



VIPER ingredients of high quality participation

Ingredient	What this means
<p>1. Participation of disabled young people is thoroughly embedded in the culture and practices of the organisation</p>	<ul style="list-style-type: none"> • The organisation is committed to meaningful, inclusive, accessible and ongoing participation practice • Participation is built in to the organisation's activities in a proactive and planned way • A wide range of staff are involved - not just 'participation workers' • There is an awareness of the value and importance of participation throughout the organisation • Learning is shared across the organisation • There are mechanisms for communication between management and young people • Disabled young people have some control of all of the above
<p>2. There is a wide range of opportunities for disabled young people to participate within the organisation</p>	<ul style="list-style-type: none"> • Participation takes place at operational, strategic and individual levels • (In larger organisations) participation of disabled young people happens in a range of different services – and not just those specifically focused on disability • Disabled young people have opportunities to participate in different types of decision e.g. planning, service delivery, evaluation, communications
<p>3. Participation opportunities are inclusive</p>	<ul style="list-style-type: none"> • Disabled young people have equal access to participation activities, whatever their impairment • All ages of 'young' people can participate



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	<ul style="list-style-type: none"> • Disabled young people can access 'mainstream' participation opportunities
4. Participation activities are accessible	<ul style="list-style-type: none"> • Barriers are removed • A range of different approaches and methods are used flexibly and creatively • Activities are appropriate to the age, abilities and access requirements of the young people • Disabled young people have a say about the methods and activities used
5. Disabled young people set the agenda	<ul style="list-style-type: none"> • Disabled young people have choice over the decisions they participate in • Disabled young people take ownership and initiate work themselves
6. Participation is a positive and meaningful experience for disabled young people	<ul style="list-style-type: none"> • Disabled young people get something they value from their participation experience • Disabled young people understand the purpose of the activities, and the ways in which their contributions will be used • Disabled young people feel that their contributions are valued by others • Activities are also enjoyable in themselves
7. Staff have appropriate attitudes, understanding and skills	<ul style="list-style-type: none"> • Staff understand the meaning of participation – they enable young people to speak out, they do not speak for them • Staff give young people choice, they do not lead





	<ul style="list-style-type: none"> • Staff treat disabled young people as individuals and support them to participate • Staff work within the social model of disability • Staff receive disability equality training
8.Participation is monitored and evaluated	<ul style="list-style-type: none"> • Records are kept about participation activities and the young people who participate • Feedback from disabled young people is collected and used to improve activities • Evidence of impact is collected • Evaluation findings are acted upon and communicated to young people and others • Disabled young people participate in evaluation processes
9.Participation of disabled young people brings about change	<ul style="list-style-type: none"> • Disabled young people’s participation is seen to make a difference - to individuals, services, organisations and beyond • These changes are communicated back to the disabled young people, and to others
10. The organisation shows that it values disabled young people’s participation	<ul style="list-style-type: none"> • Disabled young people are rewarded and recognised for their participation • Participation is acknowledged at a senior level within the organisation, and this accurately reflects young people’s own experience (i.e. not ‘bigging up’ a tokenistic experience in order to ‘tick the box’) • Sufficient resources are allocated to enable ongoing meaningful participation



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