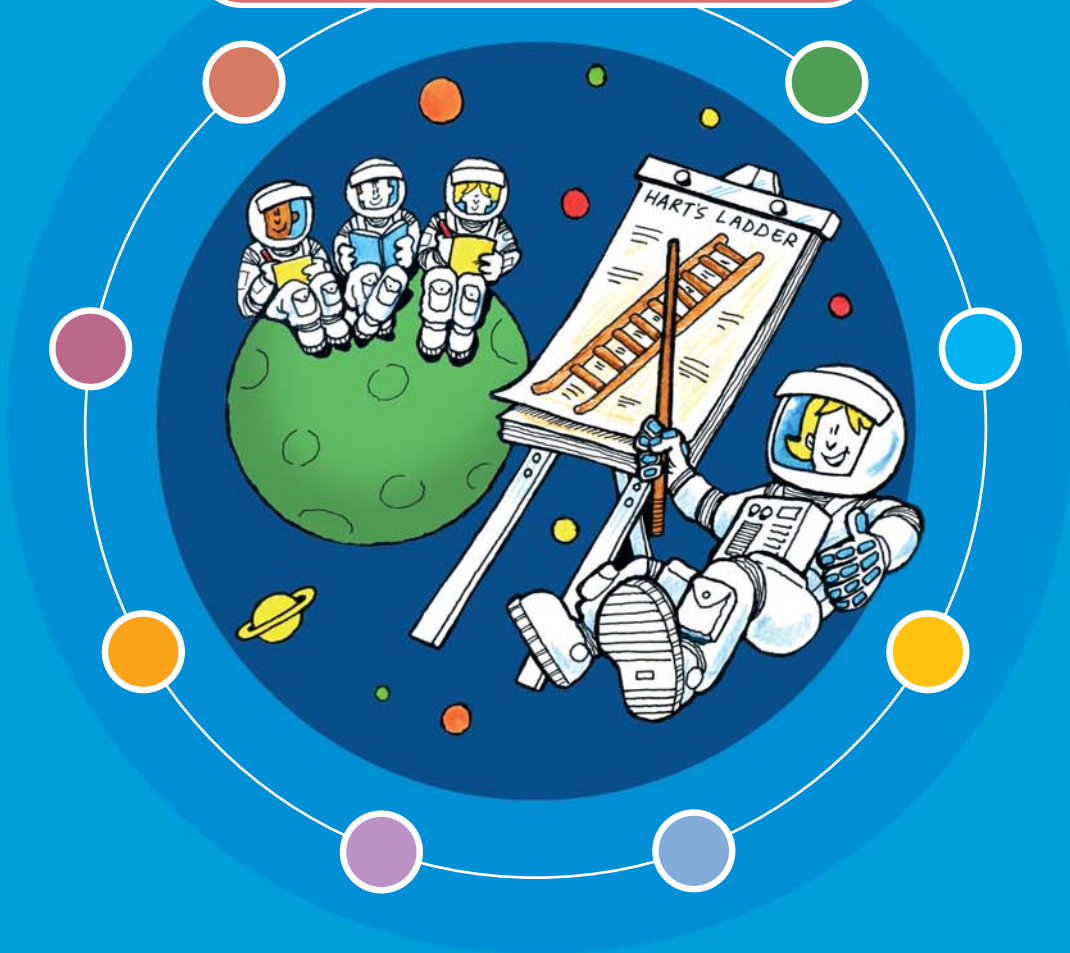
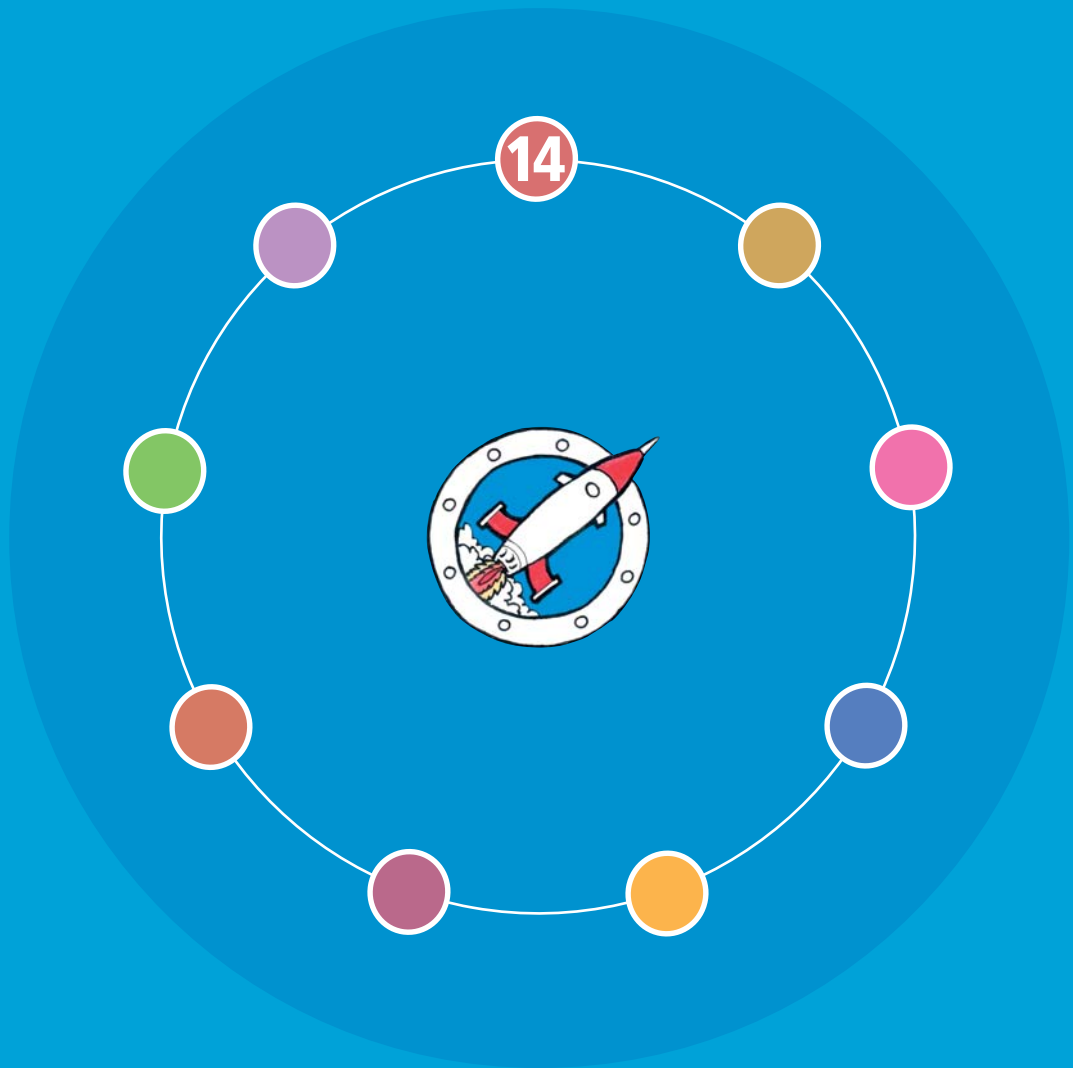


**GUIDES TO INCREASING PARTICIPATION  
OF CHILDREN AND YOUNG PEOPLE**

**14**

**TRAINING ON CHILDREN AND  
YOUNG PEOPLE'S PARTICIPATION**





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## ? What will this guide tell me?

This guide has been developed to support organisations and individuals who want to deliver or commission training intended to increase the participation of children and young people in decision making. It provides the agreed core elements of a training programme, key points for delivery and references to resources and support materials. Effective participation of children and young people is essential for every organisation whose work impacts on children and young people. To understand the background to participation in Wales please read this guide in conjunction with Blast Off! Guides 1, 2 & 9 (see resources section at the back of this guide).

## ? What do we mean by children and young people's participation in Wales?

All children and young people in Wales have a right to express their opinions and be respected, for their opinion to have an effect and to take part in decision-making at all levels. This right is enshrined in Article 12 of the United Nations Convention on the Rights of the Child (UNCRC), which states that:

***'Children have a right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.'***

Participation is part of the process of valuing and respecting children and young people and including them in a democratic society. There are also political, social and economic reasons to do this. Services and policies will be more effective and efficient when they are planned, delivered and evaluated on the basis of the identified needs of the children and young people using them, and with their involvement. To understand the benefits of participation see **Blast Off! Guide 2: Making the Case**.

### **Why is training on children and young people's participation important?**

The Children and Young People's Participation Consortium for Wales has identified a number of priorities for joint working at a national level in terms of moving forward the agenda for the participation of children and young people in decision making in Wales. Training in participation - for both adults and children and young people - is viewed as crucial for raising awareness, building capacity and cultural change. Recent studies indicate that as few as 8% of school children in Wales know about their rights (including participation) under the UNCRC. Similarly, the UNCRC Concluding Observations have focused on the need for the knowledge of the UNCRC and participation across the children and young people's workforce and professionals in Wales. The Welsh Assembly Government is supporting the development of the Common Core of Skills, Knowledge and Understanding for the Children and Young People's Workforce in Wales, which this guide has fed into.



## What should training on children and young people's participation look like?

- Participation training should be a process and not a one-off event. It must explore where people are starting from and where they want to be and should include some element of action learning. A common understanding and definition of participation and the benefits should be achieved.
- Training should be based within a child rights framework i.e. the UNCRC and Article 12 and within the current Welsh policy context on children and young people i.e. Youth Support Services, Rights to Action, Youth Work Curriculum Statement for Wales, and the Participation Consortium.
- There should be a practical 'how to' element in the training i.e. exploring the range of different ways children and young people can participate including good practice and case studies. There should also be training in the skills that facilitate participation.
- An understanding of diversity and inclusion in relation to participation should be included (see **Blast Off! Guide 7, Ensuring Inclusion**). To enable effective learning, training delivery should be participatory and encourage participants to contribute.
- A co-facilitation model, involving young people in the delivery of training is advocated as the most effective approach.



## What should be in the training?

The Children and Young People's Participation Consortium for Wales has agreed on the core content of children and young people's participation training in Wales. Delivery of any children and young people's participation training is to incorporate the following participatory methodology:

1. **Pre-assessment of learners needs and experience:** the level their organisation is at in terms of children and young people's participation (i.e. pre-course questionnaire)
2. **General training introduction to include:**
  - a. Introductions
  - b. Working agreement for all participants and trainers
  - c. Aims, outcomes, and overview of training
  - d. Expectations; Hopes & Fears
  - e. Exercise on 'Where am I now' – this is a useful exercise for participants to identify how well children and young people are currently enabled to participate in their work/organisation.



**3. Background to development of children & young people's participation at international, national and local levels, including:**

- a. UNCRC & Article 12
- b. Policy context\*
- c. Structures\*
- d. Definition of Participation
- e. Importance of inclusion

\*Subject specific legislation, information, examples (see Standards Sector Briefings in Resources section) and materials to be included in these sections.

**4. The National Children and Young People's Participation Standards**

- a. Include background, status and application of the Standards

**5. Benefits of participation** (see Blast Off! Guide 2: Making the Case)

- a. Benefits to the individual
- b. Benefits to organisations
- c. Benefits to the community

**6. Different models of participation**

- a. Participation Pyramid
- b. Treseder's Model
- c. Roger Hart's Ladder of Participation
- d. Shier's Pathway to Participation

**7. Barriers – and how to overcome them**

- a. Exploring barriers: use two drawings – one of the outline of a young person on a large sheet of paper and one of the outline of a building. Write the internal barriers inside the outline and the external barriers outside the outline, in each case.
- b. Split into three small groups and ask each group to consider one of the types of barriers listed below and what can be done to overcome them:
  - stereotypes/media representations;
  - adult attitudes/decision making processes.

**8. Methodology and technique:** look at language; approach; methodologies; learning styles; physical issues, explore different types of intelligence (could refer to Howard Gardner's theory on multiple intelligences).

**9. Scenarios:** explore practical examples of good practice – split into small groups, give each group a scenario and ask each group to consider issues of:

- Information and how it should be presented?
- How children and young people can be consulted?
- How hard to reach groups can be included?



10. **Action planning:** what can the participants do in their organisation as a result of the training - could apply the National Children and Young People's Standards/ roll-out the training. Could complete their own Action Plan and postcards: "In three months time I will have achieved the following change in my team/organisation".
11. **References, resources and support materials\*:** include the relevant resources for participants to use before and after the training (see Section 7 of this guide).
12. **Follow up:** explain to participants that their postcards will be sent to them in three months time to remind them of the changes they have pledged to make. It is also useful to know any training they have rolled out in their own organisation or wider.

\*Most of the above resources are available on the Participation Workers Wales website (see Section 7: Resources).



## How should I deliver the session? Guidelines on co-training with young people

1. Trainers to meet before the start of the course, preferably a day or two before. Get together with the young people (preferably 2 young people works well) you will co-train with before the event (informally) to get to know them; developing a good relationship is crucial to working well together. Consider pros/cons of co-training and need for trust; respect; recognition of what each trainer can contribute - needs time. A 'training contract' could also be drawn up between you to explore one another's training styles.
2. Hold a pre-training planning session with your co-trainer's to go through the course and agree how you will support each other (cover how each of you will be introduced to participants; 'signs' you will use to ask for support; which of you will lead on each section/exercise; whether you are happy if your co-trainer 'chips in' or not). Also agree how you will de-brief and review the course after the session.
3. Prepare the materials you will use together and be clear about who is doing what.
4. Find out what practical support the young people need, e.g. transport (and how this affects timing), money for fares, etc, and offer it.
5. It is OK for the young people to deliver as much or as little of the course as they feel comfortable with and this will develop over time/as they get more confident.



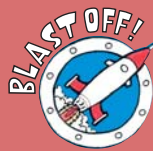
6. Agree how Young Trainers will be rewarded: as a minimum a letter acknowledging their contribution and thanking them, but also consider vouchers; outings; payment (within the law), certification; accreditation. For more guidance on this please read Blast Off! Guide 10: Recognition/Incentives, Rewards, Remuneration and Accreditation for Children and Young People's Participation.
7. Through the Young People Say programme, the Participation Unit will be training young people to become participation trainers who could also co-facilitate training sessions. See below for more information.

## Case Studies



### **Case Study - Young People Say Training Team, Participation Unit**

The Participation Unit based at Save the Children has developed a young volunteer led training team called 'Young People Say', which is funded to deliver training on participation to adults across Wales. The 'Young People Say' project was set up by a young person in order to offer young people aged 16-21 a chance to influence children and young people's participation across Wales. The 'Young People Say' teams have trained Divisional Link Officers in the Welsh Assembly Government, Torfaen Youth Service Officers, Welsh Women's Aid and Local Councillors amongst others. For more information about this project, please contact the Participation Unit at Save the Children.



### **Case Study - Training the Trainers in Children and Young People's Participation**

The Participation Unit at Save the Children alongside the Participation Consortium Training Sub Group have developed a Train the Trainer's course on children and young people's participation. Delegates from a range of services/organisations across Wales have attended the training and are now rolling it out in their local area/organisation. One of the key aspects of the training model is co-facilitation with young people who are paramount in getting the participation message across. One of the training outcomes was for the delegates to have learned skills to encourage individuals and organisations to develop the confidence to challenge their own thinking and practice on the participation of children and young people in their work. The delegates left with an individual action plan to help them achieve this and a self-addressed postcard with three actions to be completed in three months time. The delegates' feedback from the two days training was extremely positive and will feed into the amendment of the pack to provide adequate training and resources for other organisations to take on.



### **Case Study - Rolling out National Training on Children and Young People's Participation**

52 teachers from primary and secondary schools from across the Vale of Glamorgan attended Pupil Participation continual professional development (CPD) training during a series of training events. The training was offered by the Children & Young People's Partnership in partnership with Community Focused Schools and the Youth Service. Learner voice is an area of school life which has an increasingly high profile, being a key element of both the Welsh Assembly Government's School Effectiveness Framework and Estyn's post-2010 Common Inspection Framework. The aim of the training was to develop awareness, knowledge and skills amongst teachers so they can more effectively promote and develop the active participation of pupils in decisions that affect them in schools. The training included exploring definitions of pupil participation; an overview of policy context and rights; recognition of benefits and barriers; an awareness of required skills, support and actions to a whole school approach in a variety of interactive ways. The training received positive feedback and further training events will be planned in future.



## Section 7: Resources

For signposts to general resources on participation see **Guide 9: Resources and Support**. Resources used for this guide include:

- Dynamix, *Participation: Spice it up!* Save the Children, 2002
- Dynamix, *Children's Rights: Spice 'em up!* Save the Children, 2009
- Sam Kaner, *Facilitator's Guide to Participatory Decision-Making*, Twelfth Printing, 2002
- Robert Jungk and Norbert Mullert, *Future Workshops: How to Create Desirable Workshops*, Institute for Social Inventions, 1996
- Schwarz, R. *The Skilled Facilitator*, Jossey-Bass, 2002
- Treseder, P. *Empowering Children and Young People Training Manual: Promoting Involvement in Decision Making*, Save the Children, 1997

### Downloadable Publications

#### National Children and Young People's Participation Standards

##### Do we meet your standards? Having a voice - having a choice!

The Participation Unit, based at Save the Children, and the Children and Young People's Participation Consortium are working to increase capacity and practice for the full and meaningful participation of children and young people in decision-making in Wales. There is a micro-site section of the Participation Workers' Network Wales website dedicated to the National Standards providing information on the background of the Standards, an online process of registering to complete a self-assessment as well as next steps to achieving the Kite-mark.

<http://www.participationworkerswales.org.uk>



### National Children and Young People's Participation Standards Sector Briefings

These briefings outline policies and practice relating to children and young people's participation in Youth Offending Services, Health, Youth Services, Education and Social Services. Each briefing makes the case for how the National Standards can be useful as a tool for measuring children and young people's participation in these sectors.

[www.participationworkerswales.org.uk](http://www.participationworkerswales.org.uk)

### Breathing Fire into Participation

By Trudy Aspinwall and Cath Larkins for The Children and Young People's Assembly for Wales (Funky Dragon) and Welsh Assembly Government, 2002. This Funky Dragon Guide to Participation is intended to help develop the effective participation of children and young people in decision-making in Wales.

<http://www.funkydragon.org>

### Blast Off Guides

The Blast Off series was developed by the Participation Unit on behalf of the Children and Young People's Participation Consortium for Wales. They are a series of good practice guides based on the experiences of participation workers in Wales.

<http://www.participationworkerswales.org.uk>

### Democracy Cookbook

The Democracy Cookbook is an extensive educational tool aimed at youth workers, teachers and other democracy practitioners for use with young people. It provides both the ingredients and recipes to explain how our democracy works.

<http://www.dopolitics.org.uk/toolbox-index/toolbox2/d-f/democracy-cookbook>

## Websites

- Funky Dragon, The Children and Young People's Assembly for Wales – where children and young people can express their views directly to Ministers and officials.  
[www.funkydragon.org](http://www.funkydragon.org)
- Pupil Voice Wales, a website for pupils and professionals containing useful resources and online games and quizzes.  
[www.pupilvoicewales.org.uk](http://www.pupilvoicewales.org.uk)
- Participation Workers' Network for Wales – a website for participation practitioners containing resources and a chance to network with other practitioners across Wales.  
[www.participationworkerswales.org.uk](http://www.participationworkerswales.org.uk)
- The Children's Commissioner for Wales – a website for children, young people and practitioners. The Children's Commissioner speaks out for children and young people and works to make sure that they are kept safe and that they know about and can access their rights. [www.childcomwales.org.uk](http://www.childcomwales.org.uk)