

How the Yorkshire and Humber region involves children and young people in workforce development



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THIS TOOLKIT HAS been funded by the Children's Workforce Development Council. Initial discussions with and information from the following colleagues were very helpful: Beck Dabscheck at Rainer, Nicola Swales and Shelly Eades-Jones at Barnardo's and Paul Smithson at MENCAP.

A big thank you goes to all the individuals and organisations that took the time to send through information about their work as best practice examples.

Thanks also to Julie Walker, Jo Heyes and Barbara Ryan and Katy Clifton who provided quotes from young people, candidates and human resources about their experience of involvement in recruitment.

Lastly, thanks to all members of the steering group for their time, ideas and encouragement: Jo Heyes, Miriam Jackson, Dave Jones, Doug McClone, Ruth Phillips, Jo Price and Sarah Wild.

"The Yorkshire and Humber workforce toolkit project has been funded by the Children's Workforce Development Council. It builds on the views and experiences of individual groups in the Children's Workforce and should not be considered endorsement by CWDC for activities, products or initiatives"

CWDC IS COMMITTED TO participation. It states that throughout our work we will make sure we are steered by what children, young people and their families tell us. CWDC wants to make sure that the participation of children, young people and their families is central to the development of the children's workforce.

CWDC has supported the PWNE . Y&H in bringing together many examples of where this has been achieved throughout Yorkshire and the Humber so that others can learn from the experience and use this toolkit as a reference point. This document is aimed at anybody seeking to facilitate the meaningful engagement of children and young people in any aspect of workforce development, including recruitment and retention, induction and training.

We know that the lives of children and young people are improved when we engage with them, really listen to them and take on board what they say and create the space for them to be involved. We believe that participation means making sure that the structures, resources and processes are in place so that action can be taken, and changes made from what children and young people say. Sometimes this can prove difficult to achieve in reality as staff are often hard pressed and may not be confident in facilitating such participation.

It is hoped that this resource will provide staff with practical examples of exercises, ideas and material that can be easily reproduced in different settings. All the originators of the examples from within the region are identified so staff can contact them relatively easily.

Children and young people need to be part of workforce development just as they are of service delivery. I hope that this toolkit provides a practical resource to help staff make this real.

Dave Jones

*Regional Development Manager (Yorkshire and the Humber)
Children's Workforce Development Council*

Youth Work Unit – Yorkshire and Humber (YWU)

THE YWU IS THE STRATEGIC youth work development agency for the region and has a unique role in bringing together the dual functions of support and development. Established in 1998, the unit works with a wide range of service providers and organisations involved in improving outcomes for young people reflecting the growing trend towards integration. From PCTs to the police, from arts organisations to after-school clubs, from regeneration schemes to enterprise initiatives . the need for strategic, expert and objective support on youth matters is more important than ever. The voice and views of young people and promoting their active role in society has always been an important feature of youth work and the YWU is committed to young people's participation, voice and influence. The YWU applauds recent government legislation and related service developments which increasingly recognise active involvement of children and young people as a pre-requisite of quality delivery. The Unit overseas a variety of projects promoting young people's participation, this includes PWN-YH. Our regional work promoting tried-and-tested models ensures full support to organisations wishing to involve young people more fully. This opportunity to create a workforce-related resource for the region, funded by CWDC, and developed with PWN-YH, therefore is timely and welcome.

Web address: www.youthworkunit.com

Participation Works Network England (PWNE)

PWNE WAS ESTABLISHED IN 2003 to support practitioners by providing opportunities to share best practice and knowledge, so that they can improve the participation experience and outcomes for children and young people, aged 0-19. Networks within the 9 English regions together form the core of PWNE. The YWU co-ordinates the network in Yorkshire and the Humber. Membership is free to practitioners from the Third and Statutory sectors that support the involvement of children and young people. PWNE is part of Participation Works, a consortium of six children & young people's agencies: British Youth Council (BYC), Children's Rights Alliance for England (CRAE), National Children's Bureau (NCB), National Council for Voluntary Youth Services (NCVYS), The National Youth Agency (NYA) and Save the Children-UK.

Web address: www.participationworks.org.uk

Children's Workforce Development Council (CWDC)

CWDC AIMS TO IMPROVE the lives of children and young people, having been set up in 2005 to support the implementation of *Every Child Matters*. It does this by ensuring that those working with children have the best possible training, qualifications, support and advice. It also helps children and young people's organisations and services to work together so that the child is at the centre of all services. CWDC works in the interests of a range of sectors covering about 500,000 workers, including early years, childcare, education welfare and social care. CWDC is one of five bodies forming the UK Skills for Care and Development Sector Skills Council and co-ordinates the Children's Workforce Network.

Web address: www.cwdcouncil.org.uk

Involvement of children and workforce development

THE PARTICIPATION OF children and young people has become much more commonplace in the last ten years and is no longer the preserve of youth services and children's rights services.

Children and young people of all ages, from different backgrounds and abilities, are now routinely involved in a vast range of decision-making. This includes how services are delivered, how policy is developed, governance, the design of buildings and projects, and the subject of this toolkit . workforce development.

There are a host of examples of children and young people's participation available locally, regionally and nationally, with the focus more recently moving towards change, outcome, impact and influence rather than solely considering the process of participation.

At one time children and young people's involvement in workforce development would have been limited to the recruitment of frontline, project-level staff. Now they are more often involved in senior appointments, for example, the first Children's Commissioner for England (at a national level) and in Yorkshire and the Humber, Directors of Children's Services in Rotherham, Kirklees and Leeds. Children and young people have also become involved in wider aspects of workforce development including staff induction, training and appraisal.

CHILDREN AND YOUNG PEOPLE'S participation has been enshrined in an increasing array of government legislation, guidance and policy.

Much of this is underpinned by the United Nations Convention on the Rights of the Child (UNCRC) in particular Article 12. This states that children and young people have the right to say what they think should happen when adults are making decisions that affect them and have their opinions taken into account.

Practitioners, specifically those working in the area of children's rights, are more regularly considering the importance of the Human Rights Act 1998 and the European Convention of Human Rights in relation to children and young people.

From the government's *Learning to Listen* guidance in 2001 through to the recent *Aiming High* in 2007, there has been a raft of legislation and policy that includes reference to children and young people's participation with some having a requirement that they are involved in decisions. The current key drivers are:

- " Every Child Matters and The Children's Act 2004, *DfES*
- " Youth Matters 2005 and Youth Matters: Next Steps 2006, *DfES* and related guidance on the Youth Opportunities Fund/Youth Capital Fund 2006
- " Education and Inspections Bill 2006, *DfES*
- " Aiming High for Young People 2007 + related Action Plan 2008, *DCSF*
- " The Children's Plan 2007, *DCFS*

AS WELL AS PRACTICE, policy and legislative developments organisations are more often using standards to ensure the involvement of children and young people can be measured in various ways. These can be national or organisationally based.

The best known of these is probably the National Youth Agency's *Hear by Right* Framework, to which many local authorities and organisations have signed up. The framework has also been adapted by some smaller organisations to be more suited to their needs.

Another example is the Department of Health's *You're Welcome* quality standards for making health services young people-friendly. These are currently being piloted in four regions before being launched nationwide from April 2008.

The inspection framework for local authority services and their partners carried out by OFSTED via Joint Area Reviews (JARs) includes assessment of the levels and quality of the participation of children and young people in services.

THE INCREASE IN children and young people's participation has been accompanied by more resources to support the aforementioned policy and legislation. There have been several in the area of workforce development, particularly looking at recruitment and selection, but also training.

This toolkit from the Youth Work Unit does not seek to duplicate the others, but rather to highlight the key issues and most importantly to bring a Yorkshire and Humber perspective via best practice examples and emerging issues.

Many workers, projects and organisations want to involve children and young people in workforce development, but are not quite sure where to start or exactly what it may entail. Others have been doing it for some time and want to share and develop new ideas and methods.

This practical toolkit makes suggestions about how to begin, what to consider, and offers a range of best practice case studies from across the region. These are intended to inspire and encourage colleagues to develop practice and policy within their own organisation and contact details are included for each example so that colleagues can contact someone directly for further details.

At the very end of the toolkit there is a selection of activities that have been adapted from other resources and used successfully in the region, which colleagues may want to use as part of involving children and young people in recruitment and selection.

BEFORE LOOKING AT the ~~what~~ and how~~of~~ involving children and young people in workforce development it is worth a reminder of some of the benefits, barriers and challenges of doing this.

Some of the benefits for children and young people are:

- Opportunities to develop confidence, experience, skills and knowledge . all of which can be useful for education, employment, portfolios, records of achievement, references and other participation work.
- Rewards . children and young people can be presented with a certificate of achievement, possibly the chance to undertake accredited training, and may be able to receive ~~payment~~for their involvement via actual wages, vouchers, or payment-in-kind such as a group or individual activity or outing.
- Learning how to take responsibility for decisions, planning and delivery and how these affect individuals and services.
- Opportunities to learn about the process of applying for a job and going for an interview.
- Building relationships with other children and young people leading to possible friendships, as well as with adults leading to trust and respect.

Some of the benefits for projects, organisations, services and the wider community are:

- Working in partnership with children and young people leading to greater joint ownership of induction, recruitment and training processes and outcomes.
- Learning from children and young people about what they value in terms of staff and their induction and training.
- Opportunity to see how candidates interact with children and young people in interviews.
- Being more likely to meet the needs and aspirations of children and young people because they have been involved in the induction, recruitment and training of staff that will be delivering them.
- Giving a clear message to candidates that the organisation is serious about the involvement of children and young people.
- Meeting government and contract targets in terms of children and young people's participation.

and candidates are:

work or want to work values children and young people.

- Building relationships with children and young people you work with or will work with.

Some of the barriers for children and young people are:

- Practicalities . for example, timing and venue for interviews.
- Jargon used in job descriptions and interview questions.
- The same children and young people being offered all the participation opportunities.
- Not being sure how much children and young people's opinions will count.

Some of the challenges for projects, organisations, services and the wider community are:

- Having the support of the whole organisation.
- Resources . in particular, time.
- Doing things differently.
- Sharing power with children and young people in a meaningful way.

Some of the barriers and challenges for staff and candidates are:

- May be working in isolation without wider support.
- Lack of clarity about what is expected of you as a candidate in terms of the involvement of children and young people.

THE TOOLKIT WILL now consider different issues in relation to how children and young people can be involved, including the following checklist for recruitment and selection and a list of top tips.

Checklist for recruitment and selection	Yes/No Action
1. Does your organisation and its relevant departments (e.g. HR) support the involvement of children and young people in recruitment?	
2. Are you/your organisation clear about why you are involving children and young people?	
3. Has it been agreed and understood what level of involvement children and young people will have?	
4. Have the practicalities of the recruitment, e.g. venue and timing of the recruitment taken children and young people's needs into account?	
5. Are children and young people trained, prepared and supported?	
6. Are children and young people and the adults clear about their roles?	
7. Are children and young people and the adults clear about the level of involvement?	
8. Does everyone understand how the scoring system works and how to fill it in?	
9. Has it been agreed how much of a share children and young people will have in the decision-making?	
10. Have safeguarding, child protection and safe practice issues been addressed?	
11. Have any potential conflict of interests been addressed?	
12. Does everyone understand about confidentiality?	
13. Does everyone understand issues of inclusion, diversity and equal opportunities?	
14. Have the candidates been informed that children and young people are involved in the interview and selection process?	
15. Has the necessary consent been obtained from parents/carers/schools to enable the child or young person to be involved?	
16. Is there a reward system in place for children and young people?	

relevant departments (e.g. human resources) children and young people in recruitment?

Some organisations have recruitment and selection policies that address the involvement of children and young people. In this situation it is likely that a lot of work has been done within that organisation to get such a policy signed off, indicating a level of support.

Others there may be verbal agreement about children and young people's involvement, which may have become custom and practice, but is not backed up by policy and procedure.

Such involvement can still be a new experience for some HR staff and senior management, so you may need to strengthen working relationships with them to influence and develop their understanding and commitment. Depending on the type, size and structure of your organisation you may also need to consider discussion with, for example, trade unions and professional associations.

Young Person

"It was hard at first to decide what score to give as you didn't know if they were good or bad compared to the others, but it got easier. It also felt weird interviewing adults!"

2. Are you/your organisation clear about why you are involving children and young people?

You may be asked to involve children and young people because someone somewhere in your organisation thinks it will be a good idea . that it will look good and maybe even tick a box.

Or it may be a process your organisation has developed over the years and is now standard for all recruitment and even written into policy.

Whatever the reason, it is important to be clear about why you are doing this so that everyone involved can make a commitment to it. This includes children and young people, project staff, senior management, human resources and board members/elected members.

3. Has it been agreed and understood what level of involvement children and young people will have?

In theory children and young people could be involved to any extent in any part of the recruitment process. It is essential, therefore, that the level of involvement is discussed and agreed in advance, taking into account the wishes, ages and abilities of children and young people, the nature of the post, the type of organisation and the number of applicants.

Children and young people can potentially be involved in recruitment for posts at all levels within an organisation and they can be involved as individuals or as a group.

If this was a continuum then at one end would be children and young people being involved in a more informal way such as meeting and greeting candidates or

This would not, however, have an impact on the

children and young people may be involved right the way through the process from when a vacancy arises or is created, through writing job descriptions, person specifications and adverts, to short-listing and being full members of the interview panel and having an equal say in the final appointment decision.

Children and young people can also be involved in running an activity or exercise that focuses on certain aspects of the person specification. For example, candidates may be asked to facilitate a short section of groupwork or make a presentation on an aspect of the job. They can also be involved by setting up a separate children and young people's panel to ask specific questions.

How children and young people are involved will also be influenced by their age and ability, their strengths and interests. This must be taken into account when making decisions about levels of involvement, materials, scoring, methods of feedback and timings. It is also useful to involve children and young people from the services or setting where the recruitment is taking place as they will already be familiar with some aspects of the service, the work and the jobs.

Human Resources

"I can't deny that the first time it was a huge challenge, but meeting and talking to both the candidates and the young people made me really think about why we existed as an organisation."

It is important that children and young people understand what is expected of them within the potential range of involvement so that they can make an informed choice about what they want to do. Children and young people should have a say about what they are involved in. And remember . some may not want to be involved at all.

Children and young people need to know about the whole recruitment process even if they are only involved in one part of it. This helps them to understand and locate what they are doing and how it fits together.

4. Have the practicalities of the recruitment, e.g. venue and timing, been taken children and young people into account?

As with all participation work with children and young people, the practicalities must be organised to suit them.

The venue needs to be accessible, child friendly and easily accessible by public transport or taxis need to be provided.

The timing of the interviews needs to either be after school, college and work or negotiations may have to be pursued with the school, college or workplace to allow the child or young person to take time off for the involvement.

trained, prepared and supported?

to be involved in training so that they can understand the different stages and detail of recruitment and selection. Training can be done in variable sized groups or on a one-to-one basis, depending on who is going to be involved in what.

It is useful for training to include information about the process of recruitment i.e. job vacancy, job description, person specification, job advert, interviews, questions, scoring system etc. Also it is important to cover communication and interview skills, open and closed questions, stereotyping, equal opportunities and diversity, confidentiality and conflict of interests. It can often be useful to use drama and/or role-play to offer children and young people the opportunity to experience and understand the various aspects of recruitment.

Candidate

"I thought it was a good experience – it kept me on my toes and made me think about needing to pitch what I was saying in a way they could relate to."

By the end of training children and young people need to feel prepared and confident in their understanding and skills to be able to undertake their part or all of the process. It is also important to ensure that you agree with children and young people what support they may need during the process and who will be available to offer them this.

6. Are children and young people and the adults clear about their roles?

Ideally before the interviews, children and young people and the adults who will be involved should meet together even if they will be involved in separate parts of the process, so that they know what role each person will have. This includes adults who may not actually be involved in the interview process but who may be supporting children and young people on the day.

Meeting in this way will help participants get to know each other, build trust and be clear about who will be doing what. This will prove very useful for situations when children and young people and adults may all be involved in discussions at the end of the interview process about who to appoint.

7. Are children and young people and the adults clear about the level of involvement?

As stated above it is helpful if children and young people and the adults who will be involved meet together, even if they will be involved in separate parts of the process, so that they know what level of involvement each person will have and its limits. Again this should include adults who may not actually be involved in the interview process but who may be supporting children and young people on the day.

Even if children and young people are involved in a separate part of the interview . for example, candidates doing a presentation just to them . meeting the adults who

8. Does everyone understand the scoring system and how to fill it in?

During training and preparation with children and young people the scoring system is a vital element to cover in some depth.

There are many different scoring systems used in recruitment and the one being used or devised for the specific role should reflect the level of children and young people's involvement and should be easy to use. Some children and people may not want or be able to write lots of comments, but may be a happy to give a score and discuss this afterwards.

Everyone involved needs to understand exactly what is being assessed and how this is recorded using the scoring system. It is useful in training with children and young people to use sample answers candidates may give to particular questions and how candidates could achieve the different scores available with different levels or content of answers.

Young Person

"I learned to ask questions to people I don't know and how I can be very friendly and polite to very nice people."

If a different or variation of a scoring system is to be used because of the involvement of children and young people, this must be easily compatible with the main system so that scores can be combined if need be.

9. Has it been agreed how much of a share children and young people will have in the decision-making?

This aspect of children and young people's involvement needs to be clarified from the outset as it may affect their level of involvement and their role. It can also influence how much they feel valued as part of the process. Where children and young people are taking part as interview panel members alongside adults, then usually they would share an equal say in the decision-making.

If children and young people are having their own interview panel and asking specific questions then often a percentage share of the decision-making is agreed, proportionate to the number of questions. For example, if there are eight questions in total and the children and young people's panel asks two of these, then their scoring would count as 25 per cent of the overall total score for each candidate.

This may seem obvious, but experience has shown that this is a particular area which can lead to children and young people feeling that their contribution has not been respected or valued (as much as the adults). It is vital therefore to ensure that everyone is clear what the share of decision-making is and why, before proceeding. It is also essential that it is agreed by all to be a fair share.

ection and safe practice issues been addressed?

children and young people, safeguarding and child protection and should be considered before embarking on their involvement, with reference made to relevant organisational policies and guidance.

Even when children and young people are taking part as equal panel members they are still children and young people in relation to safeguarding and child protection, so professional and personal boundaries need to be clear, established and maintained. It is important to ensure that children and young people are not placed at risk during their involvement in recruitment and that they understand from the outset about the organisation's procedures.

You should carry out a risk assessment exercise to consider a range of issues such as travelling to and from venues, exchange of home/mobile telephone numbers, and sharing personal information during the recruitment.

Any activity or exercise that is devised for candidates must be within the boundaries of safe practice for all. And remember . candidates attending for interview also have the right to feel safe.

Human Resources

"I learn something new each time. We can't improve the lives of children and young people without taking their views into account - and what better way to do this than by listening to their opinions and recruiting people who will help shape their future?"

11. Have any potential conflict of interests been addressed?

This topic can be included as part of the recruitment training for children and young people. It is essential that children and young people know in advance the names of the candidates they will be interviewing.

There is a potential, for example, that the candidate has previously been a teacher or social worker of a child or young person on the panel. Depending on the child or young person's experience this could mean they are no longer sure they want to be involved, in which case they may want to be supported to discuss this and make a decision. If they do want to continue their involvement, again they may want support about how to manage any feelings they may have about being in this situation.

It may be that someone at the project is applying for promotion and all the children and young people know this candidate. In this situation, here it is important to reiterate boundaries and clarify confidentiality and equal opportunities responsibilities (see below). Likewise, it sometimes happens that a relative of a child or young person is a candidate and, as above, this needs to be discussed in terms of confidentiality, boundaries and equal opportunities.

Taking time and care to follow these procedures allows for children and young people's declarations of interest or prior knowledge of candidates to be dealt with in advance of the interview situation.

about confidentiality?

have a keen sense of confidentiality from their own
however, for the purposes of being involved in
recruitment process, it is crucial to ensure that everyone involved has the same
understanding of confidentiality as it relates to appointment procedures.

Being clear about confidentiality means everyone will have trust in the process and
feel comfortable. All involved in the recruitment have a responsibility to each other,
to the group/panel and to the candidates to make sure that information about
candidates, what happens during the recruitment process and afterwards is kept
confidential. This includes information on application forms, information and
answers given at interview, discussions and decisions at the end of interviews.

The only exception to this would be if an issue of child protection arose and required
a response. This would then be covered
under the safeguarding and child protection
policy and procedures.

It also needs to be discussed with children
and young people what is and is not
appropriate to ask candidates in interview
situations. For instance, personal questions
such as *do you have children?* would not
be appropriate, whereas work-related questions such as *can you tell us about your
experience of working with children?* would be. This can be covered during training
for children and young people where different examples of what you can and can't
ask can be highlighted and discussed.

Young Person

*"I liked playing games and
getting a £10 voucher for
doing a day's work. And I
liked the lunch!"*

Organisations take different approaches as to whether or not children and young
people involved in recruitment should see references for candidates - again this
should be agreed and clear to all involved.

13. Does everyone understand issues of inclusion, diversity and equal opportunities?

Again these particular topics can be addressed as part of training where children
and young people can be encouraged to consider issues such as stereotyping,
access, language, difference and discrimination.

Children and young people usually have many examples of these issues from their
own experience and those of their family and friends, which can be used to develop
discussions and understanding.

In relation to equal opportunities in particular, organisations have a responsibility to
ensure that all candidates are treated fairly and without discrimination and it is
essential that children and young people understand this is part of their
responsibility too.

covered by relevant laws:

75

and amendments in 2000 and 2003

(Sexual Orientation) Regulations 2003

- Employment Equality (Religion and Belief) Regulations 2003
- Disability Discrimination Act 2005
- Employment Equality (Age) Regulations 2006

14. Have the candidates been informed that children and young people are involved in the interview and selection process?

When sending letters out to candidates inviting them for interview it is respectful to inform them that children and young people will be involved in the process and clarify their level of involvement. This allows candidates to do any necessary preparation and prevents them from being put on the spot in a situation that will often already be stressful.

15. Has the necessary consent been obtained from parents/carers/schools to enable the child or young person to be involved?

As in all participation work with children and young people, permission/consent must be sought from parents/carers and/or schools to ensure that they, firstly, give permission for the child or young person to be involved and, secondly, they know exactly what it is that the child/young person is involved in and who to contact if necessary.

16. What rewards system is in place for children and young people?

Reward systems for children and young people's involvement vary enormously. It is, nevertheless, vital to ensure that there is some form of acknowledgement for their involvement, for example, a certificate as a record of achievement.

Expenses should always be available for children and young people in terms of travel, subsistence, childcare and personal support. Within the limits and resources of the rewards system, agreement should be sought with children and young people as soon as possible so that everyone is clear.

If a group of children and young people have been involved it may be useful to have a celebration of their work once the candidate has been appointed with a meal, trip out or similar activity. Accreditation can be very useful for children and young people so it may be worth considering gaining accreditation for any training offered. It may also be that children and young people's involvement in recruitment can be used towards other more general accreditation schemes.

- ✓ Make it fun
- ✓ Take Polaroid photos of candidates to help children and young people remember who's who when discussing candidates at the end of the process
- ✓ Provide plenty refreshments and snacks
- ✓ Make sure the adults are trained and prepared too
- ✓ Not all children and young people will want to be involved in recruitment and selection so give them the choice
- ✓ Play to children and young people's strengths and don't try to turn them into 'mini adults'
- ✓ Level of involvement should be fit for purpose
- ✓ Involvement in recruitment can be part of an ongoing process with a follow through to induction, training and appraisal of appointed staff and can be seen as whole participation project
- ✓ Be prepared to devise and use activities, games and exercises to ensure that it is easy for children and young people to get involved (e.g. not having to do a lot of writing). This may be easier and more fun for adults too.
- ✓ Ensure children and young people have the opportunity to debrief after their involvement
- ✓ Celebrate the work in some way



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Examples from around the region

THE NEXT PART of the toolkit showcases examples of best practice from around the region of children and young people's involvement in workforce development. These examples offer a range of ways of involving children and young people and include different ages, abilities and sectors as well as a variety of settings. Several of these demonstrate the different ways that projects and organisations in Yorkshire and Humber address some of the issues discussed in the checklist.

Children and young people from different services . looked after children and young people plus disabled children and young people . came together to participate in a one-day training session to prepare them for their involvement in the recruitment of an inclusion worker

The group comprised five trained disabled young people aged 15. 17 (three girls and two boys) working alongside a group of adults. The five young people are members of the Calderdale Disabled Youth Forum and the main role of the inclusion worker is to work with and support the development of the forum. Most of the five young people had already been involved in recruiting staff.

Firstly they worked on creating a shortlist by meeting with the adult panel and looking at all the applications. The essential and desirable criteria were written in young people-friendly language on flip chart paper and together the young people and adults scored the applicants by reading the application forms out.

The group then met up nearer to the time of the interviews to plan their questions and activities. They looked at the job description and person specification and decided on the qualities they thought were important for the worker to have. The group came up with five questions they wanted to ask candidates and agreed who would ask which question . each young person asked one question. The questions focused on qualities and experience: What had the candidates done before? Why did they want the job? What experience did they bring to the post?

The young people and adults had their own interview panels, so candidates were questioned by both and had to make a presentation to the adult\$ panel. The young people\$ panel counted for 25% of the decision-making, the other 75% was made up from the adult\$ panel, the presentation and the application form.

After the interviews the young people and adult panels met together to feedback to each other about the candidates. It is important that this is two-way feedback to ensure the process is equitable. The activity was very successful; all the young people took part fully and said that they would like to do it again.

Now that the worker has been appointed and started in post the same group of five young people are going to be involved in their induction process. This will involve an initial meeting between them and the worker to identify the worker\$ induction needs and to establish how the young people can support the worker. The same young people will also be involved, at a later date, in the worker\$ appraisal.

In summary then, the five disabled young people were involved in an ongoing participation process . training on recruitment and selection, involvement in the actual appointment procedure, followed by a role in both the successful candidate\$ induction and appraisal.

The new inclusion worker said of their experience: %was a bit worried beforehand about the young people\$ interview as I had not experienced this before. However,



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long a game that we played together before the
ns, which were excellent. It felt a bit strange at first.
's Den, but I think it is a very useful experience for
their future. The process not only demonstrated
good practice in terms of children and young people's involvement in interviews, but
it was a positive experience for both the candidates and the young people. It was
also good to meet some of the young people that I'm going to be working with.+

This piece of work will be shared by Calderdale Participation Team across
Calderdale Council to ensure that involving young people in the process of recruiting
workers becomes standard practice.

Case study contact: Joanna Heyes - joanna.hey@calderdale.gov.uk

Post in recruitment

Scott Hall Children's Centres, Leeds

Pre-school children aged 15 months to 4 years were involved in the interview process for candidates applying for Early Years Librarian and Early Years Practitioner posts.

Pre-speech/non-verbal children are always involved as their behaviour and body language can be observed, and they enjoy using the emotion picture cards we deploy (see *below*). Children with speech are also involved as they are more able to give extended answers. During each interview we aim to have six children of varying ages as sometimes they fall asleep, so if this happens there are generally some who can still participate!

Staff are trained and experienced in working with very young children and were able to design the interview process so that children were involved appropriately, considering their age and stages of development.

When candidates are invited to formal interview, they are asked to plan a five-minute activity suitable for children under four years. For the librarian post this was a storytelling session. Children had previously agreed that what they wanted from the candidates was stories and fun.

A group of children were brought together - sometimes with their parents/carers present and other times supervised by qualified staff. Candidates were then introduced to the children who were waiting in a suitable room, usually with no other distractions (a room full of toys and other children playing can be too distracting).

An adult's chair, table and floor mats were provided and the candidates choose to use this equipment in different ways. Sometimes, candidates not used to being with young children choose to sit up high on the chair. This can create an instant barrier with the children struggling to get involved.

Afterwards we asked the children what they thought about the candidate who did this and one child commented: "I couldn't see book. No pictures. No like!" This was because the candidate, sitting high up on the chair, did not engage the children visually in the story and they became bored, restless and uninvolved. They did not think the person was appropriate; candidate hadn't delivered stories and fun.

One candidate lay down on the floor and read interactive stories, sang finger rhymes and had props for the children to touch. The children were at ease, engaged and felt confident to play with this candidate. When asked what they thought about this candidate, their replies were: "I had a friendly face" and "I was like a big magician". Staff trained in listening skills asked further questions such as: "What was magical about the candidate?" and "What makes them a magician?" One child said: "They told a nice story and made me feel warm inside." Another child, aged three, commented: "Nice person. Kind person." This fitted well, as the candidate had spent a lot of quality time reading to the children and singing songs with them.

One candidate was chewing gum and a three-year-old child commented: "Eating

They also displayed a sad emotion card (see
up and very nearly stood on a child's
finger. The
d moved away from the group.

During all of the candidate's time carrying out their activity, the staff/parents/carers are able to observe the children's body language and interactions with the individuals. This is crucial as a lot of information can be gained this way, for example, when children feel confident and at ease with an individual they want to touch the new person or things that they have brought with them. They also give more eye contact and try to communicate.

Emotion picture cards . not hard to make, just drawn by hand and laminated were made showing smiley and sad faces . were given to the very young children who were asked to show the one that matched their feelings about the candidate.

As a result of this process, we have been able to appoint child-friendly, appropriate candidates to posts. And while not all posts require daily interaction with children, confidence and an ability to get on with children is very important for all posts, and this method compliments a formal interview very well.

Case study contact: Sara Slater – sara.slater@childrenssociety.org.uk

involvement in recruitment across a local

Originator: Hull Children's Fund

Hull City Council's Director of Children's and Young People's Services wanted children and young people to be part of the interviewing process for all staff who work with children and young people. As a result, children and young people were involved in the recruitment and selection of the following staff: Common Assessment Framework staff, Deputy Head teachers plus the Council's Heads of Service, including the Director himself, and Assistant Heads of Service.

Over the last four years Hull Children's Fund has been involved in recruitment to over 25 posts. This has included over 40 children and young people aged between 8. 18 from a variety of schools and community organisations in different areas. When a vacancy arises and Hull Children's Fund are asked to get children and young people involved, they go and find children and young people in that area or from that service, always involving children and young people with some relevance or connection to the area or service.

For example, for the Director of Children's and Young People's services post, they included children and young people that had left school, as well as three from a primary school (Year 6). For the deputy head teacher post of a primary school they involved Year 5's from that school. They always aim to have a mix of children and young people involved, so despite Hull not having a very high black and minority ethnic (BME) population, a diversity worker in the Children's Fund would aim to include BME children and young people when and where possible.

Once children and young people are involved they take part in a standard training process, usually for half a day, (2.5. 3 hours maximum) which is delivered within school hours and influenced by the children and young people's ages, abilities and time.

The group go through the recruitment and selection process . confidentiality, stereotyping, equal opportunities, questions, interviews and scoring . then devise their own questions and go on to interview candidates. Workers use different activities to train on the topics, for example, using a question-and-answer session on confidentiality using cards with key phrases on to highlight the issues.

For stereotyping, workers have photos of different people and ask ten questions about them: what does the person like to eat? Do they drive a car? Do they have a disability? Where do they live? For equality and diversity, workers use a game where children and young people are asked to match up pictures of people with jobs . this is done using some famous people and some more 'ordinary' people. Both these activities usually stimulate much discussion amongst the group.

In terms of skills and abilities they tend to use an example of a football player, for example, John Terry who plays for Chelsea and is also captain of the England team. The group are asked to think about what skills and abilities you need to play for Chelsea and then move onto think about at the other/different skills and abilities you

ational team. This leads to working on the skills being recruited to and what these would be. Lastly, could ask about these skills and qualities to find out how much they show they have these.

Children and young people decide who will ask what . usually depending on numbers they will ask one or two questions each. The group then practice asking the questions and scoring answers. Children and young people are also asked how they want the day to run, how the room will be set up, where they want to sit and what they want to eat so that it works for them.

Workers always give feedback to children and young people about who has got the job and explain why. There has not yet been a situation where children and young people actually phone the candidate to offer them the job, but this may be considered for the future as the process develops. Successful candidates are asked to complete a questionnaire about their experience of being interviewed by children and young people.

Children and young people are each given certificates and Children's Fund goody bags for their involvement. Usually the confidence and ability of the children and young people grows enormously throughout their involvement and the experience can give them an insight into the world of work, as well as a voice to say what was important to them. The best people have been recruited to the various jobs because of the insights of the children and young people.

Hull Children's Fund worked with children in a refuge to recruit new refuge workers which meant it was not possible for them to actually interview the candidates due to confidentiality. So, workers facilitated an activity with the children to draw round one of the children and then wrote on the body shape all the skills and qualities they thought a refuge worker would need. This body was then taken into the interview situation and the candidates were asked questions to demonstrate their skills and qualities in dealing with the questions on the body outline, with an emphasis being made that these were the children's priorities.

More recently Hull Children's Fund delivered a briefing session to NHS managers about how to involve children and young people in recruitment, as the health service wants to develop this.

Other projects in Hull involving children and young people in recruitment include Rights and Participation Project, Hull Youth Council and the Warren. They will be working with other organisations in Hull who want to involve children and young people by inviting them to initially watch how it is done, then offering support to help the organisations develop this themselves.

Hull Children's Fund has also produced a CD containing all the games, activities and evaluation sheets on it, including the drawing of the football shirt for the skills and abilities activity.

Case study contact: Barbara Ryan – barbara.ryan@hullcc.gov.uk

ng people's involvement in interviewing and

Originator: Doncaster Youth Service

The involvement of young people in interviewing and selection started as a partnership agreement with The Children's Fund, Barnardo's and Youth Service in Doncaster working with a group of young people to develop a training package aimed at young people around interviewing and selection.

Young people then participated in the training package developed by their peers to recruit the new project workers at the Children's Fund. This proved very effective and the training pack was adopted by the Youth Service and embedded within policies and procedures.

Different organisations . in addition to internal council departments . have accessed the training for children and young people they work with, including those in the third sector.

Over the years since the training has been available, feedback from both young people and adults/interview panels has been very positive.

All young people who participate in the training are given an in-house certificate of attendance and achievement. Young people participating in the training and subsequently becoming involved in interviewing and selection have gained confidence, learned new skills and feel that their contribution is valued.

Case study contact: Doug McClone – doug.mcclone@doncaster.gov.uk

ds involved in recruitment of sessional

Originator: Ryedale Special Families, North Yorkshire

Ryedale Special Families believe it is good practice to involve children and young people in recruitment and wanted to ensure that young people had a say in who was recruited to sessional posts.

These posts would be working directly with children who have special needs or disabilities and therefore it was important to know whether the young people are able to make a connection with staff who will be potentially supporting them. The service had also been encouraged by CSCI (Commission for Social Care Inspectorate) to ensure that young people played a bigger role in the service.

A planning session was held at the regular youth group to explain the recruitment process from which the group put forward some questions they would like candidates to be asked. A smaller group of four young people was chosen by the youth group to attend the interview and two members of the younger age group were also asked to attend, although there was not time to do the same group session with this particular group. A mixed group was specifically chosen to cover a wide age range, mixture of needs and achieve a male/female balance.

The questions the young people came up with included: What does fun mean to you? Can you dance? What would you do if you saw two young people arguing?

These questions were then edited so that they did not clash or overlap with those of the other interviewers and questions were divided up equally, so that each young person had two questions to ask.

A total of six young people aged 11. 19 attended the interview with each interviewee spending some time with the young people, answering their questions as well as being interviewed by the regular adult interview panel. The team leader, supported the young people, made notes and relayed these back to the other interviewers. A formal scoring system was not considered appropriate on this occasion, as there were a number of sessional worker vacancies rather than all candidates competing for just one post. The views of the young people largely concurred with those of the other interviewers.

The young people very much enjoyed the experience and thought it was fun. Overall, the activity was very successful: including young people in recruitment gave them more responsibility for their youth group and also gave them ownership of the group and of the staff appointed. Feedback from candidates was that they also enjoyed the experience, although some found it nerve wracking as it was an unusual process for them and they had not known quite what to expect.

Case study contact: Lisa Keenan – lisa.keenan@ryedalespecialfamilies.org.uk

ew models of children and young people's

involvement

Originator: The Project, West Yorkshire Youth Association, Leeds

Group Interview This involves all the candidates in a range of activities and games. It requires a minimum of one young person to each candidate and we would not recommend exceeding six candidates per session. The activities are split between one-to-one and team exercises as this enables the young people to spend time in discussion with an individual and see them in a team environment.

The games and activities should be developed in advance with the young people involved to maximise their confidence, ownership and independence during the interview session.

The young people use a range of warm-up games, questions in a board game format and worksheets that they build into a session in the same way as workers would plan a youth work session. The Project always has a minimum of two staff in the session, however they have no official role and are there to support the young people and when necessary keep a check on time keeping, if the participants want this.

Participants then score or comment on each candidate based on previously agreed criteria or scale.

Carousel Interview This is a group model which requires a team of young people to develop a range of activities and games. Small groups of two to three young people take responsibility for their own exercise throughout the session.

Each activity is designed to enable participants to comment on a candidate's specific skill, attitude or knowledge. During the session all candidates move between the small groups, participating in each 20-minute exercise or activity. These can be designed to be undertaken by an individual candidate or by up to three at a time.

Participants then score or comment on each candidate based on previously agreed criteria or scale.

Written Response In this model shortlisted candidates are asked to undertake a question or activity and submit their work to a group of young people. Candidates are encouraged to present their response creatively and with emphasis on accessibility of language.

This practical model is particularly useful where communication with young people forms a key part of the role. Previously candidates have designed board games, newsletters and leaflets as their submissions as well as more traditional written pieces.

Participants then score or comment on each candidate based on previously agreed criteria or scale.

Case study contact: Jo Price – theproject.jp@btconnect.com

Recruitment and selection of project staff at Cardigan Centre, Leeds

Over 30 young people aged 13-19 have been involved in the recruitment of staff at Youth Point during the last six years. Youth Point believes it is essential that young people influence the selection of staff who will be working with them and want to make sure they are employing people who can contribute to a successful service that meets young people's needs. Doing this also gives an insight into how candidates deal with young people and with challenging situations.

The young people's participation starts with consultation on the job description. Any young people who want to be involved are then invited to attend recruitment and selection training, which includes the development of interview questions. After attending the training, they can then become involved in the interviews.

Young people's involvement is in three parts:

1. A young person sits on the panel with two staff.
2. The interviewee delivers a session to a group of young people.
3. The session is observed and graded by at least one more young person.

All of the interactions are scored and all the scores are added up to give a final and average score. In the case of a split decision, it would go back to further discussion with young people, but the final decision, for legal reasons and accountability, is taken by employed management staff.

A debriefing takes place with the young people after the interviews to give them the opportunity to reflect on the process, their contributions, what worked well, what could be improved and, specifically, what to do and not do in future.

Candidates generally always comment on how they find the young people's presentation the most nerve wracking, usually because they know young people are much more direct and can see through any spin! Feedback from one interviewee: "It was the most alien thing to do - to deliver a session to young people about me, instead of it being about them - but it's a positive thing that they are there."

Young people on the whole enjoy it, but can also find it quite stressful and may need the opportunity to offload afterwards. Some feedback from young people:

- "It's good 'cos you get to meet new people, learn about what they've done in the past and to see if they can work with us (young person from alternative curriculum)"
- "It was harder than I thought - thought it would be easy to say who we wanted but it was stressful"
- "It's a good way to do it - it's fair that we get a say as it's us they've got to work with (young volunteer)"

Overall, the activity is successful in that young people are part of a decision making process that shapes the services they are involved in.

Case study contact: Emma Manners – emma.manners@cardigancentre.org.uk

ruitment and selection pack for their

Originator: Barnardo's VOICE, Yorkshire and the Humber

Some young people who used Barnardo's Services in Wales were trained as peer educators in all aspects of recruitment and selection. Barnardo's in Yorkshire were offered the opportunity of inviting young people to participate in free training provided by the Welsh peer educators in the hope they would develop a training pack to be used throughout the Yorkshire and Humber region.

Eight young people were recruited (from all services across the region) who were interested in undertaking the task and they spent two days in Wales undergoing the training. Of the eight, one was aged 12, one aged 14, two aged 15, one 17, one 19, one 20 and one 21. On their return to the region they spent the next seven months putting their skills into practice. both internally and externally to Barnardo's. The group then split into two (largely due to age and geographical splits) and both groups wrote up the process based on their learning and experience of what worked when they put theory into practice. The pack is a write up of their ideas, discussions and experience.

VOICE in Yorkshire had often been asked to support young people's recruitment and selection panels and felt that, although this was beneficial, as participation workers they were facilitating the process with the young people but not passing on skills to the service staff. They wanted to ensure that the process became embedded in the culture of the service's practice and that staff were empowered to do this. VOICE participation workers could have written a recruitment and selection pack, but it would not have been anywhere as creative and inspiring as this one! VOICE wanted to capture the young people's personal experience and fresh approaches.

The professionals were the training negotiators, travel co-ordinators, chaperones, cooks and admin support. The young people did everything else, apart from typing up their discussions and adding the *ands, ifs and buts* to the document. They proofread the finished document and changed the bits that they didn't quite like!

The finished document was presented to Barnardo's Regional Management Team in Yorkshire who decided that Barnardo's policy in the region should be changed to ensure that all new staff recruitment should involve children, young people and/or their families in some way, often as part of an interview panel.

This policy has been successful and received well in Barnardo's Children's Services which in turn have influenced their partners in this area such as education, health and social services.

Case study contact: Shelly Eades-Jones – shelly.eadesjones@barnardos.org.uk

vering participation training across an

Originator: The Children's Society, Yorkshire and the Humber

As part of the implementation plan of The Children's Society Participation Strategy, *Be part of it*, the organisation is investing in all staff, those who work directly with children and young people and those who do not, to enable them to have access to participation training. New starters are offered this participation training as part of their induction process.

Initially, children and young people facilitated a weekend of training with the Senior Management Team, including the Chief Executives, Director of Children and Young People's Division and other senior colleagues. This looked at children and young people's rights, attitudes and values, and the process of participation. The children and young people who delivered this training had previously been trained in facilitation skills, children's rights and participation.

As part of the delivery across the organisation of this participation training, children and young people are involved as co-trainers and the co-training group includes disabled children and young people. This is a rolling programme and at any training session there can be a minimum of two and a maximum of four children and young people.

The organisation believes that children and young people bring added value to any session where the topic of discussion is their involvement in decision making. The intrinsic values underpinning this work are for children and young people to have the opportunities to learn new skills, work alongside adults and have some fun.

Evaluation forms asked delegates to give children and young people feedback and many have commented on the added value of having young people in the sessions.

Case study contact: Suraya Patel – suraya.patel@childrenssociety.org.uk

This involved training young people in the basic skills of conflict resolution, helping them to bond as a group, and then training them in facilitation.

Following this, Peerlink workers (from the Leap Confronting Conflict organisation) and Archway workers supported the young people to lead workshops in conflict resolution skills for Connexions Personal Advisors (PAs) and other young people. Ten young people aged between 16 and 22 from Archway were involved in the initial training and three went on to form a facilitation group (including one young parent).

Following the training the young people facilitated two workshops for Connexions PAs in Leeds and a workshop at a young people's event in Hull. The workshop theme was introducing conflict resolution skills and involved drama, games, discussion and role-play.

This provides opportunities for self-development for vulnerably housed young people that use Archway services. These are young people who may not have had opportunities to access this type of work before. The facilitation aspect of the project was undertaken to enable the young people to have someone to practice their skills with after the end of the programme, to build their self-confidence and to give them additional skills. It also provided a good opportunity for adult professionals to learn new skills and to see and learn from young people facilitating.

The activity enabled the young people to have some understanding of conflict in their lives. One young person said: 'It taught me a lot of important things and helped me learn more about myself.' It also enabled the young people to pass those skills on as the experts.

The activity was also successful because Archway continued to work and meet with the group on a regular basis so that their skills did not get lost. Leap Confronting Conflict has run some more training with the group this year.

*Case study contacts: Amanda Painter – amanda.painter@leapconfrontingconflict.org.uk
or Sally Hoy – sallyh@archway-leeds.org.uk*

Young people involved with Connexions West Yorkshire delivered participation training to a mixed group of Connexions Managers and Connexions Personal Advisor team leaders and managers.

The young people were both Peer Young People's Involvement Co-ordinators (young people employed by Connexions West Yorkshire) and young people from the West Yorkshire-wide Young People's Involvement Group. They delivered two sessions across West Yorkshire to 20 adult participants in each.

The activity was successful as it involved young people at all stages of the process . from planning and preparation through to delivery and evaluation. The review was carried out using a snakes and ladders format; the ladders going up represented positive feedback, the snakes going down reflected constructive criticism.

Overwhelmingly the feedback from participants was that their experience of young people leading and delivering the training session was very powerful and gave a strong message to adults. Young people showed real commitment throughout the training course and were keen to practice their skills and knowledge. The involvement of young people as trainers gives a strong message of Real Involvement of Young People It is vital that young people delivering training are themselves fully trained and take an equal and active part in all aspects of the training.

Young people had been trained and supported to deliver this training to adults by participating themselves in a Ready, Steady, Change training course a few months prior to delivering it. The aim of this training was to train the trainers enabling the young people to take a full and equal part in any participation training being delivered in the future by Connexions West Yorkshire.

At the start of the Ready, Steady, Change course 19 young people aged from 15. 22 enrolled. A total of 17 completed the course, with two dropping out through no fault of their own. Out of these, 12 young people went on to be involved in subsequent training delivery.

The training was split into two separate units to enable those young people who worked or studied on a weekend to do the course over six evenings, one per week. Those young people who could not attend on an evening did three full Saturdays, one per month. This flexibility allowed any trainee who had missed a unit to catch up. A total of 17 young people and the Young People's Involvement Co-ordinator (adult) completed the course and were fully equipped to deliver participation training to any adults or young people who applied to do this.

A celebration event was held at the completion of the course where certificates were presented to young people.

Case study contact: Anne Gomersall – anne.gomersall@calderdale.gov.uk

Appraisal of the Director of Children's Services Metropolitan Borough Council

Young people from Rotherham Young People's Services were involved in the recruitment of the Director of Children's Services and some of these young people then went on to conduct the Director's annual appraisal. The group was mixed and included young people from the Refuge, Looked-After Children and Youth Cabinet.

The Director went through the five *Every Child Matters* outcomes, looked at the vision for Children and Young People's Services in Rotherham and compared their delivery against these. They also looked at where they should go next with their priorities.

The Director's learning was that it was the big and small stuff that mattered to the young people, for example, the failure to fix the lights in a local park for some time. In response, the Director had taken this issue up and it was resolved.

The young people, however, recognised that the three key things in the vision - tackling bullying, places to go and voice and influence . were major issues and could see what the Director had achieved in responding to them.

According to the Director: % reinforced how important it is that we are accountable to young people . and this in turn strengthens our mandate for action. The appraisal was both a positive and challenging experience.+

The Director will face another panel of young people for their next appraisal.

Case study contact: Clare Cope – clare.cope@rotherham.gov.uk

Workforce issues

Involving young people in the recruitment of staff, volunteers and mentors

Michel, E and Hart, D

Published by National Children's Bureau (NCB) and The Prince's Trust (2002)

ISBN 1 900990 776

Available from NCB (currently out of stock/print) on 0845 4589910 or from www.ncb.org.uk

Up the Ladder of young people's participation

Published by CROA (Children's Rights Officers and Advocates) (2002)

Available from CROA on 01773 820100 or from www.croa.org.uk

The Recruitment Pack - Involving Children and Young People in Recruitment

Published by Save the Children Scotland (2005)

Available from 0131 5278200 or from www.savethechildren.org.uk/scotland

Participating in staff selection interviews – information and training pack for young people

Published by Rainer

Available from beck.dabscheck@raineronline.org

How to involve children and young people in recruitment and selection ('How To' guide series)

Published by Participation Works (2007)

Available from 0845 603 6725 or to download at www.participationworks.org.uk

The Right Choice; Involving children and young people in recruitment and selection

Published by National Children's Homes, this guide will be made available to NCH projects in late April 2008 and then released as an external publication in September 2008. There will be a limited number of hard copies & the guide will also be available as a download from www.nch.org.uk

Total Respect – a training resource pack and course on children and young people's rights and participation

Training the Trainers for Total Respect accredited course for children and young people

Published by CROA

Available from CROA on 01773 820100 or from www.croa.org.uk

Legislation at a glance from the Improvement and Development Agency
(IDEA)
www.idea.gov.uk/idk/core/page.do?pageId=5145524

Rights and participation

Disability Toolkit

Published by The Children's Society
Available from www.disabilitytoolkit.org.uk

Ready Steady Change – a training resource pack and course on children and young people's participation

Published by the Children's Rights Alliance for England (CRAE)
Available from 0207 2788222 or www.crae.org.uk

Participation Works

Contact 0845 603 6725 or www.participationworks.org.uk

UNCRC . United Nations Convention on the Rights of the Child
www.unicef.org/crc

11 million . Office of the Children's Commissioner for England
Contact 0844 800 9113 or www.11million.org.uk

Through the Maze

Leeds-based information service for people with a learning disability, their families, carers and other individuals and/or organisations who work with them.

www.through-the-maze.org.uk

Standards and inspection

Hear by Right

Published by The National Youth Agency
Available from The NYA on 0116 242 7406 or <http://hbr.nya.org.uk/>

You're Welcome

Published by the Department of Health
www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4121562

Checklist for recruitment and selection	Yes/No Action
1. Do your organisation and its relevant departments (e.g. HR) support the involvement of children and young people in recruitment?	
2. Are you/your organisation clear about why you are involving children and young people?	
3. Has it been agreed and understood what level of involvement children and young people will have?	
4. Have the practicalities of the recruitment, e.g. venue and timing of the recruitment taken children and young people's needs into account?	
5. Are children and young people trained, prepared and supported?	
6. Are children and young people and the adults clear about their roles?	
7. Are children and young people and the adults clear about the level of involvement?	
8. Does everyone understand how the scoring system works and how to fill it in?	
9. Has it been agreed how much of a share children and young people will have in the decision-making?	
10. Have safeguarding, child protection and safe practice issues been addressed?	
11. Have any potential conflict of interests been addressed?	
12. Does everyone understand about confidentiality?	
13. Does everyone understand issues of inclusion, diversity and equal opportunities?	
14. Have the candidates been informed that children and young people are involved in the interview and selection process?	
15. Has the necessary consent been obtained from parents/carers/schools to enable the child or young person to be involved?	
16. What rewards system is in place for children and young people?	

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make a list of all the parts of the recruitment and selection process . see suggestions below. These may vary from project-to-project, organisation-to-organisation depending on recruitment policies etc., but most will be similar.

Job vacancy arises or job is created

Write job description and person specification

Job description and person specification approved by e.g. trade union, management

Advert written for job and placed in papers or online with closing date

Questions devised for interviews

Applications short listed

Interviewing of candidates

Presentations and exercises

Job offered subject to references and checks

References taken up

Checks carried out e.g. CRB

New worker appointed

New worker starts in post

Print out, write or photocopy all these parts of the process and make them into individual cards. Scatter them randomly on the table or on the floor and ask children and young people to place them on a large piece of paper in the order that they happen in the recruitment and selection process. Lastly, facilitate a discussion about what each part of the process entails.

(This activity has been adapted from 'Involving young people in the recruitment of staff, volunteers and mentors', Michel, E and Hart, D. Published by the National Children's Bureau and The Prince's Trust, 2002)

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Part One: Ideal Worker

Draw two large body shapes on lining paper, cartridge paper or some flipchart sheets taped together. This can be more fun if one child or young person lies on the paper and another draws round them to get the real body shape of someone.

Then ask the children and young people to think of the post they are going to be involved in recruiting to, and to think of what the post will actually do or already does (job description) and all the skills, knowledge, attitude, abilities and qualifications (person specification) the person would ideally have to do the job well.

Invite the children and young people to write all of these on/around the body . firstly for the job description then on the second body for the person specification. For the next part of this exercise, write everything that appears on the body for the job description on individual small cards and do the same for the person specification, then move onto part two.

(Part one of this activity has been adapted from 'The Recruitment Pack - Involving Children and Young People in Recruitment', published by Save the Children Scotland, 2005)

Part Two: Bulls Eye prioritising for job description & person specification

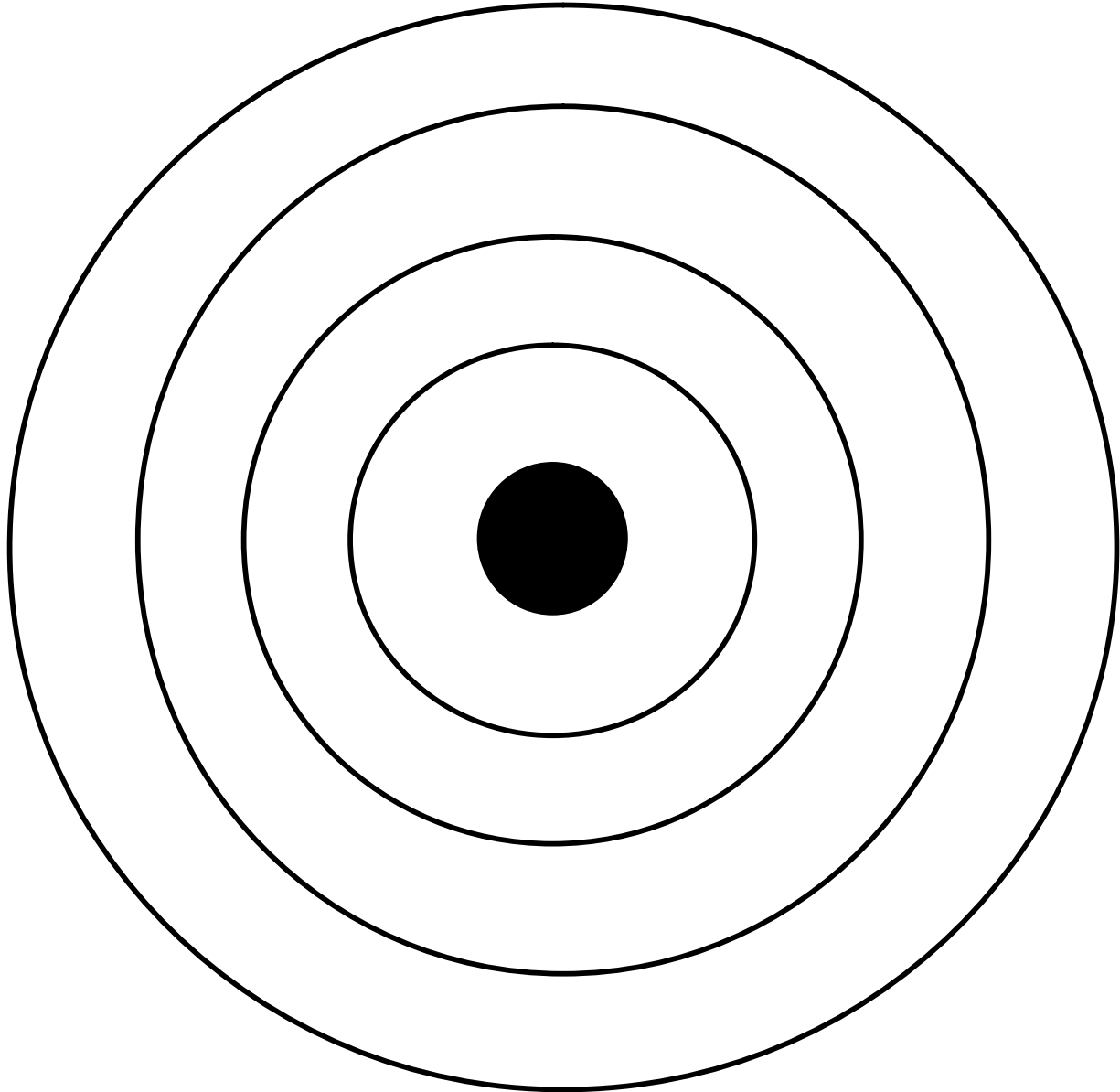
Work in groups of three or four or as a whole group depending on numbers. Have two flipchart sheets prepared for each group, with bull's eyes (*see below*) drawn on the sheets.

Then ask the groups to work on firstly the job description and secondly the person specification . give out the cards from the previous part of the exercise and ask the children and young people to discuss each point of the job description and secondly person specification, and then to agree which is/are the most important elements. In other words, prioritise them.

When the group have decided ask them to stick the different cards onto the bulls eye with the one they think is most important being placed in the middle and so on outward.

From this exercise the job description and person specification can be developed.

Job description and person specification



Prepare cards with jobs written on them such as:

Youth worker	Electrician	Teacher	DJ
Police officer	Nurse	Fire fighter	Builder
Office worker	Plumber	Gardener	Athlete
Shop assistant	Musician	Web designer	Chef

Divide the group into pairs or ask the children and young people to do this individually, depending on numbers. Each pair or person picks a card but doesn't let the rest of the group see what's written on it and they are asked to draw the type of person they think would be most likely to work in the job that's written on their card. Then each pair or person shows their drawing to the rest of the group who are asked to say what job they think the person has. After a short time, ask the person or pair to say which job the drawing represents.

Once this has been done for all the drawings/jobs, facilitate a discussion around why participants drew what they did and included certain characteristics for different jobs. Challenge any stereotypes by asking, for example, are all nurses female? Do all youth workers look like this? Ask participants if they were surprised by any of the drawings and why. For example, they may say they know a male office worker.

Summarise the discussion by highlighting how easy it can be to be influenced by who we think other people are and to judge them in terms of what they look like, how they behave, how they speak or what they wear. Emphasise that we need to be aware of our preconceptions about others and that these can prevent us from being fair, valuing diversity and being inclusive. Discuss ways in which participants can ensure that everyone is treated fairly in a non-judgemental way and what each person can do to make sure this happens.

As a variation use pictures or photos (from magazines, newspapers) of different people and ask the group to decide:

- What does the person like to eat?
- Where do they live?
- Do they drive a car?
- Do they have a disability?
- How old are they?
- What job do they do?
- Did they go to college?
- What music do they like?

As above, facilitate a discussion around participants responses to who they think the person is and why and proceed with the remainder of the activity.

(This activity has been adapted from 'Involving young people in the recruitment of staff, volunteers and mentors', Michel, E and Hart, D. Published by the National Children's Bureau and The Prince's Trust, 2002. Thanks to Hull Children's Fund for the variation.)

It can be useful to devise a one side of A4 information sheet about the different legislation that exists that would apply to equal opportunities in recruitment. This does not have to be in great detail, but could include the name and date of the legislation and one or two sentences about it. In the toolkit there is a brief reference to relevant legislation and some website links are included in the Contacts and Resources section.

Alternatively, facilitate a thought shower to ask children and young people what laws they know about that cover issues of equal opportunities and write these on a flipchart sheet, adding any that have not been mentioned.

Have two pre-prepared signs on walls at either side of the room one with **Lawful** written on it, the other with **Unlawful** written on it. Explain that you are going to read out a selection of statements about equal opportunities and ask the children and young people to then move towards the **Lawful** or **Unlawful** sides of the room, depending on how much they think the statement would be legal or illegal.

Once participants have moved to their position ask each person to say why they moved there and facilitate a brief discussion about the statement. Then tell the group whether the statement is lawful or unlawful with a short explanation about the particular legislation and how/why it protects candidates who apply for jobs.

Work through all the statements and end with a discussion about how the group can ensure that candidates are not discriminated against on the basis of their gender, race, sexuality, religion, disability or age.

As an alternative instead of having the **Lawful** and **Unlawful** signs on the walls, prepare a small **Lawful** and **Unlawful** card for each child and young person in the group then when the statements are read out ask each participant to hold up either the **Lawful** or **Unlawful** card and facilitate discussion from there.

1. You are interviewing for a cleaner for the local community centre. A man is interviewed for the job – he is a wheelchair user. The room that was going to be used for the interview is not wheelchair accessible. You decide to move the interview to an accessible room.

This is lawful as The Disability Discrimination Act makes it unlawful to treat a disabled person less favourably because of their disability. Employers must make 'reasonable adjustments' to accommodate disabled people, even in recruitment and moving the room would be a reasonable action to take.

2. You are interviewing for a cleaner for the local community centre. A man is interviewed for the job – he is a refugee from Iraq and his first language is Arabic. His English is not very good so the panel decides not to offer him the job.

This could be unlawful under the Race Relations Act because if having a certain level of the English language is not a requirement of the job then there may be no reason why this candidate could not do the job with his current level of English.

3. A woman is being interviewed for the job of residential social worker and it seems as if she may be pregnant. The job involves working evenings and sometimes going away on residential trips, so you decide to ask her how she would cope with childcare.

This would be unlawful under the Sex Discrimination Act as the question discriminates against the woman. A woman candidate who was not pregnant or a man candidate would not have been asked this same question by the panel and so this woman is being treated less favourably because she is or may be pregnant. The best candidate should get the job regardless of whether or not they are pregnant or have children.

4. At the end of the interviews for a new youth worker, when you are discussing the candidates to make the decision, you mention that you think the best candidate (who is going to be offered the job) may be gay. Everyone on the panel knows there have been problems at the youth club with homophobia and a lot of jokes have been made about men going out with other men. You suggest that it would probably be best not to employ him.

This would be unlawful under the Employment Equality (Sexual Orientation) Regulations since you cannot discriminate against someone because of their sexual orientation. The best candidate should get the job regardless of their sexuality.

for a job at a High School, which is multi faith.
You think means she may be a Catholic. You
matter and are in favour of her being offered the

Under the Employment Equality (Religion and Belief) Regulations, it would be unlawful to discriminate against a candidate on the grounds of their religion or belief, therefore it is lawful to offer this woman the job. The best candidate should get the job regardless of their religion or belief. An exception could be made if a particular religion or belief is a genuine occupational requirement, however the employing organisation would have to prove that it is essential to have that religion or belief to carry out the job.

6. A candidate phones and requests an application form in Braille. The closing date for applications is only a week away and there's not enough time to get the form translated. You tell her that the job is no longer available.

This would be unlawful under the Disability Discrimination Act as the candidate is being treated less favourably because of their disability. Employers must make 'reasonable adjustments' to accommodate disabled people which would include providing applications in Braille, since this would be considered to be reasonable.

7. A man has applied for a job in a women's refuge. He has lots of experience but he is told that he cannot apply because he is a man.

This could be seen as discrimination under the Sex Discrimination Act. However for some jobs a person of a particular sex may be required because of the nature of the job. In this case an exemption can apply to the Sex Discrimination Act and the job can be advertised as only being for women – this is called a 'genuine occupational qualification' and therefore it would be lawful to only allow women to do the job.

(Part one of this activity has been adapted from 'The Recruitment Pack - Involving Children and Young People in Recruitment', published by Save the Children Scotland, 2005)



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