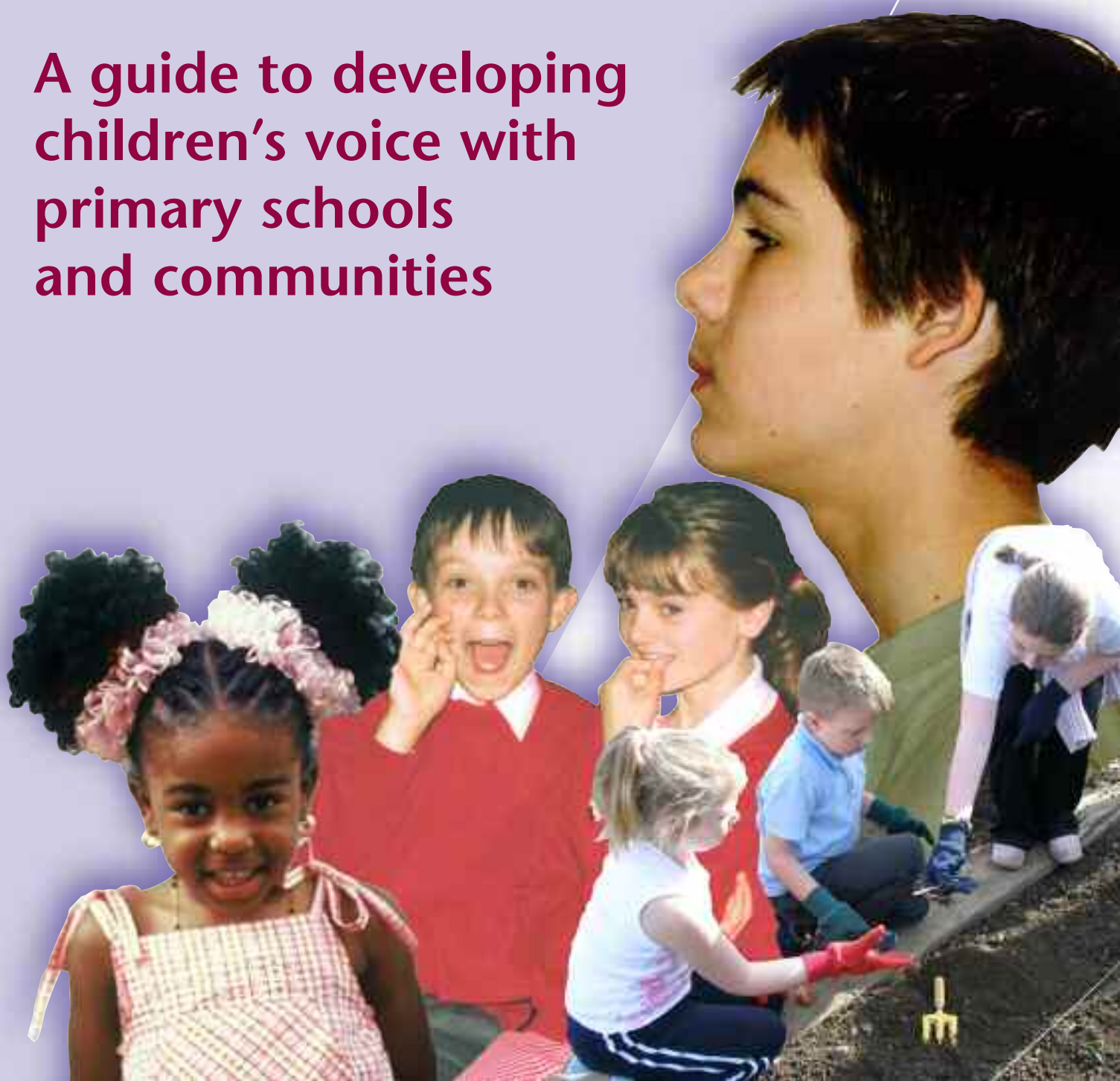


Speak up

**A guide to developing
children's voice with
primary schools
and communities**



The pilot project behind the *Speak up* guide

The *Speak up* guide is based on the Primary Democracy pilot project, developed and delivered by ContinYou and evaluated by the National Children's Bureau (NCB). Funding came from the Esmée Fairbairn Foundation and the Bridge House Trust, plus support from the local authorities involved in its delivery. Primary schools involved in the *Active Citizens in Schools* (ACiS) project (England) prompted this pilot project in order to help develop younger children's 'active citizenship' voice. (Find out more about Active Citizens in Schools at www.continyou.org.uk.)

Six local authorities were involved: Coventry, Hackney, Kirklees, Lambeth (England); and Bridgend and Swansea (Wales). Each authority supported participating schools to co-ordinate and share information wherever possible. Over 30 schools participated and at least one secondary school in each area participated for most of the project's duration, which helped to manage challenges that children experience during their transition from primary school.



About ContinYou

ContinYou uses learning to tackle inequality and build social inclusion. We help create learning programmes and services that offer fresh opportunities to people who have gained least from formal education and training.

Study support (out-of-school-hours learning)

describes the variety of voluntary and informal learning activities in which young people participate outside school hours. Evidence shows that participation in these activities contributes to school improvement by improving students' self-esteem, attitudes towards learning, classroom behaviour, school attendance and achievement levels.

ContinYou's Extended Services Unit (England) and ContinYou Cymru aim to:

- ensure that every child and young person in the UK can participate in high-quality study support/out-of-school-hours-learning activities
- help schools provide a wide range of attractive and accessible learning opportunities that extend, enrich and promote learning, not just for children and young people but for their families and wider communities
- provide guidance on how to deliver the (Welsh) Rights to Action and the (English) Change for Children agendas
- contribute to the delivery of other key education strategies, such as workforce remodelling and developing extended services in and around schools.

ContinYou develops resources and mini guides to help schools and communities develop extended/Community Focused School services (such as oshl/study support).

Find out more at www.continyou.org.uk/studysupportetc and www.continyou.org.uk/cymru.

A note about the terminology in this guide

England and Wales use different terms for similar educational concepts. However, the *Speak up* guide uses certain terms interchangeably, so it can be used in both countries. However, when the following terms are used, they refer to the equivalent delivery, services, legislation or agendas in both countries:

Community focused delivery or extending services = the development of extended services in and around schools.

The development of the whole child = successful delivery of the seven core aims for children set out in Rights to Action (Wales) and the five core outcomes of Every Child Matters (England).

Study support and out-of-school-hours learning (SS/oshl) = voluntary activities beyond the normal school day – these terms are used interchangeably.

The information in the *Speak Up* guide can be supplemented by the study support Codes of Practice for Wales and England.

[Note: The guide is also available in the Welsh language. Although based on English and Welsh experience, the *Speak up* approach can be used by schools in Scotland and Northern Ireland to deliver services in and around schools that meet strategic outcomes for children and families.]



Acknowledgements

Thanks to the Esmée Fairbairn Foundation and the Bridge House Trust for their support in the pilot project, which made this guide possible. Thanks also go to the local authorities, schools, parents, teaching staff, children and young people who invested their time, energy and resources in the pilot project.

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'Student voice should not be just an aspiration or a gesture - it feeds into the very roots of learning.'

Rajeeb Dey, founder of English Secondary Students' Association

Introduction

The Speak up approach to developing children's voice in primary schools



The schools: '... listening to the views and desires of children and responding to these improved the school's culture and allowed it to develop an effective learning environment. This had an impact on parents too, who were more likely to become involved with fundraising activities and, as their view of the school was enhanced, support their children's education.'

Headteacher, as reported in evaluation report.

The children: 'Staff reported that children had gained confidence in asking for help in ... using IT and transcribing interviews as well as in making phone calls and talking to adults. They developed respect for each other over the period of the project and grew to accept each other's differences, increasingly acting as an effective team. Children co-operated with each other to plan the data collection process, finding solutions to difficulties when necessary and learning about working through the stages of a [democratic] process. They measured their 'self-belief' early in the project ... and discussed the reasons for any low scores and strategies for improving these.'

Radford School, Coventry – this project surveyed all stakeholders' views on school behaviour and reported back their findings to students, staff and governors.

The *Speak up* approach helps foster an appreciation of democratic processes in young children. This guide offers primary schools useful information and tips for setting up study support/oshl programmes and activities that encourage the development of 'children's voice'.

What distinguishes the *Speak up* approach is that young people largely develop and lead their own democracy/citizenship projects. It is a flexible approach to encouraging 'children's voice' to develop, and is distinctive because it can be applied across the curriculum, across the many new school and community priorities that school leaders are tackling, and can be adapted to suit an individual school's needs.

The approach aims to engage everyone involved and to encourage participants to run their activities in ways that suit them best. However, rather than children leading on all aspects of a *Speak up* activity or club, an adult, or team of adults, is also needed to oversee and participate in the sessions and to ensure that health and safety guidelines are adhered to.



Why run a Speak up project?

The benefits for children and young people

As well as contributing to the delivery of a wide range of education strategies, initiatives and agendas, developing children's voice projects in and around schools offers young people hands-on opportunities to work with their local communities to make positive changes. (The section called *Link Speak up* to the big picture on page 33 shows examples of how children's voice projects and activities can be linked to several education strategies and initiatives in England and Wales.)

A well-designed *Speak up* activity can help encourage young people to become 'active', democratic citizens by:

- helping them develop communication, planning, project management and teamwork skills
- widening young people's opportunities to 'lead' and 'do', and where possible, to take responsibility for the day-to-day delivery and co-ordination of their activities
- encouraging young people to become active, caring and involved members of their communities
- ensuring young people are recognised for what they do
- offering them a flying start to life through the equal, positive opportunities for development.

For more information, read page 45 in *Study support: a national framework for extending learning opportunities*, available from the Department for Skills and Education.



Developing children's voice projects in and around schools offers young people hands-on opportunities to work with their local communities

The Speak up approach and community cohesion



This approach to developing a participatory attitude (or 'citizenship habit') among children and young people involves them in planning activities from the start. It therefore builds their confidence to speak up about citizenship issues that affect them and their communities. This can contribute to community cohesion in and around schools, and can also help ease primary pupils' transition to secondary school.

The pilot projects in England and Wales developed a wide range of democracy activities, all of which were designed to meet the needs of their immediate communities and user groups.

In both countries, the projects aimed at encouraging children to find the power and ability to develop their own opportunities to learn about democracy and citizenship that could make a difference in their communities. Some areas decided to address wider social and community cohesion issues. Others focused their initiatives within their schools' own pupil communities.

Here are some examples of where schools focused their efforts: the school environment; political literacy; global citizenship; health and well-being; fundraising; their local community.



Support for your project

Children's voice and whole-school development



The role of Speak up in extended/Community Focused Schools

Extended/Community Focused Schools, with the services and activities they can offer pupils beyond the school day, provide many contexts in which to include children's voice or citizenship activities.

Extended school services in England are central to delivering the five core outcomes for children in Every Child Matters: to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being.

Also, in Wales, they can play a vital role in fulfilling the seven core aims of the Welsh Assembly Government (WAG) Rights to action agenda, ensuring that all children: have a flying start in life; have a comprehensive range of education, training and learning opportunities; enjoy the best possible health, and are free from abuse, victimisation and exploitation; have access to play, leisure, sporting and cultural activities; are listened to, treated with respect, and have their race and cultural identity recognised; have a safe home and a community that supports physical and emotional well-being; and are not disadvantaged by poverty.

Speak up projects also offer many possibilities for consulting young people and encouraging them to consult with others about the development of extended/Community Focused School services.

In Wales, schools are inspected for the level of encouragement they give to developing local and global citizenship among their pupils. Estyn, the school inspectorate in Wales, offers advice on how this can be done (see page 34 for details).

In England, citizenship is part of the National Curriculum and a *Speak up* project can enhance children's learning in this area.

ContinYou Cymru and ContinYou in England offer support in specific areas, such as family learning, and with their programmes such as Share, Parentaid, Active Dads, Busy Bees and OwnZone. If you would like to explore how to build a *Speak up* programme for your school and link it with any of these programmes, please call 020 8709 9900 (England), or 029 2047 8929 (Wales).

Speak up projects offer many possibilities for consulting young people...

Building in children's voice

Support from the right people is crucial to the success of any project. Before you start, and to help justify the value of your project to colleagues, school managers, governors, parents, pupils and the people in your school's community, it's important to ask: **what will encourage people to support this children's voice project or club – either financially or in kind?**

When making the case for your children's voice project, it is helpful to show:

- how the project can be built into your school's improvement/development plan
- where it can be built into the services offered in and around your school.

Convincing funders to support a children's voice project

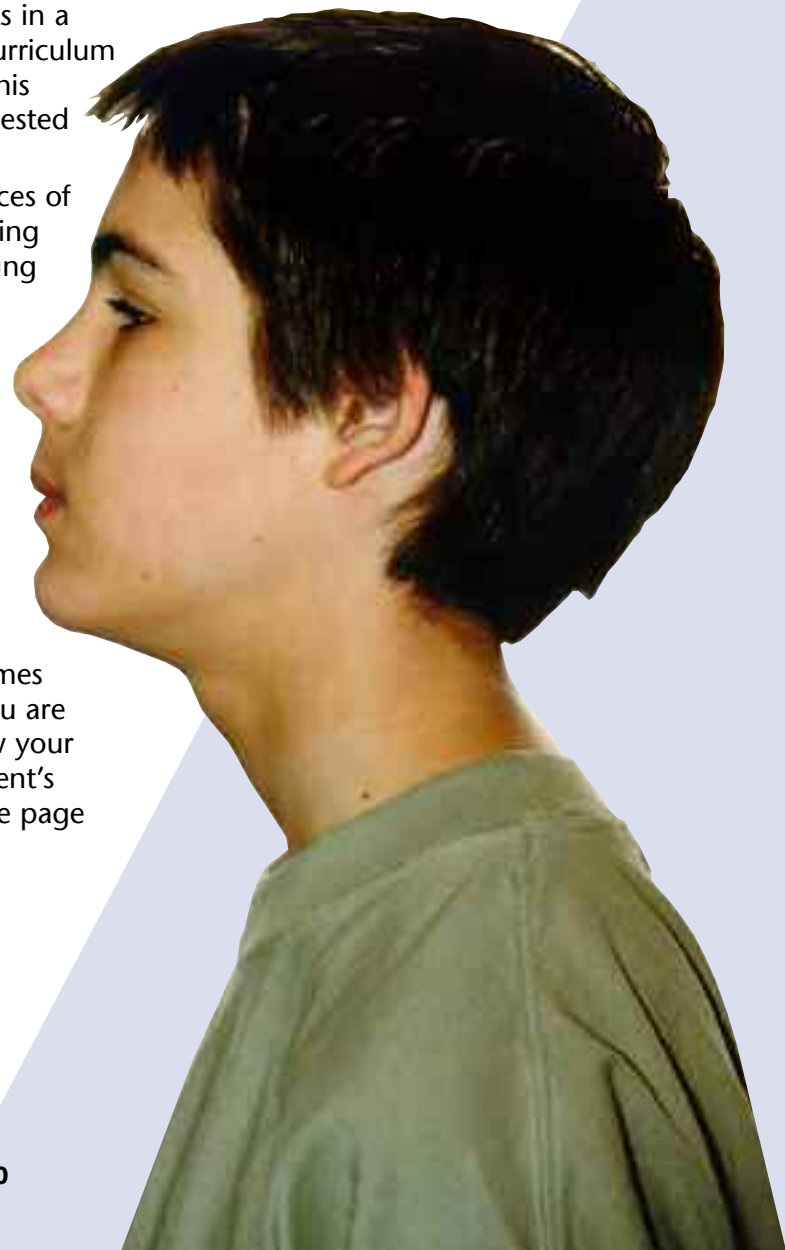
If you are making a funding bid, use in it what the pilot project showed: that a well-designed children's voice/democracy club can:

- help extend learning opportunities and levels of achievement
- encourage the development of skills and interests in a wide range of subjects within and beyond the curriculum for everyone involved, whether adult or child; (this was particularly true of activities that pupils requested during the initial consultation).

Training people to run your club increases its chances of being sustainable. So it is worth building into funding bids estimates of what may be needed to train young people, so they can train others in turn; and also estimates of what is needed for staff to train parents who want to participate.

Other burning questions in funders' minds

Funders will also need to know how your project supports new school and community priorities. So it is important to show potential funders how your project can contribute to your school's delivery of the five core Every Child Matters outcomes (England – see page 33 for more details); and if you are in Wales, add information to your proposal on how your project will advance the Welsh Assembly Government's seven core aims for children and young people (see page 33 for more information).



How your project can improve pupil achievement and how it might improve your school will also interest funders. Here is a list of further benefits related to school improvement that may help you make a convincing bid for funding.

A children's voice project, in which children participate before, during and after school, gives a school every chance of improving and will raise pupil achievement because the participants are:

- able to become involved in developing their own club and activities, giving them the chance to learn practical new skills that boost their confidence and provide them with new opportunities
- safe and supervised
- less likely to become involved in anti-social behaviour
- less likely to be bullied, or to bully others, because communication with and respect for other pupils can develop both within and across age groups
- offered opportunities to improve their social skills and gain confidence in interacting with adults and other students
- offered opportunities to complete coursework and homework, and to receive help with study skills
- given the chance to build on their existing knowledge and skills
- consciously developing their future roles as caring, active adults
- engaged in activities that promote community cohesion and community regeneration.

Also, the democratic and citizenship-related nature of children's voice activities helps participants improve their relationships with members of their families because they are inclusive and encourage young people to find different ways to communicate with each other, and with adults in their schools and communities.



The democratic and citizenship-related nature of children's voice activities helps participants improve their relationships

Top tips

When bidding for funds, it is wise to include a request for funding an external evaluator.
(See page 31.)

To add further grist to your funding bid and to help show funders how your project fits into whole-school development, read the section called *Link Speak up* to the big picture on page 33.

Get started

Sorting out the basics

Before 'going live' with your children's voice project, look at the eleven **Speak up basics** in the panel. These are prompts to help you consider **key questions** related to each. (Answers will be local to your children's voice/democracy project.)

The **Here's how** and **Top tips** panels offer suggested solutions, based on what other people did in the pilot project.



Speak up basics

- 1 Consult – what do pupils need, what do they want?
- 2 Find the right time for your activities
- 3 Find the right staff to run your activities
- 4 Involve parents, other teachers, people in your community
- 5 Cover the costs
- 6 Keep participants safe
- 7 Actively involve the children and young people
- 8 Decide which children and young people to target for inclusion
- 9 Promote the activities
- 10 Keep it going
- 11 Shout about it!

Speak up basic 1: Consult – what do pupils need, what do they want?

The first step in the *Speak up* approach to cultivating children's voice is to involve all participants, right from the start.

Invite a few potential members of a proposed club onto a planning group before you begin. This shows young people you are serious about listening to their opinions and providing them with opportunities to develop their views. Tap into their thinking by delegating tasks and getting them to work with others to find the answers. Their strong interests and enthusiasm at the start are a good foundation for a sustainable club.

Ask a range of questions that ensure suggested activities meet participants' needs rather than suggesting activities that people want to run, or ones that someone presumes are popular. You may need to do some work with young people to help them differentiate between their needs and wants. This can be key to encouraging the genuine development of children's voice in your school.



Thorough consultation involves a variety of interesting and inclusive methods, both formal and informal. Here are some suggestions:

- take time to listen to parents and to the young people talking in the playground
- send out a questionnaire
- set up a graffiti wall
- hold an information gathering evening.

You won't be able to do what everyone wants, but taking the time to feed back to everyone you have consulted with will encourage participants to remain committed and involved.

Key questions

- What do you think the concepts 'children's voice' or 'active citizenship' mean?
- Are there any gaps in your oshl/study support programme that can be filled by staff with special skills, or with an interest in citizenship, democracy and children's voice?
- What do you want to achieve through a children's voice activity? Is this the same, or different from what your present or potential members want to achieve?
- Do you need to talk it through more?
- Have you thought of ways to reach a consensus?
- How will you and your members link with your school council? Could your children's voice project help to develop the council further? If your school uses a 'circle time' as its participatory structure, try to think of ways that your club members can tap into that.
- How will you measure and monitor the development of 'children's voice'? Ask the participants what they want to achieve at different stages and discuss how to monitor what they do.



You won't be able to do what everyone wants, but taking the time to feed back to everyone you have consulted with will encourage participants



Here's how

School councils in Bridgend schools (Wales) chose to develop environmental projects, using the ContinYou funding to pay for tools, a shed, playground equipment, rubbish bins, paint and blinds. They aimed to continue supporting the already established transition summer school for students moving from Key Stage 2 to Key Stage 3. These environmental projects acted as vehicles for students to develop and make use of school council procedures, allowing them to carry out consultations, offer suggestions, design improvements, make decisions, cost options and participate in practical projects.

Pupils in the Eco Group at Swansea's Pentrehafod School developed their own PowerPoint presentation and DVD to promote their environmental project. They used these tools to consult with pupils, staff and parents in their school cluster and with their wider community, which raised the profile of their engagement in community environmental work. Their consultation helped attract free resources, such as top soil, plants and, more importantly, willing hands to help with the manual work.

Top tips

- Discuss the concepts 'children's voice', 'active citizenship' and 'democracy' with potential participants.
- Talk to other people who are running popular activities in your school/community. Ask them how they have approached consultation and which methods were most successful.
- Provide the younger members of the steering group with 'roving reporter kits' (these might include notepads, voice recorders, cameras and scrap books). Work with them to identify what they want to find out and from whom. Once they have the answers they can present these to the rest of the steering group, and make a display board of their findings or their decisions. The display board can be updated and used to inform others about what's happening and when.



Speak up basic 2: Find the right time for your activities

Build in enough time to provide high-quality activities. Less time than is needed will leave you and the members frustrated.

Your consultation might show, for example, that your members would enjoy and benefit from a lunch or a break-time activity (in case travel to and from school is an issue for them after normal school hours). Work with the catering staff to allow the children's voice club members enough time to eat lunch before their club starts.

More schools are changing the shape of the school day to incorporate extended services that suit their communities. If you think it might encourage more pupils to come to the club, perhaps suggest to senior school management that changing the school day would be beneficial to the children's voice club as well as other osh/study support activities.

Workforce remodelling and engaging other adults and professionals to offer enriching activities has enabled many schools to blur the boundaries between the core school day and the activities that are offered beyond it. (The pilot project provided several opportunities for the communities involved to influence when their activities took place and how they were structured.)

Key questions

- If you are introducing a new activity, what day of the week and what times are best to run it? Auditing other activities in the school is crucial so that your activities don't clash with other plans in the school.
- To attract the most interest and support, how many times a week or month should it run?
- What might affect children and young peoples' ability to come to your club? For example, transport, the need to break for a meal, other activities or other family and community commitments?
- Who do members of the planning group need to speak to in order to overcome these obstacles?



More schools are changing the shape of the school day to incorporate extended services that suit their communities



Here's how

Tyssen Primary School in Hackney has a healthy tuck shop, which is set up, managed and monitored by members of the children's voice group. The tuck shop opens during first morning break. It was well known that other children were going to the shops on the way to school to buy unhealthy snacks. When the idea for a healthy tuck shop was put to the school council by a learning mentor, members of the group and the council decided they wanted to provide a range of affordable alternatives to the unhealthy options that some pupils were choosing. And, a tuck shop would provide a more convenient and safer option than going to the local shop unaccompanied.

The club's success hinged on researching which times the shop should be open and meant it was instantly a success. Members realised that, had they not opened until lunch time, those who went to the local shop would still spend all of their money there as it would be too long to wait until lunchtime. Opening after school would not have been so successful as the children either go straight home or participate in other study support activities.

The young school councillors devised an application process, short-listed, interviewed and selected candidates. They now manage the tuck shop staff and two act as accountants, checking income and expenditure regularly. Staffing positions were offered to all students in Years 4, 5 and 6. The selection process might have been undemocratic because the applicants who were friends with councillors thought they would automatically be selected. But, in fact, tuck shop staff were chosen on merit.

Students have all developed confidence. The tuck shop staff have learnt communication, customer relations and teamwork skills, and the school councillors learnt about fair recruitment, accounting and managing a business.

The tuck shop is an important feature of the school now and has increased pupils appreciation of healthy food choices. Once other children knew it was open and sold a range of enjoyable, healthy snacks, it became busy. The tuck shop is now self-sustaining through its daily sales.

Top tips

- Combining a healthy food project with a democracy/children's voice activity can create sky-high levels of concentration and enthusiasm for learning.
- Consider running a democracy/children's voice breakfast club before the school day begins.



Speak up basic 3: Find the right staff to run your activities

A wide range of suitable people can help you plan and run a democracy/children's voice club. Increasingly, adults other than teachers oversee all kinds of study support/oshl activities (members of the community, parents, learning support and other school/community staff, grandparents, older students and local volunteers).

It may be useful to nominate an overall club co-ordinator who can oversee the club's development, ensure that it meets its objectives and that activities are planned in advance and run safely. However, where possible, encourage the young members themselves to take responsibility for the day-to-day co-ordination of activities, as this promotes their learning about the democratic processes involved in organising and running ventures.

Key questions

- Who is the best person to oversee your club, and how many people will you need for each activity?
- Which activities will the young members lead and which ones will adults lead?
- How will all the members decide this?
- How will you recruit members onto the steering group?
- How will you acknowledge or accredit their involvement?
- How often do you aim to meet?



Encourage the young members themselves to take responsibility for the day-to-day co-ordination of activities



Here's how

The Kirklees project's broad aims were to: develop community cohesion (especially as Kirklees is an ethnically diverse area); give children a voice; encourage young people to be more aware of their environment; identify local issues and work towards making a difference to these; and consider transition to secondary schools.

It operated in a cluster of schools and young people and staff from different schools gathered once a week. Participants recognised the importance of matching the skills of the staff team to particular tasks/activities. As the teachers involved were from different schools it required commitment from each of them to ensure close collaboration and good communication. A conscious effort was also made to ensure the project team included people from different backgrounds. Those involved felt that this made it easier to explore new ideas.

The staff and students leading the project also arranged and ran a regular staff and student review of the project once every half term. Staff and participants noted the value of taking time to hold these meetings – it increased motivation and helped generate additional ideas to enhance the project's development. The focus on democracy and student decision-making meant that students were able to set the agenda for future meetings.

Everyone involved also took responsibility for promoting the activities. As it expanded, the project's success was communicated throughout school displays, assemblies, parents' evenings, the local newspaper and the school councils. This cohesive approach made the recruitment of students onto the project much easier.

Top tips

- Encourage older students and members to manage or mentor some aspects of the activities. For example, setting up, taking the register, organising trips and promoting the club. Use schemes of accreditation such as Children's University credits, ACiS (England only), to reward and recognise involvement. (Develop ways of recognising and rewarding all your study support/oshl activities.)
- The pilot project has reinforced the need to ensure that senior management teams are involved in and aware of the project's aims and objectives. Not only can they reinforce its purpose to other people in and around the school, but senior staff can be sounding boards as the project develops and issues arise.
- Involve local councillors/VIPs (local heroes – for example, footballers, singers and so on) in the recognition of young people's involvement in *Speak up* activities.
- When looking for the right staff to run your activities, also consider other professionals/service providers, such as the Youth Service.



Speak up basic 4: Involve parents, other teachers, people in your community

Strong partnerships within your school and between your school and its community add value to a children's voice/democracy club. To find out more about how everyone benefits, visit the partnerships section at www.continyou.org.uk/studysupportetc; or download *Take your partners in Caerphilly* from www.continyou.org.uk/cymru.

Partnerships can be formed for many reasons: for example, to share communal space and expertise, gain financial support, access sports facilities or even community gardens. School clusters are an example of partnership working. Whatever kind of partnership runs your children's voice/democracy project, members will benefit because:

- what they do will raise the community's regard for them
- the community develops positive links with the school
- the school is acknowledged publicly for the positive effects its study support/oshl programmes have in its locality.

Key questions

- What existing/new partners (local, national or regional organisations) could support your club?
- How can you link with other schools or community groups that are engaged in young people's democracy/citizenship work?
- Does your school deliver extended/community focused services as part of a cluster – for example, health services or sports activities?
- If your school delivers other activities (such as sport or extended/community focused services) as part of a cluster, can these links help your children's voice/democracy programme?
- How will you encourage potential partners, in particular parents, to help develop and deliver your *Speak up* activities? How will you market the idea of children's voice/democracy activities to them?



**School clusters
are an example
of partnership
working**



Here's how

Barr's Hill school and community college in Coventry is a full service extended school and already works with a large number of partner organisations. Barr's Hill saw children's voice/democracy as an opportunity to build on these networks and ensure the best possible experiences for its current and future pupils.

Its 'playground pals' project focused on using young peer mentors to ease the transition for pupils joining the school from local primaries in September 2006, and to help prevent bullying. The idea was discussed with the Primary Care Trust health link workers; also, members of the Behaviour and Education Support Team (BEST) aimed to build on the 'Playground Pals Plus' scheme. All Year 7 pupils at Barr's Hill were offered the chance to be involved and 27 young people volunteered as mentors. The mentors attended a training day and named their group 'The Barrzillions'.

The Barrzillions' work demonstrated many benefits, not least that older students felt the mentoring aspects of the project raised their confidence and self-esteem, and the younger students' anxieties were discussed and addressed, which helped dispel many myths before the start of term.

The way information was shared between the young people and the specialist agencies involved in the project gave the young people the knowledge and information they needed to support the younger pupils as early as possible in their transition to secondary school. This helped their school careers at Barr's Hill start positively. Everyone in this project is committed to sustaining it in the future.

Top tips

- Think about what training opportunities are available for members of the children's voice/democracy project. For example, one of the pilot schools linked with ChildLine for peer mentoring training.
- Identifying other similar projects in the area can add weight to your aims. It can also help with funding and sustainability.
- If members feel they are part of a larger community project, this gives them a greater sense of pride and achievement. For example, St Andrew's Primary School in Lambeth has linked with a local provider, Oasis, which runs an environment and nature project, a go-karting/cycle track and an adventure playground. Participation in these activities relies on the group working together to decide which activities are pursued and when, and on members supporting one another as a team, sharing equipment and developing life skills such as patience, an awareness of our environment and the impact we have on it.



Speak up basic 5: Cover the costs

How are you going to pay for your children's voice/ democracy activity and sustain it? With emphasis on the development of 'active' communities, and with boundaries blurring between schools and other service providers, money that could fund your club is starting to emerge.

Available funding and resources differ from area to area and your local authority can offer you advice. To find out who to contact about funding, speak to your 'extended schools cluster co-ordinator' or 'LEA CFS/oshl co-ordinator'; or contact the person in your local authority who is responsible for study support/extended services.

Wherever you eventually identify funding, remember to keep your proposal as simple as possible. If you succeed, you can always add information later, which allows you and the children involved to think through the idea more thoroughly as the club develops. Download the free fundraising guide from www.continyou.org.uk/studysupportetc (see Useful references and resources on page 38).

Key questions

- What resources (money and other) do you need for your planned activities? How will you and the members find these?
- Can you identify school funds to develop the activity?
- What funding are you eligible to apply for?
- Will the funding be sustainable?
- Do staff/pupils/parents need training?
- How long will the application process take?



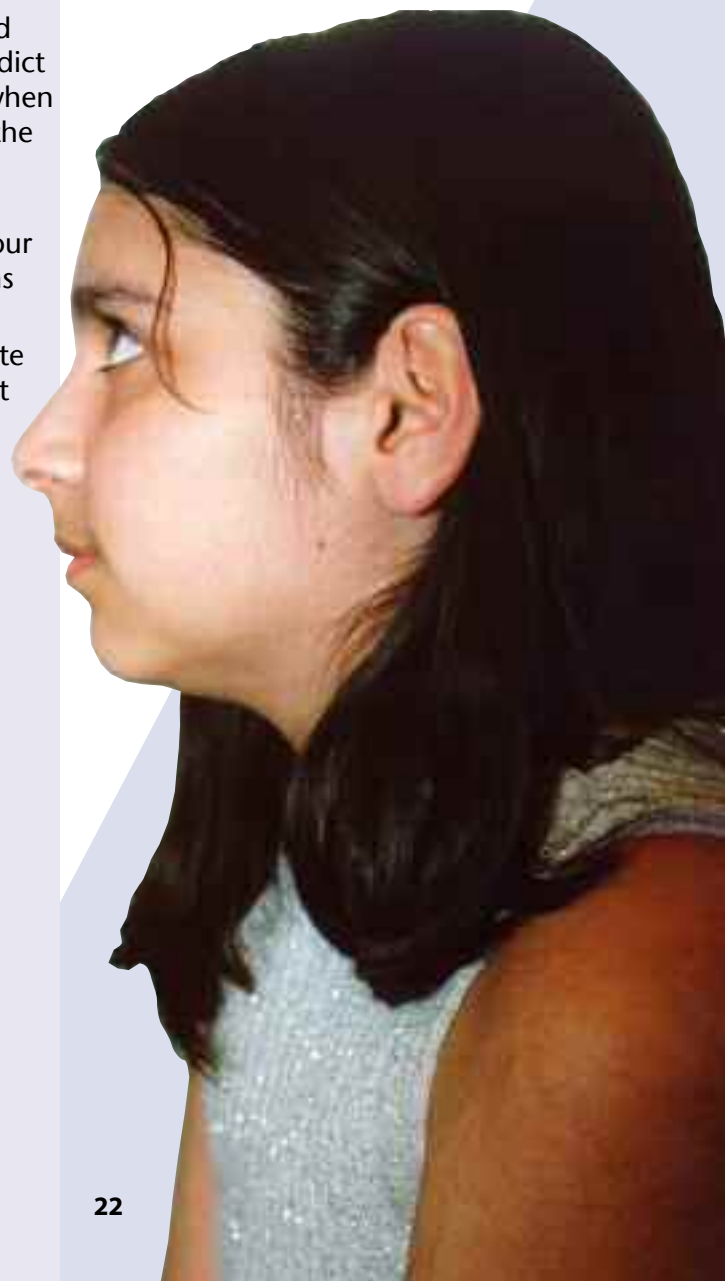
Wherever you eventually identify funding, remember to keep your proposal as simple as possible

Here's how

Pupils of Daniel James Community School in Swansea match-funded their children's voice/democracy community arts project with funding from Art Works Wales. The combined funding has enabled a nationally recognised artist to work with the school, its partner primaries and the local community on a fourteen-week residency programme, which is linked into both core curriculum and out-of-school-hours learning.

Top tips

- As soon as you start planning your activities you need to begin thinking about how you will sustain them. Tyssen Primary School's tuck shop, for example, is now self-sustaining as the products are sold at prices that enable a little re-investment in the club itself. The club is now looking for additional money to match this to spend on a capital project, which involves transforming a disused room in the school into a distinct environment for sole use by the shop and its staff. This will allow stock and other items to be stored safely and securely.
- Keep an accurate and detailed record of income and expenditure. Write everything down, and try to predict in advance when you will need to buy things and when you will receive money. This will help you manage the cash-rich times in preparation for when money is tighter.
- From the start, plan beyond the original terms of your funding. Some trust funds can take up to six months to decide whether your proposal will be successful.
- Consider charging members a small fee to participate in the project. As long as you can demonstrate what the fee covers and why it is needed, many will happily contribute to the activity. Speak to your senior management team/governors about charging for provision, as there are some clear national guidelines and legislation around what can and cannot be charged for on school sites.
- Linking your activities with other agendas and initiatives going on in the school/community may offer you access to other funding. (Healthy Schools, The Duke of Edinburgh's Award, extended services, or Children's University are a few good examples, and there are others.)



Speak up basic 6: Keep participants safe



Your school will already have health and safety policies that cover arrangements for study support/oshl activities. However, because out-of-school-hours children's voice/democracy activities can involve young people working with people from their communities, or even off the school site, you need to review your health and safety policies and procedures to take account of this. Additionally, your local authority will know about specific arrangements and regulations in your area.

At the very least, you will need to consider:

- insurance
- ongoing risk assessment
- fire procedures
- first aid care
- emergency contact telephone numbers
- treatment of allergies and administration of medication
- safeguarding children.

The DfES guidance 'Safe Keeping' gives detailed information and good practice on health and safety in relation to study support activity and provision (visit www.standards.dfes.gov.uk/studysupport/docs/safekeep for a copy).

Another excellent resource is *Stopcheck: a step-by-step guide for organisations to safeguard children*. Download it from www.nspcc.org.uk

Key questions

- Have you conducted a risk assessment?
- Can you do this, or do you need to ask someone else for guidance?
- Who do you need to tell about the conclusions you draw from your risk assessment?
- What health and safety issues (including safeguarding children) do you need to consider in your activity or club?
- Do staff need any training?
- What insurance cover is needed for activities?
- If community members are part of your project, how does this affect health and safety?
- If the young people themselves run the activities, does legislation affect your club, if at all?
- How will you ensure appropriate supervision takes place?

**You need to review
your health and safety
policies and procedures**



Here's how

Staff working on the Kirklees project worked together, across their cluster, to ensure all health and safety information was kept up to date and accurate. As the group comprises adults and children from different schools, everyone agreed to one set of procedures for the group. The staff in Kirklees identified four key rules to ensure the safety of the young people in their care:

- Have clear, negotiated rules of movement and behaviour within the learning environment.
- Ensure that fire regulations are known and understood by all and are visible at all times.
- If transport is needed to and from the learning centre, for example, make sure that insurance and tutor/student ratios are in order.
- Ensure that an emergency first aider is on hand during the activity.

The staff in Kirklees are also aware that study support/oshi promotes and often leads to positive adult/child relationships, which may not have developed otherwise. However, it is essential that all staff are aware of the appropriate child protection policy and procedures, for example what to say or what not to say, and to whom, if a child discloses information of concern to another member of the group or one of the staff team.

Top tips

- If you are serving food or drink as part of your activity, take time to think about allergies and intolerances. For instance, it's important to avoid anything that contains nuts and/or seeds. Ask your school nurse or school's kitchen staff for advice.
- Speak to the person who holds student records to find out what parental permission is already in place for additional activities.
- Make sure photo consent forms are already completed or you may need to ensure that new forms are circulated.
- Offer healthy drinks and snacks. Talk to your headteacher to ensure that what you provide meets or exceeds the healthy eating guidelines used at other times of the day on the school site.



Speak up basic 7: Actively involve the children and young people



'Leading' and 'doing' in a children's voice/democracy club helps young people to actively learn about being citizens. Such active involvement increases their confidence and skills by encouraging them to contribute to their own development and to be catalysts for that of other young people.

Involving children and young people in the planning and staffing of your children's voice/democracy club is only one way of ensuring they are actively involved in the club's development and sustainability. Linking with local or national accreditation schemes can motivate young people to contribute their own time beyond the actual club sessions.

Key questions

- What new skills and training courses are relevant to the group of young people you are working with?
- What would really add value to their educational and personal development at this time?
- Who else in the school has developed links with external agencies and course leaders, whether personally or professionally?

Here's how

In Lambeth, the success of Archbishop Sumner Church of England Primary School's peer mentoring project relied on ensuring that the whole year received training in how to become effective peer mentors. All the young people involved gained an insight into what it is like to be a mentor, why it is important and how it feels to be mentored. Those who took part in the training then had the option to say whether or not they wanted to become 'mentors' within the school. Those who expressed an interest were asked to attend an interview during which they were asked to reflect on what they had learnt as part of the training.

Top tips

- Hand some responsibility to members of the group. Most people learn most from having a go at things and by making the occasional mistake. They will become more involved this way and feel more ownership of the activity or club as a result.
- Encourage the members of mixed age/ability groups to learn from and support one another. They will find this rewarding and it will build their confidence, communication and their social and life skills.

**Active involvement
increases
confidence
and skills**

Speak up basic 8: Decide which children and young people to target for inclusion



The pilot project focused primarily on children and young people aged 8 to 12, but the approach also suits other age groups. For instance, there may be young people whose confidence and communication skills would grow through involvement in democracy-based activities. For example, there may be a 'gang' in your school that might benefit from being seen in a different light, both by themselves and by the community. (Study support/oshl activities can bring particular benefits to children and young people who are otherwise not engaging with school, for whatever reason.)

To include such young people, reserve some places and specifically invite them to come along. Targeting particular young people to attend does not mean that the club is not open to others. The best way to do it is to identify how many young people you are able to cater for in the club, work out who you want to target and then offer the remaining places on an open access basis.

Offering the opportunity to be involved to a wide range of young people encourages them to develop new social relationships and work together with people beyond their regular group of friends and peers.

Key questions

- How will you identify which groups or individuals could benefit directly from your club?
- How will you encourage them to take part?
- What about those who you don't target but who choose to come to the club anyway?
- How many can you accommodate?
- How will you ensure their needs are met?
- How will you make the best use of their strengths?





Here's how

Jubilee Primary School in Hackney chose various pupils to be in its club for a range of reasons. One was a child who had been fostered for a long time, and who seemed, at times, separated from her peers. The group gave her the opportunity to write an article about fostering so she could realise that it was not a taboo subject.

One or two other children in the group had behavioural problems, and there were some initial difficulties getting them to be calm and sit down when necessary. However, once they had chosen their article and this focused their interest, they seemed to calm.

Top tips

- Sometimes inviting a particular person to help you run the club can have just as much impact as targeting or inviting a particular group of students. Invite a professional to run specialist sessions in a skill area that interests your target group, or engage a member of staff who already has a good rapport with some of the young people you've targeted to attend. This can make a difference to their engagement in the beginning.
- Take time to work with other members of staff and the community to identify who you want to invite and how best to go about it. Personal invitations, letters to parents, information on notice boards, notices in the local shop/youth club will be noticed and received differently by different people.

Invite a professional to run specialist sessions in a skill area

Speak up basic 9: Promote the activities

It's important to tell others about your club's activities. Publicising its achievements can help to raise its profile, attract new members, and can give it a new lease of life once it has been running for a while. Publicity can also develop the club's profile within the community and increase confidence among the club's supporters, whether they are funders, your school's senior management team/governing body, organisations in your community or your local authority.

Key questions

- How can you give your club its own identity within the school?
- How can you turn the club activities into publicity opportunities for the school?
- How can you turn promoting their club into a democracy learning opportunity for young members?
- How can you make your whole community aware of the club and raise interest in its development?

Here's how

In Hackney, Tyssen's healthy tuck shop staff developed a Microsoft Office PowerPoint presentation, which they presented to other schools at local networking events and information days. The children talked about their project and used the presentation to illustrate their experiences.

Woodberry Down Community Primary School and Jubilee Primary Schools in Hackney spent time creating a name and designing a logo for their club. They also commissioned some baseball caps and badges for the members to wear, which gave them a feeling of ownership of the project. Also, wearing the baseball caps and badges gave them an identity among their peers, which they felt might attract others to join the club.

Top tips

- Try linking with your local newspaper's education/schools reporter to establish a regular feature or column in the paper's school pages. Perhaps the members of your club could write the articles or be involved in choosing some images to illustrate their ideas.
- Hold celebration days to acknowledge what the club has achieved.
- Offer taster days to capture the interest of prospective members.



Speak up basic 10: Keep it going



To sustain your activities it is important to build on each of the *Speak up* basics. However, to be sure you are drawing the right conclusions, and that future development meets the needs of users, you need to monitor and evaluate your club.

Monitoring is an ongoing process. It involves looking closely at various aspects of your club's activity; for example: who attends, what they do in the club, or, how their activities contribute to their understanding of democracy and citizenship.

An attendance register is an example of a monitoring tool. It can show that a club or activity is successful (or not) because children and young people keep coming back. Another monitoring method is to track how participants' understanding of their role in democratic processes develops by asking them, now and then, to write statements about themselves as citizens based on what they are doing in their children's voice/democracy club. Keep these and compare earlier with later ones.

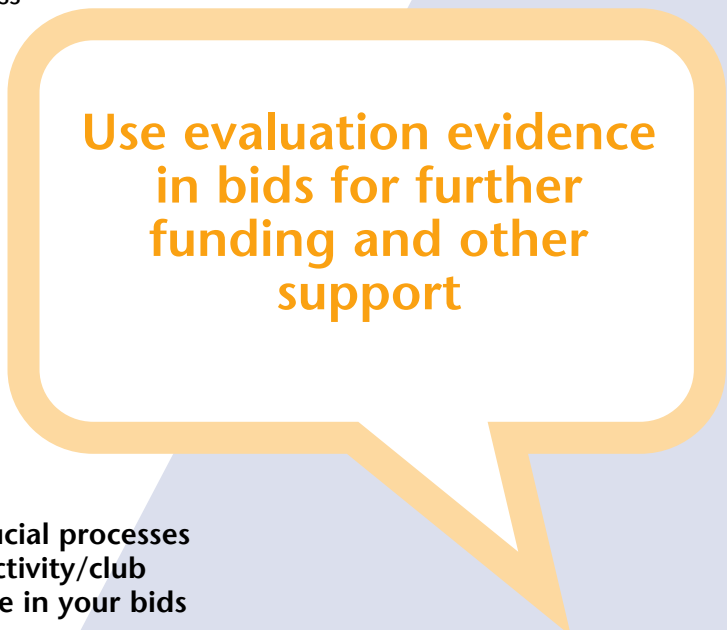
Thorough monitoring information gives you an overall picture of participants' responses to a democracy activity and when it was most successful or popular. It can indicate which aspects of activities you should revisit or repeat. In the case of a project where more than one adult helps run the club, it is important to monitor adults' involvement too. Monitoring can be done formally or informally. Anecdotal evidence can be powerful but it needs to be gathered regularly, recorded accurately, and must be dated and stored safely.

Evaluation is a structured way of thinking about what happens during a project, and why it happens. It can be simple or complex. Evaluation has two main purposes:

- It can help improve practice during the present project and in future projects by looking at progress in relation to the original aims (for example, this is why dating anecdotal evidence is important).
- It can show what happened as a result of a project.

Keeping a log of emails and photographs, recorded comments, publications and so on, can help build a portfolio of evidence that helps you gain further support or even accreditation, such as the Quality in Study Support (QiSS) Kite Mark. Evidence can also contribute to your schools self-evaluation form (SEF).

Diligent monitoring and evaluation are crucial processes in creating a sustainable children's voice activity/club because you can use the results as evidence in your bids for further funding and other support.



Key questions

- What tools will help you monitor the success of your club?
- Will you get someone outside the club to evaluate it?
- Who (apart from existing/past/future members) should be asked for their views on your club's activities?
- When should they be asked and what should they be asked?
- How will you process the information you gather?
- Who will process it?
- How will it be used to develop the club?



Here's how

Coventry Local Authority decided that it would evaluate three projects that had taken place in neighbouring primary schools. The children were made aware of the purpose of the evaluation.

The evaluation needed to be interactive to engage the children and encourage them to participate fully. The children described what they had been doing and what they had been trying to achieve. They were asked to use sticky dots to place on a 'target' to answer questions about what they thought about the project. The group was responsible for naming the areas on the target board – for example 'fandabbydo' or 'mega boring'.

Following this activity the children were asked a series of closed questions. If their answer was yes, they were asked to swap places with someone else in the circle. They were then asked to give the reasons why they had moved places. This method gives both quantitative and qualitative data. The children were then given the opportunity to discuss whether they had achieved what they set out to do and how they would celebrate their success.

Top tips

- At the start of your project, it is important to ask the participants what they want to achieve by being involved. As well as involving professionals, it is important to involve young people, staff, parents and members of the schools community, where appropriate, in designing your monitoring and evaluation process.
- Monitor progress regularly against their stated aims as this information can be helpful when the project is being evaluated.
- Consider asking someone other than the original facilitator to evaluate with the children and young people. Sometimes children and young people can say what they think adults want to hear – they are



more likely to be open and honest with someone neutral. Remember to build funds for this into your funding bid.

- To gain both quantitative and qualitative data, choose activities that are interactive and require the children to be physically doing something rather than sitting and talking for the entire evaluation.
- The following are possible areas for discussion:
 - what they have enjoyed
 - whether they feel their views have been listened to
 - what they would do differently
 - what new skills they have learnt on the project
 - whether those skills can possibly be transferred to other areas of their lives
 - whether they feel that they have achieved what they set out to do
 - how they will celebrate their success.

Visit the Keeping it going pages at www.continyou.org.uk/keepingitgoing to help you sustain and develop your programme.



Speak up basic 11: Shout about it!

The democratic process also applies to planning celebratory events: right at the start, ask club members how they might like to celebrate and recognise everyone's contributions to the club. Even small milestone celebrations can help keep morale and interest levels high.

Much of ContinYou's work involves collecting the good practice that happens in clubs right across the UK and passing it on to others. Once your project is up and running let us know what activities your members have decided to develop and how you are linking in with other staff and partners involved in the school. Let us hear about any unexpected challenges you encounter. And let us know how you celebrate.

Think about sharing your experience. If you could give one piece of advice to someone else trying to do the same, what would it be? What has been your greatest success so far, and how do you hope to build on it?

ContinYou's Study Support ETC website already features over 200 case studies from other schools and providers of children's services. If you would like to add your children's voice/democracy project (or any other study support/oshl activity taking place in your community) to the list visit www.continyou.org.uk/casestudies. You can download a case study template in Word, complete it offline, and email

If you could give one piece of advice to someone else trying to do the same what would it be?

it to case.study@continyou.org.uk. Or post it to Case studies, Continyou, 17 Old Ford Road, London E2 9PJ.

Whichever way suits you, ContinYou wants to hear from you and will share your experiences with others interested in doing the same.



Here's how

In Coventry, Radford Primary School's democracy project set out to survey all stakeholders' views on school behaviour and report back findings to students, staff and governors. A group of eight children worked together to do this during a weekly session in school time, alternating from one hour in one week to one-and-a-half the next. The project was allocated £1,000, which was used to purchase materials and to fund an end-of-project celebration event.

The idea was to develop a peer-led programme to remove barriers that prevent students playing an active part in their school and to offer them the chance to be recognised for their contribution. The students explored how they could be involved in the behaviour audit. They explored the audit would affect the school's new behaviour policy and the rewards or sanctions it might contain. The students carried out a school-wide survey into attitudes towards a behaviour policy, which they analysed and presented to the school body and governors. They developed practical resources (posters and leaflets) to inform everyone involved about the new policy as it developed.

Initially the students worked closely with the facilitator to develop teamwork and ensure that everyone involved had the necessary skills to take part. Staff planned the sessions in the first three weeks and thereafter children and staff agreed together what activities would take place. Children were given the opportunity to manage the budget and purchase resources themselves.

They were also encouraged to work towards a Children's Achievement Award that would mean their work was recognised and celebrated.

Top tips

- When applying for funding, build in an amount for a celebratory event or for ways to recognise the participants' achievements. Find ways to recognise the adults and community members involved too.





- When you are consulting young people about what kind of democracy/children's voice activities they want to pursue, ask them how they think they would like to be rewarded for what they do. Try to link the rewards or awards to democracy. For example, one of the pilot projects took participants to visit the Houses of Parliament.
- Offer small prizes as incentives during the club's activities – hold quizzes, races and small interim award events to recognise children's contributions to the activities as the children's voice project develops.
- Find ways to offer formal awards or accreditation for achievements – for example the Children's Award.
- Invite your local newspaper's education/schools reporter to a celebration event and be sure there is a photographer there – positive publicity can be a reward in itself.

Link Speak up activities to the big picture

Key educational and social initiatives in England and Wales

The chief change frameworks for children in England and Wales:

Every Child Matters: Change for Children is the overarching reform programme for children from which the Children Act 2004 and the Children's Act (Wales) 2004 arose. The agenda outlined in Every Child Matters has been designed to ensure that children's services in England work better together and with parents and carers, in order to give children more opportunities and support. Both the Welsh Assembly Government and the Scottish Executive expressed keen interest in and closely followed the development of the Every Child Matters Green Paper and considered which parts of the approach they wanted to adapt respectively.

Every Child Matters in England focuses on five core outcomes that children and young people have said are key to their well-being. These are: being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic well-being.

www.everychildmatters.gov.uk

Children and Young People: Rights to Action is the key document driving education in Wales and sets out the Welsh Assembly Government's seven core aims to ensure that all children and young people have the best start in life, are protected, provided for, valued and listened to.

Children's and young people's voices are being tapped into by multi-agency partnerships (including schools) that are building the integrated services to fulfil these aims.

www.wales.gov.uk



Linking children's voice activities across the curriculum

Children's voice can be linked with a range of initiatives and agendas that encompass: transition, personalised learning, health, behaviour improvement, the needs of gifted and talented children, PE and sport. There are also many ways that citizenship work can be used to improve pupils' performance in and enthusiasm for subjects right across the curriculum. Below is a list of other education agendas, strategies and policies in Wales and England that provide a context for democracy/citizenship programmes. The list is not comprehensive.

Wales

Community Focused Schools provide many opportunities for delivering citizenship/democracy/children's voice programmes in partnership with local education authorities and community and voluntary organisations. Read the governance and management guidance in the National Assembly for Wales Circular No: 34/2003 15 December 2003.

www.learning.wales.gov.uk/pdfs/c3403-community-focused-schools-e.pdf

The Community Focused Schools Toolkit, prepared by ContinYou Cymru for the Welsh Assembly Government and the Association of Directors of Education Wales, links directly to the Rights to Action seven core aims for children and young people. It provides advice on whole-school planning and the development of Community Focused Schools.

www.continyou.org.uk/news_details.php?NewsID=124

Education for Sustainable Development and Global Citizenship – A Strategy for Action highlights actions that will help schools with citizenship teaching.

www.wales.gov.uk/educationandskills

The Estyn inspection framework now concentrates on more than just the core curriculum aspects of the school day. It also includes looking at what schools do outside the formal curriculum and with or within their communities, and schools are now being inspected for their delivery of Education for Sustainable Development and Global Citizenship in schools (ESDGC). Children's voice can play a strong role in sustainable development and citizenship activities and the *Speak up* approach is a good framework for planning because it offers a flexible approach to study

support/out-of-school-hours learning, pastoral care and support for families, which Estyn inspectors can easily identify. There is guidance available in the *Update on inspecting education for sustainable development and global citizenship in schools* (September 2006).

www.estyn.gov.uk/dynpages/publications_recent.asp

Funky Dragon is the forum where children and young people's voices are heard and represented by the Children's Commissioner for Wales.

www.funkydragon.org

Back chat is the forum offered by the Children's Commissioner for Wales where children and young people can offer their thoughts and input into the Commissioner's 'serious work'. Young people are also invited to suggest new topics for attention. If you would like your Speak up group to contribute or become involved in the Commissioner's work, email backchat@childcomwales.org.uk.

A Fair Future for Children strategy sets out how the Welsh Assembly Government's strategy will ensure that the UK government's targets on child poverty are met. By 2010, the strategy intends to reduce child poverty in Wales by half and eliminate it completely by 2020. The strategy tackles three aspects of poverty: income poverty – which considers access to employment; service poverty – which considers access to services; and participation poverty – which considers access to leisure and social activities for disadvantaged children.

Participation poverty is the aspect that schools in Wales can build on in relation to children's voice because it considers work around anti-discrimination and bullying ensuring that the voices of disadvantaged young people are heard.

www.childreninwales.org.uk/policy/documents/strategies/2795.html

Children First is the Welsh Assembly Government programme that aims to improve social services, health and education for vulnerable children and their families. Local authorities are providing evidence now of how they will improve services to these children and these will be evaluated against set targets. You can find more information about the Children First programme by contacting the Children First team at childrenfirst@wales.gsi.gov.uk.

childrenfirst.wales.gov.uk



England

DfES Five Year Strategy for Children and Learners has young people's choice and personalised learning at its heart. It promotes a wider, broader, richer curriculum, with a wider range of out-of-hours opportunities. The strategy also focuses on parents, and on forging good relationships to support vulnerable pupils. *Speak up* activities therefore fit well within its objectives.

www.dfes.gov.uk/publications/5yearstrategy

Extended services in and around schools puts a clear focus on children, learners, parents and employers, not just in setting out what schools will offer, but in designing ways of doing so that promote personalisation and choice. *Speak up* programmes can contribute to the delivery of high quality extended services because, in line with the concept of extended services, they take account of the needs of participants, they adopt a whole-school approach in their design, they encourage ownership of activities among young people, can target pupils with particular needs and involve the local community and other agencies in their delivery.

www.teachernet.gov.uk/wholeschool/extendedschools/

The National Strategy for Neighbourhood Renewal is the government's vision to narrow the gap between the poorest neighbourhoods and the rest of society. The problems pupils face in areas of deprivation range through: low attainment on entry to school; low levels of motivation; poor attendance; poor behaviour and high exclusion levels; lack of parental support; high mobility amongst pupils; and high numbers of pupils whose first language is not English. These factors interact to create complex problems for neighbourhoods.

By linking with the extended services and Every Child Matters initiatives, and ensuring that the wider community is involved in the development and delivery of the project, a democracy/citizenship project can have a tangible impact on the neighbourhood in which it is based.

www.neighbourhood.gov.uk

Inspections: Joint area reviews (JARS) of children's services are multi-disciplinary inspections, led by Ofsted, that take into account a wider range of services offered in and around schools. They implement a comprehensive system of inspection and regulation covering childcare, schools, colleges, children's services, teacher training and youth work.

The self-evaluation framework: a *Speak up* programme can directly contribute to a school's self-evaluation framework and it is therefore important to identify any links and information that clearly demonstrate its impact on attitudes to learning, confidence, attendance, behaviour and, if possible, achievement.





Personalised learning is about tailoring education to individual need, interest and aptitude to ensure that every pupil achieves and reaches the highest standards possible, notwithstanding their background or circumstances.

Speak up activities can be focused to ensure they meet the individual needs and interests of children and young people.

www.standards.dfes.gov.uk/innovation-unit/personalisation/?version=1

Study support (out-of-school-hours learning) covers a wide range of learning activities outside normal lesson time in which young people participate voluntarily. This includes homework and study clubs, sport and outdoor activities, the creative arts, community volunteering, mentoring and opportunities to pursue particular interests.

If the members of a *Speak up* project volunteer to participate in activities outside normal school hours and benefit from associated learning outcomes they can be said to be participating in 'study support'. Download a copy of *Study Support: a national framework for extending learning opportunities*.

www.standards.dfes.gov.uk/studysupport/.

Youth matters is the Green Paper that aims to radically reshape services for young people. It sets out a package of proposals aimed at improving outcomes for all young people, with a particular emphasis on those who are disadvantaged. Proposals include measures aimed at providing young people with more choice and influence over services and facilities that are available to them.

Funding proposals will offer local communities 'opportunity funds' to spend on local projects that young people want and therefore fit well with *Speak up* projects, particularly with its emphasis on the involvement of young people in developing activities in which they want to participate.

www.dfes.gov.uk/publications/youth/

Teaching assistants – guidance is available on the roles of schools' staff beyond the classroom, on their recruitment, grading and training and continuing professional development. Leaders of *Speak up* projects can encourage parents, community members, and teaching assistants to attend in order to develop their skills and interests.

www.teachernet.gov.uk/wholeschool/teachingassistants/

The Office of the Children's Commissioner focuses on eight themes: children and young people in society; tackling discrimination; youth justice and antisocial behaviour; bullying; asylum seeking and immigration; vulnerable children; disabled children and young people; and the health and wellbeing of children and young people. The Commissioner works within the framework of Every Child Matters outcomes and with close regard to the United Nations Convention on the Rights of the Child.

www.childrenscommissioner.org

Find out more

Useful websites and resources

ACiS www.continyou.org.uk/ACiS

Active Citizens in Schools (ACiS) is an award scheme that empowers young people to get involved in projects that benefit the school and wider community.

ACT www.teachingcitizenship.org.uk

The Association for Citizenship Teaching – is the first professional association for Citizenship. This website offers a huge range of resources and access to other useful websites for people who teach citizenship in the UK and Ireland.

'Am I Listening?' www.btplc.com/listening

The BT 'Am I Listening?' campaign aims to ensure that all children and young people in the UK are heard. In addition to giving awards (The Seen and Heard annual awards.) to recognise the most inspiring examples of young people making their voices heard on issues that matter to them, the campaign raises funds for ChildLine and is run in partnership with the Youth Parliament.

Barnardo's www.barnardos.org.uk

Barnardo's actively works to promote the role of children and young people in community life. Their website contains many useful resources and a search device for further information on projects already happening in your area.

British Council www.britishcouncil.org

The British Council's Connect Youth Programme details opportunities to engage in international exchange and volunteering projects.

British Youth Council www.byc.org.uk

The BYC's website has a range of useful information and tools available to download. Their event planners are particularly useful to help you get started.

BTCV www.btcv.org

BTCV is an international volunteering organisation that aims to work with partners to improve the environment and communities. Its vision is a better environment where people are valued, included and involved.

Changemakers www.changemakers.org.uk

Changemakers provides a platform and a process for young people to get involved in their communities.

Charity Commission www.charity-commission.gov.uk

Could your venture link up with or add weight to an existing charity or charitable cause?





ChildLine www.childline.org.uk

ChildLine in Partnership is the name of ChildLine's new schools programme. The website holds more information and valuable resources.

Children's Society (The) www.the-childrens-society.org.uk

The Society works with and for children to help them deal with life's harshest challenges and face the future with confidence.

Children's University (A national Children's University website will be established in early 2007.)

The Children's University has developed a model that accredits children and young people's participation in learning activities beyond the classroom. Do a web search for your local Children's University.

Citizenship Foundation (The) www.citizenshipfoundation.org.uk

The Foundation aims to empower individuals to engage in the wider community through education about the law, democracy and society.

Do Politics www.dopolitics.co.uk

This organisation aims to encourage young people to get involved in democracy by providing training and resources for democracy practitioners across the country.

Global Gateway www.globalgateway.org.uk

Visit this site for access to educational partnerships between schools and colleges across the world and information about the International School Award which helps schools establish effective international partnerships.

Groundwork www.groundwork.org.uk

Groundwork is a federation of Trusts in England, Wales and Northern Ireland, each working with their partners to improve the quality of the local environment, the lives of local people and the success of local businesses in areas in need of investment and support.

Hear by Right www.nya.org.uk/hearbyright

This is a tried and tested model for actively involving young people in decision making. There are also training opportunities available.

Media UK www.mediauk.com

A website to help you plan the promotion and marketing of your club.

The National Association for Voluntary and Community Action www.navca.org.uk

Helps individuals get in touch with local voluntary service.

National Youth Agency

www.nya.org.uk/www.nya.org.uk/globalyouth

This site contains a number of useful sections, but their Global Youth section is particularly inspiring for those with 'itchy feet'.

Princess Diana Memorial Award www.diana-award.org.uk

The Diana Award celebrates the innate qualities – courage, commitment, compassion and selfless service to others – of young people aged 12 to 18 demonstrated through their contribution to and impact on their schools, communities and society.

Quality in Study Support (QiSS)

www.canterbury.ac.uk/education/quality-in-study-support

QiSS offers local authorities advice and support on how to achieve quality in study support. It has developed a range of accreditation systems for schools and local authorities.

University of the First Age (UFA) www.ufa.org.uk

The UFA is a national educational charity that works in partnership to develop the confidence, achievement and potential of young people through extended learning opportunities.

UK Youth Parliament www.ukyouthparliament.org.uk

Aims to give the young people of the UK between the ages of 11 and 18 a voice, which will be heard and listened to by local and national government, providers of services for young people and other agencies with an interest in the views and needs of young people.

Young People's Gateway

www.dfes.gov.uk/youngpeople/index.shtml

This DfES website for children and young people tackles issues such as bullying and voluntary work.

Youth Bank UK www.youthbank.org.uk

Youthbank has some funds available to allocate as grants to projects that make a difference to a local community.

Young NCB www.youngncb.org.uk

This is a free network for young people under 18. It provides its members with opportunities to speak out and take action on issues.

Specific topic areas

If your *Speak up* project focuses on a particular topic it might be worth looking at some specialist websites.

The dedicated Children and young people's voice pages on the ContinYou website www.continyou.org.uk/primarydemocracy contain a number of specialist sites.





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