



MUSIC
MASTERS

Youth & Child Voice

with Daf Evans

Schedule

45 mins	10.30am	PRESENTATION
10 mins	11.15am	BREAK
25 mins	11.25am	BREAKOUT GROUP WORK
20 mins	11.50am	BREAKOUT GROUP SHARE
15 mins	12.10pm	INDEPENDENT WORK
5 mins	12.25pm	FINISH



“ Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously ”

United Nations (1989). Convention on the Rights of the Child. Article 12.



- Consultation
- Production
- Leadership
- Governance
- Advocacy

Ladder of Participation

PARTICIPATION

Youth initiated, shared decision with adults

Youth initiated and directed

Adult-initiated, shared decision with youth

Consulted and informed

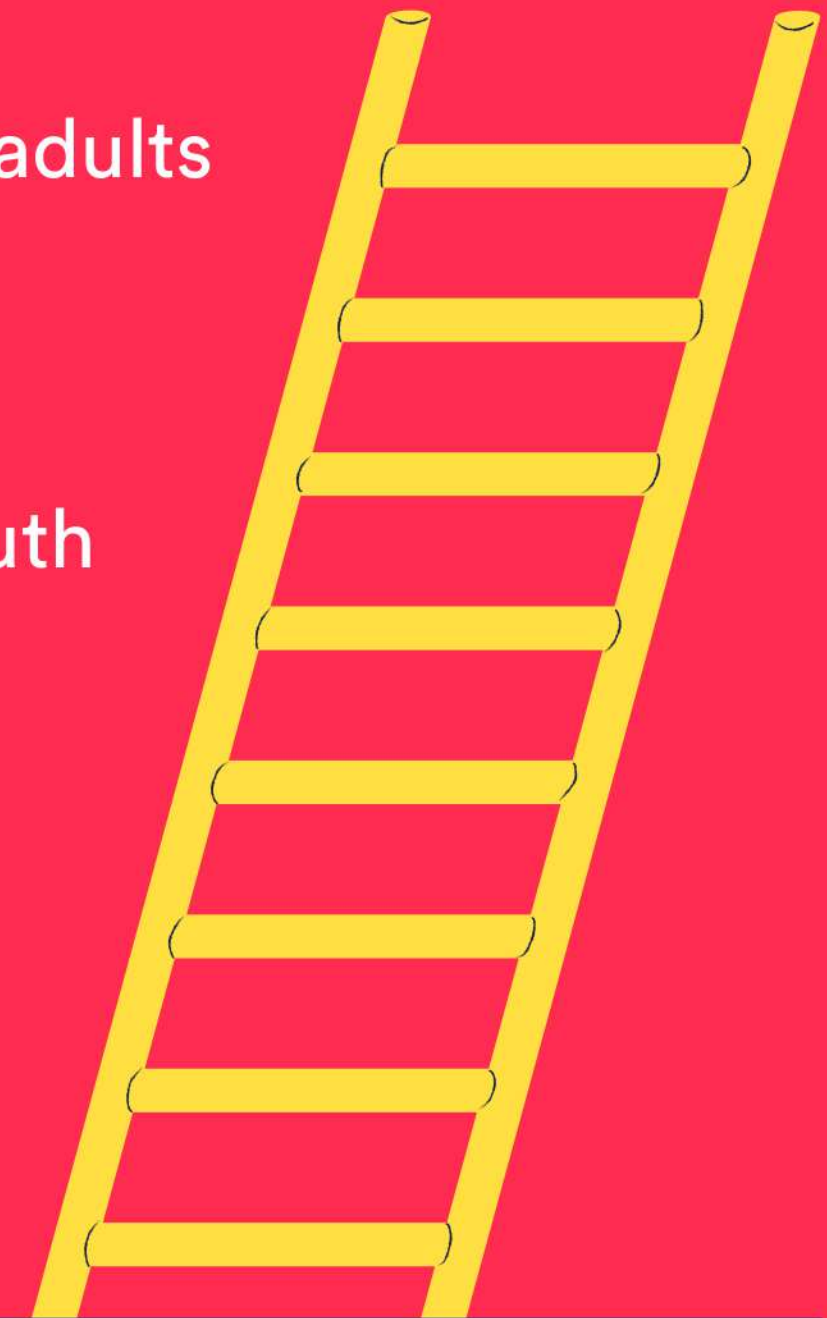
Assigned but informed

NON-PARTICIPATION

Tokenism

Decoration

Manipulation



Roger A. Hart, Children's Participation: From Tokenism to Citizenship, UNICEF, United Nations Children's Fund (1992)

“ Do not monopolise your knowledge nor impose arrogantly your technique, but respect and combine your skills with the knowledge of the researched or grassroots communities, taking them as full partners and co:researchers. Do not trust elitist versions of history and science which respond to dominant interests, but be receptive to counter: narratives and try to recapture them. ”

Fals Borda, O. (c. 1970)

Assumptions we make:

They're willing and open

They're confident and prepared

They know how to get involved

They know why they're involved

They're ready for anything

What we can do:

Create safe dialogue and relationships

Assess skills, consider how to develop

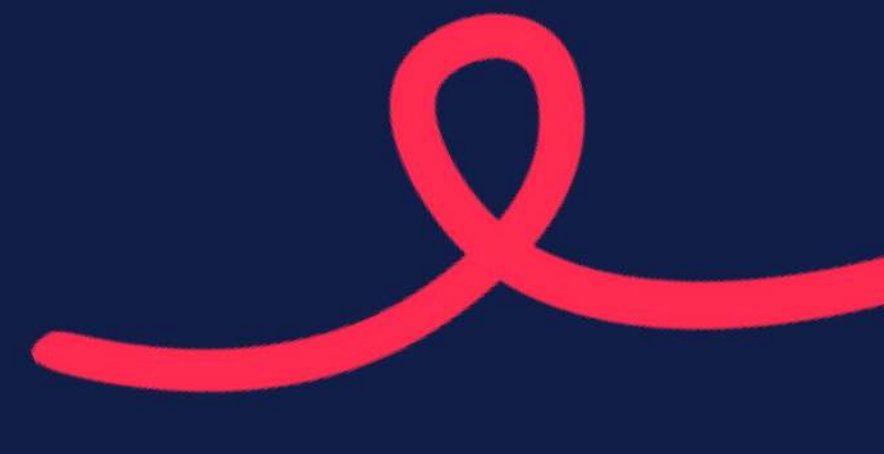
Provide structure, choice and scope

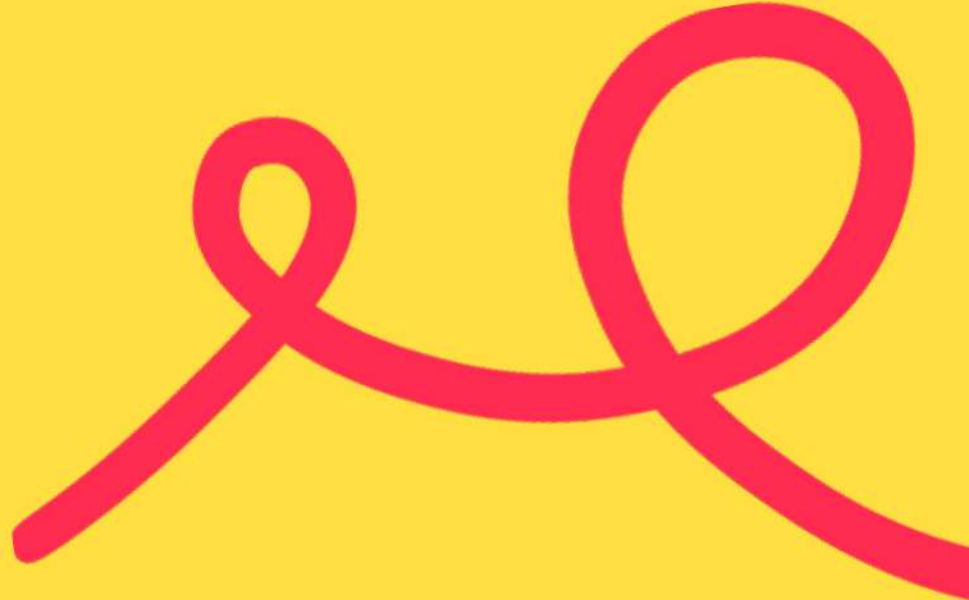
Value transparency and communication

Prepare for challenge and change

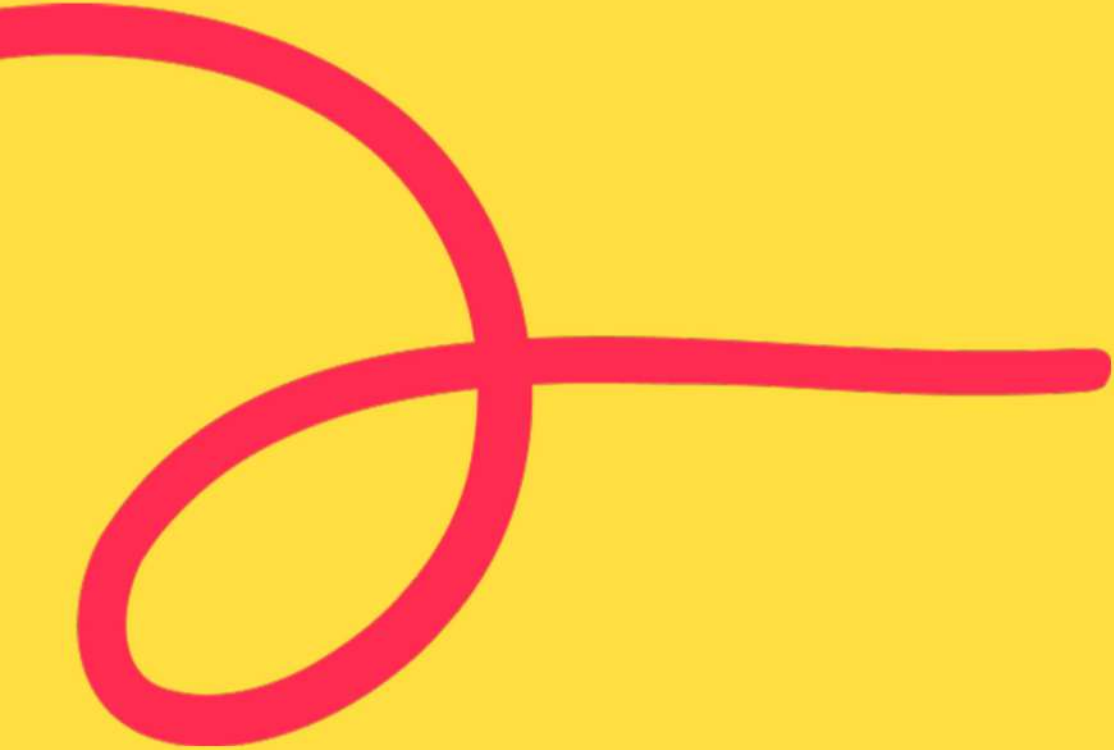


What are the potential **benefits** of engaging
with Youth & Child Voice in our work?





What are the potential **risks of engaging
with Youth & Child Voice in our work?**



Three yellow lines radiating from the left side of the word "Break!".

Break!

Three yellow lines radiating from the right side of the word "Break!".

Group Task

Breakout 25 mins
Share 5 mins each



SCENARIO 1

Youth & Child Voice can be described as shared decision-making and delivery with children or young people in matters that affect or involve them.

STEP 1

- Highlight in **GREEN** where shared decisions and delivery have taken place.
- Highlight in **YELLOW** where decisions were made on behalf of young people.

STEP 2

- Consider where each decision, whether **shared** or **not shared** with young people, might sit on the Ladder of Participation or Non-Participation.

STEP 3

- Consider where the adult has or has not managed expectations or set appropriate boundaries and how this has been achieved.
- Where might there be room to more deeply engage with Youth & Child Voice?



Are we ready?

- Are we, as individuals, willing and able to make this happen?
- Are there clear processes in place?
- Are young people ready for challenge?
- How can we set clear boundaries and expectations?
- Are your team, as an organisation, ready to make it an obligation?

Independent Task

Explore 5 mins
No sharing!



Moments of Choice

1. You should have in mind a project or process you are often in charge of that in some way affects or involves young people. In order of events, write down all of your decisions and actions along the way, from start to finish in **column 1** only.

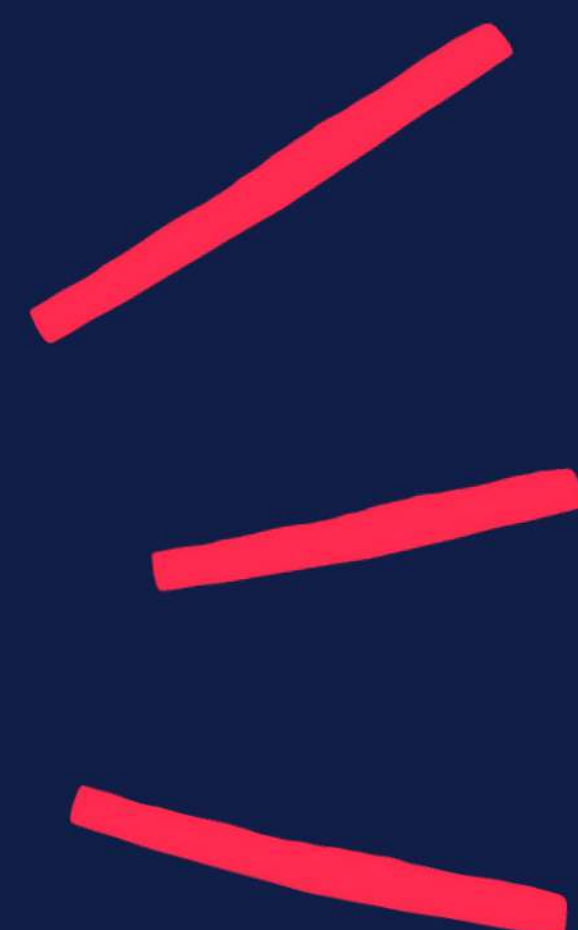
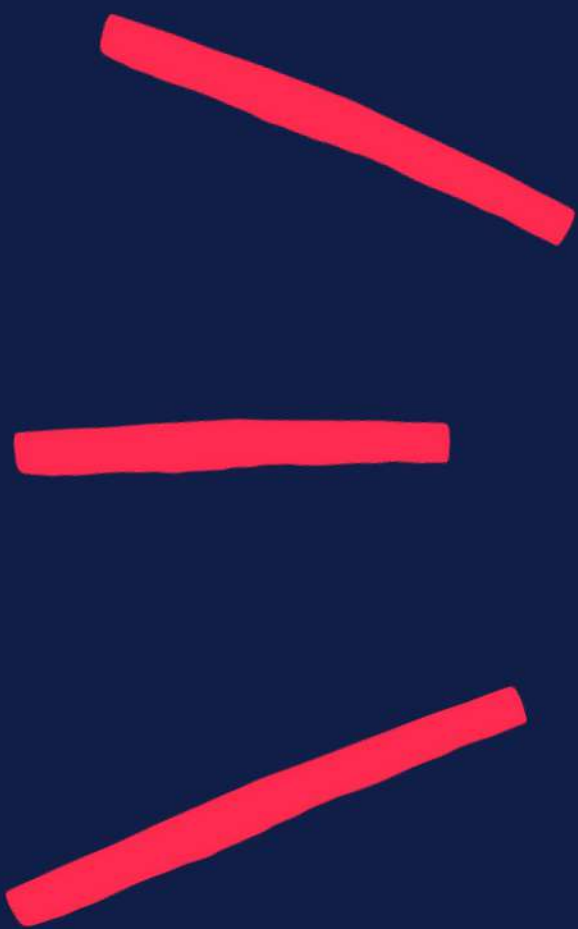
Project name: _____

Decisions & Actions	Shared Decision? (Yes/No)

Activity Toolkit

There are countless ways of exploring decision making and skills development with children and young people. Depending on the depth of decision making and the characteristics of the children and young people involved, consider some of these:

- **Brainstorm** – A means of collecting ideas related to a question or theme.
- **Breakout groups** – If working with a larger group, consider breaking into smaller groups for a change of scenery and to allow quieter voices to be heard.
- **Coloured pens/pencils** – Coloured pens and pencils are fun, but also allow children and young people to segment their ideas and support visual learners.
- **Computer research** – Children and young people don't know everything! Consider allowing them to do some research to broaden their understanding of a theme or issue.
- **Create a Character** – Drawing or describing the physical and personality attributes of a fictional or real character can help children and young people understand roles, responsibilities, skills, presentation etc.



Thank you!