



Checklist

Recruiting young people

Roles for young people

- What is the purpose of young people being involved in your research project?
- What role will young people be playing in your research project?
- What exactly will young people be doing?
- What time commitment is involved?
- What is the overall length of the project they will be participating in?
- Where and how will young people be involved (E.g. remotely via regular zoom meetings, attending things face to face)?
- Are there any essential/key dates young people need to know about upfront?
- How will young people be reimbursed for their time?
- What practical things will be provided (E.g. travel costs covered if travel is necessary)
- What will young people gain/how will they benefit from this role?
- What support will be provided for young people along the way?

- How will the way you describe and promote this role encourage young people who may have less access/more barriers to an opportunity like this?
- Are these roles going to encourage a diversity of young people to apply - from the quiet achiever types who will love trawling through and analysing data, through to public advocates who will love speaking about research findings connected to their lived experience at a conference?

Tips

- If there are key dates/milestones where young people's involvement is essential, make sure you communicate these upfront. For example, induction or training dates, key meeting dates, workshop dates. This can help young people to assess their availability in advance.
- Developing time management skills is a challenge for all of us. You may want to consider how you help young people to realistically think through their availability



- Young people are often juggling multiple commitments, and this phase of life may involve a lot of transitions, transience and change. When developing roles for young people to be involved in your research, it's important to think about making their roles flexible and manageable in the bigger picture of their lives and other commitments.
- Consider how you would write this role/these roles in a way which would be accessible and appealing to a young person who has never been involved in anything like this before. You may even want to explicitly state in the role that you are encouraging people to apply as their first time getting involved in something like this.

Selection criteria

- How are you ensuring that your selection criteria encourage young people with a diversity of identities and lived experiences to participate? This includes:
 - Gender
 - Age
 - Cultural and linguistic diversity
 - Geographic location
 - Socio-economic status
 - Identifying as:
 - First Nations People
 - LGBTIQ+
 - Recently arrived refugee/person seeking asylum
 - Lived experience in out of home care
 - Living with disability (including invisible disabilities)
- How are you going to ensure that your selection criteria draw out young people's motivations and interests?
- How are you going to ensure that your selection criteria empower young people to represent themselves for how they want to be viewed?
- How are you going to ask for young people to share some of the skills and knowledge they will bring to your project, in a way that doesn't make 'first-timers' feel like they don't have enough experience?



Tips

- It's really important to ensure that your selection criteria are not going to unfairly preference young people who have/already are accessing multiple opportunities to engage and participate in decisions which affect them.
- Consider if there is specific lived experience which is particularly relevant for your research project. For example, in health research - are you considering the experiences of young people with disability or chronic illness, young people who are carers, young people who are newly arrived or from refugee backgrounds? You may want to consult and alter your selection criteria accordingly to ensure you get young people who are most impacted by the research topic you are investigating.

Recruitment strategy

- How are you going to find a diverse, representative, interested and/or impacted pool of young people to engage in your research project?
- What health topics are you researching which relate to young people? Have you considered and mapped relevant health services which young people would be accessing already and engaged with these services to find out how they might promote the opportunity for young people to get involved?
- Have you considered a webbed recruitment strategy: where you map and reach out to networks who have access to young people?

Tips:

- Consider some of the networks you can build relationships with who would have contextual understanding and pre-existing access to young people, such as:
 - Local Councils (E.g. Youth Advisory Committees, Youth Services, Youth Interagencies)
 - Schools (E.g. Student Representative Councils, Parents & Friends Committees, regional school principal's meetings, parents and guardians)



- Sport & recreation groups (E.g. Police and Citizens Youth Clubs)
- Youth-focused services (E.g. Headspace, disability services)
- Culturally or religiously specific groups (E.g. church youth groups, ethno-specific community groups)
- Through community leaders (E.g. Aboriginal & Torres Strait Islander elders)
- Local health services (E.g. Public Health Networks, Aboriginal Controlled Community Health Organisations)
- State/Territory peak bodies for children and young people (E.g. NSW Advocate for Children and Young People)
- National Children's Commissioner
- State and Federal Members of Parliament (who may have a newsletter they can cross-promote opportunities for participation)
- National youth-focused movements (E.g. Australian Youth Climate Coalition, Girl Guides)
- Higher education institutions (E.g. TAFE and universities)
- It is worth taking the time to undertake network mapping to support your recruitment strategy
- These networks may also be able to provide you with some advice about the best ways to recruit and engage with young people in particular contexts
- Every time you connect with new or existing networks who are already engaging with young people, ask: who else should I speak to? This is a great way to keep expanding your networks.
- Make it easy for networks to promote these opportunities: create a simple promotion kit with a social media tile and, newsletter copy
- Consider the vital role that parents/guardians/carers/families play as gatekeepers, stakeholders and facilitators of young people's participation. Depending on the age of young people you are seeking to engage and the purpose of your research project, you may want to develop an engagement strategy for parents/guardians/carers/families.



Application process

- Does the role and application process come with an information pack which includes answers to questions young people may have?
- Is your application process accessible to young people who may have barriers to reading or writing in formal application processes?
- Can you provide a range of options for how young people apply?
- Is there a phone number, email and contact name listed for any enquiries?
- Have you clearly listed the deadline for applications?
- Have you clearly listed when young people can expect to hear back from you?
- How are you going to securely store young people's applications and personal information, protect their privacy throughout the process and manage/destroy this data when it is not needed?
- If your process involves young people under 18 who need parent/guardian permission to participate, have you included this information and the relevant information and consent forms for young people, parents/guardians upfront?

Tips

- Develop a simple and visual application pack which provides more information to young people on questions they may have about
- If you've involved young people in past, current or similar roles - you might want to include a brief quote from them about their experience and what young people can gain from being part of this role.
- Have a range of ways for young people to apply, such as: phone application or video upload.
- Make sure that you visually represent a diverse range of young people in any promotional information/materials.
- Make sure that there is an actual individual contact person assigned to receive enquiries from young people during the application phase - not just a generic number or switchboard. It needs to be a person with a name. You could even include a photo of this person.



Selection process

- What is the most approachable, accessible and equitable way for young people to be
- What is your process for selecting young people to be involved?
 - Application review only
 - Individual interviews
 - Group interviews
- Do you want to give young people a task-based interview, or to provide them with the questions in advance so that they have time to prepare?
- Who will be on the interview panel, and is there a skilled young person who is able to be part of this process?
- How will you communicate with young people along the way and keep them updated on the status of their application?

Tips

- Be mindful of young people's time - do not make the application and selection process more time-consuming for young people than necessary.