

How To

Build a culture of participation

This How To guide is aimed at organisations or individual projects that are just beginning to develop a culture of participation. By moving beyond tools or methods for involving children and young people, this guide will provide information and practical ideas about how to embed participation throughout your organisation in a way that brings about change. The case studies and top tips in this guide are drawn from consultancy work undertaken by NCB and Participation Works.



What do we mean by a culture of participation?

A culture of participation is the way participation sits within an organisation. It reflects things such as:

- the values that underpin participatory practice
- the reasons for involving children and young people
- when and how participation is used
- the extent to which children and young people are listened to and appropriate action taken.

This creates an environment where the voices of children and young people are listened to in different and active ways throughout an organisation. It is where participation enters the ways of thinking and acting of everyone in the organisation and becomes the norm rather than a special type of activity. It is also where the meaningful engagement of children and young people is everyone's responsibility rather than that of one named person or department.

Children and young people's right to participate is increasingly embodied in legislation (see page 5 for some examples). Also Article 12 of the United Nations

Convention on the Rights of the Child states that every child and young person has the right to a say in decisions that affect them. To reflect this, children and young people are increasingly involved in policy development and the planning, delivery and evaluation of services that impact on their lives.

However, involvement is often a one-off or isolated activity that relates to only one part of an organisation or project. Working to build a culture of participation in your organisation will mean that this is no longer the case. It will ensure the meaningful and sustainable engagement of children and young people and require the commitment of the whole organisation.

The research and evidence

The content of this guide draws heavily from *Building a Culture of Participation: Involving children and young people in policy, service planning, delivery and evaluation*, a research study that was undertaken by NCB and Perpetua Kirby on behalf of the Department for Education and Skills in 2003. The study highlighted the importance of an organisation's culture in making children and young people's participation effective. Many of the case studies within the research report

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illustrated organisations' attempts to make participation integral by building organisational structures, systems and cultures that are more participative.

The handbook that draws on the findings of this research offers practical ideas on how to listen to children and young people so that their views bring about change. It sets out key messages from the research based on organisations that have developed participation meaningfully. This How To guide focuses on three of the handbook's key messages which all relate specifically to the development of a participative culture:

1. There are different cultures of participation and organisations need to be clear about reasons for undertaking participation.
2. Undertaking meaningful and sustainable participation requires organisations to change.
3. Meaningful participation is a process, not simply the application of isolated participation activities or events.

Building a Culture of Participation handbook (2003)

What kind of organisation are you?

Before looking at how to embed participation across your organisation it is worth looking at how participation sits within your organisation currently. There are different cultures of participation within organisations. The *Building a Culture of Participation* research study identified three types of culture. These categories are non-hierarchical, as each can be appropriate within different settings or circumstances. The cultures were classified as:

Consultation-focused organisations

These organisations consult with children and young people to inform services, policy and product development (e.g. website

design). Consultations usually take place as a one-off or occasionally, but can be repeated as regular events. Organisations that mainly work with children and young people should be aiming to be more than a consultation-focused organisation.

Participation-focused organisations

These organisations consult with children and young people and involve them in making decisions within higher-level participation activities. These activities are limited to certain areas of work; they are time-bound (e.g. advisory groups, recruitment panels) or context specific (e.g. youth forums, school councils). Usually, a sample rather than all children and young people involved take part in making decisions.

Elements of Action for Children's work are participation-focused. They recently worked with an advisory group of young people to develop their resource pack on involving children and young people in the recruitment and selection of staff (see Find out more on page 12). The advisory group was made up of children and young people who have already been involved in the recruitment and selection of staff in the organisation so they could draw on their experiences and expertise in the area.

Child-/youth-focused organisations

Participation is central to all practices with children and young people within these organisations. They establish a culture in which it is assumed that all children and young people involved will be listened to about all decisions (both personal and public) that affect their lives.

Young Advisors is an organisation led by young people between the ages of 15 and 21. The role of the advisors is to show community leaders and decision makers how to engage young people in community life, regeneration and renewal. All trained Young Advisors become members of the charity with voting rights, their board of directors/trustees are mostly young people, and they were the first charity nationally to secure permission from the Charity

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Commission to have trustees under the age of 18. In addition to this, nearly half of their staff posts are specifically geared for young people.

What kind of organisation do you want to be?

You may recognise where your organisation sits in terms of the above categories. You may find that your organisation is a mixture of all of them; that is because the categories are fluid, there are differences of culture within organisations, and different ways of working can be appropriate for different activities. There may be variety depending on how much you work with children and young people, the nature of your service and the underlying values and aims of your work.

NCB is an organisation that fits into all three categories. They engage children and young people in consultations, run a number of participation projects, have young people on the Board of Management and through Young NCB have a youth-led strand of work within their organisation. Action for Children engages with children and young people at different levels and many parts of its participation work are child-focused too.

Addressing the following questions will help you identify your organisation type and what is required in order to embed participation within your organisation:

- Does your organisation work regularly and directly with children and young people?
- Does your organisation primarily undertake strategic planning, policy work and/or fund others?
- Does your organisation sell its services and/or produce resources for children and young people (e.g. books, websites, toys)?
- Does your organisation undertake research on issues relevant to children and young people's lives?
- Does your organisation seek to mobilise public, professional and government audiences on children's issues?

Developing objectives

One of the key messages from the *Building a Culture of Participation* research study was that undertaking meaningful and sustainable participation requires organisations to change. To reach their aim of change, organisations need to establish clear objectives.

Objectives should fit in with your organisation's values. Setting objectives helps to clarify thinking and ensures a shared understanding between children and young people, staff and partner organisations. By involving children and young people in this process you are also demonstrating a commitment to involvement from the start. See case study on page 4.

Becoming a learning organisation

As an organisation moves towards participation, the process of change needs to be transparent and to involve experimentation, reflection and evaluation. By aiming to become a learning organisation that actively encourages working in this way you may overcome elements of resistance to change.

Change also includes being willing and able to listen to children and young people and then take account of what they say. While you do not have to act in accordance with that they say, you must always give it due consideration. Becoming a learning organisation can help to ensure children and young people – and all other stakeholders – are included in meaningful feedback and reflection on their involvement. You may need to establish the structures and systems that will promote and support this new way of working.

Developing a culture of participation

When organisations change their culture and working practices the *Building a Culture of*

Case Study One

Setting objectives – Children’s Workforce Development Council (CWDC)

CWDC aims to improve the lives of children and young people. It does this by ensuring that the people working with children and young people have the best possible training, qualifications, support and advice. CWDC endeavours to promote the sustained inclusion of children and young people’s views and opinions in its work.

CWDC developed a participation strategy with the support of NCB that included strategic objectives of how they wanted to develop their culture of participation. This was shaped by the findings from a series of consultation activities including: face-to-face consultations with children aged six to nine years, a young people’s web-based survey, and semi-structured interviews with key CWDC staff and members of the stakeholder group. It also incorporated feedback gathered from CWDC staff who took part in induction training sessions.

Here are the five strategic objectives along with examples of what has changed as a result of their adoption:

1. **Setting the foundations for participation to be taken seriously**

CWDC adopted the UN Convention on the Rights of the Child (UNCRC) after discussions at board level about what this would mean and the implications of this for CWDC’s work.

2. **Developing mechanisms to involve children and young people**

Structures have been developed to involve children and young people in the recruitment of staff at CWDC and in commissioning services. CWDC has also developed a network of local groups within local authorities and the third sector whose young members have opportunities to be involved in CWDC’s work.

3. **Developing involvement in organisational planning**

For three years there have been creative events taking place around the country to engage children and young people in the development of the CWDC annual business plan.

4. **Supporting participation in the regions**

There is a participation fund that allocates money to local, regional and national groups to engage children and young people in workforce development. CWDC is also supporting local children’s trusts to involve children and young people in assessing how well workers are integrated in the trust and where developments may take place.

5. **Sharing and learning**

CWDC has participation champions in every team who meet regularly to share best practice. This is also shared through the internal newsletter and intranet. These champions have a regular ‘participation slot’ at staff conferences and on their public website (www.cwdcouncil.org.uk/participation) there is an area where participation is publicised and shared.

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Participation handbook suggests that there are four stages to travel through. The stages it identifies are those proposed in Pasteur's *Changing Organisations for Sustainable Livelihoods: a map to guide change* (2001).

1. Unfreeze existing attitudes and practices

By this we mean overcoming barriers created by others and convincing them participation is a good thing.

2. Establish catalysts for change

This looks at how you can develop participation in organisations through promoting it and leading the way.

3. Internalise new ways of working

This makes sure that participation is not short lived and is sustained and developed across an organisation.

4. Institutionalise new ways of working

This is the stage when new ways of working are integrated into work, where participation is replicated and scaled up, out and onwards.

Below are some ideas on how to work towards building a culture of participation. For other examples, see the *Building a Culture of Participation* handbook. It is important to remember that change does not have to happen in a linear fashion. For instance, activities to unfreeze existing attitudes can happen alongside activities to internalise new ways of working.

Unfreezing existing attitudes and practices

External pressures. There are external pressures on organisations that can be used as leverage to help them develop their participation practices. The government's agenda and policy requirements increasingly point towards listening to and acting on the voices of children and young people. For example, the 2009 White Paper *Your child, your schools, our future* included the theme of increased participation in schools throughout the document.

The 2006 local government White Paper *Strong and prosperous communities* proposed an enhanced role for councils as strategic leaders and place shapers through stronger local strategic partnerships and next generation local area agreements (LAA). As part of this, the new comprehensive area assessment (CAA) outlines and holds councils accountable for the active engagement of children and young people in planning, developing and reviewing local services. This will influence the drive for third sector participation of children and young people as local government fund much of its work.

Other recent policies that foreground participation include the Children Act 1989, 2004 and 2006; NHS Act 2006; Local Government and Public Involvement in Health Act 2007; Children and Young People's Plan (England) Regulations 2005 and The Office for Standards in Education, Children's Services and Skills (Children's Rights Director) Regulations 2007. (See Find out more for further information in *Participation legislative duties and drivers*).

In addition, the active engagement of children and young people in the development and design of projects and services is a requirement for a number of funders including: The Big Lottery Young People's Fund 2, Youth Opportunity Fund (YOF), Youth Capital Fund and The Big Boost. The How To guide on applying for funding (see Find out more) provides more detail on this.

Internal drivers. There are internal drivers that can be used to help unfreeze existing attitudes. These can build a professional belief in the value and importance of participation by exposing individuals to participatory practice and the benefits of it.

Here are some ideas on how to unfreeze existing practices by highlighting the need for change:

- Disseminate research on the benefits of participation. The Participation Works website is a great source of information

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for this (see Find out more).

- Evaluate a pilot project and promote the learning from it. You could use the Participation Works *Evaluating Participation Work* guide and toolkit to help you do this (see Find out more).
- Visit professionals and young people from other organisations to observe their work, or invite them to talk about their work.
- Identify and highlight links within relevant local, national and international policy requirements to participation. (See external drivers section above).
- Highlight any associated career benefits to staff.
- Hold discussions about the possible need for change, identify levels of support and

concerns, allay false perceptions and discuss ways to overcome real barriers.

Establishing catalysts for change

Identify existing and develop new champions. Champions can be the 'conscience' within organisations, reminding others of the importance of including children and young people. They can bring new ways of thinking and working, and help create space to be innovative and take risks. Their role is to support change across the organisation, enabling others to build in confidence and embrace the notion that it is everyone's responsibility to involve children and young people. See case study on page 7.

Top tips for unfreezing existing attitudes

The following ideas on how to unfreeze existing attitudes and practice were generated by staff teams who worked with consultants from Participation Works. The consultancy was provided to help organisations develop their own culture of participation.

Frontline staff

- Brainstorm activities to demonstrate some of the benefits of teamwork and participation which may create unity across the organisation.
- Offer more training to develop staff's skill base.
- Put participation literature and posters in staff's working rooms as well as in the young people's welcome booklet. Promote participation activities via a vibrant noticeboard.
- Develop taster sessions in participation with various new activities to give staff more ideas.
- Gather proof of how participation works, get evidence of how young people feel after meaningful engagement and share good practice.
- Agree to change practices that don't work and develop a culture of it being OK to try something new and OK to get things wrong.

Project managers

- Highlight and show evidence of work, illustrate the benefits of it, celebrate successes and discuss learning points.
- Review and include commitment to participation in new job descriptions and staff handbooks and include participation awareness as part of new staff's induction.
- Change some of the management policies to develop participation.
- Offer peer coaching to both staff and young people in the area.
- Develop a rewards and/or bonuses scheme for staff.
- Offer recognition to children and young people for their engagement – this may include a reward.
- Use management skills to develop participation – link into staff strengths, passions and interests to empower them to run participation around these areas.
- Be offered training in the area to develop their skills and the skills of others.
- Discover the attitudes held by the young people, children and staff on developing participation.

Case Study Two

Collective champions – Participation Works consultancy

A large charity that works at a local level to support young people in need identified their Involvement Steering Group as participation champions for the organisation as a whole. This was an existing group interested in participation with a mix of staff from different areas.

To lead the process of embedding participation across the organisation, it was decided that the group would need to develop their remit to actively identify and support specific/pilot areas of the organisation to develop participation practices. Once established, the plan was for these practices to be rolled out across other areas of the organisation.

The membership of the group was expanded to include representatives from different roles and more levels in the staffing structure. By including staff who would not normally be engaged in this type of work, the group had the potential to:

- expand ownership of the processes being established
- improve accountability
- make better use of staff expertise, organisational knowledge and creativity
- support staff development.

It was agreed that the new role of the Steering Group would need to be properly resourced – especially with regards to time. The group would still report to the Chief Executive Officer and senior management but would be able to tackle specific aspects of the change process itself.

Ensure senior management support.

Support from senior management is essential for developing participation as they can encourage new ways of working, offer support and advice, and ensure children and young people's ideas are acted upon. See case study three on page 8.

Develop a vision and commitment. It is important to develop a vision and commitment if change is to be effective and something that everyone takes responsibility for. This requires a clear understanding of the underlying values and aims for children and young people's involvement; why your organisation wants to involve them and what can be achieved by this.

Before setting up structures for children and young people's involvement, an organisation may identify that some work needs to be

done with staff and children and young people across the organisational levels and business units. This would help to develop a joint understanding of what involvement and active participation means for that organisation.

Work in partnership with others.

Working with other people and developing supportive networks has benefits for sharing skills, knowledge and practice. Difficulties between agencies or organisations can be overcome by working to develop contracts that detail a vision and commitment to participation and a shared way of working. Participation activities that are jointly funded (e.g. by health, social services and education) can also enable children and young people's own agendas to be included, rather than being restricted to topics relevant to one agency. See case study four on page 8

Case Study Three

Senior management support – Children’s Workforce Development Council (CWDC)

While senior management at CWDC were supportive of the development of a culture of participation, involving them in the development of the participation strategy and engaging them in induction training increased their commitment and also demonstrated it to colleagues. The CWDC board was also engaged in the development of the strategy through telephone consultations and discussions on the meaningful implementation of the UN Convention of the Rights of the Child.

Involve children and young people early on. This helps to ensure plans for change are child/youth focused. You should involve children and young people early on and not just invite children and young people towards the end of the decision-making process. Get them involved from the very beginning, for example, selecting the right staff and helping to set agendas. This may also include:

- Finding out from children and young people who are service users what they think about the current processes and how they see participation working in the future.
- Engaging children and young people in this process ideally as co-workers for

example, young researchers, and using their views to inform and develop participation practice.

For a larger organisation this may turn into a significant piece of work that would need to be resourced and supported appropriately, but the findings would be beneficial for challenging existing attitudes.

Internalising new ways of working

Communicate and develop a common vision. This will ensure everyone understands why and how children and young people are involved. The message can be developed together with children and young people and needs to be

Case Study Four

Partnership working – Harrow Council

A recent partnership day led by NCB brought staff together from the Harrow youth and early years services in both the statutory and voluntary sectors to share their experiences and expertise. The aim of the day was to explore participation, build partnership across the two services and draw on the learning from that process to improve work with children and young people.

It resulted in some participants planning to find out more about their colleagues’ work and develop new work together. The development of Harrow-wide networks of participation workers and local groups provided an opportunity for participation with a diverse range and location of groups to develop across the borough. This has helped to prevent duplication of work and overburdening of individuals, and to link activities. There were also plans to develop virtual support via email links to share future work and participation practice. The Participation Works Network for England (PWNE) was introduced to the participants for further networking and support beyond the borough.

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communicated widely and often. At the Star Refugee Project, a network of student groups working to improve the lives of refugees, the Chief Executive made it clear that one of her priorities is that of visioning for the organisation.

Understand what participation means in practice. This is key for staff at all levels and in all positions. It is about having a different outlook and approach to engaging with children and young people and may have obvious implications for practice. Other implications may be subtler and need more investigating.

Case Study Five

Understanding participation in practice – Hertfordshire Children’s Trust Partnership (HCTP)

Hertfordshire Children’s Trust Partnership (HCTP) is a countywide partnership bringing together Hertfordshire organisations that provide services for children and young people. This example illustrates how NCB supported HCTP to develop participation within their working practices.

Consultations were undertaken with children and young people, parents and staff across the partnership to determine where children and young people could participate in the work of HCTP and support the development of a participatory culture throughout the organisation. The consultations identified an enthusiasm and commitment by respondents to children and young people’s involvement across areas of work such as: policy and project development, training, research and evaluation. They also highlighted how diverse methods, such as countywide roadshows, networks of children and young people and web-based initiatives would be needed to engage a larger number of and more diverse children and young people. HCTP had already started to involve children and young people in recruitment and selection, and include participation as a key element of all staff’s induction and training.

HCTP has started on the journey towards a culture of participation but feels it still has a long way to go. A number of significant landmarks have been reached:

- It has adopted the United Nations Convention on the Rights of the Child and agreed a common language about participation.
- It has a lead person for participation who oversees a section on participation in the Children and Young People’s Plan.
- Children and young people of all ages and abilities have their voices heard, including those in schools, early years settings, preventative services, youth provision and social care.
- Data analysis is given a high priority (and sometimes includes children and young people).
- The difference children and young people make is being carefully monitored so HCTP can feedback the differences they have made.
- *The Hertfordshire Children’s Trust Partnership Participation Toolkit* set the framework for meaningful participation to take place across the children’s trust (see Find out more).

‘There is a long way ahead, but children and young people’s participation in decision-making is becoming part of the way we work.’ Children, Schools and Families Participation Manager, Hertfordshire County Council

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Train and develop staff and build staff capacity. Providing training and development opportunities for staff and children and young people can promote enthusiasm and commitment to change. Work colleagues are often keen to develop new ideas and methods of engaging children and young people and training helps develop staff confidence. When developing children and young people's skills and competences there is also a range of training packages available, many of them accredited.

There are a number of ways in which organisations can build staff capacity so that they develop their knowledge, attitudes and skills, and the confidence to start working in new ways. Here are some ideas from the *Building a Culture of Participation* handbook:

- Ensure all staff have sufficient time to actively listen to young people. Specialist staff can undertake specific tasks (e.g. survey analysis, organising events).
- Include a commitment to participation within staff recruitment criteria. This may involve young people on recruitment panels to help assess staff suitability.
- Provide initial induction and on-going training for staff at all levels including practice experience, underlying principles and methods.
- Discuss participation work in supervision and staff meetings including overcoming barriers to participation.
- Encourage and support staff to have a go and experiment. Reassure them it is safe to make mistakes.
- Provide opportunities and encourage discussion of practice with others both internally and externally.
- Document practice and learning.

Motivate and sustain commitment. By sharing and celebrating what works and what does not, staff will be able to learn and develop their own practices whilst also feeling part of a community engaged in participation. By creating opportunities to share good practice, a record outlining the successes and evidencing practice can be developed. This can also stop staff feeling they constantly have to generate new ideas and ways of working.

For participation to work it needs the involvement of all staff and for everyone to see participation as part of what they do. This means recognising and valuing the participation work that is happening and encouraging new ideas, some of which may not succeed.

On-going reflection and self-evaluation by staff, children and young people on participatory practice can help to increase positive outcomes and ensure you continue to learn and develop. There is growing recognition of the use of participatory action research as a useful tool for evaluation. It is an approach to improving practice by changing it and learning from the consequences of change and the Find out more section will signpost you to some more information on this. Busy practitioners often feel they do not have time to stop and reflect on what they do. Many need encouragement and support, including time and systems that prioritise a reflective approach to developing participatory ways of working.

Top tips on how to internalise new ways of working

The following ideas on how to internalise new ways of working were generated by staff teams who worked with consultants from Participation Works. The consultancy was provided to help organisations develop their own culture of participation.

Frontline staff:

- Develop internal communication: develop and share a defined participation structure and processes; create more participation meetings and/or develop events across projects; share information, good practice and ideas.
- Have a process in place – a more defined structure.
- Produce a monthly newsletter to share participation practice and encourage enthusiasm for participation across the organisation.
- Encourage service users and staff to visit other services like theirs to get ideas.

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Project managers:

- Ensure all staff have a common vision by developing and communicating the vision.
- Put participation on meeting agendas with staff.
- Improve communication of commitment to participation to service users – develop systems and welcome feedback from them.
- Evaluate objectives and set targets that are realistic.
- Encourage pilot participation projects.
- Develop an intranet feature to develop internal communications (see above).
- Develop some form of KPI (key performance indicator) for participation that is linked to job descriptions and annual appraisals.
- Support plans that are already happening.
- Recognise and feed back to staff and clients any milestones that are achieved.

into decision-making processes of which formal engagement such as young people's involvement on a board of management is just one opportunity.

- Hold regular participatory events for both staff and young people to attend and enjoy together.
- Learn from mistakes in a structured fashion.
- Provide regular forums to challenge current practices and processes so that staff do not get stuck in the rut of doing things because that is the way they have always been done.

Summary

This How To guide has offered evidence to outline what organisations need to do to start on the road to building a culture of participation. From the identification of the need for change, through an establishment of champions and catalysts for change, this guide has led you through to examples of internalising and institutionalising new ways of working. The *Building a Culture of Participation* handbook is the place to go if you want to find more details and practical advice but together these resources demonstrate clearly the importance and value of integrating children and young people's involvement in decision-making across all areas of your organisation.

Institutionalising new ways of working

Policies and standards. If new practice is to spread and become embedded within your organisation it is important that policies and standards are in place to support that practice and guide members of the organisation in how to work.

Here are some examples of policies and standards you could develop or change:

- Change job descriptions to include participation.
- Establish clear performance indicators for both individuals and projects that cover participation.
- Ensure that all staff spend some time just talking to each other about what participation means to them and to children and young people if they have access to them in their work.
- Link all work and policies to the overall vision clearly identifying the role of participation and involvement.
- Develop a range of structures that feed

Find Out More

This list of references and resources should help you find more detail information and follow up areas of interest. (All websites checked 16 September 2009).

References

Communities and Local Government (2006). *Strong and prosperous communities – the Local Government White Paper*. Norwich: The Stationery Office. Available at: <http://tinyurl.com/qgr27l>

Department for Children, Schools and Families (2009). *Your child, your schools, our future: building a 21st century schools system*. Norwich: The Stationery Office. Available at: <http://tinyurl.com/mdawgw>

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Kirby, P and others (2003) *Building a Culture of Participation: Involving children and young people in policy, service planning, delivery and evaluation*. Research report and handbook. London: NCB.
Download the research report at: <http://tinyurl.com/pqbwra> and the handbook at: <http://tinyurl.com/necrsr>

Pasteur, K (2001) *Changing Organisations for Sustainable Livelihoods: a map to guide change*. Brighton: Institute of Development Studies, University of Sussex.

Useful links

Participation Works has a wealth of resources available to download on its online Gateway. Visit www.participationworks.org.uk to find: *Participation legislative duties and drivers*, *How to involve children and young people in applying for funding*, *Evaluating Participation Work* – guide and toolkit

Action for Children (2008) *The Right Choice* resource on recruitment and selection. Download at: www.actionforchildren.org.uk/participation

Hertfordshire Children's Trust Partnership *Participation Toolkit* is available to download at: <http://tinyurl.com/lz4u2o>

Other resources

Cutler, D. (2003) *Standard! Organisational Standards and Young People's Participation in Public Decision Making*. London: Carnegie Young People's Initiative. Download at: www.carnegieuktrust.org.uk

Wade, H, and Badham, B (2003) *Hear by Right: standards for the active involvement of children and young people*. Leicester: National Youth Agency. You can access the Hear by Right web pages at: <http://tinyurl.com/lp5jxt>

The CYE Journal – children, youth and environments – has a number of articles illustrating participatory action research. You can register for free and search the archive at www.colorado.edu/journals/cye

More articles on participatory and action research approaches can be found in the Participation Works Gateway learning and research topics section. Find them at: <http://tinyurl.com/qu9o3r>

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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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