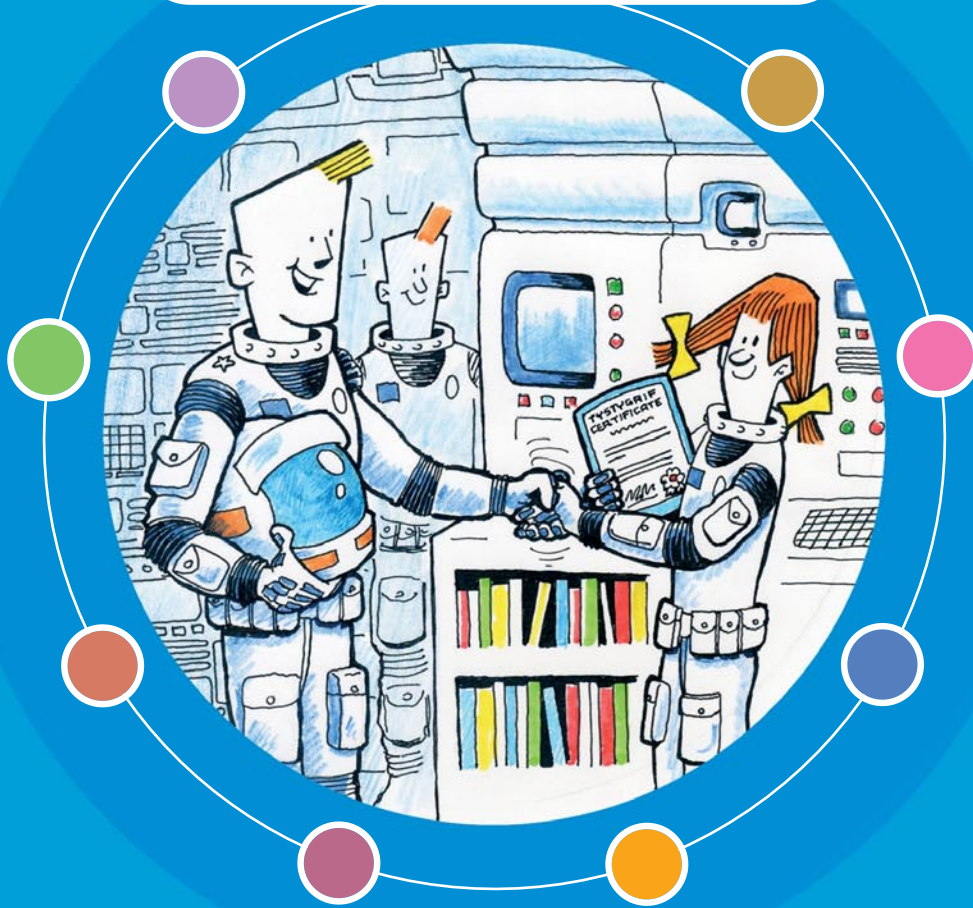
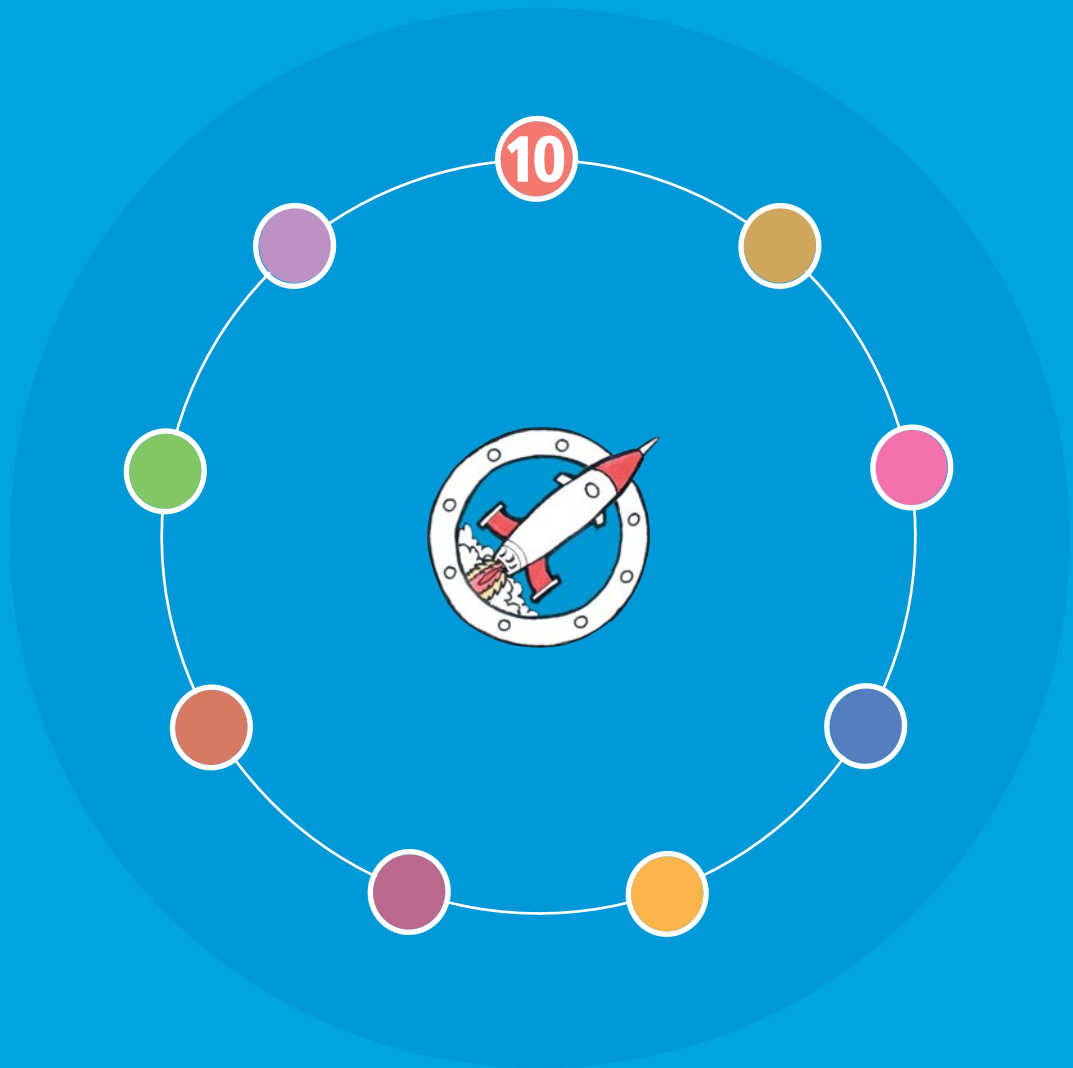


## GUIDES TO INCREASING PARTICIPATION OF CHILDREN AND YOUNG PEOPLE

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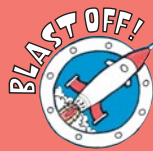
### RECOGNITION - INCENTIVES, REWARDS, REMUNERATION AND ACCREDITATION FOR CHILDREN AND YOUNG PEOPLE'S PARTICIPATION





Written by Mererid Lewis in association with Danielle Lavin,  
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Design by Photographics, 01792 550583  
Illustration: Les Evans, 01792 427226



## Introduction



### What will this guide tell me?

This guide explains different forms of recognition, such as, incentives, rewards, remuneration, accreditation and the importance of recognising children and young people's contributions in different ways. It also highlights some key questions to consider: How are children and young people being thanked and rewarded for their involvement? How will they know if 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?

The National Children and Young People's Participation Standards for Wales help to guide best practice in terms of the process of children and young people's participation. **Standard 5 is 'You Get Something Out of It'** reflecting the importance of some form of recognition for the children and young people involved. Certificates and letters of thanks, payment, remuneration, activities, gifts and accreditation all have their place. The primary concern is that children and young people feel valued, their contribution is appreciated, and that they are not exploited.

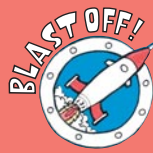


### What is Recognition?

Recognition demonstrates that young people's involvement is valued and appreciated, for example:

- Thank-you letters
- References
- Certificates
- Being quoted in publications
- Nominations for awards
- Prompt feedback
- Visible changes as a result of being listened to

There should be procedures put in place, both formal and informal, for recognising the involvement of children and young people and the valuable contribution they have made.



### **Best Practice**

- An acknowledgement of 'thanks' is made to all participants for their contribution either verbal or in writing.
- Children and young people have their contribution recognised through the use of certificates.
- Children and young people are offered references acknowledging their involvement.
- Where possible children and young people are quoted in publications.
- Where appropriate children and young people are nominated for special awards.
- Children and young people receive feedback on the outcomes of their involvement, in particular any changes that have resulted from being listened to.

### **Requirements**

- The impact of children and young people's involvement is always fed back to them as quickly as possible. Ideally, feedback should be given within one month.
- The details of the recognition procedures to be used are explained to children and young people from the outset and where possible children and young people are involved in agreeing on the procedures to be used.
- Accurate records are maintained of children and young people's accomplishments during the course of their involvement.



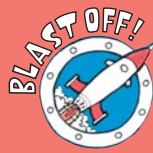
## Key forms of Recognition

Different forms of recognition will be appropriate to different contexts.

The following examples are key forms of recognition for the contribution of children and young people to the work of an organisation. The list is indicative rather than exhaustive.

If children and young people benefit from a **safe, welcoming and encouraging environment** when they participate, then the benefits they gain from the participation are likely to be far greater.

- **Fun activities:** Children and young people's involvement in activities that are fun and safe facilitates and enhances the quality of their participation and gives them an opportunity to socialise and make friends.
- **Purposeful and meaningful participation processes:** These give children and young people an opportunity to increase their confidence and self esteem and develop negotiation, organisational, decision making, communication and literacy skills. This in turn can positively affect children's ability to affect change.
- **Work experience:** Participation in work can give children valuable work experience and provide them with references which may open up future career opportunities. The Participation Unit has run both work experience and mentoring programmes.
- **Compensation:** No children or young people should be worse off as a result of their involvement. Compensation can be for travel, meals, overnight accommodation and loss of income. Policies on compensation need to be flexible to reflect the needs of particular groups, for example it may not always be appropriate for a child with a disability to use the cheapest form of transport.
- **Feedback on contribution:** Children and young people should always be provided with positive and constructive feedback on the work they have done and on the outcomes and impact of their contribution. This communicates to children that they have been listened to and that their contribution is respected and valued by the organisation.
- **Crediting children's involvement:** Children's contribution to reports, publication, website, events etc. should always be credited.
- **Accreditation certificates from recognised institutions:** Children involved in peer research and peer education in the UK have been accredited for their work by the Open College. Agored Cymru have also developed some specific qualifications for Wales in 'Young People's Participation', which could be incorporated into lesson plans for any participation project.



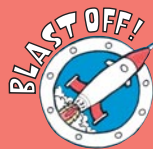
It may also be possible to gain accreditation that relates more specifically to the content of the project, for example, a 'Community Development' award for young people involved in a community project or perhaps a 'Youth Work' award for someone engaged as a Trainee Project Worker. Finally, Youth Cymru in partnership with Youth UK and ASDAN manage the Youth Achievement Awards (YAA). The Awards encourage young people to take the lead in selecting, planning and leading group activities, as young people take more responsibility they move up the scale of Awards.

- **Thank you/celebration event:** Saying thank you is always important. Taking children on an outing has proved to be a useful way of thanking and celebrating achievements, especially for group work. Children and young people can also be thanked individually through a thank you letter.
- **Group prize:** This is a good way to reward children as a group rather than individually.
- **Gifts/vouchers:** Children can be thanked through giving token gifts or gift vouchers, especially for activities that require time and effort from the children and young people. Managers recognising children and young people's involvement through gifts or vouchers should first check whether there are any local tax implications that giving gifts/vouchers may have.

It is important to ensure that children and young people participate voluntarily in an organisation's work because they want to make a difference and/or because they are offered quality participation and/or work experience. The forms of recognition described above may well be seen as incentives for participating. However, in order to maintain the voluntary aspect of children and young people's participation it may be important to guard against actively promoting these as such.<sup>1</sup>

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<sup>1</sup> Recognising children and young people's active involvement in Save the Children UK - Save the Children UK, 2004



## What are Incentives, Rewards, and Remuneration?

The following are suggested definitions<sup>2</sup>

- **Incentive = something that encourages young people's involvement**  
e.g. transport or payment of travel expenses; provision of child care; taking part in activities; being listened to and influencing decisions; learning new skills; making new friends; having fun.
- **Reward = something tangible that is of value to a young person**  
e.g. access to other developmental opportunities; going out for a meal; tickets for an event; book, music or other shopping voucher; mobile phone top-up; cash.
- **Accreditation = a form of reward, something tangible that is of value to a child/young person which recognizes their participation**  
e.g. Youth Achievement Award; Agored Cymru Unit; Nomination for an Award; Awards Ceremony.
- **Remuneration = payment for a service subject to an employment contract**  
e.g. consideration is given for paying children and young people who are asked to undertake a task beyond the expectation of a volunteer role.

### Nuts & Bolts: Process

Deciding what form of recognition is most appropriate



### Incentive Section

*"Incentive = something that encourages young people's involvement"*

A range of incentives are used to help encourage young people's involvement in decision making and consultation.

<sup>2</sup> Encouraging and Recognising Young people's Active Involvement in Connexions, December, Participation and Volunteering Team, Connexions Service National Unit, 2002



## Best practice

Children and young people are encouraged to become involved by offering opportunities:

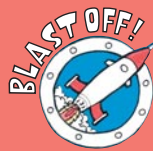
- for learning new skills
- to meet new people and make friends
- taking part in activities
- being listened to
- have fun
- training
- influencing decisions
- transport or payment of travel expenses
- provision of child care

As a guiding principle, all participation of children and young people should ensure they feel listened to and able to materially influence decisions. Activities planned should ensure that children and young people are able to make a contribution and can have fun in the process. Any training offered must be relevant to the particular work or tasks the children and young people are being asked to perform.

## Requirements

- Children and young people are involved in decisions about how activities are incentivised.
- The involvement of children and young people is evaluated to determine whether they have learned new skills, met new people, feel that they have made a positive contribution, have been involved in decision making and have had fun.
- Results from the evaluation are fed back to children and young people.





### **Case Study - Rhondda Cynon Taf Children and Young People's Partnership**

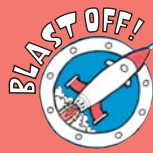
Children and young people in Rhondda Cynon Taf were able to be listened to and influence decisions by producing a guide for anyone wishing to consult with them or give them information.

Opportunities are also given to the young people, such as, enjoyable experiences (residential away from home) and training to gain new skills (consultation and learning about creating user friendly information). From these opportunities, the young people gain an increase in confidence for meeting and making new friends from different backgrounds and with different abilities



### **Case Study - Caerphilly Hub Youth Participation Project: Young People Praised with a Visit to the Panto**

As an incentive for getting involved with project planning, implementation and evaluation, members of the Youth Sub Groups are encouraged to organise social events as a reward for their regular attendance and a trip to the theatre to enjoy festive fun seemed fitting given the time of year. Young people from the Upper Rhymney Valley were rewarded with a trip to see the story of Snow White in pantomime during December following their commitment to improving their communities.



## Rewards Section

*"Rewards = something tangible that is of value to a young person"*

Children and young people are given a fair, equitable and tangible reward that reflects their effort, contribution and time commitment in certain activities



### Case Study - Torfaen Children's Services: Reward for taking part in focus group

At an initial consultation event (March 2007) for young people an array of bath products, pens, pencils, as well as a thank you card with a £10 High St shopping voucher, were included in goodie bags for each participant as a "thank you" for their attendance and contribution. (This was in addition to the availability of activities and provision of food and drink).

Part of the evaluation form at the event asked young people to identify what they considered to be a suitable reward for future events. This information was then used to plan the reward for two subsequent, smaller scale, workshops where these young people were invited to design a Complaints Leaflet. An outing to Cardiff for ten pin bowling was arranged and details confirming this information were sent out prior to their attendance at workshops. They were then consulted again at the first workshop to confirm they felt this was a suitable reward.

Written and verbal feedback was that everyone thoroughly enjoyed 'the reward' and that they would like to undertake further activities and outings as a group should the opportunity arise.



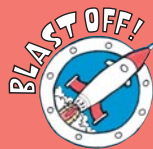
## Best practice

Rewards consisting of anything of economic value are given on a one-off basis only. These can include:

- gift vouchers
- being taken out for a meal
- tickets for an event
- mobile phone credit top ups
- group leisure activity
- access to other developmental opportunities
- opportunities for young people to have their involvement accredited

## Requirements

- Children and young people are canvassed to check what vouchers they deem of value to them
- Children and young people are involved in agreeing what rewards will apply and what activities they would like as a reward
- Children and young people are told when they will receive their reward
- Children and young people are informed as to which reward will be provided
- A record of achievement is kept for those participants who are having their involvement accredited



## Accreditation as reward

*"Accreditation = a form of reward"*

Accreditation schemes can be developed locally with partners so that the credits are transferable across the Local Authority or sub-region.

If a young person's input is being counted as Millennium Volunteer or Duke of Edinburgh Award hours, they **cannot** also receive a **financial reward**. It may be helpful to offer flexibility so that young people have a choice of being rewarded in cash or vouchers **instead** of accrediting the hours as volunteering. Similar considerations apply to UK Youth Parliament Record of Achievement.

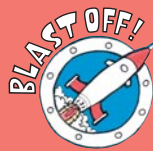


### Case Study - Children and Young People's University Cymru

The Children's University is a National initiative in Wales. The University is a member of an increasing family of local Children's Universities across the UK. The programme was originally set up in Wrexham, but now runs in 19 out of the 22 Welsh Authorities and aims to accredit children and young people for learning and achievements out of school hours. The Children's University model runs with three age groups; Kids College (age 5-8), Children's University (ages 9-13) and Youth University (age 14-19).

The scheme hopes to encourage young people to engage with activities and gain benefits from participating, raising self-esteem and confidence and therefore helping to achieve their full potential. The project is unique as it can accredit any learning out of school that can demonstrate valid learning outcomes. The Children's University adopts a holistic approach and believes all aspects of a student's developing skills, interests and abilities should be celebrated and included in accreditation. This is demonstrated by the variety of organisations involved and modules available.

For many of Youth Service projects & centres and other County Council departments this scheme has offered an accreditation route for the valuable commitment and learning children and young people put in.



### Case Study - Duke of Edinburgh Award (Caerphilly)

The Mid Valleys West team have started a Duke of Edinburgh (DofE) group for young people in Hengoed and Cefn Hengoed. The concept of the DofE is simple – anyone aged between 14 and 24 can do a programme at one of three progressive levels which, when successfully completed, lead to a Bronze, Silver or Gold Duke of Edinburgh's Award. With assistance from adult Leaders, participants select and set objectives in each of the following areas:

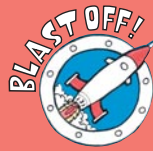
**Volunteering:** undertaking service to individuals or the community.

**Physical:** improving in an area of sport, dance or fitness activities.

**Skills:** developing practical and social skills and personal interests.

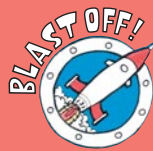
**Expedition:** planning, training for and completion of an adventurous journey in the UK or abroad.

Once the young people have completed the whole award an article is put in the press and a celebration night is held where the young people are presented with their awards. This is something that proved very successful with young people. By putting articles in the press young people received recognition for their efforts that could be seen by the whole community and enabled them to achieve a real sense of pride seeing their success as a piece of news. In addition, the presentation evenings are a chance for young people to attend an event that is all about them and their achievements, where they get recognition from the organisation for their hard work and also recognition from their peers.



### **Case Study - Celebration Event: Monmouthshire Awards Evening**

Monmouthshire Youth Service run an awards evening once a year and invite young people, parents, carers and dignitaries to attend to formally recognise the achievements of young people in the county. The awards range from recognising young people who have achieved NVQs, OCN's, Princes Trust, Duke of Edinburgh Award and other accredited schemes in addition to awarding certificates to young people for softer skills such as taking part in an activity or attendance at an event. All awards given out to young people are given equal importance, regardless of the nature of the achievement. Opportunities are also given to young people who have been working on creative projects to showcase their work to a wider audience.



## Volunteering as reward

*The act of volunteering can be considered a reward in itself*



### Case Study - Millennium Volunteers

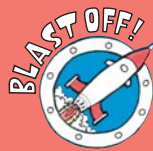
Millennium Volunteers (MV) channels central government funding into local support for volunteering opportunities for young people aged 16-25. In Wales, the programme is run by Gwirvol. The only criterion for taking part is the age range – all young people, whatever their situation, are eligible for MV.

The two main MV straplines demonstrate how this works.

*"Build on what you're into"* gives young people the chance to turn their own interests, beliefs and aspirations into voluntary activity and they have the freedom to design their own projects. This means MV supports a tremendous range of activities – environmental, musical, artistic, educational, sporting, community development, caring, supporting and mentoring, fund-raising, helping charities – the list could be endless.

*"MV on your CV"* encourages young people to make the most of their volunteering activities as a big plus point when applying for jobs or courses.

MVs agree a volunteering plan when they join up and are encouraged to consider the benefits they gain in terms of developing skills and personal qualities. The aim of that development is to impress future employers or a university/college and help the young person to be effective in their personal life. MVs who achieve 50, 100 or 200 hours volunteering are given awards. At 200 hours MVs receive an Award of Excellence signed by the First Minister of Wales.



### Case Study - Time 4 Young People (T4YP)

Time 4 Young People is a 2 year lottery funded project that aims to embed time banking as a model for engagement and increasing citizenship of young people aged 7-25 across Cardiff, Rhondda Cynon Taff, Caerphilly, Merthyr Tydfil, Blaenau Gwent & Torfaen. The project sits within TimeBanking Wales.

The concept of 'timebanking' is that in exchange of hours the young person undertakes volunteering or taking part in a project they are rewarded with 'time credits'. Each hour of active citizenship is worth one time credit and each time credit is the equivalent of one hour on a trip or activity. T4YP do this over the course of a 12-month project and trips or activities are decided by the group of young people using their credits. By allowing young people to use their time credits to gain rewards celebrates their contribution to the community.



### Case Study - Play Wales: The Playwork Principles

It is important to remember that for young children being given the freedom to choose their play and experience 'first hand' ideas is reward in itself and should not be manipulated e.g. children choose why they do something and that the children's play is performed for no external goal or reward

The Welsh Government Play Policy (2002) defines play as follows:

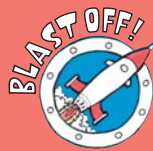
**Freely chosen** – that children choose WHAT they do themselves

**Personally directed** – that children choose HOW they do something. By short-cutting a child's play process, for example, telling a child the 'right way to hold a hammer or paint brush, will deny them 'first hand' ideas and examples

**Intrinsically motivated** – that children choose WHY they do something. This is affected if the 'why' is already provided in the form of an external goal or reward.

This definition is including within Play Wales' Playwork Principles. The Principles provide a framework for any playwork undertaken.





## Remuneration Section

*"Remuneration = payment for a service"*

Consideration is given for paying children and young people who are asked to undertake a task beyond the expectation of a volunteer role.

There are many differences of opinion on whether children and young people should be remunerated for their participation in projects.

Those who propose remuneration do so for different reasons.

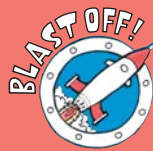
### Arguments FOR payment of children and young people involved in research

- Involving children/young people entails an implicit or explicit recognition of them as experts or quasi-consultants and that they should be remunerated as such
- Remuneration can act as an incentive and/or a sign of appreciation to children/young people, especially when they are giving their free time to participate
- It shows you value the children's time
- You are treating them seriously
- You are treating them like adults

### Arguments AGAINST payment of children and young people involved in research

- Children/young people do not expect remuneration
- It undermines the spirit of voluntarism that should inform children and young people's decision to become involved
- Payment can be seen as manipulation - as a form of coercion to participate
- Participants may feel more under pressure to say what they think the researcher wants to hear
- Children may take part in something that they are not interested in just to get the payment - is this genuine participation?<sup>3</sup>

<sup>3</sup> Working Paper on Payments for Children's Participation in Research - Claire O'Kane (June 1996)



In comparison, payment in kind is not unusual. Organisations often avoid the controversy of monetary rewards by using tokens of appreciation to children and young people. These can take different forms, for example, prizes/spot prizes and/or tokens of appreciation for each participating child/young person or a reward activity for the group. These need not be expensive and could be as simple as a printed certificate.

Barnardos Cymru stresses that *"it is important that service users feel valued and respected"* when they participate. This does not necessarily have to be exclusively monetary.



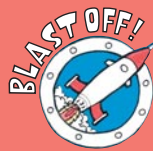
### Case Study - Save the Children UK

The offer of remuneration to children or young people for their involvement with Save the Children UK will be exceptional and will only happen when an employment relationship is entered into. SC UK believes that making monetary payments to children and young people for their participation can undermine the relationship and that remuneration goes against the spirit and value of participation, citizenship and volunteering. It can lead to children participating for the incentive only and runs the risk of creating a professional group of young people who are no longer representative or reflective of their peers. Monetary payments can also cause discontent among others not given the opportunity to participate in a paid capacity and may jeopardise state benefits that some children or young people may be in receipt of. However, to ensure that the broadest group of people is able to participate, SC UK commits to compensating all out of pocket expenses and any loss of earnings.



### Case Study - Rhondda Cynon Taf Children and Young People's Partnership

Rhondda Cynon Taf Children and Young People's Partnership has an agreed policy to remunerate children and young people where their participation is deemed to go beyond volunteering. This would include deciphering documents into child and young person friendly language and formats and Welsh translation.



## Issues surrounding Remuneration

A number of issues make the drafting of all-encompassing remuneration guidance difficult. These include:

- The tax and benefit situation of the children and young people involved.
- Considerations based on the age of the young people and their status as either employed or as volunteers.
- Children and young people have considerable time pressures in their lives already such as school, college, work, care commitments, organising housing, benefits etc. These issues must be considered when developing an approach to rewarding children and young people.

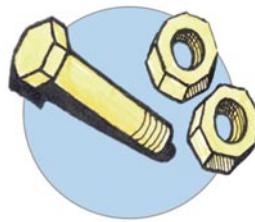
When making the decisions about the most suitable way to reward children and young people for their contribution, both the level and responsibility expected from the child or young person to complete the task and the level of secondary incentives (such as food and drink) must be considered.

If the young person concerned is under 16, arrangements should be made with the parent/carer or teacher and a signed parental permission slip outlining the details of activity is essential. Forms of recognition or reward for very young children should be agreed with their parents/carers.

## Nuts & Bolts: Employment of Young People

### Best practice

- Arrangements are made to pay participants through the participation or locality budget.
- All relevant tax and national insurance law is adhered to.





## Social Security/Benefits

Complex regulations govern the receipt of earnings and other income for people receiving social security benefits. Therefore, it is advisable for service staff to ensure that any reward does not impact on the young persons benefits. However, the impact on young people's benefits needs to be assessed on an individual basis. The young person must inform Jobcentre plus of all earnings, expenses, payments in kind, events attended and other income.<sup>4</sup>

Children and young people involved will be issued with a contract of employment outlining their rights and responsibilities. The prohibition of employment of children under the age of 14 should be kept in mind when engaging children in quasi-work environments. There are also restrictions on the hours of part-time work for children aged between 14 and 16. For example, they cannot work during school hours on any school day and cannot work more than 2 hours outside of school hours on any school day.<sup>5</sup>

When wishing to involve younger children, current employment legislation requires that each employment opportunity be assessed by the nominated person in each local authority area. The recruiting manager needs to be clear in each circumstance what constitutes employment and therefore if the opportunity should be assessed.

## Requirements

- Children and young people are given a job description and a job specification.
- Records are kept of all payments made.
- Children and young people are paid though P.A.Y.E.

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<sup>4</sup> For a good summary on the benefits that young people may be receiving see:  
[http://www.adviceguide.org.uk/england/benefits\\_e/benefits\\_children\\_and\\_young\\_people\\_ew/young\\_people\\_and\\_benefits.htm](http://www.adviceguide.org.uk/england/benefits_e/benefits_children_and_young_people_ew/young_people_and_benefits.htm)

<sup>5</sup> See: <https://www.gov.uk/child-employment/minimum-ages-children-can-work>



## ? When is it appropriate to employ children and young people?



### Checklist – True or False?

The more that are true which apply to you,  
the more likely that employment is appropriate:

- There are employees who carry out the same activities as the children/ young people
- The children/ young people can be penalised or disciplined if the work done or activity undertaken is sub-standard
- Some/all of the work done or activity undertaken is done on the work premises
- The children/young people have an absolutely prescribed way in which a piece of work is to be done or activity undertaken
- The children/young people are not able to and have never refused to undertake activity and cannot negotiate the terms of work done or activity undertaken.
- The children/ young people are precluded from working or undertaking activities for others at the same time as being involved in the your work.
- The children/young people have supervisory or management responsibility for others.
- The work place has the authority to dismiss or suspend or discipline the children/young people for specified reasons at any time.
- The children/young people are entitled to a prescribed period of notice to terminate the arrangement.



## How do you employ children/young people?

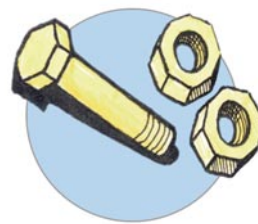
Where an employment relationship is appropriate, the same principles hold for the employment of a child or young person as for any other employee. You should:

- Provide a role brief and a contract of employment.
- Ensure employment complies with local employment law and any minimum wage requirements.
- Ensure all payments to children or young people comply with local tax rules.

Your Human Resources contact will be able to provide general advice on determining rates of pay and other issues related to the employment of young people.

The induction needs of young people will be different to standard induction arrangements. Particular attention should be given to their individual induction needs and managers need to be sensitive to the fact that this may be the young person's first experience of employment or responsibility in a workplace setting. Managers are advised to clarify expectations on both sides and be clear about expectations regarding professional conduct.

## Nuts and Bolts - Reimbursement of Expenses



It is considered best practice that all children and young people who have been invited or who have volunteered to take part in decision-making or a consultation exercise will be reimbursed for any out of pocket expenses. Reimbursement is important for enabling a wide range of children and young people to be involved in participation. It is unwise to give volunteers a flat rate of expenses, only actual out of pocket expenses should be paid.

### Out of Pocket Expenses

- include travel expenses to and from the place of volunteering, or in the course of volunteering or involvement in specific participation exercises.
- lunch or other meals taken while volunteering or taking part.
- stationery used, postage or the cost of phone calls made from home in the course of volunteering or taking part.



- childcare, or care of other dependents, while volunteering or taking part.
- cost for accommodation (residential) to maximise participation.

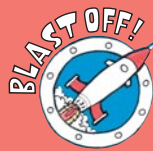
It is considered good practice to ensure children and young people are reimbursed the exact amount to which they are out of pocket. A limit should be set from the outset as to what is considered a reasonable amount for the reimbursement of a meal or a minimum time period.

### Requirements

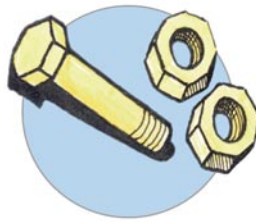
- Children and young people are asked for receipts for every payment made.
- Accurate records are kept on what a child or young person has been paid.
- Children and young people are asked which method of reimbursement would best suit them.

### Legal and Financial Issues

- Regular payments to a young person as a reward for a specific activity could be seen as constituting a legal contract. If you are making regular payments (cash or vouchers) to the same individual over a period of time, you might want to consider making the young person a part-time employee/consultant.
- Strict financial procedures are necessary to safeguard staff and ensure tight monitoring of budgets.
- The administration of cash rewards may be made easier by negotiating a savings account for the young person with a local Building Society or bank, so that transactions can be done electronically.
- Considerations based on the age of the young people and their status as either **employed** or as **volunteers**.
- Be wary of manipulation of rewards and remuneration.
- If a young person's input is being counted as Millennium Volunteer or Duke of Edinburgh Award hours, they cannot also receive a financial reward. It may be helpful to offer flexibility so that young people have a choice of being rewarded in cash or vouchers *instead* of accrediting the hours as volunteering.



## Nuts and Bolts - Deciding on the Type of Recognition



When thinking about what kind of recognition to provide young people with, it is important to consider the following:

- What level of responsibility are you asking from the young people?
- That equality and fairness is provided for young people who have multiple commitments to different agencies.
- Are expenses provided?
- Children and young people are involved in decisions about how activities are incentivised.
- Children and young people have considerable time pressures in their lives already such as school, college, work, care commitments, organising housing, benefits etc. Any additional requirements should not be made unreasonably onerous.
- It is possible to give formal and informal recognition.
- Opportunities are available for young people to have their involvement accredited.

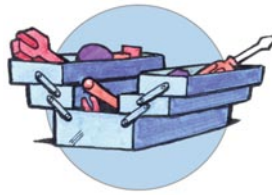




## Checklist: Recognition of Children and Young People's Participation

- Have you discussed with the children/young people how their participation will be recognised before the involvement commences?
- Have you ensured that all children and young people who have been invited or who have volunteered to take part in decision- making or a consultation exercise will be reimbursed for any out of pocket expenses i.e. travel expenses?
- Have you put budgetary provisions in place to allow for expenditure on recognition and know how much you have to spend?
- Have you negotiated with children and young people if they will be reimbursed expenses on the same day and in cash?
- Have you chosen appropriate forms of recognition, considering the social and cultural context (not all forms of recognition/reward will be appropriate in all countries) and the age of the children/ young people participating?
- Have you checked whether the participation should be employment? If not employment, identify the type of participation - in governance, as a citizen or as a volunteer, as this may influence what type of recognition you consider appropriate.

It is important regardless of what form of recognition is chosen that organisations are committed to recognising the participation of children or young people in their work appropriately and fairly.



## RESOURCES

- GwirVol, 'You Give, You Get...'  
<http://www.gwirvol.org/en/volunteers/get-recognised/you-give-you-get-yp/>
- Claire O'Kane, 'Working Paper on Payments for Children's Participation in Research' (June 1996)
- For a good summary on the benefits that young people may be receiving see:  
[http://www.adviceguide.org.uk/england/benefits\\_e/benefits\\_children\\_and\\_young\\_people\\_ew/young\\_people\\_and\\_benefits.htm](http://www.adviceguide.org.uk/england/benefits_e/benefits_children_and_young_people_ew/young_people_and_benefits.htm)

Examples of rewards and recognition policy:

- East Sussex County Council, 'Recognition and Reward Guidance for Young People'  
[www.eastsussex.gov.uk/NR/rdonlyres/690093CE-7A6F-4CA7-B6A24DBAD8ED71A2/0/rewardrecognitionyoungpeople.pdf](http://www.eastsussex.gov.uk/NR/rdonlyres/690093CE-7A6F-4CA7-B6A24DBAD8ED71A2/0/rewardrecognitionyoungpeople.pdf)
- Dorset Children's Trust, 'Participation Strategy – Appendix 2: Incentive and Reward of Children and Young People's Involvement in Participation Activities'  
<http://www.dorsetforyou.com/media.jsp?mediaid=149181&filetype=pdf>

### Useful websites:

- Time 4 Young People: [www.t4yp.org/](http://www.t4yp.org/)
- Agored Cymru: [www.agoredcymru.org.uk](http://www.agoredcymru.org.uk)
- GwirVol: [www.gwirvol.org](http://www.gwirvol.org)
- Youth Cymru, Youth Achievement Awards:  
<http://www.youthcymru.org.uk/yaa/index.html>
- Children and Young People's University Cymru: [www.candypuc.org/](http://www.candypuc.org/)
- Duke of Edinburgh website: [www.dofe.org](http://www.dofe.org)