

Training for  
**CHANGE**

**Emerging impact of  
the Ready Steady Change and  
other participation training materials**



The Children's Rights Alliance for England (CRAE) is a coalition of more than 380 voluntary and statutory organisations committed to the full implementation of the United Nations Convention on the Rights of the Child (UNCRC).

CRAE monitors government action on the UNCRC and is the co-ordinating body for the non-governmental organisation (NGO) England report to the UN Committee on the Rights of the Child. We also make submissions to other international and national human rights monitoring bodies.

We undertake public policy advocacy on the themes of respect and justice for children, and co-ordinated the campaign for a rights-based Children's Commissioner for England's 11 million children.

We disseminate information on children's rights developments, and educate the public and professionals about children's human rights. We have produced dedicated materials for children and young people on the UNCRC.

This publication was developed and written by Fiona McGee and Gill Barn.

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## FOREWORD

**Jane Haywood, Chief Executive  
of the Children's Workforce  
Development Council (CWDC)**

'Every Child Matters' sets us all a challenge to deliver services which meet the needs of children, young people and families. We know that by delivering services which start with the child and young person we can build a team around them which allows them to achieve the very best possible outcomes. If we are to do this well we must engage with children, young people and their families so that their views and needs drive our strategy, policy delivery and evaluation. This approach is a core part of the Children's Workforce Development Council (CWDC) work and we know that it has already made a difference to our effectiveness and the support we are able to give to the employers and the children's workforce.

But this approach can be challenging and we need to work in different and imaginative ways if we are to be successful. Resources like 'Ready, Steady Change' can help us to be more effective in our work with children, young people and their families.

Since inception in 2005, the Ready Steady Change resources have provided an excellent source of information for employers, agencies and individuals working with children to guide them on how to effectively involve children and young people in decision-making. The resources clarify for us that children have human rights and why participation and listening to children and young people is not an optional extra, but a must have.

This Training for Change publication showcases organisations who are taking participation seriously with leading examples of how Ready Steady Change has been put into practice over the last two years. It captures the energetic practice that is changing the lives of our children for the better.

I do hope that you will find this resource useful in ensuring that we all hear and act upon the voices of children and young people.



# CONTENTS

**1.ACKNOWLEDGEMENTS** PAGE XX

**2.INTRODUCTION** PAGE XX

**3.READY STEADY CHANGE PARTICIPATION** PAGE XX  
**TRAINING MATERIALS**

**4.CHANGING ORGANISATIONS** PAGE XX  
**– DIFFERENT METHODS AND APPROACHES**

**5.OTHER KEY NATIONAL PARTICIPATION** PAGE XX  
**TRAINING MATERIALS**

**6.YOUNG PEOPLE AS TRAINERS** PAGE XX  
**AND CO-TRAINERS**

**7.REFERENCES AND RESOURCES** PAGE XX

**8.USEFUL CONTACTS** PAGE XX

**9.APPENDICES** PAGE XX



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## Disclaimer

CRAE has made every effort to ensure the accuracy of the information contained within this publication and content has been checked with contributors wherever possible. However, we would like to offer apologies for any inaccuracies that may have occurred.

## 2. INTRODUCTION

The Ready Steady Change (RSC) family of materials was published in summer 2005 and set out to change attitudes towards children and young people and the decision-making processes and structures that affect them. Building upon existing training resources, the materials sought to improve children and young people's outcomes by highlighting their right to have their views taken seriously. These materials have been accessed by thousands of people and organisations across the country.

The overall aim of this publication is to highlight how the RSC materials have been used so far and to demonstrate the impact they have had. It is intended as a practical resource, with ideas about how to get the most from the training materials, information on some of the other training packages available and suggestions about where to go for further support and resources.

The RSC materials are intended to act as a catalyst for change. As well as providing the necessary tools and resources to deliver the training, they focus on action planning and sustainability, in order to ensure that they have the maximum impact on children and young people's participation in both private and public decision-making. Case studies are provided throughout this document and have been selected to demonstrate the range of ways in which the RSC materials are being used across a variety of organisations. We have included some case studies of external organisations where they focus exclusively on increasing effective participation, and have proven impact.



## 3. READY STEADY CHANGE

### Participation training materials

#### Background

There has been an increasing amount of attention given in recent years to the right of children and young people to participate in decision-making. All kinds of people and organisations are involved, from government to public bodies, children's charities, academic institutions, campaign groups and commercial organisations.

Underpinning the increased emphasis on participation is the United Nations Convention on the Rights of the Child (UNCRC) (see Appendix 1 for further information). This human rights treaty, adopted by the UN in 1989, gives all children and young people across the world aged 17 and under a comprehensive set of rights. It requires a different way of seeing and relating to children and young people, as people today – with a right to equal respect and human dignity.

The UK ratified the UNCRC in December 1991. In doing so, it agreed to implement fully all of children and young people's economic, social, cultural, civil

and political rights. These include:

- article 12, which grants every person aged 17 and under the right to express their views and to have these views given due weight in all matters affecting them
- article 17, which gives children and young people the right to receive, seek and give information
- article 13, which gives every child the right to freedom of expression – including the right to all kinds of information and ideas – so long as they respect the rights of others
- article 23, which gives disabled children and young people the right to active participation in their community
- article 2, which requires all of the rights in the Convention to be implemented for every child, without discrimination.

Many organisations, including local authorities, now use the Convention as the framework for the services they provide.

### RSC case study: Change in schools (Bath & North East Somerset Council)

#### Background

The use of the RSC materials by Bath & North East Somerset Council has been led by an elected member, who has been designated "human rights champion" for the Council. The RSC materials were used in primary and secondary school assemblies and citizenship classes, with an emphasis on explaining what human rights are, why they are important and what they mean for children and young people in their everyday lives.

#### Having an impact

Running these sessions has led to a heightened knowledge among children and young people about their legal rights in this country and the position and treatment of children and young people in other countries. The sessions have given children and young people greater awareness of their power to influence what happens not only to them, but also those around them. They have also helped to increase their confidence in voicing their views.

For example, as a result of their involvement in the RSC sessions, a group of children and young people attended a full Council meeting to give their opinions on a variety of subjects. The sessions have also led children and young people to have a greater appreciation of the adults that look after and teach them, and have increased their understanding of the importance of democracy and citizenship, both here and in other societies.

#### Making change last

The sessions have so far been well received in schools and there remains an ongoing commitment to the implementation of the core principles of Ready Steady Change.

#### Lessons learned

Giving students a handout on the UNCRC has been a very successful way of encouraging debates about human rights in different contexts and the importance of everyone respecting these rights.

Alongside the UNCRC, domestic policy has increasingly focused on the involvement of children and young people in decision-making at national, regional and local level. In 2001 the Children and Young People's Unit issued guidance to government departments on learning to listen to children and young people (see Appendix 2 for further information – page XX). Engaging children and young people is also at the heart of the Children Act 2004 Every Child Matters: Change for Children agenda (see Appendix 3 for further information – page XX), which aims to give every child, irrespective of their background or circumstances, the support they need to:

- **be healthy**
- **stay safe**
- **enjoy and achieve**
- **make a positive contribution**
- **achieve economic well-being.**

It is in the context of these policy developments that the Department for Education and Skills (DfES) commissioned the Children's Rights Alliance for England (CRAE) to prepare training materials and tools to increase children and young people's effective participation in decision-making in England. To achieve the greatest impact, CRAE then invited submissions to provide specialised training and tools. Six specialised project teams then worked alongside CRAE to develop a complementary set of materials. The RSC materials consist of the following:

### General materials:

- **Two training handbooks** – one for use with adults who make public decisions that affect children and young people, and one for use with children and young people (aged 17 and under). Each training course is split into three units. The theme of achieving change runs throughout the units, as does the need for participatory initiatives to be underpinned by a commitment to children's human rights
- **A participation library**, which can be visited at [www.crae.org.uk/readysteadychange](http://www.crae.org.uk/readysteadychange)
- **The Look what's changing DVD**, which contains snapshots of participation in practice
- **A Ready Steady Change newspaper**, to get people thinking about children's rights before they start the training
- **A CD Rom**, containing all the RSC handouts and resources needed for photocopying.

### Specialised materials:

- **Changing Places Together**  
Training materials produced by Save the Children to assist workers in anti-poverty and regeneration initiatives, as well as children and young people themselves, to make a reality of children's right to participate in decision-making
- **Committed to Rights**  
A web-based training and information pack produced by Barnardo's with NACRO for youth justice practitioners, including senior staff and managers, on the ways in which children and young people in trouble with the law (including those in custody) can effectively participate in decision-making
- **Confidence and Communication – a student's guide**  
A training programme developed by the English Secondary Students Association (ESSA) for secondary school students, to help them communicate effectively with teachers and influence decision-making
- **The Headspace Toolkit**  
A self-advocacy toolkit produced by Advocacy in Somerset to enable children and young people in adolescent psychiatric units to acquire the information, power and skills to express their wishes and feelings, and to make truly informed decisions about their care and treatment
- **Make it Count**  
xMaterials developed by Children's Rights Officers and Advocates (CROA) for local fun events for looked-after children and young people, to help them participate effectively in decision-making and to take their lives forward positively
- **What's so Queer?**  
A diversity training pack and CD Rom developed by the Queer Youth Alliance (QYA) for all those working with children and young people, to increase awareness and understanding of the lives of lesbian, gay, bisexual and transgender young people, and the factors that help or hinder their participation in decision-making.

## Specialised materials case study: Changing mental health services (Alliance Advocacy)

### Background

The Alliance Advocacy Service has used the Headspace Toolkit to help both its own and hospital staff to review the paperwork and information material used with children aged between five and nine in an inpatient unit.

### Having an impact

The toolkit has helped staff to review the language they use in documentation and when talking to young people. For example, they now talk about "medicine" rather than "medication" and the "doctor" rather than "RMO" [responsible medical officer]. Generally, the toolkit has helped lead to an increase in awareness of the necessity to explain things in clear and simple terms. Hospital staff are now actively encouraging children to talk to an advocate, as an independent person who can play a part in their life both on and off the inpatient unit.

### Making change last

The Alliance Advocacy advocate is involved on a weekly basis in interactions with children and their families and continues to work with staff to develop the children's involvement in the inpatient unit policies, procedures and treatments offered.

### Lessons learned

The individual sheets within the toolkit gave an overall structure with which to review the service and gave staff ideas about things that could be improved or were not currently being done – for example, the provision of a glossary to explain some of the language used by professionals.



### Key features of Ready Steady Change

All of the RSC materials approach children and young people's participation in decision-making from a human rights framework. The fundamental beliefs that underpin the materials are:

- children and young people have equal worth to adults
- all children and young people are experts on their own lives
- children and young people have the right to be involved in all decision-making that affects them
- all human beings shape and define their environments and social relationships
- children and young people's participation in decision-making is key to improving their well-being
- participation is about making everyday choices as well as seeking to influence wider public decision-making and policy and service development
- everyone who works with children and young people has a responsibility to encourage and support their active involvement in decision-making
- a commitment to children's human rights is key to achieving improved outcomes for children and young people.

# 4. CHANGING ORGANISATIONS

## Different methods and approaches

Increasingly, organisations recognise that they must take a strategic approach to children and young people's participation in decision-making. Children and Young People's Plans must, for example, be informed by children and young people's views and experiences, and inspections – across authorities and in particular settings such as schools and hospitals – now routinely involve younger citizens. Many organisations are beginning to recognise the importance of the role of standards in bringing about change and are using the Hear by Right standards developed by the National Youth Agency (NYA).



## RSC case study: Changing organisations (Crime Concern)

### Background

Crime Concern seeks to actively engage hard to reach young people, those at risk and those most excluded, in decision-making, community leadership and renewal. In recognition of the importance of ensuring a co-ordinated approach to its work in this area, Crime Concern identified "youth participation" as a development campaign priority for 2006-07 and used the RSC materials to deliver youth participation training to staff from over 50 junior and senior Youth Inclusion Projects across the country.

### Having an impact

Many projects went on to use what they learnt from the training to organise a youth-led activity for Universal Children's Day (November 20th). The activities included: two successful 'speed meets' in Nottingham and Sefton, bringing together young people with local policy-makers and stakeholders; a visit to a police headquarters to allow young people an opportunity to discuss their safety issues; the inauguration of four youth forums or councils, including the Kendray Youth Forum, which is the first of its kind in South Yorkshire.

### Making change last

Crime Concern will continue to support the ongoing development of its RSC youth trainers. The organisation is also becoming a host for a Changemakers youth advocate. The successful candidate for this post will support the strategic development of Crime Concern's participation

work in the East Midlands region, which it is hoped will include providing support and guidance to the participation work of the Government Office. The organisational focus on participation work will continue, with staffing resources being committed to establishing a task group to consider how Crime Concern can best take on the Hear by Right standards developed by NYA.

### Young people as trainers

As a direct result of this work and the ongoing partnership developed with CRAE, Crime Concern was able to support four 'at-risk' young people, together with two project staff to attend RSC training days. As well as being a fantastic opportunity for the young people to learn more about the RSC materials, this enhanced their capacity to take the lead on participation roles locally, not to mention supporting their wider skills development as youth trainers and facilitators.

### Lessons learned

It is still too early to look at the longer-term impact of this initial development work and activity. However, the importance of providing opportunities for the active involvement of the young people supported by Crime Concern is becoming clear – it has helped to generate tangible activity and interest and is now gathering organisational momentum.

Participation strategies should necessarily be developed through consultation and provide a clear framework of objectives, standards, progressive milestones and robust mechanisms for evaluation and sustainability. It is within this context that organisational change is most likely to be effectively embedded and where the use of the RSC materials will have maximum impact. That said it is recognised that how organisations go about realising change will vary according to their specific circumstances and the extent of their ambitions.

The RSC materials identify four main types of organisation:

#### ● **Adult-dominant.**

This type of organisation provides services and programmes to change the behaviour and mindset of children and young people, and their families. It believes it has the expertise to do this without seeking the views or involvement of children and young people.

#### ● **Child-attentive.**

This type of organisation again provides services and programmes to change the behaviour and mindset of children and young people, and their families. However, the organisation recognises that in order to do this well, it must consult those children and young people who are the most disadvantaged.

#### ● **Child-friendly.**

This type of organisation provides services and programmes to give more opportunities to children and young people, and seeks to tackle the discrimination they face. The organisation recognises that in order to do this well it must work in partnership with those children and young people who are most disadvantaged.

#### ● **Child rights-focused.**

This type of organisation works in partnership with children and young people to find ways of supporting them to lead happy and fulfilled lives, in line with the vision and requirements of Every Child Matters and the UNCRC. The organisation sees itself as transforming children and young people's lives through promoting and protecting their rights. It seeks to inform, empower and support children and young people so that they are always at the centre of decision-making.

All of these organisation types have three major things in common: they are seeking to improve children and young people's lives; they make decisions that affect children and young people, as individuals and collectively; and they are run by adults. In order to recognise what category a particular organisation fits in to, three things need to be identified:

#### ● **Values:**

what are the values of the organisation in relation to children and young people and their rights?

#### ● **Change:**

what is the organisation trying to change for and with children and young people?

#### ● **Action:**

what does the organisation actually do to try and achieve change?





## RSC case study: Changing children's services (The Children's Society/Greenwich Children's Trust)

### Background

As a result of its local knowledge and experience running the Greenwich Children's Fund Participation Project, The Children's Society was commissioned by the Greenwich Children's Trust to run pilot youth participation training for its staff in October 2006. This training was based on RSC and aimed to provide practitioners with the skills and knowledge necessary to ensure effective participation in every setting and at every level. It was felt that the full programme was not relevant for all staff, so exercises were taken from each of the three RSC days and incorporated within three separate units, each aimed at different groups of staff.

### Having an impact

The pilot revealed that training is an effective method of embedding the Children's Trust agenda within individual departments. Practitioners who attended the training are now better able to engage children and young people in participation activities and processes; and managers are more aware of their role in furthering the participation agenda across services. Information received in training has been disseminated to teams, but since the training has only been delivered on a pilot basis, the impact so far has not been extensive. It will be important to ensure that participants have

access to further support in implementing their action plans and transferring what they have learnt into tangible change.

### Making change last

Based on The Children's Society's evaluation report, a list of options for the roll-out of training and support are currently being considered. These include: targeting training information at heads of service or at an organisational level; incorporating practice-sharing within sessions; creating a 'networking list' of participants to allow ongoing information and practice-sharing; supplementing training by offering targeted support to teams and departments to identify areas for improving levels of participation; and ensuring that every participant writes an action plan and changes or reviews their practice as a result of the course.

### Lessons learned

The 'personal profile' contained within the materials was very useful in helping trainers to understand the needs and contexts of participants, so that they could tailor the sessions accordingly. Attending the training has provided participants with a valuable opportunity to network, reflect on individual and team practice and get practical advice on how to implement participation.

Training alone will not transform an adult-dominant organisation into a child rights-focused one. For children and young people's involvement to become integral to daily practice instead of being an add-on or a one-off, relationships between young people and adults have to change. Adults need to be willing and able to communicate respect to children and young people, to listen to them and to take seriously their wishes and feelings. They need to see children and young people as partners and leaders in bringing about change. Organisations, and those who work within them, need to make a commitment to change, from the most senior level to the grassroots and the staff who come into direct contact with children and young people. That commitment to change should also be reflected in the organisation's policies.

At all levels there is a variety of effective methods that organisations may use to enable and develop children and young people's participation which include formal and informal approaches, and offer opportunities for both individual and collective engagement. These include:

### Methods of engagement

- **Arts and theatre:** suitable for all children and young people, and can be used with groups as well as individuals. It gives children and young people the opportunity to express themselves in a range of ways.
- **Focus groups and interviews:** a way to focus on particular issues or particular groups of children and young people. These can of course also be more formal in nature, for example, where interviews are pursuant to a large-scale survey.
- **Fun-days:** a good way to attract large numbers of children and young people, disseminate information and use a variety of consultation methods, like art, drama and video-making.
- **Internet and Intranet:** something children and young people generally are familiar with, and is a communication method that many young disabled people are familiar with. It's a good way of developing the skills of children and young people who have little confidence or experience of using computers.
- **Participation or empowerment projects:** a good way of tailoring work to particular groups of children and young people and to particular issues. It is also a positive way of ensuring that young disabled people are included.



## RSC case study: Changing health services (South Wiltshire Primary Care Trust)

### Background

South Wiltshire Primary Care Trust purchased the RSC materials in March 2006 with the aim of reviewing and improving children and young people's participation in decision-making within the organisation. The materials have primarily been used as a tool for information and guidance and as a framework for future plans. For example, the RSC DVD has been used in general training sessions with staff to introduce them to children and young people's participation.

### Having an impact

The RSC materials have acted as a catalyst for putting the issue of children and young people's participation on the agenda within the Trust. For example, the Trust has set up a sub-steering group to look at what it should be doing to facilitate children and young people's participation in health-related decision-making.

The RSC materials gave the Trust's Head of Patient and Public Involvement the confidence to engage with children and young people and set up a working group involving them. The group looks at what engagement health professionals at all levels should have with children and young people. Issues discussed so far include the design of buildings, how children and young people's services are provided and the recruitment of staff. The importance of working with children and young people has been highlighted by the feedback the Trust has received from the working group. For example, children and young people

felt that waiting rooms were intimidating places – an issue that is unlikely to have been identified or addressed by adult staff. As a result, the plans for a new building now incorporate suggestions made by children and young people, including having music in waiting rooms. Further proposals concerning food, heating, consent forms and other issues identified as important have been put forward to joint working parties between the Trust and local hospitals.

### Making change last

So far, RSC has been used to lay the foundations for an effective culture of participation. It is accepted that a full staff training programme will be needed and it is intended that RSC form the basis for this. Training on the UNCRC is being prepared, which it is hoped will be co-facilitated by a GCSE Health and Social Care student. The Trust also intends to set up regular groups to listen to children and young people, and to engage them through questionnaires and consultation visits by staff.

### Lessons learned

The Trust has been careful to make sure the foundations for participation are laid and to adapt the materials to suit the specific context of healthcare, before the training is rolled out across the organisation. So far, RSC has highlighted the importance of and need for participation, but has also brought to the fore the challenges that need to be overcome to bring about positive change.

### Strategic approaches

#### ● Children and Young People's councils or forums:

a positive way of children and young people from different backgrounds and ages coming together to advise the local authority on all policy and service development, including services to looked after children and young people. They can enable local authorities to find fresh solutions to old problems, and ensure that adults – particularly elected members – can learn a great deal about children and young people's concerns, views and interests.

#### ● Citizen's juries or panels:

a good way to focus on a particular issue or involve a particular group of children and young people. They offer an opportunity for children and young people to question adults in authority, including those at a senior level, and get quick responses to their questions.

#### ● Complaints procedures:

help to clearly signpost where an organisation is failing to meet children and young people's needs. They can be made accessible to all groups of children and young people, and can be especially important for those who cannot get involved in other initiatives – for example, those in secure settings.

#### ● Exit interviews:

an excellent way of obtaining information from children and young people when they have stopped using a particular service. Interviews can be adapted for young children, and young people who have sensory or learning impairments – using symbols, photographs or video, for example.

#### ● Formal sub-committees and working groups:

can improve communication between children and young people and adults. Adults learn about young people's concerns on an ongoing basis. A good way of enhancing children and young people's active citizenship. It also shows the organisation is serious about listening and changing.

#### ● Independent children's rights or advocacy services:

can be developed with children and young people from the outset. They ensure children and young people have a fair chance of claiming their rights, and have somewhere to go for independent information and unconditional support. Individual advocacy cases highlight where the system is failing particular children and young people, and can also reveal general policy and practice issues.

#### ● Inspections:

an excellent opportunity for young people to communicate their ideas and experiences with external inspectors. Inspection teams can proactively inform children and young people about their rights, and encourage them to make complaints when they have concerns. They also offer an opportunity for young people with negative experiences to contribute positively to the improvement of services and interventions.

#### ● Self-advocacy groups, organisations and networks:

these are completely run by children and young people and offer an excellent way of ensuring peer support and advice. They offer a high-profile way of showing that an organisation supports children's rights, as well as being an educational experience for all those involved.

#### ● Special advisers / advisory groups:

these are a good way of ensuring that senior managers are in touch with children and young people, and offer a ready-made group that can be consulted on general policy and practice issues. Children and young people can be recruited from different backgrounds and with different experiences.

#### ● Staff selection:

children and young people can have insights and ideas that add to the selection process. Their involvement in things such as developing person specifications can reveal a lot about what children and young people want from staff and carers.



## RSC case study: Changing education (Redcar and Cleveland Council)

### Background

Redcar and Cleveland Borough Council has been using the RSC materials with secondary school leaders to deepen their understanding of participation and begin to plan how they can encourage and develop student participation.

### Having an impact

Training has only been delivered quite recently, so it is too early to assess the impact it has had on the participating organisations. However, it has already had some impact within the authority. Schools are now included in consultation groups, which means there is a wider and more representative group of children and young people to work with when undertaking consultation. Historically, participation has only been recognised in the social care field. Schools that have attended the training have stated an interest in supporting young people to engage with the authority through involvement in youth forums and the youth parliament, which are currently being developed.

### Making change last

The RSC training is to be offered again, as a one-day training course to managers from all Children's Trust agencies, again including primary and secondary schools. Training will also be run for other practitioners, such as youth workers, Connexions personal advisers and learning mentors, using the three-day course to embed participation into their practice. Children and young people will also take part in RSC training to build capacity in participation structures such as student councils, youth forums and the proposed youth parliament.

### Lessons learned

The materials have sparked "dynamic debate" about participation and "student voice", says the participation development worker driving forward local change. They have helped participants to focus on organisational change and have raised awareness of the reasons for promoting participation.

### The importance of training in organisational change

The introduction of effective and sustainable children and young people's involvement into an organisation and its services will always have training and development implications for both staff and the young people themselves. Many adults may feel they lack the skills and knowledge needed to facilitate children and young people's participation in decision-making and there will be a need for ongoing training and development work to address this. Children and young people will also require differing levels of training and support to participate depending on their age, circumstances and the methods being deployed.



## RSC case study: Changing childcare, play and family services (Bexley Council)

### Background

Bexley Council Childcare, Play and Family Service has been using the RSC materials with children and young people in workshops and assemblies to increase their awareness of their rights.

### Having an impact

The service has chosen to go for a "drip by drip" effect, using the RSC materials as frequently as possible, in order to raise awareness and maximise the impact the training can have. So far, 600 children's rights booklets have been distributed at local events. An increased awareness among children and young people of their rights has prompted an interest in participating in events at both a local and national level. For example, a group of children and young people gave their views on the Mayor of London's Plan on Climate Change and presented their findings at City Hall. Another group of children and young people gave their views on safeguarding children, the conclusions of which are now being used by the Local Safeguarding Children Board. Children and young people's views have also been used to inform the content of a first aid workshop.

### Making change last

Web pages are being designed on Bexley Council's website so that children and young people can contribute their views on what services should be available for them. RSC is continuing to be showcased at a series of events, including the Youth Summit and school visits. The training will also be delivered to the newly elected members of the Children's Parliament.

### Young people as trainers

Two young people attended RSC training in autumn 2005 and since then they have been involved in training members of the local youth council and the Children's Parliament, as well as running workshops at conferences.

### Lessons learned

The flexibility of the materials has meant it has been possible to deliver training in a variety of settings, even something as short as a 45-minute school assembly. More work still needs to be done, however, to increase the take-up of the training by schools and childcare settings.

Where adults and organisations are already proficient in encouraging and supporting children and young people's participation in decision-making, training can still provide an opportunity to learn new ideas, improve skills and take a step back to reflect on existing practice. Good training gives participants a valuable opportunity to focus on what they have

achieved, to consider what else they could and should do, and it energises and motivates them. A participant on an RSC course commented, "The pack is excellent... it provides a very good structure for participation and it's good for any level of practitioner, you can be very experienced at participation but still find it a good resource."



## External case study: Changing schools (School Councils UK)

### Background

School Councils UK produces detailed training programmes and resources for teachers and students at each key stage to promote student voice through class and school councils. The Healthy Schools Co-ordinator for Barking and Dagenham attended the 'training the trainers' course run by School Councils UK in 2004 and has gone on to provide training to teachers and school students in the local area.

### Having an impact

As a result of receiving training and ongoing support from trained professionals, schools have demonstrated that effective participation by students can improve the school environment and that students also gain essential life skills including negotiation, decision-making and effective communication. In Barking and Dagenham, School Councils UK training has encouraged schools to network with each other to share good practice, resulting in an increasing number of schools looking to develop fully democratic and effective school councils.

### Making change last

Children and young people who have attended training are encouraged to share their experiences and deliver peer education once back in their schools, where possible. Course participants always evaluate training programmes and subsequent training is amended based on their feedback.

### Lessons learned

The training manual provided to those who attend the 'training the trainers' course includes outlines for staff-only programmes, as well as teacher and student programmes. The programmes that enable staff and students to work together have been far more successful than the staff-only ones.

## 5. OTHER KEY NATIONAL participation training materials

The increasing importance being placed on children and young people's participation has been supported by the production of hundreds of toolkits, guides, training packs and consultation documents – at a local, organisational, regional and national level. This section aims to give a brief overview of some of the national training materials that are currently available. Not every project or organisation will find one resource to suit all of their participation needs and may instead want to dip in and out of different resources for different purposes to develop an overall approach to suit their specific circumstances.



The following is not intended as a definitive guide and there are, of course, many other resources not referenced here. The materials listed below represent a snapshot of those available nationally, each focusing on different aspects of participation. Some are new, others more established. A more comprehensive list of organisations and resources is included in the 'references and resources' and 'contacts' sections of this report.

### Building a Culture of Participation

NCB (National Children's Bureau) and PK Research Consultancy have produced a handbook and research report on how to involve children and young people in policy and service development. The findings from the research are now being used as part of a training package offered by NCB to organisations on a tailor-made basis. NCB is in the process of developing a 'Train the Trainer' programme to support young people to be involved in the delivery of the training. For further information about the training go to [www.ncb.org.uk](http://www.ncb.org.uk)

### Listening to Young Children

A training package produced by Coram, which uses the arts to enable children under eight to express their views and feelings, and supports parents and practitioners to relate more effectively with young children. The programme is designed to benefit a diverse range of children in different educational, health and social service settings. For more information go to [www.coram.org.uk/listening.htm](http://www.coram.org.uk/listening.htm)

### School Councils Toolkits

School Councils UK has produced a series of resources to make a practical and positive contribution to the development of successful schools in which students are partners in the learning process and are actively involved in running the school. Toolkits for each Key Stage are available, all of which offer advice on how to set up and develop democratic structures drawing on the experience of schools with successful councils. In addition to these resources, School Councils UK also offers a range of training packages, at an in-school and local level. For further information, go to [www.scuk.org.uk](http://www.scuk.org.uk)

### Total Respect

A comprehensive training programme developed by CROA (Children's Rights Officers and Advocates) for the Department of Health's Quality Protects Programme. The original programme focused on children's rights and participation in the looked-after system, but was updated and reprinted in June 2005 (as Total Respect 2) in response to requests from other organisations wanting to incorporate the programme into their practice. The issues and concerns of looked-after children and young people are still at the core of the revised programme. A three-day 'Train the Trainers' course, accredited by the Open College Network (OCN), is also available, which is delivered by both young people and adults to other young people and adults wishing to become Total Respect trainers. In 2003, this won the Pavilion Innovation in Training Award. For more information, visit the CROA website at [www.croa.org.uk](http://www.croa.org.uk)

## Youth Act

This is a programme run by the Citizenship Foundation, which helps young people to develop the leadership and vision necessary to advocate for meaningful change in their communities, and focuses on active political literacy. Groups of up to 20 young people aged between 11 and 18, supported by an adult, come up with a project for tackling an issue that concerns them. Each group takes part in a free residential training weekend at the start of the project (run in partnership with the Young Movers (YoMo) programme, who use both adult and young trainers), which provides an opportunity for planning and team building. They also take part in free evening training sessions which look at a variety of topics, including problem-solving, planning and political lobbying. Further information and case studies are available from [www.citizenshipfoundation.org.uk](http://www.citizenshipfoundation.org.uk)



## Youth at the Table

This is a programme developed by the British Youth Council, comprising 12 interactive sessions for children and young people to support their involvement in an organisation's governance. The 12 sessions are divided into two parts. The first six sessions help children and young people who want to get involved in making decisions for an organisation develop the skills needed to be effective. They focus on communication and meeting skills to make sure that young people have the confidence to get involved. The second six sessions are aimed at those already involved in governance and develop young people's skills so that they can be effective members at the table. These sessions focus on the legal aspects of being a trustee, understanding finances and making long-term plans. Children and young people from various backgrounds have been involved in the development of these resources. For more information, go to [www.byc.org.uk](http://www.byc.org.uk)

# 6. YOUNG PEOPLE AS

## trainers and co-trainers

There are numerous ways in which organisations can and do engage with children and young people. One method that is becoming increasingly popular is the employment of young people as trainers and co-trainers to deliver participation training.



### Why use young trainers?

#### Expertise and relevance

- Young people are the experts on their own lives, wants and needs.
- They want to be involved in the design and delivery of training courses, to ensure that services and programmes are relevant to their day-to-day lives.
- Children and young people's experiences of the services they receive can directly influence training on an ongoing basis.
- Involving children and young people alongside adult trainers brings a different perspective and can both challenge and relax participants.

#### Better communication and improved relationships

- Involving young people as trainers can demonstrate to adults that they can take on responsible roles.
- It can be a good way of breaking down barriers between children and young people and adults.
- It can be a means to engender positive communication and promote greater understanding of the role or situation the other person finds himself or herself in.
- Using young people as co-trainers increases staff accountability to children and young people.
- Having young people as trainers means that their view is in the room, at the centre of the discussion. It is not just adults talking about what they think young people's experiences are.
- It is a useful way of preventing staff from hiding behind jargon.



## External case study: Changing organisational culture (The Children's Society national)

### Background

The Children's Society has been using RSC to support the implementation of its participation strategy across the organisation nationally. While the organisation already saw itself as quite progressive in this area, it was felt that more could still be done to change internal attitudes towards participation.

### Having an impact

The Children's Society is monitoring the implementation and impact of its participation strategy on a monthly and quarterly basis. Feedback received indicates that the RSC materials have helped to give practitioners the tools to address the practical difficulties of finding time to create and plan participation activities. RSC is also seen as contributing to an increased engagement with children and young people on the part of senior management.

### Making change last

The Children's Society now intends to provide training to internal staff who are not working directly with children and young people. The 'Ready' section of the adult RSC handbook will form the basis for this training, in order to emphasise the importance of children and young people's participation in decision-making.



### Young people as trainers

Groups of children and young people aged between 10 and 16 years have taken part in RSC training to enable them to go on to train staff within the organisation. The materials have been adapted for different groups, depending on their needs and those of the staff they were due to train. Children and young people have then co-facilitated RSC training for various staff groups within The Children's Society. In some instances children and young people and adults worked as co-facilitators; in others, children and young people took the lead, with the support of adults. The Society's Management Team took part in RSC training over a weekend while another management team was given one-day training, based on their identified needs.

### Lessons learned

The RSC materials can be easily adapted to suit a variety of needs and settings. Activities have been altered for use with under-10s, those with little experience of participation, and groups with lower literacy levels.

#### Personal and professional development

- Some training programmes will offer children and young people formal accreditation.
- Becoming a trainer benefits children and young people in terms of their general levels of confidence, for example, in public speaking or working with adults in authority.
- Experience as a young trainer can benefit young people when looking to progress in education or employment.
- Hearing directly from children and young people can help professionals to pick up on things they might otherwise miss.
- It provides a useful way of reminding staff of what they are trying to achieve and for whom.

### How to involve young people as co-trainers

Exactly how children and young people get involved as co-trainers in particular programmes or organisations varies considerably. Sometimes children and young people are involved from the very earliest stages of the development of a training package right through to its delivery. In other cases they become involved at the pilot stage. It can also be the case that what started out as a training programme led only by adults evolves into one which also uses young people.

The following is intended as a list of things to take into consideration when looking to involve young people as co-trainers:

#### Before you start

- Be clear about your reasons and aims for wanting to use / employ young trainers.
- Be aware of the amount of time and energy it may take to recruit, train and support young trainers. Make sure there are sufficient resources available before you begin.
- Recognise that a lot of groundwork will need to be done within the organisation before young people become involved. Young people get involved as trainers because they want to make a difference and help make change happen. The organisation needs to be committed and ready to do that.

#### Recruitment

- Be clear about the role you are asking young people to take on and what will be expected from them. This will have an impact on your criteria for recruitment and decisions about remuneration.
- Be upfront with young people about what they can expect to get out of becoming a young trainer. This includes things like the support that will be available to them - emotional, practical and financial - and any qualifications or other benefits they may be able to obtain as a result.
- Think about how and where to recruit young trainers to take into account issues of access, diversity and inclusion. The exact nature of the recruitment process will vary according to circumstances. For example, some programmes have recruited their young trainers by approaching Children's Rights Workers or Advocacy Services, via the organisation's membership, through specially organised recruitment days or by accessing the database of young people they have come into contact with.

#### Safeguarding children and young people

- As always when working with children and young people, their safety and welfare are paramount. Through their participation in training or as young trainers, issues of safeguarding and child protection could arise and you will need to ensure you are aware of and fulfil your safeguarding obligations. Your organisation's procedures should be informed by legislation and guidance (see Appendix 4 for further information), and by children and young people's views and experiences.
- It is important to ensure that children and young people are not placed at risk as part of the training programme. Planning needs to take in diverse issues such as travelling to and from venues, exchange of home telephone and mobile numbers, sharing personal information in training sessions (especially pertinent for young trainers), as well as how trainers (including young trainers) should respond appropriately to safeguarding concerns. Ensure that all children and young people working with you are clear from the start about your procedures.

#### Practicalities

- Get young people to advise you about the times and places they are able to attend and deliver training sessions.
- Consider how young people will get to the various training venues. Do they need an adult to accompany them? Does transport need to be provided?
- What childcare and personal support needs do the young people have?
- What support is available to the young trainers between training sessions? Is there an adult or a more experienced young trainer they can talk to? Depending on the nature or content of the training, young trainers may be asked about their personal experiences, or may be away from home for days at a time. It is important to ensure that they have access to enough support.
- Different organisations have different policies about reward and payment of young trainers. Some have young people on the payroll; others employ young people on a voluntary basis; others pay in kind, i.e. vouchers, meals, activities. Whatever the policy, it is important to ensure that young people's expenses are covered fully. Where payment is involved, it should take account of individual and family circumstances, so that it doesn't interfere with any state benefits the young person may be receiving. Young trainers should always be offered proof of their work, e.g. certificate of achievement, reference for portfolios and CVs.

## Specialised materials case study: Changing communities (Changing Places Together)

### Background

Changing Places Together is currently being used as part of the training programme for the Department for Communities and Local Government's (DCLG) Young Advisors scheme. This scheme works with 15–21-year-olds and aims to ensure that young people are included in decision-making that affects their communities and are involved in bringing about positive change. The scheme is a key part of the DCLG's youth engagement strategy.

### Having an impact

Young Advisors are each given a copy of the Changing Places Together pack to take away and use as a teaching manual / resource for further research. So far, 18 Young Advisors schemes have been set up with a total of 120 young people trained as advisors. These schemes have been involved in a number of high-profile initiatives, such as the production of a DVD in Hull to launch the city's community plan, input into the design of a community centre to incorporate a youth shelter at the front, and the development of a training package for Local Strategic Partnerships on the necessity of involving young people in Local Area Agreements.

### Making change last

The Young Advisors scheme began as a pilot in four areas, but has since been rolled out across the country. Further training is planned over the coming months.

### Young people as trainers

Young people take part in a 30-hour training programme to become young people's 'champions'. Their role is to advise adults, community leaders and agencies on how to better engage with young people in community life and regeneration, and they are trained to 'youth-proof' policies and practices. Young advisors also work directly with young people to encourage them to get involved in neighbourhoods. Young advisors are paid on a sessional basis for their work and are supported in the community by a mentor.

### Lessons learned

The use of Changing Places Together in the young advisors programme has helped young people to broaden their perspective and realise they are part of a national movement. Young people choose a particular part of the pack and train the rest of their peer group on it. This allows them to gain experience of training and helps the whole group to broaden their knowledge. The scenario cards and case studies contained in the pack have enabled young people to look at issues of problem-solving, using examples that often reflect their own experiences of their communities.

beforehand how they will communicate with each other during the delivery of training.

### Dynamics

- Employing young people as co-trainers will undoubtedly throw up some issues around power dynamics and leadership. These are issues that will need to be covered in detail in the initial training so that the expectations of both adults and young people can be discussed.
- Adult trainers may have a natural instinct to feel protective about the young person and want to step in if the young person is asked a difficult or personal question. The issue of when the young person might want the adult to step in will need to be negotiated between them. As co-trainers, they both need to be supportive of each other, but each needs to feel comfortable with the way that support is expressed.
- Co-trainers also need to be clear about their roles in the training room and who will take the lead on which activity. They will also need to discuss and agree
- It is also possible that young trainers will experience some difficult reactions from the participants they are training. As with any training session, setting ground rules is important.
- There can be a tendency for adults to think that the young person standing in front of them is an expert in all aspects of the topic they are trying to teach, or in being a young person per se. Young trainers need to be prepared for this, so that they can feel comfortable in answering difficult or personal questions or in saying that they don't feel it is appropriate for them to answer. It will be crucial to agree beforehand with young trainers and make it clear to participants whether or not it is appropriate or relevant for young trainers to be asked personal questions. After all, in the main adults will not be asked or be expected to answer similar personal questions as trainers.

- At the end of training sessions it can be extremely supportive to build in debrief and feedback sessions between all trainers. This can allow for reflection on their work together, highlighting learning points and what may be done differently in the future, as well as offering the opportunity to give and receive positive feedback between co-trainers.

## External case study: Changing the care system (CROA)

### Background

CROA runs the 'Training the Trainers for Total Respect' programme, which prepares adults and young people to work together and deliver the Total Respect 2 training programme in their area. The resource utilises the skills of care-experienced young people in its delivery and passes on those skills to other groups of young people who will present Total Respect itself. Derbyshire CROA with the Children's Rights Service used the programme to train a group of six adults and eight young people to facilitate the implementation of the Total Respect programme across Derbyshire.

### Having an impact

In Derbyshire 450 social workers, teachers, managers, elected members and foster carers have taken part in the Total Respect programme. The pledges that these practitioners made at the end of the course were forwarded to senior managers and have been followed up by the Total Respect young trainers. The Total Respect team in Derbyshire won an award for its work, which was only made possible by the 'Training the Trainers' materials. The number of young people who are now training in their own right has led to wholesale change in the attitude of practitioners, elected members and senior managers in their approach to participation and rights. The impact on young people has not only been on their lives but on the changes they have seen in their own locality – for example, an increase in the number of young people attending reviews, changes in pocket money, young people's consultation events and more young people being involved in staff recruitment.

### Making change last

CROA has just recruited a new training team and is preparing to use the 'Training the Trainers' materials in 15 local authorities over the next year. Young people who have been trained will be offered accreditation and the accredited course is going to be resubmitted to the Open College at a higher level and with more scope for young people outside the care system.

### Young people as trainers

Young people are at the centre of both the design and delivery of these training materials. Young people working alongside adult trainers always present the taught course and they are all supported to undertake the Open College accreditation. All young people are employed by CROA as sessional workers. Total Respect is also very clear that it has to be delivered by young people on every occasion and that they are to be involved in monitoring the changes promised by practitioners and managers.

### Lessons learned

Although it takes a lot of preparation and good planning, placing young people at the centre of the programme brings an immediate impact. Young people receiving the training know straight away that they can be trainers because the people standing in front of them are young people too. Evaluation by adult trainers and practitioners highlights how the involvement of young people sharpens their desire to make change.

### Remember...

Be realistic about the commitment required on the part of the organisation and its staff in order to ensure that children and young people are properly prepared and supported and are working in an environment that is ready, able and willing to deal with change. When that is the case, the benefits to organisations, their staff and the young people themselves can be immense.

# 7. REFERENCES AND RESOURCES

## Act by Right

A skills development programme produced by the National Youth Agency to enable children and young people to develop knowledge and skills to take effective action on issues that concern them and achieve change in the services they receive and in the communities in which they live. Further information can be obtained from [www.nya.org.uk/hearbyright](http://www.nya.org.uk/hearbyright)

## A Real Part to Play

This is a resource pack for involving young people in community regeneration, produced by the National Children's Bureau. For more information go to [www.ncb.org.uk](http://www.ncb.org.uk)

## Changing Places Together

Contact Jo Turner, Tel: 0121 555 8888, email: [j.turner@savethechildren.org.uk](mailto:j.turner@savethechildren.org.uk)

## Committed to Rights

Contact Pam Hibbert, Tel: 020 8498 7746, email: [pam.hibbert@barnardos.org.uk](mailto:pam.hibbert@barnardos.org.uk)

## Confidence and Communication – a student's guide

Contact: [support@studentvoice.co.uk](mailto:support@studentvoice.co.uk)



## Getting Connected

This programme is a key element of the Young Adults Learning Partnership, a joint initiative between the National Institute of Adult Continuing Education and the National Youth Agency. Getting Connected is comprised of nine units and is intended to enhance the self-esteem and emotional literacy of young people outside formal education and training. It is aimed primarily at 16–25-year-olds, but can also be used with 14–15-year-olds. For more information go to [www.gettingconnected.org.uk](http://www.gettingconnected.org.uk)

## The Headspace Toolkit

Contact Advocacy in Somerset, Tel: 01823 324 762

## Hear by Right standards

A practical toolkit designed by the National Youth Agency, which sets out shared values for young people's active involvement. It is a tried and tested standards framework for organisations across the statutory and voluntary sectors, which helps them to develop a participation strategy based on a self-assessed map of their current position. Find out more from [www.nya.org.uk/hearbyright](http://www.nya.org.uk/hearbyright)

## 'How to Ask Us' learning pack

This is the third in a series of CD Roms based on multi-media methods for consulting disabled children and young people, including those who do not use speech. The accessible format is adaptable for use with practitioners and young people. For more information go to [www.childrenssociety.org.uk](http://www.childrenssociety.org.uk)

## 'I'll Go First'

This is a planning and review toolkit, published by The Children's Society. It is designed for use in decision-making with children with disabilities in a range of contexts, including short-term foster care, family-based short-term care, residential children's centres and educational settings. Find out more from [www.childrenssociety.org.uk](http://www.childrenssociety.org.uk)

## Involving young people in the recruitment of staff, volunteers and mentors

This pack is a practical resource for organisations wishing to involve young people in the recruitment of staff, volunteers and mentors. For further information go to [www.ncb.org.uk](http://www.ncb.org.uk)

## 'Junior Detective' training

Targeted at 5–11-year-olds, this participation training offers children the opportunity to learn about the UN Convention on the Rights of the Child and explore their rights and needs within services. For more information go to [www.lunatraining.com](http://www.lunatraining.com)

## Make it Count

Contact CROA, Tel: 01773 820100, email: [info@croat.org.uk](mailto:info@croat.org.uk)

## Ready Steady Change

Core materials can be obtained from CRAE, Tel: 020 7278 8222, [www.crae.org.uk](http://www.crae.org.uk)

## Say It Your Own Way: Children's Participation in Assessment

A printed guide and CD Rom of practical resources to support professionals in giving children a voice and keeping them at the heart of the assessment process. Find out more from [www.barnardos.org.uk](http://www.barnardos.org.uk)

## Sound Systems

The National Council for Voluntary Youth Services (NCVYS) offers safeguarding and child protection training, in accordance with its own Keeping It Safe standards, to organisations that work with young people. NCVYS also supports organisations to critically examine their policies and practice with regard to youth participation, and assists them in the development of strategies that will increase participation. As part of this work, they offer a one-day 'Introduction to Youth Participation' course. For more information go to [www.ncvys.org.uk](http://www.ncvys.org.uk)

## YoMo

Formerly known as the Young Movers programme, YoMo aims to inspire and support groups of young people to organise projects in their local area. Training is delivered by young people, who are supported through the YoMo apprentice training programme. For more information go to [www.yomotraining.com](http://www.yomotraining.com)

## What's so Queer?

Contact the Queer Youth Network (previously Queer Youth Alliance) at [info@queeryouth.net](mailto:info@queeryouth.net)



# 7. USEFUL CONTACTS

## Barnardo's

Charity offering a wide range of support services to children and young people and their families.

Tel: 020 8550 8822

Website: [www.barnardos.org.uk](http://www.barnardos.org.uk)

## British Youth Council

A national youth council, made up of young people, which seeks to represent the views of young people to government and decision-makers.

Tel: 020 7422 8640

Website: [www.byc.org.uk](http://www.byc.org.uk)

## Children's Rights Alliance for England

An alliance of over 380 organisations committed to children's human rights through the full implementation of the UN Convention on the Rights of the Child.

Tel: 020 7278 8222

Website: [www.crae.org.uk](http://www.crae.org.uk)

## Help Yourself

A Save the Children and British Gas website with lots of information about participation for adults and children and young people.

Website: [www.helpyourself.org.uk](http://www.helpyourself.org.uk)

## National Children's Bureau

Promotes the interests and well-being of all children and young people across every aspect of their lives.

Tel: 020 7843 6099

Website: [www.ncb.org.uk](http://www.ncb.org.uk)

## National Council for Voluntary Youth Services

Provides support, information and guidance to the voluntary youth sector on the development of quality youth participation practices.

Tel: 020 7422 8630

Website: [www.ncvys.org.uk](http://www.ncvys.org.uk)

## The National Youth Agency

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

Tel: 0116 242 7350

Website: [www.nya.org.uk](http://www.nya.org.uk)

## Participation Works

Participation Works is an online gateway to the world of children and young people's participation. It is a programme of work of the Children and Young People's Participation Partnership, supported by the DfES. Currently six leading agencies in children and young people's participation contribute to the gateway's development. They are: the British Youth Council, Carnegie Young People's Initiative, Children's Rights Alliance for England, National Children's Bureau, National Council for Voluntary Youth Services, National Youth Agency and Save the Children.

Tel: 020 7843 6354

Website: [www.participationworks.org.uk](http://www.participationworks.org.uk)

## Save the Children

Fights for children in the UK and around the world who suffer from poverty, disease, injustice and violence.

Tel: 020 7012 6400

Website: [www.savethechildren.org.uk](http://www.savethechildren.org.uk)

## The Children's Society

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

Tel: 0845 300 1128

Website: [www.childrensociety.org.uk](http://www.childrensociety.org.uk)

# 7. APPENDICIES

## Appendix 1

Children's Rights Alliance for England (CRAE) young people's summary of the UN Convention on the Rights of the Child (UNCRC)

### Article 1

- This Convention applies to everyone aged 17 or under.

### Article 2

- All the rights in this Convention apply to all children and young people without any discrimination.

### Article 3

- Adults should always try to do what is best for children and young people.
- Governments must do everything to make sure children and young people are safe and well looked after.

### Article 4

- Governments must do all they can to make sure children and young people's human rights are upheld.

### Article 5

- Parents can give children and young people advice and help about children's rights. The more a young person knows and understands, the less advice and help a parent needs to give.

### Article 6

- Every child and young person has the right to life.
- Governments must do all they can to make sure every child and young person has the best possible life.

### Article 7

- Children and young people have the right to a name and a nationality.
- Children and young people have the right to be cared for by both parents.

### Article 8

- Governments should do everything possible to protect the right of every child and young person to a name and nationality and to family life.

### Article 9

- If a court is thinking about who a child or young person should live with, everyone affected by the decision should get the chance to be heard - including the child.
- Every child and young person has the right to keep in regular contact with both parents, so long as this is the best thing for the young person.

### Article 10

- If a child or a parent wants to live in another country, the decision about this should be made quickly and fairly.
- A child or young person whose parents live in another country has the right to keep in touch with them.

### Article 11

- Governments must work together to stop children and young people being taken illegally to another country.

### Article 12

- Every child and young person has the right to express his or her views freely – about everything that affects him or her.

- The child's or young person's views must be given 'due weight' depending on his or her age and maturity.
- The child or young person has the right to be heard in all decision-making processes, including in court hearings. The child or young person can speak for him or herself, or someone else can speak for him or her.

### Article 13

- Every child and young person has the right to freedom of expression, including the right to all kinds of information and ideas (so long as they don't break the law or interfere with the rights of others).

### Article 14

- Every child and young person has the right to freedom of thought, conscience and religion so long as they don't break the law or interfere with the rights of others.
- Governments must respect the right of parents and guardians to give advice to the child and young person about this right. The more a child or young person knows and understands, the less advice parents need to give.

### Article 15

- Every child and young person has the right to meet people and to gather in public (so long as they don't break the law or interfere with the rights of others).

### Article 16

- The law must protect every child's and young person's right to privacy.

### Article 17

- Governments must make sure children and young people have access to lots of different information.
- Governments must encourage the media to give information to children and young people and protect them from harmful information and materials.

### Article 18

- Governments must do all they can to help parents look after children well.
- Parents are the most important people in children and young people's lives. Parents must always do what is best for children and young people.

### Article 19

- Governments must do everything to protect children and young people from all forms of violence, abuse, neglect and mistreatment.
- Help must be available for children and young people who are hurt by violence, abuse, neglect and mistreatment.

### Article 20

- Children who are separated from their parents have the right to special protection and help.

### Article 21

- The child's best interests must be the top priority in adoption.
- Governments can support adoption between countries.
- Children and young people who are adopted by people in another country must have the same protection as children adopted by people in their own country.

#### Article 22

- Governments must give protection and humanitarian help to children and young people who are refugees, or who are trying to be accepted as refugees.

#### Article 23

- Every disabled child and young person has the right to a full life and to active participation in the community.

#### Article 24

- Every child and young person has the right to the best possible health and health services.

#### Article 25

- Children and young people who are in care or live away from home for health reasons (physical or mental) have the right to have their care reviewed regularly.

#### Article 26

- Governments must support every child's and young person's right to benefit from social security.

#### Article 27

- Children and young people have the right to a standard of living that helps them develop fully.
- Parents have the main responsibility for making sure children and young people get this right.
- Governments must support parents. The amount of help the government gives depends on how rich the country is.

#### Article 28

- Every child has the right to free primary education.
- Governments must encourage secondary education, making it available and accessible to every child and young person.
- Access to higher education must be based on the ability to benefit from it.
- Governments must make sure children and young people get information about education.
- Governments must encourage regular school attendance.
- Governments must make sure that school discipline protects the dignity of children and young people, and is in line with their rights in this Convention.

#### Article 29

- Governments agree that the aim of education is to help the fullest possible growth of the child's or young person's personality, talents and mental and physical abilities.
- Education must help children and young people:
  - respect human rights
  - respect their parents
  - respect their and others' culture, language and values
  - have self-respect
  - respect the environment.

#### Article 30

- Children and young people from minority communities must not be stopped from enjoying their own culture, religion and language.

#### Article 31

- Every child and young person has the right to rest, play and leisure.
- Governments must promote children and young people's involvement in the arts.

#### Article 32

- Every young person has the right to be protected from harmful work and economic exploitation.
- Governments must do everything to protect this right.
- Governments must set a minimum age at which young people can work, and they must introduce rules to protect young people in work.<sup>1</sup>

#### Article 33

- Governments must do everything to protect children and young people from illegal drugs.

#### Article 34

- Governments must do everything to protect children and young people from sexual exploitation (including prostitution) and sexual abuse.

#### Article 35

- Governments must do everything to protect children and young people from being taken away, sold or trafficked.

#### Article 36

- Governments must protect children and young people from all other exploitation.

#### Article 37

- Governments must do everything to protect children and young people from torture or other cruel, inhuman or degrading treatment or punishment. This is an absolute right, with no excuses for any breach of it.
- Children and young people must not be given a death sentence or life imprisonment without the possibility of release.
- Children and young people who are locked up should be able to challenge this quickly in court.
- Children and young people must only be arrested or locked up as a last resort and for the shortest possible time.
- Every child or young person who is locked up must be treated with respect.
- Every child or young person who is locked up must be separated from adults, unless it is better for him or her to be with adults.
- Every child or young person who is locked up has the right to keep in contact with his or her family, through letters and visits.

#### Article 38

- Governments agree to abide by international human rights law in relation to wars.
- Governments must do everything to stop children under 15 from being involved directly in a war.
- Governments must do everything to protect and care for children who are affected by war.<sup>2</sup>

#### Article 39

- Governments must give good support to children and young people who have been hurt, abused or exploited.
- This support must promote children and young people's health, self-respect and dignity.

<sup>1</sup> Young people in the UK can work part-time from the age of 13 so long as they are doing light work. They can work full-time from the age of 16 years.

<sup>2</sup> In May 2000, the United Nations introduced stronger protections for under-18s. This means no child or young person should ever be forced to join the armed forces, and no child or young person should ever be involved directly in a war.

#### Article 40

- Every child or young person accused, or convicted, of committing a crime must be treated with respect.
- Every child or young person accused, or convicted, of committing a crime must be treated in a way that helps them to respect the human rights of others.
- Every child or young person must be treated as innocent until found guilty.
- Every child or young person should be told as soon as possible why they have been arrested and charged with a crime.
- Every child or young person accused of a crime must be given immediate access to a lawyer.
- No child or young person can be forced to give evidence in a court.
- Every child and young person has the right to an interpreter if they do not understand the country's main language.
- The child's and young person's right to privacy must be fully respected at all times.
- Governments must set up a separate criminal justice system for children and young people.
- Governments should promote a minimum age of criminal responsibility.
- Wherever possible, children and young people in trouble should not have to go to court.
- Courts should always try to avoid sending children and young people to institutions.
- There must be many ways to help children and young people in trouble with the law, including care, guidance and counselling.

#### Article 42

- Governments must make sure everyone gets information about this Convention – that includes you and all the people you know!

**Articles 41 and 43 to 54** say how adults and governments must work together to promote and protect all the rights in this Convention.

The full version of the UN Convention on the Rights of the Child can be downloaded from <http://www.ohchr.org/english/law/crc.htm>

## Appendix 2

### Learning to Listen principles

These principles set out a common framework to help organisations develop tailored policies, action plans and effective practice in participation. For more information go to: <http://www.dfes.gov.uk/listeningtolearn/downloads/LearningtoListen-CorePrinciples.pdf>

## Appendix 3

### Every Child Matters summary

Every Child Matters: Change for Children is the government's approach to improving the outcomes for children and young people from birth to age 19. The government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

This means that the organisations involved with providing services to children - from hospitals and schools, to police and voluntary groups - will be teaming up in new ways, sharing information and working together, to protect children and young people from harm and help them achieve what they want in life. Children and young people will have far more say about issues that affect them as individuals and collectively. Every local authority will be working with its partners, through children's trusts, to find out what works best for children and young people in its area and act on it. They will need to involve children and young people in this process, and when inspectors assess how local areas are doing, they will listen especially to the views of children and young people themselves.

For more information go to [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

## Appendix 4

### Safeguarding Children and Young People

As well as organisational policies, guidance is available in the following documents:

Working Together to Safeguard Children  
[http://www.everychildmatters.gov.uk/\\_files/AE53C8F9D7AEB1B23E403514A6C1B17D.pdf](http://www.everychildmatters.gov.uk/_files/AE53C8F9D7AEB1B23E403514A6C1B17D.pdf)

Safeguarding Children and Safer Recruitment in Education  
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-04217-2006>

What to do if you're worried a child is being abused  
<http://www.everychildmatters.gov.uk/search/IG00182/>

- “ Ready Steady Change is the best resource I have seen to support working with children on terms of equality and mutual respect. It’s practical; it isn’t patronising, and it goes down very well, even with the cynical and the resistant. ”
- “ It was fantastic seeing strategic decision-makers making the connection between active participation, real tangible change and impact on the five Every Child Matters outcomes. ”
- “ For me the thing about Ready Steady Change is... every exercise is grounded in a child’s experience and I haven’t seen that so strongly before... in every exercise there’s always something in the child’s words, a scenario including a child or something a child has written. ”
- “ I had thought that my role was with adults but realise now that I could and should be involving young people as well. ”
- “ A most helpful method of preparing for changes that must involve and include young people. ”
- “ As a kit it’s all there, you don’t have to go round looking for resources from elsewhere, the materials are very good and there’s lots to choose from. ”
- “ The training programme puts children and young people’s wishes, feelings and ideas at the centre of public services. The entire RSC programme approaches children and young people’s participation in decision-making from a human rights framework. ”
- “ Ready Steady Change needed to be done. All participation workers know how to involve young people but it is explaining how to do it that is the problem. I’ve explained the importance of participation until I’m blue in the face – now I have a resource I can show people. All the knowledge is now here in writing. ”
- “ Excellent materials, a wide variety of exciting exercises and, most importantly, putting children and young people at the heart of public decision-making. Ready Steady Change has it all. ”

**Children’s Rights Alliance**  
for England

94 White Lion Street London N1 9PF  
T: 020 7278 8222  
F: 020 7278 9552  
E: [info@crae.org.uk](mailto:info@crae.org.uk)  
[www.crae.org.uk](http://www.crae.org.uk)