

# How To

## Use multimedia tools to engage children and young people in decision-making

*'We live in a digital age. Multimedia tools provide a wealth of new ways to engage young people, explore issues, record views and creatively communicate about the changes young people want to see.'*

This guide sets out to introduce a wide range of media tools you could use in your work with children and young people. It also raises key practical issues that will help you get started using some of these tools. In this short guide it is only possible to provide a snapshot of different methods and sketch out the wide range of possibilities that exist. For specific guidance on using particular multimedia tools, check out the links in each multimedia toolkit section and at the end of the guide.

### What is multimedia?

The focus of this guide is on digital forms of media. For example:

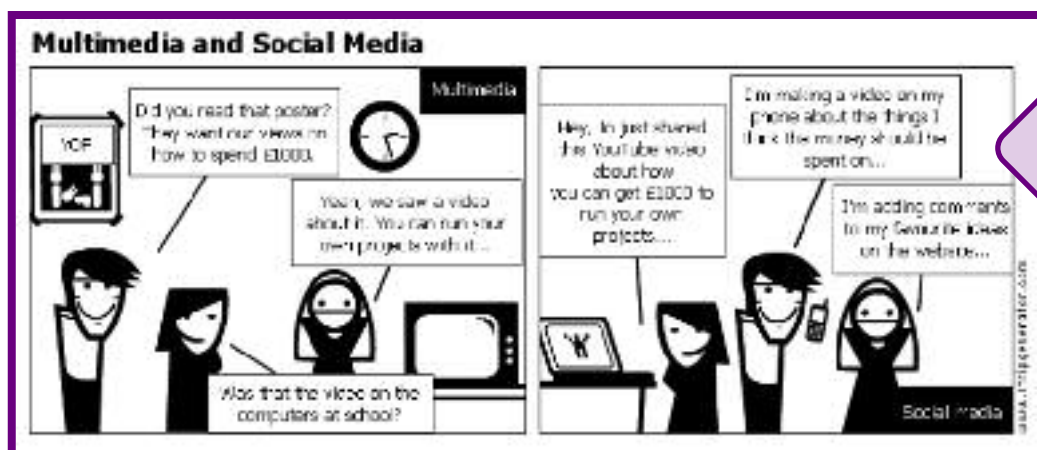
- Digital photos
- Videos and audio recordings
- Interactive maps
- Online surveys
- Text messages
- Electronic voting
- Online discussion spaces and communities
- Serious games.

This guide will also mention social media. Social media tools provide a platform for:

- **Creating, publishing and sharing**

**multimedia online** – e.g. through video sharing websites, interactive mapping sites, blogs and social networks.

- **Building communities online** – where participants can keep in touch and share ideas, interests and views with each other.
- **Building online discussion spaces** – where a group can come together to explore an issue, make decisions and plan for action. Discussions can be based around shared media, such as a video or map.
- **Listening** – keeping track of conversations that are taking place online on a particular issue.



This cartoon was made in five minutes using a free online cartoon generator – showing that 'online' tools can help 'offline' work.

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## Why use multimedia and social media?

There are many reasons to think about adding multimedia tools into the mix when you are exploring how children and young people can be engaged in influencing decisions and creating change in your project or organisation:

### Engaging and fun

Using multimedia tools can turn a participation activity into a fun and engaging project.

### Reaching more children and young people

Online tools and social media can help a project or organisation to reach out to and engage with more children and young people from across a wider geographical area. They can enable groups to keep in touch between meetings. They can also open up a conversation to children and young people who may not be able to take part in physical participation events and activities.

### Fostering creativity

Using multimedia tools encourages creative thinking and creative expression. It can allow individuals and groups to explore new ideas in new ways. Creative thinking can lead to new solutions to old problems.

### Process and product

The process of using multimedia tools to explore an issue can provide a focus and structure for discussion, collaboration and decision-making.

Multimedia tools can create a record of that process. Often you will also be working towards a 'product' that shares children and young people's views, insights and experiences on the issues that matter to them.

### Accessibility and inclusion

Multimedia tools can engage children and young people who may be excluded by other participation methods. They can also be used to work with diverse groups of children and young people.

For example, the How To guide on working with children and young people with communication impairments suggests using audio and video recording to engage communication impaired children and young people.

Using multimedia tools like video in participation also allows children and young people who may not feel comfortable 'in front of the camera' or 'in the limelight' of a participation project to take up roles behind the camera or behind the scenes – where they can still have an influence on the process.

## A right to different media of expression: Article 13

Article 13 of the UN Convention on the Rights of the Child gives children and young people the right to express their views and ideas 'either orally, in writing or in print, or in the form of art, or through any other media of the child's choice'.

### Authenticity

When children and young people's views are written down by adults in a paper report, a lot of the information shared by children and young people (in tone of voice, body language and phrasing) can be lost.

Using multimedia tools to record and share children and young people's views can help present a more authentic account of what a group want or think about an issue.

### Offering insights and sharing stories

Multimedia tools can give decision makers insight into children and young people's lived experiences, as well as information about what children and young people think and want.

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## More than just participation: added benefits

Children and young people can gain new skills: learning to use new technologies; learning about film making and editing; learning about how to produce and publish content online; and building their media literacy skills.

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## What's the cost?

**Multimedia participation doesn't have to be expensive – but it's important to think about the resources you will need.**

### Time

The biggest cost involved in using many multimedia tools is often investing the time to learn to use them.

The best approach can be learn by doing – setting yourself small tasks and projects that involve an element of multimedia and gradually building your capacity to use it.

### Equipment

You rarely need the latest cutting-edge kit to run a multimedia participation project. Think creatively about using the equipment that is available to you. For example, many mobile phones can capture video, photos and audio – and all you need is a way of getting the recordings onto a computer, out of a printer or onto a screen (which can cost less than £10).

If you don't have the physical equipment you need then other organisations may have equipment you can borrow (e.g. data projectors or digital cameras).

### Online tools

When it comes to using online tools as part of your project, you have three options: **free, buy or build.**

**Free online tools** such as existing social network sites, video editing tools, blogs, online video publishing platforms and text-messaging tools are available.

Often such tools are supported by advertising – so think about whether your use of a free tool exposes children and young people to advertising you are not

comfortable with. However, children and young people may already be using free tools (particularly social networking sites or video sharing sites). Going to the spaces where children and young people are already active online can, in some cases, make engagement far easier.

**Buy in the tools** – a number of online tools offer paid-for versions of free tools. For example, online survey tools may allow you more control over a survey when you sign up for a subscription, or you may be able to arrange for an advertising-free online social network for your project.

In most cases you can try out a free version of a tool first, and then choose to upgrade to a subscription for the paid version if it turns out to be right for you.

**Have the tools built** – sometimes you won't find the exact tool you need or your requirements will mean you cannot use an existing free or paid-for tool. In these cases you will need to commission a developer to create or adapt a tool to meet your needs.

Custom development can cost thousands of pounds. Think carefully about the return on investment you expect from your multimedia tool. For example, if you spend £10,000 on a tool to run a consultation online and you expect 50 responses, the cost per response will be £200. What other benefits did the online tool give you? How does the cost per response compare to other options available?

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## The 7 Cs of multimedia participation

### Where does multimedia come in the process?

I love post-it notes. There are loads of different ways of using post-it notes in participation. You can use them: to give people information; to gather in information from people; for voting (everyone stick a green post-it note on the option they like the best); or for providing feedback. For example, I once arranged and photocopied the post-it notes children and young people had written in a session rather than writing up a formal report from a project.

Multimedia and social media can be used in loads of different ways too. Many more ways than even post-it notes. That can lead to confusion – such as when people start using a tool without thinking about why they are using it and what it adds to their participation work.

When you think about any involvement opportunity for children and young people, you should first think carefully about:

- Your aims for involving children and young people
- The outcomes you are looking to achieve.

Once you have thought about this you can think about where multimedia and social media may fit in the process.

### The 7 Cs

This list can help demonstrate what multimedia and social media can be used for:

- **Context setting** – introducing discussions and providing key information and insights about an issue.
- **Creativity and creative expression** – engaging children and young people and exploring and expressing ideas in different creative media.
- **Consultation** – using the internet and interactive tools to ask for children and young people's views in dynamic and accessible ways.
- **Conversation** – starting and hosting discussions in the spaces where children and young people are active.

- **Collaboration** – providing a space (online) where children and young people can work together across boundaries.
- **Campaigning** – engaging with a wider range of people to convince them of the need for changes and gain their support for change.
- **Change** – the goal of participation and something that can be celebrated through multimedia and social media.

The 7 Cs are not a checklist that every multimedia participation project must tick. They show that you can use the same multimedia tool in many different ways. For example, think about how you could show a video for context setting, record a video as part of a consultation, and edit a video with a group as part of a conversation. Thinking about which ways you want to use it will help your use of multimedia to be really effective.

For a worked example showing how a project might explore the 7 Cs of multimedia participation see the Online Tools participation room in the About Participation pages at [www.participationworks.org.uk](http://www.participationworks.org.uk)



## Case Study One

### Supporting peers to produce Podcasts with FrankleyTalk.com

FrankleyTalk.com is a Podcasting project working with children and young people from Frankley Community High School in Birmingham.

The project, initially funded through Creative Partnerships, started with children and young people creating their own radio dramas. It focussed on training children and young people to develop the technical skills for creating an audio programme.

The project has now developed to support children and young people to explore issues that matter to them. It also equips them to run their own learning group – acting as peer trainers to enable others to pick up the skills they need to create a Podcast.

*'The microphone can give children and young people confidence and authority to ask questions they may not otherwise feel entitled to.'*

The project is supported by Nick Booth from PodNosh.com, a former BBC journalist. Drawing on ideas from journalism, Nick has encouraged children and young people to make sure they explore different viewpoints on the issues that matter to them – and to use the comments and feedback they get when they share their recordings online to direct their exploration of an issue.

For example, in exploring the quality of school meals, children and young people started out by interviewing the kitchen staff. This helped them to look for areas for conversation and collaboration, as well as areas where they needed to campaign for change.

**You can listen to the Podcasts and find out more at [www.frankleytalk.com](http://www.frankleytalk.com)**

## Process matters as much as product

Sometimes the use of a multimedia tool leads to a product: e.g. a video, a Podcast or an interactive map. These can play a key role in presenting children and young people's views and experience, and in campaigning for change. Even though the product matters, the process of creating it is often the more important opportunity for children and young people to explore and express their views and opinions. For example, the process of creating the storyboard for a video can be a participative activity in itself, helping a group to discuss and make decisions about what they want to say on a particular issue.

*'Use multimedia tools to open up a discussion and help people get to a place where they can talk freely about an issue. Multimedia can really help stimulate discussion.'*

### Multimedia toolkit: Photos

Images can bring an issue alive, stimulate discussion and help you in getting a 'child's eye view' on a question or topic.

You can offer children and young people cheap re-usable cameras to take photos of their local area or photos that represent their views on a particular issue. You can create a collection of photos that represent particular moods and you can ask a group to select and discuss the photos that reflect how they feel about an issue. You can share photos online and plot them on interactive maps to help visualise an idea. You can even use software on a computer or online to turn photos into photo-cartoon stories that explain an issue or express children and young people's views on a particular topic.

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## Resource list:

- **Digital camera [E]**
- **Internet connection [D]** – if you want to use any of the photo share website, cartoon or mapping tools.
- **Colour printer [D]**
- **Digital projector [D]** – for running a slide show of your images or having a group discussion around the images.

## Tools:

[www.flickr.com](http://www.flickr.com) – photo sharing website

<http://comiqs.com/> - turn photos into comic strips

[E] = Essential [D] = Desirable

## Think about the physical setting

Multimedia participation often involves using digital equipment: e.g. cameras, computers or recording kit. The way the technology is set up can affect the discussion and dialogue that it encourages. Everyone sitting at a separate computer, for example, rarely makes for good collaborative and creative working. Encouraging people to share equipment; using a projector to allow everyone to work on a shared screen; and using wireless keyboards that can be easily handed round are all ways of making the physical set-up of technology better for participation.

## Multimedia toolkit: Video

Video is a very flexible medium. It can be used to run a video 'diary room' where children and young people share their views. You can train a group to video interview each other and decision makers. You can work with a group to create a video drama or documentary expressing their views on a particular issue.

You can also find videos online which could help in starting discussions, or you could create online videos to explain an issue that you want people's views on.

## Resource list:

- **Something to record video with [E]** - depending on the sort of video work that could be a mobile phone, a web cam, a digital camera with a video setting, or a full digital video camera.
- **Editing software [E]** - your computer or camera may have come with free software, and you can also find online editing services where your clips are edited on the internet.
- **Digital projector [D]** – for showing your video, and working on an edit as a group.
- **Internet connection [D]** – for sharing your videos online with a wider audience – and using your videos to invite feedback via online discussions.
- **Flip-charts for planning and storyboarding [D]** – if you are planning to create a structured video. Remember, the more footage you capture the more you have to edit – so planning in advance to only film what you need to can save a lot of time.

## Top tip:

There are two types of quality when it comes to video: quality of content and production quality. Think about the audience for your video from the start and decide how much time and effort you need to devote to each kind of quality.

## Tools:

<http://blip.tv> – video sharing website

[www.jaycut.com](http://www.jaycut.com) – online video editing

[www.ustream.tv](http://www.ustream.tv) – live broadcast and hold discussions online

[www.channel4.com/fourdocs/guides/index.html](http://www.channel4.com/fourdocs/guides/index.html) - advice and tips on how to make documentaries

## Children and young people as content creators

Involving children and young people in the creation of multimedia resources for a project (e.g. posters, websites, videos and social network site profiles) can be an effective way of making sure those resources will meet the needs of children and young people.

However, it is important to remember that just because they have been involved in creating a video or website doesn't mean it will appeal to all children and young people. In addition, where you are asking children and young people to put in work that you would otherwise pay for (e.g. design and production work on a website) you should

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think carefully about the recognition, reward or payment this work deserves.

## Multimedia toolkit: Audio recordings and Podcasts

When a child or young person is holding the microphone and interviews adult decision makers for an audio documentary, the balance of power and the quality of conversation can be dramatically changed.

*'The most important thing is it gives individuals power to tell their own stories.'*

Working with a group to put together a short talk radio-style programme is surprisingly easy – particularly using digital audio recorders and free software that children and young people can pick up and use with little training.

Podcasting is making use of an online platform (such as a blog) to publish a series of audio recordings (programmes) over time. Others can subscribe to receive your programmes on their computer or on an MP3 music player like the iPod. The programmes created are kept available and searchable online into the future – so that they could be used to provide input for other decision-making and consultation at a later date as well.

### Resource list:

- **Recording equipment [E]** – usually a digital Dictaphone – but many mobile phones and MP3 players can also record good quality audio.
- **Audio editing software [E]** – you can find free audio editing software online.
- **An internet connection and a blog [D]** – for publishing your recordings as Podcast radio programmes.

### Top Tip:

The important part of audio recording for participation is often equipping children and young people with the journalistic skills to use interviewing opportunities to dig deeper into an issue. Those skills might come from within your project, or from outside facilitators such as local news and media professionals, actors and performers, or online Podcasting specialists.

### Tools:

<http://audacity.sourceforge.net/> – audio editor  
[www.podpress.org/](http://www.podpress.org/) - for running a Podcast blog

## Preparation, preparation, preparation

Always build time into your plans to test out the multimedia tools you will be using before you run a session. Are all the batteries charged? Do any of the children and young people you are working with have specific needs you should prepare for (e.g. making sure there is screen-reading software on a computer)? Have you checked you can access the websites you need to access and they are not blocked in the venue you will be using? Have you brought enough extension leads to make sure you can plug everything in where it needs to be?

If you are running a participation project that mainly aims to engage children and young people online; have you piloted it? Try out your ideas with a small group of children and young people, get their feedback and think about any changes you might need to make before you promote this participation opportunity more widely.

## Multimedia toolkit: Blogs and online forums

A blog allows the blog owner(s) to publish questions, start discussion and invite comments and feedback from children and young people who read the blog. Blogs also make it easy to publish and share text and media; to report on an ongoing campaign; and to keep children and young people updated on a project.

By contrast, in most online forums anyone who is a member of the forum can both start and add their comments to topics and discussions. Online forums can be set up 'bespoke' for a project, or you can find or create online forums in many of the spaces children and young people use online already such as Social Network sites.

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## Resource list:

- **Staff / young volunteer time [D]** – to engage in online discussions; to moderate discussions if you choose moderation; and to make sure online discussions impact on real decision-making.

## Top tip:

Don't expect discussion to just happen in an online space – you will need to provide a stimulus and outline structure for discussion just as you would do if all the people taking part in your online forum had walked into a room together.

## Tools:

<http://www.wordpress.com> – blogging platform

<http://www.vox.com> – blogging platform

<http://www.phpbb.com/> - forum tool

## Consent and permission

It is important to make sure any children and young people who are featured in photos, videos and other recordings understand how you plan to use those recordings and have given their permission for this. This would include making sure that children and young people understand who the intended audience is, and who would be able to access it (e.g. if a video was published online).

Many organisations have established policies of getting written parental consent before recordings are captured or used. You should check what the policy is in your organisation – and you should make sure that any consent forms clearly explain how you plan to use any multimedia that is recorded with children and young people. However, it is important to also make sure you ask children and young people for their permission every time a recording of them is taken or used in a new way.

For example, if you were using video interviews you might agree on and always say the following words before hitting the record button: "Any of the video we record might be used on the internet – but you will have the chance to view how we have edited it before that. Is it still all right for me to record our conversation?"

If you are placing multimedia on the

internet, make sure you have a process in place to remove anything that children and young people no longer want online should they ask for it to be removed.

## Safeguarding and protection

During any participation activity it is important to have a clear process for responding to any child protection concerns that may be raised. If you are using online tools you should make sure you are regularly monitoring any online discussion spaces you have created – and that you understand how you would respond to child protection concerns raised online.

## Multimedia Toolkit:

### Interactive maps

Interactive online maps and virtual earth programmes such as 'My Google Maps' or 'Google Earth' let you view and annotate maps and satellite photos of local areas. You are able to add notes, photos and images to a map and to display the annotated map on a website.

Creating collaborative maps that children and young people can add to online or from a shared computer can provide an effective way of exploring issues in a local area.

### Resources:

- **An internet connection [E]** – most interactive mapping tools download their maps live from the internet – so you need to be connected where you are working. Wireless internet devices which can plug into a laptop and provide internet access out and about ('3G Dongles') can be found from around £10/month on Pay As You Go.

### Tools:

<http://maps.google.com> – look for the MyMaps option

<http://earth.google.com>

<http://www.openstreetmap.org/> - maps you can freely print and use



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## Sharing and safety

Engaging with children and young people from across a wide geographical area and supporting children and young people to reach a wide audience with their views may involve them sharing information or multimedia online. It may also involve inviting them to contribute to publicly visible online discussions.

Whilst this can at first sound worrying to many organisations, when it is carefully managed it is not that much different from consulting with children and young people at a public event (e.g. a local festival) or from supporting children and young people to gain coverage in local media. The key difference when engaging online is that a conversation in physical space usually happens in one time and place only. Conversations and shared media online stick around and by default can be viewed and often searched at any time in the future.

When you are designing a participation process online you need to strike a balance between keeping it open and accessible and creating the right level of privacy for the sort of discussion taking place. (When you require people to jump through hoops such as long registration forms before they engage with you they are likely to go and spend their time somewhere else – unless they can see a strong reason to engage with you).

For example, on the YoungCarers.net website where young carers can discuss personal issues through an online forum, children and young people need to register to write messages and the forum is pre-moderated by a youth worker (messages are checked before they appear). There are community rules which make clear that personally identifying information isn't allowed in the discussion posts and forum members are not allowed to share their contact details through the site. However, anyone can view the forum so that other children and young people can search for and find out about the issues being discussed. For discussions which might be about more general subjects, or where confidentiality or anonymity is less important (e.g. commenting on a local plan), it might not be

necessary to ask children and young people to register before they add their ideas and comments. You may be able to allow comments to appear straight away, checking regularly in case there are any inappropriate comments that need to be removed.

The How To guide on safeguarding includes guidance on supporting children and young people to use the internet safely. It also has a resource list of further information and reading.

If you are planning to collect any personal data from children and young people as part of your participation work, you should let the data protection co-ordinator in your organisation know. You should talk to them if you have any questions about where data will be stored and how it can or can't be used.

## Media literacy

Working with children and young people on multimedia projects can also provide an opportunity to help children and young people develop their critical media literacy. For example, you may include a short reflection within a process to help children and young people develop their ability to distinguish advertising content from editorial content and to explore the motivations of different media producers.

### Multimedia toolkit: Interactive surveys

An online survey is filled in on-screen via an internet connected computer instead of with pen and paper. Online survey systems collate and present you with graphs and summaries of the information entered into them – and can usually provide running totals.

Many online survey systems will also let you include multimedia to provide context for survey responses. For example, including a short 45 second video at the start of a survey to explain the topic.

You can use an online survey to get input from children and young people across a wide area. As part of a session you can also use them to work with a group to fill in online surveys, and then print out or show on screen with the instant analysis

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that an online survey provides. You can discuss the responses with the group: does it look like everyone agrees? Or are there differences of opinion you need to look at?

## Resource list:

- **An online survey service [E]** – take a look at the links below. Most survey tools will let you receive a certain number of responses for free (e.g. 100 responses), and may cost around £10 a month after that.

## Top tip:

Make surveys short and snappy and offer incentives to encourage people to fill them in.

## Tools:

<http://www.SurveyGizmo.com>

<http://www.wufoo.com>

## Multimedia toolkit: Mobile phones

Making opportunities for participation available by mobile phone can be a very effective way of opening a process out to a wide group of children and young people. It might involve letting people know about a consultation opportunity by text message; using a text message consultation service; or making sure your online consultation is accessible from the web browser on a mobile phone.

Voting by text message has also proved very popular in some local areas – e.g. in voting for UK Youth Parliament candidates.

## Resource list:

- **A text messaging service [E]** – when you are sending a large number of text messages using an online service that lets you buy in bulk can bring the cost of messages right down. Free services like Twitter.com can also be used in some settings to get messages to children and young people by text.

## Top tip:

Talk to your target group about whether they are likely to use their limited mobile phone credit to send messages to any service you might set up – or whether you can only expect to use text messages to broadcast information.

## Tools:

<http://www.twitter.com> – micro-blogging service with text message options

<http://www.swarmteams.com> – commercial text message system

## Finding the funding

Many of the multimedia methods outlined above can be achieved using free and low cost tools. The most important investment is often allowing the time for staff to experiment with and learn to support new tools and techniques.

A number of funding sources are available for youth media projects, which will allow for a strong participation element to be included in the bid. The Participation Works website or enquiry line may be able to help you identify details of currently available funding.

## Multimedia toolkit: Electronic voting

Electronic keypad voting lets a group of people respond to questions projected on a screen using the buttons on handheld voting keypads. The responses from the group are instantly totalled up and displayed on screen.

Interactive voting works well as part of a large event.

## Resource list

- **Electronic voting set [E]** – you can hire electronic voting equipment by the day. Often you will be able to find a local community or statutory sector organisation that has bought in the equipment to lend out at a reduced rate.

## Top tip:

Mix in fun questions with any formal questions you want to ask using electronic voting – and get children and young people involved in setting the questions.

## Case Study Two

### Multimedia participation with Somerset Children's Fund

21 young service users took on the role of 'young detectives' at the Somerset Children's Fund conference for adults from Children's Fund projects. The young detectives, aged nine to 13, used a range of different multimedia tools to find out from adults and each other how the projects listened and responded to their views. Their findings created an authentic record of the day and fed into the Children's Fund evaluation process.



A number of 'media stations' were set up to give the young detectives training in how to use equipment such as video cameras, tape recorders, Polaroid and digital cameras. Many of the children and young people had extra support needs so they brought accessible equipment (e.g. a Dictaphone with a large one-click button for recording) or asked support workers to operate equipment (e.g. a video camera) while they asked people questions or interviewed them. The media stations also provided information on how each multimedia tool could be used to gather evidence and some prompt questions to get the young detectives thinking.

Throughout the day the young detectives brought the content of their investigations back to a 'media hub' where it was assembled into a website on the spot. The website and some of the information (e.g. video clips, recordings) were shared with all delegates at the end of the day. The website was later made available on the internet and the information was fed into the Children's Fund evaluation.

Using multimedia tools and casting the children and young people as 'young detectives' allowed them to create a record of what they had heard, without needing to write everything down – which was important for a group with varying levels of literacy. It helped them develop their confidence through coming up with and asking constructive critical questions of their workers. It also transformed what was otherwise a standard conference for adult delegates into one that had children and young people in key roles, which altered the implicit balance of power between the adults and the children and young people present.

### In closing: embracing the present

Using multimedia methods in participation has phenomenal potential.

Children and young people are constantly being presented with opportunities to 'participate' in media as mainstream broadcasters and new media companies explore ideas of 'audience participation' and 'user generated content' ('press the red button now', 'text in your vote', 'Have you got pictures of this news story? Send them to us!', 'upload your funny videos!').

Using multimedia tools can help participation projects to compete for attention in a crowded entertainment environment – but it is also about more than that. It is about equipping children and young people to engage in a media-driven world as 'citizens' rather than the 'audience' – and it is about finding creative and effective ways to explore ideas; engage children and young people in making decisions; and to create change for the better in children and young people's lives.

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## Find out more:

Multimedia participation is a form of creative participation. The Participation Works How To guide on using creative arts provides some valuable tips and critical questions to think about when planning any form of creative participation project, whether using multimedia or not.

You will find a section on online participation in the About Participation section of [www.participationworks.org.uk](http://www.participationworks.org.uk). These pages include links to other resources and downloadable guides for getting started.

The BBC Blast site aims to inspire and motivate children and young people to

develop their creative talents and showcase their art, music, film and writing on a range of digital platforms. Find out more at [www.bbc.co.uk/blast](http://www.bbc.co.uk/blast)

Practical Participation provide a range of One Page guides available from [www.timdavies.org.uk/tags/onepage](http://www.timdavies.org.uk/tags/onepage) and will create new one page guides for participation organisations on request.

The UK Youth Online community is a space for professionals to discuss ways of using social media in work with children and young people. Visit <http://ukyouthonline.ning.com>:

**Participation Works enables organisations to involve children and young people effectively in the development, delivery and evaluation of the services which affect their lives.**

The Participation Works How To guides are a series of booklets that provide practical information, useful tips and case studies of good participation practice. Each one provides an introduction to a different element of participation to help organisations enhance their work with children and young people.

Participation Works is an online Gateway to the world of children and young people's participation. Visit [www.participationworks.org.uk](http://www.participationworks.org.uk) to access comprehensive information on policy, practice, training and innovative ideas.

### Participation Works

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Participation Works is a consortium made up of the 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-England.

