

How To

Involve children and young people in recruitment and selection

The participation agenda aims to involve all children and young people in all areas of their lives, including the recruitment and selection of the staff who support them. This How To guide provides introductory information and ideas on how to do this.

Although this guide often considers 'groups' and examines their journey through different stages of the process, it is important to be clear that individual young people can be as integral to the process as a group. In addition, any child or young person's involvement can be as limited or extensive as they are comfortable with and their organisation is able to support.

There are many positive benefits to involving children and young people in recruitment and selection, including:

Benefits to children and young people

- Recognition and respect – their ideas are valued and can influence the services they receive.
- Experience and skills – opportunities for learning that will equip them for the future.
- Ownership and responsibility – encourages their active participation in other areas of their lives.

Benefits to staff

- Skills development – new situations require staff to think creatively about how they engage the children and young people they support.
- Relationship building – enables staff to focus their work with children and young people on something other than 'primary need' (i.e. why the child or young person uses the service).



- Insight into children and young people's views and concerns – staff develop a wider understanding of children's wishes, needs, feelings and opinions.

Benefits to the organisation

- Improved service delivery – the involvement of children and young people helps to recruit and select strong candidates for relevant roles and therefore positively impacts on the quality of services.
- Article 12 in action – provides tangible evidence and endorsement of the UN Convention on the Rights of the Child in practice.
- Clear messages to partner agencies, funders and potential employees – shows that children and young people are at the heart of what you do and have a direct influence on services.

Areas of involvement

There are many ways for children and young people to be involved in the recruitment and selection process. For example, you may decide to use just one of the areas below or, alternatively, a 'pick and mix' approach may be more appropriate. The main consideration is ensuring participants are clear about the level and scope of their involvement. It is also worth remembering that it is always possible to build on any experience in future, and therefore develop the

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involvement of children and young people in a manageable and sustainable way.

Possible areas of involvement for children and young people:

1. Identifying the need for a new post and its potential roles and responsibilities
2. Helping write the job description/ person specification
3. Contributing to the job advert
4. Short-listing
5. Input to the adult panel's questions
6. Forming a panel, designing assessment and questions, and interviewing candidates
7. Meeting candidates informally and feeding back views.

How to get started

Words and phrases such as 'equal opportunities', 'short-listing' and even 'interview' may be difficult or confusing to some children and young people. Therefore, a good way to begin is to find parallels within children and young people's personal experience.

For example, what experiences may children have had that contain some similarities to recruitment and selection?

- School council elections
- School tests or exams
- Family members looking for work
- Joining a club
- Paper delivery round

Although some of the above may contain elements of 'choosing candidates' or 'being tested on your knowledge', a more easily understood analogy may be found in popular TV programmes like *Pop Idol* or *X Factor*. In each of these we see 'candidates' being put through their paces in order to be selected for a future 'role'.

In other words, recruitment and selection is: a way to tell people about a job, find out who is interested in doing the job, and then pick the best person for the job.

An overview of the process

In simple terms, we can break the recruitment and selection process into eight stages:

1. Vacancy becomes available (someone leaves or a new job is created)
2. Job description and person specification are written or revised
3. Job advert is prepared
4. Vacancy is advertised in the local/national press or on a website
5. Candidates request application forms and return them by set date
6. Short-listing
7. Interviews
8. Decision-making

The amount of detail you choose to go into will depend on the type of process, the job in question, the level or stage of involvement of the children and young people, and their understanding and interest.

It is also important at this stage, particularly if this is the first time children and young people have been involved in the recruitment and selection process, to be aware of another key factor: the amount of time available before the interviews take place. Time constraints may affect the degree of involvement or the stage at which it begins but they should not affect the quality of the involvement.

Example Activity

'What comes next?'

Give the group or individual eight cards, each one describing a stage of the recruitment process (using words and/or pictures), and ask them to place them in the correct order (see above). This is a quick task that will create discussion around the topic, and which can be developed to include a timeline between each stage. This should reinforce the different stages in the recruitment and selection process, and the timescales involved.

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Key points for children and young people at this stage

Balancing fun and learning is essential. It is important to weight the early sessions towards getting to know each other and having fun, while at the same time providing enough information so that the group has an understanding of the whole process, what it entails, and what their involvement will be. Here are a few key points that it would be useful to cover early in the process:

1. The eight stages

Children and young people should be clear about what 'recruitment and selection' means and have an overview of the whole process.

2. Timescales

Those involved should know what they are signing up to, in terms of time and effort. To successfully train a group to run their own children's panel will take approximately four 1½-hour sessions, whereas preparing older young people to join an 'adult panel' may take up to two hours.

Children and young people's timescales can be markedly different to adults' and the idea that it may take at least three months from placing the advert to someone starting work may come as a shock! It is often helpful to focus on the interview day as the culmination of their efforts.

3. Different ways to be involved

It is useful to explore the different ways that children and young people can be involved and what each stage entails in terms of commitment, responsibility and time.

4. What they will do to prepare

If you are asking for any extra work to be done outside of the group work sessions (asking friends and relatives about their interview experiences or seeking out the local paper's jobs section, for example), you need to be clear about what you expect.

5. Who makes the decision?

It is important to be clear about this from the very start. The group's involvement and influence may span a range of activities; from 'meeting and greeting' to forming their own panel or sitting on the 'adult panel'. As a result their input into decision making may range from 'advice to the adult panel', to directly contributing an agreed percentage of the scores for each candidate.

6. What will happen after the interview?

A positive way to build on the recruitment and selection experience is to continue the involvement of children and young people into the induction process for new staff, and the training of the next interview group. It will also send out clear messages to new staff about the importance of children and young people's participation and involvement in the project/ service.

Example Activity

'Easy as a,b,c'

This is a 'jargon buster' activity which can be used either as a quiz or a 'Call my Bluff'-type game, to help explain some of the terms used in recruitment and selection. Divide the group into two teams. One team has a 'jargon' term and three members of the team have a card with an explanation of the term written on it. Only one of the explanations is correct. The other team must choose which is the correct term. Use a range of

terms, including: 'short-listing', 'valuing diversity' or 'CRB', 'vacancy', etc.

E.g. 'short-listing' is...

- Always having less than five things on your shopping list
- Writing down lots of words that mean 'short', like: small, tiny, or little
- Scoring each application form to decide which candidates you'd like to interview for the job (!)

The activity can easily be adapted for use with smaller groups and individuals.

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Equality, diversity and inclusion

Setting ground rules at the beginning makes sure everyone understands how to conduct a fair and inclusive selection process. Issues of prejudice, bias and discrimination can also manifest at the short-listing stage and again may need to be explored and challenged when discussing choices for short-listing.

Children and young people often say 'equal opportunities means treating everyone the same' and this shows they understand basic ideas around 'equal chances' and 'fairness'. The next stage is about developing this idea into the understanding that often people need to be treated differently in order to be given an equal chance of success.

Examples include:

- Providing an interpreter for someone who is deaf.
- Agreeing to short-list all candidates who meet the minimum requirements for the job from black and minority ethnic communities because there are not enough people from that background working in the project and their experience would be valuable in delivering services to people from that background.

In essence, 'equality, diversity and inclusion' or 'equal opportunities' is about making sure we consider anything that may create a

barrier or challenge for people applying for jobs.

Some things for children and young people to consider include:

- How and where we advertise jobs – making sure the broadest range of people get to see the adverts, or targeting adverts to specific groups.
- Making sure times and location of interviews are accessible – to accommodate childcare and transport difficulties.
- Judging people on their ability to do the job – removal of personal details in short-listing, not making assumptions about them during interview based on their race, dress, gender, age, etc.

Some questions for staff to consider when supporting the involvement of children and young people:

- Do session times/days fit with children's other commitments?
- Will the interviews happen after school or at weekends?
- Is the 'learning' involved pitched at an appropriate level?
- Are the methods to be used suitable for the age and ability of those involved, i.e. games, activities, and tasks?

Key points for children and young people at this stage

1. What do we mean by 'equality, diversity and inclusion' and 'equal opportunities'?

The group should understand that candidates will not be successful solely because they have a 'cool piercing' or a designer shirt! They should also be clear that a candidate's suitability is grounded in their skills and abilities and what they bring to the job irrespective of age, gender, ethnicity, etc.

2. Why do we have 'equality, diversity and inclusion' policies?

The group should have a basic

understanding that 'equality, diversity and inclusion' policies exist to ensure that everyone has a fair chance within the recruitment process.

3. Examples of discrimination within the process

The group should be able to highlight examples of discrimination in the recruitment and selection process. This may be visual factors at the interview stage (e.g. tattoos) or other factors (e.g. inaccessible buildings).

4. It is not about treating people the same

It is important to emphasise the idea of 'equal chances' rather than 'equal treatment'.

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Example Activity

'Face' game

This game asks the group to rank a group of different 'face cards' in order of who they think looks like they would be good for the post in question. The face cards are prepared earlier by staff using newspapers or magazines and will include a range of ages, ethnicity, gender,

style of dress, etc. Each face will be stuck to a card and the reverse will include a brief description of the suitability of the 'candidate'. The aim of the activity is to highlight the importance of candidates' knowledge, skills and experience and the dangers and unfairness of choosing according to looks. See Case Study One for a fuller description of the activity.

Case Study One Particip8, NCH

Learning about equal opportunities

Four children aged between 10-12 years old planned and facilitated a two-day training session on recruitment and selection for 14 children aged 9-13 in South Tyneside. The sessions included presentations, equal opportunities, looking at job descriptions and writing job adverts, designing questions and score sheets, and practice interviews. The sessions were fun and used a variety of techniques such as art, drama and games.

The group played the 'face' game described above to help them understand what equal opportunities means and how important it is in the recruitment and selection process. For this activity the four facilitators each worked with a group of children. The groups were given a number of cards and were asked to look at the cards and decide, **purely by using the limited information given**, who should be given the job of a children's worker. Once the children decided, they placed their cards in order. Each group then explained who they had chosen first and why.

Next the groups turned over the cards to look at the description of the candidates' suitability for the job and then looked back at how they had ranked them by appearance. The activity finished with a discussion around not judging people on their appearances and finding out from the children how they might learn more about the people they are interviewing. The ideas they came up with were asking them questions and asking them to do a task or activity to find out what qualities they have and how they relate to children.

Here are some quotes from an 11-year-old participant:

"We learnt from this to judge by questions, not by looks and to ask questions which find qualities".

"You can't judge people by looks you got to actually ask them questions"

"If they're old don't give them less chance of getting the job"

The training is run by the NCH Particip8 project that promotes the inclusion and participation of children and young people aged 5 - 15 years in their locality in South Tyneside.

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Confidentiality

A good starting point at this stage is to recap how confidentiality relates to children and young people and their safety and protection. A basic description may include:

Confidentiality is when information is kept private between certain people. It is usually regarding personal issues. This can be written information kept in files or information from a conversation.

If a member of staff is concerned that a child or young person may be harmed, they have a duty to share that information with others to help keep the child or young person safe. The child or young person should be told that the information will be shared, unless to do so would place them at further risk.

It is important to make sure everyone understands these basic concepts before moving on.

Confidentiality and the recruitment and selection process

Everyone involved has a responsibility to the integrity of the process, to each other and to the candidates. This includes the information children and young people see and share, as well as what happens during each interview.

Children and young people

In recruitment and selection, and particularly within any training and group work element to this process, the following points are important:

- Bullying – confidentiality and the ability ‘to tell’ when something is distressing or uncomfortable is an important part of a young person’s ability to respond to bullying and intimidation.
- Making mistakes – the best and most memorable learning is often gained from taking risks. Therefore, the ability and ‘permission’ to have a go and make mistakes without your comments, ideas or suggestions being repeated or broadcast is a crucial part of the training process.

Candidates

It is important for the group to understand that most organisations are committed to maintaining the confidentiality of candidates who apply for posts, and will ensure that this is upheld at every stage of the process.

Some practical examples include:

- **Application process**
If requested by the candidate on their application form, most organisations will not ask for a reference from a candidate’s current employer until after the interview.
- **Short-listing process**
Candidates’ personal details (gender, age, etc.) are routinely removed during the short-listing stage to ensure a fair and equitable process.
- **Interview process**
No information given by the candidates (e.g. about the nature of their current job or past experiences) will be repeated outside of the interview situation.

Key points for children and young people at this stage

1. What is confidentiality?

The group should be able to describe what is meant by the term confidentiality. They should understand how this supports them and also their responsibility to others.

2. Why is confidentiality important?

The group should understand the importance of confidentiality in building trust, and its role in their safety and well-being.

3. When should confidentiality be broken?

The group should understand that the primary reason to break confidentiality is when there is a concern that a child or young person may be harmed.

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Example activity

Confidentiality continuum

This is a very basic technique that is useful in many group work situations. Simply place two cards – e.g. ‘Tell’ and ‘Don’t tell’ – one at either end of the room and then ask the group to stand in the centre. The group must react to questions or statements about confidentiality, by arranging themselves along a line connecting the two signs, according to how much they agree or disagree. It is useful to follow-up responses by asking questions and discussing any big differences in opinion. You can adapt this activity by using pictures/symbols, and remove the need to move around the room by using pointers or ‘flags’.

The job description and person specification

The ‘job description’ (JD) is a way of writing down all of the things someone will be expected to do in their new job if they are the successful candidate.

The ‘person specification’ (PS) is a list of the different ways that the candidates will be asked to show that they can do what is written in the job description.

Below is one example of a job description and person specification that children may be able to relate to:

Job: Baby sitter

Job description:

(a) Job purpose:

- To look after four-year-old Suzie while her parents go out to see a film.
- To make sure Suzie is safe and cared for.
- To enable Suzie’s parents to have a night out on their own.

(b) Key responsibilities:

- Arrive on time.
- Comfort Suzie if she wakes up while getting her back to bed as soon as possible.
- Contact Suzie’s parents in case of emergency.

Person specification:

Factor	Essential	Desirable	Method of assessment
Experience	Demonstrate that you have worked as a baby sitter recently	Be known to Suzie and her parents	Reference
Qualifications	Must be mature and responsible Must be able to use the phone in case of emergency	Experience of working with young people/ looking after younger brothers or sisters	Interview
Skills	Must be punctual Must be able to reassure Suzie if she is upset	Be good at telling bedtime stories	Interview Reference

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Qualities

One of the key aspects of this section, and one that is often more meaningful to children and young people, is the concept of 'qualities', or 'what someone needs to be good at'.

'Qualities' are 'real life' characteristics: skills, qualifications and experience that are needed to successfully do the job. The next step is to decide which of these 'qualities' the group think they could test out and how they could do this.

Key points for children and young people at this stage

1. General understanding of the job description (JD) and person specification (PS)

The group should understand what these are and how they relate to this specific job.

2. How the JD and PS fit into the overall recruitment and selection process

The group should be aware that the JD and PS are key parts of the application pack that is sent to all candidates, and that candidates write their application based on this information.

3. The current job and its 'qualities'

The group should be able to list a number of qualities important to the job in question. They should also be able to explain why these particular qualities are important.

4. Knowledge of the different ways that 'qualities' can be tested

The group should know a number of different ways that candidates are tested to make sure they possess the qualities set out in the JD and PS and ideally have some ideas about how they would like to test out the candidate in the recruitment and selection process they are involved in.

Case Study Two wecan2, Mencap

Involving young people in developing a role profile

Young people with a learning disability who were working with the wecan2 project helped to develop the role profile for a support worker as well as interview candidates for this job. Their involvement helped ensure greater ownership of the project. The young people wanted to supplement Mencap's support worker role profile with a companion document listing qualities they identified they would want in a supporter.

A workshop to develop the young people's list was held. One of the trainers had a learning disability and had recruited her own supporter. After a series of icebreakers, a thought shower was held and the young people talked about support, what it might mean and how it was different for different people. Then the real fun began!

Participants had to make two outlines of people on paper: Bob – a young person requiring support – and Pat – the dream support worker. Getting this done involved plenty of rolling on the floor, being drawn around and giggling.

The young people wrote down or drew on Bob what they may want support with. As they became more relaxed, they were able to talk openly about and discuss the support they thought they needed. People then wrote on Pat what skills or qualities would be needed to make them a good supporter for Bob. They also added what they would not like in a supporter.

This list of qualities was typed up and symbolled and shown to the young people for approval. It was then sent out as part of the job description. During the interview the young people also asked questions based on the list they had made.

The wecan2 project works with young people with a learning disability in Exeter and Blackpool supporting them to identify barriers and solutions to taking part in local authority participation structures. The project, managed by Mencap, will result in a website of good practice for use by local authorities.

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Example activity

'Qualities of staff'

Ask the group to create a picture, painting or collage of the best 'person' to do the job they are recruiting to. The idea is to use as much imagination as possible to come up with your own 'super-being' who would be totally equipped for the job. It may be useful for the facilitator to demonstrate using a picture they created earlier (for a different job) – for example, a drawing of an amazing teacher may include lots of arms (they can help more than one person at a time), an enormous watch (they always have time for you), or a huge heart (they are very kind and thoughtful).

Testing the candidates

Look again at what will be assessed and which qualities the group want to test the candidates on. Make sure to link these to the actual job description and person specification.

Common testing methods include:

- Asking a series of questions.
- Requesting a short presentation.
- Asking candidates to respond to a scenario.
- Setting the challenge of an activity or game.

Where children and young people form their own panel running alongside an adult panel, it is common that candidates face:

- Combined questions plus sample game/activity [for frontline staff].
- A presentation or short practical test followed by questions from the group [for most other posts].

Interaction

Designing the process to include more than one of the following elements will give candidates more opportunity to express themselves and will give the panel a greater range of information to assess.

1) Questions: Start with the list of qualities and then ask the group to:

- generate as many questions as they can that relate directly to the qualities.
- consider the different types of questions available (e.g. open [i.e. how would you... or, tell us about...], closed, probing, clarification), and encourage them to think about which types of questions will be the most appropriate to the interview situation.
- re-write the questions (if necessary) and rank each question to decide which are

the most important to include.

- think about the kind of responses they are looking for, and how they will attribute scores to the answers.

2) Scenarios: Groups may decide to develop one of their questions into a longer scenario to draw out more detail from the candidates. A scenario will describe a situation or dilemma that the candidate must respond to, for example:

During an after-school club one of the young people starts to disrupt the games and activities of others. Eventually, another young person responds by shouting and threatening to hit him if he doesn't stop. You arrive in the room just as this happens – what would you do?

The group should link the required range of responses closely to the skills and qualities they are seeking. It is important for the supporting staff to guide the group through the possible range of responses and help the group to identify the key elements they are looking for.

3) Activities: Any activities should be clearly linked to the JD/PS and call upon practical skills that are either a requirement for the job in question or enable the candidate to demonstrate some of the required skills. In most cases it is important to include information about what is required in the candidates' 'call to interview' letter.

For example, the interview may include one or more of the following:

- A short game or 'ice-breaker'.
- A short activity, e.g. an art activity or story telling.

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- A short challenge set by the group, e.g. a colleague once found a cabbage waiting for him when he arrived in the interview room – he was then asked to spend 60 seconds explaining as many uses as possible for this object! (The young people later explained that this was more about the candidates' ability to think creatively and build a rapport with the group rather than any expert knowledge of vegetables).

A note of caution: It is easy to get carried away when planning this part of the interview – there's a lot of fun in thinking up trials or hoops that candidates will have to jump through! However, any task set must have measurable outcomes that can be compared and contrasted across all candidates.

4) Presentations: Presentations allow the candidates to prepare prior to the interview. Examples can include something as basic as *'Tell us about yourself and what you bring to this role'* to more specific tasks such as *'Tell us about a successful trip you have organised for young people. What went well and what would you do differently next time?'* The 'call to interview' letter should include some basic information about the children and young people's panel (e.g. age range) which will enable the group to assess the suitability and content of the presentation.

Recording

Responses from candidates are usually recorded using either individual score sheets or as a group. In both cases it is important that the information is judged against agreed criteria and that the recording is fair and consistent. Children and young people must be comfortable with any recording tools used (supporting them to develop their own will help to ensure this), and sufficient time must be planned in for recording and discussion.

The group/ individual(s) should make sure:

- The recording method is the same for each candidate.
- The criteria included links directly to what they have agreed to test from the JD/PS.

- The recording method is clear to others (e.g. the adult panel) following the interview.

An example of recording is from a community project for disabled children and their siblings where children asked each candidate to introduce themselves and organise a quick game to include everybody (a key task for the post). Later, a Polaroid picture of the candidate was put on a flip chart and the children chose to express their views by attaching pictures, stick-on words, or written comments.

If a 'two panel' model is followed it is often important to bring the children/young people's panel together with the adult/formal panel following the interviews. This has a number of benefits including; comparing joint assessment of candidates' perceived strengths and weaknesses; exploring areas of difference; and sharing insights resulting from the different approaches employed. These will all feed into the decision-making process set out at the start of the interview training.

Environment

A group or individual's first choice of location will often be somewhere they are comfortable and familiar with. However, a change of venue can often add a sense of importance or prestige to the interview proceedings. In either case, it is important to make sure that the group is familiar with the venue, the room layout and environment has been thought about and a practice interview has been carried out in the interview space.

Conclusion

Children and young people can be involved in all aspects of the recruitment and selection process, and participation is concerned with the involvement of all children and young people. Involving younger children and children with more complex needs will rely on a number of factors, not least the expertise, knowledge, and skills of the those who support them. However, this, along with the basic premise that the weight of children and young people's influence is guided by their interest, understanding and maturity, applies equally to all children and young people.

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Participants must always be well prepared, interested and engaged and feel that their involvement is valued. There should always be 'clarity' around the extent of their involvement, and in the level of responsibility and influence they have on the final decision. Disagreements are to be welcomed not feared! Although staff who routinely involve children and young people say that they are amazed at the correlation between the adults' and children's decisions, disagreements provide a valuable opportunity to explore points of view.

Ensuring evaluation of the process is planned and carried out will enable everyone to give their feedback and will help to develop and improve both the process and level of children and young people's involvement.

Recruitment and selection is a formal process but children and young people's contribution to it can and should be fun and creative. Learning from mistakes and enjoying the process are important factors; they help build confidence and self-esteem and foster a sense of ownership and responsibility.

Case Study Three Camden Children's Fund Interviewing the candidates

Two children aged 11 and 13 formed a children's interview panel for the appointment of a temporary Consultation and Participation Officer. After training in all aspects of the recruitment process and some practice interviews, they were ready to meet the candidates.

During the interview, candidates had to answer questions and do a presentation. For assessing both, the children's panel used a 5-point scoring system that had previously been developed by children who took part in recruitment training through the Children's Fund. Children felt the presentations should be understandable, organised, show good ideas, appeal to children and young people and involve children and young people.

The panel decided that they also wanted to find out how the candidate would approach the job. And they thought it was important to ask about their previous experience of working with children and young people.

The Presentation question was:

- You are meeting a group of children and young people for the first time. Explain what you do and how it affects them.

Questions asked were:

- If there was an issue that came up with a child what would you do?
- Can you tell us what you have learnt from your previous experience of working with children and young people?
- How would you consult children and young people?
- How would you promote listening to children to other people?
- How would you encourage children to give their point of view?

After each presentation and interview the panel had time to score the candidate's presentations and answers. Following the interviews the panel discussed why they had given certain scores and their overall impressions of the candidates. The children's panel and the adult panel were in agreement about the successful candidate.

"I think it was really good doing the interviewing. I liked making up the questions. There was at least one candidate who just kept talking. I learnt that when you are interviewing you have to really concentrate and listen. We both thought the same person would be best at doing the job."

The children came from Children's Fund projects in Camden, London

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Find Out More

This list of publications and websites should help you to find more detailed information and follow up areas of interest.

Hamilton, C (2005)

Working with young people: legal responsibility and liability. 6th ed.

Children's Legal Centre.

Deals with some of the legal problems that may arise in providing services for, or working with, young people.

Michel, E and Hart, D (2002)

Involving young people in the recruitment of staff, volunteers and mentors. National Children's Bureau and The Prince's Trust.

This pack was produced to help organisations wishing to involve young people in the recruitment of their staff, volunteers or mentors.

Participating in staff selection interviews -

information and training pack for young people. Rainer. Available from

beck.dabscheck@raineronline.org.

The pack is designed to be delivered by

support staff and, if delivered in full, includes approximately five hours of group work.

The Recruitment Pack - Involving Children and Young People in Recruitment. Save the Children Scotland (2007).

Available from:

b.wyness@savethechildren.org.uk

A training pack for people who want to involve children and young people in recruitment processes or are already doing so but want to improve their practices.

Soon to be published: The NCH guide to involving children and young people in recruitment. Available from early 2008.

Check the NCH website for details:

www.nch.org.uk

Camden Children's Fund has developed training materials and guidance that is available on the website

www.casweb.org/ccf-consultation-and-participation/ (accessed 6 November 2007)

The **UNICEF** website has the full text of The United Nations Convention of the Rights of the Child. See www.unicef.org/crc (accessed 6 November 2007)

Participation Works enables organisations to involve children and young people effectively in the development, delivery and evaluation of the services which affect their lives.

The Participation Works How To guides are a series of booklets that provide practical information, useful tips and case studies of good participation practice. Each one provides an introduction to a different element of participation to help organisations enhance their work with children and young people.

Participation Works is an online Gateway to the world of children and young people's participation. Visit

www.participationworks.org.uk to access comprehensive information on policy, practice, training and innovative ideas.

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