SCRUTINY REVIEW ON YOUTH DEMOCRACY

March 2005
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Youth Democracy Review

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1. EXECUTIVE SUMMARY

1.1 The main reason for this Scrutiny Review was to determine what the Council needed to do to increase young people's involvement in the community and in democratic processes.

1.2 Our aim was to make constructive recommendations about the kind of things the Council could do to encourage young people to participate and to look at the advantages to them and to the community which could result.

1.3 During the course of this review we:
   - had a meeting in a youth centre with young people;
   - visited Gladesmore School, where we met the Head of the Citizenship Curriculum, Carrie Supple of the Citizenship Foundation and young people some of whom were members of the School Council;
   - we heard about the purposes and advantages of Haringey's young people appointing a local Member of the UK Youth Parliament;
   - met young people from Lambeth and Lewisham who spoke to us about the youth structures in their areas and how they were enabled to participate in their Council's affairs;
   - had meetings with experts, officers from voluntary organisations, national bodies concerned with youth democracy and council officers to discuss the kind of things which the Council could do and the help which could be given by other bodies.

1.4 As a result of the above process, which is detailed in our report, we have made the following recommendations:

   - That the Officers report to an early future meeting of the Executive on implementation of the proposals set out below and the resources required, including the appointment of an Officer solely responsible for young people's democracy (Section 4.2)

   - That the Council
     - carries out the post 16 citizenship audit referred to in Paragraph 4.3.3 and Appendix C,
     - reviews the way in which the citizenship curriculum is delivered in Haringey schools to see whether this can be improved and consider the appointment of an advisor with specific responsibility for the citizenship curriculum (Paragraph 4.3.4),
     - encourages schools to adopt best practice in forming School Councils, appoint pupils as associate school governors and involve them in the running of schools in the manner set out in Paragraphs 4.4.4 and 4.4.5,
• encourages community projects such as those facilitated by the Citizenship Foundation (Paragraphs 3.4 and 4.4.8 to 4.4.11),
• commissions a survey to identify voluntary youth clubs in the Borough and discusses with them the advantages of being affiliated to the Council’s Youth Service (Section 4.5),
• establishes a new Haringey Youth Forum and consults young people on its structure and constitution in the manner outlined in Paragraph 4.6.5.

• That Haringey young people be given an opportunity to elect a Member to the UK Youth Parliament (Paragraph 4.6.6).

• That the Council aspires to the “Hear by Right” advanced standards and commission the National Youth Agency to give appropriate training (Paragraph 4.7.1).

• That the Youth Service be resourced to provide advice and assistance on all consultation exercises involving young people which must adhere to the guidelines set out in Paragraphs 4.7.4 to 4.7.7.

• That there be regular meetings between the Consultant who advises on consultation exercises, Exposure, appropriate officers and the Council’s Youth Service to discuss the way in which consultation should be undertaken (Paragraph 4.7.8).

• That the Council:
  ➢ sets up a young people’s consultation panel and consider agreeing a Youth Charter with young people (Paragraphs 4.7.4 and 4.7.9)
  ➢ appoints one Executive Member as a Youth Champion and invites the proposed new Haringey Youth Forum to elect any backbench Councillor as a second Youth Champion,
  ➢ establishes a dedicated web site and e-mail facilities to answer young people’s queries,
  ➢ buys into Connexions kite marking project,
  ➢ participates fully in events such as Local Democracy Week
  ➢ encourages community projects involving young people,
  ➢ sets up a data base of community institutions and groups who would welcome help from young people (Section 4.8).

• That the Officers report to the February/March 2006 meeting of Overview and Scrutiny Committee on progress in implementing our recommendations so that consideration may be given as to whether further scrutiny is required (Section 4.9).
2. BACKGROUND TO THE REVIEW

2.1 Reasons for the Review

2.1.1 There has been mounting concern in recent years about voters' apathy at both local and general elections, but the rate of decline is much more marked in young people between the ages of 18 and 24. In 1997 68% of voters in this age group cast their vote, whereas in 2001 it had fallen to just 39%. The situation is worse in some areas. Operation Black Vote for instance was set up to encourage young black people to become more involved in the political process.

2.1.2 The Electoral Commission has pointed out that if this rate of decline continues, the number of young people voting at the next General Election could be less than 25%. Clearly urgent action needs to be taken to encourage young people to re-engage in the political process.

2.1.3 Two years ago MORI undertook research into the attitudes of the group they called 'Disaffected Youth' and concluded that:

>'Though (young people) have well-formed opinions on, and are able to discuss issues such as mobile phones, sex, crime or their local neighbourhood; they have little patience with political debate, which seems to them to occupy a parallel universe to the one they inhabit. It should not be assumed that this group are 'apathetic'. They have strong opinions and often feel passionately about public service delivery issues that impact on their life and work. However, they do not make the connection between their personal dissatisfaction with a particular aspect of public life and participating in the traditional political processes as a way of expressing that dissatisfaction or seeking a solution to these problems.'

2.1.4 One of the reasons why young people appear to be apathetic could be the way in which some politicians behave. Government also sometimes appears not to be listening to what people have to say. Perhaps it is the politicians who need to change, not young people, e.g. by moving away from the present situation where spin sometimes seems more important than substance.

2.2 The Importance Of Consulting Young People

2.2.1 There, however, are other reasons, apart from electoral apathy, for consulting young people. The UK has ratified Article 12 of the European Convention for the Protection of Human Rights and Fundamental Freedoms which provided that children should be heard in any judicial or administrative proceedings affecting them. This viewpoint is enshrined in the Children Act 1989.
2.2.2 Article 12 of the UN Convention of the Rights of the Child provides that 'parties should ensure that the child is capable of forming his or her own views, has the right to express those views in all matters affecting the child and that the views of the child be given due weight in accordance with the age and maturity of the child.' Article 13 continues by stating that, 'the child shall have the right to freedom of expression'.

2.2.3 Paragraph 5.16 of the Government's Green Paper "Every Child Matters" affirms that services "should involve children and families in putting together the picture of their needs and in designing the services to meet those needs". In Paragraph 5.48 it is stated that "the Government is committed to providing more opportunities for children and young people to get involved in the planning, delivery and evaluation of policies and services relevant to them".

2.2.4 Published with 'Every Child Matters' are 26 targets and 13 other key indicators including the percentage of children in secondary schools participating in election of school council members, mock general elections and voluntary and community engagement.

2.2.5 In the last year all government departments have had to prepare plans of their proposals for including young people in the decisions they make. Central government has also encouraged local councils to develop consultation processes which involve young people. For instance, they have asked local authority youth services to provide details of the way young people participate in decision making.

2.2.6 The increasing importance of involving young people makes it clear that the development and implementation of proposals which encourage young people to participate in democratic processes and to express their views about Council proposals, could, as a by-product, assist the Council in improving its corporate rating. However, the main aim of this review is to look at what needs to be done to equip young people with citizenship skills which increases their ability to participate in society at both national and local level.

2.3 The Way In Which The Scrutiny Exercise Has Been Carried Out

2.3.1 The aim of the review was to examine how Haringey prepares young people under 20 for participation in democracy. This involved scrutinising Haringey's youth forum and school council arrangements including;

- young people’s participation in council and school decision making
- how the youth curriculum provided for the democratic involvement of young people within youth service activities
the manner in which the Council consulted young people, bearing
in mind good practice.

2.3.2 We also agreed:
• That the review would be, as far as possible, a cross-cutting one
  and not just involve the Education Service.
• That the aim of the review would be to try to make
  recommendations which would add value to the Council's services.

2.3.3 It had been our initial intention to invite 1 or 2 young people to join the
panel to represent the views of their peers. The possibility of doing this
was discussed with Connexions, the Council's Youth Service and
Exposure (the young people's magazine) but could not be proceeded
with as there was no mechanism in place to elect representatives.
Hopefully one of the results of our review will be to make it easier to
elect representative young people in future.

2.3.4 We did not appoint an independent expert to advise us on the matters
under review. Rather we decided to make use of the specialised
resources available to the Scrutiny Office and the expertise of council
officers to identify a range of organisations and individuals who could
give us different views about this matter. In this connection we wish to
thank the agencies and officers listed in Appendix A.

2.3.5 One of the advantages of this approach is that it has encouraged
council officers to network with officers from other services as well as
with representatives from other agencies and voluntary organisations.
We hope that this will lead to the dissemination of good practice which
was one of the overriding objectives of the review. Our Chair has also
encouraged and facilitated this process by on several occasions
meeting officers and outside agencies to discuss how they can help
each other.

2.3.6 Our first two meetings were concerned with determining the focus of
the review, on the present situation in Haringey and the lines of enquiry
which the panel could adopt in order to make recommendations which
would add value to the Council's services. We also had meetings in a
youth club and Gladesmore School to find out what young people
thought. We had intended to visit the Council's Leaving Care Team to
find out what youngsters there thought but unfortunately it was not
possible to arrange this.

2.3.7 A number of our meetings were in the form of seminars to which expert
advisors and agencies were invited. We heard presentations from:
• The National Youth Agency on "Here by Right" and "Act by Right"
• Jan Newton, the Department for Education and Skills' Advisor on
  Citizenship Issues
• Derry Hannam, a visiting Fellow of the University of Sussex and
  former Director of the Phoenix Educational Trust.
2.3.8 We also heard the views of:

- the Electoral Commission
- The Hansard Society
- Kierra Box (a young person who has established a well-known pressure group)
- Connexions and a number of council officers.

2.3.9 In our final meeting young people from Lewisham and Lambeth attended to talk about the youth forum and council structure in their areas and how they enabled them to participate in Council affairs. A former Member of the UK Youth Parliament also explained the way in which that organisation operated and the benefits which could be gained from Haringey fully participating in its activities. All the young people who had attended one or more of our previous meetings were invited to this one so they could participate in the discussions.

2.3.10 Information was also obtained about the youth structures of other local authorities who are regarded as leaders in this field, including Gateshead and Sunderland. Attached as Appendix B is a list of the main documents consulted during the course of this review.

3 THE PRESENT SITUATION IN HARINGEY

3.1 Partly because of the lack of resources in the past Haringey’s youth services and youth forum structure are not as well developed as some other local authorities. However, the position has begun to change. Additional resources have been made available, the Bruce Grove Area Project is being redeveloped, a new Head of Youth Services has been appointed and there are clear plans to raise the profile of youth services in the borough. It was clear from our discussions with young people and staff that they were enthusiastic about and committed to the kind of things we discussed during the course of this review. A scheme was in operation whereby the young people were mentored by those above them and trained to become youth workers themselves if they so wished. Some young people also seemed to be involved in the organisation’s activities and the way in which the Council’s youth centres operated.

3.2 Approximately 1800 young people attend or are involved in the Council’s youth services. In addition, there is a range of youth activities provided by voluntary organisations and it is estimated that these cater for a further 1800 young people.

3.3 In common with many other local authorities the structure and facilities for young people are patchy. Some things the Council has set up have been groundbreaking and innovative. For instance, the Council set up Exposure, which is a magazine written for and by young people and which has won awards for its innovative approach. All Haringey
secondary schools and approximately half of its primary schools have school councils. Some of these participate quite fully in school activities, e.g. at Gladesmore School we were told that the School Council had been involved in awarding the catering contract and had interviewed the candidates for the post of Deputy Head. Gladesmore's school councillors also had lunchtime surgeries and took up fellow pupils' problems or queries. However, school councils were less developed in some schools.

3.4 Young people in the Borough have also been involved in community projects - in some cases with support from outside bodies, e.g.
- Pupils at Gladesmore School were involved, with support from the Citizenship Foundation, in a project to reduce gun crime in Tottenham. This project is dealt with more fully in Paragraph 4.4.6 and 4.4.8.
- With the help of New Deal for Communities and the Citizenship Foundation, young people aged 9 to 17 living on the Stonebridge Road Estate set up a youth committee to campaign for change in their local area. They devised a campaign called "make a change", organised a successful "make a change" fun-day event and the Council agreed to put into action all their proposals for tackling issues such as crime and community safety. They are now discussing a compact with the Council to identify what needs to be done and by whom. Even more importantly the people involved indicated that they felt more confident as a result of their involvement in the project and related more to older people on the estate. As a result of the success of this project other groups are considering something similar.

3.5 There is a Haringey (Schools) Youth Forum but it has not been as active or as well resourced as some other boroughs' forums. Also the Youth Service arranges for groups of young people to meet and discuss youth activities, community and global issues and Council services.

3.6 The Council's Education Service has produced a resources booklet entitled "First Citizen" which provides information about the way it works and copies of this have been circulated to all primary schools. Officers have also been looking at a range of measures for giving young people a voice in the development of the new children's service, including a proposed Children's Fund Participation Project which would support a young people's participation panel to disseminate good practice across statutory agencies and the voluntary and community sector.

3.7 Haringey is assisting the local Police Consultative Committee in planning a youth conference in October to look at issues such as crime and young people's attitude towards the Police.
3.8 In conclusion we found that Education Service’s officers were generally fully committed to encouraging young people to participate in democratic processes and as enthusiastic about this task as we are. We hope that our report and the recommendations we make will help take this process forward.

4.0 THE OUTCOME OF OUR SCRUTINY

4.1 General

In this section we make recommendations about resources, citizenship, student participation in running schools, the Haringey Youth Forum, the way in which the Council could consult young people and actions which could be taken to encourage them to participate in democratic processes.

4.2 Resources

4.2.1 Many of the recommendations in this report will, if adopted, inevitably place further demands on members and officers’ time and so will have resource implications. In our view these are not likely to be major and are essential if the Council is to fulfil its ambition of creating a structure in which young people can participate fully in democratic processes. We would suggest that the Executive should ask officers urgently to investigate and report back on implementing the proposals contained in this report.

4.2.2 In this connection there are a number of organisations who make grants towards youth participation projects and officers should explore these avenues so as to maximise the funds available to the Council. There are also a number of organisations that could help the Council to encourage youth participation. The position regarding these is explored further in Paragraphs 4.8.3 and 4.8.4.

4.2.3 Recommendation

4.2.4 That the Officers report to an early future meeting of the Executive on implementation of our proposals and the resources required including the appointment of an officer solely responsible for youth democracy.

4.3 Citizenship

4.3.1 Since August 2002 citizenship has been a statutory national curriculum subject for all pupils in Key Stages 3 and 4 (11-16 year olds) and a national voluntary one for primary schools. However, the Government has given serious consideration to citizenship education for those aged over 16 and the report of the Working Group on 14-19 Year Olds (Tomlinson Report) identified citizenship as being central for all
learners. The Tomlinson Report also suggested that young people should carry out an extended personal research project and wider activities that reflect their personal interests and enrich their lives by engaging them as active citizens in the community. The report concluded by recommending that these activities should be recognised in a diploma framework.

4.3.2 The benefits of post-16 citizenship are seen as preparing young people for the challenges and opportunities they face in the future:
- Teaching them about rights and responsibilities
- Helping them to understand how society works
- Equipping them to play a full part in the democratic process
- Increasing their motivation for learning
- Developing their confidence and self esteem
- Involving them in active learning about real issues and problems
- Giving young people the citizenship skills they need to work with others on issues that concern them and to become team players.

4.3.3 The Qualifications and Curriculum Authority suggests that a good starting point for developing post-16 citizenship would be to carry out an audit asking the questions set out in appendix C. In our view it is essential that this is done and we hope that much of what we say in our report will inform this audit. The Council may also wish to consider encouraging schools to participate in the Department for Education and Skills' partnership initiatives.

4.3.4 Although we have not looked at the way the citizenship curriculum is delivered in Haringey Schools, we are aware of national concerns about the variability in the way schools deliver it. This is an issue that Education Services should address.

4.3.5 Recommendations

4.3.6 That the Council carries out the post 16 citizenship audit referred to in Paragraph 4.3.3 and Appendix C.

4.3.7 That the Council reviews the way in which the citizenship curriculum is delivered in Haringey schools to see whether this can be improved and appoint an advisor with specific responsibility for citizenship education.

4.4 Student Participation in Running Schools

4.4.1 Section 176 of the Education Act 2002 requires the views of young people and children to be considered and for them to be involved in decisions. Whilst schools are not statutorily required to facilitate the creation of school councils, the Government encourages them to do so and this is reinforced by OFSTED's "Inspecting Citizenship". However we were told that research indicated that, whilst the Citizenship Order and the OFSTED Inspection Guidelines had had an affect on the
number of secondary headteachers claiming to have student councils in their schools, the number which operated effectively is still relatively low. Indeed, an International Citizenship Education Study suggested that, whilst as many as 94% of secondary schools had a school council, only 64% of students felt that they had an opportunity to be involved in running their school and only 33% indicated that they had been involved in electing council members. This is reinforced by the second annual report of the Citizenship Education Longitude Study, where only 50% of year 7 in the 112 schools sampled had participated in school council elections and only 12% had played some part in their council's activities. Case studies also revealed that 'many school councils are not seen as effective by students and are often badly led, organised and advertised'.

4.4.2 All Haringey's secondary and about half its primary schools have school councils but there is a wide variation in the way in which they operate. Not surprisingly, the more effective the school council, the more likely pupils will participate in it.

4.4.3 Experts suggested to us that the more effective the school council, and the more pupils were engaged in running the school, the more likely examination results would improve and fewer pupils be excluded or absent from the school. Also the more young people participated the more they learnt about "active citizenship". Nor is age a barrier! Whilst we have not examined practice in primary schools, we are aware of examples of primary school councils being involved, for example, in awarding the school meals contract.

4.4.4 We also considered other methods of involving young people in the running of the school, including appointing them as associate governors and involving them in researching school projects. There is a national pilot scheme for involving young people as associate governors and in some countries (e.g. Denmark) it is a requirement for them to have full voting rights.

4.4.5 No matter how much the Council is in favour of student participation, it has no power to order schools in the area to ensure that their pupils are engaged in the running of the school. All that a Council can do is encourage and ensure the dissemination of best practice in both primary and secondary schools. This could take the form of:

- Ensuring that student participation, including local and national good practice, is discussed at Heads' Conferences and meetings.
- Arranging for schools to receive latest publications on good practice including guidelines for school councils and the advantages of having them. Attached, as Appendix D, is a checklist of good practice prepared by Gateshead.
- Giving advice about student participation.
- In association with the school, arranging for experts to attend meetings to advise on student participation.
• Encouraging schools to send staff on training courses on student participation and possibly to make a sum of money available for that purpose.
• Encouraging all secondary schools to make copies of Exposure magazine available to all their pupils and to urge their pupils to volunteer to participate in the production of this magazine.

No one method is more likely to be more successful than any other but the whole tenure of the Council's advice and assistance should be to emphasise the value and advantages which would result from encouraging student participation, whether through:
• school councils,
• appointing associate student governors,
• doing research on behalf of the school; or
• individually to be involved in decision making.

4.4.6 We are, however, encouraged by the readiness of Council officers to help in spreading good practice. For instance, Derry Hannam at one of our meetings told us about a book setting out good practice for primary school councils which officers immediately made available to all our primary schools.

4.4.7 It was a matter of concern that the experts we interviewed stated that school councils were not always being used to support pupils when they transferred from primary to secondary schools. Indeed, in some cases, the lack of an effective school council in the early years of the secondary school caused problems for young people who had been involved in their primary school council. Clearly it is essential that school councils are developed both in primary and in secondary schools in a consistent way so as to ensure young people's continual development.

4.4.8 Besides establishing a school council, there is further work which could be undertaken in schools through organisations such as the Citizenship Foundation. The aim of their work is to increase young people's ability to bring about political change in their community and in particular to:
• enable participants to run a campaign,
• increase participants' confidence in themselves as active citizens whatever the outcome of the campaign,
• enable young people to work in partnership with adults.

4.4.9 The Foundation asks 11-18 year olds to submit ideas for tackling problems in their schools or community, such as discrimination, drugs or homelessness. Proposals have to be defined and have achievable goals, as well as addressing needs in an innovative way. As a start the young people attend training sessions and a residential weekend course, aimed at helping them to realise their project through developing skills such as communication, campaigning, advocacy, participation, group work and decision making. Participants also receive sustained support after the training, including practical manuals.
on developing community projects, contacts and web sites and peer support. They also organise events to celebrate progress, the skills the participants have developed and to publicise and promote the project.

4.4.10 As already indicated, when we visited Gladesmore Community School we were told how the Citizenship Foundation had undertaken a project with that School to reduce gun crime in Tottenham. We heard from all concerned, including the Citizenship Foundation, that this project had been highly successful and that a number of pupils at the school had been heavily committed to it. Whilst projects such as this are in their infancy, clearly they need to be encouraged and schools whose pupils participate in such projects should be given help and encouragement by the Council. Also good projects like good practice should be shared with other schools and hopefully a Haringey Youth Forum will encourage this process.

4.4.11 The Foundation also assists young people in the community to develop similar projects.

4.4.12 Recommendation

4.4.13 That the Council encourages:

- schools to adopt best practice in forming School Councils, appoint pupils as associated school governors and involve them in the running of schools in the manner set out in Paragraphs 4.4.4 and 4.4.5
- projects such as those facilitated by the Citizenship Foundation.

4.4 Youth Clubs run by Voluntary Organisations

4.5.1 The Council does not have a detailed knowledge of the other organisations that provide youth activities and we suggest that an exercise should be undertaken to identify these organisations and to see whether it is possible to enter into a partnership to develop youth activities in the borough. Young people who attend the voluntary youth clubs identified should also be invited to participate in youth forums.

4.5.2 Some Local Authorities such as Enfield offer incentives to voluntary youth clubs that affiliate to the Council’s Youth Service including training youth workers and sharing facilities. This is an issue which should be explored by Officers

4.5.3 Recommendation

4.5.4 That the Council commissions a survey to identify voluntary youth clubs in the Borough and discusses with them the advantages of being affiliated to the Council’s Youth Service.

4.6 Youth Forums
4.6.1 Young people from Lewisham and Lambeth made presentations to us about the youth set-up in their boroughs and the way it mirrors their Council's structure. Lewisham's structure is shown at Appendix E and Lambeth's at appendix F.

4.6.2 The young people in both boroughs meet regularly and Lewisham also has a Young Citizen's Panel of about 300 members aged 11 to 19 who are consulted about policies, plans and proposals. Their views are also sought on issues such as health and crime. Lambeth, besides running a peer-mentoring group, has peer inspection groups for assessing youth club facilities. They have also developed materials and workshops for training police officers on how to talk to young people when conducting stops and searches. Both Local Authorities' youth organisations have an annual budget of between £160,000 and £185,000 and make use of external sources of finance.

4.6.3 We also had a presentation on the advantages of the Council's young people electing a Youth Parliament member. The Council's Head of Youth Services is pursuing this possibility.

4.6.4 There is a Council Youth Forum and representatives from 7 secondary schools attend its meetings, but it has not met recently. Young people agreed its Constitution, elected their own officers and invited key speakers. The Council consulted this Forum on a number of issues, including crime, environment, education, 16 plus provision and housing. However, if a Haringey Youth Forum is to be really successful and well attended, it is essential that it becomes part of a formal structure with sustained appropriate support (including transport), similar to that which exists at Lewisham and Lambeth.

4.6.5 In our view:
- All secondary schools in the borough should be invited to appoint representatives to attend youth forum meetings.
- Each school should be encouraged to have a separate election for the appointment of such representatives in which all pupils have the right to vote.
- Each youth group run by the Council should be invited to appoint representatives to the Youth Forum.
- Affiliated youth clubs run by voluntary organisations in the Borough should also be invited to appoint representatives to attend the Youth Forum.
- There needs to be a detailed consultation with young people as to:
  - the time at which they would prefer meetings to take place
  - whether meetings should be open to other young people
  - the number of representatives elected by each constituent body
  - whether they wish to appoint a youth leader and committees which reflect the Council's decision making structure
  - the venue (which we suggest might be the Civic Centre).
It should be recommended to young people that the forum should whenever possible meet 2 weeks before every formal Executive meeting. This would allow their views and minutes to be reported to the Executive and for decisions to be taken speedily. The Youth Forum should also be offered clerking support in preparing agendas, drafting minutes and preparing reports.

Appropriate officers and lead members should attend meetings at which issues which affect their areas are to be discussed, so as to advise on the Council's position.

There also needs to be feedback to constituent bodies, eg. youth clubs and schools.

It is essential that before developing the Forum young people should be consulted on what they require. There are plans to hold a young people's conference in July and it is suggested that this should be one of the items on the agenda. Elections to the new body should be arranged early in the new school year, so that the first meeting of the Forum takes place in late September/October.

That a sum of money, similar to that presently allowed to area assemblies, be made available to the Forum for them to spend on any projects which meets set criteria.

The Forum could decide whether to appoint young people to Area Assemblies or whether to create a youth area assembly structure, which feeds views through to the existing assemblies.

The Forum should also be given the opportunity to appoint representatives to appropriate Council consultation bodies.

That once the Forum is up and running it should be consulted on all Council proposals which interest it.

That the Forum's views should be sought about Scrutiny exercises to be carried out.

That the Forum be invited to undertake scrutiny exercises themselves with Council support.

There should be regular reports, possibly in Exposure, on Forum debates.

4.6.6 In addition to the Youth Forum structure, a representative from the Borough should also be elected as a UK Youth Parliament member. This should be done by giving every young person in schools and at youth clubs the right to vote. It is probable that the appointed member would also be a member of the Youth Forum but if they were not, they should be an ex-officio member.

4.6.7 It is only by creating the right structure and by encouraging young people to participate that the Council will develop active involvement by young people in the Council's affairs and create a Forum which can be constructively used to identify the services which young people want.

4.6.8 Although we have not recommended setting up a Forum for Haringey's primary schools this is something the Council may wish to consider in the future.
4.6.9 Recommendations

4.6.10 That the Council establishes a new Haringey Youth Forum and consults young people on its structure and constitution in the manner outlined above

4.6.11 That Haringey young people be given an opportunity to elect a Member to the UK Youth Parliament.

4.7 Consulting Young People

4.7.1 The National Youth Agency gave us a presentation on 'Hear by Rights', which are standards for the active involvement of children and young people and indicators for measuring how successful the involvement is. The Council should aspire to the "Hear by Rights" advanced standards (Appendix G) and arrangements made for the National Youth Agency to train appropriate councillors and officers. Attached, as Appendix H, is a ladder showing the degree of increased participation.

4.7.2 The benefits of consulting young people may be summarised as follows:

For the Organisation and its Partners
- Valuable information
- Fresh perspectives and new ideas
- Better services and more effective use of resources

For Children and Young People
- Increased skills, confidence and self-esteem
- Influence organisations and help bring about change
- Better services

For the Wider Community
- More vibrant local democracy
- Community cohesion
- An empowering environment

4.7.3 If the Council sets up the kind of youth structure we recommend it will be possible to use it to consult young people.

4.7.4 As a general guide, we suggest that young people be asked each year which Council issues they wish to be consulted on. One way this can be done is through the Youth Forum structure and the establishment of a Young Citizens Panel. Also:
- Consultation should be at the earliest possible stage and before any decisions have been made
- The method of consultation should be appropriate. At times it may involve music, pictures or be through a medium which is likely to
interest young people. However the views of Kierra Box of 'Hands Up For' should be borne in mind, i.e. that events and fun days when leaflets are handed out are sometimes seen by young people as both tokenistic and patronising.

- There is also a need to communicate with hard to reach children and this may be achieved, amongst other ways, by involving the Youth Offending Service, and by asking the Council's Leaving Care Team to arrange for their young people to appoint a member of the Forum, etc. Youth Workers who work in the community can also help by finding out why young people are not using services and what needs to be done to encourage them to do so. Connexions also have key workers who target young people who are hard to reach and their needs to be detailed discussions with that service on how they can help. Consideration also needs to be given to language and other possible barriers to participation.

- The Council could also consider setting up a Young Citizens' Consultation Panel similar to Lewisham.

4.7.5 It is essential that young people are informed of outcomes when they are consulted and if their views are not adopted then reasons should be given.

4.7.6 The Council already supports an innovative paper for young people, 'Exposure'. Whilst this is operated by a separate stand alone company, the Council could pay to place advertisements in it when appropriate. It may also be possible that the editorial staff of Exposure would be prepared to write articles publishing consultation events and consultation exercises. However, as Exposure is both edited and written by young people, it is important that the story appeals to them and that they do not feel that their editorial integrity is brought into question.

4.7.7 Consulting young people is a specialist task for which some expertise already exists in the Council's Youth Service. We would recommend that it should be a requirement that anyone undertaking a consultation exercise should consult the Youth Service on the way in which it should be done. The resources necessary to enable the Youth Service to undertake this work and be a corporate resource also need to be properly identified. The Youth Service's involvement must not, however, be seen as reducing other services' obligation to be fully involved in consultation exercises as good practice needs to be embedded across the Council.

4.7.8 In our view the consultant who advises on the way the Council undertakes consultation should meet regularly with Exposure, the Council's Youth Service and other appropriate officers to discuss the way in which consultation could be developed.

4.7.9 Exposure prepared a youth charter detailing rights and responsibilities of young people when accessing services for Connexions and the
Council should consider adopting something similar. This is especially important as one of the National Youth Agency’s standards is that a charter of shared values be developed with children and young people (see Appendix G)

4.7.10 **Recommendations**

4.7.11 That the Council aspires to the “Hear by Right” advanced standards and that the National Youth Agency be commissioned to give appropriate training.

4.7.12 That the Youth Service be resourced to provide advice and assistance on all consultation exercises involving young people which must adhere to the guidelines set out in Paragraphs 4.7.4 to 4.7.7.

4.7.13 That there be regular meetings between the Consultant who advises on consultation exercises, Exposure, appropriate officers and the Council’s Youth Service to discuss the way in which consultation should be undertaken.

4.7.14 That the Council sets up a young people’s consultation panel and consider agreeing a Youth Charter with young people.

4.8 **Encouraging Young People to Participate in Democratic Processes**

4.8.1 If the Haringey Youth Forum is to be successful steps need to be taken to encourage young people to participate in democratic processes. We suggest that the Council appoint two Youth Champions to represent the views of young people and help them resolve any problems they may have. In our view, because of the importance of this role, one of the Youth Champions should be an influential Member, such as the Leader of the Council or a Member of the Executive. The other Youth Champion should be any backbench Councillor elected by the proposed new Haringey Youth Forum. Between them they will champion youth issues, meet young people, attend the Borough’s Youth Forum and answer questions and queries, etc.

4.8.2 Some Councils, such as Kingston, have established web sites and email links whereby young people can ask questions about Council activities and receive a reply. There could also be a web site run by young people and which could be used as a discussion forum. One possibility which Exposure is looking at is to put a list of services available to young people in Haringey onto the Exposure website: training courses, youth clubs, activities, advice centres, etc. Then, like on e Bay or Amazon, users of these services could give a star-rating and post a comment about the service they received. Once again, these are initiatives the Council should adopt and officers should report on the cost of doing so.
4.8.3 There are a number of government agencies and organisations that provide outreach services for young people and, in some cases, make grants towards projects. As already indicated organisations such as the Citizenship Foundation and New Deal for Communities have been involved in projects with Haringey young people. Our Chair also facilitated a meeting between the Electoral Commission and council officers to discuss the way in which that organisation could help, in particular by providing democracy training to youth workers and young people.

4.8.4 It is essential that Haringey makes as much use as possible of other organisations. The Electoral Commission and Hansard Society, for instance, run a series of projects including encouraging young people to participate in mock elections, take part in email debates on topics of current interest and play 'electoral games'. They, and other organisations such as the National Youth Agency, Rowntree Foundation and the Carnegie Education Trust, give advice on youth issues. Some also make grants towards community projects involving young people. The Local Government Association's list of some of these organisations and contact numbers is attached as Appendix J.

4.8.5 We have not examined in any detail the issue of community service but there are a number of groups who would welcome support from young people. This could be facilitated by the introduction of a data base of such groups.

4.8.6 The Council could also buy into Connexions's young people's kite mark scheme which is a quality mark based on what young people believe to be important. It is capable of accrediting a wide scope of young people's services and supports and encourages continuous involvement of young people in services for them. Central to this scheme is the Youth Charter referred to in Paragraph 4.7.14. We understand that Connexions are training 50 young people as assessors.

4.8.7 Each year the Local Government Association and the National Youth Agency invite Councils to take part in Local Democracy Week which contains events such as:
- A quiz in which Councillors and young people take part;
- A take your Councillor to School Day, with local Members of Parliament also taking part;
- An electoral commission dice game;
- Mock elections
- A local government careers day concentrating on people under 26;
- A "Making a Difference Day" designed to encourage young people to do voluntary work for a day.

4.8.8 Last year this Council participated in the 'Take your local Councillor to School Day'. Neighbourhood Management also facilitated groups of
young people in a number of schools and clubs in discussing crime and community safety – how it affects young people and what needs to be done. The young people then made presentations of their views to the Crouch End Area Assembly, which met during Local Democracy Week. As a result the Assembly earmarked some of its own budget for a temporary skateboard activity to be set up in Priory Park at half-term. It is intended that this way of working will be a model for other Area Assemblies to follow and help in engaging younger people in the assembly process.

4.8.9 In terms of encouraging young people to vote in elections there are two processes the Council has to undertake. The first is to persuade young people to register to vote. In this regard the Council is very successful in that 95% of households in the Borough return their registration forms – one of the highest rates in the Country.

4.8.10 The second part of the process is to get people to vote. Participation in the Haringey Youth Forum, the UK Youth Parliament and Local Democracy Week may well encourage this. In Sutton, for instance, 6,500 young people in 2003 voted to elect a Youth Parliament member but this year the turnout was 8,500, a 30% increase. Similarly in Lewisham out of 17,000 eligible voters, over 7,000 voted in the election of the Young Mayor. However young people need to be convinced that it is worthwhile to vote.

4.8.11 If there is an election this year the Electoral Office intend, as an experiment, to follow the progress of five young people who will have the vote for the first time.

4.8.12 Recommendations

4.8.13 That the Council:

- appoints one Executive Member as a Youth Champion and invite the proposed new Haringey Youth Forum to appoint any backbench Councillor as the other Youth Champion
- establishes a dedicated web site and e-mail facility to answer young people’s queries
- buys into Connexions kite marking project
- participates fully in events such as Local Democracy Week and encourages community projects involving young people
- sets up a data base of community institutions and groups who would welcome help from young people.

4.9 Monitoring

4.10 Recommendation

4.11 That the Officers report to the February/March 2006 meeting of Overview and Scrutiny Committee on progress in implementing our
recommendations so that consideration may be given as to whether further scrutiny is required.
Appendix A

Contributors to the Review

The Scrutiny Review Panel wish to thank the following who gave advice and help during the course of this review:

<table>
<thead>
<tr>
<th>Name</th>
<th>Organisation or Title</th>
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</thead>
<tbody>
<tr>
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<td>Advisor for Citizenship, Department for Education and Skills</td>
</tr>
<tr>
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<td>Visiting Fellow, University of Sussex, Centre for Education and Innovation and former Director of the Phoenix Educational Trust</td>
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<td>Fiona Booth</td>
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<tr>
<td>Manny Hawks</td>
<td>Young Mayor for Lewisham</td>
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<tr>
<td>Nathan Edoo</td>
<td>Member of Lewisham’s Young Advisors</td>
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<td>Lante Yan’Kyaa</td>
<td>Member of Lewisham’s Young Advisors</td>
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<td>Member of Lewisham’s Young Advisors</td>
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<tr>
<td>Bill Badham</td>
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<td>Julie Robertson</td>
<td>Local Government Association</td>
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<td>Andy Koumi</td>
<td>Exposure</td>
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<tr>
<td>Janet McCullough</td>
<td>The Joseph Rowntree Foundation</td>
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<tr>
<td>Yeni Akinfenwa</td>
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<tr>
<td>Jordan Morris</td>
<td>Stonebridge Road Youth Committee</td>
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<td>Gary McCanna</td>
<td>Stonebridge Road Youth Committee</td>
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<td>Dean Uba</td>
<td>Stonebridge Road Youth Committee</td>
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<td>Duane Uba</td>
<td>Stonebridge Road Youth Committee</td>
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<td>Marcus Woods</td>
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<tr>
<td>Name</td>
<td>Position</td>
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<td>Ken Henderson</td>
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<tr>
<td>Vikash Seenayah</td>
<td>Youth Worker</td>
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<tr>
<td>Mansingh Gajudhur</td>
<td>Youth Worker</td>
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<tr>
<td>Marsha Mathews</td>
<td>Youth Worker</td>
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<tr>
<td>Rob Barnett</td>
<td>Youth Worker</td>
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<tr>
<td>Marion Wheeler</td>
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<tr>
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<td>Former Service Manager – Children and Families</td>
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<tr>
<td>Clive Preece</td>
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<td>Patricia Walker</td>
<td>Principal Policy Officer – Health and Social Care</td>
</tr>
</tbody>
</table>

**Young People from the Youth Service and Gladesmore School**
Documents used during this Review


2. ‘Play Your Part; Post 16 Citizenship’ - published by the Curriculum and Qualifications Authority


6. ‘Up for It’ – Getting Young People involved in Local Government - published by the National Youth Agency and the Joseph Rowntree Foundation

7. ‘Seen and Heard 2’ – published by the Youth Parliament and BT

8. ‘Hear by Right – Standards for the Active Involvement of Children and Young People” – published by the Local Government Association and the National Youth Agency

9. ‘Your Parliament, Make it Work for You’ – published by Hansard Society

10. The Department of Constitutional Affairs’ Action Plan for 2004/5 for involving Children and Young People

11. Information Handbook – ‘Take Action’ published by the British Youth Council

12. ‘Youth Act’ – Citizenship Foundation


14. Activity guide for the Electoral Commission’s Outreach Programme


17. The Youth Democracy Report published by the Electoral Commission
18. Gateshead School and Youth Council Guidelines
19. Papers from the City of Sunderland on their Youth Forum and School Council’s Structures
20. Young Mayor for Lewisham – Election Statements
22. Papers relating to Local Democracy Week 2004
23. ‘Transforming Youth Services; Resourcing Excellent Youth Services’ – published by the Department of Education and Skills
24. ‘Learning to Listen’ – published by the Department for Education and Skills
27. ‘Designs on Democracy’ – Case Studies on Democratic Participation – published by the Local Government Association
28. ‘Engaging the Community in E-Government’ – a briefing paper from the Strategic Support Unit – published by the IDEA
29. ‘The Active Involvement of Young People in Developing Safer Communities’ – published by the National Youth Agency
30. ‘Junior Citizens Award Scheme – Information Pack for Teacher’ – published by Haringey Education Services
31. ‘First Citizen – A Resource for Primary Schools’ – published by Haringey education Services
32. Issues of Voice Box, Citizenship News, School Council’s UK and Exposure

The Web Sites of:
- Joseph Rowntree Foundation
- Citizenship Foundation
- National Youth Agency
- Connexions
- British Youth Council
- Electoral Commission
- Hansard Society
- Carnegie Trust
- Citizenship Education
- Charter 88
- London Boroughs Association
- Local Authority web pages including those of Stockport Youth Service, Essex, Kent and the London Boroughs of Camden, Kingston, Lewisham and Lambeth
- Department for Education and Skills
- Audit Commission
- UK Youth Parliament
- Phoenix Education Trust
- Hands up 4
- European Youth Parliament UK
- OFSTED
- English Schools Secondary Association
Appendix C

AUDIT OF POST 16 CITIZENSHIP

Leadership and co-ordination

- What is the organisation’s vision for citizenship?
- How is senior management promoting this vision to the organisation and the wider community?
- Who is responsible for leading citizenship development?
- Are targets for citizenship education included in the development plan?
- What do public documents say about citizenship?
- Who co-ordinates citizenship activities?
- Who is in the citizenship team (staff, external contributors, others)?
- Who is involved in making decisions about citizenship?
- What structures and mechanisms do we have in place to enable staff and young people to take part in decision making?

Resources and Management

- What resources are there?
- How are they allocated and identified?
- Are there new resources which would be helpful to citizenship and how are they selected?

Provision and Selection

- What kind of activities do we already do which contribute to citizenship?
- What kind of provision do we want to make in the future for citizenship learning in this organisation and in the wider community?
- What size and scale of programme do we want to develop?
- How many young people will we work with on citizenship programmes?
- What kind of citizenship activities and programmes do our young people need?
- How are citizenship opportunities, actions and objectives in the learning framework being addressed?
- Are there any barriers to young people taking part in citizenship activities that we need to address?
- How will we and young people know that they are learning and achieving?
- How will citizenship achievement be recognised?
Staff Development

- What skills and expertise do staff have which can contribute to citizenship?
- How are we going to support and develop our staff's citizenship expertise?
- How will we ensure that there is time and space for citizenship development?
- What can we learn from other organisations involved in providing citizenship?

Monitoring and Evaluation

- How are we going to monitor our citizenship provision?
- How will we evaluate citizenship?
- How will we involve young people in monitoring and evaluation?

Wider Community Involvement

- Who else can be involved in citizenship from the wider community?
- What links can we build on with external contributors and organisations to support our programme of citizenship?
- How are we communicating with others about our citizenship programme and achievements?
CHECKLIST OF GOOD PRACTICE

✓ Does the school council have a constitution and terms of reference?
✓ Does each class/year group have elected representatives to school council?
✓ Does the school council elect officers such as the chair, secretary and treasurer?
✓ Is there a mechanism for members of the wider community to be involved in the school council?
✓ Does the school council meet at least every two weeks?
✓ Is there an appropriate gender and racial balance among the representatives?
✓ Does the school council have access to the SMT and teacher support when necessary?
✓ Is there training provided for the school council members?
✓ Is there recognition of the achievements of the school council members?
✓ Does the school council have a budget that it manages?
✓ Is the infrastructure of the school council clear, in terms of decision making?
✓ Are there clear two-way communication routes between school council, parents, governors, staff, pupils and SMT?
✓ Are the meetings held at times and places that are accessible?
✓ Is there a code of conduct for school council members?
✓ Is the school council clearly publicised within the school? Are the students aware of who the representatives are and the work they do on their behalf?
✓ Does the school have an involvement policy which includes the school council and other participative activities?
✓ Is the function and effectiveness of school council reviewed on an annual basis?

"Organise exchange visits to other schools to see how they do it - you can get some great ideas"

"If young people have their say the school moves up the ladder more quickly"

"If things are good young people can make it even better"
THE FRAMEWORK FOR CHILDREN AND YOUNG PEOPLE'S PARTICIPATION AND CITIZENSHIP

The Mayor of Lewisham

- Scrutiny Committees
- Cabinet Members
- Lewisham Strategic Partnership

Young Mayor
1 Year Office

Young Advisers
Children & Young People's Advisory Group
(20 between 10 - 19 yrs)

- Young Citizens Panel
- Specialist Forums
  - Advocacy/Support
  - Teenage Parents
  - Care leavers
  - Young Carers
  - Health Forums
  - Police consultative
  - Urban Design Panel
  - Environmental Forums
  - Scorpions u-11's CF
  - Arts / Culture

Education
- Schools
- 14-19 yr Education Forum
- School Council Network
- Student Unions
- Citizenship Network
- Young Voter Registration

Neighbourhood Forums

Young Volunteers Programme
# Appendix G

## National Youth Association Standards for the Active Involvement of Children and Young People

### The Different Levels

<table>
<thead>
<tr>
<th></th>
<th>Emerging</th>
<th>Established</th>
<th>Advanced</th>
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<tbody>
<tr>
<td><strong>Shared Values</strong></td>
<td></td>
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</tr>
<tr>
<td>1.</td>
<td>The active involvement of children and young</td>
<td>The organisation adopts the United Nations Convention</td>
<td>A charter of shared values is agreed with proper organisations and</td>
</tr>
<tr>
<td></td>
<td>people is a central commitment.</td>
<td>of the 'Rights of the Child', recognising Article 12's</td>
<td>community groups.</td>
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<td></td>
<td></td>
<td>central role.</td>
<td></td>
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<tr>
<td>2.</td>
<td>The organisation adopts shared values for</td>
<td>A Charter of shared values is developed with children</td>
<td>Children and young people help review and redefine the shared values</td>
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<tr>
<td></td>
<td>children and young people's participation.</td>
<td>and young people to demonstrate that their involvement is</td>
<td>and charter as necessary.</td>
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<tr>
<td></td>
<td></td>
<td>built in, not bolted on.</td>
<td></td>
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<tr>
<td>3.</td>
<td>Children and young people take part in</td>
<td>Children and young people are involved in evaluating</td>
<td>The Charter of Shared Values is used to set policy and review</td>
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<tr>
<td></td>
<td>defining clear objectives and boundaries for</td>
<td>feeding back on progress and change.</td>
<td>performance across the organisation and with partners.</td>
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<td></td>
<td>their involvement.</td>
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<td>4.</td>
<td>Induction of Members and key staff includes</td>
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<td></td>
<td>discussion of why and how to involve children</td>
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<td></td>
<td>and young people.</td>
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<td>5.</td>
<td>Professional development of key staff</td>
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<tr>
<td></td>
<td>includes discussion of why and how to involve</td>
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<td></td>
<td>children and young people.</td>
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<tr>
<td><strong>Strategy</strong></td>
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<tr>
<td>6.</td>
<td>Resources and expertise are maps for the</td>
<td>Other plans in the organisation are complementary.</td>
<td>Children and young people play an equal part in reviewing the Strategic</td>
</tr>
<tr>
<td></td>
<td>participation of children and young people.</td>
<td></td>
<td>Plan; identify change achieved and that which is still needed.</td>
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<td></td>
<td>There is a singular individual or committee championing children and young people's rights and needs and their active involvement.</td>
<td>There are regular reviews of the strategies in place, with clarity about intended benefits to all involved.</td>
<td>The strategy includes resources to sustain, develop and regenerate children and young people's involvement.</td>
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<tr>
<td>8.</td>
<td>Children and Young people contribute to the strategic plan for active involvement.</td>
<td>Partnerships are in place to promote the active involvement of children and young people.</td>
<td>The strategy sets out the links between local and any regional structure and initiatives for the active involvement of children and young people.</td>
</tr>
<tr>
<td>9.</td>
<td>The strategy plan is agreed and in place, backed by necessary resources.</td>
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</table>

**Structures**

<table>
<thead>
<tr>
<th></th>
<th>There is a senior individual or committee that champions or oversees the implementation of the active involvement strategy.</th>
<th>There are structures that make sure a range of children and young people's views are built into decision making.</th>
<th>Children and young people are joint partners in decision making and scrutiny structures on issues affecting them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>Children and Young People are consulted on best structures for their active involvement.</td>
<td>Links with other relevant groups and organisations are established and maintained to ensure the inclusion of marginal groups.</td>
<td>There is a dedicated budget for allocation by children and young people.</td>
</tr>
<tr>
<td>11.</td>
<td>There are structures to review regularly the nature and extent of children and young people's involvement.</td>
<td>Structures for children and young people are adequately resourced and supported by adults.</td>
<td>Links with a range of regional and national organisations and initiatives are established, maintained and resourced.</td>
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</table>

**Systems**

<table>
<thead>
<tr>
<th></th>
<th>Systems are in place for the safe and sound conduct of young people's active involvement, covering consent, protection and safety, access, complaints and rewards.</th>
<th>Agreed ways of regularly reviewing and evaluating progress are in place.</th>
<th>Children and young people negotiate appropriate rewards within agreed budgets.</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>Relevant budgeting and financial systems are in place.</td>
<td>Systems such as compacts with partner organisations reflect commitment to active involvement.</td>
<td>Children and young people, staff and elected members regularly evaluate children and young people's active involvement.</td>
</tr>
<tr>
<td></td>
<td>Communications Systems are in place for recording, reporting on and celebrating active involvement.</td>
<td>Children, young people and partners are involved in reviewing and updating relevant policies and procedures.</td>
<td>Systems can track successful progress and changes back to the involvement of children and young people.</td>
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<tr>
<td>16</td>
<td>Relevant job descriptions require commitment and active involvement.</td>
<td>Evidence of meetings on Here by Rights standards are sent to the National Youth Association for wider sharing and learning.</td>
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</tr>
<tr>
<td>17</td>
<td>Appraisal of relevant staff includes review of contribution to active involvement work.</td>
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<tr>
<td><strong>Elected Members and Staff</strong></td>
<td></td>
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<tr>
<td>18</td>
<td>Key individuals ‘champion’ the involvement of children and young people.</td>
<td>Children and Young People take part in recruiting key staff.</td>
<td>There is established support for elected members in their work on active involvement.</td>
</tr>
<tr>
<td>19</td>
<td>There are specific staff and resources to support and develop young people’s participation.</td>
<td>Some senior staff have specific responsibilities to support active involvement of children and young people.</td>
<td>Appropriate Councillors and staff attend induction or training involving children and young people.</td>
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<tr>
<td>20</td>
<td>There is appropriate training strategy in active involvement.</td>
<td>Some elected members have specific responsibilities to support the active involvement of children and young people.</td>
<td>Young people are employed in the organisation, for example as trainers, researchers or mentors</td>
</tr>
<tr>
<td><strong>Skills and Knowledge</strong></td>
<td></td>
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<tr>
<td><strong>22.</strong> There is training for children and young people to develop confidence and competence, including negotiation, presentation and finance.</td>
<td>There are joint training events with partner organisations on the active involvement of children and young people.</td>
<td>Children and young people help plan, deliver and evaluate active involvement training for staff, members and partners.</td>
<td></td>
</tr>
<tr>
<td><strong>23.</strong> There is training for staff to be confident and competent in involving children and young people.</td>
<td>There is an annual skills audit and staff development plan on the active involvement of children and young people.</td>
<td>Consultancy and mentoring support is resourced and available for adults and children and young people to promote active involvement.</td>
<td></td>
</tr>
<tr>
<td><strong>24.</strong> Children and young people have access to information to allow choice and opportunity to take part in decision making.</td>
<td>There are accreditation pathways for children and young people on their active involvement.</td>
<td>There are accreditation pathways for staff and members on active involvement.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Style of Leadership</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>25.</strong> Key managers, elected members or trustees give open support to children and young people’s active involvement in influencing the organisation and its services.</td>
</tr>
<tr>
<td><strong>26.</strong> Managers support innovation and active involvement, accept the risks of mistakes and are committed to learning and reflection.</td>
</tr>
<tr>
<td><strong>27.</strong> Leaders in the organisation publicly acknowledge and celebrate the active involvement of children and young people and willingly share problems and solutions.</td>
</tr>
</tbody>
</table>
increased participation

ladder of participation
(Roger Hart, 1992)

to what degree?
List of LGA Contacts

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