



Cabinet
Office

The Government Engagement Framework

Engagement good practice guide

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Government of Jersey

Contents

1. [Purpose of the Framework](#)

Part 1: The Engagement Pyramid Model

2. [The Engagement Pyramid Model](#)
3. [Summary of the Engagement Pyramid Model](#)
4. [Using the Engagement Pyramid Model](#)
5. [Guidance for Observing \(public opinion\)](#)
6. [Guidance for Endorsing \(policy proposals\)](#)
7. [Guidance for Contributing \(to policy development\)](#)
8. [Guidance for Producing \(policy solutions\)](#)

Part 2: Good Practice for Engagement and Consultations

9. [Guidance for Consultations](#)
10. [Good Practice Principles for Consultations and Engagement](#)
11. [Stakeholder Mapping](#)
12. [Feedback Loops](#)
13. [Data Protection](#)
14. [Diversity Monitoring](#)
15. [Engaging Early with the States Assembly & Scrutiny](#)
16. [Research Ethics](#)

Part 3: A Guide to Accessible and Inclusive Engagement

17. [What is Accessible and Inclusive Engagement?](#)
18. [Good Practice Principles for Accessible, Inclusive Engagement](#)
19. [Engaging with Underrepresented Groups](#)
20. [Engaging with Children and Young People](#)
21. [Engaging with Older People](#)
22. [Engaging with People with Disabilities](#)
23. [Engaging with Speakers of Other Languages](#)

Resources

24. [Resource List](#)
25. [Stakeholder Mapping Template](#)
26. [The Engagement Design Tool](#)
27. [The Engagement Assessment Tool](#)
28. [Example Engagement Plan](#)
29. [Accessibility Checklist](#)
30. [Standard Diversity Monitoring Questionnaire](#)
31. [Disability Impact Assessment Template](#)

1. Purpose of the Framework

Effective, inclusive engagement is a key priority for the Government of Jersey. While the Government of Jersey already uses a range of mechanisms to engage with the public on policies and proposals, this Framework has been developed to support engagement by providing a structure for when to engage, who to engage and how to do it.

The Framework is aimed at Government of Jersey staff. It provides lots of guidance and resources to assist you in planning your engagement and consultation activities. This includes guidance on accessible engagement and the inclusion of underrepresented groups, such as:

- Children and young people
- Older people
- Less heard groups (including Islanders with disabilities, ethnic minorities and individuals for whom English is a second language).

The Framework is based on an Engagement Pyramid model, which can be found on page 5. This Pyramid shows the different types of engagement you can undertake, ranging from broad online surveys through to targeted workshops. This document includes guidance and resources for each level of the Pyramid, an engagement/consultation good practice guide and a guide to making your engagement accessible and inclusive. This document also includes various tools for engagement.

The Framework focusses on policy development processes across Government, but the principles apply to any project or proposal where the public's views are sought. There are 3 phases to policy development. It starts with the initial development of proposals, followed by policy implementation and subsequent evaluation. A diagram can be found below:



This guidance focusses on the initial policy development and planning phase, but engagement can be undertaken within the implementation and evaluation phases too. For example, when evaluating policy, it is important to engage with the public to understand how a policy has affected them.

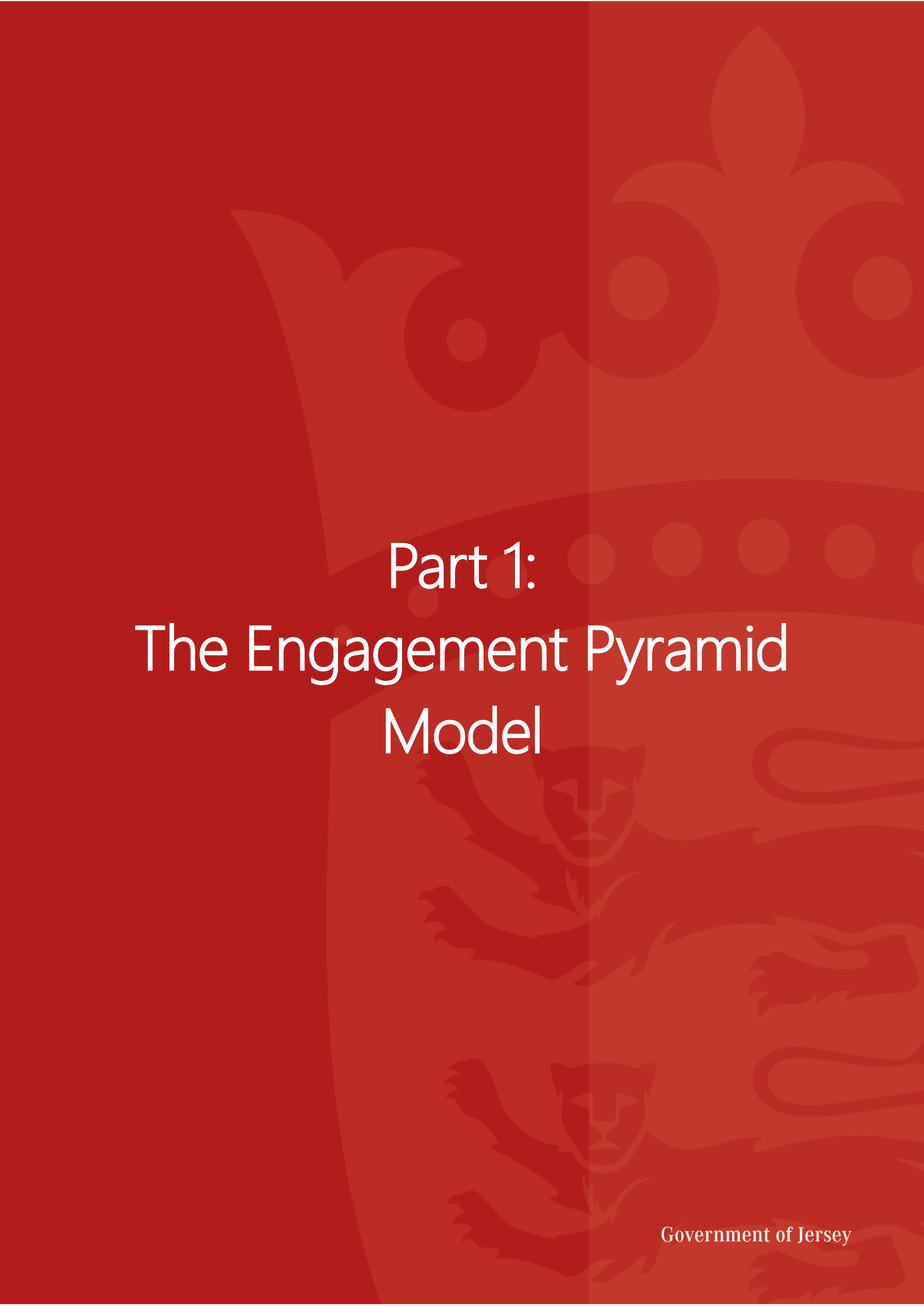
It should be noted that, in some cases, it may not be proportionate to undertake public engagement. If you are unsure whether you should engage on your policy or proposal, you can consider the following:

- Will feedback be taken into account at this stage of the process?
- How will we take feedback forward, and how will we communicate rationale for not doing so?
- Has the policy decision already been agreed? (In the policy implementation/evaluation stage, feedback will likely still be required).

If feedback will not have a bearing on the policy decision, it may not be proportionate to engage on the matter. More information on this can be found in [section 9](#).

For more information regarding the Framework and accompanying guidance, please contact policyengagement@gov.je.

Glossary	
Public engagement	Activities which involve the public in Government decision-making and policy development. It involves building relationships and dialogue between Government and the public.
Consultation	A formal period of engagement which seeks the public's views on an issue or proposal.
Polling	The continuous monitoring of public opinion through mass surveying.
Deliberative practice	A type of engagement that gives participants time to consider and discuss an issue before they come to a considered view. This might look like a series of workshops or conversations over time.
Citizen's assemblies/juries	A representative group of citizens who are selected at random from the population to learn about, deliberate upon, and make recommendations in relation to a particular issue or set of issues.
Written submission	When a stakeholder, usually an organisation, submits a formal response to a consultation in writing.
Feedback loops	When participants in a consultation or engagement activity are acknowledged or updated following their contribution. This makes participants feel valued and keeps them invested in the issue or project.

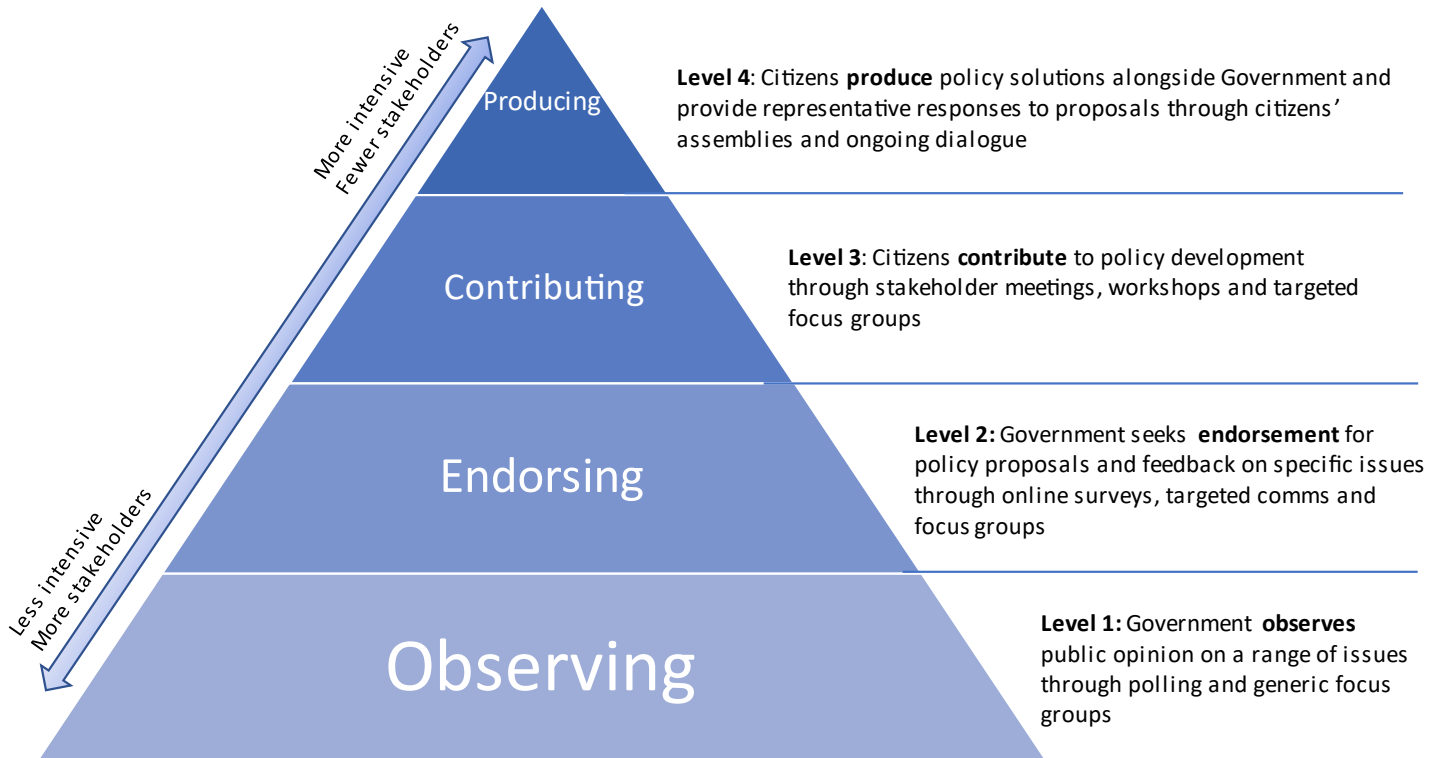


Part 1: The Engagement Pyramid Model

2. The Engagement Pyramid Model

The Engagement Pyramid model shows how people can be engaged at different levels. It can be used as a planning tool for engagement or consultation exercises. The model is below:

Figure 1:



Low intensity engagement is represented at the bottom of the Pyramid, with high intensity engagement featuring at the top. Low intensity engagement is usually generic, high level and wide-reaching. Examples of this type of engagement include polling, website traffic monitoring, and informal focus groups. This type of engagement is helpful for raising awareness of an issue and assessing where the public's priorities lie.

High intensity engagement should be used to gain a deeper understanding of citizens' views on an issue. Examples include deliberative workshops and citizen's assemblies. This type of engagement focusses on the 'human touch' of public engagement and seeks to collaborate on and coproduce solutions with citizens. However, these methods involve a lot more time and resource than the lower levels of the Pyramid.

The following section provides a summary of each level of the Pyramid, as well as examples.

3. Summary of the Engagement Pyramid Model

Below is a summary of the Engagement Pyramid levels. Full guidance for each level can be found in sections 5 – 8.

Level 1: OBSERVING	
Goal	To raise awareness or temperature-check public opinion on an issue or range of issues
What?	Polling, website traffic monitoring, media impressions, focus groups
When?	On a regular basis, prior to designing policy or periodically to check up on changing attitudes to an issue over time, such as climate change
Who?	Usually targets as broad a demographic as possible in order to gauge general public opinion
Timescales	Short and shallow engagement (e.g. 2 – 7 days) undertaken sporadically (for example, every 1 - 3 months)
Example	The Jersey Opinions and Lifestyle Survey (JOLS)

Level 2: ENDORSING	
Goal	To ask the public about their views on a particular issue or proposal, to raise public awareness/interest and assess whether Government is on the right track with their proposal
What?	Targeted emails, newsletters, social media posts, surveys, targeted focus groups
When?	Can be undertaken at any point in the policy development process (if you have a proposal or issue which should be considered by Islanders)
Who?	Depending on the issue, Government may seek broad endorsement from a wide range of individuals, or consultation may target specific groups based on their interest in the issue or proposal
Timescales	8 – 12 weeks
Example	Regulation of children’s social work and mental health services

Level 3: CONTRIBUTING	
Goal	To deepen public investment in an issue or proposed solution through more formal consultation exercises
What?	Meetings with stakeholders, workshops, establishing feedback loops
When?	Can be undertaken at any stage of the policy design process. It invites stakeholders to provide considered feedback on an issue or proposal, going deeper than the endorsing level
Who?	Targeted stakeholders: this level requires stakeholder relationships to be identified and developed
Timescales	3 – 6 months
Example	Carbon Neutral Roadmap Consultation report

Level 4: PRODUCING	
Goal	To consider key, contentious or challenging issues or areas of policy by developing policy solutions alongside citizens
What?	Deliberative workshops (that is, multiple workshops over time to allow citizens to deeply consider an issue), and possibly citizens assemblies
When?	Usually undertaken towards the middle or end of the policy development process, once a set of proposals or options have been developed for careful consideration
Who?	A targeted group of stakeholders or a representative cohort of citizens. For example, citizen's assemblies can involve 30 – 50 individuals
Timescales	Overall, 4 - 6 months (for example, 2 months given to planning, 3 months given to consultation). This will depend on the complexity and contentiousness of the issue
Example	Jersey Assisted Dying Citizens' Jury Final Report

4. Using the Engagement Pyramid Model

The engagement process begins with good planning. The Engagement Pyramid model is a useful tool for planning engagement and public consultation activities, as it indicates when to engage, who to engage and how to do it. This all depends on the issue and what you want to achieve through public engagement.

Where to start?

When planning engagement or consultations, it is recommended that you start by mapping the stakeholders in the project. This helps you identify who to involve in your engagement or consultation activities, and how to prioritise them. This will be based on their influence over the proposal and how much they will be impacted by it. Once you have mapped your stakeholders, you can further map this to the Engagement Pyramid. This will indicate what types of engagement you can undertake with each group, depending on what you want to achieve. Remember to consider each stakeholder's interests, preferences and possible accessibility requirements. Full guidance for stakeholder mapping can be found in [section 11](#).

Note that engagement can take a lot of time to plan and execute, particularly if you are doing it in an effective, inclusive way. Ensure that you have considered this in your project timeline before you begin. To assist in your planning, the following section includes a breakdown of each level of the Engagement Pyramid, including examples, resources and tips for each.

5. Guidance for Observing (Public Opinion)

Level 1: OBSERVING		
<p>The primary goal of this level is to raise awareness or temperature-check public opinion on an issue. It can also help to assess what matters most to citizens, helping Government to prioritise its policy response.</p> <p>Observing generally involves sporadic, indirect communications with the public, such as surveys or polls. Observing produces high-level data which gives an impression of the public's concerns and priorities.</p>		
WHAT?	WHEN?	WHO?
<p>Observing asks the questions: <i>"What is important to you?"</i> and <i>"do you care about this issue?"</i></p> <p>It can be undertaken through:</p> <p>Polling The continuous monitoring of public opinion through mass surveying.</p> <p>Website traffic monitoring Monitoring website or webpage engagement to assess which topics are of interest to the public.</p> <p>Media impressions Monitoring media (including social media) to gauge which topics are attracting the most public attention.</p> <p>Informal or generic focus groups Gathering individuals together informally to discuss which issues are of importance to them.</p>	<p>Observing can be undertaken regularly, throughout the policy development process. However, it generally happens before the policy design phase to inform direction and priorities. Observing can also be used to periodically check up on changing attitudes to an issue over time, such as climate change.</p> <p>Timescales: Short and shallow engagement (for example, 2 – 7 days) undertaken sporadically (every 1 - 3 months).</p> <p>For example, you may open a poll for 2 – 3 days every 6 weeks, in order to continually observe opinion on an issue or range of issues.</p> <p>You might also observe public opinion in the lead-up to, or following, a significant event in order to gauge public opinion and how it changes over time.</p>	<p>Audience: Broad and generic.</p> <p>Observing generally involves targeting as broad a demographic as possible. This will give you the best impression of public opinion.</p> <p>You might also want to observe a certain group or community's opinion on an issue and target a poll or focus group accordingly.</p>

AN EXAMPLE OF OBSERVING

The [Jersey Opinions and Lifestyle Survey \(JOLS\)](#) collects detailed information on a wide range of social issues and provides official social statistics about Jersey. It allows everyone in the Island to have a better understanding of social issues and helps policy to be made from a more informed standpoint. The survey has a set of core questions which align with census variables. There are also a range of questions asking for the public's opinion on a variety of different topics. Departments and arms-length bodies can also bid for questions to be added to JOLS (without making the survey too long overall).

Note that the JOLS is only carried out annually.

TIPS

- To carry out surveys, you can use **online survey tools** such as www.smartsurvey.com.
- If your department lacks internal capacity to undertake observing activities, consider approaching an external provider to run polls, surveys or generic focus groups for you. Examples include consultation agencies such as [4 Insight](#) (Jersey-based) and polling agencies such as [You Gov](#).
- Be mindful of data protection when handling information. It is good practice to contact your department's data governance officer for advice when undertaking engagement activities, as you may need to complete a Data Protection Impact Assessment (DPIA). More information on this can be found in [section 13](#).

6. Guidance for Endorsing (Policy Proposals)

Level 2: ENDORSING

The goal of this level is to deliver direct, proactive communications to the public about a particular issue or proposal. This helps to raise public awareness of the issue and assess whether you're on the right track with your response. Endorsing involves regular communications about a particular issue or proposal, as well as more direct calls to action (such as providing feedback via a survey or social media). This may be broad or somewhat targeted to certain stakeholders or groups. Endorsing produces data that gives an impression of public opinion towards an issue or proposal. This should help guide policy development and ensure solutions are responsive to citizen's concerns and views.

WHAT?	WHEN?	WHO?
Endorsing asks the question: <i>"What do you think of this?"</i>	Endorsing can be undertaken at any point in the policy development process if you have	Audience: Somewhat targeted.

<p>It can be undertaken through:</p> <p>Targeted emails Contacting individuals or organisations to raise awareness and support for a proposal.</p> <p>Newsletters A regular, high-level communication to raise awareness and support for a proposal.</p> <p>Social media posts Regular, high-level communications to raise awareness and support for a proposal.</p> <p>Surveys Surveying a broad range of individuals to gauge opinion on a particular proposal.</p> <p>Targeted focus groups Gathering individuals together for a high-level discussion of a proposal to confirm or disprove existing assumptions.</p>	<p>a proposal or an issue to be considered.</p> <p>Timescales: 8 – 12 weeks</p> <p>You might seek initial endorsement during the policy design phase to ensure your proposals are on the right track. Equally, you may seek final endorsement of advanced proposals. This form of engagement would be appropriate for draft legislation, for example.</p> <p>Depending on the project, the lead-in time may be short (6 weeks) or long (6 months).</p> <p>You should allow enough time to adjust your proposal or project depending on the public's response.</p>	<p>Depending on the issue, you may seek broad endorsement from a wide range of individuals, or you might want to target specific groups based on their interest in the issue or proposal.</p> <p>You can start to identify stakeholders at this stage and seek their endorsement in your project or proposal.</p>
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AN EXAMPLE OF ENDORSING

A consultation was carried out in 2021 on the final draft legislation regarding the regulation of children's social work and mental health services, prior to lodging for debate in the States Assembly. The purpose of the consultation was to refine and endorse the final policy and legislation proposal. The original policy had been set and consulted upon several years previously in 2014.

The public were asked for their views on the details of the legislation via an online survey. Meetings were targeted at stakeholders who were likely to be affected by the changes, and some were invited to provide feedback directly to policy officers on a one-to-one basis. The draft legislation was refined and progressed based on this feedback.

More information can be found here: [Regulation of children's social work and mental health services \(gov.wales\)](https://www.gov.wales/topics/children-and-social-work/legislation/regulation-of-childrens-social-work-and-mental-health-services)

TIPS

- Guidance for running focus groups can be found in the [resources section](#) of this document.
- Endorsing could involve a combination of online and in-person engagement. Bear in mind that a single method of communication is unlikely to work for everyone. Both formal and informal channels (for example, stakeholder meetings and social media updates) can be beneficial for stakeholders and the wider community.
- When running a focus group or meeting, try to remain as objective as possible. Avoid confirmation bias and loaded questions. It is easy to assume the intentions, beliefs or motives of participants without consulting them on their actual points of view.

7. Guidance for Contributing (to Policy Development)

Level 3: CONTRIBUTING

The goal of this level is to deepen public investment in an issue or proposed solution through more formal consultation exercises. This involves establishing relationships with stakeholders and actively bringing their views into the policy design process. It seeks to establish an ongoing dialogue about the issue through deliberative workshops, regular communications, written submissions and establishing feedback loops with stakeholders.

At this level, contributions are made after some consideration. Contributors should be provided with sufficient information about the issue to make an informed response. This can take lots of preparation and multiple meetings to achieve. Note that this level requires significant investment of time and resource by both Government staff and participants, and should be used in a strategic, intentional way. However, this type of feedback will produce rich feedback on an issue or proposal.

WHAT?	WHEN?	WHO?
<p>Contributing asks the question: <i>"How would you solve this?"</i></p> <p>It can be undertaken through:</p> <p>Meetings with stakeholders (ie. individuals, organisations and forums)</p> <p>More formal discussions with stakeholder groups about an issue or a proposal to deepen</p>	<p>Contributing can be undertaken at any stage of the policy design process. It invites stakeholders to provide considered feedback on an issue or proposal.</p> <p>Timescales: 3 – 6 months (depending on the project).</p> <p>This type of engagement requires careful identification of</p>	<p>Audience: Targeted stakeholders.</p> <p>This level requires stakeholder relationships to be identified and developed.</p> <p>Stakeholders may be individuals or professionals. They will have different perspectives that can be incorporated into the final policy design.</p>

<p>their investment and explore solutions. Qualitative feedback may be formally recorded during these meetings.</p> <p>Workshops Gathering stakeholders with different perspectives to discuss an issue and explore solutions.</p> <p>Written submissions/responses from stakeholders Requesting formal, written responses from stakeholders about an issue or proposal. These responses may be more detailed and considered than contributions in a meeting.</p> <p>Open dialogue Maintaining investment and momentum through regular updates about an issue or proposal (for example, email updates, newsletters, follow-up meetings). It is important to emphasise the impact of feedback on the policy design process (see section 12 for more information).</p>	<p>stakeholders. Relationships need to be built through open dialogue, meetings and workshops to achieve high-quality, informed contributions to a proposal. This can take a significant amount of time, likely months.</p> <p>Contributing may be undertaken throughout the policy design process. The importance of feedback should be emphasised throughout.</p> <p>These methods may also be used to review a policy after its implementation and explore options for improvement.</p>	<p>You can use and build existing community networks to identify stakeholders who have an interest in the subject matter. Building on these relationships through discussion, ongoing meetings and regular updates (feedback loops) will allow for an open dialogue. This can inform the final policy design.</p> <p>Due to the investment of time and resource that this type of engagement requires, it is important to provide incentives for participation. More information on this can be found in section 18.</p>
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AN EXAMPLE OF CONTRIBUTING

Consultation on the draft Carbon Neutral Roadmap ran for 6 weeks from 17 December 2021. The draft Roadmap was based on lots of ideas gathered from Islanders, along with detailed technical studies and the recommendations of the Citizens’ Assembly on Climate Change.

Islanders’ views were at the heart of this project, ensuring that future delivery plans respond to the will and experience of people in Jersey. The consultation on the draft Carbon Neutral Roadmap was an opportunity for Islanders to express their thoughts on, and contribute to, the long-term climate action plan before being debated by the States Assembly. Find the full report and methodology here: [Carbon Neutral Roadmap Consultation report.pdf \(gov.je\)](#)

TIPS

- Engagement at this level should be a two-way dialogue. It can take place at any stage in policy development. However, it is more effective when you have a specific issue or proposal to consult on.
- To promote the proposal or issue in the community, it may be helpful to involve a community representative or ‘champion’. Well-known local figures, such as faith leaders and volunteers, can help to identify potential stakeholders, build links to various communities and empower underrepresented groups to get involved. More information on this can be found in [section 18](#).
- It is important to maintain momentum and open dialogue throughout the policy development process. You can do this with regular updates, events and incentives for participation. More information on this can be found in [section 12](#).
- Make the engagement fun and creative to avoid ‘consultation fatigue’. Consider more creative methods like games, pop up stalls, conferences, community events and workshops in schools. More information on consultation fatigue can be found in [section 9](#).

8. Guidance for Producing (Policy Solutions)

Level 4: PRODUCING

This is the most intensive level of the Pyramid. This type of engagement can be used to consider key, contentious or challenging issues or policy areas. The goal is to collaborate with citizens and coproduce solutions. This involves intensive engagement over time.

Participants at this level of engagement should be provided with plenty of information and time to consider the issue or proposal. The idea is to gather considered, informed responses and coproduce solutions to an issue. The feedback gathered in these exercises should bear significant weight on the final proposal or policy design.

The producing level is characterised by ongoing dialogue and collaboration over time. Examples include deliberative workshops and occasionally citizen’s assemblies. This engagement level should be used with caution, as this takes a significant amount of time and resource to execute. It should only be used for the most contentious and complex of issues.

WHAT?	WHEN?	WHO?
‘Producing’ invites members of the public/stakeholders to consider an issue in-depth, and ultimately produce solutions alongside Government.	Producing is usually undertaken towards the middle or end of the policy development process, once a set of proposals or	Audience: Targeted stakeholders or a representative cohort. The cohort will need to be relatively large to have a representative view (for example, citizen’s

<p>It can be undertaken through:</p> <p>Ongoing forums or deliberative workshops Similar to the above, policy issues can be submitted to standing public forums and regular workshops for deliberation and response over a period of time.</p> <p>Citizens assemblies and juries This is a specific mechanism of engagement. A representative group is selected by sortition to take part. They are supplied with information about an issue and deliberate over a period of several workshops. This results in considered responses and recommendations from citizens. Note that this method is very resource-intensive and should only be used for high-impact, contentious policy issues.</p> <p>Open dialogue It is important to maintain momentum through open dialogue between Government and stakeholders. This includes regular updates, incentives and emphasis on how the feedback will be used. It is important to show that you value stakeholders' time and input.</p>	<p>options have been developed for careful consideration.</p> <p>Timescales: Overall 4 - 6 months (for example 2 months given to planning, 3 months given to consultation).</p> <p>Deliberative engagement requires a significant investment of time and funds. Planning this type of engagement can take months.</p> <p>Prior to the sessions taking place, supporting materials will need to be prepared and sessions arranged to suit participants' needs and schedules. Remember to make information as accessible as possible. More information on this can be found in section 17.</p> <p>Plenty of time should be provided for participants to consider and respond to an issue or proposal. It may take longer to come to a consensus than you expect. For some issues, 10 – 15 sessions may be required. Your project plan should allow for this investment of time and resource.</p>	<p>assemblies can involve 30 – 50 individuals).</p> <p>Another way to undertake this type of engagement is to engage standing public forums or representative groups. These groups will often meet regularly and may have capacity to deliberate your proposal over time. Examples of these groups include the Older Persons Living Forum.</p> <p>More information on these groups can be found in the resources section.</p>
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AN EXAMPLE OF PRODUCING

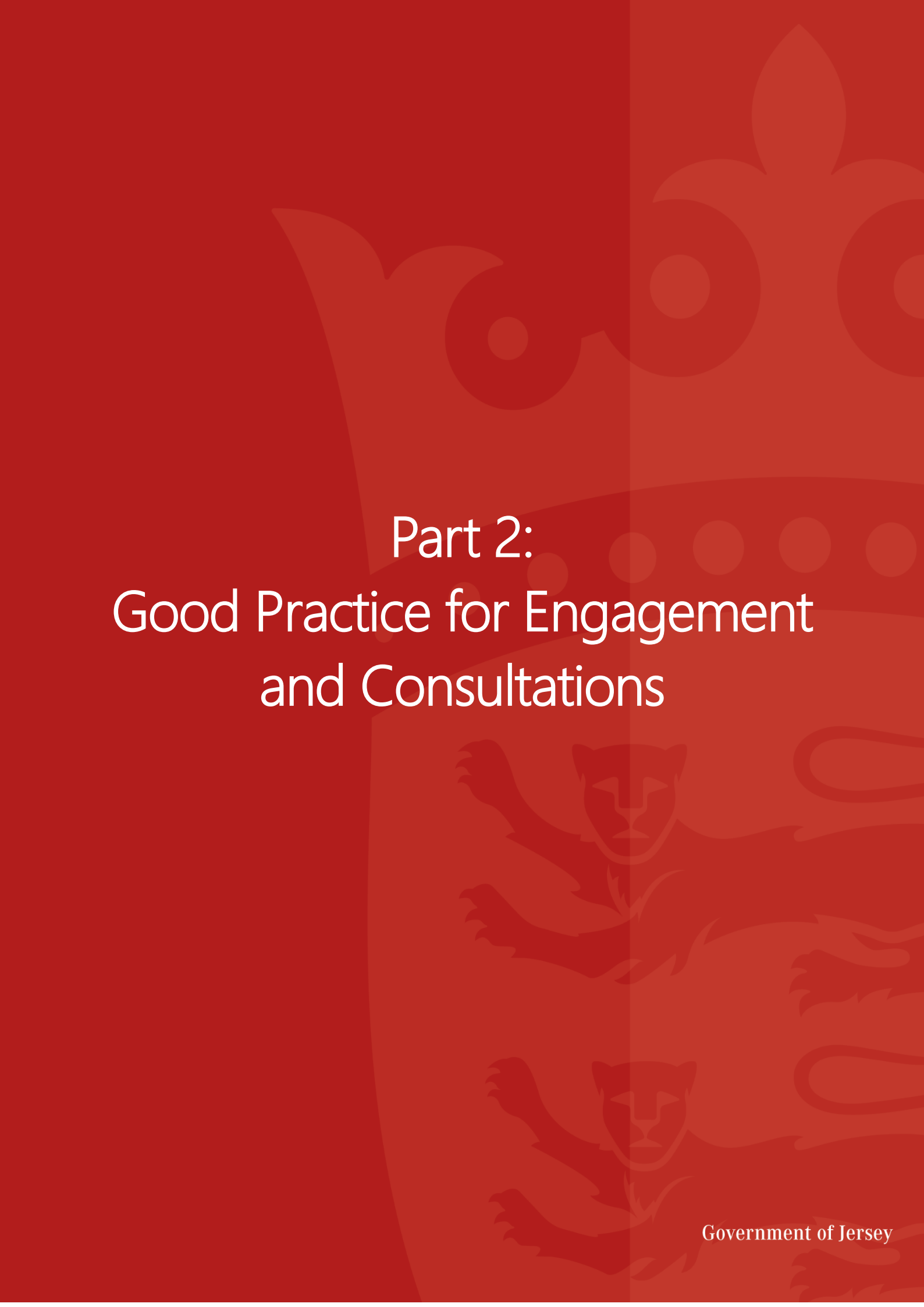
An example of the Government using deliberative practices is the Assisted Dying Citizens' Jury and Citizen's Assembly on Climate Change (both contentious and complex issues).

23 Islanders were randomly selected by Sortition to participate in the Jersey Assisted Dying Citizens' Jury, which took place over 10 online sessions in 2021. Participants had ample time to deliberate the proposals for legalising Assisted Dying before producing considered responses and recommendations which

shaped the resulting final proposal. Find the full report here: [id jersey assisted dying citizens' jury final report final.pdf \(gov.je\)](#)

TIPS

- Guidance for undertaking deliberative practice, including a citizen's assembly or jury, can be found in the [resources](#) section. Note that the [Sortition Foundation](#) can be used to randomly select participants.
- It can be easy to engage with the same group of people repeatedly, especially those who are the most proactive in sharing their views. Remember that Government needs to hear a diversity of voices to inform its decision-making. Random selection of participants and community outreach can be useful to this end.
- Remember to provide incentives to participants, such as financial remuneration for time and potential transport or care costs. It is also important that these meetings are as accessible as possible. More information on this can be found in [section 18](#).



Part 2:
Good Practice for Engagement
and Consultations

9. Guidance for Consultations

Engagement and consultation - what's the difference?

The terms 'engagement' and 'consultation' are often used interchangeably. However, it's important to be clear about the differences.

Public engagement is a general term. It describes ways of bringing citizens, community organisations, businesses, and Government together to solve problems that affect people's lives. Engagement is a broad and continuous process, while consultation is a formal period of public engagement with a defined structure.

In a consultation, Government asks people what they think should be done to solve a particular problem, or to give their views on a specific policy or proposal. Consultations usually last 8 – 12 weeks, depending on the complexity of the topic. The minimum period should be 8 weeks. However, highly contentious issues can have a consultation period that lasts several months.

Consultations can involve a variety of engagement activities from the endorsing, contributing and producing levels of the Engagement Pyramid. A consultation aims to:

- Identify issues;
- Develop or change policies;
- Test proposals; and
- Evaluate resources and service provision.

When should I consult?

The format of each consultation will depend on the issue being consulted on, questions being asked, and the groups who may be affected by the issue. Note that some consultation is done on a statutory basis (for example, planning applications) and follows a process established in law.

For complex policies or legislation, a multi-staged approach may be most appropriate. This means consulting with different groups at different stages of the process. Matters of significant public interest (for example, Assisted Dying and the Island Plan) may require extensive public consultation. However, other matters may be better suited to limited stakeholder engagement. For example, consultation on complicated areas of tax law may be targeted only at specialised representative bodies or tax experts.

You should only consult where change is possible. Be clear about what aspects of the proposals people can change. If feedback will have no influence on the outcome, then don't consult. Engagement that is tokenistic or purely a 'tick-box exercise' should be avoided.

There may be cases where there is no need to do a public consultation. This will depend on the issue and on whether stakeholders have already been engaged in the policy development process. However, you should be willing to listen to the views of those you engage with and to be influenced when making subsequent decisions.

The [Gunning principles](#) on the Consultation Institute website state that consultation must:

- Be carried out BEFORE a final policy decision has been made
- Include enough information to allow any person to consider the proposal and potentially offer an alternative option
- Allow adequate time for responses, and
- Ensure that consultation findings are reflected within the final proposals.

Good practice principles for consultations and engagement can be found in the following section, as well as in the [planning a consultation](#) guide on the Government Intranet.

10. Good Practice Principles for Engagement and Consultations

The principles explored in this section focus on formal consultations. There are several things to think about planning consultations. We must make sure that consultations are:

- | | |
|----------------|--|
| A. Accessible | F. Publicised |
| B. Purposeful | G. Recorded properly |
| C. Targeted | H. Involve feedback loops |
| D. Informative | I. Published online |
| E. Flexible | J. Finished with a consultation report |

A. Make sure your consultation is ACCESSIBLE.

The Government must be mindful of its duties under the [Discrimination \(Jersey\) Law 2013](#). Government should make efforts to remove barriers to access, including barriers to engagement. This is discussed more in [section 17](#).

As a starting point, you can reach out to organisations that work with or represent people with disabilities, or people with disabilities themselves, about your plans for engagement. Don't make assumptions – ask what people need to fully access your consultation.

When planning engagement, consider the following:

- Using a venue for a public meeting that is accessible and equipped for people with a disability;
- Producing relevant documents in different formats, particularly if there is high public impact or interest in the topic. This should include easy read or simplified versions as standard. Also consider producing translated versions; and
- Using ‘storytelling’. When preparing consultation or policy documents, it can be useful to think of it as a story that will affect people. Use plain English and clarify the key issues, particularly if the consultation subject matter is complex.

Accessibility is explored further in [section 18](#).

B. Make sure your consultation is PURPOSEFUL.

Engagement should begin as early in the policy development process as possible. This is when views can genuinely be taken into account. As discussed in [section 9](#), engagement should not be a tokenistic or tick-box exercise. Only consult where change is possible and be clear about what aspects of the proposals people can change.

If engagement is not purposeful or meaningful, ‘**consultation fatigue**’ can set in. This is when stakeholders lose interest in being engaged. As well as lacking a clear purpose or goal to the engagement, consultation fatigue can be caused by:

- ‘Over-consultation’ (targeting a particular group too frequently);
- Failing to feed back about the outcome of previous engagement;
- Sending too many emails or routine communications; and
- Using inaccessible language or formats.

Once consultation fatigue sets in, it can be difficult to overcome. This is a particular risk in a small community such as Jersey. Ways to combat consultation fatigue include focussing on key issues, emphasising the impacts, maintaining feedback loops, providing incentives and targeting a range of stakeholders. It is also important to appeal to people’s emotions (‘storytelling’) while remaining focussed on the facts and evidence.

C. Make sure your consultation is TARGETED.

Identify and involve stakeholders before you consult. This includes those who may have an **interest** in the issue or proposal, and those who may be **impacted** by it. Consider each stakeholder’s level of interest or influence, and the extent to which they will be impacted.

It may be helpful to start the consultation planning process by mapping stakeholders. From there, an engagement strategy can be tailored to stakeholders' needs and preferences. More information on stakeholder mapping can be found in [section 11](#).

As noted earlier in the document, matters of significant public interest (for example, Assisted Dying) may require broad public consultation. However, technical matters (such as complicated areas of tax law) may be better suited to limited stakeholder engagement. Nonetheless, it is important to engage with stakeholders as early in the process as possible to ensure you can take feedback on board.

D. Make sure your consultation is INFORMATIVE.

When engaging with the public at any level (with the exception of 'observing'), you should provide participants with sufficient information about the proposal or topic. This ensures that people understand the topic and can give informed responses. This may involve providing participants with a breakdown of policy options, cost/benefit analyses or links to further research. This should be provided well in advance of any meeting or consultation deadline to ensure participants have enough time to process the information.

Note that some participants will require longer to process information, particularly if they are not familiar with the topic. It can be helpful to ask participants how much lead-in time they need as part of the planning process.

E. Make sure your consultation is FLEXIBLE.

You should adapt your engagement approach to stakeholders' needs and preferences wherever possible. For example, some groups will benefit from deliberative workshops to understand the subject matter before making an informed response. However, organisations which are familiar with the topic may prefer a simple survey (or they may provide a detailed written submission). A charity or individual may require longer to respond to a consultation than a business. Some people will prefer online over in-person meetings, and others will require additional support (such as interpretation or easy read materials).

You may also need to engage outside of your usual working hours, such as evenings and weekends, and to host meetings in convenient locations like community centres and parish halls. Also, remember to avoid holiday and election periods (no Government engagement activities should happen during election periods).

F. Make sure your consultation is PUBLICISED.

In order for a consultation or engagement activity to be effective, it will need to be publicised to some extent. Depending on the issue, this might be internally within Government and externally (for example through social media and public media channels). Both the Government of Jersey's Comms department and Marketing Team can assist with publicising your consultation effectively.

The Role of Comms and Marketing in Consultations

The role of the Comms department is to assist with the planning and promotion of a consultation. They help ensure that the consultation is promoted via the appropriate channels, both internally and externally. They can also assist you with designing engagement strategies.

The Marketing Team produce collateral and translate materials into other languages. Comms work with the Marketing Team (marketing@gov.je) to ensure you have the materials you need for your consultation, including banners, posters and leaflets. Marketing can also help connect you with communities where English is a second language. Note that the Marketing Team do not produce easy read documents (guidance on producing easy read content can be found in [section 10](#)).

Most government departments have a Comms lead who can advise on engagement and consultations. It is recommended that you approach your departmental Comms lead with as much notice as possible (at least one month) before your consultation to ensure sufficient time for planning.

G. Make sure your consultation is RECORDED PROPERLY.

Records of your consultation, such as public responses, should be kept as long as they are required to fulfil the purpose for which it was collected. Once that purpose has ceased to be relevant, you should decide whether these records need to be archived in accordance with your departmental retention schedule. You can get guidance on this matter from your departmental data governance officer and the Jersey Archive.

The information you collect should be published in accordance with your Privacy Notice. Note that any information that is not published may be subject to an [FOI request](#).

Before publishing a consultation, ensure you have covered the rights of the data subject in the privacy statement and the [Data Protection \(Jersey\) Law 2018](#). Contact your departmental data

governance officer or email the Government of Jersey central data protection unit (DPU@gov.je). They will both be able to provide guidance on:

- Personal identifiable data
- Data sharing
- Data processing
- Privacy notices
- Data Protection Impact Assessments (DPIAs).

All of the above must be completed before going live with your consultation. For more information, refer to the [Data Protection Toolkit](#) or contact your departmental data governance officer.

H. Make sure your consultation involves FEEDBACK LOOPS.

Feedback loops are when those engaged are acknowledged or updated following their contribution. This helps to maintain a dialogue between the Government and citizens. It also makes participants feel valued, keeps them invested in the issue or project, and makes them more likely to take part in future engagement.

You should respond to the views you received within a reasonable time frame. As a guideline, this could be 3 months of the contribution or the consultation finishing. Where possible, emphasise what you have decided to do in response to the feedback. If the final policy decision is not aligned with the views expressed, make efforts to explain why.

It may not be proportionate (or possible) to feed back to every stakeholder or participant. Giving feedback should be done in a considered way, depending on the stakeholder's level of engagement. In many cases, sending a copy of the final consultation report will be enough. For more involved stakeholders, it may be proportionate to schedule a follow-up meeting or send a personalised response.

More information on feedback loops can be found in [section 12](#).

I. Make sure your consultation is PUBLISHED ONLINE.

When running a formal consultation, you will need to create a webpage for it on www.gov.je. This is so that people can find out more information about the issue and how to give feedback. You

can create a webpage by emailing the Web Team at digital@gov.je. More information can be found here: [How to publish content on gov.je and MyStates](#).

You will need to provide the Web Team with the following content for the webpage:

- Title of the consultation
- Some background/a summary of the issue
- Start and end date for the consultation
- Contact information (such as an email address, postal address and telephone number). This will be how the public can get in touch regarding the consultation. You may need to set up a specific email inbox for this, which can be done by logging an IT ticket.
- Links to consultation documents (such as background information, research, translated/easy read versions of documents)
- Link to a survey (if applicable)
- A schedule of public meetings/workshops (if applicable)
- A privacy notice (your department's data governance officer will advise).

It is important that Web content adheres to established standards and guidelines. These can be found at here: [Gov.je brand, design and style guidelines](#) and [PDF content standards for gov.je](#).

Note that webpage content can be edited after publication by the Web Team (digital@gov.je).

It is important that content is centralised on www.gov.je and is easy for the public to find. The Web Team will advise where your consultation should be placed on the Government website. Ensure that consultations are not hosted exclusively outside of www.gov.je, for example by creating your own website for your consultation. This will make your consultation much harder to find.

Making Online Consultations Accessible

You should ensure that the consultation webpage is as accessible as possible. This includes using clear, concise language and avoiding jargon. You can check how accessible your written language is using tools such as [Hemingway](#), as well as the Accessibility Checker tools on Word and Adobe programmes. To access this, go to the 'review' tab in Word and click 'check accessibility'. Accessibility training for Microsoft programmes can be found here: [Accessibility Fundamentals - Microsoft Learn](#)

More information about [online accessibility standards](#) can be found in the [Government of Jersey Service Manual](#).

Alternative text.

If the webpage includes images or diagrams, they must be labelled with Alternative ('Alt') Text. Alt Text can be added to images in Word by right clicking on an image and selecting 'view Alt Text'. Alt Text describes what the image is in simple terms, which can be read aloud by screen reading tools used by people with visual impairments. More guidance can be found here: [Alt \(alternative\) text guide \(gov.je\)](#)

J. Make sure your consultation finishes with a CONSULTATION REPORT.

Once your consultation has passed its end date, it will automatically be removed from the [live consultation section on gov.je](#) and moved under the closed consultations section. Once a consultation closes, you will need to write and publish a consultation report. This sets out the:

- Number of people who took part in the consultation;
- Types of engagement that took place;
- Feedback received; and
- Government's response to the feedback.

You should also consider evaluating your consultation once it has concluded. This can help you find out what did and didn't work and the reasons why. An evaluation should consider not only the number of responses received, but also the:

- Quality;
- Cost;
- Timeliness of the consultation; and
- Overall usefulness of the results in helping to inform decisions.

You can apply the learnings from your evaluation to improve future consultation and engagement work. An example [evaluation tool](#) can be found in the resources section of this document.

The consultation report should be uploaded to the relevant consultation page on [www.gov.je](#) within 3 months of the consultation finishing (contact [digital@gov.je](#) to upload the report to the consultation webpage). Remember to check that what you are publishing matches commitments in your privacy statement. Make your comms lead aware, so that they can publicise the results via the media or social media. Then send a copy of the consultation report to:

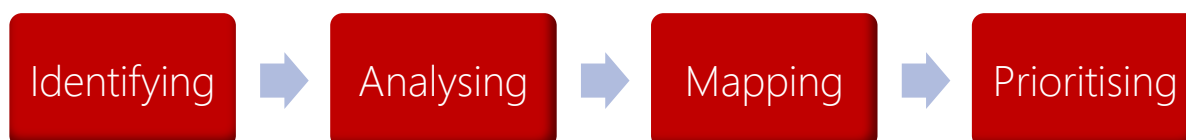
- All participants (if proportionate), emphasising their contribution where possible. Note that this may only be appropriate for those who submitted a detailed response, rather than potentially hundreds of individuals who responded to a survey
- The [Scrutiny Office](#) (if appropriate)
- The States Greffe, to present the conclusions as a report to States Members (if appropriate).

More information about engaging with the States Greffe and Scrutiny Office can be found in [section 15](#). Some examples of consultation reports can be found [here](#) and [here](#).

Remember that engagement is more than just consultations. Consultations are time-limited, whereas engagement is an ongoing process. The following sections explore general engagement good practice principles, from stakeholder mapping to feedback loops and data protection.

11. Stakeholder Mapping

When planning a consultation or engagement exercise, a good place to start is by mapping your stakeholders. A stakeholder is somebody with an interest in the policy or proposal, usually because they are impacted by it in some way. Stakeholders can be members of the public, businesses, voluntary bodies or other civil servants. Understanding how people are affected by and can influence your policy or proposal can help you prioritise who you need to engage with, when and how. Stakeholder mapping can be broken down into four steps:



i. IDENTIFYING.

List organisations and people that have an interest or influence on your proposal. Group them into stakeholder categories where possible. Be as specific about this as you need to be. Remember to include underrepresented groups in this exercise.

ii. ANALYSING.

Spend time reflecting on each stakeholder's perspectives and interests. To what extent will they be affected by the proposal? How much influence do they have on the outcome?

iii. MAPPING.

Determine stakeholders' level of influence or interest in the proposal and plot it on your stakeholder map. You can also map stakeholders' relationships to each other. This can help to establish if there are any connections or common interests.

A stakeholder map template can be found in the [resources](#) section of this document.

iv. PRIORITISING.

- **Low influence / low impact:** If your stakeholder has low influence and will not be impacted much by the proposal, keep them informed of the development process. You might seek endorsement of the proposal (level 2 of the Pyramid) rather than active collaboration.
- **High influence / low impact:** If your stakeholder has a high level of influence on the proposal but will not be impacted much by it, keep them involved in the development process. You should seek endorsement of the proposal from influential stakeholders.
- **High influence / high impact:** If your stakeholder has a high level of influence on the proposal and will be greatly impacted by it, readily engage them in the development process. This might look like engaging at the higher levels of the Pyramid to encourage collaboration and contribution.
- **Low influence / high impact:** If your stakeholder has a low level of influence but will be greatly impacted by the proposal, readily engage them in the development process. This might look like engaging at the higher levels of the Pyramid. Depending on the topic, it might be appropriate to aim for coproduced solutions to a policy issue.

Once you have completed your stakeholder mapping exercise, you can consider individual stakeholders' needs and preferences for engagement. You can also use the [Engagement Pyramid model](#) to plan what types of engagement activity you will undertake with each stakeholder.

More information on stakeholder mapping can be found in the [resources](#) section of this document.

12. Feedback Loops

Feedback loops are when participants in a consultation or engagement activity are acknowledged or updated following their contribution. This makes participants feel valued and keeps them

invested in the issue or project. It can also help to build trust and increase the chances of participants engaging in future consultations.

Feedback loops may look like:

- Proactively sending a follow-up email which summarises the feedback and thanks the participant for their contribution;
- Providing regular updates on the issue/policy proposal via a newsletter (through email, post or social media);
- Circulating consultation reports to relevant participants. It may be useful to highlight whether feedback was taken forward (and if not, to offer an explanation where possible);
- Maintaining dialogue with stakeholders by attending relevant meetings or events, organising check-ins and following up with invested individuals or groups over time.

Note that it may not be proportionate (or possible) to feed back to every stakeholder in the same way. This should depend on the extent to which they engaged in the process. In many cases, sending stakeholders a copy of the consultation report will be enough. For more involved stakeholders, it may be appropriate to schedule a follow-up meeting or send a personalised response.

For more general feedback, you can also signpost the public to the Government of Jersey's [Customer Feedback System](#). This feedback will be recorded and relayed to the relevant official for consideration, even after a formal consultation period has closed.

13. Data Protection

All public engagement will engage the [Data Protection \(Jersey\) Law 2018](#) to an extent. Before undertaking any engagement activity or consultation, you should consider the impact that this will have on people's data. You should ensure that personal data is collected only on a need-to-know basis and is processed and stored securely. Note that sometimes personal data is collected by accident when completing a survey or giving feedback in a focus group or workshop. Ensure any personal information is redacted in these cases.

The completion of a [Data Protection Impact Assessment \(DPIA\) screener form](#) is mandatory for all types of engagement. Completing a screener (to be reviewed by your department's data governance officer) will inform whether you need to complete a full DPIA. Prior to completing a DPIA screener, you must consider how people's data will be processed and stored and ensure that this will comply with the law.

Contact your departmental data governance officer for further advice.

14. Diversity Monitoring

It is important that Government hears from a diversity of voices in its decision-making processes. Diversity monitoring helps the Government analyse the impact of policies on different people within the community. It also helps to identify any gaps in community engagement, ensuring that future engagement targets underrepresented groups. It may also, in cases where there are enough responses, enable those responses to be weighted to population totals. This would provide a more accurate overall assessment of public opinion on issues.

To monitor diversity, information is collected about individuals' protected characteristics under the Discrimination (Jersey) Law 2013. These include:

- Race
- Sex
- Sexual orientation
- Gender reassignment
- Pregnancy
- Age
- Disability

This information is provided on a voluntary basis. By answering the diversity monitoring questionnaire, you are opting in to providing the Government with this information. All responses are anonymous and will be used to produce high-level statistical reports. These reports will be internal but may be published on www.gov.je. More information about how this data is collected and used can be found in the [privacy notice](#).

The [standard diversity monitoring questionnaire](#) can be found in the resources section of this document. When producing an online survey for a consultation, please inform policyengagement@gov.je. The relevant officer can then link the standard diversity monitoring questionnaire to your survey. This officer will securely collect the results from the questionnaire and produce high-level diversity statistics.

If using paper surveys, print out the standard questionnaire and attach it to your survey. Any additional data that has been written on the survey (including personally identifiable data, such as contact details) must be manually redacted. Scan completed questionnaires and send to policyengagement@gov.je.

15. Engaging Early with the States Assembly & Scrutiny

Officials responsible for running consultations should engage with the relevant minister's private office and agree the most appropriate means to ensure members are aware that a consultation is being launched or of the outcome of a consultation. Informal communication by way of an email from the minister/their private office is likely to be the most appropriate way to communicate this. However, for key projects, officials should consider whether it would be appropriate to formally present consultation feedback reports to the States Assembly. This should be discussed with the minister's private office and, if deemed appropriate by the minister, the private office should prepare a Ministerial Decision (MD) accordingly.

For key policy and most legislative projects, briefings should be offered to all States members. You should consider providing all States member briefings on advanced proposals, prior to them being lodged as a proposition for consideration by States members. Briefings should be arranged through the relevant minister's private secretary.

The States Greffe arranges distribution of your consultation documents to States Members and makes them available from the States Assembly Information Centre where appropriate. As a courtesy to States Members, the release date and time of your consultation should coincide with the day and time it is presented to the States Assembly. The Greffe will accept any format of document as long as it:

- is error free
- conforms to States house style
- has a [consultation cover letter template](#)

Any engagement between the Government and scrutiny panels (and the Public Accounts Committee (PAC)) must adhere to the [Code of Practice for Engagement](#) which has been approved by the States Assembly. When preparing to consult with scrutiny, you should refer to the Code of Practice. All communication with scrutiny panels should be made through or with the prior knowledge of the relevant minister's private secretary in the Ministerial Support Unit (MSU), Cabinet Office. General advice on engaging with States members should be sought from the MSU.

Paragraph 14 of the Code requires the Council of Ministers to provide the Scrutiny Liaison Committee with a schedule of the Government's policy and legislative priorities within the first two weeks of each calendar year. You should ensure that your project is on this list. If your project is not on this list, you should ensure that the relevant scrutiny panel is made aware of the project as soon as possible.

Scrutiny panels should be kept updated on the delivery timetable for your project, including the expected lodging date of any propositions. Panels should be informed if there is a significant delay that might affect the date when a proposition is to be lodged.

It should be noted that, following a debate on the principles of draft Law or Regulations, under Standing Order 72 of the [Standing Orders of the States of Jersey](#), the chair of the relevant scrutiny panel may ask for the legislation to be referred to the panel for further scrutiny. This may be avoided if you have engaged with the panel openly and effectively before the proposals have been lodged for debate by the States Assembly.

Any project that is likely to impact on parish administration should be considered by the Comité des Connétables. Again, early and continuing engagement with Comité is advised for these projects, including offering to provide a briefing at Comité meetings. These should be offered via the secretary at Office@Comite.je.

16. Research Ethics

The purpose of research ethics is to ensure that engagement or consultation activities are carried out ethically. This means that all parties involved are protected from potential harm caused by the consultation. This is particularly important when consulting on contentious or sensitive policy matters.

The key ethical values to be considered when undertaking any engagement or consultation activities include the following:

- Veracity/integrity
- Privacy (including dignity and autonomy)
- Confidentiality (including data protection and accuracy)
- Informed consent and transparency; and
- Beneficence and justice.

Before undertaking any engagement or consultation activities, you should ensure that you have considered the ethical implications of their engagement strategy or consultation. If there are ethical implications, consider how you could adapt your approach to uphold these values or mitigate risks. Risks include data protection breaches and distress to individuals (depending on the subject matter).

If your planned engagement activities present ethical concerns, you should discuss these with a range of colleagues. It is advised that you hold a meeting and, together, consider the ethical impact of the engagement activity and whether any changes or mitigations need to be made. Any outcomes or rationale from this discussion should be recorded.



Part 3:
A Guide to Accessible and
Inclusive Engagement

17. What is Accessible and Inclusive Engagement?

The Government of Jersey is committed to promoting the values of equality, fairness and diversity for all. This includes hearing a diversity of voices in its policy development processes, ensuring that engagement activities are as inclusive and accessible as possible and removing barriers to access.

According to the 2021 census, almost 16,000 people in Jersey identify as having a disability or long-term health condition that affects their day-to-day lives. Therefore, it is important to view engagement with an 'accessibility lens'. This means thinking about how we can make our engagement activities accessible to as many people as possible. As a starting point, we can ask:

- Who might need support to do what we're asking them?
- Why are we asking them to do it that way?
- How can we make it easier for them to participate?

When engaging with the public, we shouldn't assume the needs and preferences of stakeholders. Once your stakeholders have been identified (through a stakeholder mapping exercise or otherwise), it is good practice to ask them, or their representative, outright what their needs and preferences are. This can be framed as: 'How can we support you to take part?'

When looking at public engagement through an accessibility lens, there are various things to consider. This includes:

- Whether participants require any 'reasonable adjustments' (such as an accessible meeting venue and time; translated or easy read material; support worker involvement or captions/sign language);
- Hosting a meeting online or in-person (or having no meeting at all);
- Ensuring there is a hearing loop/microphone at all meetings;
- Providing the option of easy read/simplified documents as standard;
- Checking what participants' preferred means of contact is (for example via email or through a support worker); and
- Participants' availability. Bear in mind that the majority will have work or other commitments. This may mean organising events outside of work hours and in convenient, accessible locations.

Reasonable adjustments are actions taken to remove or minimise disadvantages experienced by people who have a disability or impairment. What is considered 'reasonable' will depend on the circumstances of each individual case and on an assessment of factors. These include if:

- The adjustment is practical to make;
- There are resources to provide the adjustment;
- The adjustment will be effective in overcoming or reducing the disadvantage; and
- The adjustment will have an adverse impact on the health, safety and wellbeing of other participants.

For example, if a meeting participant is deaf and requires sign language (BSL) interpretation, this should be provided as a reasonable adjustment. However, consider a participant who has a sensory processing issue and requests to meet in a dark room. This would have a detrimental effect on other participants and is therefore not a reasonable adjustment. A compromise or alternative solution can be sought in this instance – for example, dimming the lights to a manageable degree or offering to meet with the individual separately.

More information about reasonable adjustments can be found [here](#).

18. Good Practice Principles for Accessible, Inclusive Engagement

Some points of good practice for accessible, inclusive engagement include:

- **Communicate early.** It is important that stakeholders receive information well in advance of any meeting or workshop. This gives them time to process the information, consider their response, or request any reasonable adjustments to the format.

Some people will also find it useful to have practical information about the meeting in advance. For example, what is the room set-up? What are the access arrangements? How many participants will be there? Will it be a Q&A? How will responses be collected? This will allow people to prepare for the meeting and participate more effectively.

Additionally, many individuals work or have other commitments, and will need plenty of time to make necessary arrangements to attend the meeting. If you are unsure, reach out to the individuals or relevant support staff and ask for advice.

- **Choose an accessible venue.** Prior to an in-person meeting, it is important to ask attendees whether they have any accessibility requirements or reasonable adjustment requests. Note that some people will have sensory access needs as well as physical. For example, some people might be put off by a large room with lots of people. Finding a venue that is accessible for everyone can be tricky, and many venues are not as accessible as you might assume. When planning a meeting, consider a venue that:
 - ✓ Is easy to get to via public transport
 - ✓ Has ample parking and disability bays
 - ✓ Has clear signage
 - ✓ Is well-lit
 - ✓ Has suitable acoustics (for example, a room with a high, echoey ceiling may not be suitable for people with hearing impairments)
 - ✓ Has accessible entrances (such as ramps, lifts, automatic doors, wide doorways)
 - ✓ Has accessible toilet facilities
 - ✓ Has heating and/or air conditioning if needed
 - ✓ Is on the ground floor (where possible).
- **Provide captions and BSL.** It is good practice to provide caption technology during all meetings or workshops. This can benefit various participants, not only those in the dDeaf community (note that 'dDeaf' refers to anyone who is hearing impaired, not only those who are profoundly deaf).

Bear in mind that autogenerated captions, such as those on Teams, are prone to mistakes. Organisations such as [Enable](#) and [121 Captions](#) can help you provide high quality caption technology during meetings or events. More information on this can be found in the [resources](#) section.

While BSL (British Sign Language) interpretation may also be necessary for some individuals, note that not everyone in the dDeaf community will use BSL. Before arranging an interpreter, check with your hearing-impaired participants whether they would actually benefit from this. If yes, make sure you send your consultation or meeting documents to the interpreter ahead of time. This will enable the interpreter to work more effectively on the day.

- **Provide easy read.** This refers to the presentation of text in an accessible format that is easy to understand. It is often used by people with learning disabilities but is beneficial for everyone. Easy read documents involve:
 - ✓ Simple, short sentence structure
 - ✓ No jargon – terms are explained if necessary

- ✓ Simple images used to represent a sentence wherever possible – image libraries can be found online, for example [here](#).
- ✓ Clear, large font (at least 14pt)
- ✓ Text aligned on the right-hand side of the page, and images aligned on the left-hand side of the page.

See the resources section for advice on how to [create an easy read document](#). Depending on the audience, it may be more appropriate to produce simplified versions of documents with some of the features listed above. You can contact the [Learning Disability Service](#) for further advice on producing easy read content.

- **Build community networks.** Good public engagement can be made better with the support of charities and community networks. They can help you build relationships across communities, share knowledge and expertise, as well as identify issues and develop solutions. When building community networks, you could start by:
 - Identifying who you wish to engage with (for example, seasonal workers)
 - Seeking relevant expertise and contacts within Government for this group or groups of people;
 - Asking these contacts to signpost you to relevant organisations and representatives;
 - Contacting these representatives and establishing rapport. You can do this by relaying information and updates, maintaining feedback loops and inviting them to meetings or events; and
 - Using these representatives' connections and expertise to help you engage more effectively with the target community and develop robust, reciprocal networks.

More information about charities, representative bodies and other organisations within the community can be found in the [resources](#) section.

- **Be mindful of the 'digital divide'.** We live in an increasingly digital world. Most engagement activities rely on the assumption that everyone has access to devices and internet connection. However, this may not be the case for some people. It is important that attempts are made to identify gaps in access and remove barriers wherever possible. This might include issuing paper surveys (as well as online surveys) and advertising consultations in local newspapers.
- **Provide incentives.** People are giving up their time by taking part in consultations or engagement activities, so it's important that we show that we value participants' time and feedback. While you should avoid offering financial remuneration upfront (as participation

may then be interpreted as employment), you can offer other incentives. This includes covering expenses such as transport and care arrangements, providing refreshments, and offering a gesture of goodwill after the engagement has concluded. This could be a voucher, a box of chocolates, etc. For stakeholder organisations, incentives could include collaborating on future initiatives, inviting them to events, sharing knowledge, or simply following up with a thank you.

A caveat...

While it is important that all citizens feel fully involved and valued in the engagement process, it may not be possible to cater to every individual's needs or preferences. Nonetheless, attempts should always be made to remove barriers to access.

It should also be noted that there are significant time (and sometimes cost) implications to making engagement accessible and inclusive. This will need to be factored into your project timeline and engagement planning phase.

Resources

The [Accessibility Resources](#) section provides more information on making engagement accessible and inclusive. You can also use the [Accessibility Checklist](#) included in this document when putting your consultation online or planning engagement activities.

Officials can contact their departmental comms lead for advice, as well as disability@gov.je for more general queries.

19. Engaging with Underrepresented Groups

All Islanders should have a say in the decisions that affect them. Underrepresented groups are people in the community who are typically less 'heard' than others and may experience more discrimination and marginalisation than other groups. Facilitating and empowering underrepresented groups to engage will result in more informed, responsive policy-making.

Underrepresented groups include:

- Children and young people;
- Older people; and
- Other less heard groups (including Islanders with disabilities, ethnic minorities and individuals for whom English is a second language).

Note that different social categories and characteristics influence how a person (or group) behaves and how they are affected by policies. Protected characteristics under the [Discrimination \(Jersey\) Law 2013](#) include race, sex, sexual orientation, gender reassignment, pregnancy, age and disability.

Some people may have multiple characteristics or fall within more than one of the underrepresented groups mentioned above. This can compound any marginalisation or discrimination they may face. For example, individuals who are both speakers of other languages and have a disability will have a particular experience based on these factors.

People's experiences are also influenced by their gender and sexuality. Men, women and LGBTQ+ individuals may be affected differently by your proposal, depending on the topic. Consider how your proposal might affect different demographics and factor this into your engagement plan as early as possible. If certain groups will be impacted by your proposal, you may need to engage early with relevant community networks. These networks can help to connect you with individuals with relevant lived experience, as well as facilitate meetings or events. [Liberate](#), for example, is an organisation that supports and advocates for the LGBTQ+ community in Jersey. More information on community networks can be found in the following sections and the [resources](#) section of this document.

All the groups mentioned above may have accessibility needs. Accessible and inclusive thinking should be the golden thread that runs throughout public engagement, starting as early as possible in the planning process to allow for adequate resourcing.

Guidance for engaging with underrepresented groups can be found in the following sections.

20. Engaging with Children and Young People

'Youth participation' involves actively listening to children and young people and supporting them to express their views. They have a range of experiences, thoughts, ideas and perspectives that can enrich decision making. They are the experts in their own lives and can provide a unique perspective on issues.

Involving children and young people in decision-making is a key priority of the Government of Jersey. [Children's Participation Standards](#) were developed as part of the Chief Minister's [100 Day Plan](#) in 2022. Participation Standards ensure that children and young people are listened to and that their contribution is respected and acted upon. An [activity toolkit](#) was produced alongside the Standards which includes icebreakers, worksheets and feedback forms for engagement. It also includes a self-assessment form to check your work against the Participation Standards.

More information on everything in this section can be found in the [Engaging with Children and Young People Toolkit](#).

Ways of Engaging with Young People

We are shifting away from traditional, formal ways of engaging with children and young people. They come from different backgrounds, have different interests and like to engage in different ways. Beyond surveys and formal structures (such as youth councils or parliaments), there are a range of creative methods to enable participants to share their feelings and opinions.

Below are some ideas for engaging with children and young people. Note that you can access the [toolkit](#) for a detailed analysis of each method.

METHOD	DESCRIPTION
Arts	Exploring opinions and feedback through art (such as dance, music, graffiti art, and more) can be used in conjunction with other methods. This can be a good starting point to elicit more detailed responses.
Youth Councils and Youth Parliaments	A group of young people which regularly meet to provide feedback and support to Government. This is generally seen as most common forms of youth participation at a local level.
Focus groups (deliberative practice)	A small to medium group of young people are convened to explore and respond to a specific issue. This is done in a structured and facilitated way, with time to thoroughly consider the topic. This can be used as part of a larger engagement process to comment on particular issues.
Digital participation	This can include opinion polls, consultations, crowdsourcing ideas and online petitions. These are usually picked up by children and young people who are already politically engaged. They can be used as a good starting point for discussions but should not be used as the only method of consultation.
Peer consultation	This involves children and young people consulting their peers through interviews, surveys and peer led focus groups. They can be employed for the consultation process or be reimbursed in other ways, such as covering out of pocket expenses. Certificates or qualifications could be considered for children and young people as proof of involvement.
Surveys	These can be physical (on paper or by telephone) or electronic via an email link posted on a website. The most effective are short and have a clear purpose.
Suggestions box	This should be placed in a readily accessible area with pens and paper. Where appropriate, previous comments and suggestions can be posted near the box

	with outcomes and feedback. This is so young people can see how their previous suggestions have been acted upon.
Youth activism	Children and young people can be involved in campaigning groups and democratic protests as a means of influencing Government decision-making.
Playwork	This aims to elicit feedback through play and can be effective with younger children.
Co-production	This is where young people and adults jointly make decisions. They work collaboratively and share the power. Examples include writing a strategy, running a project or evaluation of a public service.

Young people’s motivation to participate can come from proximity to an event or idea. Younger teens tend to be more motivated by real, immediate concerns. Some older teens, dependent on education and background, may find it easier to engage with issues that are abstract or global. Both types of debate should be addressed. Young people are also motivated when they see the positive outcomes of their own actions, and when they work together to make real change (for example, building skate parks or youth clubs).

Involving Schools

It can be useful to partner with local schools to facilitate engagement. Many schools in Jersey are already readily involved in engagement work and may have suggestions for what has worked well in the past. You can collaborate with schools to run some of the activities listed above.

You could also create a ‘lesson plan’ and provide this to schools. This enables the topic to be addressed alongside the regular curriculum, on the school’s timetable. The lesson plan should be used to elicit feedback in an interactive, informative way. For example, the plan might include consultation material and a link to a video, followed by an interactive exercise to prompt discussion (such as a quiz or voting/ranking activity). You could finish with a survey as a way of recording student’s views on the topic.

Other points of good practice when engaging with young people include:

- **Taking a partnership approach.** For engagement to be successful and meaningful, Government should treat children and young people as equal stakeholders. It should value their knowledge, experience and input, and encourage young people to have a sense of ownership of the process. This will encourage young people to feel empowered and engage with governments in the future.

- **Avoiding tokenism.** This describes engaging with youth as a symbolic effort only. Children and young people will see straight through this and the engagement is unlikely to be successful. Tokenism can be avoided by engaging young people with a range of identities, involving them early on in the policy development process and emphasising where their feedback has had an impact. More information on this can be found on page 13 of the [toolkit](#).
- **Considering barriers to engagement.** Children and young people who are not members of youth organisations can often be excluded from engagement. It is common for the same group of willing children and young people to be heard. We need to think of ways to reach out to the least engaged, such as those with a disability, members of LGBTQ community, those with English as a Second Language, care leavers/children in care, those from a lower socio-economic background, Not in Education, Employment or Training (NEET), and those in the criminal justice system.

There are also reasons as to why some children and young people may wish to not participate in engagement. These include a distrust of Government passed down by family members; limited literacy skills or knowledge of English; difficulty getting parental consent to participate; fear of being 'outed' to their parents or peers; young carers not being able to leave the family; and accessibility and transport issues.

- **Being trauma-informed.** There are many young people that have gone through very traumatic life events. Remember that they are children and at times do need protecting. Certain topics could be triggering for some young people. You should think about measures to protect them – for example, ensuring that there are trained staff around and that there is a clear exit if things get too much.
- **Considering accessibility.** As with all engagement, it is important to apply an accessibility lens when engaging with children and young people. When planning engagement, consider things such as using visual aids, inviting support workers to attend (being careful not to have them project their own views), ensuring there is wheelchair access, avoiding loud noises or flashing visuals (some young people may have sensory processing difficulties); allowing for frequent breaks, and communicating in a clear and culturally sensitive way.

Children’s Rights Impact Assessments (CRIAs). This is a tool used to evaluate the impact of any proposed law or policy on children and the enjoyment of their human rights, as set out in the [UNCRC](#). CRIAs should be completed as early as possible in the development of all policies and laws. This will be enacted into Jersey law in 2023. Completing a CRIA will become mandatory for most propositions brought to the States Assembly.

Examples of completed CRIAs can be found [here](#). Further support to complete CRIAs, including published statutory guidance and training, will be made available in 2023.

More information on engaging with children and young people can be found in the [resources](#) section of this document.

21. Engaging with Older People

Older people have a wealth of experience and expertise which should not be overlooked in policy development. Many older people in the community are keen to have their say, if given an appropriate forum to do so.

Older people face numerous barriers to engagement, including:

- **Transport.** Many older people will rely on busses to attend meetings, which are limited by routes and schedules. When hosting a meeting, you should assess how easy it is to get to the venue. Also check if there is adequate parking (including disability bays). In some cases, it may be appropriate to arrange transport so that people can attend your meeting.
- **Venue accessibility.** When organising a meeting or workshop, check that your chosen venue is accessible to people with a range of impairments. Don’t assume that a venue is accessible (for example, parish or community halls). Check that the venue is well-lit, has good acoustics, is accessible by public transport and has disabled access and toilet facilities.
- **Information accessibility.** Older people will have various levels of need in this area. Print documents in large, clear font and provide the option of easy read or simplified versions as standard. Provide paper surveys and leave them in public spaces such as community

centres and parish halls. Wherever possible, provide caption technology during meetings ([Enable](#) can support with this). Remember to ask participants if they have any additional requirements prior to a meeting.

- **Event time.** Bear in mind that not every older person is retired. Some will have other commitments or appointments to attend. It is important to ask participants what their preferred times are. Note that it may not be possible to find a time that works for everyone.
- **Modern technology.** It is important to remember that only about half of older people regularly use the internet, according to Age UK. However, some older people will be more comfortable with technology than others. It is important to ask what participants' preferred means of communication is. Some will prefer communication by post or telephone, while some will prefer email. Some may also require information to be passed on via a carer or family member.

Ideas for engaging with older people include:

METHOD	DESCRIPTION
Established forums	<p>The Older Persons Living Forum was established in 2022. It is one of the ways older people in Jersey can have their say on matters that affect them. Officials can submit policies or proposals to the Forum for consideration (note that these must be submitted at least 3 weeks in advance of the meeting).</p> <p>You can contact the Forum at olderpersonslivingforum@gov.je.</p>
Meetings and workshops	<p>Many older people appreciate face-to-face meetings and dialogue. One-off meetings or multiple workshops (deliberative practice) can be a good way to engage with older people on a topic. These can be organised through community organisations such as Age Concern.</p> <p>Remember to advertise any meetings in the local newspaper and radio, as well as online.</p>
Community outreach	<p>You can also run 'pop-up' events or approach people in public spaces. This includes libraries, post offices, bus stations, shops, pubs, faith centres and parish halls. This will enable people who don't normally attend groups or forums to have their say.</p>

More information on engaging with older people can be found [here](#) and in the [resources](#) section of this document.

22. Engaging with People with Disabilities

As discussed in [section 17](#), it is important that people with disabilities have equal access to engagement and consultation activities. They will have lived experience that is invaluable to effective, inclusive policy design. That said, everyone is different, and there is 'no one size fits all' approach to engaging with people with disabilities.

However, there are some ways to engage much more effectively. This is where community networks are vital. There is a wealth of community organisations in Jersey who empower, advocate for, and collaborate with people with disabilities. They can connect you with existing groups in the community and offer invaluable insight into how to engage in an accessible, inclusive way. Examples of such community organisations can be found in the [resources](#) section of this document.

It is particularly important to apply an accessibility lens when engaging with people with disabilities. As mentioned previously, it is good practice to ask participants outright what their needs and preferences are before undertaking any form of targeted engagement. It is easy to assume what people want or need. However, these assumptions are often based on pre-conceived notions of disability and do not reflect people's true abilities or experiences. This is why community organisations – who work alongside these individuals and know them well – can support effective engagement in this area.

When engaging with people with disabilities, consider the following:

- **Running online or in-person events.** Some people will prefer online events for various reasons. For others, in-person events are key to establishing rapport and feeling comfortable to share their views.
- **Thorough planning.** It is important to organise meetings or events well in advance. Many people with disabilities will have work or other arrangements to consider, so advance warning will give them the best chance to attend. In some cases, it may be proportionate to cover care and transport arrangements. It is also important to address other accessibility issues associated with meetings and send information as far in advance as possible. All of this takes time and requires thorough planning.

- **Information accessibility.** It is important that information is provided well in advance of a meeting or workshop. Easy read or simplified versions of documents should be provided as standard. Ask organisations what further support should be provided, for example braille, BSL (British sign language) interpretation and caption technology.
- **Storytelling.** When engaging with any group, an effective way of eliciting feedback is to present an issue like a story. Clearly demonstrate the ‘what’, ‘why’ and ‘how’ of the issue. Emphasise the impacts that the policy or proposal may have on participants, and the value of their feedback. People are less likely to engage with an issue that is overly abstract or irrelevant to their experience.
- **Feedback loops.** It is important to be transparent about how feedback will be used from the outset. Where possible, follow up after a meeting or when a consultation has closed. Emphasise where feedback has been taken on board, and if it hasn't, make efforts to explain why. It is important that people feel like their voices are being heard, particularly if they belong to a typically underrepresented group.
- **Coproduction.** This term describes working in partnership with citizens to produce solutions. It empowers citizens to share their lived experience and help design policies or public services. It builds on the idea that those who are affected by a policy or service are best placed to help design it. This can be an effective approach to engaging with underrepresented groups, including those with disabilities. More information on [coproduction](#) can be found in the [resources](#) section of this document.

Some ideas for engaging with people with disabilities include:

METHOD	DESCRIPTION
Attending existing groups, networks or forums	<p>There are many groups which meet regularly in the community. Meeting people in their own spaces is generally more effective than inviting people into formal, unfamiliar settings.</p> <p>Contact the organisations that run these groups and ask if you can bring the issue or proposal to them. This might look like running a one-off workshop or multiple workshops (deliberative practice). It may simply be a discussion and an opportunity to complete a survey. The organisation will be able to advise the best way of engaging with its users.</p>
Informal focus groups	<p>Organising focus groups can be a good way of getting people together to talk about an issue or proposal. Depending on the participants, this could be a small group discussion. It could also involve interactive elements such as games and crafts, which gives people something to focus on while discussing an issue.</p>

	Community organisations can help run these events and identify potential participants. Consider remunerating participants for their time to show that their input is valued. This is discussed further in section 18 .
Interviews	<p>For some people, group settings will not be appropriate. Community organisations can help identify individuals who are willing to share their views one-on-one.</p> <p>When interviewing somebody one-on-one, it is important to choose a comfortable and convenient location. A support worker should also be present if required.</p>

Disability Impact Assessments. A disability impact assessment (DIA) is a tool for evaluating the impact that your policy or proposal might have on people with disabilities. You can also use it to assess how inclusive your engagement strategy is and identify any need for adjustments. A DIA template can be found in the resources section of this document. Once completed, send to disability@gov.je for review. They will be able to support you in making your engagement strategy more accessible and inclusive.

You can also contact disability@gov.je with any queries regarding engaging with people with disabilities.

23. Engaging with Speakers of Other Languages

Speakers of other languages also have a wealth of knowledge and lived experience that can inform effective policymaking. To ensure their voices are heard, the Government aims to build positive, trusting relations with communities in Jersey, and remove barriers to participation as much as possible.

Like with other underrepresented groups, community organisations can assist to engage with speakers of other languages. Organisations such as charities, faith groups, representative bodies and special interest groups can help develop connections with various communities in Jersey. Equally, community representatives can help to promote and run engagement events in their circles. Representatives may include community leaders, honorary consuls, translators and volunteers.

The Marketing Team can assist with translation and may be able to connect you with these communities. Information on community organisations can be found in the [resources](#) section of this document.

Ideas for engaging with speakers of other languages include:

METHOD	DESCRIPTION
Focus groups	<p>Organising focus groups can be a good way to bring people together to talk about an issue or proposal. This could be a one-off event or a series of workshops. It is important to involve a translator or a community representative to help address any communication barriers on the day.</p> <p>Community representatives and organisations can help to promote these events and identify potential participants. You should remunerate these representatives for their efforts. Also consider remunerating participants to show that their time is valued. Remember that any feedback or follow-up communications may also need to be translated.</p>
Pop-up events	<p>Community pop-up events can be an effective way of gathering feedback about an issue or proposal. It involves reaching people in their own spaces within the community, for example a faith centre or a café.</p> <p>Pop-up events give people the option of engaging with the Government on their own terms, in a more informal setting. A translator or community representative will generally need to be involved to promote the event and address any communication barriers on the day.</p>
Surveys	<p>Some people will not feel comfortable taking part in a focus group or speaking directly to Government. This is where surveys might be more appropriate.</p> <p>It is important to provide translated versions of surveys that non-native English speakers can complete in their own time. Based on census data, the most demand would be for Portuguese, followed by Polish and Romanian. Bear in mind that any responses you collect will need to be translated as well.</p>
Suggestions box	<p>A suggestions box can also be an effective means of gathering feedback. You can place the box in a community hub, such as a faith centre or a café, and collect the responses after a certain period of time. Some people will feel more comfortable leaving comments anonymously and in their own language. Bear in mind that responses may have to be translated.</p>



Resources

24. Resource List

For more information about the Framework and the engagement good practice guide, contact policyengagement@gov.je.

Community Engagement Resources

The following are examples of organisations active in the Jersey community. For a comprehensive list, see the [Jersey Online Directory](#) or [list of Jersey charities](#).

Examples of Charities:

- [Citizen's Advice](#)
- [Jersey Recovery College](#)
- [Salvation Army](#)
- [Caritas](#)
- [Mind Jersey](#)
- [Age Concern](#)
- [Les Amis](#)
- [Autism Jersey](#)
- [The Shelter Trust](#)
- [Jersey Employment Trust](#)
- [Mencap \(learning disability support\)](#)
- [Enable Jersey \(pan-disability\)](#)
- [Silkworth Lodge](#)
- [Women's Refuge](#)
- [My Voice \(advocacy\): Home - My Voice](#)
- [Headway](#)
- [Eyecan](#)
- [Earsay](#)
- [Listening Lounge](#)
- [Dementia Jersey](#)
- [Red Cross](#)

Examples of Representative Groups:

- [Jersey Community Partnership](#)
- [Closer to Home](#)
- [Friends of Africa](#)
- [Liberate](#)

- [Youth Parliament](#)
- [Jersey Association of Carers](#)
- [Older Persons Living Forum](#)
- [The Diversity Network](#)

Examples of Professional Bodies:

- [Digital Jersey](#)
- [Jersey Finance](#)
- [Jersey Sport](#)
- [Jersey Arts Centre](#)
- [Jersey Heritage](#)
- [Visit Jersey](#)
- [Jersey Consumer Council](#)
- [Jersey Business](#)
- [Eco Active Business Network](#)
- [Institute of Directors](#)
- [Motor Traders Association](#)
- [Jersey Hospitality Association](#)
- [Jersey Chamber of Commerce](#)
- [Sustainable Finance](#)
- [Jersey Construction Council](#)
- [Societe Jersiaise](#)
- [JT Group](#)
- [Andium Homes](#)
- [Jersey Overseas Aid](#)

Cluster Groups

Cluster groups are Government-run forums made up of various organisations. Each Cluster represents, and advocates for, a certain group of people. Policy issues or proposals can be submitted to the Clusters for awareness and discussion. Cluster groups include:

- Learning disabilities and autism
- Homelessness
- Cancer support
- Children
- Older people
- Diversity, equity and inclusion
- Adult mental health

To submit an item to a Cluster, contact Laura Kangas-Hamon, Local Services Manager (l.kangas-hamon@gov.je) who will pass the information on to the relevant Cluster. Remember to provide Laura with all relevant consultation documents and contact information so that the Cluster can respond directly to you.

A Community Update is circulated to over 200 local organisations on a weekly basis. To request an item to be added to the Update, contact l.kangas-hamon@gov.je.

Accessibility Resources

Inclusive language:

[Words to use and avoid when writing about disability](#)

[Disability Language Style Guide | National Center on Disability and Journalism \(ncdj.org\)](#)

[Writing about ethnicity - GOV.UK \(ethnicity-facts-figures.service.gov.uk\)](#)

Web Accessibility:

[Online accessibility standards](#)

[Alt \(alternative\) text guide \(gov.je\)](#)

Translation resources:

[Interpreting and translation service \(HCS\)](#)

Contact your departmental Comms lead for advice, or contact the Marketing Team directly (marketing@gov.je)

Easy Read resources:

[GoJ Easy Read Guidelines](#)

[Easy Read | Foundation for People with Learning Disabilities](#)

[Photosymbols](#)

Or contact the Learning Disability Service for advice: [Adult Learning Disability Service \(easy read\) \(gov.je\)](#)

Engaging with Older Islanders:

[Age Concern](#)

[Good Companions](#)

[Are You Listening? Guide for Statutory Bodies Engaging with Older People \(Age UK\)](#)

[Engaging Older People in Decision Making \(Age UK\)](#)

[Engaging Older People in Activity \(activityalliance.org.uk\)](#)

Engaging with Young People

[Engaging with Children & Young People Toolkit](#)

[Activity Toolkit](#)

[Youth Service](#)

Engaging with Hearing Impaired Islanders:

[Jersey Deaf Society](#)

[Hearing Resource Centre](#)

[Enable Jersey](#)

[121 Captions](#)

Engaging with Visually Impaired Islanders:

[EYECAN - Sight Impairment Charity](#)

Diversity, Equity and Inclusion:

[Discrimination \(Jersey\) Law 2013 \(jerseylaw.je\)](#)

[GoJ Equality and Diversity Policy \(2015\)](#)

[What is Allyship? | Office of Equity, Diversity, and Inclusion \(nih.gov\)](#)

[Inclusive Allyship Toolkit | Diverse Educators](#)

[Equity, Diversity and Inclusion \(EDI\) \(lse.ac.uk\)](#)

You can also contact your department's Comms lead or disability@gov.je for advice.

General Engagement Resources

Stakeholder mapping:

[A practical step-by-step guide to stakeholder mapping in the public sector](#)

[A Step by Step Stakeholder Mapping Guide - Henrico Dolfin](#)

[Stakeholder Mapping: A Complete Guide with Examples | \(pmstudycircle.com\)](#)

[Free Stakeholder Mapping Templates | Smartsheet](#)

Running consultations:

[UK Consultation Principles - OECD](#)

[Consultation Principles - gov.uk](#)

[Participation Framework - gov.scot \(www.gov.scot\)](#)

Running workshops:

[Planning a Workshop - Organizing and Running a Successful Event \(mindtools.com\)](#)

[Deliberative Engagement Best Practice Guide | Ipsos](#)

Running events:

[Organising Public Events - Health & Safety Minimum Standards](#)

Coproduction:

[Co-production | involve.org.uk](#)

[Co-production - mind.org](#)

Creating surveys:

[Survey guidance](#)

Smartsurvey help:

Note that departments will have their own Smartsurvey accounts. Ask your M&D business partner if you are unsure how to access Smartsurvey.

[Deleting Survey Results](#)

[Removing personal data from surveys](#)

[Editing/deleting individual responses.](#)

Data protection

Data Protection Unit (DPU): dpu@gov.je

[Data Protection Toolkit](#)

[Data Protection Q&A](#)

[GOJ DPIA template.docx](#)

25. Stakeholder Mapping Template

Stakeholder Mapping

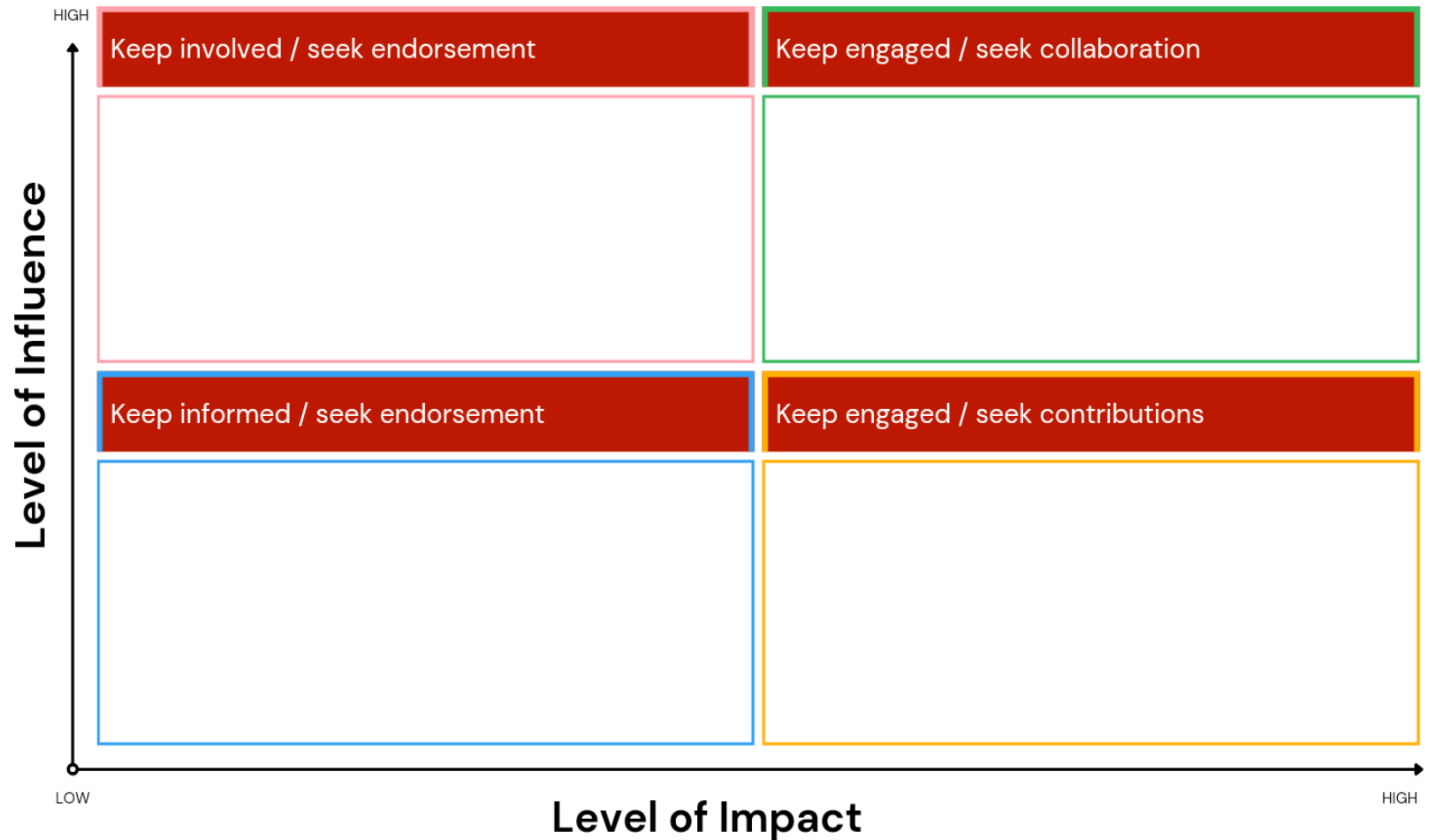
Identify stakeholders and decide how to engage them on your policy/proposal

1 Plot stakeholders on the map according to their level of influence on the proposal and how much it will impact them.

3 Once you've plotted your stakeholders, consider additional interests, preferences and access requirements. Think about possible engagement activities (refer to the Engagement Pyramid)

2

List your stakeholders here	Stakeholder
Stakeholder	Stakeholder
Stakeholder	Stakeholder
Stakeholder	Stakeholder
Stakeholder	Stakeholder
Stakeholder	Stakeholder
Stakeholder	Stakeholder



26. The Engagement Design Tool

This engagement design tool indicates the questions you should ask when starting your engagement planning process. These questions are based on the following factors:

- Scope
- Purpose
- Stakeholders
- Context

1. PURPOSE

- *What are we aiming to achieve by engaging with the public?*
- *How will the feedback be used?*

Public engagement must be purposeful. Engagement that is tokenistic or symbolic can damage public relations and lead to consultation fatigue.

When planning your engagement strategy, consider what you hope to achieve and how you will use the feedback that you receive. If the engagement is a tick-box exercise and will have no weight on the final policy decision, it may not be proportionate to engage. However, contentious or high-impact policy issues greatly benefit from public engagement as an opportunity to raise awareness of an issue and co-produce solutions.

2. SCOPE

- *What is the scope of the issue? What can we change?*
- *What is out of scope? What can't we change?*

It is important to define the scope of your engagement strategy. If you are unable to change much about the policy design or final policy decision, it may not be proportionate to undertake a full consultation.

The Engagement Pyramid model can help you to define the scope of specific engagement activities, based on what you wish to achieve. It is also useful to identify potential barriers and opportunities at this stage, so that these can be addressed as early in the process as possible.

3. STAKEHOLDERS

- *Who would be interested in this issue or proposal?*
- *Who is impacted by this issue and what is the extent of this impact?*
- *Who, if at all, represents these groups? Are any of these groups underrepresented?*

Once you have determined that public engagement is appropriate, the next step is to map your stakeholders. It is important to think about who will be affected by your policy or proposal, and who has influence over the final policy decision. This is the foundation of an effective engagement strategy. A sample stakeholder mapping exercise can be found in [section 25](#).

Remember to consider underrepresented groups in your planning process.

4. CONTEXT

- *Is this a community-initiated issue? Based on the available evidence (for example, efforts to observe public opinion), how important is the issue to the community?*
- *Based on the available evidence, how controversial is the issue?*
- *Has public engagement already taken place around this issue? Is there a risk of consultation fatigue?*
- *Do you have sufficient resources to carry out effective public engagement?*

It is important to consider the background to the policy issue or proposal being consulted on. The more important or controversial it is to the community, the more likely people will be to engage. Controversial issues are better suited to the contributing and producing levels of the Engagement Pyramid. Even if the issue is not controversial, public engagement may still be important to test and refine proposals.

When planning an engagement strategy, you need to be realistic about resources in terms of expertise, staff time, and money. Remember that making engagement accessible, providing incentives and building community networks may incur additional time and financial cost. Observing public opinion can help you to prioritise issues and be more responsive to the public's concerns.

27. The Engagement Assessment Tool

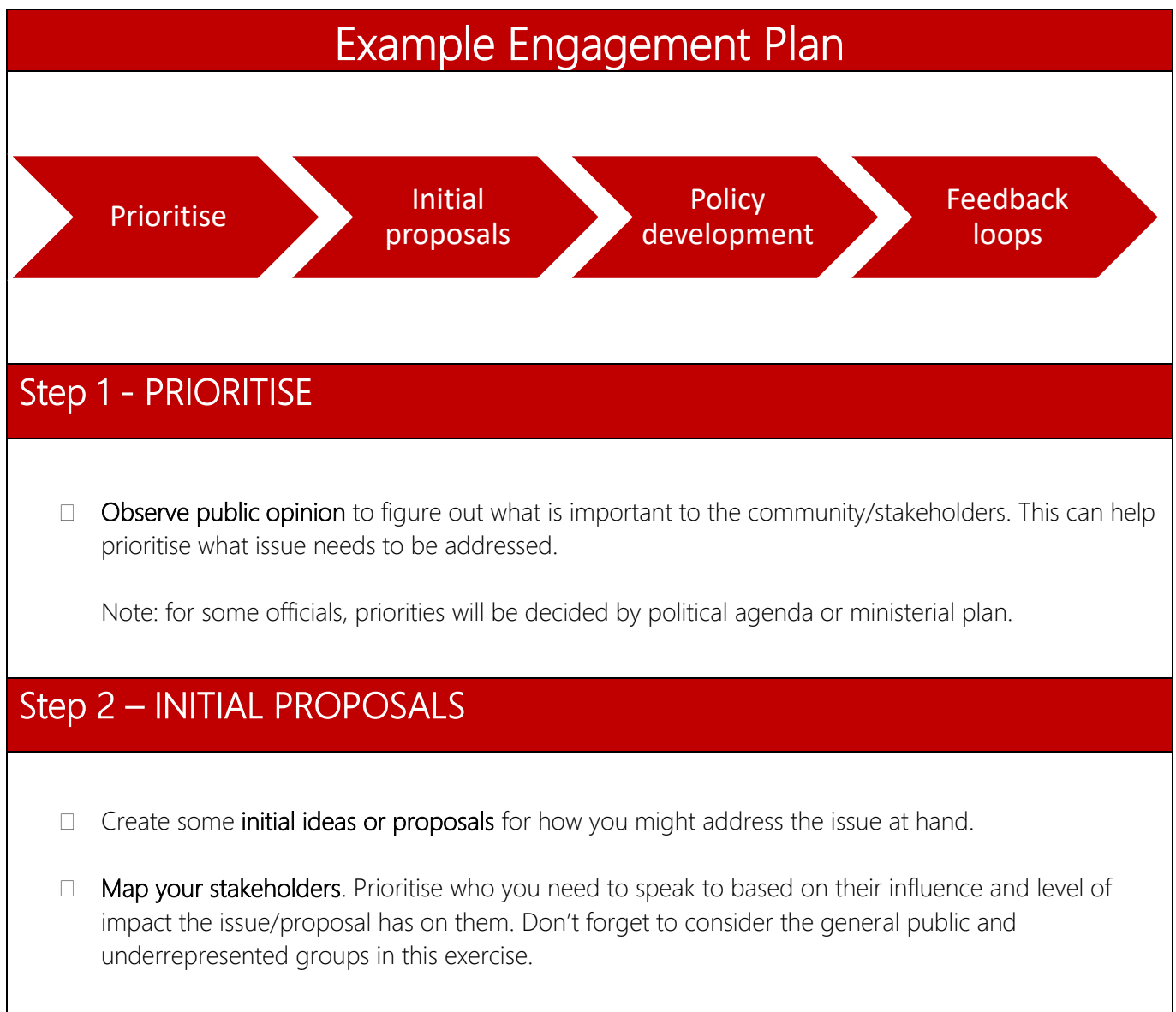
Once a consultation or piece of engagement work has concluded, it is good practice to reflect and identify any learning. Evaluation through a structured and consistent use of a set of questions, such as this set from the [International Association for Public Participation](#), would be helpful here:

	Questions to Ask
The Engagement	<ul style="list-style-type: none"> • <i>What did we do?</i> <p>It can be helpful to record what types of engagement you undertook and who you engaged with. Plotting this information on a timeline will help to create a narrative for your engagement strategy.</p>
The Data	<ul style="list-style-type: none"> • <i>What feedback did we receive?</i> • <i>Is the feedback what we expected?</i> • <i>Is the sample size large enough to be representative of a stakeholder group/the public?</i> • <i>Are there questions we should have asked, but didn't?</i> <p>It is important to keep a running record of who you engaged with and the feedback you received. This will help you analyse the feedback after the consultation has finished, maintain feedback loops and write consultation reports. Reflect on the quality and quantity of the feedback – is there anything that you could have done differently?</p> <p>Data could be quantitative and qualitative data. Remember to store all data (particularly personal data) securely and confidentially. Consult with your department's data governance officer to ensure you are compliant with data protection protocols.</p>
The Experience	<ul style="list-style-type: none"> • <i>What were the highlights of the public engagement process? What worked well?</i> • <i>What were the challenges or barriers to engagement? What didn't work well?</i> • <i>If we could do the engagement process again, what would we do differently?</i> <p>It is important to acknowledge what went well during the engagement and what could have been done better. It is useful to record learnings from the process and share these with colleagues to support continuous improvement.</p>

28. Example Engagement Plan

This example engagement plan indicates how you might approach engagement from the ground-up. It incorporates concepts the Engagement Pyramid, good practice principles, and other considerations such as comms and stakeholder mapping. This plan mostly focusses on policy development, but steps 2 – 4 may apply to policy implementation and evaluation processes as well.

Note that this plan is not prescriptive. There are several factors – political, social and financial – that will influence your project. Using the principles presented in the Framework, you should devise your own plan which takes these into account.



- Undertake some **initial stakeholder engagement** to test your ideas/proposals and assess whether you are on the right track. See 'endorsing' level of the Pyramid ([section 5](#)).

Step 3 – POLICY DEVELOPMENT

- Once proposals have been defined, actively **seek contribution and feedback** from stakeholders. This will help refine the proposal further and ensure policies/solutions are responsive to Islanders' concerns. See 'contributing' and 'producing' levels of the Pyramid (sections 6 and 7).
- You might consider a **formal consultation period** at this stage, depending on the complexity of the issue.
- Prior to the consultation or engagement period, consider your stakeholder map and begin to **plan any meetings, workshops, events and comms** you may want to do. For some groups, you will need to organise this well in advance.
- Once you have your events and comms planned, **create informative materials** about the proposal or issue and disseminate them early. Consider creating easy read and translated versions. If you are unsure about how to engage with your stakeholders, ask them directly.
- You may want to **create collateral (leaflets, posters etc)** to support your consultation or engagement activities. Speak to your Comms lead early about this so that they can support you.

Step 4 – FEEDBACK LOOPS

- Once a formal consultation has concluded, write up a **consultation report**. Ensure you have circulated the report to contributors. Where proportionate, highlight their contribution and explain why certain feedback was not taken forward.
- For more general engagement, spend some time following up and **feeding back** to stakeholders to show that their contribution is valued (even if their feedback was not taken forward).

29. Accessibility Checklist

Below is a checklist which helps to ensure that online content and engagement activities (such as meetings or workshops) are as accessible as possible.

<p>Online content</p>	<ul style="list-style-type: none"><input type="checkbox"/> Have you used clear, concise language and avoided jargon?<input type="checkbox"/> Have you included Alt Text on images?<input type="checkbox"/> Have you checked that your content is compliant with online accessibility standards and Gov.je brand, design and style guidelines?<input type="checkbox"/> Where possible, have you provided translated and simplified/easy read versions of the content?<input type="checkbox"/> Where applicable: have you notified your comms lead early and started a communications plan?
<p>Events (workshops, meetings, etc.)</p>	<ul style="list-style-type: none"><input type="checkbox"/> Have you provided the option to meet online or in person?<input type="checkbox"/> Have you organised meetings as far in advance as possible?<input type="checkbox"/> Have you suggested a time/location that is convenient for attendees?<input type="checkbox"/> Have you adjusted information/materials to suit your audience? (Ask them what their preferences are if you are unsure)<input type="checkbox"/> Have you sent information about the meeting or topic well in advance?<input type="checkbox"/> Have you asked whether attendees require reasonable adjustments before a meeting?<input type="checkbox"/> Have you ensured the meeting venue is accessible and appropriate?<input type="checkbox"/> Where possible, have you provided captions during the meeting?<input type="checkbox"/> Have you considered providing incentives for engaging?<input type="checkbox"/> Have you ensured time and resource is set aside to follow up/feedback after meetings have taken place?

30. Standard Diversity Monitoring Questionnaire

We would like to ask you a few questions about your personal characteristics. These questions are based on protected characteristics defined in the [Discrimination \(Jersey\) Law 2013](#). Your responses will be completely anonymous.

The Government of Jersey asks about your personal characteristics so that we can:

- build a picture of Jersey's diversity profile;
- evaluate how our policies and proposals affect different individuals; and
- make sure we're hearing a diversity of voices across the Island.

This questionnaire is compliant with the [Data Protection Law \(Jersey\) 2018](#). The information you provide will be used to produce anonymous statistics, which may be shared through internal and public reports.

1. What is your age group?

- | | |
|----------------------------------|----------------------------------|
| <input type="checkbox"/> 16 – 19 | <input type="checkbox"/> 45 – 54 |
| <input type="checkbox"/> 20 – 24 | <input type="checkbox"/> 55 – 64 |
| <input type="checkbox"/> 25 – 34 | <input type="checkbox"/> 65 + |
| <input type="checkbox"/> 35 – 44 | |

2. What is your sexual orientation?

- | | |
|--|---|
| <input type="checkbox"/> Straight/heterosexual | <input type="checkbox"/> Another sexual orientation |
| <input type="checkbox"/> Gay/lesbian | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Bisexual | |

3. What sex were you born with?

- | | |
|---------------------------------|--|
| <input type="checkbox"/> Female | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Male | |

4. Is your gender identity the same as the gender you were assigned at birth?

- Yes
- No
- Prefer not to say
- If you would like to self-describe, please do so here: [Free text]

5. What is your cultural and ethnic background?

Choose one that best describes your ethnic group or background.

White

- | | | |
|----------------------------------|--|--|
| <input type="checkbox"/> Jersey | <input type="checkbox"/> French | <input type="checkbox"/> Romanian |
| <input type="checkbox"/> British | <input type="checkbox"/> Polish | <input type="checkbox"/> South African |
| <input type="checkbox"/> Irish | <input type="checkbox"/> Portuguese/
Madeiran | <input type="checkbox"/> Other White
background |

Black, Black British or Black Jersey

- | | | |
|------------------------------------|---|--|
| <input type="checkbox"/> Caribbean | <input type="checkbox"/> Latin American | <input type="checkbox"/> Other Black
background |
| <input type="checkbox"/> African | <input type="checkbox"/> Black British/Jersey | |

Asian, Asian British or Asian Jersey

- | | |
|---------------------------------|---|
| <input type="checkbox"/> Indian | <input type="checkbox"/> Chinese |
| <input type="checkbox"/> Thai | <input type="checkbox"/> Other Asian background |

Mixed race

- Asian and Black
- Black and White
- White and Asian
- Other mixed background

6. Do you consider yourself to have a disability or long-term health condition that affects your day-to-day living?

- Yes
- No
- Prefer not to say

7. How much does your disability or long-term health condition affect your day-to-day living?

- A lot
- A little
- Not much

31. Disability Impact Assessment Template

Disability Impact Assessment

[Project/Consultation Title]

A Disability Impact Assessment (DIA) is a tool used to examine the likely effects programmes, policies and projects may have on people with disabilities. If any negative impacts are found during this process, then the DIA can help mitigate and where possible remove them. The completion of a DIA aligns with the aspirations of the [GOJ Disability Strategy](#).

This DIA has been produced to assess the impact of [project name] on people with disabilities and to help ensure the project is as accessible and inclusive as possible. This document follows a seven-step structure:

1. Clarifying Aims
2. The Evidence Base
3. Impact
4. Consultation
5. Informed Decision-Making
6. Action Planning
7. Sign off

Once complete, send to disability@gov.je for review and save a copy for your records.

Step 1: Clarifying Aims

Question 1: What are the aims of the [project]?

Q2. Could this work impact on people? If yes, briefly explain how.

Step 2: Evidence Base

Question 3: What data have you gathered about the diversity of the people potentially impacted by this work?

Step 3: Impact

Question 4. Given the evidence listed at step 2, what potentially negative impacts could this work have on people with disabilities?

Question 5. What could you do to ensure your work has a positive impact on people with disabilities?

Step 4: Consultation

Question 6: What consultation has been done to understand the potential impacts of the project on people with disabilities, and how has this informed your work?

Question 7. Where relevant, record any consultation you have had with Government of Jersey teams who are delivering work that might overlap with yours. This will ensure that our solutions are joined up.

Step 5: Informed Decision-Making

Question 8: In light of the assessment above, what is your decision?

1. Change the work to mitigate against potential negative impacts found	
2. Continue the work because no potential negative impacts found	
3. Justify and continue the work despite negative impacts (please provide justification)	

Step 6: Action Planning

Question 9. What specific actions will be taken to deliver positive impacts and address any potential negative impacts identified at step 3 or through consultation?

Action	By When	By Who

Step 7: Sign-Off

Name	Position	Signed	Date
	Disability Inclusion Officer		