

How To

Involve children and young people in commissioning

This How To guide provides an introduction to commissioning and ways to involve children and young people in the process.

What is commissioning?

Commissioning is about producing outcomes for children, young people and their families: outcomes that match the Every Child Matters (ECM) priorities and deliver evidence of change in the real world. Central to this vision is the active involvement of children and young people. This guide explores commissioning from a variety of perspectives. It describes the different parts of the process and ways that the voluntary sector can support children and young people to participate in all aspects of commissioning.

Every Child Matters outcomes

Be healthy

Stay safe

Enjoy and achieve

Make a positive contribution

Achieve economic well-being

Commissioning has become the main way public bodies (such as Children's Trusts, local authorities and the NHS) use public money to identify and deliver services. It covers many areas including children's services, school places, health services and social care. By separating the roles of those who commission services from those who deliver them, a purchaser and provider split is created. This separation allows commissioners to work with local people about what they want and need before getting in to the details of running a service. Commissioning asks questions about

what outcomes need to be achieved now and for the future. It also considers the entire local population and the diversity within it. This gives the process a strategic view.

Commissioning is not called purchasing because that is only one small part of the whole - the bit where the contract is signed and the money is handed over to the provider.

Commissioning is a structured process which means it is methodical and works through a number of different stages. These stages are described as the commissioning cycle and will be covered in more detail on pages 6 & 7. Like any cycle, the process is continuous and each stage feeds into the next.

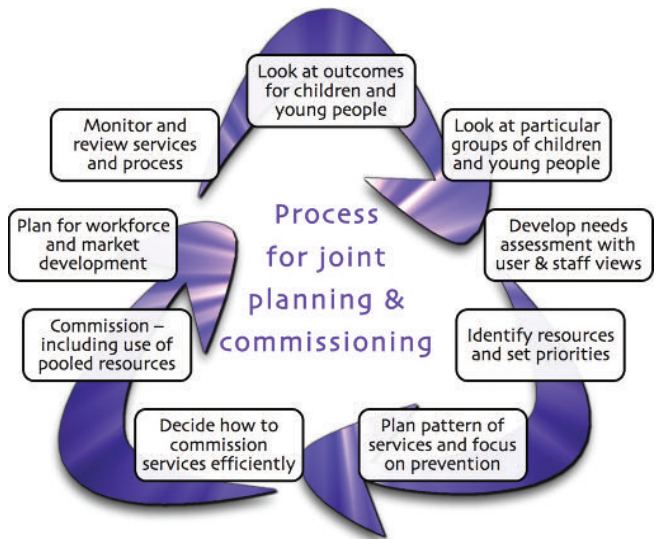
There are several different versions of the commissioning cycle. But all share the same core stages: identifying needs; planning; procuring services from different organisations to meet those needs; monitoring the delivery of those services; and then evaluating the effectiveness of the overall service. This evaluation and learning then directly influences the thinking about needs again. There are opportunities for children and young people to be involved in each stage.

The mechanics of doing commissioning in the real world is more complex than this summary might suggest. Each stage is broken down into more detailed tasks. For example, looking at needs involves research, data analysis, demographics, trends and participatory work.

The diagram on page 2 is one example of the commissioning cycle commonly used for children and young people's services.



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Taken from the 2006 Joint Planning and Commissioning Framework for Children, Young People and Maternity Services.

Where has commissioning come from? (And why now?)

Whilst the basis for commissioning has been in place since 1990 it has been gathering pace over the last few years. This apparent newness combined with the complexity of some of the mechanics of commissioning has created challenges. Commissioners may have a clear sense of what they need to do but are still developing how to do it - particularly in terms of involvement. Service providers may feel a sense of anxiety as a new funding system is introduced. But commissioning is a central part of the current policy framework and the primary way of achieving change. Understanding what is driving the agenda is essential to participation and involvement.

Separating who commissions services from who delivers them means many more organisations can compete to deliver services. This competition has the potential to offer greater choice of services and alternative ways to deliver them. For example, voluntary sector organisations, social enterprises and private companies can all propose delivery models based on their local strengths and ways of working. Competition can improve efficiency and, through careful monitoring, raise standards. Ineffective services should no longer get funding. Children and young people will

benefit from a diversity of different providers that can offer services tailored to the needs of the community and specific groups, such as young carers, children and young people from BME communities and disabled groups.

Commissioning has emerged in parallel in children's services **and** health and social care with slightly different systems and terminology. But effective commissioning is about partnership. The joining up of these different systems - particularly in Children's Trusts - shows the future.

The five Every Child Matters outcomes became part of the new Children Act in 2004. This requires local authorities to develop a Children and Young People's Plan to deliver these outcomes. The main mechanism of these plans is the Joint Planning and Commissioning Framework where different agencies can come together in Children's Trusts to commission effective services. The effectiveness of these commissioning arrangements are then scrutinised in part through Joint Area Reviews (JAR) and the Authority Performance Assessment.

In health the 2006 White Paper, *Our Health, Our Care, Our Say* highlighted the importance of user voice and choices as a way of improving services and making them more locally accountable through commissioning.

A central principle in all policy documents is engagement. Principle four of the Children's Plan states that services need to be shaped by and responsive to children, young people and their families. The first principle of the Commissioning Framework for Health and Well-being is 'putting people at the centre of commissioning'. In health, where the eleven competencies of World Class Commissioning drive the process, the third competency is 'engage with public and patients' in a proactive and meaningful way. Similarly, third sector relevant indicators (NI 6 and 7) embedded in Local Area Agreements guidance from the Department of Communities and Local Government emphasise the contribution of voluntary organisations to drive participation, partnership and performance. For more information on these documents see the Find Out More section on pages 11 & 12.

Case Study One

Bexley NHS Care Trust

Exploring the commissioning cycle

Bexley NHS Care Trust has developed a participation model for involving children and young people in the full commissioning cycle. As the main commissioner for health services there are many areas that are directly relevant to children and young people. To embed involvement they are developing a children and young people's council and working with local children and young people's organisations.

A diverse group of 20 children and young people attended a workshop with the Trust's commissioning team. They explored the commissioning cycle in depth, producing visual maps of the different stages linked to specific health topics. Groups of children and young people questioned and challenged the commissioners. They prioritised sexual health, stroke, young carers and transitions to adult services. They debated local need, the effectiveness of services, ways to monitor performance and new service models. They felt that services were not as child and young person focused as they could be. And they felt that information and campaigns would benefit from the expertise of children and young people and new ways to communicate with their peer group.

A month later the children and young people returned to the Trust to spend another three days working with the commissioners. They researched existing services and developed costed proposals for new service specifications to overcome the gaps and barriers. They formally presented these to the NHS board. The board discussed the proposals and had an opportunity to question the children and young people.

An action plan was agreed for each topic. The children and young people committed to continuing their research with their peers in schools and in the community. The proposals were put on the Trust's website. The children and young people will return in three months to receive presentations on the action taken by commissioners.

Key learning points:

1. Sustained relationships between children, young people and commissioners are essential to make contributions meaningful
2. Some children and young people already know about commissioning through their health and social care courses at school and the Healthy Schools programme
3. It was important to give the children and young people access to real resources in the Trust - phones, video, computers, directories, a proper ID card and transport
4. They were empowered through regular access to senior people including the Chief Executive
5. Workshops, training and takeover days built confidence and skills.

Read a report on this work at

http://www.bbc.co.uk/london/content/articles/2008/07/07/bexley_nhs60_feature.shtml

'I think that the young people quite enjoyed the fact that presenters did not know that they would be present, as it gave them the upper hand.' – Adult reflecting on working with young people

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10 things to know about the principles of commissioning

Commissioning is...

1. Outcomes based, not activity based - it is about what you can achieve, not just what you will do
2. An ongoing process - services are not simply commissioned at the start of the year and then left to get on with it
3. Engaging with children, young people and their families in the community
4. Locally focused - knowing the community and recognising diversity
5. Evidence-based
6. Prioritising preventive services
7. Strategic and linked-up - it is about partnerships
8. Getting the best value when spending public money
9. Joint commissioning between different agencies - sharing responsibilities, knowledge and expertise
10. Thinking about future need.

And one more thing ...

11. Commissioning is about asking powerful questions

What are the needs and views of different groups of children and young people (and how do we find out)?

Which needs are the most important - the highest priorities?

What outcomes do we want to see - what needs to change?

How can we make this happen?

Who can deliver these changes and outcomes?

Which service option is the best - in terms of value and effectiveness?

Are the services delivering - how do we measure this?

Did they deliver everything?

What did we learn? And how does this change our views of need?

The benefits of involving children and young people in commissioning

Children and young people offer much to commissioning, not least a sense of dynamism and creativity for what may be in danger of being a bureaucratic process. The benefits of children and young people's participation in commissioning include:

- Better services - driven by feedback from people who know and use them
- Not wasting money on services that do not work - children and young people know what works
- Making the process child and young person friendly and accessible
- Gaining expertise from children and young people and from those who represent the diversity of a local community
- Improved accountability to children and

young people as stakeholders and citizens

- Direct benefits to children and young people themselves – including increased knowledge of services, confidence, skills and networks
- Children and young people also know a lot about their wider communities and their families.

Children and young people as commissioners

The participation of children and young people needs to reflect the ongoing process of the commissioning cycle. Involvement is not an add-on but an integral part of the different stages. It is important to develop a participation policy for commissioning and involve children and young people in designing it. Two key issues at this point are drawing on any existing involvement work and avoiding tokenism as a policy is developed.

Involving children and young people from a

10 ways children and young people's organisations can work with and influence commissioners

1. Find out who your local commissioners are and build relationships with them. Offer opportunities for them to meet and engage with children and young people
2. Send them your research and participatory data - demonstrate what you can contribute to the cycle
3. Ask for invitations to commissioning events, workshops and roundtables
4. Structure your participation data around the stages of the commissioning cycle and outcomes. You do not need to reinvent the wheel – you may well have existing projects, networks and fora that you can use for this purpose
5. Research the big picture - understand local trends, demographics and commissioning priorities
6. Look for partnerships with other children and young people's organisations - joined-up services and collaboration add value
7. Promote services that deliver outcomes for diverse and marginalised groups
8. Be entrepreneurial and promote the value of your participation work
9. Are there ways to share success? If you are commissioned to deliver certain outcomes and you exceed it, what are the rewards and incentives?
10. Evaluate the impact of the children and young people's involvement in the commissioning process – this will help to inform new ways in which they may support the process in the future.

'It is fun being involved in commissioning – you feel part of some important decisions' – Young person, London

variety of backgrounds and diverse groups is essential. Commissioners will need to provide extra support and input to make sure disadvantaged groups are able to participate. The How To guide on involving 'hard to reach' children and young people should give you some ideas. Create a clear plan to overcome barriers and ensure access for all including those with English as a second language or a learning disability.

Sometimes the biggest challenge for commissioners is knowing how to find children and young people to engage and involve. They may not have direct relationships with them. The services they commission may have limited contact with users, such as A&E services or prison visiting projects. Voluntary and community organisations are well placed to support children and young people to have a voice in commissioning as they have good relationships, trust and expertise with the very people commissioners are seeking to engage.

Outreach is an important part of commissioning. It is not a task that should be confined to the office. Commissioners will need to go to where people are and work with them in their spaces. For example, in schools, youth clubs, community centres and cafes. Again voluntary sector networks can facilitate and support this.

Children and young people need support to develop knowledge, skills and confidence to be involved. In the same way that commissioners are given training to fulfil their role, children and young people need training. This should help to address children and young people's expectations of the commissioning process and ensure realism. Boundaries or limitations in the process must be shared openly. Training should also cover topics such as building confidence, decision making and negotiation skills.

A journey through the commissioning cycle

The commissioning cycle has a series of clear stages. When focusing efforts to participate in commissioning it is useful to identify at which stage children and young people want to have a voice and where they may have most impact.

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Stage One: Assessing needs

The first stage of the commissioning process is to identify needs. Tasks include looking at gaps in service, understanding barriers, considering how different groups of children and young people access services. Identified needs are then used to develop clear outcomes.

Children and young people can participate by: sharing life stories and experiences of using services; mapping formal and informal networks; taking part in workshops, fora, video-making and research; as well as working with commissioners to make sense of data and trends.

Stage Two: Identifying resources and setting priorities

Once the local needs are understood better it is important to prioritise which ones to address first. Children and young people can participate in this through activities such as workshops, ranking exercises, focus group discussions, debates and panels. At the same time it is essential to look at where resources will come from including from joint commissioning and using existing community assets.

Stage Three: Planning

Making sense of all the information involves evaluating different service models, developing a service specification and involving stakeholders in considering options.

Sometimes this is through formal consultations when major changes to services are considered. Often the process is less formal. Children and young people can work closely with commissioners on specific projects exploring the design of services through techniques such as 3D models, drawing, collage and computer design.

Case Study Two Somerset Children's Fund

Somerset Children's Fund worked with local children and young people to capture their priorities for commissioning services that meet their needs. They agreed the following eight areas:

1. Prevent bullying and feel empowered to do so
2. Promote enjoyment of learning in schools
3. Promote access to healthy schools and healthy lifestyles
4. Promote work to empower young people to protect the environment
5. Promote work that supports children who have been abused plus prevention
6. Promote work that supports children who have witnessed abuse inc. domestic
7. Promote free play and wild play outdoors
8. Promote positive family experiences.

Case Study Three

Young Devon

Accredited commissioning pack and training

As part of the national Participation in Action (PIA) pilot project, Young Devon have created an accredited training programme to enable young people to participate meaningfully in the commissioning of services.

The programme follows the same style as other PIA modules such as Passport to Participation, Young Assessor and Young Interview Panellist. It gives young people the knowledge and understanding of all the necessary elements of commissioning, whilst gaining new experiences and having fun.

The Young Commissioners module is currently being trialled in several areas around the UK, in particular with Devon County Council's Children and Young People's Joint Commissioning Team. Devon County Council has been keen to include young people in the commissioning of services and is working closely with Young Devon to train a group of 5-8 young people.

The work, although not complete, already demonstrates good practice and showcases the successes of working in partnership between voluntary and statutory services.

Find out more about Young Devon's PIA work at www.youngdevon.org/pia.asp

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Stage Four: Procuring

Procurement is the process of actually purchasing the services. It is likely there will be a number of potential suppliers so it is important to choose the most effective and efficient.

Involving children and young people in this process can be a challenge because procedural aspects of tendering, procurement and contracting can be complicated and detailed. But using participatory tools such as ranking exercises, scoring activities, reference groups or Dragon's Den type activities can be effective. Often potential suppliers will have to make presentations. This provides an opportunity for children and young people to ask questions and interrogate different options. As with all parts of commissioning, there needs to be clear expectations of and criteria for the decision-making process.

Stage Five: Monitoring

Contract monitoring and performance management is about making sure that commissioned services are delivering good quality activities and outcomes.

Children and young people can be involved through activities such as mystery shopper exercises, project advisory groups, inspections and monitoring visits, service user assessments, online forums, blogs and by collecting feedback from other children and young people.

Stage Six: Evaluation and learning

Though the final part of the cycle, evaluation is essential to understand the impact of the services and to feed the learning in to the next round of commissioning as part of the new needs analysis. Outcomes must be measured and information and good practice shared with commissioners, providers and the local community. Children and young people can be involved using similar tools to the monitoring stage. For example, you could publish stories, case studies, photos and information leaflets. It is also important to evaluate children and young people's experience of being part of the commissioning process.

Best practice in involving children and young people in commissioning

Voluntary and community organisations can advocate for best practice based on their own experience when children and young people are involved in commissioning. Key issues include:

1. Real involvement takes time and resources - make sure this is part of the commissioning strategy
2. Give feedback about the full commissioning process and the effects of children and young people's contributions at each stage
3. Be children and young people friendly - be flexible and avoid jargon. Provide a glossary of key terms
4. Build the capacity of commissioners themselves to work in participatory ways - they may not already have this skill set
5. Plan involvement around children and young people's availability and time commitments
6. Avoid bureaucratic meetings. Be flexible by using activities such as ice breakers, participation games, visual tools and ranking exercises to promote discussion
7. Build on current participation and relationships - use what already exists
8. Involve adults from across the organisation - from senior executives, councillors and board members down. This is not just the business of specialist participation workers
9. Involve groups of children and young people rather than isolated individuals - this gives them a stronger voice
10. Make it fun.

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Talking money

It is not all about money, but finance is an important part of effective commissioning. Money can only be spent once so invest it wisely. Is the process open and transparent? Is there value for money?

Children and young people can understand large budgets through finance games and simulations - for example, role-playing a budget allocation meeting. Using imitation money (either coins or notes) can be a good way of making numbers on a balance sheet

feel real. Activities can highlight the opportunity cost of spending money in one area at the expense of another. This allows children and young people to test out different spending scenarios to consider the impact.

There is increasing expertise about participatory budgeting. Many new tools are being developed to enable people to engage with the finances of local authorities and a link is included in the Find Out More section on page 12.

Children and young people themselves may need financial support to participate. They may

Case Study Four

Leicester Children's Fund

Commissioning in partnership in Leicester

In early 2005, Leicester Children's Fund commissioned a round of service provision in partnership with Leicester Children's Trust. The Fund's Participation Project ensured that children and young people were involved in this process too.

Through activities that included story telling, role play and imaginary spending money, children and young people were first consulted on the service specifications up for tender. They were asked about what kind of services would best meet the five aims of each ECM outcome for Leicester, and how the available budget should be distributed across these aims.

Children and young people across the city then took part in reviewing the bids. Each bid contained a section where the applicant was instructed to demonstrate, in child-friendly language, how they would build participation into service provision. While time constraints meant that children and young people unfortunately were unable to be involved in the entire bid review process, they were able to score the participation sections. The scores from children and young people were added to the scores the joint commissioning board gave the other sections of the bids, and the overall score for each bid determined its success. This ensured that the views of children and young people had a direct impact on the final commissioning decision.

The evaluation of this project suggested that it worked very well for the joint commissioning board and for children and young people.

Key learning points

(a mixture of what went well and what could have gone better) include:

1. Ensuring all involved have a very real understanding of what participation means and are able to respect the contribution of children and young people and their right to be involved in the decision
2. Building in enough time to enable children and young people's participation to be widespread and meaningful
3. Clarifying and agreeing with all involved how much of 'the say' children and young people have
4. Providing children and young people with timely and appropriate feedback as to what has happened as a result of their hard work
5. Carrying out an evaluation with all involved to assess how well the process worked.

Case Study Five

NCH and Gloucestershire County Council Procurement Panel

Getting involved in assessing tenders

NCH Participation Project organised a children and young people's assessment panel in partnership with Gloucestershire County Council (GCC) Children and Young People's Directorate. This assessed the applications for three different tenders. A previous group had worked with GCC commissioning team to put together a section of the application forms that was child and young person friendly. Projects were invited to submit evidence supporting their application such as photos, DVDs and presentations.

Each panel consisted of between six and eight children and young people from around Gloucestershire who had experience and knowledge appropriate to the tenders. They also received training to build relevant skills.

The panel put together assessment scoring sheets which were consistent with questions asked in the children and young people's section of the application form and what other young people had said were important to them. For each tender there were eight questions with standardised scoring of 0-5 (with clear reasons for each score).

Weighting was agreed with the lead agency so that the children and young people's panel had a clear influence on the tender process. For these tenders, 15% of the overall assessment was set. This was justified as the panel did not look through the same sections as the adult panel (such as finance, accounts, business plans, and policies).

After the children and young people's panel and adult panel assessed the applications, they both met to have a two-way discussion about each application and to add up the scores from each panel.

There was a significant contribution from the children and young people's panel when their scores meant three projects which were not going to be commissioned by the adult panel were then upgraded in ranking and did receive funding.

Key learning points:

1. Children and young people to meet with those responsible for applications to ensure there is a 'child and young person friendly' section designed
2. To pre-agree a significant weighting or section the children and young people will be responsible for
3. To ensure applications and supporting evidence is given to the children and young people's panel in advance
4. To ensure enough time is allocated as they may take a little longer to make assessments
5. To pre-arrange a meeting with the adult panel for a two-way discussion
6. To write to the children and young people's panel to thank them and inform them of any final decisions.

'It was very valuable – the young people came up with questions and observations that were thought provoking, and very relevant. I enjoyed their input in a long and bureaucratic process.' – Adult on procurement panel

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have expenses. It is important to have a clear payment and reimbursement policy. Check out the How To guide on remuneration and rewards or the the Department of Health offers some clear guidelines (see page 12). Organisations will need to consider if they should pay for children and young people's time - either in cash or through other rewards such as vouchers or equipment. Certificates and written records of involvement are also valued.

Value for money services – the 4 E's

If services are each of the following, they will be giving value for money:

Effective – delivering evidenced outcomes

Efficient – converting resources into outcomes

Economic – ensuring cost and value for money of inputs

Equitable – fairly distributed and accessible to diverse groups

Commissioning children, young people and their organisations

Commissioning is a three-way relationship. It involves commissioners, the local community and the organisations that are commissioned to deliver the services. Children and young people have a stake in all three groups. Many of their organisations will be trying to convince commissioners to invest in their services. It is therefore essential that children and young people also participate from this perspective. A separate Participation Works How To guide has been developed to provide more detail on how children and young people can be involved in applying for funding: identifying and prioritising needs; developing bids; and producing proposals and tendering documents. Any knowledge or expertise that children and young people develop when working in partnership with commissioners can be applied to their own organisations. Being able to look at a proposal with a commissioner's perspective is a powerful way of creating attractive and effective bids.

The information challenge

Good information and data is essential for effective commissioning - especially when

considering large populations. To get the best services commissioners need a clear and detailed picture of current and future needs. They must also understand trends and patterns. For example, how the age range of the local population may change over the next five years. Will there be more teenagers than there are now? How many new babies will be born? The challenge is to understand without getting lost in the data.

Like many technical activities, commissioning has its own jargon and terminology. Children and young people can help make leaflets and other material clear, friendly and attractive.

Each local authority collects this data through several mechanisms including the Joint Strategic Needs Assessment (JSNA). There is also a health and social care data repository in each area. It has to be openly available to the public to assist them engage with commissioning. Both the local authority and the NHS publish their commissioning plans and these contribute to Local Area Agreements (LAAs).

You can support children and young people to engage with information creatively through workshops, exercises, mapping, interviewing and research activities. Simply looking at thick reports will not make the process meaningful or enjoyable. Some authorities have a red card system to help engage all participants at meetings. Children and young people can raise a red card during a meeting if an adult is using too much jargon or too many acronyms. They then have to stop and explain the terms.

Capturing new data and information is essential. Creating a mix of formal numbers-based data with qualitative data and more informal knowledge offers a richer picture. Many organisations and commissioners are already doing consultations and have participation work that can be used to support this element of their work.

The governance of commissioning

Children and young people are active citizens, they are not simply consumers of services. To

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counter-balance the trend within commissioning to see local people as consumers (or customers), children and young people must be part of bigger picture of governing commissioning.

The purpose of governance is to scrutinise, question and hold to account. Who sets the budgets that commissioners have? How well do local commissioning arrangements adhere to national standards and policies? How effective, fair and transparent is the commissioning process?

'Working directly with young people in commissioning is essential – it makes the process real' – Local Authority Councillor

Children and young people can participate in governance of commissioning by working with councillors or boards in the NHS. They can be part of advisory groups to give evidence to non-executives. Existing networks like UK Youth Parliament, rights organisations and school councils can present views to councils and their overview and scrutiny committees.

Is small still beautiful?

With the emphasis on the strategic aspects of commissioning, is there a danger of small organisations and their projects missing out? On the one hand, it is appealing for commissioners to work together. By amalgamating their resources and sharing information they can buy services in bulk, getting good deals and benefiting from economies of scale.

But on the other, commissioning will continue at many levels. And the planning stage of the commissioning cycle must consider the types of organisation best placed to deliver particular outcomes: this is where smaller organisations can have a natural advantage.

Practice based commissioning (PbC) is one area where commissioning has become more localised. GPs act as commissioners for their patients. Building relationships with GPs and their practice managers is becoming very important.

Commissioners must also develop the market. They take action to stimulate alternatives and encourage organisations to provide new types of services. Valuing diversity requires different

services. 'One size does not fit all' when seeking services that can deliver real change. Small organisations are well placed to pilot innovative services and may have closer relationships with their children and young people.

The 2007 Commissioning Framework for Health and Well-being specifically addresses this issue of scale. It highlights the importance of partnership between different providers and commissioners as a way to deliver a tailored service that emphasises need rather than simply price and volume.

Small organisations will have to be proactive and maybe join partnerships and consortia of children and young people's groups. They will have to work together to collect data to meet commissioners' needs and support ways to replicate effective projects. Using existing networks such as Councils for Voluntary Youth Services (CVYS) and Voluntary Service Councils (VSC) is a good way to pool resources and expertise. Small can still be beautiful - but it must deliver.

The potential of commissioning

Commissioning is an emerging practice and it has great potential to deliver outcomes that matter. But it needs the active participation of children and young people to be successful.

'If Children's Trusts are to be effective then children and young people should enjoy active participation at an increasing number of decision points.' – Joint planning and commissioning framework, DfES 2006, para 3.3.

Find Out More

This list of references, resources and organisations will help you find more detailed information and follow up areas of interest (all websites accessed on 10 November 2008):

References

Department for Children, Schools and Families (2004) *Every Child Matters: Change for Children*. Commissioning pages can be found at <http://tinyurl.com/5sgahn>

Department for Education and Skills/ Department of Health (2006) *Joint Planning and Commissioning Framework for Children, Young People and Maternity Services*.

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National Health Schools Programme information can be found at www.healthyschools.gov.uk

Children Act 2004. Guidance can be accessed at <http://tinyurl.com/2syu2h>

Department for Children, Schools and Families (2007) *The Children's Plan*.

Department of Health White Paper (2006) *Our health, our care, our say: a new direction for community services*.

Department of Health (2007) *World class commissioning: competencies*. Visit <http://tinyurl.com/5wk5v6> for resources on commissioning.

Department of Communities and Local Government. Find out more about Local Area Agreements at <http://tinyurl.com/2572q7>

Department of Health (2006) *Reward and Recognition: the principles and practice of service user payment and reimbursement in health and social care* Available at <http://tinyurl.com/5d6gvs>

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Resources

An **Arts Council** guide to delivering Local Area Agreements includes information on commissioning: <http://tinyurl.com/59z52s>

A framework developed by **connexions: involve** for involving children and young people in procurement and commissioning can be found at <http://tinyurl.com/6z5bk7>

Coventry Children and Young People's Strategic Partnership have produced Involvement Standards that you can read at <http://tinyurl.com/5kqnpX>

The Department for Children, Schools and Families and Department of Health have produced *Teenage parents: who cares? A guide to commissioning and delivering maternity services for young parents*. Find it at <http://tinyurl.com/54vb3d>

Visit the **Participatory Budgeting Unit** website at <http://www.participatorybudgeting.org.uk/> for information on participatory budgeting

For more information on public involvement in health and Local Involvement Networks (LINKs) go to <http://tinyurl.com/5p8h84>

SCIE has a guide on the participation of children and young people in developing social care: <http://tinyurl.com/5j95bn>

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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