**CHECKLIST FOR DEVELOPING PARTICIPATORY PROJECTS**

This resource is taken from Warrington (2018) *Children and Young People’s Participation in Research to Address Sexual Violence: Ethical Working Paper* available [here](https://www.our-voices.org.uk/assets/images/IC-CYP-participation-ethical-working-paper.pdf) on the Our Voices website resources under ‘Guides, tools and activities’. The ethical working paper outlines the International Centre: Researching child sexual exploitation, violence and trafficking (IC)'s commitment to children and young people’s participation, explaining the IC's underlying principles and ethical framework for participatory research with young people. It can be adapted to any participatory projects or initiatives with children and young people.

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| **Thinking about involving children and young people in your research? Have you thought about the following?**  | **Considered and planning taken place?** | **Follow up actions?** |
| **Rationale***Why are you involving children and young people?** What is their specific role(s) on the project or initiative?
* What do you hope to achieve through this?
* What will be the benefits to the project?
* What will be the benefits to children and young people?
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| **Stakeholder commitment***What is the level of commitment to children and young people’s participation from different stakeholders?** To what extent do stakeholders share the same values and understanding of children and young people’s participation?
* Are there opportunities to develop a shared understanding and commitment?
* How will you prepare different stakeholders for their direct engagement with children and young people?
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| **Cost Implications***Have you fully costed the children and young people’s involvement?* * What are the full costs?
	+ For the centre?
	+ For children and young people?
	+ For agencies supporting them?
* Dofunders fully recognise these costs and the legitimacy of them?
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| **Sharing power***What type of decisions are you proposing involving young people in?** Are there opportunities for children and young people to feed into the planning and agenda setting of the activity/ initiative?
* What are the boundaries of responsibility or decision-making power you are able or willing to share with children and young people?
* If children and young people are excluded from some stages of the process, can you explain and justify this?
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| **Engagement***How will you identify and engage potential young participants?** Have you provided clear inclusion/exclusion criteria for potential participants?
* How will you assess risks to potential participants of involvement?
* What if any barriers to inclusion do you foresee for potential participants? Which of these can you address with current resources?
* What if any barriers may be presented by gatekeepers? And how can you minimise these?
* How will you explain project, activity or role to potential participants and how do you enable opportunities for them to raise questions?
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| **Benefits to young people***What are the potential benefits for children and young people?** How will you ensure the experience is enjoyable? Fun? A positive learning opportunity?
* How can you design the direct involvement to keep young people actively engaged?
* Are there opportunities for accreditation of children and young people’s contributions?
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| **Accessibility** *How will you ensure that activities or tasks are understood and accessible?** Are your methods, models, and materials appropriate to the group?
* Is your use of language jargon free and accessible?
* Do you have relevant information about participants’ abilities, literacy, cultural backgrounds, and relevant personal needs?
* Is there a range of ways in which children and young people can contribute?
* Is there enough time built in for participants to make a meaningful contribution?
* How will you prepare participants for taking up new roles or responsibilities for the first time?
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| **Safety and group dynamics***What are the risks to participants and how will you manage them?** How can you design activities to create safe boundaries?
* Will you use group agreement exercises? (if not why not?)
* What are the procedures for dealing with disclosures; group conflict; distress?
* What if any risks does each activity pose to participants? How can you mitigate this?
* What if any risk do participants pose to each other? How will you manage this?
* What follow up support do participants have access to?
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| **Payment and reciprocity:** *How will you demonstrate recognition for the value of children and young people’s time?* * Have you identified the potential for participants to incur expenses when participating in the project? How will these be funded and repayment organised?
* Is it appropriate to pay participants (particularly if you are asking young people to take on a role in which other people are being paid?)
* Is it appropriate to make a donation to a project supporting young people or a provide a thank you meal?
* Is it appropriate to offer vouchers – are these understood as payment for time or acknowledgement (thank you) for their contribution?
* Will paying individuals create any tensions with other children and young people?
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| **Reflection, learning and evaluation***How will you capture learning and reflect and review the process?** What steps can you build in to capture learning?
* What steps can you build in to allow all participants/stakeholders to reflect and review the process? When should this happen?
* What are the opportunities for participants to give feedback and for you to respond?
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| **Feedback and recognition***How will you feedback to participants?* * If this takes place beyond the project timeline how will you resource this? What are the timescale commitments associated with feedback – are they realistic and have they been communicated to participants?
* How will you acknowledge young people’s contributions?
* Does acknowledgement compromise anonymity?
* If anonymity is provided, will this prevent wider recognition of young people’s contributions – are there other options are there to recognise this?
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