Youth Centred Research Brief Report 2
Establishing an Active Youth Reference Group

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YOUTH KEY STAKEHOLDERS

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- Ishika Thakur (17yo)
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Group photo: Louisa (researcher), youth participants: Liz, Leila, Sahnly, Tamika, Edison, Shekiba, Christine (researcher), youth participants: Ishika, Abhi, Rithvika, Nikith.
**PROJECT MENTORS AND ADVISORS**

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**Professor Peter Gronn** is an Emeritus Professor in the Faculty of Education at Monash University. Prior to that, he was Professor of Education at the University of Cambridge. During 2011-14, he was Head of Faculty. He was the deputy chair of governors of the University of Cambridge Primary School. Had extensive research experience in government and non-government school systems, and with public sector agencies in Australia and the UK. He is a leading international scholar in the general field of leadership, and in educational and school leadership. In 2005-6 Peter acted as a consultant to the Australian Council for Educational Research on the project ‘Standards for School Leadership’ and in 2006-7 he co-authored the Country Background Report for Australia which formed part of the OECD international project on school leadership. He has over 150 publications and an Australian Research Council recipient.

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**Professor Umesh Sharma** is the Academic Head of the Educational Psychology and Inclusive Education Community in the Faculty of Education at Monash University, Australia. His research programs in the area of disability and inclusive education span India, Pakistan, China, Bangladesh, Fiji, Solomon Islands, Vanuatu and Samoa as well as Australia, Canada, USA and New Zealand. He has conducted several award winning national and international projects on topics like Funding of education for students with disability for the Commonwealth of Australia, the Development of Personalised and Support Guidelines for Victorian Government, and the development of the National Policy on Inclusive Education for Solomon Islands. He has authored over 150 academic articles, book chapters and edited books that focus on various aspects of inclusive education. He was recently named as Australia’s Research Field Leader in Special Education (a top rating for a researcher in his/her respective field) by the Australian Chief Scientist specialreports.theaustralian.com.au/1540291/

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Brief Research Report 2:

Establishing an active Youth Reference Group

This report explores the processes for recruiting young participants to establish a Youth Reference Group. The purpose of the Youth Reference Group is to share ideas, trial research processes and to develop a research protocol for qualitative visual research methods with young people. Report 2 will also detail the creation of the expression of interest survey for young people to take part, as well as an overview of participant sampling and how a diverse sample as attained. The Youth Reference Group was established at Monash University, Faculty of Education, Educational Psychology and Inclusive Education Academic Community in Victoria, Australia.

Youth participation

For this project youth participation refers to the practice of including young people in the delivery and decision-making of programs and initiatives that involve them. Youth participation empowers young people through opportunities to be actively involved. Young people’s actions have positive outcomes, and they can learn skills to support their own and the wider community’s development.

Our Youth Reference Group (also commonly known as Youth Advisory Groups) are a passionate group of young people aged between 14 – 17 who met regularly, primarily to engage with a specific research project (Reports 3-5), to also examine if our processes are youth-friendly and relevant to young people, their families and the community. We also focused on supporting the UNICEF education skills recommended for the 21st Century to healthily adapt and respond in a changing world:

21st century skills

Image source: UNICEF Education
Youth participation and agency is valued and critical to the success of this project. Young people’s input guided our team to develop more youth-centred research processes and programs, and increased our relevance to youth. We are committed to listening to our Youth Reference Group and engaging in multiple and meaningful ways to contribute, as evidenced throughout the 5 report series.

The final outcome of from the Youth Reference Group has been a tested and trailed (co) developed research methodology focusing on youth as key stakeholders and agents of change. The participatory research process has enabled the sharing of the unique experiences of youth through context-sensitive approaches that have been both systematic and reflexive. Overall the research focus has been to understand and document how qualitative visual methods have been used to generate new knowledge about youths educational experiences to hopefully to empower and enact social change.

In the long-term the Youth Reference Group involvement consists of ongoing participation in the planning and implementation of research methodology, such as

• contributing suggestions of change and ideas;
• providing feedback on our research projects that are partially or well developed;
• providing input into particular work or projects on a regular basis.

In the short-term the Youth Reference Group involvement included taking part in 4 qualitative participatory workshops from November 2019 to February 2020 for around 2 hours each workshop. It also included the final youth-led exhibition to disseminate the research findings and key messages.
Developing a suitable expression of interest form and advertising

Prior to recruitment, an expression of interest (EOI) survey was developed, to allow young people to gain more information about the research project, their background and experiences, to let us know how and why they would like to be involved. Questions in our EOI survey were designed based on the purpose and requirements of the group, and incorporated elements of surveys used by other Youth Advisory Groups (e.g. Manchester Centre for Youth Studies Youth Advisory Council; Maribyrnong Youth Advisory Committee). See Appendix A for the EOI survey.

The EOI survey created for this project provided a brief outline of the YRG and what would be required and asked of participants, so participants could make an informed decision of their participation. As 4 workshops would be taking place, the outline included details such as where and when the workshops would occur. Our EOI form was created on Qualtrics, allowing students to provide a response to the survey online via a weblink.

We also created an engaging advertisement, with the name of the project and a blurb about the purpose of the project. This included details such as the age-group being recruited and various incentives for group member participation. This image was designed to be used in recruitment emails containing the project information and link to the survey, as well as on social media forums such as twitter and Facebook, to reach a wide audience. See Appendix B for the recruitment flyer.
The organisations contacted were in Melbourne’s South East, in order to be close to the workshop location at Monash University in Clayton.
Participation Incentives

We a number of incentives to demonstrate that their participation is valued. We provided a number of incentives to group members to demonstrate that their participation is valued. Research involving young people often requires incentives to both encourage and recognise young people’s participation, and can be ethically incorporated into the research design (Seymour, 2012). Young people have been shown to respond to and appreciate a range of incentives, for example a prize draw can have a positive influence on participation, and generate excitement and discussion among groups of participants (Seymour, 2012).

Youth participation guides highlight the importance of making sure the experience of participation is enjoyable for young people, as they are giving up their time to participate (Government of Western Australia, 2016). The Youth Participation Kit prepared by the Government of Western Australia (2016) suggests that costs should be considered and budgeted for in the process of planning for youth participation, for food, transport and gifts, incentives, prizes or celebrations as a way of thanking young people for participation. The Youth Participation Kit suggests providing incentives for youth such as free pizza, compensation for travel, and prizes such as the chance to win a GoPro camera, in order to demonstrate to young people that their contribution is valued (Government of Western Australia, 2016). Young people have stressed that participation processes need to appeal to them, and the inclusion of fun activities, and use of incentives such as food, can boost participation (Bell, Vromen & Collin, 2008). Including snacks and beverages at group meetings can also assist members to socialise and relax (GenerationOn, 2012).

As outlined on our flyer and in our blurb, we provided pizza, snacks, and drinks at each workshop. In order to cover the cost of travel, each participant was provided with a $15 travel voucher. Members of our group were also given the chance to win a GoPro in a raffle draw at the end of the final workshop. Personal acknowledgement of input has also been identified as a strong incentive for participation (Bell, Vromen & Collin, 2008). We also outlined in our recruitment flyer that each student would receive a certificate of acknowledgement from Monash University. Personal incentives such as building leadership, communication, and networking skills, as well as a certificate of completion and letter of reference from the adults researchers were provided to each participant.

Sampling of participants: We aimed to recruit a diverse Youth Reference Group of around 8-10 young people aged between 14 – 17. Diverse youth could have included (but are not limited to) students with disabilities, health concerns, complex living arrangements and/or culturally, linguistically or socioeconomically diverse backgrounds. However, this project did not seek to target students identified with particular conditions or needs. We were interested in welcoming and including a diverse range of youth in the workshops. There was not an established exclusion criteria for participation.
Recruitment

We recruited widely. Once the recruitment flyer and expression of interest survey were finalised, and a location for the group meetings decided, a plan was made to recruit participants from the surrounding area. The details of community organisations, youth services, secondary schools and city councils in Melbourne’s south-east were recorded in a spreadsheet for contacting. The Australian My School website was used to search for secondary schools in Melbourne’s South East, and private, catholic and public schools were contacted to promote diversity of participants.

An initial email was sent out to schools, city councils and community organisations, which included an introduction to the researchers, the recruitment flyer, and a link to the expression of interest form. After allowing 2 weeks for organisations to reply, a follow-up phone call was made to introduce the project and provide the opportunity for participants to ask questions about the group. For example, schools were contacted and the researchers were given the contact details of a person at the school who could assume the role of sending out the expression of interest forms or informing students who they believed would be interested in the project. The researchers found that recruiting via phone was most beneficial, as it often allowed for the appropriate contact person to be established, which facilitated the dissemination of the Expression of Interest forms to young people. The recruitment flyer was also advertised on the researcher’s Twitter account and sent through to Monash University contacts. Once EOI forms had been received, 10 participants were sent invitations to participate in the project.
Ethical considerations in recruitment

A crucial ethical consideration in this study was to ensure that youth were freely assenting to participate. Youth and families/carers were informed in the explanatory statements and again at the outset of the workshops that they can withdraw from participating with no consequence to the project or themselves during the workshop, or after its completion. They were informed that this withdrawal will only be possible up until they approve the transcript of conversations with them. Once this approval has been given it will not be possible to withdraw the data as it will be published. The explanatory forms and consent/assent forms where sent together so that parents/carers and the youth participant could discuss participation in the study together upon receiving the ‘project information pack’.

A further critical ethical consideration in conducting this research is that care needs to be taken to ensure confidentiality of any disclosures made by youth during the workshops. Care was taken to protect the confidentiality of the information shared during these sessions. The researchers explained confidentiality to youth through beginning of the workshops and using inclusive, age-appropriate language. Youth indicated their understanding of the confidentiality arrangements governing the workshop conversations in signing their assent. We also informed participants that if they need to talk with someone during or post workshop they can speak with an adult such as a parent/carer or teacher or the researchers.

Lastly, another ethical consideration is that of youth, or families for whom particular care or sensitivity to circumstances is needed. The researchers ensured that families and/or school have notified them via the consent form and procedures if there were any circumstances that required additional sensitivity or confidentiality for particular youth participants.
Parental Consent and Youth Assent

Once a number of EOI forms had been returned, young people were contacted via their preferred contact method (email or phone) and invited to take part in the group. As participants recruited for our YRG were in the age range of 14-17, parental consent was obtained before the first workshop was conducted. If a young person accepted their invitation to take part, they were sent a welcome email including an explanatory statement and consent form for a parent or guardian to read, sign and return prior to the first workshop (see Appendix C for the parent consent form used). The explanatory statement was designed to give parents detailed information about what exactly would be covered by their child’s participation in the group, and included information regarding privacy and confidentiality, with the researchers’ email addresses and contact numbers included, should they require more information. A copy of the explanatory statement is included in Appendix D.

Youth assent was provided via completing the EOI survey. In conjunction with formally obtaining parental consent, assent forms were also prepared for young people to read and sign at the first workshop. This allowed young people to receive more information about what their participation would involve in the workshops, ask questions of the researchers, and make an informed decision about whether they would like to continue their participation. All participants agreed to take part in the project. In total 10 youth were active members of the research workshops. The youth assent process was used as a critical rapport and relationship building step in the project (see report 3).

In most instances, assurances offered to participants involved in the workshops needed some qualification. For example, the researcher provided assurance that they will respect confidentiality and anonymity, but the researcher will have no control over other participants in the group.

For this reason, the researchers reminded group members of this limitation and, where possible, gained verbal agreement between all participants that they will maintain the anonymity of other members (however this was not an option that participants chose, they and their parent provided assent for their identifies to be public) and the confidentiality of the discussion. The researchers explained confidentiality to youth at the beginning of the workshops in particular they cannot withdraw once analysis has begun or once the data has been published.
Overview of Youth Participatory Workshops

As mentioned in the first report, there is a need to engage in more participatory research in order to meaningfully include the narratives and points of view of those people whose life-world and actions are under study (Bergold & Thomas, 2012). Moreover, the theoretical frameworks drawn upon in the current study places significant emphasis on individual dignity and agency. Bergold and Thomas (2012) ascertain that participatory methodology involves, the planning and conducting of research processes with the participants of the study. Lawrence (2017) states that the participants of a study using the participatory methodology are regarded as co-learners and co-researchers whose expertise is recognised and valued. Bergold and Thomas (2012) propose four main principles of participatory research methodology: democracy, creating safe communicative spaces, defining the research community, and determining degrees of participation. There exist multiple ways of knowing and expression thus offering greater flexibility in the use of different tools including semi-structured interviews, focus group discussions, photographs, videos, diaries, art. (Bergold & Thomas, 2012). Recently, there has been a growing recognition and much discussion around the use of visual methods of data collection in doing participatory research (Bergold & Thomas, 2012; Kaplan, Miles & Howes, 2011; Mitchell, 2011; Pink, 2007, 2013). Visual methods have emerged as an active way to engage with different stakeholders, share ideas and perspectives cross-culturally, and have also proven to be more accessible as it is not dependent on people’s literacy skills (Kaplan, Miles & Howes, 2011).

Therefore, the project’s participatory workshops used multiple methods of data collection. We used a qualitative, visual methodology of participatory video, art (drawing, painting and mandolin style work) and photovoice to explore youth educational experiences (see report 4). Methods commonly used in humanitarian situations and with vulnerable communities. Key themes were co-constructed from group conversations triggered by the visual data (see report 4). By including the narratives of youth, the study explored and identified ways in which these methods could be used in an inclusionary way to support and encourage the different voices in the group.

Young people were invited to attend four two-hour workshops, from November 2019 to February 2020. An overview of the workshops are as follows:
1. **Workshop 1**: Building rapport, getting to know group, review consent process for participation, co-develop group values and terms of reference using live visual note taking, introduce concepts of their educational experiences through visual methods of drawing, film and/or photovoice and co-write terms of reference for group;

2. **Workshop 2**: Review youth concepts of their educational experiences using visual methods to encourage dialogue and engagement, examine the purpose of research and research aims, begin digital storytelling (film making);

3. **Workshop 3**: Review data collected via method chosen by participants (i.e. photos, art, digitally) discuss and vote on themes generated from the visual data; continue digital storytelling process (film making),

4. **Workshop 4**: Confirm and finalise themes, key dissemination messages and action for change, prepare for youth-led visual exhibition, celebrate closing of the workshops with participation certificates and incentive (raffle draw).

Further detail of the processes of each workshop can be found in report 4.
Additional resources about establishing active Youth Reference or Advisory Groups


- Participatory collaborative project funded by the European Union’s Horizon 2020: Cultures of Disaster Resilience among children and young people: https://www.lancaster.ac.uk/cuidar/en/

- Game Changers: Establishing a Youth Advisory Council https://static.globalinnovationexchange.org/s3fs-public/asset/document/game_changers_yac_toolkit.pdf?QHrlUeKp_vpvSObQ8NKwhcg0_t_huJm


REFERENCES


Manchester Centre for Youth Studies Advisory Council: Expression of Interest Form retrieved from https://docs.google.com/forms/d/e/1FAIpQLSeeh5jMsl5W4Ju_AnkL5kuLSJF2pKV0JxIM7nGiEgVqfKF9KQ/viewform


APPENDIX A: EXPRESSION OF INTEREST FORM

Youth Advisory/Reference Group - Expression of Interest

Thank you for your interest in our Youth Advisory/Advisory Group (YRG). We are putting together a committee of young people between the ages of 15-17 in Victoria, Aus., to ensure that our projects are youth-friendly and relevant to young people and their families.

Members of our YRG will:

- Help to contribute ideas
- Develop your leadership and communication skills
- Provide input on a particular research project
- Attend four 2-hour workshops at Monash University, Clayton, in November, December, January, and February. Members of our YRG will be given a $15 voucher to cover the cost of travel to Monash University.
- Pizza and snacks will be provided at each workshop, and group members will go in the draw to win a GoPro!

We would like to put together a team with a mix of skills and experiences. All young people are welcome to apply, including Aboriginal and Torres Strait Islander young people, LGBTIQAP+ young people, young people living with mental health challenges, young people with disabilities, multicultural young people.

We would like to know more about you and your goals in joining our group. Please answer the following questions as best you can. Only Christine and Louisa will have access to the responses (not your school or work place).

Christine and Louisa
Researchers at the Faculty of Education, Monash University

Contact:
Christine: Christine.grove@monash.edu
Louisa: Louisa.Trainer@monash.edu
Contact Information: So we can get in touch with you about the youth advisory group

What is your name and year you were born?

Your email address:

Phone number:

Would you prefer we called or emailed you more info?
○ Call
○ email

Can you attend all the workshop dates? You will need to attend all of them to be part of the YRG

- Workshop 1: 26th Nov 430-630pm
- Workshop 2: 17th Dec 430-630pm
- Workshop 3: 22nd Jan (school holidays) 11-1pm
- Workshop 4: 10th Feb 430-630pm

○ Yes
○ No
APPENDIX A: EXPRESSION OF INTEREST FORM CONTINUED

Demographic & Background information

We'd like to get to know you a bit more!

If you don’t want to answer any of the questions below that’s totally fine just write N/A

How would you describe your background?
(Some people use categories like ethnicity or race to describe how they see themselves. Other people would describe themselves by saying where their parents are from, or a community they feel they belong to. How would you describe your background?)

How would you describe your sex / gender?

Would you describe yourself as differently abled, disabled or neurotypical in some way?
☐ Yes
☐ No

How would you describe your ability, disability or difference?

Block 3

Do you currently attend school?
☐ Yes
☐ No
If you answered yes, where do you attend school?

Are you currently working?

☐ Yes
☐ No

If you answered yes, where are you currently working?

What are some of your interests? (For example music, art, sport, cooking)

Reason for joining the group

This section is about why you're interested in joining our Youth Reference Group (YRG). There are no right or wrong answers and no formal selection criteria. This is our chance to know more about you and how we can build the YRG team with you.

What makes you interested in joining the YRG?

Do you have any relevant experience? If so, what?
e.g. have you been on a youth council, or done volunteer work, or worked with young people, or something else like that?
In your opinion what are the main challenges facing young people today?
APPENDIX B: YOUTH REFERENCE GROUP
RECRUITMENT FLYER

CALL FOR YOUNG PEOPLE TO JOIN OUR YOUTH REFERENCE GROUP!

We believe that young people should play a role in research that is about them. We are putting together a group of passionate individuals who meet regularly to make sure our research projects are youth-friendly and relevant to young people and their families. Our Youth Reference Group members will help to contribute ideas and provide their input on our research projects on a regular basis.

REQUIREMENTS

1. Between 15–17 years of age
2. Availability to attend four 2–hour workshops across Nov 2019 – Feb 2020 at Monash University, Clayton

15 dollar travel voucher per person provided

Pizza and snacks will be provided at each workshop. Members of our group will have the chance to win a GoPro, and will be provided with a certificate of acknowledgement from Monash University at our final workshop.

For more information, do not hesitate to contact Louisa at louisa.trainer@monash.edu

MONASH University
APPENDIX C: PARENT CONSENT FORM

MONASH University

Parental and Child Consent for Youth Reference Group

NOTE: Signed written consent will remain with the Monash University researcher for their records.

I __________________________ __________ (your name) agree that ____________________________ (your child’s name) may take part in the above Monash University research project. The project has been explained to me, and I have read the Explanatory Statement, which I keep for my records.

I understand that agreeing to take part means that I am willing to allow my child __________________________ (child’s name) to:

- Take part in 4x 2-hour workshops at Monash University, Clayton  □ Yes □ No
- Have part of the workshops photographed or audio-recorded  □ Yes □ No
  (all images will be sought approval from individuals before analysed).

Parent’s / Guardian’s Name: __________________________
Parent’s / Guardian’s relationship to participant: __________________________

Parent’s / Guardian’s Signature: __________________________
Date: __________________________

Preferred contact details:
Email: __________________________ Phone: __________________________

Please email your completed form to:
- Dr Christine Grove (Chief Investigator): christine.grove@monash.edu
  or
- Louisa Trainer (Student Researcher): louisa.trainer@monash.edu
Hi, we are Christine Grove and Louisa Trainer. We are inviting your child to participate in our Youth Reference Group. Please read this Explanatory Statement in full before deciding whether or not you would like your child to participate in this research. If you would like further information regarding any aspect of this project, you are encouraged to contact the researchers via the email addresses listed above.

What does the research involve?
The aim of this research project is to put together a group of young people between 15-17 years old, who meet regularly, primarily to ensure our research projects are youth-friendly and relevant to young people and their families. Young people’s input will help our team to develop more effective research processes, policies, programs and services, and increase our relevance to young people. Their participation is valued and is critical to the success of our work.

If you agree for your child to participate in this research, they will be asked to do the following:
(i) Participate in four 2-hour workshops in the Learning and Teaching building at Monash University, Clayton. The address of this building is 19 Ancora Imparo way, Clayton, 3168. An outline of our workshops is as follows:
   a. **Workshop 1** (25th November 2019 from 4:30pm – 6:30pm): Building rapport, getting to know group, review consent process for participation, co-develop group rules and terms of reference using live visual note taking, introduce concepts of inclusion through photovoice and write terms of reference for group;
   b. **Workshop 2** (17th December 2019 from 4:30pm – 6:30pm): Review youth concepts of inclusion using photovoice to encourage dialogue and engagement, examine the purpose of research and research questions, begin digital storytelling (film making);
   c. **Workshop 3** (Wednesday 22nd January from 11am – 1pm): Review participant sampling and data collection steps using drawing, writing, talking, digitally, continue digital storytelling (film making);
   d. **Workshop 4** (Monday 10th February from 4:30pm – 6:30pm): Confirm and finalise research methods, celebrate with participation certificates and incentive (raffle draw), hold exhibition of photos and short 3-minute film of participatory research methods with youth reference group.
(ii) Have part of the workshops photographed or audio-recorded (all images will be sought approval from individuals before analysed) This material will be used to document our Youth Reference Group.
Group processes. This may be presented to other researchers and organisations, to help us demonstrate to others how they can engage young people in their research.

Why was your child chosen for this research?
Your child has been invited to participate in this research project because they aged between 15-17, and we believe they will be able to provide us with valuable insights into whether our research projects are youth-friendly and relevant to their age group.

Consenting to participate in the project and withdrawing from the research
The consent process for this research project involves the following:
(i) Reading the Explanatory Statement to fully understand the project before giving informed consent for your child to participate in the study;
(ii) Participation in this study is completely voluntary. Your child is not under any obligation to participate;
(iii) If you decide to participate in the study, please read and complete the consent form provided;
(iv) You have the right to withdraw your child from further participation in the research, without any adverse implications at any stage up until the end of the data gathering period (NB: the end of the data gathering period is after the final workshop has taken place)

Possible benefits and risks to participants
It is anticipated that participation in our Youth Reference Group will provide an opportunity for your child to develop their mentorship, communication, and personal and professional leadership skills. Young people involved in this project will have the opportunity to contribute to program development and propose new ideas. Members of our group will be involved in our research processes and learn about how research is conducted. They will have the opportunity to develop their personal networks and develop a range of skills including working in groups and representing the needs of their peers. Their participation will ensure the research being conducted is youth-friendly and relevant, and lead to the development of more effective research processes, policies, programs and services.
It is not anticipated that participation in this research will pose any risks your child as a result of their participation. They will not be identified by name in the findings of the project and nor will they be required to answer any questions they may consider to be personal, intrusive, or potentially distressing.

Please note, there is no risk if you choose for your child not to participate or decide to withdraw your child from participation. Young people involved in our study will be made clear that their participation is entirely voluntary, and that they are able to cease their involvement in the research at any time. An assent form will be provided to your child, to determine whether they would like to take part in our study, both before and after the workshops take place.
Data will be collated as de-identifiable data and at no time will the participants or responses be identifiable to others.

Payment
Participants will go in the draw to win a GoPro HERO7 Silver valued at $299. Participants will also be provided with a $15 travel voucher per workshop to cover travel costs.
Confidentiality
Confidentiality and anonymity of the participants and their data will be maintained as their responses in the workshops and expression of interest survey will be de-identified.

Storage of data
Hard copies of information will be stored in locked filing cabinets, within locked office facilities. Consent forms, contact details and any other identifying information shall be kept separately to study data. Data entered onto computer systems will be password protected. In all cases only the Chief Investigator and Student Researcher shall have access to the information.

Results
The final product will be a youth (co)developed research methodology paper which will be published. The findings of this project will be presented at a national conference, and summarised in a Teach Space article published online. A 3-minute participatory video of youth workshops showcasing the methods and youths voices in the project will be presented at an exhibition in March, to key stakeholders academics and practitioners.

Complaints
Should you have any concerns or complaints about the conduct of the project, you are welcome to contact the Executive Officer, Monash University Human Research Ethics (MUHREC):

Executive Officer
Monash University Human Research Ethics Committee (MUHREC)
Room 111, Chancellery Building E,
24 Sports Walk, Clayton Campus
Research Office
Monash University VIC 3800
Tel: +61 3 9905 2052 Email: muhrec@monash.edu Fax: +61 3 9905 3831

Thank you,
Christine and Louisa.