

Title:	Youth Participation and Voice
Level:	1
Credit value:	2
GLH:	18
Unique Reference Number:	R/652/0227
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to understand youth participation and how young people can be supported to express their views.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Learning outcomes

The learner will:

1. Be able to understand youth participation.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand what participation means in youth work.

The learner must:

- 1.1 Define **youth participation**.
- 1.2 Identify **benefits** of youth participation.

2. Be able to understand how to involve young people in decision-making.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise ways young people can have a voice.

The learner must:

<p>2.1 Identify ways young people can contribute ideas.</p> <p>2.2 Describe why their input is valuable.</p>
<p>3. Be able to understand barriers to participation.</p>
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to understand factors that may prevent young people from participating.</p> <p>The learner must:</p> <p>3.1 Identify possible barriers to participation.</p> <p>3.2 Describe how adults can support participation.</p>

<p>Scope of Training</p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>

<p>Requirements</p>	
<p>Youth Participation</p>	<p>Definition:</p> <p>Youth participation means young people being involved in activities, discussions, and decisions that affect them.</p> <p>Teaching must include:</p> <p>Learners must define youth participation and include at least two key features, such as:</p> <ul style="list-style-type: none"> • Young people sharing their views or ideas • Young people taking part in decisions or planning activities • Young people being actively involved in programmes or projects <p>Teaching could include:</p> <ul style="list-style-type: none"> • Examples of participation in youth clubs or community projects • Simple discussion about how young people can influence activities

<p>Benefits</p>	<p>Definition: Youth participation benefits both young people and youth programmes by encouraging involvement and personal growth.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Increased confidence and self-esteem • Development of communication and leadership skills • Young people feeling valued and listened to • Activities better meeting young people’s interests and needs <p>Teaching could include:</p> <ul style="list-style-type: none"> • Case examples where youth input improved activities • Discussion about how participation helps young people feel included
<p>Barriers</p>	<p>Definition: Barriers are things that may stop young people from taking part or sharing their ideas.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Lack of confidence or fear of speaking • Feeling their views will not be listened to • Language or communication difficulties • Limited opportunities to contribute <p>Teaching could include:</p> <ul style="list-style-type: none"> • Group discussion about situations where young people feel excluded • Simple case studies highlighting barriers