

the
recruitment
pack

involving children and young people in the selection of staff

foreword

It's been so heartening in the past few years to see how organisations are starting to involve children and young people in recruiting and selecting the staff who are to work with them; a clear sign of children and young people's participation rights taking root!

This pack begins by setting out a powerful case for children and young people participating in recruitment and selection, it is evidence-based using real life case studies and it offers lively, well thought-out activities to make it happen. It's interesting that when you produce any kind of guide tailored for young people's needs, it can often be a resource for adults too. Take for example the activity on creating a job description which sets out a simple-to-understand framework of *head, heart & hands* as a way in which you can identify the knowledge base for a job, the person specification and the skills required. All of a sudden what might seem an intimidating task becomes clear and de-mystified.

I think this pack can lead to an improvement in the quality of recruitment processes in many organisations that have not taken the step of involving young people as yet, or have some experience which they would like to develop. It is certain that decisions made will be better for having the key stakeholders involved and that young people will have gained a well-deserved voice in a crucial area of decision making.



Alison Davies

Chair, Scottish Alliance for Children's Rights

For further copies of this publication
please contact:

Save the Children
Haymarket House 8 Clifton Terrace
Edinburgh EH12 5DR
Tel 0131 527 8200
www.savethechildren.org.uk/scotland

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This pack is the result of a joint project between Save the Children and SACR.

Save the Children is an international child rights organisation working in Scotland, the UK and in over 60 countries to achieve a better world for children. Save the Children's work is centred on a commitment to making a reality of children's human rights and is based on the principles of the United Nations Convention on the Rights of the Child.

The Scottish Alliance for Children's Rights (SACR) acts as a focal point for monitoring and promoting the full implementation of the United Nations Convention on the Rights of the Child for children and young people in Scotland. It does this by encouraging organisations to adopt the Convention and to develop their policy and practice in accordance with the principles and articles of the Convention. It also supports and facilitates opportunities whereby children and young people can learn about their rights and develop their role in society in relation to the Convention.

Why the recruitment pack?

Save the Children shares with the Scottish Alliance for Children's Rights (SACR) a commitment to the United Nations Convention on the Rights of the Child. Article 12 of the Convention is concerned with the participation rights of children and young people. It states that signatories to the Convention (the UK became a signatory in 1991) '...shall assure to the child who is capable of forming his or her views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child'. The purpose of this pack is to help you consider how to develop and deliver a commitment to participation by involving children and young people in the recruitment and selection of staff.

Who is the recruitment pack for?

It is for anyone who works with, or in the interests of, children and young people. You may be a youth worker, teacher, human resources officer, local authority worker, manager, community worker, facilitator or part of an organisation working with children and young people. The pack is for those who have a desire to involve children and young people in recruitment processes.

It will be of relevance to you if you have involved children and young people in recruitment before, but also if you are thinking about it and need some help to get going. The recruitment pack will help convince and confirm that young people's involvement is positive and meaningful and has benefits to organisations, young people and candidates.

What is in the pack?

This pack is based on practical experience from organisations and young people from across Scotland. Through a series of case studies we will tell you how other people have approached the involvement of children and young people. In section 3 we share with you activities that have been tried and tested by Save the Children which will help you support and enable children and young people of any age to be involved.

This resource will support you to:

- Understand the benefits of involving children and young people in staff recruitment and selection.
- Work through some of the challenges and questions you may face.
- Understand the key elements of the recruitment process.
- Consider where and how you may involve children and young people.
- Prepare young people to have a positive, meaningful experience.

How to use the Recruitment pack

The three sections in the recruitment pack complement each other. For example, if you want to find out how to involve young people in writing a job description you will find that section 1 provides information on what a job description is, section 2 has examples of how children and young people have been involved in writing job descriptions and section 3 has ideas for activities to help prepare and support young people. By using the three sections of the pack we hope that you will have a better understanding of the recruitment process and how children and young people can be involved.

Every effort has been made to ensure the accuracy of the information in the recruitment pack. The information is provided for general information only and is not intended to replace organisations' own policies. It is not legal advice or opinion and should not be relied upon as such. Before undertaking any recruitment you should consult and adhere to your own organisation's policies and procedures. If you require specific advice on your situation you are advised to consult a solicitor or specialist advice agency.

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The project was managed by Sharon Laird (Save the Children).

The recruitment pack was written by

Section 1: TASC Agency

Section 2: Caroline King & Sharon Laird (Save the Children)

Section 3: Sharon Laird & Evelyn Vrouwenfelder (Save the Children)

Mark Merrell (Save the Children) and Fiona Robertson (SACR) formed the management group, together with Sharon Laird.

The advisory group comprised Madeleine Brend (Save the Children), Sandra Martin (Edinburgh Youth SIP), Donald Macaskill (Equal & Diverse Consultancy), Natasha McInninie (INSTEP project), Peter Nield (Children's Rights Service Fife) and Rob Warren (Edinburgh Young Carers Project).

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- Fife Children's Rights Service
- Moray Youth Action
- Save the Children
- Scotland's Commissioner for Children and Young People
- Skye & Lochalsh Youth Forum
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involving children and young people

The first section of the pack provides information on the key elements of the recruitment process. As well as understanding the benefits for involving children and young people, this section will help you work through some of the questions you may have and consider where and how you may involve young people.

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“If we are going to make a case for this to be taken on more generally, that is when a resource is really important. You have got to have something that gives people the confidence and that is where this is really helpful.”

Margaret,
Development Officer,
Children’s Services,
Dumfries

making the case for young people's involvement in staff recruitment and selection

A focus on participation

This pack is all about children and young people's participation. But what does participation mean? Peter White describes how participation might be experienced by young people:

*"Participation refers to young people taking an active part in a project or process, not just as consumers of a service, but as key contributors to the direction and implementation of it. By participating, young people are essentially proactive and have the power to shape the project. They do so to different degrees: a project might be devised, planned and executed entirely by young people with some adult support; another might be primarily an adult-led venture, but one in which young people take a significant part in the discussions and implementation of different aspects of it. Both these are examples of participation."*¹

In a recent publication about children and young people's involvement in community regeneration Hugh Matthews helps us think further about what participation means. He writes:

*"Participation... assumes an ability to influence and change. It provides children with the opportunity to think for themselves, to express views, and to expect that these ideas will be listened to and taken seriously. It entails working effectively with others, and interacting in a positive way. Above all, it is an inclusive process that encourages the active engagement of all children, regardless of background or identity."*²

If your agency provides a service directly or indirectly to or for children and young people this pack will help you consider how to extend and facilitate their participation in an important part of your activities – the recruitment and selection of staff.

Why involve children and young people?

Involving children and young people in recruitment and selection is part of a wider agenda about the participation of young people in society. Thinking about this broader picture we suggest that there are five good reasons why participation matters, and why in turn you should involve young people in recruitment and selection:

- Your agency will benefit from their participation.
- They will benefit from participation.
- Candidates also benefit from a process which involves young people.
- They have rights.
- There are political and social arguments for doing so.

¹ Local and vocal: Promoting young people's involvement in local decision-making. Peter White National Youth Agency/Save the Children 2002 ISBN 1 84187 042 0

² Children and Community Regeneration. Hugh Matthews Groundwork/Save the Children 2001 ISBN 1 84187 046 3

Your agency will benefit from their participation:

Involving young people in your recruitment and selection processes means you will:

- See how candidates interact with children and young people.
- Give a positive and powerful message to candidates that young people's input is valued and taken seriously.
- Support the adults involved to develop their communication and listening skills.
- Build stronger working relationships between adults and young people.
- Ensure that the service you provide is relevant to children and young people.
- Gain a better understanding of what an effective and inclusive recruitment and selection process is.
- Broaden participation and make recruitment a more thorough process.
- Show your commitment to children and young people's participation in a meaningful way.

What people say:

"Young people can really come up with some very sharp and very important questions and what can also come out is how the candidate interacts with that young person and how they are communicating with that young person, that in itself can be really valuable."

Liz, Service Manager, Aberlour Child Care Trust

"I think one of the main criteria of employing someone to work with children is that they have a genuine interest in children and young people... they (children and young people) have got ways of establishing that, that I can't." Peter, Manager, Fife Children's Rights Service

"There is that instinctive thing for a young person in terms of how they relate to somebody and more importantly how that person relates to them. We have had people who have directed their presentation to the adults or to the workers present and the young people have picked it up, and that has been an issue for them." Ian, Youth Strategy Co-ordinator, Dumfries

"We very much listen to what they (the young people) are saying because we find that they are tuned in when it comes to the kind of staff we are looking for."

Laura, Project Manager, Moray Youth Action

"They are advising us, basically they are giving us their clues and ideas, and their ideas of where candidates are coming from and how appropriate they are."

Pete, Manager, The Corner, Dundee

"I think that it is really interesting that 9 times out of 10 that the informal panel come to the same decision as the formal panel, which I think is a good positive reinforcement of the involvement of young people in the process."

Steven, Assistant Director (Operations), Who Cares? Scotland

"It says something about what your commitments are as an organisation and it also has an effect on who you recruit. I really strongly believe that you end with a much more focused and committed staff team as a result of people going through that process."

Rob, Manager, Edinburgh Young Carers Project

Children and young people will benefit from participation:

Being part of the recruitment and selection process gives young people the chance to:

- Learn more about the agency/organisation.
- Develop a sense of belonging and ownership.
- Influence what their service/project does by ensuring it considers what young people want from staff.
- Learn new skills like team work and negotiation.
- Build confidence and self esteem.
- Improve relationships across friendship or user groups and with staff.
- Prepare and present information to different audiences.
- Improve their CV.
- Get a taster of a process they will also be part of as they apply for college places or jobs.
- Make a difference and have a sense of achievement in a job well done.

What people say:

"It is beneficial to be on the panel because you get the chance to see what it is like from the other side, because when you go for a job, you are always nervous."

Simon, Age 17, The Corner, Dundee

"I'm an absolute dab hand at job interviews now." Andrew, Age 25, Dumfries

"I thought it would be a different experience to get involved in this to see what it was like to begin with and to see how much input we had and if it did actually make any odds or if it was just an extra bit they put in, but it did seem to, they seemed to listen to us... so I think it did make a difference and that was the reason I wanted to do it."

Brian, Age 18, Moray Youth Action

"One of the mums said she can't believe the confidence it has given her (daughter)... although she is an able wee girl... she has really gained confidence... her mum said it's absolutely brilliant." Frank, Quality Improvement Officer, South Ayrshire Council

"For the children I think it is a huge area of responsibility that they have never tackled before and it is amazing how the children rise to the occasion and in fact when you speak to them about how this is a very important matter, it requires confidentiality and discretion, children have been superb." Mhairi, Headteacher, Braehead Primary School

Candidates also benefit from a process which involves young people:

Young people's involvement also means that candidates will:

- Have an opportunity to meet with some of the young people they will be working with or who use the services provided.
- Have a better understanding of your commitment to young people's participation, and that you value it and take it seriously.
- Have a better understanding that how they interact with children and young people is a crucial part of the job they are applying for.
- Have a positive sense of endorsement from young people once they have been selected and appointed.
- Be afforded the opportunity to give a truer reflection of their character and how they would interact with young people in practice.

What candidates say:

"It was so informal, and you were just allowed to be totally honest, up front and be yourself, without thinking am I answering the right answer, whereas at the formal interview, you are always thinking... and sometimes you are not getting the true person coming out at that kind of interview."

"I actually thought it was a really good part of the interview for the job... it gives you a good insight into whether you were going to be able to engage with these young people... what is the point in going for a job if you couldn't click with these people at that stage."

"I think it is actually really good, because you walked away knowing that the young people had also chosen you for that job... that is the side that I think you can take from it... they accept you to be part of the support they need."

"Given that it's a rights organisation I probably would have had a question in mind about why you wouldn't involve young people."

Children and young people have participation rights:

Some of the rights children and young people have are enshrined in law, and others in international conventions to which the UK Government is a signatory.

The European Convention on Human Rights and the Human Rights Act give rights to children and young people as well as to adults. Children and young people also have participation rights under the Children (Scotland) Act 1995 in terms of individual or private decision making. They have the right to be consulted about the Children's Service Plans published by local authorities and their partners in service provision. And now children and young people have participation rights in school development plans and education authority plans under the Standards in Scotland's Schools Act 2000.

Young people up to the age of 18 are also entitled to the rights laid out in The United Nations Convention on the Rights of the Child (UNCRC) to which the UK has been a signatory since 1991. Part of the responsibility of being a signatory to the Convention means that governments, and the public bodies or agencies they fund, should ensure full compliance with the articles of the Convention which, in terms of participation, gives young people explicit rights under article 12. There are supporting materials in the activities section of the pack will help children and young people to get to know more about the UNCRC – see Baby Tommy's rights and the Children's rights quiz/pass the parcel.

The law also says that when professionals work with young people they assume a level of responsibility for the relationship and for the well being of the young person. The Human Rights Act, UN Convention and Children (Scotland) Act all help us understand that the expectation is that staff within any "public or private social welfare institutions, courts of law, administrative authorities or legislative bodies" will be guided by professional judgements on what is in the best interests of the child. It is argued that supporting and involving children and young people in discussion and decisions at an individual level, and more strategically as a group of service users, clearly 'fits' with such expectations.

The Children (Scotland) Act 1995 states:

"Due regard should be given to children's views, subject to their age and maturity. While any child has this right, children aged 12 or over are presumed to have sufficient age and maturity."

The Standards in Scotland's Schools Act 2000 Section 2.2 says:

"An education authority shall have due regard, so far as is reasonably practicable, to the views (if there is a wish to express them) of the child or young person in decisions that significantly affect that child or young person, taking account of the child or young person's age and maturity."

The United Nations Convention on the Rights of the Child (UNCRC) Article 12 says:

"State parties shall assure to the child who is capable of forming his or her views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. For this purpose the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, whether directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law."

There are political, social and pragmatic reasons for doing so:

The political case for youth participation is often made from the viewpoint that in our society children and young people, more than any other group, lack status, credibility or power. While there are about 1 million under 16's in Scotland today, and while they are major users of services, their actual influence on the way local government or public agencies work is minimal.

Children and young people's participation is also concerned with attempts to address the *democratic deficit*, arguing that if young people fail to see the relevance of decision making processes they will not engage with them either now or as adults.

There is also an increasingly common view taken that as citizens we have rights, and this *rights perspective* views all citizens, including young people, not as passive or weak but as equal and active members of society who should be a part of decisions which are made about them or which affect them.

The case for youth participation is also based on the social argument that children and young people are members of society now, not citizens in waiting. While we want to protect children and young people from harm they are not isolated from the difficult and problematic aspects of life and so should be part of considerations of how to engage with and tackle social issues. The belief is that the opportunity to practice decision making and participation is fundamental, that if active citizenship is anything it is a *process* based on the learning and practising of skills, attitudes and values and that if we do not *involve*, then we *exclude*.

The argument for involving young people is also partly about being pragmatic – they know what their experiences are and by listening to them service providers can learn what works from their perspective.

What people say;

"It seems likely that if children and young people are given more responsibility and more chance to participate in the running of society, then they will be more willing to engage in the process of democracy."

from Effective Government Structures for Children: Report of a Gulbenkian Foundation Inquiry

"Children and young people live in the same world as adults – they have to cope with divorce, separation, illness, poor housing, bereavement, war, famine, pollution, crime, racism, abuse, and poverty, just like adults. They are not cocooned from making difficult decisions nor are they sheltered from life's troubles."

From Hear! Hear! Promoting children and young people's democratic participation in local government (Rachel Hodgkin and Peter Newell)

frequently asked questions

This section poses some of the most common questions that agencies consider when thinking about involving children and young people in staff recruitment and selection. Alongside posing the questions we give some indication of the issues which are involved and we highlight some possible approaches. Our top twenty questions are:

1. **What posts do you involve young people in when it comes to recruitment and selection?**
2. Do children or young people want the responsibility?
3. **What parts of the process should young people be involved in?**
4. Can young people understand the complexity of some jobs?
5. **Are young people up to the job? Do they have the energy and interest?**
6. What training will young people and adults need?
7. **How many young people should you involve?**
8. How do I pick who to involve?
9. **What support do the young people need?**
10. Do I need to make sure there is always an adult involved with the young people?
11. **What age should children or young people be to get involved?**
12. How do I involve young people with disabilities?
13. **Is it okay to take young people out of school, college or employment to be involved?**
14. What if the young people know the candidates?
15. **Will children or young people keep information confidential?**
16. Are young people capable of making unbiased decisions?
17. **Can children/young people decide what they want to do in interviews? What if I feel it might be inappropriate or unfair to candidates?**
18. What happens if a candidate who doesn't get the job is unhappy and wants feedback from young people?
19. **How do I reward or thank young people?**
20. What are the costs for me or my agency?

FAQ 1: What posts do you involve young people in when it comes to recruitment and selection?

You can consider involving children and young people in any recruitment. However, you might decide it is not always appropriate to do so. One useful rule of thumb is to involve children and young people in the recruitment of staff who will work directly with them, or have contact with them, or make decisions about the services children and young people receive.

FAQ 2: Do children or young people want the responsibility?

If you give good information to young people, and ensure those that might require additional support get it, you will be in a position to seek out those young people who:

- are interested and willing to get involved – after all this process will mean a serious commitment from them
- can work well with other people – keeping in mind you need to provide whatever support you can to enable this.

Remember, this is a voluntary activity, if young people believe you value their participation, if they trust it will have impact and importance, those who want the responsibility will take it.

What people told us:

"You just have to treat it with a lot of respect because at the end of the day we come here voluntarily and give up our time, we are deciding someone's career future."

Chubby, Age 22, Dumfries

FAQ 3: What parts of the process should young people be involved in?

We detail the recruitment and selection process in the next section of the pack. It is possible to involve young people in all aspects. You need to consider what the agency wants to get out of young people's participation, how to explain and encourage young people to get involved, and ensure adequate information, training and support is available at whatever parts of the process where there is young people's involvement.

Case studies which can be found in section 2 of the pack give examples of how and at which points in the recruitment process organisations have involved young people.

FAQ 4: Can young people understand the complexity of some jobs?

When it comes to the roles, responsibilities or tasks associated with a particular post, and how complex you may perceive them to be, then involving children and young people means planning their involvement and the whole recruitment and selection process well. Engaging young people in key parts of the process and providing the information, training and support required for their role will enable them to play a meaningful role in the recruitment of people to the most complex of roles.

What people told us:

“We were so amazed by how well the children managed it, I think that was the main thing. They were so professional and I think adults who had not witnessed it would not believe how effective these children actually were at interviewing and how they picked up on it”
Nan, Primary School Teacher, South Ayrshire

“We have a number of projects, and if we are, for example, advertising for a nurse, we would like to have people who have used the health service. There is no point in taking people for the sake of it... if they are asking questions that do not make sense to them, or discussing a job that they do not fully understand” Pete, Manager, The Corner, Dundee

The following activities may be useful in helping young people think about what qualities are required for a particular job:

- Head, heart & hands
- Good/bad worker
- The pyramid

FAQ 5: Are young people up to the job? Do they have the energy and interest?

Where young people receive enough information to make a decision about being involved; and where they get the continued support and training they need to make that involvement a positive experience, they are indeed up to the job.

Of course some recruitment processes can be tiring. Traditionally your agency may have interviewed many people over a full day. You might decide to do this again, and involve young people in this with their eyes open to the fact that it can be tiring. You will, of course, then need to ensure that there are enough breaks, food and drink to keep people's energies up.

Alternatively you may decide that involving young people, particularly those with additional support needs, means you need to re-think your approach and be more flexible and creative in how you structure and timetable the interview part of the process.

FAQ 6: What training will young people and adults need?

Every part of the recruitment and selection process, as described earlier, will mean that those involved will have a need for information, training and support. It might be worth drawing a table for yourself which identifies the stages of the process and which gives you the space to identify who might participate, where and what they would need to participate in terms of each.

The key elements you might want to include in any training are:

- writing adverts, job descriptions and person specifications
- how to shortlist
- interview and question techniques; looking at what we want from the candidate; using score/recording sheets
- listening skills
- how confidentiality works
- equal opportunities
- making decisions.

FAQ 7: How many young people should you involve?

This depends on which stage of the process is being considered. If you are involving young people throughout the process then a small group of young people should be recruited to follow it through, from planning and writing the job description through to the induction process.

However at certain stages, for example in developing the job description or person specification, you could involve larger numbers in creative, fun activities in which they talk about the job and the skills, knowledge or experience of the person they would like to fill it.

FAQ 8: How do I pick who to involve?

Involving children and young people in the recruitment of posts which matter to them, or with which they are involved or connected to in some way, is likely to be much more successful and meaningful as the outcome of the recruitment will have a direct impact on them.

All young people who want to be involved should be given the opportunity.

If you describe the recruitment process to the group, young people can make a decision on which parts they are interested in.

The case studies in section 2 of the pack and The interview activity on page 95 have examples of large numbers of young people being involved in open evenings and consultations on job descriptions.

If the group decide that they would like to have a small panel of young people they, with support from a worker, should decide which young people should take part. e.g. by voting or by picking names at random from those interested.

Whatever approach is used you must always be aware of the need to be inclusive; all young people have participation rights, but those who are less articulate or assertive may need additional support to get involved and stay engaged.

FAQ 9: What support do the young people need?

At every stage of the recruitment process which involves children and young people there will be a need for some level of support. This might be written information, training or just having an adult alongside them for advice or reassurance.

In assessing the support an individual or group might require there is a need to consider what the young people are doing and why they are doing it. The adult supporter should ask young people what they would like support with. The level and nature of support that is offered must also depend on the staff member's professional judgement about what young people need to ensure the experience is safe and positive.

FAQ 10: Do I need to make sure there is always an adult involved with the young people?

This very much depends on the part of the process young people are involved in, on the level of training or support they have had, and on the specific support needs an adult may have to provide to ensure participation.

If you think about activities such as writing job descriptions or person specifications, young people might just need a good brief and be keen to get on with developing something themselves which they can then share and discuss with the adults involved.

When it comes to interviewing candidates, we would suggest that it is necessary for an adult to be present if the panel is all young people. This person should negotiate their role with the young people but be clear that they are also there to give advice or support if it is requested, and to ensure that the process is safe and fair for all involved.

FAQ 11: What age should children or young people be to get involved?

Children and young people of any age can be involved. The important point is to ensure their participation is a positive experience.

You might not want to involve 5 year olds in a formal interview panel, but you could certainly involve them in talking about and developing the person specification (using appropriate language of course) for a play worker. As much as possible, children or young people the same age as those with whom a member of staff has contact or responsibility should be involved in the recruitment and selection process.

What people told us:

"The best person to establish somebody's ability to relate to an 8 year old is an 8 year old. The last post we employed for the focus on the work was with under 12s. For that post two of the people were under 12."

Peter, Manager, Fife Children's Rights Service

FAQ 12: How do I involve young people with disabilities?

Where a job has a specific remit or responsibility or impact on young people with disabilities then young people with disabilities should be involved in the process. It is likely that you will know the young people involved, you will know how best to work with them, how to interact and communicate effectively, and this knowledge, skill or experience should apply equally to their involvement in staff recruitment.

It is important that you work through the whole recruitment and selection process to identify where and how you might engage young people. A disability should never be a reason for not involving a young person. Working with the young person or with parents or carers you will be able to identify barriers to participation. It is the responsibility of you and your agency to do everything that needs done to overcome the barriers. Perhaps this might mean arranging support for communication, to have information presented and shared in different formats, to have a supporter or advocate present, to present information in more creative ways, to plan and take the time necessary to make participation work.

What people told us:

"I think why people don't tend to involve people with learning needs and disabilities is that there is a fear factor around that, that they will come across issues that they can't handle ... I have found that parents and carers are extremely supportive."

Peter, Manager, Fife Children's Rights Service

FAQ 13: Is it okay to take young people out of school, college or employment to be involved?

Wherever possible young people's involvement should be out of school or college hours (unless of course the post is a school or college post). Where this cannot be arranged permission obviously needs to be sought from parents/carers for younger people and the agreement of any school or college confirmed.

It will help in terms of permission or agreements from other adults for them to be given clear information about what participation in the recruitment process will mean, and what benefits you think both the young person and agency will reap through involving young people.

If young people have to take time out of work they should be supported to negotiate this with their employer. If they lose wages the agency should consider if these are to be reimbursed.

FAQ 14: What if the young people know the candidates?

In recruitment processes which involve young people candidates should be told that they must not discuss the process at any time with young people involved. They should know from the outset that before, during and after the recruitment and selection process any questions about the process should be directed to the named adult contact.

If young people are involved in stages such as short-listing or interviewing or decision making they need the information, training and support required to enable them to undertake such processes without bias and influence.

Training and ongoing support will help young people understand that all decisions should be based on what the candidate has said in their application or in the interview situation, not on what is known about them from other sources or situations.

Telling a candidate they have been unsuccessful can be a difficult thing to do when they are known to those involved. This is why we would recommend that offering a post, telling a candidate they have been unsuccessful, and giving feedback to candidates about their interview, should not be undertaken by young people but by the adult managing the recruitment process.

The following activities which can be found in section 3 of the resource may be useful in highlighting the importance of confidentiality especially if candidates are known to young people and also the need to remain unbiased throughout the recruitment process:

- Can tell, can't tell
- Agree/disagree

FAQ 15: Will children or young people keep information confidential?

Information about what confidentiality means, and how it works in the context of recruitment and selection, is an important part of the support and training you give to the young people who are participating.

Confidentiality is something young people care about. It is a key concern for them when they are using services, or seeking out guidance and support. They know it matters and can learn and commit to its importance as part of the recruitment process.

The Can tell, can't tell activity may be of use in helping young people understand the importance of confidentiality.

FAQ 16: Are young people capable of making unbiased decisions?

Ensuring the recruitment process is fair, unbiased and is in no way discriminatory, should be a matter of real importance to everyone involved in the recruitment process.

Information, training and ongoing support will help young people understand how bias can operate in a recruitment process.

It might help to have an external agency with expertise in anti-discriminatory practices to help think through the kinds of issues that can arise.

The person managing the whole recruitment and selection process needs to ensure everyone involved (both adults and young people) maintain a high standard in this regard. Where bias is evident or is suspected the person managing the process must be confident and skilled enough to challenge it and deal with it.

Case studies which can be found in section 2 of the resource give a good indication of young people's ability to make fair and unbiased decisions in respect of interviewing candidates.

The following activities which can be found in section 3 of the resource may be of use in helping young people understand issues of equality and fairness:

- First impressions
- Guess who
- Agree/disagree

FAQ 17: Can children/young people decide what they want to do in interviews? What if I feel it might be inappropriate or unfair to candidates?

You have a crucial role in terms of ensuring the experience of participation for young people, and the experience of interview for candidates, is safe and positive.

Whilst encouraging young people to make the best decisions through effective questioning, probing and follow up, it is also important to make sure that the process remains free of bias. It is important that as part of the support and learning offered to young people that they understand that selection processes do not benefit from questions or tasks that are ambiguous or feel like tricks.

What people told us:

"We kind of get briefed as well, there is a spec sheet, there is a sheet saying, you have to be careful, like you can't ask a woman about childcare and things like that, we are aware of questions that are inappropriate." Chubby, Age 22, Dumfries

The 'Agree/disagree' activity which can be found in section 3 of the resource may be useful in helping young people to think about questions which would be appropriate and fair to ask candidates.

FAQ 18: What happens if a candidate who doesn't get the job is unhappy and wants feedback from young people?

It is good practice to offer unsuccessful candidates some feedback on their performance, if they request it. Feedback should be based on the information collated from the interview forms used by panel members during the interview, the content of which has been collated and scored to help you reach your decision.

The information you have provided to candidates as part of the process should have already explained who the contact person is for feedback on the process. This should have explained that candidates must not make direct contact with the young people involved, or indeed with any other individual member of an interview panel. If a candidate requests specific information about the young people's comments, explain that the feedback given is given on behalf of the agency, not component parts of the panel or panels.

As part of the information, training and support you give to young people you should ensure that they understand that candidates are told not to contact them for information or feedback; and that if a candidate does this, or someone does this on their behalf, they should inform you immediately.

FAQ 19: How do I reward or thank young people?

It is clear that agencies approach this issue differently.

Young people can be thanked both individually and collectively by staff and management.

Young people can receive a certificate which details any training or learning they have been involved in as part of the process.

Participants can be mentioned and thanked in project newsletters. If they give permission a local newspaper or radio station might be interested in featuring their involvement.

When it comes to payment:

Some people argue that participation should not entail payment of any kind, other than out of pocket expenses. This might cover the cost of lost wages if a young person has to take time out of a job.

Some provide payment in cash, others in the form of vouchers. Such payments can be per hour or a one off payment as a token of thanks.

Some agencies make a contribution to a group, which the group can then use for an activity together.

In all circumstances agencies would agree that a young person, or any volunteer for that matter, should not be out of pocket because they have participated.

FAQ 20: What are the costs for me or my agency?

The key resource in any participation project is the time of those committed to the process. It is useful to think through in the initial planning processes what level of staff support the involvement of young people will require and where.

Involving young people will mean the recruitment and selection process will take longer. This needs to be reflected in your initial planning.

You should consider what help or support or resources might be available from colleagues and friends of your agency.

If young people's involvement has costs in terms of venues, food, payment, transport or other elements all this should be costed as accurately and as early as possible.

In considering costs we would encourage you to consider the benefits we have also identified in this pack.

the recruitment and selection process

The recruitment and selection process involves a series of tasks, most of which follow each other in sequence. It is worth considering the whole process and undertaking detailed planning in order to complete selection effectively and efficiently. It is also worth remembering that young people's engagement can take place throughout, or just at specific points in the process. Of course this process is one which should be followed no matter who is involved in it; but if you are involving children or young people then it is all the more important that you take time to get it right.

Once a vacancy appears, or a new post is created, the process may have the following elements:

1. Planning the process

Getting yourself and your agency ready for the recruitment and selection process is very important. Good planning at the beginning will make sure things go as smoothly as possible.

2. Writing the job description

The job description ensures that the recruitment and selection process is as objective as possible by providing clear and agreed information about the job content.

3. Writing the person specification

The person specification is the tool that helps you to select candidates with the knowledge, skills, abilities and experience to meet the requirements of the job. A person specification will help you decide who to shortlist and employ.

4. Advertising the job

Advertising is about describing briefly and accurately the nature of the post available, and attracting the right people to your vacancy.

5. Getting the right information to applicants

In the interest of fair selection the same information must be supplied to all candidates through the use of a standard information pack for the vacancy, which is sent out on first contact.

6. Short-listing

Short-listing is about selecting the right applicants to interview. All applications received for a post must be considered in the shortlisting process.

7. Interviewing

The interview is your opportunity to get the information you need to compare the candidate against the criteria for the post. You will want to establish or confirm the information provided on the application form. You will want to give candidates further information about the job and conditions of employment.

8. Taking up references

Taking up references from the applicant's previous employer or someone known to them gives you the opportunity to find out more about their suitability for the post. A reference helps you to confirm what a candidate has told you about previous employment and will help identify anything which would prevent an offer being made to the candidate.

9. Making a choice

Once all the candidates have been interviewed, it is time for the people involved in the interviewing to talk about how they have rated each candidate. Following discussion a decision can be made.

10. Feedback and communication with candidates

People who have been interviewed should know the timescales involved in your decision making processes. It is normal to communicate the decision in writing, with the option of more detailed feedback if candidates want it. Only the named person managing the process should give feedback.

11. Feedback and communication between groups involved in the process

When more than one interview panel or group is involved in the process there is a need to communicate and agree the purpose and role each has. If one group or panel has a final say on who to appoint they need to communicate the reasons for their decision to others.

12. Induction

Induction is about supporting the new worker to settle into the job quickly.

In the pages which follow we think through each of these elements in more detail. It is for you to consider which elements you seek to involve young people in. It also is important that you work within the policy and practice of your own agency.

1. planning the process

Getting yourself and your agency ready for the recruitment and selection process is very important. Good planning at the beginning will make sure things go as smoothly as possible.

What does this involve?

Before starting on the recruitment and selection process you should think about:

- The options you have about filling the post. Should it be advertised internally, externally or both? Should you look at the work of the whole team and consider how that might be re-organised?
- Timescale. Can you estimate a realistic timescale for the process? Remember involving young people will take more time.
- Who needs to be involved in the process? For example, a member of your management group, someone from Human Resources, someone from the project funders, your assessor?
- Who would you like to involve? A local practitioner, a parent, a local Councillor, young people? And what training will they require?
- Is it likely that those you would like to involve will be available when required?

There are also elements of the process that you may inherit, there may be practices that are traditional but this would be a good time to check out why they happen and reaffirm those you want to continue, or change those you don't. For example:

- Do you want an existing job to stay the same?
- What has changed since the last time this job was filled? Do any changes impact on what the post needs to be now?
- If you do make any changes, what do funders need to know?

Planning also includes a consideration of **Equalities and Inclusion; Child Protection and Disclosures; Developing a Policy**. See the related appendices for more.

How can young people be involved?

The sooner you involve young people the better, they get to see the whole process working and understand why and where their input matters.

It is important to be clear about the range and extent of the role young people will play. Perhaps a good place to start is to talk to them about what they already know, what they are interested in, and what questions they have about the process.

If you have incorporated young people in previous recruitment processes it may be useful to call on their experience and ask them to assist young people who are new to the process.

Make sure you make the process interesting and relevant to the young people you want to involve. Ideally the same young people should be involved throughout the process.

A dedicated person should be appointed to support young people through the process.

Introductory written information which young people can take away, or go over with a supportive adult, will help them make informed decisions about being involved or not.

A verbal input to a group, with some fun activities or role play can raise initial interest and lead to useful questions and discussion.

The case studies which can be found in section 2 of the resource give an insight into the preparation and various approaches that have been used by organisations keen on incorporating young people into the recruitment process.

The following activities which you will find in section 3 of the pack will help young people to understand the recruitment process, find out what they want to get from the experience, and introduce them to the UN Convention on the Rights of the Child and Children's Rights:

- How it works
- Perfect pizza
- The decision is yours?
- Rights quiz and pass the parcel

2. job description

The job description ensures that the recruitment and selection process is as objective as possible by providing clear and agreed information about the job content.

What does this involve?

The job description tells you about the job purpose, the tasks and responsibilities of a post and gives an outline of how and where the work described fits within the organisation. It also includes statements of the level of responsibility for people and finances, and the level of contact with children and young people.

Drawing up the job description can be shared. For example, an existing post holder can contribute to a review of tasks and responsibilities, as can others in the team or those with similar roles elsewhere. And, of course, children and young people can take part. Where you can get advice from Human Resource professionals that will also be helpful. It is also good practice to engage with trade union representatives where you are considering making substantial changes to an existing post.

A fairly standard job description layout would include the following:

Job title; Grade; Location; Who the post holder reports to; Status of employment; Information on the agency/department; Context of the work; Job purpose; Responsibility for staff (if applicable); Working contacts; Budgetary responsibility (if applicable); Tasks and responsibilities; Conditions of service; Child protection.

If this is the first time you have been involved in drawing up a job description it would be useful to speak with colleagues in other agencies, get copies of job descriptions for similar posts and see what you like about them.

How can young people be involved?

Working with young people to develop and write a job description is a great way to engage them in the process. You should think about this even if you have a job description in place from your previous recruitment process.

Use group discussion to identify the qualities they expect from staff.

The following activities which you will find in section 3 of the resource will help young people identify the qualities and knowledge the person will need to fulfil the job, identify person specifications which can be used for the preparation of the job advert/description and help them come up with questions which they may want to ask in an interview setting:

- Head, heart & hands
- The good/bad worker
- The pyramid

3. the person specification

The person specification is the tool that helps you to select candidates with the knowledge, skills, abilities and experience to meet the requirements of the job. A person specification will help you decide who to shortlist and employ.

What does this involve?

The person specification describes the ideal person to do the job. It is a profile of the minimum level of knowledge, skills, abilities and experience required to undertake the full range of the job. As with the job description, drawing up the person specification can be a shared task. A good person specification will:

- give clear information to all applicants about the criteria to be used in selection
- allow you to make the best decisions and select the best candidate available
- help you do the best job with short-listing
- help you decide on interview questions.

In your person specification you should identify both essential criteria (things the person must know or be able to do to get the job) and desirable criteria (things that it would be good if the person knew about or could do but not things they have to have to do the job). Of course these things must reflect the actual requirements of the job as described in the job description. It's important to think carefully about what is really essential, and what is not. Each of your criteria therefore needs to be assessed in some way, either through questioning or asking candidates to do an exercise or task.

How can young people be involved?

You can help young people to get thinking about the knowledge, skills, abilities and experience that a person needs to undertake the job by getting them to talk about famous people and discuss the attributes these people need to fulfil the jobs they do. From this point you can get the young people to turn their attention to the job which is being advertised within your organisation, and ask them to decide on the qualities that they believe are essential and desirable to fulfil the role. Our Head, heart & hands activity is an exercise like this.

The following activities which you will find in section 3 of the resource will help young people get involved in drawing up the person specification and the stages which follow:

- Head, heart & hands
- The good/bad worker
- The pyramid

4. advertising the vacancy

Advertising is about describing briefly and accurately the nature of the post available and attracting the right people to your vacancy.

What does this involve?

One of the first decisions which you may want to consider is whether to (or whether you are required to) advertise a post internally or externally. In adverts the wording must accurately reflect the requirements of the job description and the person specification and should not be placed until you have agreed these.

It is also considered good practice for adverts to carry a statement of intent in relation to child protection and the need to build in additional checks dependent on the nature of the job being advertised. A standard statement which you might use could read: "Recruitment and selection procedures and checks reflect our commitment to the protection of children from abuse".

When advertising a post you also need to consider whether you want to use a standard application form, a CV, a letter of application or combination of these. You should also consider, and refer to this in your advertisement, whether the job description, person specification and application form is available in suitable modified form for people with disabilities, for example in large print form, Braille or on audio tape. You might also want to offer a contact person and telephone number for contact if the applicant has other specific needs they want to discuss.

You also need to consider where to advertise and how much to spend.

How can young people be involved?

The Advertising the job activity which you will find in section 3 of the resource will help young people understand what needs to be included in a job advertisement.

5. getting the right information to applicants

In the interest of fair selection the same information must be supplied to all candidates through the use of a standard information pack for the vacancy, which is sent out on first contact.

What does this involve?

It is important to provide information in a written format, rather than oral form, so that consistency is maintained. Some applicants with disabilities may also want to receive information orally, or discuss their needs with you.

Generally we would advise that prolonged contact with some applicants should be avoided, and applicants who persistently telephone for verbal information about the job should be referred to the standard information which is contained in the information pack.

A good information pack might contain the following:

- An introductory letter, signed by the person who is managing the recruitment and selection process and who is the main point of contact for any enquiry.
- A job description.
- A person specification.
- An equal opportunities monitoring form – if your agency uses one.
- Disclosure of convictions form.
- A summary of your agency policy on child protection, with reference to how this impacts on the process of recruitment and selection for example through specific checks for suitability.
- An application form.

If young people are involved in the recruitment and selection process you should indicate how. You should also state that candidates selected for interview are not permitted to approach young people involved during the process, and that any feedback on applications or interviews will only be given by the named adult who is managing the recruitment process.

You might also want to include information about your project, for example an annual report or a current project programme.

How can young people be involved?

In addition to a standard application form you can ask applicants to complete an additional short form, with questions posed by young people.

Young people could write information about the project for applicants.

You can review your existing application form, or create a new one, with young people. This can ensure you are avoiding jargon or language that might not be understood by young people involved in the short-listing process.

6. short-listing

Short-listing is about selecting the right applicants to interview.
All applications received for a post must be considered in the short-listing process.

What does this involve?

You need to think about who to involve in short-listing:

- It would be good practice to make sure the individual who is managing the recruitment and selection process is involved in short-listing.
- Short-listing can be done by young people working alongside adults, or the adults and young people can do it separately; then share their decisions.
- In some settings all members of the interview panel are involved in short-listing, in other places only some are.
- Reading the application forms can be done together or separately. However it is done, those involved must agree the shortlist through detailed discussion with each other.

To undertake short-listing the people involved need to be working from the same set of criteria; this is provided in the person specification. You need to match the information from the application form to the criteria listed in the person specification. You can create a short-listing form which helps people to record whether they think the application shows adequately that criteria have been met. It is important to remember that you are looking for the applicant to evidence how they meet the criteria; they should not just say they do, but describe how they do.

To be short-listed an applicant must meet all those essential criteria which can be assessed from the application form. Where there are a large number of applicants who meet the essential criteria, desirable criteria can be assessed as a way to reach a manageable number of first interviews.

How can young people be involved?

Make sure any short-listing form is in language young people understand.

Short-listing will work better if the same young people have been involved in designing the job description and person specification because they will understand the job.

To help young people get the hang of short-listing they can review applications with a worker to begin with, see how it is done, then start again and rescore candidates themselves.

The following activities which can be found in section 3 of the resource will help young people better understand the importance of confidentiality and give them a better understanding of the basis on which candidates should be short listed:

- Can tell, can't tell
- Agree/disagree
- Shortlisting
- Guess who?

7. interviews

The interview is your opportunity to get the information you need to compare the candidate against the criteria for the post.

You will want to establish or confirm the information provided on the application form. You will want to give candidates further information about the job and conditions of employment.

What does this involve?

A good interview needs you to:

- Plan and agree amongst all those involved how you want the interview to go
- Listen and question
- Manage the time available
- Stay objective

You must decide who will be on your interview panel. You should have at least two people, and no more than five. You should appoint a chairperson who will introduce the panel, and manage the process.

You must inform candidates who have been selected for interview of the arrangements made. This will include telling them if the interview panel includes young people, or perhaps that they will be interviewed by two panels, one of which is made up of young people.

All questions should be discussed and planned. All applicants should be asked the same questions (and these should be based on the selection criteria for the post), except when you are checking out something specific to the applicant's application form.

To help you record what you think of each candidate's response it is normal practice for panel members to have an interview form on which they can write notes during and/or immediately after the interview. This will allow them to use a simple rating scale in relation to each of the selection criteria. An example of rating scale that young people can use is to provide happy, confused and angry faces to indicate how the young people felt the candidate answered a particular question. You will need to identify criteria that are to be assessed at the interview using the Person Specification form you have written. You might also want to check out aspects of the selection criteria which the candidate hasn't fully demonstrated in their application. One form should be completed by each panel member.

Specific questions should be asked in the interview about the candidate's attitude, experience and approach to working with children or young people relevant to the post they have applied for.

Questions should be:

- Open – but not too general.
- Probing – these fill in the detail and often start with How? Why? What?
- Direct – these are used to establish specific facts.
- Reflective – these are used to check understanding, and give the candidate the chance to add further information.
- Free from bias, with a clear meaning, and have no intention to trick anyone.

You may decide you want candidates to undertake some kind of assessment exercise, maybe because you think it is difficult to assess a particular skill or what they know through questioning. For example, you might ask candidates to use a particular software package or prepare and deliver a presentation. Candidates must always be informed in advance if you want them to do something like this.

Remind candidates that they should not approach any of the young people involved for feedback after the interview.

How can young people be involved?

The standard approaches to involving young people have been to set up a young people's panel which interviews candidates in parallel with an adult panel; or to have young people represented on a panel alongside adults.

Those involved in the interviews should have been involved in developing the questions to be asked. This is important because they will feel more comfortable asking questions which they want to ask and they will also be better placed to gauge the appropriateness of the responses.

A variety of approaches can be used in an interview from straightforward question and answer format to presentations or activities with candidates. The variety of approaches are described in our case studies.

Use a venue for the interviews which young people are comfortable in. If you use a new venue visit it with the young people first and make sure any adults/staff they meet will be friendly and hospitable.

It is helpful if interviews are scheduled at times which are suitable (evenings and weekends for example) for young people to be involved.

It is helpful preparation for the young people to encourage them to participate in mock interviews prior to meeting the candidates to build their confidence and get them used to the interview format.

It may be useful for all panels to use the same criteria for marking and scoring candidates. This is because it makes it easier for discussion to follow between the young people and adults in terms of what they thought of each candidate.

If young people are to interview candidates then it is useful to select a young person as a chair for the young person's interview panel. This could be a rotational position and the chair's role would involve introducing the panel and welcoming the candidates prior to the interview commencing.

The case studies which can be found in section 2 of the resource give an indication of the various approaches that organisations have adopted in terms of giving young people the opportunity to be involved in interviewing candidates.

The following activities which can be found in section 3 of the resource will help young people better understand the importance of confidentiality, what they would like to ask of candidates and the criteria and basis on which they should be judging and marking candidates:

- First impressions
- Guess who?
- Head, heart & hands
- Open and closed questions
- The pyramid
- Agree/disagree
- Can tell, can't tell
- The interview

8. taking up references

Taking up references from the applicant's previous employer, or someone known to them, gives you the opportunity to find out more about their suitability for the post. A reference helps you to confirm what a candidate has told you about previous employment and will help identify anything which would prevent an offer being made to the candidate.

What does this involve?

It is normal to ask for candidates to give the names of at least two people who can offer some knowledge of them, and comment on their ability to do the job. This means sending a request for a reference to the named person, with a job description and person specification attached; asking the referee to comment specifically on the applicant's skills, knowledge or abilities in relation to the post in hand. Normally you would ask for one of the references to be a current or most recent employer. If someone is at school or college you could ask for a teacher or tutor who knows them well. If they have been unemployed they could use a reference from a place where they have been a volunteer, or from a local professional person or community or religious leader who knows them.

There are options in terms of requesting references. Some agencies only request references for the person they want to appoint. Others ask for references once someone has been short-listed. Sometimes people don't want their current employer to be asked for a reference unless they are actually being offered the job as they don't want them to know they are applying for other jobs.

Normally references are only looked at by the interview panel once they have made up their mind which candidate has been successful. So references are a checking mechanism. It is important to have and consider references before offering a job.

Some agencies operate an 'open reference policy' which means that they share the references they get with candidates. If you intend to do this you must tell the person giving a reference that this is what you do.

How can young people be involved?

This element of the process will be co-ordinated by the person with responsibility for management of the recruitment process. All references, as with all application forms, are confidential and should be stored as such.

Young people involved in the selection of candidates should have the process of taking up and using references explained to them.

If they are members of a panel with the authority to make a final decision about appointing a candidate then they should see the references for the person you have decided you want to employ.

See the activity in section 3 How it works.

9. making a choice

Once all the candidates have been interviewed, it is time for the people involved in the interviewing to talk about how they have rated each candidate. Following discussion a decision can be made.

What does this involve?

At the end of the interviews all those involved in the process need to share what they have recorded about each of the candidates. Interview panel members need to say what their views are about each of the candidates. Where a scoring system has been used they should say how a candidate scored in terms of each of the criteria which were being scored.

The person acting as chairperson for the panel should make sure that where there are differences of opinion about a candidate these are discussed enough to reach a reasonable conclusion – this does not mean you all have to agree.

If candidates have done any tests or exercises which can be scored these should be shared.

Once all this information has been shared the interview panel need to talk together and reach a decision.

At the point of making a decision it is especially important to keep an eye on ensuring that the decision is free from *indirect* and *direct* discrimination. See the appendix on **Equalities and Inclusion** later in the pack for more.

How can young people be involved?

A number of questions arise if you involve young people with adults, or as an additional panel of young people: Who makes the decision? Are young people equal? Is their role advisory? Is the decision shared? Clarity from the outset is essential.

The case studies which can be found in section 2 of the resource give examples of how organisations utilised young people in discussing the merits of candidates and coming to a decision.

The following activities which can be found in section 3 of the resource will help young people better understand the importance of confidentiality and the basis on which they should be judging candidates:

- Can tell, can't tell
- Guess who?
- Making a decision
- Cotton bud debate
- Comments circle

10. feedback and communication to candidates

People who have been interviewed should know the timescales involved in your decision making processes. It is normal to communicate the decision in writing, with the option of more detailed feedback if candidates want it. Only the named person managing the process should give feedback.

What does this involve?

The candidate you have agreed to offer the job to should be contacted. You will require their acceptance of the post verbally but also in writing. They may have additional questions to check out with you. The person managing the recruitment process should do their best to answer any questions but be careful to get advice if the question goes beyond what they know or can decide on themselves. An example of something that would require to be checked out would be a candidate wanting to negotiate on the starting salary.

Once you are clear the successful candidate has accepted the post all other candidates who have attended an interview should be notified in writing of the outcome of the interview. It is best to use the same standard letter for everyone who has been unsuccessful. You can offer more detailed feedback about their interview; give contact details to enable them to do this.

You should be clear that only this person will give feedback. Feedback should be based on the notes that were taken during the interview, although feedback would be from the agency and not from a particular panel (if you had more than one) or from a particular member.

How can young people be involved?

This element is essentially a task for the person managing the recruitment and selection process, and not one directly for young people.

The following activities which can be found in section 3 of the resource will help young people understand the importance of confidentiality and the importance of giving feedback to candidates:

- Can tell, can't tell
- How it works
- What we thought

11. feedback and communication between groups involved in the process

Where more than one interview panel or group is involved in the process there is a need to communicate and agree the purpose and role each has. If one group or panel has a final say on who to appoint they need to communicate the reasons for their decision to others.

What does this involve?

You will have decided earlier in the process who to involve and how.

If you have more than one interview panel or group involved in the process each needs to know what their purpose and responsibility is, and crucially whether their recommendations as to who should get the job are advisory or final.

Where young people, or other groups, have had some degree of participation in the process which is in addition to any interview panel with the final decision making power, they should receive feedback from those who made the final decision. They should be told how their recommendations influenced discussion and decisions.

Feedback from panels which make final decisions to those who are advisory should address the detail of why a decision was made. While this is important in any case, it is especially so where a decision is made which does not agree with the recommendation of this other group.

How can young people be involved?

Young people who have been involved can give verbal feedback to others about the process in the group/club.

To feedback to all young people engaged in the service those involved could write a short bulletin or newsletter about the process and what decision was made.

Confirming that a successful candidate will take up a post can take some time. It is important to keep in touch with young people who have been involved, and explain any delays.

To help evaluate the process the person managing could conduct interviews with groups, asking what they liked about being involved and what could be done better if they did it again.

The following activities which can be found in section 3 of the resource will help identify what young people thought of being involved in the recruitment process:

- High in the sky
- Chuff-o-meter
- Fill in the blanks
- Can tell, can't tell

12. induction

Induction is about supporting the new worker to settle into the job quickly.

What does this involve?

This involves identifying in advance of the new worker arriving what is it you want them to know, and what you expect them to do in the first days, weeks and perhaps months of their new appointment.

In particular there may be some very practical things that need to be sorted out quickly – for example their workspace, how the building or office works day to day, who is responsible for what, health and safety matters.

It is important to clarify how you will support the new worker at the start of their new job. You need to think about:

- Who will provide ongoing support? When? How?
- Who should the new worker go to with questions?
- When will their first formal support and supervision session be?
- Is there an agenda which can help you both prepare for it?

You will also want to plan carefully how the new worker meets key people, including the children or young people they may be working with.

You will need to consider how the new worker learns about and understands important issues regarding the ethos of the service/agency. Key policy and practice issues such as child protection will need to be fully understood.

New staff also need to have a clear understanding of any 'trial' period which may be part of their offer of a post. This must have been detailed in the initial information about the job, and again stated in the formal letter of appointment.

How can young people be involved?

Before the new worker takes up post young people can be involved in identifying what they think are the most important things this person needs to know, who they think they need to meet and how they think the worker can be supported. They can also identify where they would like to have a role in this process.

appendices

These important issues also need to be considered in the process of recruiting and selecting staff.

1. Diversity, Equality and Anti-discrimination
2. Child Protection and Disclosure
3. Developing Policy

1. Diversity, Equality and Anti-discrimination

There are several key pieces of legislation which an organisation must comply with when recruiting staff. We describe each here, and signpost you to helpful information which ensure you understand how these important issues affect you.

- The Disability Discrimination Act (1995)
- The Race Relations Act (1976) and the Race Relations (Amendment) Act (2000)
- The Sex Discrimination Act (1975) and The Equal Pay Act (1975)
- The Employment Equality (Sexual Orientation) Regulations
- The Employment Equality (Religion or Belief) Regulations 2003

We also give you some information about the Scottish Executive's commitment to equality by signposting you to more information about **The Scottish Executive Equality Strategy: Working Together for Equality**.

The following information is correct as of September 2005.

The Disability Discrimination Act (1995)

The Disability Discrimination Act (DDA) aims to end the discrimination which many disabled people face. This Act gives disabled people rights in the areas of employment, access to goods, facilities and services and buying or renting land or property.

There are around 10 million disabled people in Great Britain - around one in five of the adult population. Most employers are already successfully employing people who would be covered by the Disability Discrimination Act, whether or not they realise it and whether or not the person chooses to use the term 'disabled' about themselves.

The important thing to realise is that it is illegal to discriminate unfairly against someone when you are choosing someone for a job or considering people for promotion, dismissal or redundancy.

On the Disability Rights Commission (DRC) website there is useful information about the law and advice about good practice. The information available online covers:

- Why does disability matter?
- Disability and diversity
- The case for a best practice approach to disability
- Who is disabled?
- Reasonable adjustments
- Best practice in recruitment and selection
- Case studies of good practice in recruitment
- Using person specifications and job descriptions
- Developing a person specification
- Using selection criteria

These are available to download free from the DRC website at <http://www.drc-gb.org> or can be ordered from their helpline: Telephone: 08457 622 633. Textphone: 08457 622 644 Email: enquiry@drc-gb.org

The DRC in Scotland is on the web at: <http://www.drc-gb.org/scotland/index.asp>

Full text of the Disability Discrimination Act (1995) is available at <http://www.disability.gov.uk/dda/>

Race Relations (Amendment) Act (2000)

The Race Relations Act 1976 made it unlawful to treat a person less favourably than others on racial grounds. These cover grounds of race, colour, nationality (including citizenship), and national or ethnic origin. In practice, most racial discrimination in Britain is against people from ethnic minorities, but people of every background, race, colour and nationality are protected by the law. The 1976 Act provided protection from race discrimination in the fields of employment, education, training, housing, and the provision of goods, facilities and services.

The Race Relations (Amendment) Act (2000) amended the 1976 Act and goes further, **prohibiting race discrimination in all public functions**, with only a few limited exceptions. It also placed a general duty on specified public authorities to work towards the elimination of unlawful discrimination and to promote equality of opportunity and good relations between persons of different racial groups in carrying out their functions.

The Act defines discrimination as direct and indirect discrimination and victimisation.

Direct race discrimination occurs when a person treats another person less favourably on the grounds of colour, race, nationality, ethnic or national origin. Examples include refusing to serve ethnic minority clients or ignoring racial harassment of employees.

Indirect race discrimination occurs when a condition or requirement which:

- a smaller proportion from the victim's racial group can comply with, and
- is detrimental to the victim because s/he cannot comply with it, and
- cannot be shown to be justifiable irrespective of the colour, race, nationality or national and ethnic origins of the person to whom it is applied. For example, requirement of a certain height.

Victimisation: The act safeguards people who exercise their rights, including people who help others in pursuing complaints regarding race discrimination.

The Commission for Racial Equality provides information on good practice in employment at: <http://www.cre.gov.uk/gdpract/employ.html>

The CRE in Scotland is online at: <http://www.cre.gov.uk/scotland/index.html>

Full text of the Race Relations (Amendment) Act (2000) at: <http://www.hms0.gov.uk/acts/acts2000/20000034.htm>

Sex Discrimination and Equal Pay

In terms of sex discrimination the two key pieces of legislation which affect employment are **The Sex Discrimination Act (SDA)** which came into force in 1975 and **The Equal Pay Act (EPA)** which took effect in 1975. Each act has been amended a number of times since they came into force, the latest amendments to both being in 2003.

The SDA makes it unlawful to discriminate on the grounds of sex. Specifically, sex discrimination is not allowed in employment, education, advertising or when providing housing, goods, services or facilities. It is unlawful to discriminate because someone is married, in employment or advertisements for jobs. It is also unlawful to discriminate in the employment field on the grounds of gender reassignment. The EPA says women must be paid the same as men when they are doing equal work and vice-versa.

The SDA applies to two kinds of discrimination:

- **Direct discrimination** means treating someone unfairly because of their sex. For example if a woman is allowed time off to look after her sick child but a man, in similar circumstances, is refused and the refusal is on grounds of his sex, this will be direct sex discrimination.
- **Indirect discrimination** means setting conditions that appear to apply to everyone, but in fact discriminate against one sex and are not objectively justifiable. For example, if a woman is given parental leave but on her return finds that she has been given less responsibility and excluded from meetings then this would be considered indirect discrimination.

The EPA applies to pay and other contractual matters where a woman and a man are doing

- like work
- work which has been rated as equivalent
- work which is of equal value.

The Equal Opportunities Commission is the leading agency working to eliminate sex discrimination. They say "if women and men had equal chances in life, things would be different".

The Equal Opportunities Commission in Scotland is online at <http://www.eoc.org.uk/EOCeng/dynpages/EOCScotland.asp>

The Employment Equality (Sexual Orientation) Regulations 2003

came into force in December 2003. Sexual orientation is defined as lesbian, gay, heterosexual or bisexual. Since then it has been unlawful to discriminate against workers because of sexual orientation. The regulations cover all employment and vocational training and include recruitment and selection. It is unlawful to:

- discriminate directly against anyone – that is to treat them less favourably than others because of their actual or perceived sexual orientation
- discriminate indirectly against anyone – that is to apply a criterion, provision or practice which disadvantages people of a particular sexual orientation unless it can be objectively justified
- subject someone to harassment – which is defined as unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them having regard to all the circumstances including the perception of the victim
- victimise someone because they have made or they intend to make a complaint or an allegation or have given or intend to give evidence in such a case
- discriminate against someone, in certain circumstances, after the working relationship has ended.

The Regulations apply across Great Britain (England, Scotland and Wales). Separate Regulations have been introduced in Northern Ireland.

The document: **Sexual Orientation and the Workplace: A Guide for Employers and Employees** is available from ACAS at: <http://www.acas.org.uk/publications/pdf/sexual.pdf>
The Regulations are available at: <http://www.opsi.gov.uk/si/si2003/20031661.htm>

The Employment Equality (Religion or Belief) Regulations 2003

came into force in December 2003. The Regulations apply to discrimination on grounds of religion, religious belief or similar philosophical belief. They cover discrimination on grounds of perceived as well as actual religion or belief (i.e. assuming - correctly or incorrectly - that someone has a particular religion or belief). The Regulations also cover association, i.e. being discriminated against on grounds of the religion or belief of those with whom you associate, for example, friends and/or family. The Religion or Belief Regulations **do not** protect against discrimination on grounds of belief not akin to a religion or similar philosophical belief, e.g. being a fanatical supporter of a particular football club, or being a supporter of a particular political party because of strongly held political views.

The Regulations apply throughout the employment relationship - during the recruitment process, in the workplace, on dismissal and, in certain circumstances, after the employment has finished.

The Regulations apply across Great Britain (England, Scotland and Wales). Separate Regulations have been introduced in Northern Ireland.

There are explanatory notes available from ACAS about the Regulations at: <http://www.acas.org.uk/publications/pdf/religion.pdf>
The Regulations are available at: <http://www.opsi.gov.uk/si/si2003/20031660.htm>

The requirements of the law are of course crucial, but the law also sits within a broader framework for the promotion of equality and anti-discrimination. **The Scottish Executive** is committed to promoting equality, inclusion and social justice. These policy commitments should also influence how you deliver services, and how you go about staff recruitment and selection.

The Scottish Executive Equality Strategy: Working Together for Equality (Summary at: <http://www.scotland.gov.uk/library3/social/wtes-00.asp>)

aims to encourage service providers to

- make better policy
- provide better services
- promote equal opportunities
- tackle discrimination
- be a good employer.

The vision accompanying this equality strategy is as follows:

"The Scottish Executive wants a fair and just Scotland. We want a Scotland where everyone has the opportunity to fulfil their potential. A Scotland where no one is excluded, and where we respect each other and our differences. We must work together to make the changes needed to achieve this. We must remove the causes of discrimination and prejudice. We must strengthen and build on what is positive and inclusive. We are pledged to work together with people and organisations across Scotland to end discrimination and prejudice. We are committed to promoting equal opportunities for all".

2. Child Protection/Disclosure

Child Protection policies and procedures form an essential part of work with children and young people; and this includes work which is committed to developing their participation. Organisations have a duty of care to children and young people with whom they work and everything should be done to minimise the risk to them of abuse or exploitation or other negative consequences of their participation. **It is important that you work within the policy and practice of your own agency.** If you are working in partnership with another agency it is also necessary to discuss both approaches to child protection issues to ensure clarity and compatibility.

This short appendix highlights some general points which require consideration:

- Your agency should already be clear about what is expected in terms of **parental/carer permission** when it comes to young people's participation in project activities. It is necessary to check whether existing permission would cover young people's involvement in recruitment and selection. More than just meeting basic requirements, seeking parental/carer permission can also help inform and engage parents in the work with young people. Sometimes parents/carers might not respond to requests for permission, it can sometimes be necessary to make the time to speak with them directly to ensure that young people do not miss out on a legitimate and positive participation experience.
- Whether working in your own base, or conducting part of the recruitment and selection process in another setting, staff should always be aware of **emergency procedures** which are to be followed when working with a young person, for example what to do if they are injured, are lost, are distressed, or if your session with them is running late.
- **Risk assessment** is a regular part of working with children and young people, especially where work is taking place outwith a normal meeting place. The agency may already have procedures which staff are required to follow. It is worth checking out with colleagues within the agency or within the local authority if staff have questions about what is required. Risk assessment does not mean staff can know and predict every possible risk which might present itself; but it means building up what knowledge is needed to ensure a safe yet meaningful and positive activity, it allows staff to plan well and prepare young people well. If using an outside venue for interviews it is advisable to visit and assess what information or guidance young people need to ensure their safety in that environment.
- The agency should always know what **insurance cover** is needed for any activity which involves young people and that it is in place.
- If it is decided to use an outside agency or person to work with the young people in preparation for their involvement in recruitment and selection the agency should find out what organisational guidance exists already in terms of **working with external visitors** and follow it.

Keeping safe is also about being well prepared for the task in hand. We have detailed earlier in our FAQ section the importance of **training** for participants. It would also be useful to have young people set **rules for their behaviour** when involved in the recruitment process, be clear with young people on the **limits of their role** (for example they should know that applicants for the job should not contact them directly) and ensure they know which member of staff they should seek help from if required.

As an agency you can emphasise your commitment to child protection by giving clear statements about it in any information sent to potential applicants. You can talk about your commitment to child protection in any input to candidates at interview. This should include a question in the interview about the candidate's knowledge of child protection and how they would deal with situations where a child may be at risk. In written and verbal information for candidates you can put your commitment to child protection in the broader context of the ethos or culture of your organisation and your commitment to the rights of the child. You can also ensure that in taking up references that you specify your commitment to child protection. You may ask the referee if as an organisation committed to the welfare of children they know of any reason at all to be concerned about the applicant being in contact with children and young people. We would also suggest that written references are followed up with a telephone call.

Disclosure checks enable an agency to gain information on the background of individuals who may wish to work, either paid or unpaid, with children and young people.

There are two routes into doing disclosure checks.

- **Disclosure Scotland** is a service designed to enhance public safety by providing potential employers and the voluntary sector with criminal history information on individuals applying for posts. Disclosure Scotland issues certificates - known as "Disclosures" - which give details of an individual's criminal convictions or state that they have none. Full information on disclosure checks and the requirements on organisations and individuals can be found on www.disclosurescotland.co.uk

- **The Central Registered Body in Scotland (CRBS)** was established by the Scottish Executive to provide free Disclosures for volunteers in the voluntary sector working with children, young people and vulnerable adults. The **CRBS** is a service operated by **Volunteer Development Scotland** and is the only source of free disclosures for volunteers in the voluntary sector in Scotland. More information at <http://www.crbs.org.uk/index.asp>

To clarify what disclosure checking means here are a few paragraphs of explanation. Please do check this area out further if you have questions.

- **Basic disclosures** provide details of unspent convictions.
- **Standard disclosures** provide details of centrally held records of spent and unspent convictions; this level of check is suitable for those involved in regular contact with children and vulnerable adults.
- **Enhanced disclosures** contain spent and unspent conviction information and any further information Chief Constables may hold which they feel is relevant to the job or voluntary work. This level of check is suitable for those involved in regular contact and sole supervision of children and vulnerable adults.

Adults with a criminal record: Disclosure checks are one measure to enable organisations to prevent unsuitable adults from gaining contact with children and young people, through which these adults may establish a position of trust they later use to abuse or exploit a child. It is not intended to prevent adults with a criminal record of any kind from working with children – disclosure checking presents information and you must then judge whether this makes the applicant an 'unsuitable' adult. People with a criminal record are also affected by the Rehabilitation of Offenders Act (1974) which enables criminal convictions to become 'spent' or ignored after a 'rehabilitation period' After this period, with certain exceptions, an ex-offender is not normally obliged to mention their conviction when applying for a job. There are some jobs in which people are expected to declare their convictions, even if they are spent. This can include jobs where duties involve work with children, young people or vulnerable adults. Application forms for posts which are excepted from the Act should make this clear. If in doubt about whether or not a post is excepted advice can be sought from the Personnel or Human Resources department of a partner agency, such as your Local Authority or NHS Board, or from Apex.

- **Partnership working between agencies:** Local authorities and other organisations may decide that a disclosure check carried out for an individual's involvement in one service is sufficient to enable their involvement in other activities, provided the check is at the appropriate level. For example, a part time youth worker in your area (who has undergone appropriate checking) may take up further part-time hours in your agency without undergoing an additional check. However, it is worth remembering that disclosure checks provide information that was accurate on the date that they were issued by Disclosure Scotland.

- **Length of checking process:** Disclosure Scotland is committed to produce most Standard and Enhanced disclosures within 10 days and Basic disclosures within 6 weeks.

So when it comes to employing someone in a paid or unpaid capacity who should be checked? It is for the agency to decide on which adults are regarded as having regular and substantial access to children, for which a disclosure check would be required. Advice can be sought from either Disclosure Scotland or The Central Registered Body in Scotland (CRBS).

Finally, every member of staff should know who their named child protection contact person is and how they can be contacted. Every member of staff should also know what to do if a child protection issue arises. This should be covered in any induction programme and returned to regularly as required in ongoing training or continuing professional development programmes. This person with responsibility for child protection within your agency should be contacted before embarking on a recruitment and selection process if the agency is at all unclear or unsure about responsibilities relating to child protection in the context of this work.

The safety of children and young people is a shared responsibility. Initially it may seem daunting, but it is clear that the protection of children and young people works best when staff think about it in common sense ways which ensure that young people's experiences of the recruitment and selection process are both safe and satisfying.

More information: YouthLink Scotland supports the work of youth workers and youth work agencies across Scotland. They have information about child protection online at <http://www.youthlink.co.uk/childprotection>

3. Developing Policy

To integrate a commitment to children and young people's participation in your agency, which might include their involvement in staff recruitment and selection, you may want to consider developing and adopting a policy on young people's participation. This information will help you think through some aspects of policy development. Edinburgh Young Carers Project (EYCP) developed their own policy. This is how they described it to us in our case study interview:

"It's standard practice – there is a written policy. I suppose it's kind of developed over history. We went through a process of working with a group of young carers from our young carer's forum and with the board and with staff to actually formalise the process that we used. The process was actually very good and obviously the principles were there but hadn't been formalised or written anywhere. It was a matter of basically exploring and writing down and developing good practice from what had already been developed... it forms a significant part of the recruitment process for all posts."
Rob, Manager, Edinburgh Young Carers Project

Firstly, some general points about policy:

What is a policy? A policy is a plan of action that has been deliberately chosen. It guides or influences future decisions. By stating principles and rules a policy guides actions. A policy statement indicates the degree of an agency's commitment to an issue. A written policy about young people's participation (which would include their involvement in the recruitment and selection process, or be one which specifically deals with it) helps promote an effective approach. Such a policy should reflect the special needs of an organisation and should be regularly reviewed and updated.

What makes a policy statement effective?

To be effective, a policy must:

- involve management, staff and service users in the preparation of the policy
- be seen as consistent with the purpose and ethos of the organisation
- be relevant to organisation's real needs, not adopted from another agency
- be accepted as equal in importance to other policy objectives.

The policy statement should provide a clear indication of the agency's objectives and plans for young people's participation.

The policy statement should cover:

- senior management's commitment to young people's participation
- the intention to treat the commitments made to young people's participation as a minimum standard rather than maximum
- responsibility of all personnel in terms of supporting young people's participation
- accountability of all levels of management for ensuring young people's participation happens
- the importance of consultation and co-operation between management and staff and young people for effective implementation of policy
- a commitment to regular reviews of the policy and to monitor its effectiveness
- a commitment to provide adequate resources to make young people's participation a reality.

No matter how well written, a policy is no more than empty words if a plan does not exist to put the policy into effect throughout the organisation.

Who should write the policy? The best policies are specific to an agency and not borrowed from or written by outsiders. A manager may delegate the preparation of a policy to a staff member. However a written policy statement is a pledge to employees and service users and therefore the employer is mainly responsible for content. The policy should be dated and signed by the senior manager in the agency.

Who has responsibilities under the policy?

Responsibility should be extended throughout the organisation to ensure policy objectives will become integrated into all activities. For example, a policy could specify:

- individual responsibilities
- legal responsibilities
- how people are accountable
- promotion and awareness raising about young people's participation
- education and training needs.

How can the policy be incorporated into regular duties and actions?

Part of a successful policy is ensuring that all adults and young people are aware of it. If the plan for implementing the policy is a good one, people will be reminded in their day-to-day activities, in meetings, and during induction and training.

A responsibility to adhere to the policy may be part of the employees' job descriptions. Each employee, on commencing employment, may be given a copy of the policy and informed that it is a condition of employment to follow the policy.

The important thing about making a policy on young people's participation work, whether it is about recruitment and selection or is broader, is to have a plan and to follow through on it.

notes



A large area with horizontal dotted lines for taking notes.

speaking from experience

This section of the recruitment pack is based on practical experience from organisations and young people from across Scotland.

The following case studies are examples of how staff and young people have worked together in various stages of the recruitment and selection process.

- 1. The Corner, Dundee 48
- 2. Edinburgh Young Carers Project (EYCP) 50
- 3. Fife Children’s Rights Service 52
- 4. Moray Youth Action 54
- 5. Save the Children 56
- 6. Scotland’s Commissioner for Children and Young People 58
- 7. Skye & Lochalsh Youth Forum 60
- 8. Youth Issues Unit, Dumfries 62
- 9. Involving Children and Young People in Schools 64
- 10. Advice to Young People from Young People 65

“ Seeing the way other people do it, getting different ideas. I think it’s always useful if there’s a way we can improve what we are doing. ”

Rob,
 Manager,
 Edinburgh Young
 Carers Project

The Corner-Dundee

Panel of young people

£10 voucher

Young people who know the job

The Corner is based in the centre of Dundee and offers a wide range of services to young people aged 11 - 25 through the "Drop-In" centre and outreach work in local communities.

Services are all free, informal and confidential and include a full range of contraception and pregnancy testing services, 1:1 support and information on a wide range of topics including drugs, housing and training.

From the onset young people have played a consistent role in advising management when recruiting for staff who have a frontline role with young people. Young people aged between 12 and 18 have been involved in recruiting all staff except clerical.



The Corner feels that it's important to involve young people who have direct experience of the services The Corner offers. If they are recruiting a nurse they like to involve young people who have used the health services.

Involving young people

"Everything you have been saying or have written down people are looking at... it makes you feel a lot better that you're actually getting your views put in to something." Ethan, Age 14

"Young people find out a lot about behind the scenes and how an organisation runs and I must admit that as a manager it's fairly rare for me to do face to face youth work and I enjoy it." Pete, Manager

What did we do?

Preparation

Before the interviews the young people came together and ate lots of pizza! Workers began by explaining what they were asking young people to be involved in and what was expected of them. They discussed the job, the type of person they were looking for, the questions they would ask and how they would assess the candidates.

The group felt that they had enough time to go over the dos and don'ts but, as they hadn't met some of the other young people before, would have liked more of a chance to have got to know them.

In the past some young people have had recruitment and selection training from the local authority. They felt that this helped them understand the recruitment process better but it took up a lot of their time.

Young people's panel

Young people felt confident in being able to advise the adult panel on a candidate's ability to relate to young people. They feel strongly that young people should have their own separate panel. Because workers have experienced the job the young people think that staff are in the best position to judge candidates on how well they would do the more intricate parts of the job.

However they did feel that if given enough support and if the young person was committed enough they would be able to be involved in a panel with adults.

Interview day

The interviews were held in the evening in a room where young people normally meet. They felt that it was important to have the interviews on a week day night rather than have to miss school or give up their weekend.

In one recent set of interviews the candidates for both jobs came at the same time. Everyone introduced themselves and then split into two groups depending on which job they had applied for. Three young people and a worker were in each group.

Candidates were asked to pick a scenario from a box and answer it as honestly as possible. Each candidate had a different scenario. These included

- if a girl came and told you they were pregnant what would you do?
- if a young person told you they felt suicidal how would you react?

The young people were assessing the candidates on how well they answered the questions and how the panel thought the candidates would relate to young people. They felt that using the scenarios gave them an idea of how approachable the candidates would be and if they had experience of young people's issues and lifestyles.

Making a decision

After the interviews the young people came together and spoke about each candidate in turn. Taking into account their responses and how they communicated with young people each of the groups made a decision. Notes were taken by the recruiting manager who took them and the young people's assessment sheets to the adult panel. The information was used to influence the decision the next day at the formal interviews.

Feedback

Some of the young people found out who got the job by telephone, by letter or by going to the health project. Young people felt that anyone who is involved in the interviews should get to know who the job is offered to and if they accept it.

Payment

Each young person who took part in the interviews received a £10 gift voucher. The group saw this as a bonus and were certain that they would get involved even if they didn't receive a voucher. They felt strongly that it was a voluntary activity and that young people shouldn't expect payment all the time.

"I don't want to be paid for it. At the end of the day it is giving me experience, it is building up my career and CV and at the end of the day it is developing me in to the person and future that I want." Simon, Age 17



Speaking from experience

Young people gaining experience from being involved.

"I think there's a huge untapped opportunity for involving young people in interviews who are currently looking for jobs and work. They can learn more about the process... tie it into their own situation...and use it to get jobs." Pete, Manager

Preparing the candidates

"In these kinds of interviews it is good if candidates know roughly what you are going to be doing. They are told that it's a couple of young people who are doing it as well as adults, so that they are prepared and its not... a really nervous atmosphere for anyone." Carly, Age 18

Thanks to Carly, Ethan, Gordon, Manjeet, Pete, Ryan, Simon, Stacey, Stephen.

Edinburgh Young Carers Project

Young people's panel

Pizza and a trip

Policy on involving young people

Edinburgh Young Carer's Project (EYCP) is a voluntary organisation working with and on behalf of young carers throughout the City of Edinburgh area. The project aims to improve the lives of young carers by providing emotional and practical support. EYCP helps young carers and their families by providing individual support, information and by campaigning on behalf of young carers locally and nationally.

The Project also supports a young carer's forum made up of 19 young people from 12 to 21 years of age. Young people have a say on and take action on what's important to them. The forum recently wrote, directed, filmed and starred in a video on a day in the life of a young carer 'Taking no More'. They made the video following a discussion about how they could effectively raise awareness and bring the issues that many young carers face to a wider audience. They have taken it to the Scottish Parliament and have won three awards for their work.

Young carers are involved in recruiting all posts at the project. This case study focuses on the experience of 5 young people between the age of 14 to 16 who were involved in recruiting a 16+ Development Officer and Sessional Workers.

Involving young people

"People that the adults might bring in, young people might actually end up not liking them at all. That would be pretty useless because the young people wouldn't be able to relate to the person." Ryan, Age 16

"We don't see this as an add on. This is an absolutely crucial part of the way we work... it says something about what your commitments are as an organisation and it also has an effect on who you recruit." Rob, Manager

What did we do?

Policy

Edinburgh Young Carers Project has adopted a process for the recruitment of staff that involves young carers. The written policy outlines the process that is followed when a vacancy arises and how staff and young people work together. This includes instruction and direction on shortlisting, interviews and scoring. It also outlines the roles of the panels, how information about candidates will be shared and how a decision will be made. The written policy has ensured that there is consistency within the organisation.

Preparation

The young people met with the project manager the week before the interviews. They came up with a list of questions and then voted on the ones they liked the best. The group also discussed how they wanted the room to be set out and how they should act in the interviews e.g. be friendly, look at the candidates and don't laugh.

Before the interviews the young people were told the candidates' names. The young people didn't feel that they needed to see the application forms as they thought this might alter their decision.

Interview day

The interviews were held in the project. The young people felt this was important, as it was somewhere they were comfortable with and gave the candidates a chance to see where they would work. The interviews were held after school. Again this was important as some young people were taking exams.

The young carers' panel wanted to make the candidates feel welcome. Two of the young people greeted the candidates at the entrance of the building and took them to the office. This made the candidates feel at ease. The young people wanted to give the candidates a good impression and felt proud showing them where they meet.

Each candidate had an interview with 4 young people. This lasted 15 minutes. In all posts at EYCP young people could potentially be sharing information with them about their personal lives. The panel were looking for someone they could trust, was easy to talk to and understood what concerns them. Candidates were asked what experience they had of working with young people and what they would do if a young carer told them something confidential. In interviews for some posts the candidates were asked to give a presentation.

The young people sometimes felt that 15 minutes wasn't long enough.

"We didn't have enough time to talk in fifteen minutes, some people could have talked for ages and had more to say, others didn't say much but after 15 minutes we had to say you need to go away now to keep it all fair." Claire, Age 15 and Emma-Louise, Age 15

They also felt that toilet and juice breaks need to be fitted in between candidates. When they were thirsty or needed a break they found it hard to concentrate.

Rating the candidates' answers

During the interviews the young carers' panel took notes and scored the candidates from one to ten. Some of the young people found it difficult to score between one and ten. They found the range too big and would have preferred a bad, fair and good.

Making a decision

The project manager and the young carers' panel met together after the young people's interviews. The adult panel had two thirds of the score and the young carers' panel one third. The young people's scores were put up on a flipchart first. This avoided the adult panel influencing the young people's scores. By totalling up the scores of both panels the young people knew that night who the job would be offered to.

The young people were clear that they were judging the candidates on what they told them in the interview and how that relates to the criteria.

"If a person didn't get the job it would be because we didn't feel comfortable with them and not because of their clothes or anything. It was just because we felt we couldn't talk to them and because the answers weren't what we wanted." Raghad, Age 16

Evaluation

After all the interviews the project manager met with the young carers' panel to get feedback. This enabled them to address any issues or questions that arose out of the process, adapt their approach and improve their standards.

Speaking from experience

Having a written policy

"I felt it was best to standardise practice and get a policy written on it so everyone was clear. We went through a process of working with a group of young carers and with the board and with staff to actually formalise the process that was used. It forms a significant part of the recruitment process for all posts." Rob, Manager

Candidates asking young people questions

"I would like them to ask us questions, they did get a chance to ask us questions but it was only one. They'll get to know us by asking questions before they start the job." Talli, Age 16

Thanks to Claire, Emma-Louise, Raghad, Rob, Ryan, Talli.

Fife Children's Rights Service

Children and young people's panel

£10 voucher

Children and young people with disabilities

Fife Council commissions Barnardo's in Scotland to provide an independent children's rights service. The Service works with groups of vulnerable children and young people prioritised within the Fife children's services planning process.

Children and young people have been involved in the recruitment of staff for operational and strategic posts, for example, Children's Services Manager, Children's Rights Officers (CRO) and Change Co-ordinators. Recently Community Services, Health and Social Work have been involved in the recruitment of an under 12's CRO with young people from the Service and plan to extend the involvement of young people in recruitment within their services. The involvement of young people in staff recruitment is already well developed within the residential side of Social Work Services in Fife.



This case study focuses on the experiences of 6 young people, from 6 to 16 years of age, who were involved in the recruitment of a CRO. Around half of the young people have a disability or special need. The young people are users of the service and friends and siblings of users.

Involving young people

"I felt it was important that children have a say about who works with them. People can act differently if it's children or adults who they are speaking to". Grace, Age 12

"I think one of the main criteria of employing someone to work with children is that they have a genuine interest in children and young people. They (children and young people) have got ways of establishing that that I don't have." Peter, Service Manager

What did we do?

Preparation

The young people met with the Service Manager and a CRO. They discussed what the interviews would involve and the difference between open and closed questions. The young people then thought of appropriate questions to ask the candidates.

The young people felt that the preparation helped them not to feel too nervous. As they got used to being involved they said that it got easier. John (age 14), said he felt nervous to start with, but some chocolate helped his nerves!

The Service Manager emphasised that he sees the role of adults as one of safeguarding the process, whilst allowing young people to have ownership over their involvement. In line with this he feels it is important that young people are allowed to make decisions about what questions are asked, the set up of the room and whether the interviews are formal or informal.

Interview day

The interviews for the CRO's post took place at the Children's Rights Service in Kirkcaldy. They took place after school and finished by 9pm. The young people involved thought this was late, but not too late. Three people were interviewed.

A CRO was in the room to support the young people but was not involved in the interview itself. This person was not involved in giving personal feedback or in the adult interview. The young people each asked a question and then marked the candidate's responses as good, okay or bad on a recording sheet.

Questions included: What do you like? What's your favourite TV programme? What comics do you read? What music do you like? Why do you want to do the job? What interests you most about the job? What work have you done with young people in the past? The young people highlighted good eye contact and communication as key when candidates were responding.

"They just came in and sat at the table. It wasn't one of the really long ones where you can't see to the other end. It was like a square small one, so you didn't have to shout. And it was somewhere that was comfortable, it had pictures on the wall, and a carpet and a plant." Lessa, Age 16

Making a decision

Candidates had an interview with a second panel including the Service Manager and Service Stakeholders. The young people met with the members of the second interview panel after the interviews. The combined group of adults and young people made the decision that evening. The young people were able to provide information on how well candidates related to them, appropriate language, wider communication skills and genuine interest and knowledge about young people's lives and issues. The Service Manager later phoned the young people to tell them that the person had accepted the post.

"We all had our chairs, like in a wee circle and everything and he came round in a wee circle and he told us to tell them about the things that we had ticked down, like if they were good, okay or bad, and what we liked about them." Amy, Age 6

Feedback

The young people provided comments as part of the feedback to the candidates. Candidates found this feedback particularly helpful.

Evaluation

Workers from the service planned to meet with the young people afterwards to discuss their involvement, what had gone well, and what could be done to improve practice when recruiting staff again.

Speaking from experience

Involving children of different ages.

"The best person to establish somebody's ability to relate to an 8 year old is an 8 year old. The last post we employed for the focus on the work was with under 12s. For that post two of the people were under 12." Peter, Service Manager



Involving children and young people with learning needs and disabilities.

"I think why people don't tend to involve people with learning needs and disabilities is that there is a fear factor around that, that they will come across issues that they can't handle. I have found that parents and carers are extremely supportive." Peter, Service Manager



Thanks to Amy, Craig, Grace, J. Man, Natasha, Lessa, Mark, Peter, Sally.

Moray Youth Action

Young people's panel

£10 gift voucher

Support from key workers

Moray Youth Action (MYA) is based in Elgin and provides a service throughout Moray. It works in partnership with other agencies to provide local services that are pro-active and enable young people to have their needs met within their own community. It works with young people from 9 to 25 years of age. Services include specialist education programmes and intensive housing support. It is part of Aberlour Child Care Trust.



This case study focuses on the experiences of 5 young people, aged 16 to 20, who have taken part in the recruitment of Project Workers and the Assistant Manager at MYA.

Involving young people

"We very much listen to what they (the young people) are saying because we find that they are tuned in when it comes to the kind of staff we are looking for." Laura, Manager

"I thought it would be a different experience to get involved in this to see what it was like to begin with and to see how much input we had and if it did actually make any odds or if it was just an extra bit they put in. But it did seem to, they seemed to listen to us, so I think it did make a difference and that was the reason I wanted to do it." Brian, Age 18

"It was really good because you walked away knowing that the young people had also chosen you for that job." Nikki, Project Worker

What did we do?

Preparation

Key workers asked young people if they would like to take part and had an initial discussion about what this would involve. Young people highlighted that they valued this and found it supportive. The young people then met to decide on the questions to ask. These were written up on a sheet and the young people decided who would ask which question.

Interview day

The interviews were held at MYA. The questions asked at the Project Worker interviews related to why the person wanted the job, why they thought they would be good at it, their experience, and their qualities.

"You would have to be able to talk to a project worker properly so we asked questions to get to know them." Billy, Age 20

Candidates were also asked about different situations and how they would deal with them. Two examples of scenarios are:

- If a young person came to you at MYA and told you they were pregnant, how would you deal with this situation?
- If a young person came to MYA under the influence of alcohol, how would you deal with this?

Young people highlighted that it was important that candidates gave a reasoned and well thought out response to the situation that respected the rights of young people.



The young people decided on the scenarios and other questions as a group. They recorded their responses on a sheet and gave each person a rating from 1 to 10. This information was then discussed with the interview panel of staff from MYA. Each candidate also took part in a written exercise and a formal interview. Group support was important to the young people who took part.

The young people understood that it was the role of the interview panel to assess previous experience and other relevant issues. They saw this as different from their role which was about how candidates would work with young people in different situations. The room and conduct of the interview was informal which they thought was important.

Making a decision

The staff panel made the decision taking into account the information from the 3 parts of the interview. The young people involved thought that this was appropriate as the staff panel had access to the information gained from all parts of the process. The young people felt that they had been listened to and that their involvement was worthwhile.

Speaking from experience

Interviewing for posts where the person will have less direct contact with children and young people.

"When it came to the Assistant Manager (the young people) were looking at what kinds of supports would you provide for their worker. They certainly had it pitched at the right level." Laura, Manager

"I think it is important because it gives us insight into who we are going to have as a Manager and it is always them who oversees the key workers and (how they work with) young people." Brian, Age 18

Thanks to Avril, Billy, Brian, Diane, Nicola, Nikki, Laura, Liz, Paula.

Save the Children

Young people's panel

£10 voucher and a trip

Preparation activities

Save the Children is a UK international children's charity which works in over 50 countries worldwide to promote and protect children's rights. They have been working within Scotland for over 40 years to improve the lives of children and young people, especially the most vulnerable. Save the Children works together with a wide range of partners, crucially with children and young people themselves.

This case study focuses on the experiences of 5 young people who were involved in recruiting the Scotland Programme Director. The young people were from Save the Children projects for young Gypsy Travellers and young refugees and asylum seekers. They were between 12 and 18 years of age.

Involving young people

"I just thought that the young people should have a say, just like the older people."

Andria, Age 13

"The best bit was actually meeting the people. I felt a little bit nervous about choosing the right person, it was a big responsibility but I felt like I had power to choose who best suited what we were looking for." Mohamed, Age 18

"I would say it has added hugely to the process for getting to good decisions."

Colette, UK Regional Director

What did we do?

Selecting young people

Due to the nature and scope of the Director's post it was important to ensure that the young people involved in the recruitment knew the organisation well. The young people felt that it was useful that they were brought together from two projects. They felt that they had different ideas and knowledge of the diversity of the young people involved in Save the Children.

Preparation

Right Connection Scotland (RCS) is an initiative which aims to involve young people in Save the Children's decision making. Young people met with the RCS Co-ordinator to prepare for the interviews. They did this through discussion and using activities to explore the skills, experience and knowledge the person would need. Equal opportunities, including relevant legislation, and confidentiality were also discussed. They then developed questions based on the job description by using the Head, heart & hands activity (Page 78).

"We did these games, we had a face of someone famous and we had to see what he would need, the skills and that, and that helped us to think what we would need for our job. It was really helpful." Mhairi, Age 16

Other young people also had the opportunity to contribute questions at a workshop at 'It's Up to You' (a Save the Children event for young people).

After the planning session the young people went on a trip to the Big Wheel and the Christmas market in Princes Street in Edinburgh. This helped the young people to get to know one another. The young people who took part in the recruitment have kept in contact since.

Interview day

On the evening of the interviews the candidates met with the RCS Co-ordinator. She informed the candidates that the interview would involve a panel of 5 young people and they would have 20 minutes to answer 8 questions. The RCS Co-ordinator sat in the room. It was explained to candidates that her role would be to take objective notes of what was said for the young people to refer to if necessary after the interviews.

Each young person chose the questions they would ask. They thought this was important so that they fully understood the question and were able to gauge the appropriateness of the answers. Examples of questions are

- What's the most exciting thing you have done with a group of young people?
- You have £20,000 and two projects. How do you decide which project to give the money to?



The young people had a sheet which they scored each candidate on and wrote any extra notes. Young people initially scored each candidate from 1 to 5. In a second round of interviews they decided to use the criteria *met*, *not met* and *partially met* as these were the same as the formal panel used. They found that this made it easier to give feedback.

Making a decision

There were 3 panels:

1. The Save the Children UK Regional Director, the Head of Save the Children's Scottish Council and a representative from the Human Resources Department.
2. Young people.
3. Staff members from the Scotland Programme.

The young people fed back to the first panel what they liked about each candidate, any concerns which they had and any questions which they thought the panel should follow up. A similar process was followed with the staff panel. Candidates then took part in an interview with the first panel which included further questioning about issues that young people had raised. The first panel made the final decision. The young people were informed about the decision by telephone.

"The feedback we got from the young people's panel was of the highest quality and I think really got to the nub of both positives and negatives for each candidate."

Colette, UK Regional Director

Evaluation

Save the Children carried out an evaluation of young people's involvement. This was done through discussion and a questionnaire. As a result of their feedback the way the young people's panel score candidates and record information has been changed.

Speaking from experience

Activities to help young people prepare for their involvement.

"We wouldn't put an adult in the position of recruiting a member of staff without proper training. Also, most adults, or most staff will have an idea of how the recruitment process works, because they will have been for interviews, or they will have been involved in interviewing. Preparing and training young people is crucial in terms of young people having a really worthwhile, positive experience." Sharon, RCS Co-ordinator



Thanks to Andria, Colette, Mhairi, Mohamed, Sharon, Shenaz.

Scotland's Commissioner for Children and Young People

Children's panel

Daily fee or gift voucher

Younger children

SCCYP was established by an Act of Parliament in 2003. Kathleen Marshall, the first Commissioner, is charged with promoting and safeguarding the rights of children and young people in Scotland, aged between 0 – 18 and up to 21 if they are in care.

In the last year, 14 new staff have been appointed. All of the posts, with the exception of one, have had children and young people involved in the selection process. Their level of involvement has been proportionate to the level of contact with young people the post carries. For example all of the Participation Team underwent two interviews. The first was with a panel of children. The second was with a more formal panel involving management staff and older young people. All young people involved in the formal panel received training and a daily participation fee of £50.

This case study focuses on the experience of the children's panel. Six children from South Ayrshire, aged 10 to 11, were involved in selecting two young people for the post of Participation Worker.

The interviews were held over two days at Dynamic Earth in Edinburgh. The children loved travelling by train and staying in a 4 star hotel. Having staff support from South Ayrshire and allocating adequate resources was crucial in ensuring children could participate.

Involving young people

"We actually have a recruitment consultant so they (the children) are learning sort of good practices in terms of recruitment, but it's also sending out a positive message both to the candidates, the young people involved and the wider general public." Stephen, Head of Participation

"I liked getting the chance to interview people instead of the adults always interviewing people. It's fun to get the children to interview people because we got to make up questions." Chloe, Age 11

What did we do?

Selecting children to be involved

The six children involved in the interview panel are members of the Children's Parliament from South Ayrshire. The Children's Parliament aims to provide meaningful opportunities for children aged 14 and under, to engage in local, national and democratic processes. The children had all worked together previously which made for a positive group dynamic.

The children were elected to the parliament by their peers and teachers. The children felt that they were picked because they were mature and responsible and know what children need.

Preparation

The Children's Parliament worked in partnership with SCCYP to define a process that would work and managed the preparation of the children so they could take part.

The children, their teachers, the Children's Parliament and SCCYP staff met the day before the interviews to discuss what was going to happen. Everyone came up with questions they would like to ask. The children then voted on the ones they liked the best.

They also practised where they were going to sit and who was going to ask each question. The children felt this prepared them and helped them feel more confident.

"When the second one (candidate) came in we were to forget about the first one and forget about every single one...and just concentrate on the one we were interviewing."

Louise, Age 10



Interview day

The interviews were held over two days. Each interview lasted 45 minutes; 30 minutes for the candidate, and 15 minutes for the group to talk and prepare for the next person. 12 people were interviewed, 6 each day. The children found the day tiring but enjoyable. Having a break for a drink after every second candidate helped them refocus.

Each day one of the children took the role of the chair. They felt this role was crucial in ensuring that the candidates felt at ease.

"They (the Chair) stood up and said welcome, thanks for coming and then introduced themselves... Then the Chairperson said do you want any water and then we began." Jason, Age 11

Candidates then had 10 minutes to do a short presentation followed by an engaging exercise. The children enjoyed the presentations but found that because a lot of people chose a similar topic it became a bit repetitive.

Each child then asked a question. These included what makes you laugh? What sort of skills would you bring to the SCCYP office? And why do you think there needs to be a Children's Commissioner in Scotland?

During the interview the children marked the candidate's responses with a happy, sad or confused face sticker. The children scored the candidates on how well they communicated with them and how easy their answers were to understand.

"Some of them used really hard words that we hadn't even heard of and they kept rambling on about things that they hadn't explained and it was quite hard. It was a confused face if we didn't understand it." Ciara, Age 10 and Kathryn, Age 10

Making a decision

At the end of each day the children met with the adults. They totalled up their happy, sad and confused faces and using their comment sheets, spoke about each of the candidates. Each child then voted on who they liked the best. The children found this process fair. Their comments were used to make the final decision.

"Two candidates were close and it was the children's interview that swung it in one direction... it wasn't just a paper exercise." Vince, Community Development Worker

Speaking from experience

Benefits to managers

"There was recognition amongst managers and staff that children and young people's involvement added an invaluable dimension to the recruitment process. We hope to develop good practice guidelines that we can use for future recruitment and share with other organisations." Stephen, Head of Participation

Confidence building for children

"One of the mums said she can't believe the confidence it has given her (daughter)... although she is an able wee girl... she has really gained confidence... her mum said it's absolutely brilliant." Frank, Quality Improvement Office, South Ayrshire Council



Thanks to Chloe, Ciara, Cindy, Frank, Jason, Kathryn, Louise, Nan, Stephen, Vince.

Skye & Lochalsh Youth Forum

Combined young people and adult panel

Consultation with other young people

The Community Learning Service is part of the Education, Culture and Sport department in Highland Council. They provide youth development programmes, adult basic education, community development and Gaelic development services.

The Community Learning Officer (Youth) is responsible for 6 participation groups in Skye and Lochalsh. Young people are presently involved in seeking premises for a youth cafe, and campaigning for a local skate park. They are also working on securing funding for a multi sport all weather pitch, teenage play area, showers and changing rooms for a local football pitch and funding for a dedicated youth space next to a village hall.

One young person representing Skye and Lochalsh youth forum was involved in recruiting sessional workers for a streetwork project. He was on a panel with a Community Learning Officer and representative from Highland Council.

Involving young people

"I think the difference it made was knowing the person appointed had young person approval. That's the most important thing." Annie, Community Learning Officer

"The benefits for me were getting to know what an interview would be like. It has set me up for the future." Michael, Age 15

What did we do?

Job description

The Community Learning Officer and young person met to draft the job description. They were looking for someone who would:

- be non-judgmental about young people's behaviour
- where appropriate keep information confidential
- encourage young people to think about the services they would like to see in their community.

The young person then took the job description to young people in the youth forum and in his local youth club. Part of the post was about gathering information about young people's drug and alcohol use. Young people were mostly concerned with confidentiality and being judged on their behaviour. After consulting with other young people the job description was changed.

The worker said she noticed a difference between job descriptions she and colleagues had written, and ones where young people had an input. She felt that the priorities young people came up with differed from things workers might deem as important.

Preparation

Highland Council's recruitment and selection guidelines were used to prepare the young person to be involved. The panel discussed equal opportunities and the importance of asking the same questions in the same way to each of the candidates.

Both the worker and young person said that having a mock interview helped. They visited the room they were going to use, how it would be laid out and how the seats would be arranged. The panel then went through the whole process as if someone was there. The young person said that the interview was exactly what he expected.

Again the worker and young person came up with questions. These were then passed by the youth forum and youth club and changed. Questions included:

"We asked them questions and put them in real life scenarios that we would expect them to be able to deal with in the job... the questions were from our point of view and weren't just my thoughts." Michael, age 15

Shortlisting

Once applications were received the panel went through them and selected the candidates that met the person specification. This was done following Highland Council's procedures but in more 'youth friendly' language. Staff felt that it was easier to involve young people in shortlisting because of the small number of applicants.

Interview day

The interviews were held in the Area Education Office in the late afternoon, after school. In the interview the young person took the lead. He asked the questions that related to the job, experience and knowledge of issues. The two adult panel members asked questions about procedures.

"I enjoyed the interview and thought all the questions were relative and professional. Having a young person asking questions was new but the overall format was no different to other interviews in this field." Seonaid, candidate

Making a decision

The panel used the Council scoring system and compared the candidates to the criteria in the person specification. Candidates were marked "very experienced," "average" or "inexperienced."

Evaluation

After the interviews the panel met and discussed the process. The worker also spoke to the candidate who felt that it was good to have young people asking questions.

The panel and candidate also felt that having young people on the panel made candidates more aware that, although they are being employed by Highland Council, they are working for young people, and therefore an ability to relate to and communicate with young people is crucial.

Speaking from experience

Involving young people in rural communities

"At the end of the school day young people are all bused away to their own communities and geographically their own communities are very spread out so, having contact with young people out of school hours can be very difficult. This was the first time we involved young people in staff selection and it has been a very positive experience for everyone."

Annie, Community Learning Officer

Selecting the right candidate

"Young people should have a say in who is going to work with them. If you get the wrong worker it may have a detrimental effect on persuading young people to get involved with new or existing services." Seonaid, candidate

Thanks to Annie, Michael, Seonaid.



Youth Issues Unit, Dumfries

Combined young people and adult panel

Job description, person specification, advert, short-listing and interview

The Youth Issues Unit, Dumfries & Galloway Council, supports and encourages young people to influence policy development and service delivery. It works with young people from 12 to 25 years. Involving young people underpins all their work. Work includes developing a 'Smartcard' (entitlement card for young people), looking at innovative ways to involve young people in democracy through e-voting and text pilots, and building a library of resources and action research which can be accessed by young people and workers from a range of agencies and organisations.

Young people have been involved in the recruitment of all staff in the Youth Issues Unit since it was established and in the recruitment of the Children's Services Manager.

This case study focuses on the experiences of 6 young people aged 15 to 23. Three of the young people had recently been involved in the recruitment of a Youth Issues Worker and an Action Research Worker. Three young people were preparing to be involved in future posts.

Involving young people

"The short-listing and... how thorough they are... they do take it seriously...and they challenge your own preconceptions and your own practice. When you get to my age and stage you have done it so often and for so long that it is good to have someone say 'Why?'. I think that that simple question can really make a big difference." Ian, Youth Strategy Co-ordinator

"If I was involved in another interview I would insist that young people were involved for their insight and the forthright way that they ask you things." Irene, Youth Issues Worker

What did we do?

Preparation

Young people were involved in writing the job description, the person specification, the advert, short-listing and the interviews. Young people who have taken part before and those involved for the first time worked alongside each other. They highlighted that their experience gained from taking part in a range of activities, including the Youth Council and organising conferences had been useful.

Young people were provided with an information sheet on equal opportunities. They found this helpful in ensuring the questions they were asking were appropriate. For example, they asked a question about candidates' ability to work evenings and weekends as this was a requirement of the post but did not ask if a candidate had children and childcare implications.

Job description & person specification

Young people met to write the job description. They were supported by a Youth Issues Worker. To do this they:

- considered the remit of the post
- considered what skills and experience were necessary for the post
- broke this into essential and desirable criteria.

They emphasised the importance of the job description being professional in order to reflect the importance of the post. All young people from the Youth Issues Unit could take part in this process. They decided as a group who would take notes. They felt it was important that all members of the group were included and supported by the group. One young man who has dyslexia said that he had found he was better able to remember the questions he was to ask after he had discussed these fully with the other young people. He found this easier than reading them.

The advert

The young people wrote the advert. It consisted of a description of the job and contact details. This was done with a Youth Issues Worker and in conjunction with the Human Resources Department. The advert had the Council and the Youth Strategy Executive Group logos attached.

Short-listing

Young people met with staff to discuss the applications and to decide who would be interviewed. They methodically went through each of the categories and decided whether the response was a good answer and what they were looking for to fulfil the requirements of the post.

Interview day

The interviews were held in a Council Office (the venue depends on which area of Dumfries & Galloway the job is based and other locations are used occasionally). They were scheduled for the Friday evening and Saturday, which made it easier for young people to be involved. All young people were invited to take part if they wished. Interviews were held in two parts:

- For the first interview candidates were asked to make a presentation to a group of people which included stakeholders, staff, young people, a Councillor and the other candidates. Afterwards there was a buffet and time for an informal chat.
- The second part of the interview was on the following day and involved a panel of young people and staff meeting with the candidate for a more formal interview session.

Making a decision

The second panel took the information from the formal and the informal interviews and made a decision. All young people were informed of the outcome once the successful candidate had accepted the job. They were informed of this process beforehand.

"There have been differences of views of the strongest candidate, but you get that with four workers, so what do you do, you talk it through it and come to a conclusion."

Ian, Youth Strategy Co-ordinator

"I remember one person we interviewed didn't even speak to the young people, an adult was there and there were three other young people in the room, and they just constantly spoke to the adult and didn't even speak to the young people. We noticed it and marked it down (on the recording sheet). But it is their performance over the two interviews, the presentation (on the Friday evening) and the formal interview (on the Saturday) that is considered."

Tam, Age 19 and Andrew, Age 25

Payment

Young people did not receive payment or vouchers for their involvement. All their expenses were covered. They felt it was important that they were not paid. They highlighted that it was part of their voluntary commitments and they did not want it to be likened to their paid jobs.

Speaking from experience

"You just have to treat it with a lot of respect because at the end of the day, we all we come here voluntarily and give up our time and we are deciding someone's career." Chubby, Age 22

Thanks to Andrew, Chubby, David, Ian, Irene, Lyn, Mac, Margaret, Tam.

involving children and young people in schools

Children and young people have been involved in the recruitment of staff in a primary school. The young people wrote a person specification which was sent to the candidates.

"The person spec they did was absolutely superb. It had in the middle, our new teacher and all round it they had, we would like our new teacher to be – patient, up to date, to always arrive on time." Mairi, Head Teacher

They also wrote to the candidates and invited them to a tour of the school. Children had a discussion with the candidates before their interview. Based on this they provided feedback to the interview panel about their preferred candidates. The interview panel offered the job based on the candidate's interview and feedback from the children.

The importance of ensuring that is part of a wider programme of participation within the school was highlighted.

"I think you build it in through your teaching and through the work you do in participation and citizenship, you build up to it. I think bringing the parents on board, via the School Board, letting parents know what you are doing ... And you have got to get the staff on board as well, that is vital." Mairi, Primary School Head Teacher

A secondary school teacher highlighted the benefits for young people of being involved in recruitment in secondary schools.

"As a professional who works with young people I would have been thrilled to have been part of a selection process that involved young people. The benefits for any young people afforded the opportunity to learn and use the skills identified in this pack would be almost priceless... they would understand and so not fear the interview process." Paul, Secondary School Teacher

Teachers who were involved in supporting children to participate in the recruitment for posts at Scotland's Commissioner for Children and Young People found it an extremely positive experience and were interested in looking at how this could be applied within education settings.

"... the things the children picked up on were really quite astute and they were looking at these people thinking could we actually work with them, could they come in and talk to them..." Nan, Primary School Teacher

"I loved walking in to that room and the children were really leading it all and I suppose the other people were really just facilitating it but they had taken ownership of the whole process and were incredibly well briefed." Cindy, Primary School Teacher

advice to young people from young people

The children and young people who contributed to the case studies were asked to write letters of advice to other young people.

This is what they said...

"The first thing and most important thing is everything will be ok. You will be asking the person questions which I would advise that will be organised in advance. Also prepare the answer you would like to receive. Also be smiling and friendly towards the interviewee and remember you will be fine."

Talli, Age 16, Edinburgh Young Carers Project

"Don't worry, just go for it. It's one of the best things I have ever done. Don't be nervous, everyone is so helpful." Shenaz, Age 18, Save the Children

"The signs you're looking for in a good worker are getting listened to, eye contact, good body language, and them speaking directly to you."

Grace, Age 12, Fife Children's Rights Service

"I think that you should make sure they listen to what you say... the best people are ones with experience." J. Man, Age 14, Fife Children's Rights Service

"You can expect to have to ask questions to people you have never met and it may be quite scary the first time but confidence will grow. Getting involved with interviews will help you when you're older getting a job because you will know what they are looking for." Stacey, Age 15, The Corner, Dundee

"It is fun and provides you with valuable experience. It also leads to other opportunities. It takes a little time but the rewards are well worth it." Ryan, Age 15, The Corner, Dundee

"Remain calm and open minded." Simon, Age 17, The Corner, Dundee

"... you should meet with other young people and share your worries to see if they could help. In the interview I wouldn't worry either as you'll have support and your interview panel can meet beforehand to go over procedures."

No name, Youth Issues Unit, Dumfries

"You should not be worried. Being on an interview panel is great fun. Everyone is very nice and will talk about everything you have to do. You will make new friends as well!"

Kathryn, Age 10, Scotland's Commissioner for Children and Young People

“ I love training packs and I love activities! I think the things that are difficult to explain to young people are the policies organisations have to have in place like equal opps. These are sort of dry parts of the interview procedures but these are the sorts of issues where good activities can help. ”

Annie,
Community
Learning Officer,
Skye

activities

This section of the recruitment pack includes activities that have been tried and tested by Save the Children. They will help you support and enable children and young people to be involved in the recruitment process.

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beanie



10 minutes



5+



materials required: 4 bean bags, sticky labels, pens

why we do it

To enable everyone to get to know each other's names in a fun, energetic way.

preparation

Make sure everyone is wearing a sticky label with his or her name on it.

how we do it

1. Ask participants to form a circle. Go around the circle and ask everyone to shout out their name.
2. The group leader throws the bean bag to someone in the circle. As they do so they shout that person's name.
3. That person then throws the bean bag to someone else, again shouting the name of the person they are throwing it to.
4. Continue until everyone has thrown the bean bag to someone who hasn't had it before. The last person throws it back to the leader.
5. Repeat the pattern again with everyone throwing and receiving the bean bag from the same person as before.
6. Practise the pattern a few times until everyone is comfortable with it.
7. When it's going smoothly introduce another bean bag to the pattern and then another and another until all the bean bags are being thrown around at once.

why we like it

"This game is brilliant! It really made me laugh!"

"I really liked this one because I started to remember people's names."

hints and tips

- If you don't have bean bags use anything that's easy to throw and catch.
- Make sure the bean bag is thrown *to* people and not *at* them.
- To make it more fun agree that you can only throw and catch the bean bag with your left hand!
- Set yourself a target and see how many bean bags the group can have in the air at once.

number swop



20 minutes



worksheet



12+



materials required: flipchart paper, markers, music

why we do it

To get to know each other's names and exchange personal information.

preparation

Note: This activity is meant for a minimum of 12 participants.

- Copy worksheet 1 on page 104. Cut out the number cards.
- Create 4 flipcharts. Number the flipcharts 1 to 4 and write a question on each e.g. the last film you saw, your favourite food, why you are here, etc.
- Hang the flipcharts around the room.

how to do it

1. Give each participant a numbered card.
2. Explain that when the music starts, everyone should move around and continuously swop numbers.
3. When the music stops, each participant moves to the flipchart with their number on it and discusses the question. Allow 2 or 3 minutes for this.
4. Play the music again. Participants start moving and swopping numbers. When the music stops they move to a new flipchart.
5. Continue for as long as you have time.

hints and tips

- Use pictures rather than words on the flipcharts to explain what participants talk about.
- If you have a larger group increase the number of flipcharts and number cards.

I'm unique



20 minutes



any size



materials required: flipchart paper, markers

why we do it

A quick activity to get to know each other. It can also be used as an introductory activity about stereotyping and making assumptions.

how to do it

1. Divide participants into small groups of 2 or 3.
2. Give each group flipchart paper and markers.
3. Ask the groups to draw a big circle on the paper. In the circle, ask participants to write two or three things that they have in common (e.g. being 15, wearing jeans, etc).
4. Next ask each member of the group to write one thing outside the circle that is unique about them (e.g. hates pizza, has been to Australia, speaks Finnish, etc). No-one should write their name down anywhere on the flipchart.
5. Bring all participants back together. Ask each group to share the similarities and unique thing. Next ask the other groups to guess who they think the unique feature relates to.

hints and tips

- This activity can also be used to highlight how participants may make assumptions based on appearances or first impressions. Discuss with the group that our first impressions or assumptions might be deceiving. e.g. when groups were guessing who they thought has the unique thing why did they think one participant was the person who spoke French? Did they think it was a male who liked football? Emphasise that in the recruitment process it's important that we use the candidate's responses and information as a basis for offering them the job and not what we think we know about them.
- Attention spans tend to flag after 15 minutes. Keep feedback to a maximum of three minutes per group.
- At the end of the activity ask participants to write their names on the flipchart next to their unique feature. Hang them on the wall for people to look at.

finger snap



5 minutes



4+



materials required: your own two hands or a pen

why we do it

A quick exercise that will boost everyone's energy and attention span.

how to do it

1. Ask participants to form a circle and hold up both hands. The palms of their hands should face the ceiling.
2. Next, ask everyone to hold up the index/pointer finger of their right hand and place it on the palm of the person to their right.
3. Explain to the group that after a count of three, participants should try and grab their neighbour's finger with their left hand. At the same time, participants should avoid getting their own finger grabbed.
4. Repeat the activity with participants standing on one leg, with their eyes closed, etc.

hints and tips

- Use a pen instead of your right hand index finger.

the mummy

Energiser



10 minutes



small groups



materials required: whistle, toilet rolls, prize for the winning group

why we do it

A fun and messy game to make everyone laugh and re-energise.

how to do it

1. Form small groups of two or three. Give each group two rolls of toilet paper.
2. Put a chair in the middle of the room with a whistle on it. If you don't have a whistle use something else which makes a loud noise.
3. Ask groups to choose one person to be the mummy. The other two will wrap.
4. Explain that whoever covers their mummy the fullest and the quickest in toilet paper is the winner. If the paper breaks while wrapping the group will be out of the game.
5. Begin wrapping! When a group thinks their mummy is ready, the wrappers run to the chair and blow the whistle. Everyone else must stop wrapping.
6. Present the winning group with a prize.

baby Tommy's rights

Children's rights



25 minutes



worksheets



small groups



materials required: flipchart paper, markers, photograph or picture of a baby, glue

why we do it

To draw young people's attention to the fact that they know what children need and to introduce them to the United Nations Convention on the Rights of the Child (UNCRC).

preparation

- Read worksheet 2 on page 105 and worksheet 3 on page 106.
- Copy worksheet 3 for each participant.
- Glue a picture of a baby on flipchart paper. Prepare one for each group.

how to do it

1. Give the group the prepared flipchart and markers.
2. Explain that they have been given a baby to look after. Ask participants to write or draw everything that baby will need to grow up having a safe, healthy and happy life. You are looking for responses such as home, family, food, education, toys, love, etc.
3. Discuss the groups' responses. List these on flipchart paper.
4. Referring to the list ask the group who they think is responsible for ensuring children get everything they need. Responses may include adults, government, parents, teachers, etc.
5. Ask the group if they have heard of the UNCRC. Introduce the Convention using worksheet 3. Highlight articles that relate to the list the group came up with e.g. Article 28 about education or Article 15 the right to be with friends.
6. Using worksheet 2 explain that the UNCRC is there to support young people and that by being involved in interviews they are claiming their right to have an opinion and have it taken seriously (Article 12). Give each participant a copy of worksheet 3.

why we like it

"I've done this activity with lots of groups and it doesn't matter what age they are as they all know what children need."

"I didn't know I have so many rights!"

rights quiz & pass the parcel



20 minutes



worksheets



any size



materials required: music, fun prizes, wrapping paper, scissors, sellotape

why we do it

To introduce information about the United Nations Convention on the Rights of the Child (UNCRC) and have fun.

preparation

- Photocopy worksheet 3 on page 106 for each participant.
- Photocopy worksheet 4 on page 107 for each participant.
- Read worksheet 5 on page 108.
- Photocopy worksheet 6 on page 109 and cut out each answer.
- All the answers will be hidden in one parcel. To make your parcel begin by wrapping answer 5, some sweets and a fun prize in paper. Then wrap answer 4, sweets and a prize around the parcel as the next layer. Next wrap answer three on top as the next layer. Continue until answers 2 and 1 are wrapped.

how to do it

1. Give everyone a copy of worksheet 4 - children's rights quiz.
2. Allow participants a few minutes to complete.
3. Explain that the answers to the quiz are inside the parcel. Ask everyone to sit in a circle. The parcel moves round the circle when the music is played. When the music stops, the person with the parcel unwraps a layer revealing the first answer.
4. Discuss the answer using worksheet 5.
5. Continue until all the layers have been unwrapped and all answers have been discussed.
6. Give each participant a copy of worksheet 3.

why we like it

"It's a great fun way of getting the answers."

"I liked it when I opened the parcel and all the prizes fell out."

hints and tips

- Remember that you wrap question 5 first and then 4, then 3, etc, so that answer 1 is in the first layer of the parcel!
- If you have a small group make sure everyone has the chance to unwrap a layer.

the decision is yours



30 minutes



any size



materials required: flipchart paper, post-its, pens

why we do it

To highlight the decisions that are made in young people's lives and the importance of them being involved in the selection of staff.

preparation

- Prepare a flipchart for each group with two columns. Write in column one 'DECISIONS MADE BY ME' and column two 'DECISIONS MADE BY OTHERS'.

how to do it

1. Give each participant post-its. Ask them to write down all the decisions that have been made about their lives that day, e.g. what they had for breakfast, whether to come to the group, the way they travelled, their school timetable, etc.
2. Divide participants into small groups. Give each group one of the prepared flipcharts. Ask participants to separate their post-its into *decisions made by me* and *decisions made by others*.
3. Ask each group to look at the post-its under *decisions made by others*. From the list encourage them to remove the ones they feel they could have or should have more influence over.
4. Collate all the groups' responses. Put them on a flipchart for everyone to see.
5. Discuss why they think they were not involved in these decisions and why they think they could or should be.
6. Explain Article 12 of the UNCRC, the right to have an opinion and for it to be taken seriously (see worksheet 2 on page 105 and worksheet 3 page 106). Emphasise the importance of young people having an opinion when staff are selected to work with them or in their interests.

why we like it

"This activity really highlights how many decisions are made for us each day."

hints and tips

- This activity can also be used as a starting point in highlighting areas where young people don't have a voice. The responses can be prioritised and used as a basis for action.

perfect pizza



15 minutes



worksheet



any size



materials required: flipchart paper, blu tack, markers

why we do it

To find out what participants want from the training, what they are looking forward to and what they may need support with.

preparation

- Draw a large pizza. It should be big enough for the group to stick all their suggestions on.
- Copy worksheet 7 on page 110.
- Cut out enough mushrooms, cheese, etc for each participant.

how to do it

1. Give participants mushrooms, cheese, etc.
2. Ask participants to write/draw the following on each-
 - Mushroom – what they are looking forward to.
 - Cheese – what they want to find out.
 - Tomato – something they are worried or not sure about.
 Alternatively make up your own questions.
3. Allow participants a few minutes to write/draw their responses. When finished stick the food on the pizza.
4. Discuss the responses. Make sure that anything participants need to know or are anxious about is covered in the training.

why we like it

"This is a quick fun way of finding out how people are feeling."

hints and tips

- Alternatively give each person an individual pizza slice. It can be put on the wall anonymously or shared with the trainer.
- The perfect pizza can be used as an evaluation exercise. Participants would write what they liked on the mushroom, what they didn't like on the cheese and what they would change on the tomato.

how it works



20 minutes



worksheets



small groups



materials required: flipchart paper, blu tack

why we do it

To explain the recruitment process.

preparation

- Make photocopies of worksheet 8 on page 111-113. Cut out one set of cards for each group. Note: This worksheet contains general information. You may need to adapt cards to suit your own organisation's process.
- Copy worksheet 9 on page 114 - 115 for each participant.
- For more information about any part of the recruitment process refer to section one of the pack.

how to do it

1. Divide participants into small groups.
2. Give each group a set of cards, flipchart paper and some blu-tack.
3. Ask groups to stick the cards on the flipchart in the order they think is correct. Allow 5 minutes.
4. Bring groups back together. Go over the correct order giving information about each part of the process. Hand out worksheet 9.

why we like it

"This activity helped me understand all the different bits."

"How it works really simplified everything for the group. After the activity I felt they had a real sense of how everything worked."

hints and tips

- You could offer a small prize for each part the groups have in the right place.
- Rather than sticking the cards on a flipchart, enlarge the cards and ask participants to arrange them on the floor.

head, heart & hands



40 minutes



small group



materials required: flipchart paper, markers, photograph or picture of a football manager, actor, singer or Prime Minister, job description

why we do it

To enable participants to identify the skills, experience and knowledge the person will need to do the job and to come up with questions.

preparation

- On flipchart paper draw the top half of a person. Glue on the football manager's face and draw a large heart and hand on the body.
- Prepare a simplified version of the job description and person specification e.g. 'A commitment to engage children and young people as stakeholders in the organisation' may change to 'Listens to young people's views and believes it's important.' Or 'In depth and wide ranging knowledge of public policy interests affecting children and young people across different sectors' could change to 'knows the issues affecting young people'.

how to do it

1. Explain to the group that a vacancy for a football manager has come up.
 2. Give each group the flipchart and ask them to list/draw the following:
 - Around the head: What do they need to know?
 - Around the hand: What kind of experience do they need to have? What have they done before?
 - Around the heart: What kind of person are they? What characteristics do they need to do the job?
- Possible responses include:
- Head: Rules of the game, buying players, about other rivals.
 - Hand: Has played football or been a manager before.
 - Heart: Strong to make tough decisions, passionate about football.
3. Repeat with another job the group may be familiar with e.g. singer, actor, Prime Minister, etc.
 4. Introduce your job description explaining that this outlines the responsibilities the person will have.
 5. Ask participants to repeat the activity focussing on what the candidates will a) need to know, b) have done and c) be like in order to do the job.

continued...

6. Put the flipchart where everyone can see it. Explain that you will now use the responses to come up with questions for the interview.

E.g. In the Save the Children case study young people wrote:

Head – Need to know about children's rights.

Question – What is your favourite children's right and why?

Hand – Need to have worked with children and young people.

Question – What is the most enjoyable thing you have done with a group of young people?

Heart – Need to care about their staff.

Question – If you came into work one day and noticed that one of your staff was unhappy what would you do to cheer them up?

7. Continue until the group have come up with questions they feel comfortable with and which relate to the job description/person specification.

why we like it

"This activity helped me think about the person we wanted to get."

"I liked this as it was easy to understand and it helped me find out more about the job the person would be doing."

"This is an excellent activity. The quality of the questions was exceptional!"

hints and tips

- If you have a large group you could ask one group to do a singer, one an actor, etc. They would then feed back to the larger group.
- When choosing the picture of the football manager choose a team that won't cause arguments.
- This activity can also be used to develop the job description. The information young people provide can be included in the essential and desirable criteria and in the person specification.

the good/bad worker



30 minutes



any size



materials required: flipchart paper, markers

why we do it

To identify the qualities that young people think the person will need to do the job.

preparation

- Prepare a simplified version of the job description e.g. 'A commitment to engage children and young people as stakeholders in the organisation' may change to 'Listens to young people's views and believes it's important.' Or 'In depth and wide ranging knowledge of public policy interests affecting children and young people across different sectors' could change to 'knows the issues affecting young people'.

how to do it

1. Read the simplified job description to the group.
2. Hand out flipchart paper and markers.
3. Ask the group to draw a person. It can be as large as they want.
4. Explain to the group that they should now write or draw qualities on the body identifying what they think makes a good worker, e.g. BIG ear for good listening, etc.
5. Next, ask the group to draw another person on a second sheet of paper. Around it they should write or draw the qualities they would not want in a worker e.g. doesn't listen to young people.
6. Discuss the groups' responses. Include them in the person specification.

why we like it

"I didn't know I could be this creative and it was really fun to do."

"It took me a while to get going with the symbols, but once I got started, the ideas just kept flowing. I really enjoyed this!"

hints and tips

- If you have a large group split them into two and ask one group to work on the good worker and the other group on the bad worker.
- Work with an art worker and make a large mural using paints. This could be the young people's 'dream worker' or 'ideal worker' and could use symbols and/or words. This could then be displayed in the work setting.
- This activity can also be used to develop the job description. The information young people provide can be included in the essential and desirable criteria and in the person specification.

the pyramid



35 minutes



small group



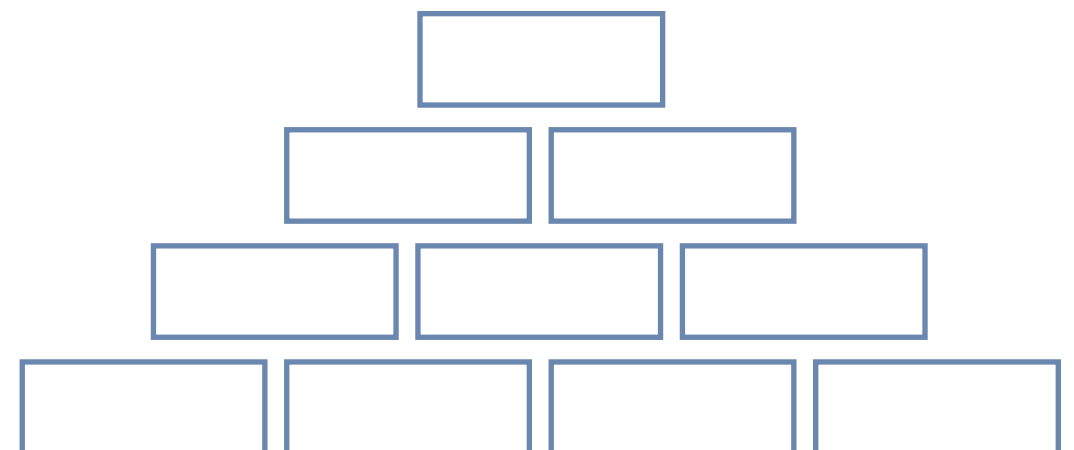
materials required: flipchart paper, markers, A5 cards, sellotape, simplified job description, camera (optional)

why we do it

To enable participants to identify the skills and qualities candidates need to do the job.

how to do it

1. Ask the group to come up with a maximum of 10 qualities or characteristics they would like to see in the new worker starting with: 'We are looking for someone who is....'
2. List the responses on a flipchart.
3. Next, write the characteristics on the prepared A5 cards. Ask the group to rank the 10 characteristics in the form of pyramid with the most important at the top and the least important at the bottom (essential to desirable).
4. Tape the pyramid together or take a photograph and submit to the HR department or those in charge of the recruitment process.
5. Use the young people's responses to draft the job description and person specification.



hints and tips

- Allow small groups to make their own flipchart and pyramid. The final version could comprise the top 3 cards from each group.
- If young people come up with more than 10 characteristics give each participant dots and ask them to vote on the qualities they think are most important.

advertising the job

The next stage



30 minutes



small group



materials required: flipchart paper, markers, newspapers

why we do it

To provide participants with information on what is included in a job advert and suggest ways their views may be included.

preparation

- Read page 29 of the pack.

how to do it

Some organisations will have a standard mandatory layout for job adverts. Although you may not be able to change or add to the job advert it is important for young people to have an understanding of what it is, what it looks like and where it will be advertised. Where possible young people may be able to write part of the job advert or have their views included.

Activity One

Explain to young people what a job advert is. You may want to include the following:

- **What it includes** – job title, how much they will be paid, where they will work, information about the job, their responsibilities etc.
- **Where it will be advertised** – national and local newspapers, online, in bulletins, is it internal or external, magazines etc.
- **Any additional information** your organisation may require e.g. an equal opportunities statement, a statement about child protection etc.

Activity Two

Give young people the job section of a newspaper. In pairs or as a group ask participants to go through the newspaper and pick out adverts they like and dislike. Discuss with the group their responses.

Activity Three

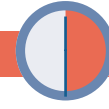
Give young people a copy of the person specification and job description. Alternatively use the information from the Head, heart & hands activity on page 78 or The good/bad worker activity on page 80. Ask participants to design a job advert or poster with the information they have been given.

Activity Four

Include a statement by young people in the job advert. This may require some negotiation with the HR department. Support young people to write a paragraph for the advert. This may include information on what kind of person they are looking for and what skills and experience they think are required for the job.

shortlisting

The next stage



30 minutes



any size



materials required: paper, pens, mock application form and score sheet

why we do it

To provide participants with information about the process of short listing and to illustrate ways in which young people can be involved.

preparation

- Read page 31 of the pack.

how to do it

Young people's involvement in shortlisting is varied and depends on the complexity of the post, the number of applicants and young people's time. Even if young people are not directly involved in shortlisting they should have an understanding of what the process is. All young people should know:

1. What shortlisting is.
2. How the process of comparing application forms against the person specification works/is done.

The following may help you involve young people in shortlisting:

Young People Involved in the Shortlist

When involving young people in shortlisting it may be useful to practise going over an application form as a group.

Make up a mock application form. As a group go through the process of matching the information to the criteria in the person specification. This will help the young people develop a method of how to go over the application forms and where to find information.

Once the group feels comfortable and are sure of what they are looking for each individual can go through the application forms and score each candidate.

Some questions that may arise include:

- What if I want to interview everyone?
- What if we know the candidate and we know they have more experience but they haven't written it on their form?
- What if we can only interview one person?
- What happens if no-one meets the criteria?

continued...

Young People's Form

Young people can design their own application/information form, which can be included in the application pack along with the organisation's form. This would complement the organisations' application form and would not replace it.

Work with young people to decide on their own questions which relate to the essential criteria set out in the person specification. e.g. why do you want the job, can you tell us about your experience of working with young people, what do you think are the main issues facing young people?

Applicants should be made aware that the information they provide on this form will be assessed by young people.

Young people will then match the information on the application forms to the person specification.

If two panels are shortlisting both the young people and adult panels can come up with a list of who they would like to invite for interviews.

If you have a large number of applicants an adult panel could devise the initial long list and involve young people in the final shortlist.

Alternatively the form could be used as an information sheet. In a round of interviews for staff at Scotland's Commissioner for Children and Young People's office, candidates were asked to complete a separate form. This was given to the young people's panel before the interviews.

guess who



25 minutes



any size



materials required: flipchart paper, markers, A5 cards, a box or envelope

why we do it

To explore the negative impact stereotyping can have on the recruitment process.

preparation

- Prepare small cards with occupations written on them e.g. plumber, police officer, pilot, farmer, DJ, bank manager, doctor, builder, hairdresser, youth worker, librarian.
- Fold the cards to ensure the information can't be seen. Put them in the envelope or box.

how to do it

1. Invite someone from the group to pick one of the occupation cards. Explain that they have one minute to draw the type of person they think would apply for the job.
2. Invite other participants to guess which occupation the drawing represents.
3. Repeat the activity until everyone has had a chance to draw or until all occupation cards have been used.
4. Discuss the drawings and the responses. Challenge assumptions by asking questions e.g. are all plumbers male? Do all librarians look like this?
5. End the activity by discussing our tendency to stereotype e.g. all boys like football, all girls can sew, etc.
6. Explain that to ensure a fair selection we need to be aware of our own bias against e.g. people with different accents, people with piercings, people with different clothes, etc.
7. Discuss ways in which participants can ensure each candidate is treated fairly.

why we like it

"This activity allows everyone a chance to think about their own prejudices and why it's important that we don't let them affect the way we judge people in interviews."

"Everyone should have a fair chance – we should treat them the way we would want to be treated."

hints and tips

- If you have a large group divide the group into pairs. Each pair can pick a card and present their drawing to the other participants.

Adapted from Involving Young People in the Recruitment of Staff, Volunteers and Mentors by Emma Michel and Di Hart. National Children's Bureau and The Princes Trust 2002.

first impressions



25 minutes



worksheet



small group



materials required: your organisation's equal opportunities statement, 4 photographs, blu tack, pen and paper for each participant

why we do it

To illustrate that decisions should be made on the information candidates provide and that first appearances can be deceiving.

preparation

- From a newspaper, magazine or the internet cut out 4 photographs or pictures of people of different ages, gender and race. Stick the photographs on the wall.
- Photocopy and cut out worksheet 10 on page 116 - 119.
- Read the 'Diversity, equality and anti-discrimination' appendices on page 39.

how to do it

1. Explain to participants that the photographs are candidates for a job.
2. Read out the first piece of information about each candidate. Stick it under the photograph it relates to.
3. Ask participants to write down who they would give the job to. Discuss why they chose this person.
4. Now read out the second piece of information about each candidate and stick it underneath the photograph. Again ask participants to write down who they would give the job to. Discuss their responses. Have they changed their mind? Why?
5. Continue the same process until all the information has been revealed.
6. Ask participants if they found it easy to choose between the candidates. Emphasise that you cannot assess someone's suitability for a job when you have limited information about them. Highlight that candidates should not be judged on their outward appearances or what we think we know about them. We should base our judgements on the information the candidate provides in the interview.
7. Discuss your organisation's equal opportunities statement. How will participants ensure the interviews are fair?

hints and tips

- As an alternative or complementary activity, ask the group to match the sets of information to each of the photographs. Explore why they matched the way they did, e.g. did they assume that it was a female who cared for an elderly mother, or that the football coach was a male? or did they find it hard to decide?
- Challenge any assumptions participants may make by using questions, e.g. does someone's religion matter? If a person has a disability does that mean they can't do the job? Provide information from the 'Diversity, equality and anti-discrimination' appendices on page 39 of the pack and from the Agree/disagree activity on page 87.

agree/disagree



20 minutes



worksheet



any size



materials required: flipchart paper, markers, blu tack

why we do it

To introduce relevant legislation and discuss what is and isn't lawful in the recruitment process.

preparation

- Make two signs. On one write 'AGREE' and on the other write 'DISAGREE'.
- Stick them on opposite sides of the room. Make space in the room so that participants can move easily to each sign.
- Photocopy worksheet 11 on page 120 - 121.
- Read the 'Diversity, equality and anti-discrimination' appendices on page 39.

how to do it

1. Ask participants to move to the centre of the room.
2. Explain that you are going to read out a list of statements (from worksheet 10). If participants agree with the statement they move to the agree sign. If participants disagree they move to the disagree sign.
3. After each statement ask participants why they moved to that sign.
4. Using worksheet 11, discuss the correct response to each statement.
5. Explain the laws protecting people when they apply for jobs. Refer to section 1. for information on the Disability Discrimination Act, Sex Discrimination Act and Race Relations Act and the Employment Equality (Sexual Orientation) regulations and Employment Equality (Religion or Belief) regulations.
6. Discuss how the group will ensure that each candidate is treated the same regardless of race, gender, religion, sexuality or disability.

why we like it

"I learnt things I never knew about."

"This is a great activity to simplify the Acts and to learn what you can and can't do."

hints and tips

- Instead of asking participants to move to the signs, give each participant a red and green card, agree or disagree card or thumbs up/down card.

listen! hear!



20 minutes



pairs

why we do it

To illustrate the importance of listening to candidates during the interview and identify ways we show we are listening.

how to do it

1. Split participants into pairs. One person will be A and the other B.
2. Explain that person A will have one minute to speak to their partner about their favourite film, food or singer, etc.
3. Person B should not listen.
4. Swop roles. Person B should now speak and person A should not listen.
5. Bring the pairs back together. Discuss the activity. How did it feel not to be listened to? How did participants show that they weren't listening? How were they sitting? What was their body language/eye contact like?
6. Now split the participants into different pairs.
7. Repeat the activity with participants listening to each other.
8. Bring the pairs back together and discuss how it felt to be listened to? How did participants know they were being listened to? What did their partner do that showed them they were listening?
9. Discuss how participants can show that they are listening to candidates in the interview.

why we like it

"It gets really annoying when you are trying to speak to someone and they are not listening."

"We came up with really good ways of showing candidates we were listening, it included not clicking our pen and closing the windows so we weren't distracted."

open & closed questions



25 minutes



worksheet



small group



materials required: flipchart paper, blu tack, a small box or envelope, markers

why we do it

To assist the participants with recognising and devising open and closed questions.

preparation

- Photocopy and cut out the questions on worksheet 12 on page 122 - 124. Put them in the envelope or box.
- Prepare 2 flipcharts. On one write OPEN QUESTIONS e.g. What do you do in your spare time? What is your favourite band? On the other write CLOSED QUESTIONS e.g. Do you like cheese? What is your name?

how to do it

1. As an energiser divide participants into pairs. Explain that person A has one minute to ask person B questions; however person B cannot answer yes or no! Repeat the activity swapping roles.
2. Bring the group back together and divide participants into 2 teams.
3. Invite someone from team 1 to select a question from the box. This person now has 10 seconds to decide, with their team, if the question is an open question or a closed question. Once they have decided, the group stick the question on the open or closed flipchart.
4. Ask someone from team 2 to pick a question. Again they have 10 seconds to decide with their team which flipchart it should go on.
5. Repeat until all the questions have been removed from the box.
6. Bring the group back together. Ask participants to answer the questions on the flipchart. What are the differences between the questions and the answers? Which questions provide the most information?
7. Explain the difference between open and closed questions. The following information may help:

Open questions
Open questions allow a person to reflect and speak as openly and as freely as they like e.g. What do you think about...? Could you tell me about...?

Closed questions
Closed questions are used to find out specific pieces of information. They usually lead to a yes/no answer or a one or two-word answer. e.g. Did you enjoy that? Is your name David?
8. As a group review the questions on the flipcharts and move any that participants now recognise as being in the wrong place.

hints and tips

- If you have time divide the group into pairs. Pick a topical subject and allow each pair two minutes to question each other on the issue. They can only use open questions.

there's been a robbery

25 minutes **worksheet** **small group** **materials required:** pen & paper for each participant

why we do it

To demonstrate the difference between taking notes and relying on memory and to emphasise the importance of taking notes during an interview.

preparation

- Photocopy worksheet 13 on page 125.

how to do it

1. Explain that there has been a robbery.
2. Ask for a volunteer. He or she will be the police officer who is investigating the robbery. The other participants are witnesses.
3. Send the police officer out of the room.
4. Read robbery report one on worksheet 13, to the participants. Challenge them to remember as much possible without taking notes.
5. Invite the police officer back into the room. Using the prompt questions on worksheet 13 allow him or her three minutes to question the participants. Record the responses on flipchart paper.
6. Read robbery report one again. Compare the information on the flipchart to the report. How much did they remember?
7. Thank the volunteer. Ask for another volunteer.
8. Repeat the activity using robbery report two. This time allow the participants to take notes.
9. Again compare the information on the flipchart to robbery report two.
10. Discuss the differences between taking notes and relying on memory. What was easier?
11. Next discuss why it's important to take notes during interviews. What kind of information should they write down? When should they write information down? Who will take notes? How will the notes from the interview be used to make a decision?

why we like it

"It's amazing how little you remember when you are relying on your memory!"

hints and tips

- If you have a large group allow 2 or 3 participants to be police officers.

scoring the candidates

25 minutes **small group** **materials required:** your organisation's score sheet

why we do it

To agree with young people which score sheet will be used in the interview and discuss what is and isn't a good answer.

information

During the interview young people should take notes on the answers candidates give to each question. The there's been a robbery activity on page 90 highlights the importance of taking notes rather than relying on memory.

The information from score sheets is used to make the final decision. If a candidate makes a complaint, information from score sheets can be used as evidence of how a decision was made.

We suggest that the adult who is in the room supporting the young people also takes notes.

how to do it

1. Discuss with the group different score sheets. This should include your own organisation's score sheet.

Young people in the case studies have found the following forms useful.

The children involved in interviews for staff at Scotland's Commissioner for Children and Young People used the following form. (Thanks to SCCYP for allowing us to use the faces)

| | | | |
|----------------------------------|--|--|--|
| Question | | | |
| What makes you laugh? | | | |
| Why do you want this job? | | | |

| Who will ask the question? | Question | Notes | Yes | Maybe | No |
|----------------------------|---|-------|-----|-------|----|
| Kate | What is the best thing you have done with young people? | | | | |

continued...

| Question | What they said | 1 | 2 | 3 | 4 | 5 |
|----------|----------------|---|---|---|---|---|
|----------|----------------|---|---|---|---|---|

Young people have also used:

- Met, partly met and not met.
- Bad, weak, reasonable, good, excellent.
- Liked, ok, didn't like.

2. Decide on a form that all participants feel comfortable with.
3. As a group practise asking and answering the interview questions. Ask participants to take turns at being the candidate while the rest of the group take notes.
4. Discuss what they thought were good answers. What would score a happy face or excellent? What are they looking for in each answer?
5. Emphasise that there may be a number of responses to each question. Young people should be open to a candidate saying something they haven't thought about. Explore different answers for each question.

can tell, can't tell



25 minutes



any size



materials required: flipchart paper, markers, blu tack

why we do it

To emphasise the importance of confidentiality and discuss what information from the recruitment process we can and can't share.

preparation

- Make two signs. On one write 'CAN TELL' and on the other write 'CAN'T TELL'.
- Stick them on opposite sides of the room. Ensure that participants can move easily to each sign.

how to do it

1. Ask participants to move to the centre of the room.
2. Explain that you are going to read out a list of questions. Emphasise that the questions are from people who were not directly involved in the recruitment process.
3. Ask participants to move to CAN TELL if they think they can share information and CAN'T TELL if they feel they shouldn't.
4. Read out each of the questions below or make up your own. After each question discuss why participants moved to that sign.
 - How many candidates were there?
 - Who was on the panel?
 - What were the names of the people who got interviewed?
 - How long did the interviews last?
 - What did you ask the candidates?
 - What did they say?
 - Who did you like the best?
 - Who got the job?
 - What time were the interviews at?
 - Did you know any of them?
 - Where did the interviews take place?
5. Explain that certain information about the recruitment process needs to be kept confidential. Discuss what this means. e.g. the Data Protection Act 1998 means that application forms cannot be shown to anyone who isn't involved in the recruitment process.

continued...

6. Emphasise the importance of only talking about what happened in the recruitment process to those who were involved. Discuss questions like
 - *Who can I talk to about what happened?*
 - *If anyone in the youth club/school asks me what happened what should I say?*
 - *What if I know one of the candidates and they try and talk to me about what happened?*
7. Agree with the group what information they can and can't share and who they can share it with.

hints and tips

- Make your own confidentiality agreement. Discuss how participants will keep information about the recruitment process confidential. Encourage everyone to sign it. The agreement could be shown to other young people to make them aware that the process is confidential.
- In Case Study 8, young people in Dumfries are protected under their confidentiality clause, Clause 5. Whenever anyone asks them about the interviews they just respond by saying 'Clause 5!'
- Write the questions on separate pieces of paper. Give each group a flipchart with CAN TELL written on it and a flipchart with CAN'T TELL written on it. Groups then stick the question underneath the correct heading.

the interview

why we do it

To discuss with young people potential ideas and decide on a format for the interview.

preparation

- Read pages 32 and 33 of the pack.

how to do it

The standard approaches to involving young people have been to:

- Set up a young people's panel which interviews candidates in parallel with an adult panel.
- Have young people represented on a panel alongside adults.

A variety of approaches can be used in an interview. The following suggestions may help you decide on a suitable format.

Questions and answers

With the support of an adult young people can come up with their own questions to ask the candidates. The Head, heart & hands activity on page 78 enables young people to identify the skills, experience and knowledge the person will need to do the job and to come up with questions which relate to the person specification.

Object

Candidates are asked to bring an object to the interview which they discuss as part of the interview. For example, candidates could be asked to bring an object which reminds them of something exciting they have done with a group of young people. They could bring something which makes them happy or something which represents an issue they feel young people are concerned about.

The pyramid

Use The pyramid activity on page 81 to come up with ten qualities young people feel are important for their new worker to have. Candidates could be asked to choose from The pyramid what they think are the three most important qualities and discuss them in the interview. This could also be done with issues. Young people could list issues which are important to them and candidates would then prioritise them or speak about their top three.

Scenarios

During the interview young people could ask candidates how they would respond to certain situations. The scenarios could be things which might happen in the youth club, school, etc. For example, young people in the Dundee case study asked the candidates applying for a nurse's position what they would do if a young person came in and told them they were pregnant.

The good/bad worker

Use the drawings or mural from The good/bad worker activity on page 80 in the interview as an alternative to a question and answer session. Interviewers ask candidates to pick three characteristics or three symbols from the drawings that they find important to have in the job and elaborate on how this relates to them as a worker.

continued...

Life, opportunity and chance board game

Kevin, a Young Persons Development Worker with Who Cares? Scotland worked with children under 12 to develop an interactive board game. The aim of the game was to encourage conversation between the candidates and the panel. In the interview candidates rolled a dice and moved to a life, chance or opportunity square on the board. They were then asked a question. The children came up with the questions before the interviews, which included:

- what was your favourite present?
- how would you keep us safe?
- what do you like about young people?

The children were looking for someone they could trust and who was friendly and open.

Market place interview

Divide young people into small groups. Set up the room like a market place. Candidates move from one group to another. At each group candidates are asked questions by young people. After all the candidates leave, young people share their comments with a worker. If you have several groups each group could question the candidate on a particular theme or topic.

Open night

Invite candidates along to the youth club, school etc. Candidates could be asked to prepare an activity. Young people would judge the candidates on how well they interacted with them and on the suitability of the activity.

Presentations

Candidates could be asked to give a presentation. In Dumfries candidates were asked to give a presentation to stakeholders, young people, staff and the other candidates. Food was served afterwards which allowed everyone to have an informal chat.

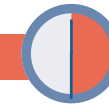
Quiz

Use a quiz to explore candidate's knowledge on relevant subjects. For example, if the candidate was expected to have a knowledge of children's rights, the children's rights quiz on page 74 could be used to find out what candidates know about the United Nations Convention on the Rights of the Child.

hints and tips

- It's important that young people have the opportunity to come up with their own questions. Young people feel more confident and prepared if they know in advance what is expected of them. They also feel that by coming up with their own questions they are more aware of what would and wouldn't be a good answer.
- Candidates who have been selected for interviews must be made aware of what will be expected of them. This includes telling them if young people will be on the panel, how long the interview will last for and if other candidates will be there.

practice makes perfect



30 minutes



small group



materials required: flipchart paper, markers

why we do it

To identify what needs to be done before, during and after the interview and to practise.

how to do it

The young people in the case studies said that they were more confident and prepared when they had an opportunity to practise what would happen in the interviews.

1. Use the following checklist as a basis for a discussion with young people on what should happen before, during and after the interview. It is important to discuss who will be responsible for each part. Alternatively adapt to suit your own process.

BEFORE

- Where will the interviews be held?
- How will the room be set up?
- Who will be asking each question?
- Who will be the chair? What will the chair do?
- Who will meet and greet the candidates and bring them to the room?
- What information will you need? Who will bring the information to the interview?
- How long will each interview last? Do you have time between each candidate to have a break?

ON THE DAY

- Does the panel have all the information they will need?
- Does each panel member have a pen and scoring sheet?
- Have the panel read the candidate's application form or information?

DURING THE INTERVIEW

- The chair welcomes the candidate and thanks them for coming.
- The panel introduce themselves.
- The chair explains what is going to happen in the interview.
- The panel asks the candidate the prepared questions.
- The candidate has an opportunity to ask the panel questions.
- The candidate finds out what will happen next e.g. when a decision will be made or if your views will be fed into an adult panel.
- The panel thanks the candidates for coming.

AFTER THE INTERVIEW

- After each candidate, panel members finish writing their notes and scores. They do not discuss their scores with anyone else until all the candidates have been interviewed.
- Panel members look over the next candidates' application form.

2. Next, practice! Go over each stage with participants taking turns at being the candidate, chair, greeter and panel.
3. Discuss with participants how they are feeling about being involved in the interviews. Ensure that any fears or concerns are resolved.

making a decision



20 minutes



small group



materials required: flipchart paper, markers

why we do it

After interviewing the panel meet and go over their score sheets. Totalling up the scores usually gives a good indication of who best meets the person specifications. However, if young people have difficulty agreeing, the following activity may help to highlight what panel members think each candidate can do and can't do.

preparation

- On flipchart paper draw a table. On one row write 'CAN DO', on the other 'CAN'T DO'. On the columns write the candidate's name.

| | Susan | Michael |
|----------|-------|---------|
| Can Do | | |
| Can't Do | | |

how to do it

- Begin by discussing candidate one. Ask participants to list everything they think the candidate can do. Emphasise that their responses should be based on the criteria you set before the interview and the information the candidate provided in the interview e.g. ability to communicate with young people, has experience, has good ideas, etc.
- Next, discuss candidate 2, 3, etc.
- Now discuss what participants think each candidate can't do.
- The responses from the flipchart and the score sheets should now indicate who the preferred candidate is.
- If panel members have different views it is important to ensure that everyone gets an equal chance to speak. The cotton bud debate or comments circle on page 99 may help.

hints and tips

- If young people are advising an adult panel it may not always be necessary for them to decide on one person. They may choose to suggest 2 or 3 candidates that could do the job.
- Agree with the interview panel beforehand who will make the final decision. This will normally be the chair of the panel. Everyone on the panel should be aware of this before the interviews begin.

cotton bud debate



20 minutes



small group



materials required: flipchart paper, markers

how to do it

- Give each participant 1 cotton bud per candidate e.g. if there are four candidates each participant will get 4 cotton buds.
- Explain that each participant will have the opportunity to speak about each candidate. Every time they speak they must hand over a cotton bud.
- Begin by discussing the first candidate. Note the comments on a flipchart.
- Continue until all candidates have been discussed.

Adapted from Participation – Spice it up by Carol Shepherd and Phil Treseder, Save the Children.

comments circle



20 minutes



small group

how to do it

- Ask the group to sit in a circle.
- Explain that each participant will have 1 minute to share his or her thoughts on each candidate. While they are speaking no one else is allowed to talk.
- Begin by discussing the first candidate. Go around the circle until everyone has had a chance to speak.
- Continue until you have discussed all the candidates.

what we thought

why we do it

To provide examples of how young people's views can be collated and fed back to other interview panels or to candidates.

how to do it

In a number of the case studies young people's views fed into an adult panel. This was mainly done through a verbal discussion and always involved the chair of the adult panel being there.

Other ways to feedback to another panel included:

Candidate Dice

In a round of interviews at the Scotland's Commissioner for Children and Young People's office children made a huge dice from a box. On each side they stuck a photo of the candidate along with comments about each of them. The children presented the dice to the adult panel.

Like, good for the job, find out more

Young people from Save the Children collated all their comments on one sheet for each candidate. The sheet had three headings.

- What we liked.
- Why we think they would be good for the job.
- What other panels need to find out more about.

The young people totalled their individual scores for each candidate. The candidate's overall score from all young people was included on the sheet. The young people felt the sheet helped them focus on specifics about each candidate. When they met with the adult panel the sheets were used as a basis for their discussion. This meant that the adult panel didn't need to go through all the individual score sheets.

how to do it

Explain that after a decision has been made all candidates are told of the outcome. Some candidates may ask for feedback on how they performed in the interview.

Discuss each candidate. Ask young people to think about what they would tell the candidate. Emphasise that it's not about criticising. It's about the candidate knowing how far they met the requirements for the job so they can learn from it.

Give the young people's comments to the chair of the panel. Emphasise that it is the chair's role to give feedback to the candidate on behalf of the interview panel. See page 36 for more information.

chuff-o-meter



10 minutes



any size






materials required: flipchart paper, markers

why we do it

To find out what participants thought about activities and to review their experience of being involved in the recruitment process.

how to do it

1. Draw a table on flipchart paper. In each row write the activities participants were involved in.
2. Leave a space at the bottom for additional comments.
3. Ask participants to place a tick or dot under the face which best describes how they felt during that activity.

| |  |  |  |
|-----------------------------|--|--|--|
| Pass the parcel game | | | |
| Making questions | | | |
| Food | | | |
| Etc. | | | |
| Additional comments | | | |

fill in the blanks



15 minutes



small group



materials required: pens, paper, a box or envelope

why we do it

To find out what participants thought about activities and to review their experience of being involved in the recruitment process.

preparation

- Prepare pieces of paper with unfinished sentences written on them. You should have enough for everyone in the group. These may include:
 - The best thing was...
 - Something I learnt was...
 - If I was to do it again I would...
 - A favourite memory was...
 - Something funny that happened was...
- Put the unfinished sentences in the box or envelope.

how to do it

1. Ask participants to sit in a circle.
2. In turn, ask each participant to remove a sentence from the box and complete it as honestly as possible.
3. Continue until everyone has had a turn or until all the sentences have been completed.

hints and tips

- Alternatively unfinished sentences can be written on a sheet and participants can complete them individually. They can then be put on the wall or shared with the trainer.

high in the sky



20 minutes



any size



materials required: flipchart paper, markers

why we do it

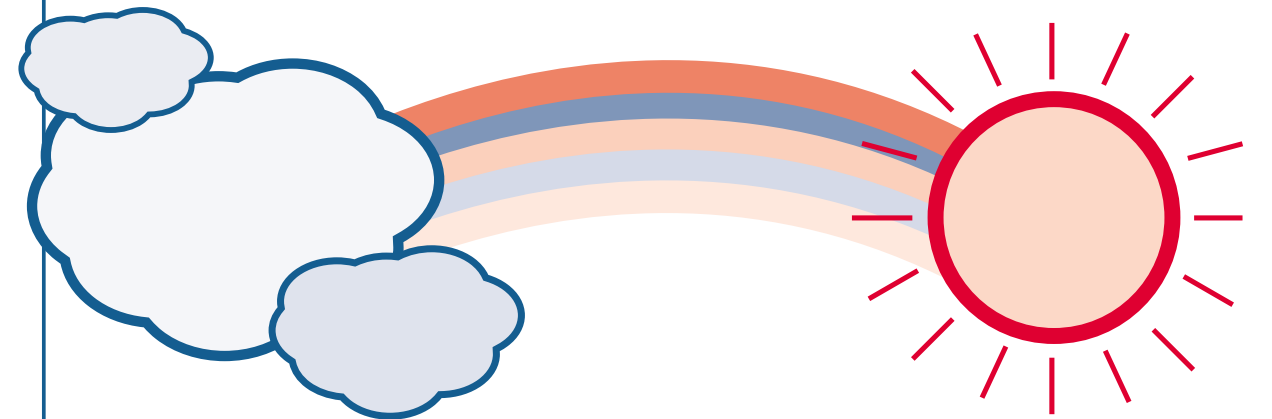
To find out what participants thought about activities and to review their experience of being involved in the recruitment process.

preparation

- Draw or make a rainbow, sun and cloud. They should be large enough for participants to write or stick their comments on.

how to do it

1. Ask participants to write the good bits about being involved in the recruitment process on the sun.
2. Next, ask participants to write their comments about what didn't go so well on the cloud.
3. Finally, ask participants to write what they would have changed or how to make things better on the rainbow.
4. Discuss participants responses.



hints and tips

- Alternatively give participants their own individual sun, rainbow and cloud page.
- If you are using the activity with a large group ask participants to write their comments on post-its and stick them on.
- Comments could be shared verbally and written on the cloud, etc, by the facilitator.

number swop cards



worksheet

| | | |
|---|---|---|
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| 3 | 3 | 3 |
| 4 | 4 | 4 |



worksheet

UNCRC

The United Nations Convention
on the Rights of the Child information

The concept of human rights is a powerful one. It is based on the belief that, whoever or wherever we are, we have rights simply because we are human beings. Despite differences in culture, identity, community, gender or race, these rights cannot be denied.

Everyone has human rights as laid out by the United Nations Universal Declaration of Human Rights in 1948. Over and above this young people have their own special set of rights to protect them and support them through their childhood years. These are set out in the United Nations Convention on the Rights of the Child (UNCRC).

The UNCRC dates from 1989 and is based on the world's first Declaration on the Rights of the Child written in 1923 by Eglantyne Jebb, the founder of Save the Children. It is an internationally recognised agreement that commits governments to respect, protect and fulfil children's rights through their laws and policies. It sets out internationally agreed minimum standards, applying to all young people under 18 years of age. Once governments sign it, they must provide a progress report to the United Nations Committee on the Rights of the Child after the first two years, and every five years from then on. The UK government signed the Convention in 1991.

Children's rights include the right to life, health, education, participation and protection from all forms of violence, abuse, neglect and exploitation. All are equally important and reinforce each other.

The UNCRC is made up of 54 Articles. They outline the duties of governments to ensure young people enjoy rights to:

- **Protection** – from certain activities including any maltreatment, neglect and/or exploitation.
- **Provision** – such as food, healthcare, education and parental support to enable them to survive, grow and develop.
- **Participation** – to have an opinion, to be listened to and be involved in decision-making.

The four key principles of the Convention are held in the following articles:

- **Non discrimination** (Article 2) – You have the right to protection against discrimination. This means nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor. In short, children's rights apply to all children.
- **Best interests** (Article 3) – All adults should always do what is best for you and, in all decisions and actions, your best interests should be a primary consideration.
- **Survival and development** (Article 6) – You have the right to life but also the right to develop to your fullest potential in every area of your life.
- **Participation** (Article 12) – You have the right to an opinion and for it to be listened to and taken seriously on any matter which concerns you, taking into account your age and maturity.

More information on children's rights, including the official text of the UNCRC, can be found on the Save the Children website at www.savethechildren.org.uk. Worksheet 3 on page 106 has a child friendly version of the UNCRC.

Adapted from: Partners in Rights – Creative activities for exploring rights and citizenship for 7-11 year olds, Save the Children, 2000 and DIY Guide to improving your community, Save the Children, 2005

UNCRC

The United Nations Convention
on the Rights of the Child



worksheet

Article 1

Everyone under 18 has all these rights.

Article 2

You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability or are rich or poor.

Article 3

All adults should always do what is best for you.

Article 4

You have the right to have your rights made a reality by the government.

Article 5

You have the right to be given guidance by your parents and family.

Article 6

You have the right to life.

Article 7

You have the right to have a name and a nationality.

Article 8

You have the right to an identity.

Article 9

You have the right to live with your parents, unless it is bad for you.

Article 10

If you and your parents are living in separate countries, you have the right to get back together and live in the same place.

Article 11

You should not be kidnapped.

Article 12

You have the right to an opinion and for it to be listened to and taken seriously.

Article 13

You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others.

Article 14

You have the right to think what you like and be whatever religion you want to be, with your parents guidance.

Article 15

You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.

Article 16

You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.

Article 17

You have the right to collect information from the media - radios, newspapers, television, etc - from all around the world. You should also be protected from information that could harm you.

Article 18

You have the right to be brought up by your parents, if possible.

Article 19

You have the right to be protected from being hurt or badly treated.

Article 20

You have the right to special protection and help if you can't live with your parents.

Article 21

You have the right to have the best care for you if you are adopted or fostered or living in care.

Article 22

You have the right to special protection and help if you are a refugee. A refugee is someone who has had to leave their country because it is not safe for them to live there.

Article 23

If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

Article 24

You have the right to the best health possible and to medical care and information that will help you to stay well.

Article 25

You have the right to have your living arrangements checked regularly if you have to be looked after away from home.

Article 26

You have the right to help from the government, if you are poor or in need.

Article 27

You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.

Article 28

You have the right to education.

Article 29

You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect the environment.

Article 30

If you come from a minority group, because of your race, religion or language, you have the right to enjoy your own culture, practice your own religion, and use your own language.

Article 31

You have the right to play and relax by doing things like sports, music and drama.

Article 32

You have the right to protection from work that is bad for your health or education.

Article 33

You have the right to be protected from dangerous drugs.

Article 34

You have the right to be protected from sexual abuse.

Article 35

No-one is allowed to kidnap you or sell you.

Article 36

You have the right to protection from any other kind of exploitation.

Article 37

You have the right not to be punished in a cruel or hurtful way.

Article 38

You have the right to protection in times of war. If you are under 15, you should never have to be in an army or take part in a battle.

Article 39

You have the right to help if you have been hurt, neglected, or badly treated.

Article 40

You have the right to help in defending yourself if you are accused of breaking the law.

Article 41

You have the right to any rights in laws in your country or internationally that give you better rights than these.

Article 42

All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too.

This is a simplified version of the UNCRC. It has been signed by 194 countries. The convention has 54 articles in total. Article 43 - 54 are about how governments and international organisations will work to give children their rights.



worksheet

children's rights quiz

1. What does UNCRC stand for?

- United Nations Convention on the Rights of the Child
- Universal Needs for Children's Religion and Culture
- United Nations Convention for Raising Children

2. What age do you need to be to have these special rights?

- 0 – 12 years
- under 18
- 16 and under

3. How many 'articles' are there in the UNCRC?

- 12
- 54
- 80

4. Who wrote the first version of children's rights?

- Princess Anne
- Eglantyne Jebb
- Sir Bob Geldof

5. How many countries in the world have signed up to the UNCRC?

- half of them
- all of them
- 37 of them

children's rights quiz answers



1. Answer a. – United Nations Convention on the Rights of the Child

The UNCRC was drawn up in 1989. The United Nations is a group of countries who want to improve conditions for people in the world in a peaceful way. A convention is a formal agreement between countries. A right is something you are entitled to, no matter who you are. It is something you shouldn't go without. The UNCRC commits governments to respect, protect and fulfill children's rights through their policies and laws.

2. Answer b. – under 18

The UNCRC outlines special rights for children and young people who are under 18. In it are special rights to protect and support children as they grow up. Children are more likely than adults to have their rights forgotten so the Convention protects rights specifically for those under 18.

3. Answer b. – 54 Articles

The UNCRC has 54 'articles'. An article is a description of one of your rights. Included in the UNCRC is the right to a name and a nationality, the right to health and the right to be protected from discrimination, whatever your race, sex, colour, religion or anything else about you. Children's rights in the UNCRC also include the right to health, to education, to information and the right to be protected from violence and abuse. See worksheets 2 and 3.

4. Answer b. – Eglantyne Jebb (pronounced EGG-LAN-TYNE)

Eglantyne Jebb was the founder of Save the Children. In 1923 she wrote the first children's charter which later became the UNCRC. She was to make sure that anyone who came in contact with children were in a position to help them and that children's welfare was a major issue for governments around the world. Eglantyne worked for a better world for children.

5. Answer b. – All of them

All of the countries in the world have signed the UNCRC but not all of them have ratified it. To ratify means that the government makes sure all their laws and policies meet the standards in the Convention. The UK government ratified the Convention in 1991. Every 5 years the government needs to send a report to the United Nations Committee on the Rights of the Child telling them what they are doing about children's rights. The two countries that have not ratified the Convention are Somalia and the United States of America. (Information correct, September 2005).

children's rights quiz answers



1. Answer a.
United Nations Convention on the Rights of the Child

2. Answer b.
under 18

3. Answer b.
54 Articles

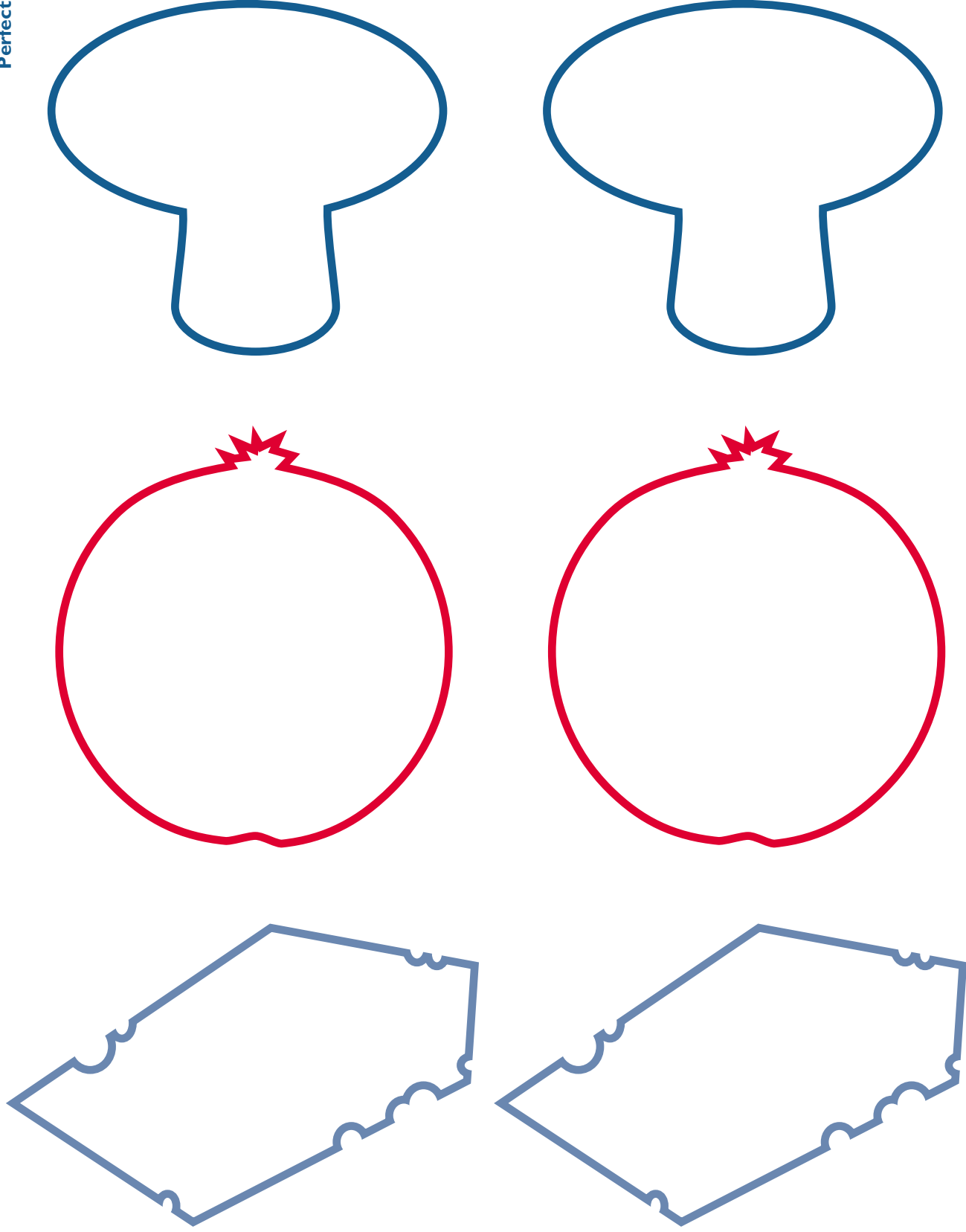
4. Answer b.
Eglantyne Jebb (pronounced EGG-LAN-TYNE)

5. Answer b.
All of them

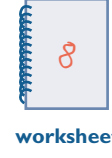
perfect pizza shapes



worksheet



how it works activity cards



worksheet

Writing the job description

Explains what they will do

Writing the person specification

Explains the ideal person to do the job

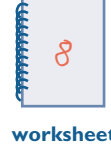
Advertising the job

Letting people know the job is available

Getting the right information to people

Sending out application forms

how it works

 activity cards

Shortlisting

Choosing who you will invite for an interview

Taking up references

Asking people who know them if they are suitable

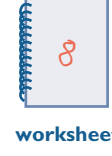
Interviews

Finding out more about them

Making a decision

Choosing who you will give the job to

how it works

 activity cards

Offering the job

Letting the person know

Feedback to candidates

Letting people know how they did in the interview

Induction

Showing them their new workplace

how it works

an explanation of the recruitment process



JOB DESCRIPTION

A job description does exactly what it says. It describes the job and the roles and responsibilities the person will have. It includes things like how much the person will be paid, where they will work, what the purpose of their job is and what they will be expected to do.

PERSON SPECIFICATION

A person specification, or person spec for short, describes the ideal person to do the job. It outlines the knowledge, skills, abilities and experience the person will need to have. Sometimes person specs. divide the information into essential and desirable criteria. Person specs. are used to help decide who you should invite for an interview and employ.

ADVERTISING THE JOB

Once the job description and person specification have been agreed the job is advertised. Job adverts normally include information about the job title, how much the person will be paid, where they will work, information about the organisation they will work for and a description of the job. It also provides people with a contact number where they can get more information on the job and the closing date for applications.

GETTING THE RIGHT INFORMATION TO CANDIDATES

If someone is interested in the job they will contact the organisation. They will then send the person an information pack. This normally includes an application form and a copy of the job description and person specification. They may also include an equal opportunities monitoring form and information on child protection. To make it a fair process it is important that everyone receives the same information.

SHORTLISTING

After the closing date for applicants a panel of people will sit down with all the application forms. They go through them and decide which candidates will be invited for interview. To choose the candidates those involved in shortlisting match the information in the application form or C.V. to the essential criteria in the person specification. Most people use a short listing form with tick boxes.

INTERVIEWS

Organisations use interviews as a way of finding out if the candidate is the best person for the job. Interviews are usually done by a panel of people. They meet together and decide on questions, who is going to chair the panel and who will ask each question. During the interview the panel members take notes on the answers candidates give to the questions. They use these to decide if the person fits all the criteria set out in the person spec. Interviews are also a chance for the candidate to ask questions about the organisation and the job.



how it works

an explanation of the recruitment process

REFERENCES

Before appointing anyone organisations ask for references from candidate's previous employers. They are needed to make sure that the information the candidate provided on their form and in the interview is correct. References identify anything that would prevent an offer being made to the candidate. Organisations usually ask for 2 references.

MAKING A DECISION

After the interviews the panel meets and decides who they are going to give the job to. The panel discuss each candidate in turn using their score sheet. They decide which candidate best meets the person specification. It's important that this part of the process is fair and that the panel decide on the best person to do the job and not who they liked the best. If any of the candidates felt they were unfairly treated in the interviews they can make a complaint. The panel would then be able to use their score sheets as evidence of how they made a fair decision. Score sheets are also used to give feedback to candidates.

OFFERING THE JOB

Once the panel has made a decision the chair of the panel contacts the successful candidate and offers them the job. This can be done by telephoning or writing to the person. The successful candidate then decides if he or she wants the job and confirms this in writing.

FEEDBACK TO CANDIDATES

All candidates who have attended an interview should be informed of the outcome. Candidates may ask for feedback on how they performed in the interview. Feedback is not about criticising. It is about letting the candidate know what they did well and what they could improve on. The chair of the panel is the only person who gives the candidate feedback. They do this on behalf of everyone involved in the interview process.

INDUCTION

The purpose of an induction is to make new employees feel at home in their new job. It covers most of the things new employees will need to know. This may include the history of the organisation, what its aims are and policies and guidelines they will need to know. Information is also provided on health and safety e.g. how to use a computer safely and what to do if there is a fire. New employees also get a tour of their new workplace and an opportunity to meet their new colleagues.

first impressions information cards



worksheet

CANDIDATE ONE

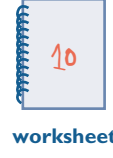
Can speak 4 languages

Went to university

Is a Christian

Runs a local Scout group

first impressions information cards



worksheet

CANDIDATE TWO

Is a single parent

Is deaf

Volunteers at a local youth group

Used to be a professional football coach



CANDIDATE THREE

Hasn't worked for 3 years

Cares for an elderly mother

Loves animals especially cats

Used to present Children's TV programmes



CANDIDATE FOUR

Has no children

Was in prison for drugs but is 'clean' now

Loves going to the cinema

Is a community centre manager

agree/disagree activity cards



worksheet

Q: One of the candidates is a wheelchair user. The room you wanted to use doesn't have wheelchair access. You decide to move the interview room.

AGREE

A: The Disability Discrimination Act makes it unlawful for an employer to treat a disabled person less favourably because of their disability. Employers and potential employers must make 'reasonable adjustments' to normal practices, even in recruitment.

Q: You are interviewing for a youth worker. A woman comes in to the room. You think she may be pregnant. The job involves working at nights so you decide to ask her how she would cope with childcare.

DISAGREE

A: You cannot ask a woman if she is pregnant. Failure to recruit someone because they are pregnant is direct discrimination and is against the Sex Discrimination Act 1975.

Under the law the woman would have to show that pregnancy was a cause of less favourable treatment.

Q: You are interviewing for a cleaner for the community centre. Only one man comes for the interview. He is a refugee from Algeria and his first language is Arabic. His English is not very good so you decide not to give him the job.

DISAGREE

A: This could be seen as indirect discrimination under the Race Relations Act. It is lawful to require a certain standard of English but only if it is a genuine requirement of the job. This could be interpreted as indirect discrimination as the candidate could argue that a high standard of English is not needed to do the job.

Q: A woman comes in for a job and you think she may be a lesbian. There have been problems in the youth club with people making jokes about women going out with other women. You decide that it's best not to employ her.

DISAGREE

A: You cannot discriminate against someone because of their sexual orientation. This is unlawful under the Employment Equality (Sexual Orientation) Regulations 2003. The best candidate should get the job regardless of their sexuality.



worksheet

agree/disagree activity cards

Q: A candidate phones and requests an application form in Braille. The closing dates for applications is only a week away and you don't think you have time to get the form translated. You tell him that the job is no longer available.

DISAGREE

A: The Disability Discrimination Act makes it unlawful to treat a person less favourably because of their disability. Employers must make 'reasonable adjustments'. Providing application forms in Braille, if requested, would be seen as being reasonable.

Q: A woman comes in for a job in a Mixed Faith High School. You think she may be a Catholic because she is wearing a cross. You decide that her religion doesn't matter and give her the job.

AGREE

A: It is unlawful under the Employment Equality (Religion and Belief) Regulations 2003 to discriminate on the grounds of religion and belief.

An exception could be made if a particular religion is a genuine occupational requirement but the employer would need to prove that it is essential to carry out the job.

Q: A male applies for a job in a women's refuge. He has a lot of experience but you tell him that he cannot apply because he is a man.

AGREE

A: This could be seen as direct discrimination under the Sex Discrimination Act. However some jobs require a person of a particular sex for reasons of privacy. For this job being female would be seen as a 'genuine occupational requirement' therefore it is lawful to allow only women to do the job.

open & closed questions



worksheet

What is your favourite food?

Do you like milk?

What did you do at school/work yesterday?

Do you have homework?

open & closed questions



worksheet

Did you watch the news last night?

What did you watch on tv last night?

Do you think young people should be involved in interviews?

How can adults really listen to young people?

open & closed questions



worksheet

What is it about the training you are enjoying?

Are you enjoying this training?

Tell me about your family?

Do you have a brother?



worksheet

there's been a robbery

robbery reports

Robbery Report One

I was walking into a shop one morning and a man came running out. He knocked me over and kept running up towards the bus stop. He was carrying a white bag in his right hand and it looked like he had a gun in his left hand. He was wearing a brown jacket that was torn on the shoulder, a blue and green striped shirt and blue jeans. He had skinny legs and a big stomach. He wore wire-rimmed glasses and black shoes. He was bald and had a brown moustache. He was about 6ft tall and probably in his mid-thirties.

Robbery Report Two

The robbery took place on the 1015 train to Glasgow Queen Street. A tall woman who was probably 5ft 10 came on and sat beside a man with a blue jacket. She was between 35 and 40 but looked really young. She was very elegant and wore a long black skirt and high heeled shoes. She was wearing a black jacket with a large pink flower on the right hand side. Her hair was brown and was in a ponytail. Just as the train was going into the tunnel she spilt water on her skirt. The man sitting beside her went to get paper towels. As soon as he left she took his briefcase and went into the next carriage.

Police Officer Information – Prompt Questions

You are a police officer. You have been sent to investigate a robbery. You must find out as much information as you can. The following questions will help you with your investigation.

- Where did the robbery take place?
- When did it take place?
- What did the robber steal?
- What did the robber look like? How tall were they? Were they male or female? What age were they? What were they wearing?
- Where did they go?
- Who else was there?



Notes

notes



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