CENTRE FOR YOUTH VOICE

Youth Voice Self-Assessment Tool

This tool was co-developed with the **Youth Voice Ambassadors** — a group of 16–24-year-olds — to help adults and young people reflect on their youth voice practice together. Work through it as a group, discuss each question openly, and use it to spark honest conversation about what's working and what could be better.

HOW TO RUN THIS SESSION

Do it together This is a co-assessment — designed to be used by young people and adults in the same room. Both perspectives matter equally.	**Discuss as a group** Talk through each sub-principle together before agreeing a score. If you can't agree, that's fine — disagreement usually means you've found something important.
You choose the focus Decide together what you're reflecting on — a one-off event, a specific project, or your whole organisation's practice.	**Be honest** This isn't about getting the highest score. The most useful sessions are the ones where people speak honestly about what's really happening.
Take your time You don't have to finish everything at once. Focus on the principles that matter most right now and come back to the rest.	**Keep coming back** This isn't a one-time test — it's a map. Use it regularly to track how your practice is improving over time.

STEP 1 OF 4 — BEFORE YOU BEGIN

ORGANISATION OR PROJECT NAME

WHO'S IN THE ROOM TODAY? e.g. 4 young people, 2 youth workers

DATE

WHAT ARE WE REFLECTING ON? e.g. An event / A workshop / The project so far / Our ongoing practice

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STEP 2 OF 4 — RANK YOUR PRIORITIES

As a group, decide which principles matter most to you right now. Write a number 1–7 in the **Priority** column (1 = most important to focus on today). You'll score all seven principles, but your ranking shapes the order you work through them.

Priority (1 = most important)	Principle
	Youth voice feeds into ongoing learning and improvement
	Young people have a say in how things are run
	Adults and young people agree on what they want to achieve together
	Every young person feels safe to contribute honestly
	Young people benefit from taking part
	The opportunities are as fair and equitable as possible
	All adults are part of a culture that truly listens and takes action

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STEP 3 OF 4 — SCORE AND REFLECT

PRINCIPLE 1 OF 7 ## Youth voice feeds into ongoing learning and improvement

1. Young people are asked to give feedback about what would improve their youth voice experience

1	3	5
Doesn't happen, or very inconsistently	Happens for some young people, some of the time	Happens for all young people, all of the time
■ Circle if selected	■ Circle if selected	■ Circle if selected

REFLECTIONS: WHAT WORKED WELL, WHAT DIDN'T? Be honest — what's going well and what's getting in the way?

WHAT ACTION DO WE WANT TO TAKE? Who needs to be involved?

2. Learnings about youth voice are shared with other people and groups

1	3	5
Doesn't happen, or very inconsistently	Happens for some young people, some of the time	Happens for all young people, all of the time
■ Circle if selected	■ Circle if selected	■ Circle if selected

REFLECTIONS: WHAT WORKED WELL, WHAT DIDN'T? Be honest — what's going well and what's getting in the way?

WHAT ACTION DO WE WANT TO TAKE? Who needs to be involved?

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STEP 3 OF 4 — SCORE AND REFLECT

PRINCIPLE 2 OF 7 ## Young people have a say in how things are run

1. Adults and young people talk about who is in charge and why

1	3	5
Doesn't happen, or very inconsistently	Happens for some young people, some of the time	Happens for all young people, all of the time
■ Circle if selected	■ Circle if selected	■ Circle if selected

REFLECTIONS: WHAT WORKED WELL, WHAT DIDN'T? Be honest — what's going well and what's getting in the way?

WHAT ACTION DO WE WANT TO TAKE? Who needs to be involved?

2. Young people feel their work belongs to them and care about the outcome

1	3	5
Doesn't happen, or very inconsistently	Happens for some young people, some of the time	Happens for all young people, all of the time
■ Circle if selected	■ Circle if selected	■ Circle if selected

REFLECTIONS: WHAT WORKED WELL, WHAT DIDN'T? Be honest — what's going well and what's getting in the way?

WHAT ACTION DO WE WANT TO TAKE? Who needs to be involved?

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STEP 3 OF 4 — SCORE AND REFLECT

PRINCIPLE 3 OF 7 **Adults and young people agree on what they want to achieve together**

1. Adults and young people work as a team to create the plans for youth voice

1	3	5
Doesn't happen, or very inconsistently	Happens for some young people, some of the time	Happens for all young people, all of the time
■ Circle if selected	■ Circle if selected	■ Circle if selected

REFLECTIONS: WHAT WORKED WELL, WHAT DIDN'T? Be honest — what's going well and what's getting in the way?

WHAT ACTION DO WE WANT TO TAKE? Who needs to be involved?

2. These goals are supported by appropriate amounts of money, time and skills

1	3	5
Doesn't happen, or very inconsistently	Happens for some young people, some of the time	Happens for all young people, all of the time
■ Circle if selected	■ Circle if selected	■ Circle if selected

REFLECTIONS: WHAT WORKED WELL, WHAT DIDN'T? Be honest — what's going well and what's getting in the way?

WHAT ACTION DO WE WANT TO TAKE? Who needs to be involved?

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STEP 3 OF 4 — SCORE AND REFLECT

PRINCIPLE 4 OF 7 Every young person feels safe to contribute honestly

1. Young people can choose to take part in the way that suits them best

1	3	5
Doesn't happen, or very inconsistently	Happens for some young people, some of the time	Happens for all young people, all of the time
■ Circle if selected	■ Circle if selected	■ Circle if selected

REFLECTIONS: WHAT WORKED WELL, WHAT DIDN'T? Be honest — what's going well and what's getting in the way?

WHAT ACTION DO WE WANT TO TAKE? Who needs to be involved?

2. Young people feel supported and cared for, with regular feedback collected on this

1	3	5
Doesn't happen, or very inconsistently	Happens for some young people, some of the time	Happens for all young people, all of the time
■ Circle if selected	■ Circle if selected	■ Circle if selected

REFLECTIONS: WHAT WORKED WELL, WHAT DIDN'T? Be honest — what's going well and what's getting in the way?

WHAT ACTION DO WE WANT TO TAKE? Who needs to be involved?

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STEP 3 OF 4 — SCORE AND REFLECT

PRINCIPLE 5 OF 7 ## Young people benefit from taking part

1. Young people say that taking part is a good use of their time

1	3	5
Doesn't happen, or very inconsistently	Happens for some young people, some of the time	Happens for all young people, all of the time
■ Circle if selected	■ Circle if selected	■ Circle if selected

REFLECTIONS: WHAT WORKED WELL, WHAT DIDN'T? Be honest — what's going well and what's getting in the way?

WHAT ACTION DO WE WANT TO TAKE? Who needs to be involved?

2. Young people get something positive back from being involved (like new skills or confidence)

1	3	5
Doesn't happen, or very inconsistently	Happens for some young people, some of the time	Happens for all young people, all of the time
■ Circle if selected	■ Circle if selected	■ Circle if selected

REFLECTIONS: WHAT WORKED WELL, WHAT DIDN'T? Be honest — what's going well and what's getting in the way?

WHAT ACTION DO WE WANT TO TAKE? Who needs to be involved?

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STEP 3 OF 4 — SCORE AND REFLECT

PRINCIPLE 6 OF 7 The opportunities are as fair and equitable as possible

1. Everyone gets the help they need to take part, especially those who often feel left out

1	3	5
Doesn't happen, or very inconsistently	Happens for some young people, some of the time	Happens for all young people, all of the time
■ Circle if selected	■ Circle if selected	■ Circle if selected

REFLECTIONS: WHAT WORKED WELL, WHAT DIDN'T? Be honest — what's going well and what's getting in the way?

WHAT ACTION DO WE WANT TO TAKE? Who needs to be involved?

2. Young people help decide how to make the group fair and welcoming for everyone

1	3	5
Doesn't happen, or very inconsistently ■ Circle if selected	Happens for some young people, some of the time ■ Circle if selected	Happens for all young people, all of the time ■ Circle if selected

REFLECTIONS: WHAT WORKED WELL, WHAT DIDN'T? Be honest — what's going well and what's getting in the way?

WHAT ACTION DO WE WANT TO TAKE? Who needs to be involved?

3. Youth voice aligns with the wider organisation's policies around equity

1	3	5
Doesn't happen, or very inconsistently ■ Circle if selected	Happens for some young people, some of the time ■ Circle if selected	Happens for all young people, all of the time ■ Circle if selected

REFLECTIONS: WHAT WORKED WELL, WHAT DIDN'T? Be honest — what's going well and what's getting in the way?

WHAT ACTION DO WE WANT TO TAKE? Who needs to be involved?

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STEP 3 OF 4 — SCORE AND REFLECT

PRINCIPLE 7 OF 7 **All adults are part of a culture that truly listens and takes action**

1. Young people are listened to

1	3	5
Doesn't happen, or very inconsistently	Happens for some young people, some of the time	Happens for all young people, all of the time
■ Circle if selected	■ Circle if selected	■ Circle if selected

REFLECTIONS: WHAT WORKED WELL, WHAT DIDN'T? Be honest — what's going well and what's getting in the way?

WHAT ACTION DO WE WANT TO TAKE? Who needs to be involved?

2. The organisation is set up in a way that makes it easy to listen and respond to youth voice

1	3	5
Doesn't happen, or very inconsistently ■ Circle if selected	Happens for some young people, some of the time ■ Circle if selected	Happens for all young people, all of the time ■ Circle if selected

REFLECTIONS: WHAT WORKED WELL, WHAT DIDN'T? Be honest — what's going well and what's getting in the way?

WHAT ACTION DO WE WANT TO TAKE? Who needs to be involved?

3. It is clear what happens as a result of youth voice activities

1	3	5
Doesn't happen, or very inconsistently ■ Circle if selected	Happens for some young people, some of the time ■ Circle if selected	Happens for all young people, all of the time ■ Circle if selected

REFLECTIONS: WHAT WORKED WELL, WHAT DIDN'T? Be honest — what's going well and what's getting in the way?

WHAT ACTION DO WE WANT TO TAKE? Who needs to be involved?

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STEP 4 OF 4 — SUMMARY AND NEXT STEPS

Use this page to pull together your scores and key actions. Fill it in as you go, or complete it at the end of your session.

Principle	Sub-principle	Score (1 / 3 / 5)	Key action to take	Review date
Youth voice feeds into ongoing learning and improvement	Young people are asked to give feedback about what would improve their youth voice experience			
	Learnings about youth voice are shared with other people and groups			
Young people have a say in how things are run	Adults and young people talk about who is in charge and why			
	Young people feel their work belongs to them and care about the outcome			
Adults and young people agree on what they want to achieve together	Adults and young people work as a team to create the plans for youth voice			
	These goals are supported by appropriate amounts of money, time and skills			
Every young person feels safe to contribute honestly	Young people can choose to take part in the way that suits them best			
	Young people feel supported and cared for, with regular feedback collected on this			
Young people benefit from taking part	Young people say that taking part is a good use of their time			
	Young people get something positive back from being involved (like new skills or confidence)			
The opportunities are as fair and equitable as possible	Everyone gets the help they need to take part, especially those who often feel left out			
	Young people help decide how to make the group fair and welcoming for everyone			
	Youth voice aligns with the wider organisation's policies around equity			
All adults are part of a culture that truly listens and takes action	Young people are listened to			
	The organisation is set up in a way that makes it easy to listen and respond to youth voice			
	It is clear what happens as a result of youth voice activities			

Thank you for using this framework. If you would like support or have questions, please reach out to the Centre for Youth Voice.