings. The NYA, £2.00. Tel: 0116 242 7427.

[Available to download](#)

Gives an overview of the different forms of accreditation for young people's informal learning, including participation activity.

Youth Achievement Awards. Tel: 020 7242 4045 ext 33. Email:

yaa@ukyouth.org

[Further information](#)

Designed to develop a more effective participative practice, these awards are a means of recognising and accrediting young people's achievements through a peer group approach.

Millennium Volunteers

Can be used to recognise young people's involvement in the design and delivery of Connexions or other participation initiatives. MV offers recognition for young people following 100 and 200 hours' involvement.

[Millennium Volunteers](#)

National Open College Network. Tel: 0114 227 0500.

Offers a wide range of accreditation, including accreditation for activities such as peer research.

[National Open College Network](#)

The National Youth Agency, November 2006.

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