

Action Plan 2006: Involving Children and Young People



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1. Introduction



Children and young people have an important stake in much of the work of the Department for Constitutional Affairs (DCA). This guide is designed to help both policy and delivery staff within the DCA family consider the best ways to consult children and young people on work which affects them. It includes information on:

- The rationale behind and benefits of consulting children and young people;
- Where we at DCA need to consult children and young people;
- The work DCA has done over the last 12 months in this area;
- How to engage young people effectively (entitled **Hear by right**, and provided by the National Youth Agency);
- Details on partner organisations you may find useful to get in touch with;
- Ideas for ways DCA staff can work with young people.

When consulting young people it is useful to:

- Consider what you want to find out from the consultation process;
- Consider which young people you want to engage with e.g. BME groups, children affected by parental separation;
- Read the Children and Young People's Action Plan for suggestions of how to approach your target group;
- Contact the Education, Information and Advice Strategy (EI&A) team for advice on which partner organisations would be most appropriate to work with.

A lot of work has been done across DCA in engaging with young people. As a result, we have built relationships with a number of partners in this area. If you are planning to contact a particular group please make sure you speak to the EI&A team first as they will be able to advise you on the most appropriate links to make.

**Contact: Rachel Easom on Tel: 020 7210 1788
Email: rachel.easom@dca.gsi.gov.uk**

Acknowledgement

The DCA would like to thank James Wood who during his secondment from Hertswood School produced this Youth Action Plan. His insight as teacher has brought fresh perspectives on developing a deeper understanding of the importance of engaging young people in policy making. We would also like to thank St Benedict's College, Colchester for providing the photographs that appear in this document.

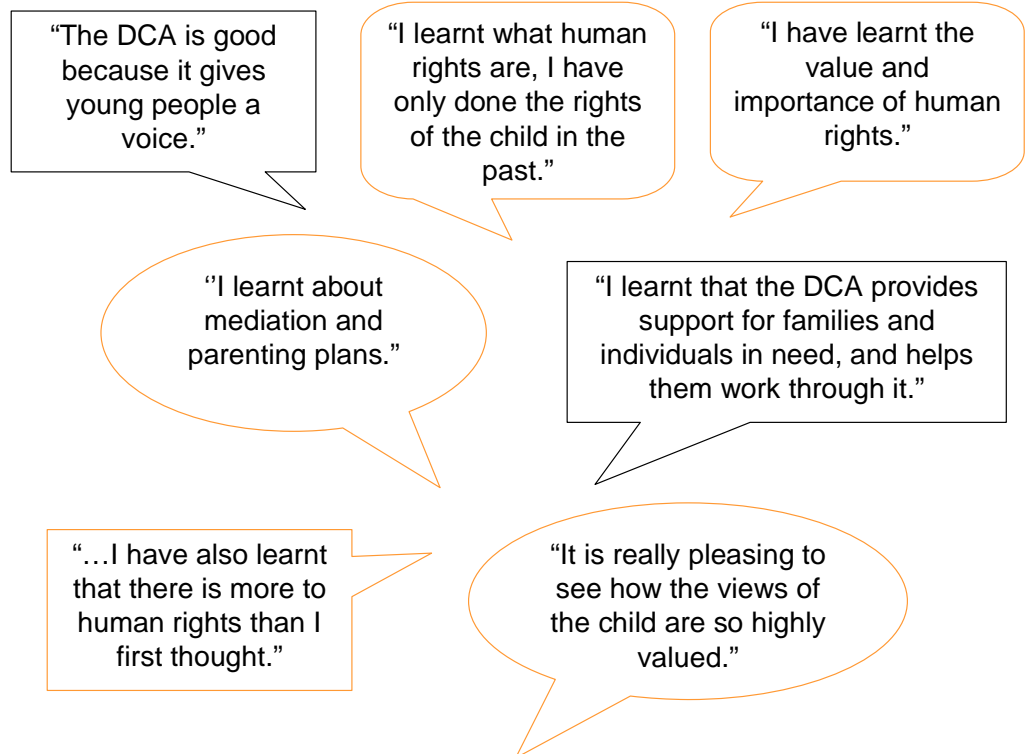
2. Rationale

‘Promoting citizenship is already an important part of the Government’s education agenda, both pre-16 through the national curriculum and post-16. Departments and agencies that have a local presence can support participation projects that play their part in developing these skills.’ (*Learning to Listen, DfES 2002*)

2.1 The views of some young people

In November 2005 DCA staff led an event with St Benedict’s College, Colchester. Students from years 10 and 11 took part in workshops on relationship breakdown and Human Rights to help them understand how the DCA affects their lives.

Some of their comments describing what they learned about DCA included:



2.2 Why consult with young people?



The aims of DCA's 5-year Strategy impact directly upon young people in their own right particularly in areas such as helping the vulnerable and increasing confidence in justice. They also influence the future habits of young people in areas such as proportionate dispute resolution and democratic engagement. As with other stakeholders the DCA benefits from gaining the views of young people on policy in these areas.

Learning to Listen states that in all government departments:

'A visible commitment is made to involving children and young people, underpinned by appropriate resources to build a capacity to implement policies of participation'

and that:

'The contributions of children and young people, proportionate to their age and maturity, are taken seriously and acted upon, and feedback from children and young people confirms this.'

(Source:

<http://www.dfes.gov.uk/listeningtolearn/downloads/LearningtoListen-CorePrinciples.pdf>)

2.3 Why is this good for DCA?

Developing our work with young people offers the DCA family a number of benefits:

- Improving court processes and child welfare in adoption, care, family and criminal cases;
- Contributing to PSA 4 target:

"To increase year on year the level of satisfaction of users by taking speedy, high quality decisions and reducing unnecessary delay and cost, and by ensuring that outcomes are enforced effectively".

- Fulfilling the requirements of domestic legislation such as the Children Act 1989 and the UN Convention on the Rights of the Child (UNCRC) 1989;
- Contributing to DCA initiatives to protect children and young people from violence, abuse or neglect and providing legal information, advice and support for children and their families;

- Acquiring fresh perspectives and new ideas about how to improve our services, policies and the democratic process based on *actual* rather than *presumed* needs.

2.4 Why is this good for young people?

Learning to Listen outlines the benefits of this strategy for young people:

- Giving children and young people an active say in policies ensures that they genuinely meet their needs;
- Promoting citizenship and social inclusion;
- Persuading disadvantaged young people that they count and can contribute;
- Developing personal and social education and development.

2.5 Where does DCA need to undertake this work?

The **Learning to Listen** guidance states that the views of young people need to be taken into account:

- Where individual decisions are being taken about children's own lives e.g. family courts;
- Where services for, or used by children are being developed or provided locally e.g. court / tribunal community links;
- Where national policies and services are being developed or evaluated e.g. Education Strategy / Human Rights Commission.

3. DCA's work with young people in the last year

The following are some examples of the types of work DCA has done with young people over the last year.

UK Youth Parliament / Relationship breakdown workshop

Andrew McNeill and Rowan Putman from the Relationship Breakdown Team ran workshops for young politicians during the annual sitting of the UK Youth Parliament at Leicester University in July 2005. Members of the Youth Parliament (MYPs) were asked for views on DCA's policies governing the position of children caught in divorce and separation disputes.

During a one-hour seminar MYPs were invited to assess DCA leaflets and videos explaining the different ways of resolving disputes outside the court process. Another session compared different attitudes to relationship breakdown and touched on the campaign group Fathers for Justice.

Andrew said: "The groups engaged very positively. They liked one of our videos, which portrays how children perceive relationship breakdown."

"When we gave them quotes from Fathers for Justice I was really impressed by how they were not all coming down on one side or the other, and how they talked about their actions and statements."

Following the event a number of young people expressed an interest in maintaining contact with the DCA in relation to these issues.

For further information contact the Relationship Breakdown team.

Human Rights

As part of the DCA consultation with St Benedict's Collegel in Colchester Rob Linham ran a workshop on Human Rights. Young people were asked to consider a number of scenarios in which Human Rights had been breached. This led to a discussion about what Human Rights are, why we have them and the role the DCA plays and could play in promoting them.

This event enabled the Human Rights team to gain an idea of the views of young people on Human Rights and how the DCA could better engage with young people on this issue. The workshop demonstrated a very positive attitude to Human Rights from the young people present, particularly when compared with the attitudes of many adults!

For further information contact: Rob Linham: 020 7210 8892 and email: rob.linham@dca.gsi.gov.uk

Voter registration

The Electoral Commission published its report *Understanding Electoral Registration* in September 2005. The report provides a comprehensive analysis of registration rates and a detailed analysis of non-registration by age group. The report shows that on 15th October 2000 – the date on which the report's analysis is based – the level of non-registration among the eligible young people in England and Wales were as follows:

28% non-registered for 16-17 age category
16% non-registered for 18-24 age category.

The Electoral Policy Division has been actively making new links with the young people groups, such as YouthNet, Minorities of Europe, Muslim Youth, Halkevi (Kurdish and Turkish Community Group). We will be working very closely with Young People's group to raise voter registration awareness. In addition DCA is working with key stakeholder such as, GLA, AGL, Electoral Commission, Operation Black Vote, and Commission for Racial Equality on "Get London Registered" campaign, which will cover the whole of London, as 18% of inner Londoners aren't on electoral register.

For further information on the Get London Registered Campaign contact Peter Carl at peter.carl@dca.gsi.gov.uk

Children's Day/Children's Experiences of Courts

Wolverhampton Combined Court Centre invited the children of staff to visit the Court. During the visit they were given a tour of the various witness suites, TV/video link rooms and public waiting areas. Each child was given a questionnaire to fill in on their views of the Court facilities and how the Court can improve the experience of children coming to Court, often to give evidence. They came up with lots of ideas which are being looked at to see which can be successfully implemented.

During the day, the children also met His Honour Judge Chapman and took part in a question and answer session with him. They then had the chance to use the video link system and had a trip downstairs to see the cells and the prison vans.

For further information, contact Nicky Lewis, Customer Service Office, Wolverhampton Combined Court Centre on Tel: 01902 481 045 (Wed – Fri) or email her at nicky.lewis@hmcourts-service.gsi.gov.uk

4. Guidelines on engaging with young people



4.1 Hear by Right – the National Youth Agency

The National Youth Agency has many years of experience of working with young people. The following guide contains a variety of practical suggestions they have developed for engaging your people effectively. If you are involved in a project, which requires the participation of young people, the guide below should help you to get started.

4.2 Involving children and young people – an introduction

There are so many opportunities for children and young people to take an active part in shaping where they live, the services they use and the running of local and national organisations. They have a right to be involved in the decisions that affect them. This is promoted in law, policy and guidance: the Convention on the Rights of the Child, Every Child Matters, the Children Act 2004, Children's Trusts and inspections, especially Joint Area Reviews.

Their participation is essential in order to achieve change: to improve policy and services and ensure the best outcomes for them as set out in Every Child Matters: being healthy; staying safe; enjoying and achieving; making a positive contribution; and economic wellbeing.

This briefing is written for adults working with, and responsible for, the involvement of children and young people and offers guidance to help make their participation as safe, sound and effective as possible. It is to be read alongside Hear by Right, standards for the active involvement of children and young people, (The NYA/ LGA, revised 2005).

How children and young people take part can be considered by using Roger Hart's Ladder of Participation, adapted from Arnstein. The ladder has eight rungs. The first three represent non-participation through manipulation, decoration and tokenism. Above these come increasing degrees of participation – from being assigned but informed, through adults initiating but sharing decisions, to children and young people and adults initiating and sharing decisions together.

The ladder highlights that participation can take various forms and to different degrees depending on a range of factors. It offers both a gauge to the nature of involvement and a guide to how its quality might be improved. What we do know is that unless involving children and young people is underpinned by a real commitment to attitudinal and organisational change and to improving services as a result, we will not get far up the ladder. Attempts will be ineffectual, frustrating and damaging.

4.3 Benefits

There are many benefits to involving children and young people. These include:

- A voice and an influence for children and young people, which is their right to have.
- More accountable and improved structures, policies and decision making.
- Better responses to the issues and concerns faced by the children and young people.
- Opportunities for personal development among those who are often excluded.
- Promoting children and young people as creators not consumers, as active participants.
- Enabling children and young people's participation in wider society.

4.4 Shared values

Effective involvement of children and young people must be rooted in their right to influence the policy and services that affect them and the right to do so safely (Articles 12 and 19 of the Convention on the Rights of the Child). It must be based on shared values. These are taken from Hear by Right and are at the heart of the Government's Learning to Listen framework.

- Children and young people's involvement is a visible commitment that is properly resourced.
- Children and young people's involvement is valued.
- Children and young people have an equal opportunity to get involved.
- Policies and standards for the participation of children and young people are in place, evaluated and improved.



4.5 Are we really serious? – Some tough questions

Shared values are the necessary foundation, but searching questions must also be answered to ensure children and young people's participation is safe, sound and effective.

Twelve tough questions for the adults

1. What are we aiming to achieve?
2. Where have we got to so far?
3. What will children and young people get out of it?
4. Are we prepared to resource it properly?
5. Why have we not done it before?
6. Are we prepared to involve children and young people from the start?
7. Are we being honest with the children and young people?
8. What are our expectations?
9. Are we prepared to give up some power?
10. Are we prepared to take some criticism?
11. Do we recognise this as a long-term commitment?
12. Are we prepared to build in changes long term and not just have a one-off event?

Traps

The more it is the fashion to involve children and young people, the more we need to watch out for the traps. Here are some of the nastiest ones and ideas on how to avoid them:

- jumping on the bandwagon;
- rushing in and running out of real commitment;
- getting into ruts where promoting participation is rigid and imposed;
- seeing it as a one off without sustaining the culture and processes of participation; and
- conflict with organisational culture and procedures.

Avoiding the traps

- Involve children and young people in the earliest stages of planning;
- Start slowly, proceed carefully and draw on pilot projects;
- Take time and ensure there are the relevant resources;
- Recognise and enable the wider changes in attitudes, behaviour and power required; and
- Provide consistent support and staff development for steady progress to spread.

4.6 Approaches to the involvement of children and young people

A few approaches are set out below, showing some of their potential strengths and limitations. The approaches all depend on the extent of ownership and relevance, their representative nature and the quality of partnership between the children and young people and adults concerned. They are not mutually exclusive, though one may be the building block for another. They are not in a particular order, but they all require careful thought, commitment and resources. They are all in use by a range of organisations, including large ones in the public and voluntary sector. Look at the companion guidance *Involving children and young people* – where to find out more, for more information and examples of these approaches in action.

4.6.1 Consultations

These are one off, or short-term pieces of work that focus on a particular issue or planning proposal. Examples include gaining children and young people's views on their main concerns and priorities, a topical issue, checking draft plans or policies with them. Consultations can happen through meetings, email or via the web. They can be supported by young people-friendly summaries of consultation documents aimed principally at adults.

Strengths	Limitations
<ul style="list-style-type: none"> • Targeted and focused • Time limited • Cost effective • Immediate relevance • Results 	<ul style="list-style-type: none"> • Exclusive or unrepresentative • Lack of follow up • Lack of ownership • No momentum • Seen as a quick fix

4.6.2 Practice initiatives

You might commission a task, develop a joint initiative, or create a partnership to undertake an agreed piece of work. Examples include children and young people undertaking research or co-facilitating workshops with stakeholders to identify priorities or key issues.

Strengths	Limitations
<ul style="list-style-type: none"> • Direct impact • Working with adults as equals • Payment, vocational relevance • Use of knowledge and skills 	<ul style="list-style-type: none"> • Patronised or dismissed by adults • Adults take over the results • Not rewarded properly • Opportunity to the few

4.6.3 Website for children and young people

Websites can help children and young people access information about specific projects and plans, resources and funding, programmes and organisations and they can be used to pose questions and issues for debate and discussion, giving a means for direct, immediate feedback.

Strengths	Limitations
<ul style="list-style-type: none"> • Potential numbers involved • Multi-purpose • Building on existing resources • Fun and engaging • Children and young people involved in • the web design • Used through schools and youth clubs 	<ul style="list-style-type: none"> • Needs dedicated and skilled input • Specific and adequate budget • Extensive publicity to make it known • Exclusive • Needs commitment to use information • and give feedback • Adults' views gained unintentionally

4.6.4 Large scale event

Rather than only drawing on the interest of the few, involvement of children and young people may include a larger event for a wider range of groups. This may give more freedom and flexibility in influencing and shaping ideas, priorities and direction. The event can also be used for the children and young people to elect representatives to be on smaller advisory or committee structures.

Strengths	Limitations
<ul style="list-style-type: none"> • More inclusive • Shared identity and purpose • Fun and energy • Accountability 	<ul style="list-style-type: none"> • Preparation and planning • Time and money • Raises the stakes; higher risk • Needs good follow up

4.6.5 Advisory or reference groups

A group of children and young people (perhaps with adults) advise and inform those planning, delivering or reviewing a piece of work, or who manage a team or organisation. There is a series of meetings over a period of time during the lifetime of the project or programme.

Strengths	Limitations
<ul style="list-style-type: none"> • Influencing development • Ownership • Representative • Established and ongoing 	<ul style="list-style-type: none"> • Time consuming and drawn out • Rubber stamp • Irregular meetings and attendance • No authority

4.6.6. Network of groups

There is a network of strategically linked groups of children and young people meeting regularly with a support worker. Operating from their own territory and on their terms, the children and young people are helped to give their views on policies and services or to raise their own issues and these are taken forward by the support worker.

Strengths	Limitations
<ul style="list-style-type: none"> • Link and support hard-to-reach groups • Regular, consistent involvement • Safe, familiar environment • Ongoing for reviewing change 	<ul style="list-style-type: none"> • Heavy on staff support time • No direct authority • Must keep short chain of communication

4.6.7 Parallel structures

A youth body is set up to run alongside the adult-led decision-making processes to provide advice, or act as a sounding board. Examples include a shadow committee at any level in an organisation.

Strengths	Limitations
<ul style="list-style-type: none"> • Elected membership and mandate • Confidence and authority • Influencing organisational policy • Reserved places on committees 	<ul style="list-style-type: none"> • What real authority and power? • Divisive • Poor range of representation • Fractures from adult organisations

4.6.8 Committee places

Children and young people are elected or selected to be part of committees. There may be specific spaces reserved for them. Young people may be trustees of the organisation.

Strengths	Limitations
<ul style="list-style-type: none"> • Direct access to governance • Long term influence • Knowledge and expertise • Continuous input • Overcoming misunderstandings • Required change in attitudes, representing significant cultural shift for an organisation 	<ul style="list-style-type: none"> • Not treated as equals • Tokenism • Used to represent views of all young people, rather than in own right • Demanding of skills and commitment • Pressure to be seen to be successful • Lose touch with peers • Significant resources, staff support

4.7 Safe and sound

There is no ideal way to go about involving children and young people in the issues of concern to them; a combination of approaches may increase the chances of meaningful, effective, representative and accessible engagement. Always go back to the 12 tough questions to make sure you know what you want and why and whether there are the resources and commitment to make it work for the children and young people and for the organisation. Make sure there is a person to lead on the work who has the right skills, support and backing. Whatever the preferred approaches, make sure practice is safe and sound. Some important aspects to think through at an early stage are set out below.

4.7.1 Consent

Everyone should have the right to contribute as much or as little as they choose. Make sure you have the permission of the children and young people, but also think who else you need to check out. It may be parents and carers, teacher or youth worker. If you are planning to take photos, take particular care to have the right permissions, which may need to be in writing.

4.7.2 Protection

What are the risks of involving children and young people and how can these be reduced?

Have you done a risk assessment? Are workers police checked? Have you the right insurance? Do you have a clear child protection policy and do all those involved know of it? Is the venue safe? Has transport to and from the venue been arranged? Do any of the children and young people need to be accompanied, because, for example, of age or disability? If using the web, does access need to be supervised or is the site secure?

4.7.3 Access

Who is likely to be affected by the work you do and do those you want to involve reflect this wider group? Who is likely to get missed out and what steps can you take to reduce this risk? Have you considered age, race, gender, sexuality, ability and geography? Access is about buildings, but also time, place, style of meetings, language, interpreters and access to computers.

4.7.4 Rewards and feedback

How are children and young people being thanked and rewarded for their involvement? How will they know their participation has led to influence, action and change? Who is going to tell them, when and how? What ways are there to reward their contribution? Certificates and letters of thanks, payment, remuneration, gifts and accreditation all have their place.

4.8 How are we doing?

Make sure you develop a plan and check progress regularly with children and young people themselves. Hear by Right offers a tried and tested framework to map and plan for effective participation. Its seven standards cover Shared values, Strategies, Structures, Systems, Staff, Skills and Style of leadership. Visit www.nya.org.uk/hearbyright for examples of its use and shared learning. Get hold of resources like Spice it Up! vi and Act by Right to help make your vision a reality.

4.9 Top ten resources

It can be baffling just thinking about where to start! These top ten resources include a general introduction to children and young people's participation as well as some practical resources to get going and some specialised resources to help respond to those most often excluded.

- **Introduction to the field**

Kirby, K., Langman, C. and Sinclair, R. (2003), Building a Culture of Participation: Involving children and young people in policy, service planning, delivery and evaluation, DfES. Order number 0826/ 2003. Available free from the DfES: phone 0845 6022260 or www.dfespublications.gov.uk

Willow, C. (2002), Participation in Practice: children and young people as partners in change. The Children's Society, £11.95. Tel: 020 7841 4415. <http://www.childrenssociety.org.uk> Book includes detailed examination of the policy context for consultation and participation with children and young people.

- **Skills and toolkits**

Aylward, N., Jackson, C. and Merton, B. (2002), The Learning and Skills Council Guide to Engaging with Young People: Putting learners in the driving seat. The National Youth Agency for Learning and Skills Council. Available on 0116 242 7427 or online at http://www.lsc.gov.uk/news_docs/Engage_YoungPeople.pdf. Information and advice about good practice in consulting with young people aged 14 to 19.

Badham, B. (2004), Act by Right: skills for the active involvement of children and young people in making change happen. The National Youth Agency. Available on 0116 242 7427. An accredited skills workbook to equip young people to speak out and achieve change on issues of concern to them. Price not yet available – please phone for details.

Shepherd, C. and Treseder, P. (2002), Participation – Spice it up! Save the Children, £18.95. Available from Plymbridge Distributors on 01752 202301. E-mail: orders@plymbridge.com

- **Inclusion**

Ask Us (2001 and 2003), The Children's Society, £5.50. Tel: 020 7841 4415. Outline of project available at <http://www.jrf.org.uk/knowledge/findings/socialcare/741.asp> CD-Rom resulting from a multi-media consultation through which over 200 disabled children and young people aged 4 to 24 from across England addressed issues that concern them.

Miller, J. (2003), Never too Young: how young children can take responsibility and make decisions, Save the Children/National Early Years Network, £10. Available from 020 7703 5400.

Ward, L. (1997), Seen and Heard: involving disabled children and young people in research and development projects. YPS, York, £6.50. Available on 01904 431213. Report covering the context, the law, practicalities of involving children, ethical issues and equal opportunity issues.

- **Standards**

Keeping it Safe: a young person-centred approach to safety and child protection, standards and guidelines (2002), National Council for Voluntary Youth Services, £30. Tel: 020 7422 8630. Pack covering child protection, safe recruitment and selection, managing staff and providing safe activities – including risk assessment, insurance, transport and internet access.

Badham, B., and Wade, H. (2005), Hear by Right: Standards for the active involvement of children and young people, The National Youth Agency/Local Government Association. Available on 0116 242 7427. Tried and tested standards across the statutory and voluntary sector to assess and improve practice and policy on the active involvement of children and young people.

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Tel: 0116 242 7350. Fax: 0116 242 7444.
E-mail: nya@nya.org.uk Website: www.nya.org.uk

4.10 Further information on Hear by Right

- For the full Hear by Right document visit:
<http://www.nya.org.uk/Templates/internal.asp?NodeID=90031>
- For other Hear by Right publications visit
<http://www.nya.org.uk/hearbyright>

What's changed?

When you have completed a project the 'What's changed tool, also from the National Youth Agency, will help you to evaluate what has been achieved and how your actions have positively affected the lives of young people. For more information go to:

<http://www.nya.org.uk/templates/internal.asp?nodeid=92145&parentnodeid=89141>

5. List of partner organisations

The following table lists some organisations that will be able to give you help and advice when planning work with young people:

Organisation	What they do	Contact details
<p>Barnardos</p>	<p>Barnardos provide services for young children and express commitment towards "establishing the means whereby the perspective and participation of children and young people are embedded as a normal and regular part of the way we work".</p>	<p>Tamers Lane Barkingside Ilford Essex IG6 1QG Pam Hibbert Pam.hibbert@barnardos.org.uk Tel: 020 8498-7746 www.barnardos.org.uk</p>
<p>British Youth Council</p>	<p>BYC is an umbrella body for youth organisations in the UK and is run for young people by young people, all trustees are under the age of 26. BYC represents and involves children and young people from over 150 youth organisations and a network of 700 local youth councils.</p>	<p>Claire Oliver Head of Policy Communications 020 785 6459 Claire.Oliver@BYC.org.uk www.byc.org.uk/</p>
<p>Carnegie Young People's Initiative</p> <p>(Due to close in 2007)</p>	<p>CYPI is an initiative of the Carnegie United Kingdom Trust, set up to increase the influence children and young people have over decisions that affect them.</p>	<p>Abi Carter Second Floor, Downstream Building 1 London Bridge, London SE1 9BG abi@carnegie-youth.org.uk 0845 456 1697</p> <p>http://www.carnegieuktrust.org.uk/cypi/participation_workers</p>

Organisation	What they do	Contact details
<p>Children's Express</p>	<p>Children's Express aims to give young people the power and means to express themselves publicly through journalism. They have regional bureaus.</p>	<p>Fiona Witon Fiona.Witon@childrens-Express.org.uk 020 78332577 www.childrens-express.org/</p>
<p>Children's Rights Alliance for England</p>	<p>They promote the improvement of status and lives of all children in England, through implementation of the UN Convention of the Rights of the Child (UNCRC). The organisation has experience of supporting organisations to consult, and to promote children and young people's effective participation in decision-making.</p>	<p>Carolyne Willow C.Willow@Crae.org.uk www.crae.org.uk</p>
<p>Children's Society</p>	<p>They work with young people in over 100 projects covering issues such as children's participation. They support going through schools.</p>	<p>Kathy Evans Principle Policy Practice Manager Kathy.Evans@Childrenssociety.org.uk 0207 841 4461 www.the-childrens-society.org.uk</p>
<p>National Children's Bureau</p>	<p>They promote the interests and well-being of all children across every aspect of their lives.</p>	<p>Janine Shaw Jshaw@NCB.org.uk 020 7843 6092 www.ncb.org.uk</p>

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Organisation	What they do	Contact details
<p>Participation works website</p>	<p>Participation Works is an online gateway for information on children and young people's participation giving access to policy, practice, networks and information from across the UK. Users can share resources, learn about children's rights, search the knowledge hub or find out about innovative practice and new ideas.</p>	<p>www.participationworks.org.uk</p>
<p>Young Voice</p>	<p>This is an apolitical organisation composed of representative's aged between 11 and 18 elected by their peers from across the UK.</p>	<p>25A Creek Road East Molesy Surrey KT8 9BE 020 79794991 Adrienne Katz Adrienne@young-voice.org.uk</p>
<p>United Kingdom Youth Parliament (UKYP)</p>	<p>This organisation is run by and for young people who are or have been in care.</p>	<p>Kate Parish - Development Co-ordinator Email: kate.parish@ukyouthparliament.org.uk www.ukyouthparliament.org.uk</p>

6. Opportunities for DCA staff to work with young people

If you would like the experience of working with young people for a short period or the chance to take part in a voluntary activity some of the projects below may be of interest to you:

Organisation	Project	Details	Contact details
HTI	Take 5	Spend 5 days in a school working with the management team.	Jana Parker j.parker@hti.org.uk 024 7669 8530
CSV	Schools partnerships	Volunteer regularly in a local school	Lesley Nicholls lnicholls@csv.org.uk 020 7643 1427
CSV	Ementoring	Develop a mentoring relationship with a young person	Ruth Cohen rcohen@csv.org.uk 020 7643 1367
do-it.org.uk	Database of local volunteering activities		www.do-it.org.uk
volunteering.org.uk	Links to voluntary organisations in your area		www.volunteering.org.uk