



A TOOLKIT FOR ENGAGING WITH CHILDREN AND YOUNG PEOPLE IN JERSEY



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FOREWORD

We would like to thank everyone who has contributed to and developed this practical toolkit for Government Departments for engaging with children and young people

This toolkit has been produced by the Jersey Youth Service in co-production with children and young people around the Island.

It has been launched on 20 October, 2022, at the culmination of the Government's 100th day plan, with the first set of Participation Standards for Jersey's children and young people, which will help to shape how they will be involved in future decisions made by the Government of Jersey.

One of the priorities of the Chief Minister and Children and Education Minister's 100-day plan is to involve young people in decision making and policy formulation.

In order to achieve this, an agreed set of Participation Standards for Jersey will ensure that the Government or any organisation who want to engage with children and young people do so effectively, in a meaningful way, ensuring that their views are listened to and respected.

The creation of Participation Standards is built on the good work of the Jersey Youth Service, the Office of the Children's Commissioner, Best Start Partnership and the Department for Children, Young People, Education and Skills to involve young people.

Hundreds of children and young people, and those who work with them, have helped to create the Participation Standards, what they should look like and include, and we are grateful for everyone's hard work and contributions.

It is vital that when we make decisions for children and young people, we listen to what they have to say. Having this Practical Toolkit alongside the Participation Standards means that any area of Government as well as charities and services, that want to involve children and young people will have the tools to do so effectively and meaningfully.

Good participation of children and young people goes beyond just giving them a voice. It is a process that includes children and young people from start to finish.

It involves children and young people being actively listened to and supported to express their views.

Critically, these views should have a genuine influence on policy development and children should receive feedback after they take the time to share their views.

Our ambition is for these Standards to contribute to a culture change whereby the needs of children and families are considered as a matter of course, throughout Government and all public life in Jersey.

Deputy Inna Gardiner
Minister for Children and Education



Deputy Louise Doublet
Assistant Minister for Children and Education



WHAT IS YOUTH PARTICIPATION AND ENGAGEMENT?

Youth participation is the active engagement of children and young people throughout their own communities. It goes beyond just giving children and young people a voice. It involves children and young people being actively listened to. Through effective youth participation, children and young people are supported to express their views. It is a process rather than a one-off event and children and young people need to be involved in the whole process from the planning through to the delivery, the decision making and the evaluation.

In recent years, we have seen a shift from how States and Governments may provide support to children and young people to recognition that children and young people are valuable members of society, and a lot can be learnt from them. It is an essential element of citizenship in a democratic society. Youth participation has come to the forefront in recent years, however, it is not a new way of thinking. Within the Council of Europe, youth participation has been a central issue for over forty years.

Meaningful youth engagement is a partnership where together, a genuine sense of ownership, decision making and vision sharing is built.

CONTINUOUS · REPRESENTATIVE · MEANINGFUL · EMPOWERING

WHY ENGAGE WITH CHILDREN & YOUNG PEOPLE?

Children and young people 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.

Successful engagement ensures that community decisions, policies and programmes are relevant to all members of the community.

It is a Human Right. Children and young people have a right to be listened to under Article 12 of the United Nations Convention on the Rights of the Child.

"They are the experts in their own lives"



WHY DOES IT MATTER?

There has been a shift to move away from looking at the benefits for children and young people and teaching them to be active citizens, to the realisation that they are in fact active citizens themselves. We don't need to teach them to be like adults. We are moving away from inviting youth to join established organisations and changing the way of thinking as to where it should happen. For it to be a success we should go into their spaces and not invite them into formal settings.

Youth participation has benefits for both the children and young people as well as the wider community:

- Ensures that children and young people are valued, that their contribution is respected and acted upon
- Helps develop strong communities
- Develops young people's confidence and interest in being part of the solution
- Increases the quality and appropriateness of service delivery, events and policy development

BENEFITS FOR YOUNG PEOPLE	BENEFITS FOR ORGANISATIONS/ COMMUNITIES
Provides a way in which children and young people can feel valued by their community and increases their connection and ownership to said community	Appropriately informs decision making that takes into account all citizens
Provides a way in which children and young people can express their needs and ideas	Different perspective offered by young people
Increases the confidence of children and young people to participate in their communities and in the decision-making process	Encourages inclusive, informed and evidence-based work practice
Increases the knowledge of children and young people of government and non-government processes and the ways in which they can influence the decision-making processes that impact on them	Builds trust and transparency and encourages greater involvement and participation from young people
Can exert influence in government policy and decisions	Builds more inclusive, demographic and prosperous societies. Can change people's perception towards young people.
Supports active citizenship and social inclusion	Crucial to building a healthy and sustainable society
An opportunity to acquire and expand skills. Promotes a young person's ability to negotiate, network and make judgements	Increases the quality and appropriateness of service delivery, events and activities and policy development so they are informed by the needs and feedback of young people.
Strengthens children's ability to hold organisations, institutions and governments to account.	It gives children and young people pride in the work carried out and may help to minimise vandalism and anti-social behaviour
Empowers children and young people as members of civil society and active citizens	Increases the visibility of children and children's issues ensuring they are given greater weight in economic, social and political agendas

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

In 1989 the United Nations created the UNCRC, which includes a list of 42 promises made by Governments to children and young people.

Children are independent subjects and therefore have rights. It explains how adults and Governments must work together to make sure all children can enjoy all their rights. They have a right to be heard and of freedom of expression.

In June **2014**, **Jersey became a State Party to the UNCRC**, when we asked for the UK's ratification to be extended to the Island.

ARTICLE 12: RIGHT TO BE HEARD

"I have the right to be listened to, and taken seriously"



This relates to the views and opinions of children and young people being taken into account. Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times such as decisions on housing and day to day life.

This includes:

- When adults are making decisions that affect me, I have a right to say what I think and be listened to
- I have a right for my views to help inform decisions about what happens to me, at home, in school, in my community and in my country.
- Adults should support me so that I can give my views in a way that is best for me to do so.

ARTICLE 13: FREEDOM OF EXPRESSION

"I have the right to find and share information"



Every child must be free to express their thoughts and opinions and to access all kinds of information

This includes:

- The freedom to find, get and share information of all kinds.
- I can do this by talking, by writing, by creating art or whatever I choose.
- I can do this as long as the information is not damaging to myself or others.

Other articles that can affect participation are:

- **Article 2** - Rights to non-discrimination
- **Article 3** - Best interest of the child must be a top priority in all decisions and actions that affect children



JERSEY CONTEXT

CHILDREN AND YOUNG PEOPLE'S SURVEY

Every two years, **Statistics Jersey**, carry out a survey which gives every child in education in Years 4, 6, 8, 10 and 12 the opportunity to describe their life and opinions across a wide range of topics. The survey provides a comprehensive snapshot of life as a child growing up in Jersey. The most recent survey was carried out in the autumn term of 2021.

The key findings to this are that many young people have feelings of not being listened to within the community and school and that their ideas would not be acted upon.



YOUNG PEOPLE & VOTING IN JERSEY

In the 2018 Jersey elections, the island wide voter turnout was 43.4%. This dropped to 32% in the 16-34 age group. In a survey carried out following the elections, half of 16-34-year olds said that they were not interested in Jersey politics, this is higher than in any other age group.

64% of respondents to the survey in the 16-34-year-old category did discuss the election or candidates with their friends and family, which was the main way in which they engaged in the elections. 83% said that being able to vote online would make them more likely to vote in the next election. This data suggests that young people in Jersey are engaged and interested in politics, yet the way in which people vote should be looked at as the traditional way of ticking a ballot paper is obviously not working with young people.

Important to note that lack of participation does not imply apathy

JERSEY PARTICIPATION STANDARDS

Involving children and young people in decision-making is a key priority of the Government of Jersey. It was one of the main priorities of the Chief Minister's 100 day plan in 2022 and a priority for the Children and Education Minister. The creation of participation standards is built on the good work of the Jersey Youth Service, the Office of the Children's Commissioner, Best Start Partnership and the Department for Children, Young people, Education and Skills to involve young people.

Hundreds of children and young people, and those who work with them, helped to create the participation Standards, what they should look like and include.

It is vital that when we make decisions for children and young people, we listen to what they have to say. Having this toolkit alongside the Participation Standards means that any area of Government as well as charities and services, that want to involve children and young people will have the tools to do so effectively and meaningfully.



CREATING PARTICIPATION STANDARDS

Hundreds of children, young people and those who work with them help to co-create the Participation Standards and what they should look like and include.

As part of the 100 day Government plan the Department for Children, Young People, Education and Skills (CYPES) hosted a workshop for university students and a number of workshops for hundreds of nursery, school and college students and organisations. The team also visited schools and invited islanders to have a say by completing an anonymous survey.

Log onto **gov.je/yoursay** to find out more about Jersey's Participation Standards.



Listen



All children and young people have opportunities to be listened to, included and involved in decisions that affect their lives.



Children and young people should be able to say:

I know how to get involved in decisions that affect my life in Jersey.

I feel listened to and included from the start.

I find it easy to take part and have support when I need it.

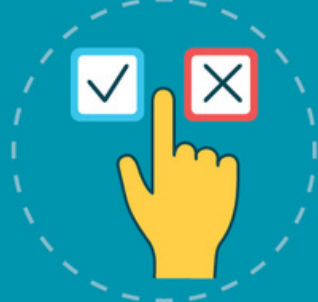
I don't feel left out because of my age or who I am.



What adults will do:

We will ensure children and young people are included, listened to and have all the information they need when we ask them to get involved in decision-making.

Choice



All children and young people have a right to choose or consent to be involved or change their mind.



Children and young people should be able to say:

I understand the questions I am being asked.

I can choose to get involved or not.

I have enough information and time to make a choice.

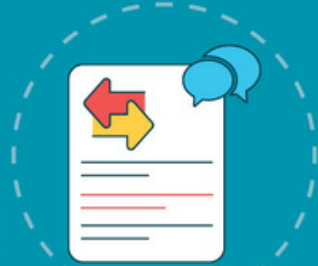
I know it's okay for me to stop taking part if I want to.



What adults will do:

We will ensure children and young people are given a choice to get involved or not.

Information



All children and young people have information about their involvement that is easy to understand, fun or interesting.



Children and young people should be able to say:

I have information that is easy to read, right for my age and it's in my language.

I understand the information that's given to me.

I can take part in fun or interesting activities when having my say.

I can ask for help if I don't understand something.



What adults will do:

We will ensure the information is easy to read and understand, and work with children and young people in fun or interesting ways.

Safe



All children and young people feel safe and supported when having a say.



Children and young people should be able to say:

I have support to help me have a say, if I need it.

I feel safe to say what I think.

I can trust what I contribute will be valued.

I can share my ideas in a safe space.



What adults will do:

We will ensure all children and young people have a safe space to express their views and feel safe and supported when having a say.

Respect



All children and young people are treated with kindness and their views and ideas are valued.



Children and young people should be able to say:

I feel my ideas and rights are respected and valued.

I am kind and don't stop others from taking part or being listened to.

People are kind and say thank you for taking part and giving my time.

I am listened to and taken seriously.



What adults will do:

We will ensure all children and young people's views are respected and they are thanked for taking part.

Influence



All children and young people's views and ideas have a genuine and direct influence on decision-making.



Children and young people should be able to say:

I feel people are being honest and tell me what is happening and why.

I know who is listening and what will happen to my ideas.

I think what I said will be taken seriously.

I know where my opinions are going to be used.



What adults will do:

We will ensure children and young people's views, ideas and opinions are listened to acted on as appropriate.

Feedback



All children and young people are listened to and receive feedback.



Children and young people should be able to say:

People celebrate who I am and the difference I make.

My contribution made a difference.

People keep in touch and explain decisions clearly.

Taking part was worth it!



What adults will do:

We will ensure children and young people are told how their ideas have been used and why.

JERSEY PUTTING CHILDREN FIRST



in 2018, States Members and leaders of the public service signed a 'Pledge to Jersey's Children and Young People' that will hold the Government, legislators and public service to account for improving the care and upholding the rights of every child in the Island.

"These eight Pledges are more than 'nice words' – this is how we are going to hold ourselves to account. It sets a standard which we can hold one another to, to ensure we are delivering on our commitment to put Jersey's children first, irrespective of what our specific role is in the governance of this Island". Senator Sam Mézec, Former Children's Minister.

The Government of Jersey launched the **Pledge to Put Children First** in September 2018.

Ministers, States Members and public service leaders have signed up to the eight-point pledge committing them to:

1

Listen to children and young people

2

Support families that need extra help

3

Provide children in care with a safe, loving, secure home

4

Expand Early Help

5

Recruit and retain a professional workforce

6

Make it easier to share data and information

7

Ensure sufficient funding is available

8

Publish clear standards and be held to account for achieving them

PLEDGE ONE: LISTEN TO CHILDREN AND YOUNG PEOPLE

We will listen directly to children and young people and involve them in how we design, deliver and review our services.



We will facilitate conversations to ensure that children and young people are placed at the core of decision making and that we truly listen, give feedback and, as appropriate act on what they tell us. We are committed to working collectively as equal partners with children, young people and families to identify priorities for change and to co-produce plans that deliver the change that they want to see. This approach is founded on proper respect for children's rights as enshrined in the United Nations Convention.

CHILDREN & YOUNG PEOPLE'S PLAN 2019-2023

Children and Young People's Plan 2019 – 2023

All children will be safe, able to flourish and fulfil their potential

We will always ask: Is this good enough for my child? What do children think?

We will always: Listen and involve; Think family and community; Work creatively and innovatively in close partnership; Celebrate diversity; Prevent problems beginning or escalating

Our passions: Protecting children's rights; Reducing inequalities; Promoting wellbeing

Our outcomes for all children and young people:

Grow up Safely

Our priorities

1

Establish outstanding children's social work practice

2

Deliver an island-wide response to tackle domestic abuse

3

Ensure a consistent focus to strengthen families and communities

How we want to make a difference

▼

Safely reduce the number of looked after children

▼

Reduce the number of children involved in domestic abuse cases

▼

Reduce the number of children being bullied

▼

Reduce the number of children who are victims of crime

Learn and Achieve

Our priorities

1

Provide the best start during early years

2

Improve standards in nurseries and schools

3

Building better transitions to employment

How we want to make a difference

▼

Increase the number of children achieving the expected level in the Early Learning Goals

▲

Increase the number of pupils achieving 5+ standard GCSEs

▼

Reduce the number of young people who become NEET (Not in Education Employment Training)

▼

Reduce the number of pupils who are persistently absent from school

Live Healthy Lives

Our priorities

1

Invest in children's health

2

Protect and promote children's mental health

3

Focus on disability and inclusion

4

A renewed focus on housing and outdoor spaces

How we want to make a difference

▲

Increase children's quality of life

▲

Increase the number of children who are a healthy weight

▲

Increase the number of two year olds reaching all developmental milestones

▼

Reduce dental extractions

Valued and Involved

Our priorities

1

Create a sense of belonging

2

Ensure fairness of opportunity

3

Respect, protect and promote children's rights

How we want to make a difference

▼

Reduce children's experience of poverty and the impact of living in a low income family

▲

Increase the number of children who are aware of their rights under the UNCRC

▲

Increase the number of children who feel their school would act on their ideas

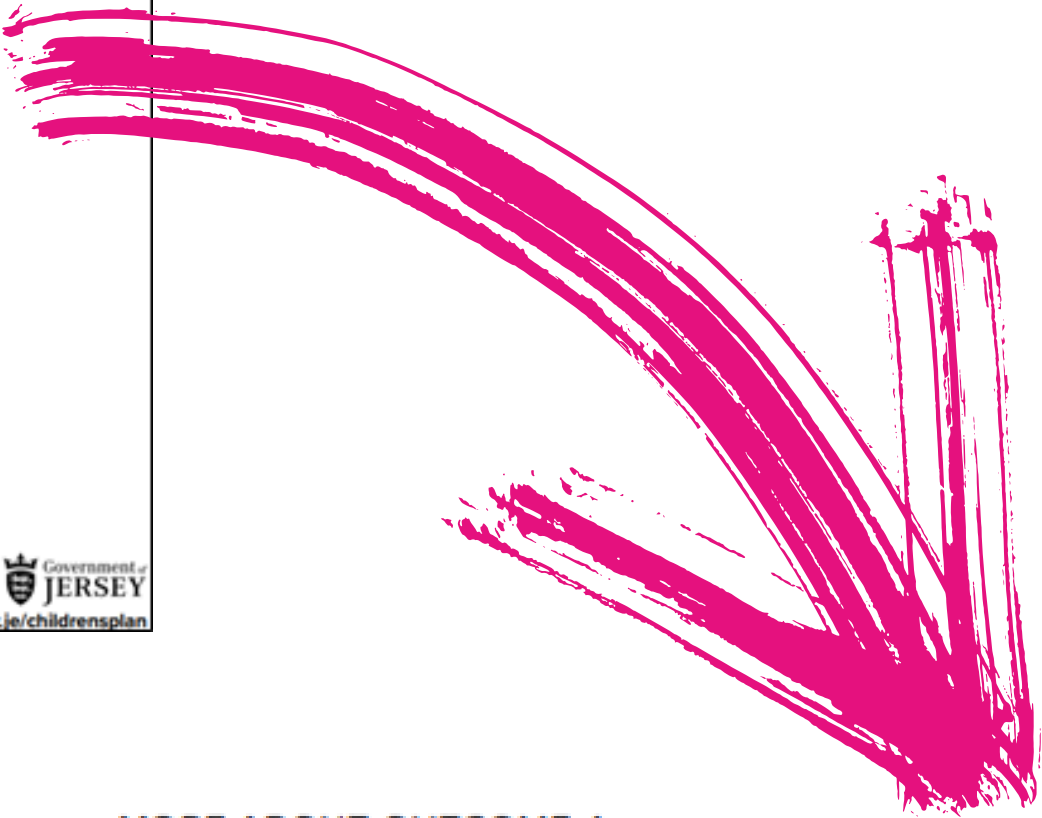
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Increase the number of children who feel their community would act on their ideas

Putting Children First Jersey

Government of JERSEY

gov.je/childrensplan



ABOUT THE PLAN

The Children and Young People's Plan 2019 to 2023 is a fundamental new plan for Jersey's children, young people and families, which aims to make sure Jersey is the best place to grow up and also improves everyday lives.

The Government of Jersey has developed the plan to achieve better outcomes for children and young people so that they have the brightest futures possible.

For the next four years, everyone who works with children and young people across the Government will use the Children and Young People's Plan to help them decide what they need to do to ensure that all children and young people:

- grow up safely
- live healthy lives
- learn and achieve
- are valued and involved

Developing and implementing a new Children's Plan for Jersey was recommended by The Independent Jersey Care Inquiry panel in its findings on 3 July 2017.

The Care Inquiry panel also recommended that the new Children's Plan should be written in a way that is easily understood by children and young people. Children and young people from all parts of the island have helped to identify the priorities described in this new plan. They have participated through their school councils and youth groups by writing poems, drawing pictures and composing songs to ensure key issues do not get forgotten. Parents, families and front-line practitioners have also been consulted to ensure that all aspects of childhood in Jersey are considered in this plan.

The final version of the new Children's and Young People's Plan was agreed by the new Council of Ministers in November 2018 and in January 2019 a workshop was held and attended by pupils from 30 schools who helped to design the plan.

MORE ABOUT OUTCOME 4: All children in Jersey are Valued and Involved

AMBITION	KEY POLICY AREAS
We want children to be heard, valued and involved in the decisions that affect their everyday lives, regardless of where they live or the school they go to.	<ul style="list-style-type: none">• Children Services• Improvement Plan• Corporate Parenting Policy• Disability Strategy• Income Support Policy• Housing Strategy• Migration Policy
WHY?	
Only by listening to children's experiences of growing up in Jersey will we be able to understand their achievements and challenges. We know that not all children in Jersey enjoy the same opportunities and life chances due to a variety of circumstances. Jersey has now committed to the incorporation of the UNCRC into domestic law, meaning that all children should enjoy the same rights. A rights based approach will inform how disadvantage in its variety of forms can be overcome and equality of opportunity for all achieved in Jersey.	

HOW WE WANT TO MAKE A DIFFERENCE	KEY INSIGHTS
Increase the number of children who believe their community would act on their ideas	<ul style="list-style-type: none">• 25% of children in Years 8, 10 and 12 agree that their community would act on their ideas• Processes and systems needed to facilitate young people's voice• Lack of accessible information to inform young people on how to become involved• Young people report previous failure to act or feedback to them after engagement• Lack of legislation requiring children's involvement in policy making
Increase the number of children who believe they can influence what happens in their school	<ul style="list-style-type: none">• 30% of children in Years 8, 10 and 12 agree that their school would act on their ideas• Not all schools have a school council• No existing standards to inform school council• Schools already under curriculum pressure• Youth Service key source of expertise
Increase the number of children who are aware of their rights under the UNCRC	<ul style="list-style-type: none">• Jersey only ratified UNCRC (UN Convention on the Rights of the Child) in 2014• States Assembly approved proposals to develop legislation• Investment in Children's Commissioner's office
Reduce children's experience of poverty and the impact of living in a low-income family	<ul style="list-style-type: none">• 20% of children do not have but would like two or more items from a list of ten common items• 5% of total dwellings in Jersey were classed as 'overcrowded'; 10% of households with dependent children and 19% of households with any children aged under 1• Families from minority ethnicities were more likely to report 'overcrowded' housing: 30% of Portuguese/Madeiran families and 56% of Polish families• Approximately 3,500 children are eligible for the Jersey Premium targeted funding programme• 13% of Jersey children live in households below the relative low income threshold; 44% of single parent households report difficulty coping financially.

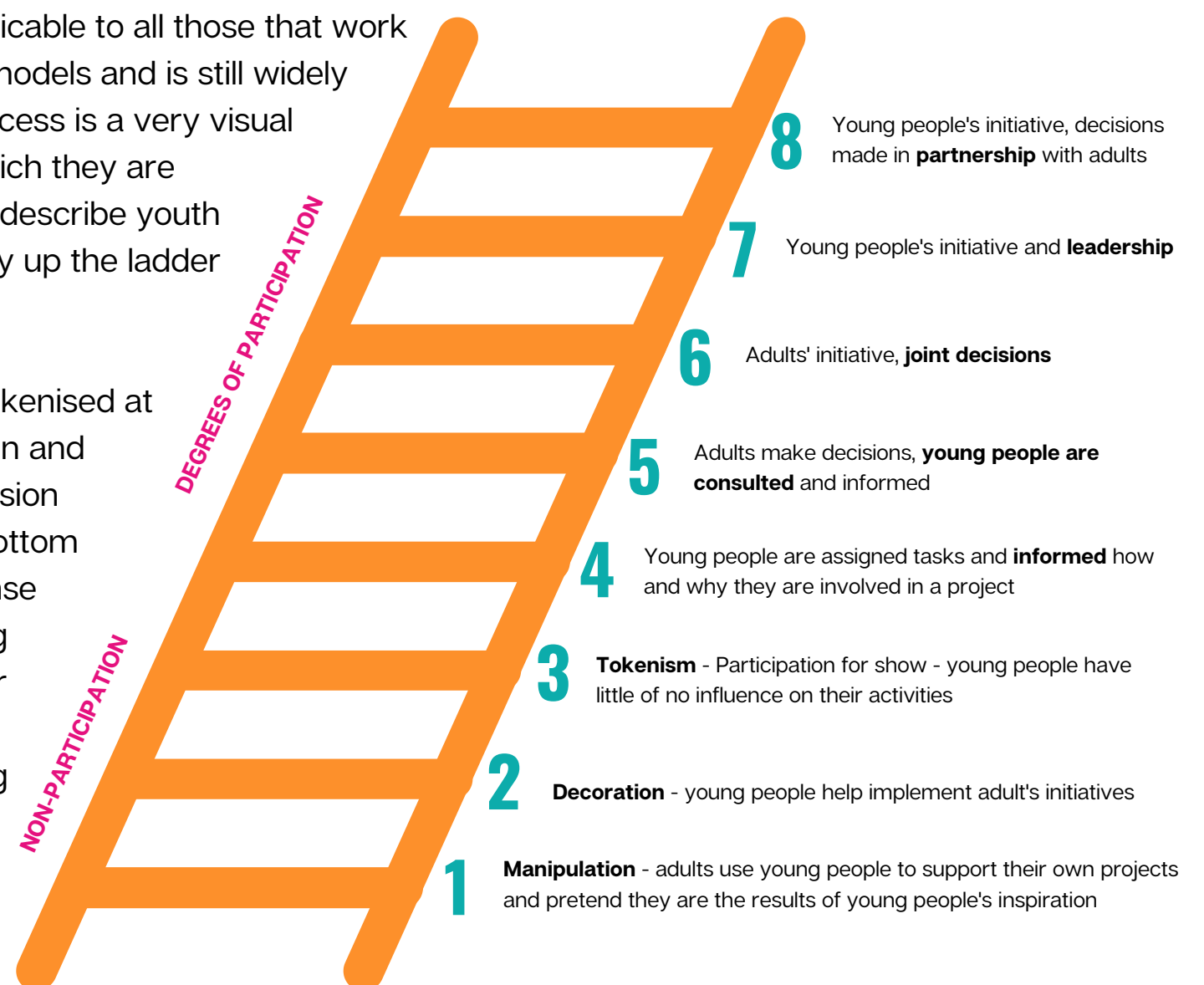
MODELS OF PARTICIPATION

There are a number of participation and engagement models out there that can provide a framework for organisations to focus on and to help decide the level of participation that they wish to use.

HART'S PARTICIPATION LADDER

In 1992 Roger Hart released the ladder of participation which is applicable to all those that work with children and young people. It is one of the most recognisable models and is still widely used today. The use of the ladder to represent the participation process is a very visual metaphor and a great way for adults to understand the ways in which they are engaging with young people. The bottom three rungs of the ladder describe youth involvement that is not true participation, but as you make your way up the ladder it describes true and meaningful youth participation.

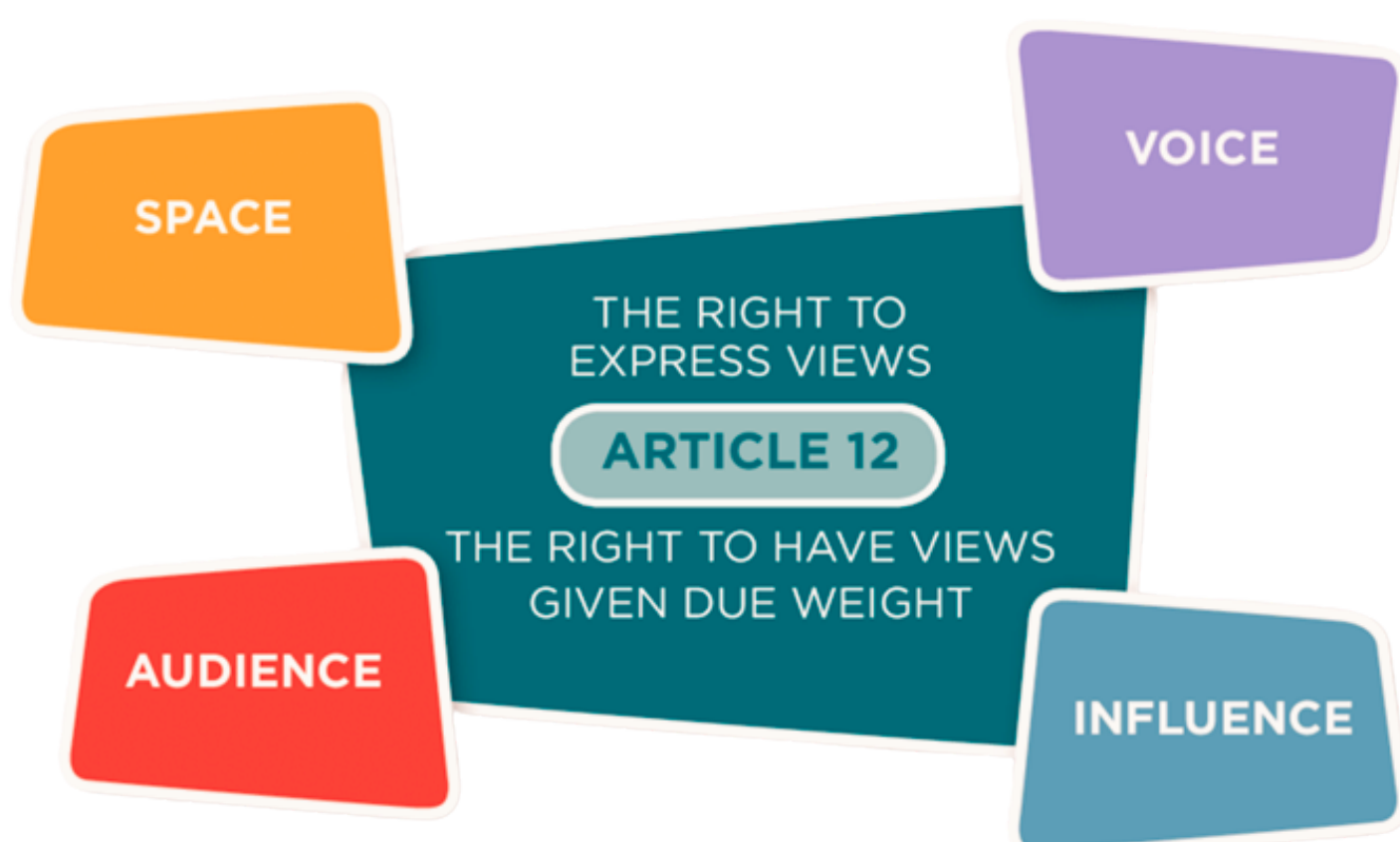
It moves from children and young people being manipulated and tokenised at the bottom towards co-production in the middle and then to children and young people leading the process at the top. It involves the progression from the passive to the active. Children and young people at the bottom are merely receivers of information and by the top there is true sense of collaboration and citizen engagement. Whilst working with young people, governments should be aspiring to be working at the higher levels; however, this may not always be possible depending on the young people. It is important to not go straight into the top as young people must be prepared and ready to reach these higher steps. Young people also are fluid and some days may be willing and ready to work near the top but on some issues may need more support and be further down. This is not the be all and end all of participation but can be used as a guide and basis whilst also considering other models.



LAURA LUNDY'S MODEL OF PARTICIPATION

This model was developed by Laura Lundy, professor of International Children's Rights at the School of Education at the Queen's University of Belfast. Her model provides a way of conceptualizing a child's right to participation, as laid down in article 12 of UNCRC.

The model has some questions that practitioners should be considering when working with young people.



Space: Provide a safe and inclusive space for children to express their views

- Have children's views been actively sought?
- Was there a safe space in which children can express themselves freely?
- Have steps been taken to ensure that all children can take part?

Voice: Provide appropriate information and facilitate the expression of children's views

- Have children been given the information they need to form a view?
- Do children know they do not have to take part?
- Have children been given a range of options as to how they might choose to express themselves?

Audience: Ensure that children's views are communicated to someone with the responsibility to listen

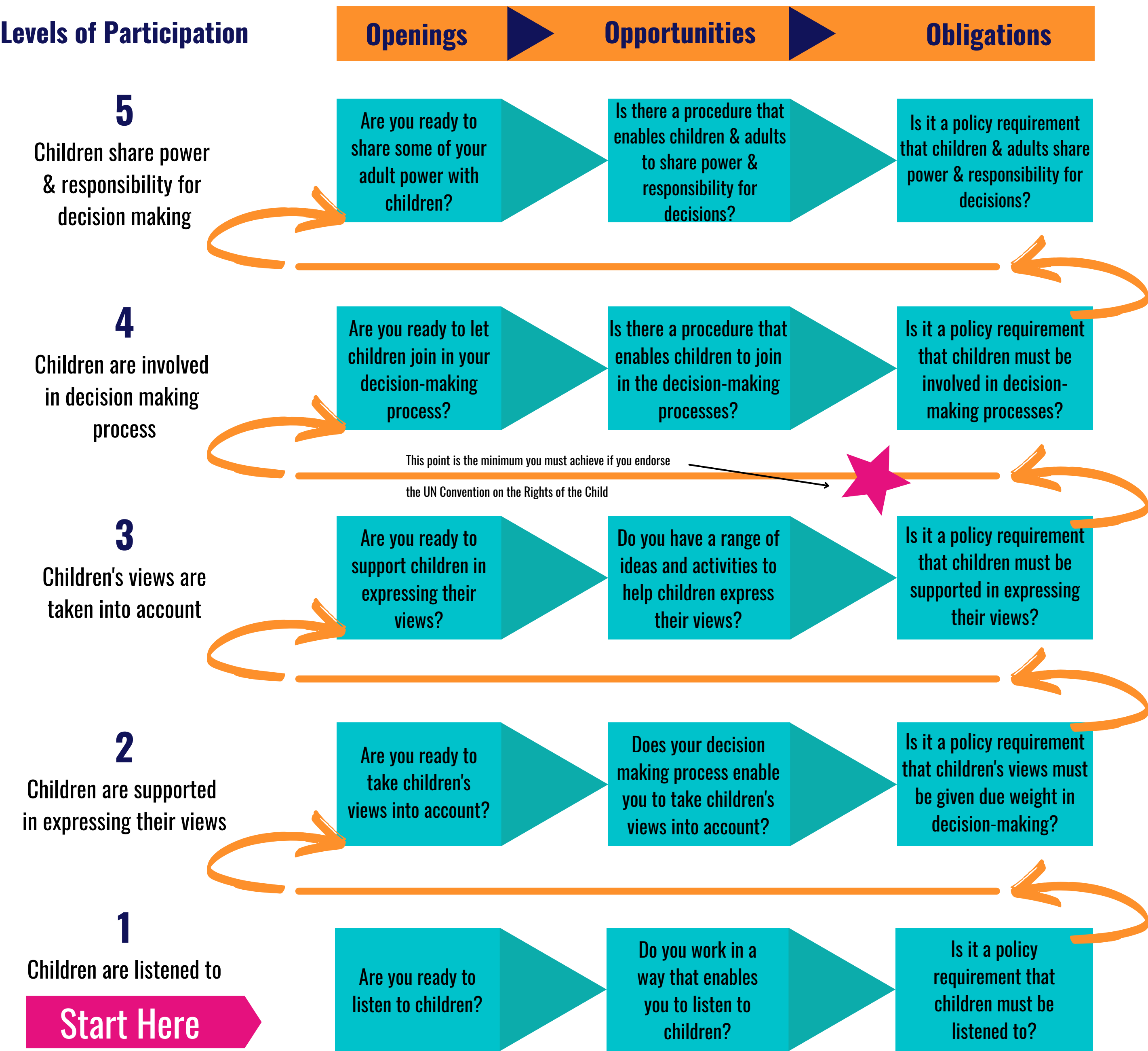
- Is there a process for communicating children's views?
- Do children know who their views are being communicated to?
- Does that person/body have the power to make decisions?

Influence: Ensure that children's views are taken seriously and acted upon, where appropriate

- Were the children's views considered by those with the power to effect change?
- Are there procedures in place that ensure that the children's views are taken seriously?
- Have the children and young people been provided with feedback explaining the reasons for decisions made?

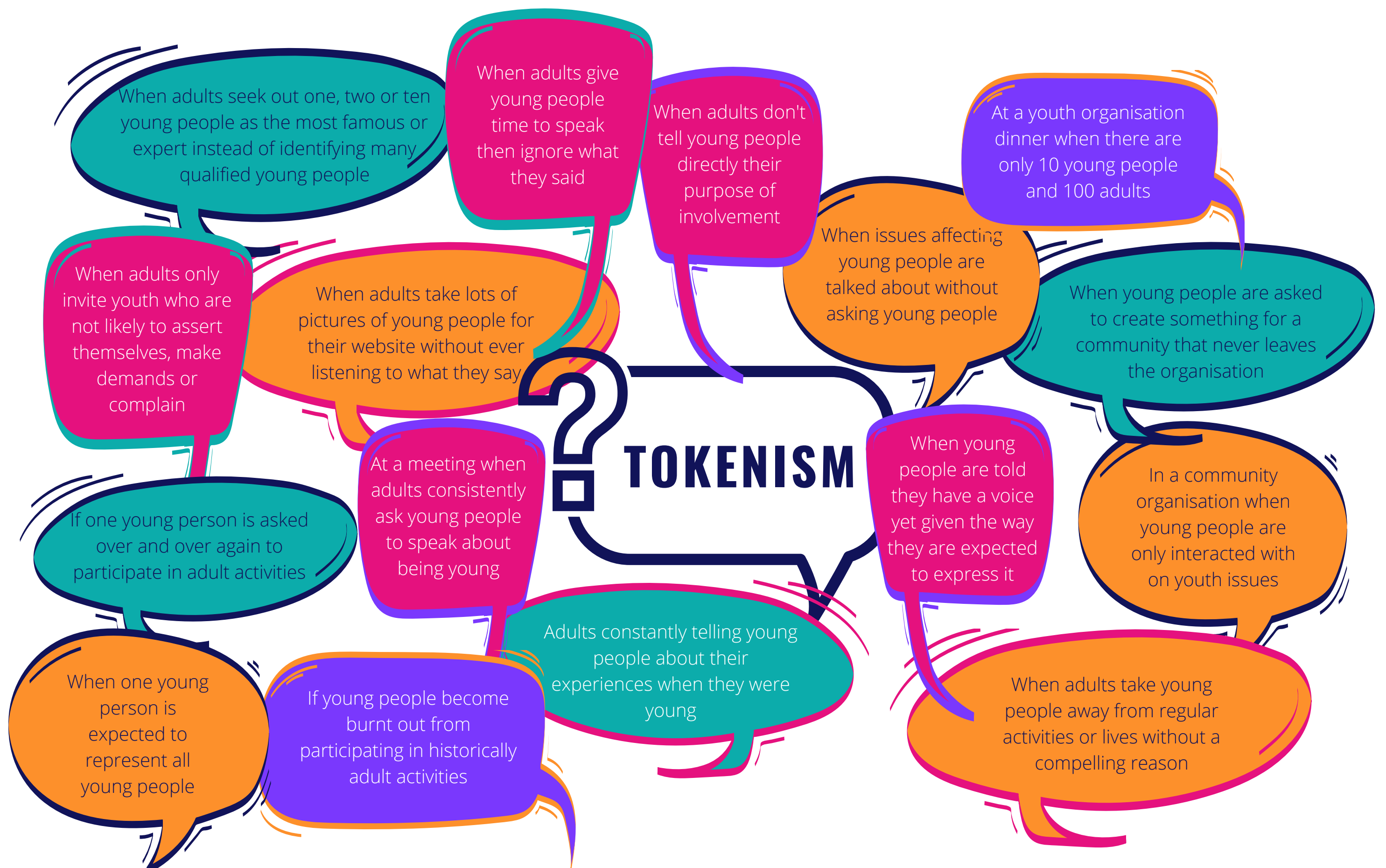
SHIER'S PATHWAY TO PARTICIPATION

Harry Shier's Pathways to Participation model describes five stages of child and youth participation, leadership, and decision-making in organizations and communities. The model builds on Roger Hart's Ladder of Children's Participation and is a useful flow diagram to use when considering ways to work with children and young people.



TOKENISM

One thing that is crucial to avoid whilst working with children and young people is tokenism, which involves engaging with youth as a symbolic effort. Children and young people will see straight through this and the success will be very limited. It can be seen through society very often and this document is designed to prevent Government departments from doing so.



WAYS TO STOP TOKENIZING YOUNG PEOPLE

- ✓ Choose young people from a range of identities that demonstrate diversity of experiences and opinions
- ✓ Get young people involved and active early on in the planning cycle
- ✓ Engage young people in a broad array of activities, programmes, organisations and conferences that have fun built into them but aren't solely on having fun
- ✓ Reach out individually, but not only to young people you personally know
- ✓ Provide opportunities for young people to connect with each other outside of traditionally adult activities so that they can see they're not the only young people there, and that they have things in common past their age-based activities
- ✓ Don't expect young people's representatives to speak for all young people: Each young person is an individual, and will have their own stories
- ✓ Build the capacity of young people to lead their own activities and participate as equitable partners with adults
- ✓ When highlighting young people, show a range of them with different interests and skills, preferably non-stereotypical: perhaps interacting with each other

A PARTNERSHIP APPROACH



To be successful and meaningful, it is vital that Governments take a 'partnership approach'

- Treating children and young people as **equal stakeholders**
- Working with and alongside of them
- Valuing their knowledge, experience, expertise and input
- Encouraging children and young people to gain a sense of **ownership** in the process
- Encouraging children and young people to feel **empowered**
- Encouraging children and young people to engage with Governments in the future

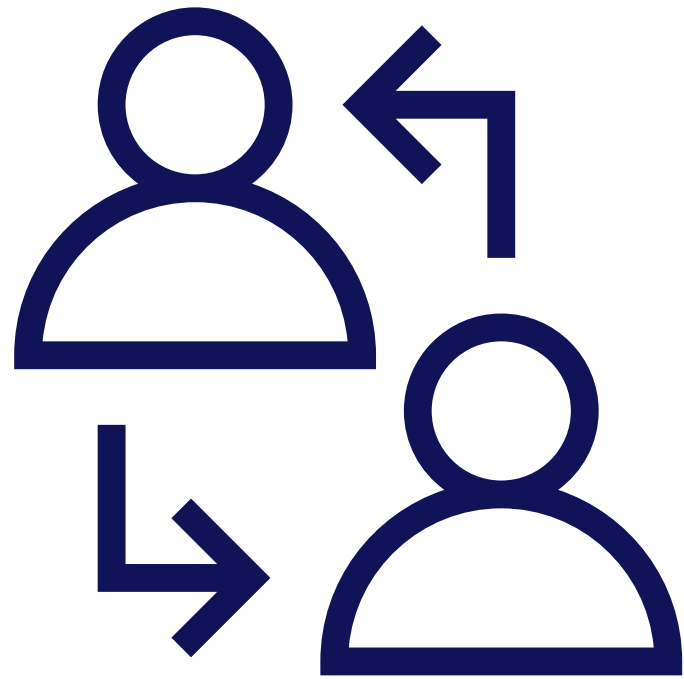
MOTIVATIONS FOR PARTICIPATING

London School of Economics and Political Science research commissioned by the European Commission explored the motives that children and young people have for participating. They found that young people's motivation to participate comes from:

- **Proximity to an event or value or idea.** For younger teens they find it easier to get motivated with concerns that are real, material and immediate. Whereas some older teens, dependent on education and background, may find it easier to engage with issues that are abstract or global. Due to this there is the need to address both types of debate.
- When children and young people have **seen the positive outcomes of their own actions.** It is important to display clear evidence of being listened to and acted upon
- Acting together with others and realising that one has the efficacy to change local things for example building skate parks or youth clubs



WAYS TO ENGAGE WITH CHILDREN & YOUNG PEOPLE



Children and young people are not homogenous beings. They come from different backgrounds, have different interests and like to communicate and engage in different ways. It is important that engagement is not simply offered in one format and that different mechanisms and processes are used to reach out to as many children and young people as possible.

Standard questionnaires, tick box forms and interview techniques don't naturally enable a deep level of imaginative thought or recollection of events, and can easily be led by the people seeking the information as opposed to those giving it. There is a whole range of creative techniques that can be used to enable participants to engage in understanding and share their feelings and opinions in a reflective manner.

INNOVATIVE & NEW WAYS TO ENGAGE

Over recent years, children and young people have been accused of disengaging from society. Much of the available data indeed indicates that children and young people are turning away from traditional forms of participation such as voting in general elections and joining political parties. However, research suggests that children and young people are not disengaging; they are simply using different, new and innovative, ways for their voices to be heard. These methods can be less visible to decision makers.

There is the need to look at innovative and new ways to engage and to move from the more formal structures of youth councils or Parliaments. However, doing something new and differently does not necessarily mean that it will be done better.

If a certain method of participation fails, it should not be negatively regarded. Disseminating the learning from failed projects can be very valuable and involving children and young people in these discussions is very important to help plan for future engagement sessions.



'PARADOX OF YOUTH PARTICIPATION'



There has been a decrease in the formal and conventional ways of participation such as voting or membership of political parties yet there has been an increase in informal and unconventional forms of participation such as signing petitions, taking part in political demonstrations or posting political comments. This has been enhanced by ICT and facilitated by social media and mobile phones

Self-expression is rising in popularity as a way of engaging and is seen manifesting in different ways such as on t-shirts, bags or badges that communicate a specific political statement, going vegan as an environmental stance or volunteering at specific events. They are often methods that are made visible on social media. It is not always clear who individuals are directing activism and expressions towards so it is our role in society to attempt to understand this and ask questions.

We are noticing the re-emergence of the 'personal is political' in which children and young people are changing their own lives as a political statement

PRACTICAL IDEAS

ARTS £££/🕒🕒🕒

Ages: Any age

Engaging youth in the Arts can promote positive, powerful social change in countless art forms, including dance, music, graffiti art, and more. Children and young people can change the world in a lot of ways through the Arts. Exploring opinions and feedback through art can be used in conjunction with other methods. This can be a good starting point to go into more detailed responses.

✔ ADVANTAGES	✖ DISADVANTAGES
<ul style="list-style-type: none">• Children and young people can feel free to express themselves artistically• It can be used in any language and with any age• Can assist with children and young people with language or literacy barriers• Can take a range of different forms depending on young people being worked with• Can be fun and engaging	<ul style="list-style-type: none">• Resource and time heavy• Needs to have a skilled worker to enable the session• Not everyone feels confident enough to express in an artistic way

MUSIC & DRAMA

- Song writing or rap with lyrics expressing their experiences, views and opinions. They can be recorded or done live as a performance.
- Drama and dance can enable people to express things in a more conceptual way than they may be comfortable to articulate verbally. Children and young people can act out or move in a specific way to express how they feel.

ART & DESIGN

- Graffiti walls for children and young people to express themselves on
- Children and young people creating mood boards or ‘coats of arms’ depicting what is important to them and what values they have

SPORTS & GAMES

- Games and challenges can be used as an alternative to asking people to mark the value of something on a form. Existing games can be adapted such as port and starboard pirate ship game and get people to move around based on experiences
- Sports games such as shooting in a hoop or dropping a bean bag in a different area based on opinions

FORMAL STRUCTURES ££/🕒🕒



Youth Councils/Youth Parliaments/Youth Boards/Youth Committee's

Ages: 11+

A group of children and young people regularly meet to provide feedback and support to Government and provide the views of children and young people directly into Government policies and programmes.

Representing the views of children and young people to decision makers - can represent a geographical area or single organisations

Generally seen as most common forms of youth participation at a local level

 ADVANTAGES	 DISADVANTAGES
<ul style="list-style-type: none">• Enables Governments to have an easy and ongoing access to a group of young people• Can be a starting point for other engagements processes for government• Effectively enables children and young people to provide direct feedback and input to government policies and programmes on a regular basis• A forum in which children and young people can develop skills, experience and confidence	<ul style="list-style-type: none">• Requires time and resources to support the committee• Can discourage participation from marginalised and diverse groups or those who may not have been involved with committees previously• May not be representative of all young people• Requires a regular and ongoing commitment by children and young people to the committee (this may be difficult for participants with other commitments)• The formal committee approach may exclude some young people



FOCUS GROUPS DELIBERATE PARTICIPATION

££/🕒🕒

Ages: 8+

A small to medium group of children and young people coming together to explore and respond to a specific issue in a structured and facilitated way. Can be a one-off event. Detailed discussion so children and young people can thoroughly consider the topic. Good quality deliberate youth participation should influence the decision being debated.

✓ ADVANTAGES	✗ DISADVANTAGES
<ul style="list-style-type: none">• Useful for a detailed analysis of a particular issue• Can involve training and the use of peer facilitators• Can trigger further discussion and group interaction	<ul style="list-style-type: none">• May not be representative of all young people• May not be a suitable forum for children and young people to discuss personal issues

- Should be used as part of a larger engagement process to analyse and comment on particular issues
- Schools and community groups can run focus groups and feed back into a bigger picture

FORUMS £££/🕒🕒🕒

Ages: 11+

Often large groups of children and young people coming together to explore and share ideas about a topic or an issue. Forums are facilitated and usually involve the development of solutions and decisions. It is important to ensure that children and young people are adequately prepared to discuss the issues

✓ ADVANTAGES	✗ DISADVANTAGES
<ul style="list-style-type: none">• Can involve a large representative sample of young people• Allows children and young people the opportunity to interact with other children and young people and take part in group activities• Can develop the communication skills of young people• Can be empowering for children and young people if they are able to influence the forum's agenda and contribute to the outcomes	<ul style="list-style-type: none">• May not be a suitable forum for children and young people to discuss personal issues• Forums may need substantial planning and resources• Some children and young people may not feel confident to speak up in a large group

DIGITAL PARTICIPATION £/🕒

Internet discussion/feedback

Ages: 13+

There are a number of ways to engage with children and young people using the internet including 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.

✔ ADVANTAGES	✘ DISADVANTAGES
<ul style="list-style-type: none">• Allows for anonymity• Useful to include people who are geographically isolated• Can be completed at the convenience of the participant• Can be effective as an ongoing feedback mechanism for Government• Answers are more easily collated and analysed• Use of a space that is owned and created by young people	<ul style="list-style-type: none">• Dependent on children and young people having internet access• May exclude children and young people with language or literacy issues• May not be representative of all young people• No group interaction or ability to talk with other young people• Not always understood by public authorities or seen as a credible source• Not regarded as an effective way to influence decisions

SMS/TEXT CONSULTATION ££/🕒

Ages: 11+



Sending out a text, usually via an automated system, to an existing list of mobile numbers asking for a comment or feedback about and issue of question.

✔ ADVANTAGES	✘ DISADVANTAGES
<ul style="list-style-type: none">• Can target a large group of children and young people• Quick and easy to undertake	<ul style="list-style-type: none">• Children and young people without mobile phones are excluded• May not be representative of all young people• Potential difficulty in gathering mobile phone numbers• There is no personal contact with young people

PEER CONSULTATION £££/ ⌚⌚⌚

Ages: 14+



This involves children and young people consulting their peers through interviews, surveys and peer led focus groups. Children and young people 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.

 ADVANTAGES	 DISADVANTAGES
<ul style="list-style-type: none">• Can be useful to engage children and young people who feel more comfortable engaging with their peers• Can involve skill development such as communication skills, research, facilitation and interviewing skills• Can help break down barriers in society and promote awareness• Raising the profile of children and young people as active citizens in society	<ul style="list-style-type: none">• Time may be required to train and support peer consultants

INTERVIEWS ££/ ⌚⌚⌚

Ages: Any age

These provide children and young people with the opportunity to have a face to face discussion regarding a particular topic or issue. The interview can be formal and structured or informal and unstructured. This option can provide some skill development for a young person, particularly if they have never been interviewed before.

 ADVANTAGES	 DISADVANTAGES
<ul style="list-style-type: none">• Can provide participants with opportunities to talk about issues that may be difficult in large groups• Can be a comfortable and relaxed process that inspires a rapport with the interviewer and participant	<ul style="list-style-type: none">• Can be intimidating to some children and young people who have little or no experience with being interviewed or have limited English skills• No group interaction or ability to talk ideas through with other young people• Unsuitable if a large sample is needed as can be very time heavy• Unsuitable if the participant or Government has limited time or if the participant is isolated geographically• May not be representative of all young people

SURVEYS £/🕒🕒

Ages: 8+

Surveys are a formal process in which children and young people respond to a set of questions. Surveys 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.

✔ ADVANTAGES	✖ DISADVANTAGES
<ul style="list-style-type: none">• A useful and quick method of gaining the views of a large cross section of young people• Can be physical or electronic• Can allow for anonymity• Useful to include people who are geographically isolated• Surveys can often be completed at the convenience of the participant• Answers are more easily collated and analysed	<ul style="list-style-type: none">• Difficult to determine the seriousness of responses• Literacy abilities and clarity of instructions will determine the quality and accuracy of responses• No group interaction or ability to talk with other young people

COMMENTS OR SUGGESTION BOX £/🕒

Ages: 8+

Children and young people can place their comments or suggestions in a readily available suggestions box. The box 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 as a way of feedback to young people. Children and young people can write comments or draw.

✔ ADVANTAGES	✖ DISADVANTAGES
<ul style="list-style-type: none">• Can reach a broad and large population• Can allow for anonymity, especially if placed in a private space• Can be useful if time and resources are limited as quick and easy to use• Effective for ongoing consultation	<ul style="list-style-type: none">• May not be appropriate for children and young people with language or literacy issues• No group interaction or ability to talk ideas through with other young people• Relies on children and young people taking initiative to write comments• Comments may not come from a representative sample

YOUTH ACTIVISM & PROTEST £/🕒

Ages: 12+

Children and young people can be involved in campaigning groups and democratic protests as a means of influencing public decision-making. This would be focused on a single issue or cause and will seek to campaign for political change around that cause.

ADVANTAGES	❌ DISADVANTAGES
<p>Creates a sense of unity for children and young people campaigning on same issues</p> <p>Encourages children and young people to mix with people of all ages</p> <ul style="list-style-type: none">• Young people taking action on issues important to them, as opposed to other forms of consultation which are driven according to the issues deemed important by the adults in power	<ul style="list-style-type: none">• Children and young people may not be fully informed of issue• Could potentially lead to children and young people being caught up in extremism or violence

PLAYWORK ££/🕒🕒🕒

Ages: 0-5



Playwork is the work of creating and maintaining spaces for children to play. The theory and practice of playwork recognises that children's play should ideally be freely chosen, personally directed and intrinsically motivated

✅ ADVANTAGES	❌ DISADVANTAGES
<ul style="list-style-type: none">• Enables practitioners to get the voice of nonverbal children and young people• Works with children and young people in their everyday setting that they are comfortable with	<ul style="list-style-type: none">• Requires trained practitioners to interpret behaviours• Can involve practitioner bias if not fully trained

CO-MANAGEMENT & CO-PRODUCTION £££/🕒🕒🕒

Ages: 14+

This is where children and 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. Children and young people should be involved based on their skills and not just because of their age. Through this there can be a progression within different roles through the organisation and children and young people are supported and challenged within this.

 ADVANTAGES	 DISADVANTAGES
<ul style="list-style-type: none">• Fully empowers children and young people to make decisions about their life• Ensures that children and young people are fully involved in decisions that will effect themselves and their community• Can involve skill development such as communication skills, research, facilitation and interviewing skills• Can help break down barriers in society and promote awareness• Raising the profile of children and young people as active citizens in society	<ul style="list-style-type: none">• Children and young people may not be fully informed of the issue• Requires substantial training and resources for the young people

UNDER REPRESENTED GROUPS

Political parties and Governments are often made up of elites and youth councils are also often representative of this. Many are comprised of exceptional children and young people with the talent, time and social capital to attain such positions; there is often a certain 'type'. This in turn can widen the gaps between social classes.

Children and young people who are not members of youth organisations can often be excluded from the dialogue and it is common for the same group of willing children and young people to be re used. There is the need to think of ways to reach out to the least engaged.

Not in Education, Employment or Training (NEET) young people can be left out of conversations if they do not have access to internet or social media as well as children and young people with learning or cognitive disabilities also left out of the conversation

Underrepresented groups: Children and young people with a disability, members of LGBTQ community, English as a Second Language, care leavers/children in care, Children and young people from lower socio-economic background, NEET's, children and young people involved in criminal justice system

BARRIERS TO CONSIDER

Taking into consideration the most under represented groups, there are also reasons as to why some children and young people may wish to not participate or engage in dialogue:

- Historical distrust of Government – ideas passed down by family
- Limited literacy skills or knowledge of English
- Suspicion of the motives of the organisation
- Difficulty getting parental consent to participate
- Fear of being 'outed' to their parents, peers of communities
- Young carers not being able to leave the family
- Accessibility and transport issues



TRAUMA INFORMED PRACTICE



There are many young people that have gone through very traumatic life events and it is important to be extremely mindful of this. Remember that they are children and at times do need protecting. Some discussions could be exceptionally triggering for some young people so a plan must be in place to protect them. Ensure that there are trained staff around and that there is a clear exit if anyone wanted to leave if it got too much.

WORKING WITH CHILDREN & YOUNG PEOPLE WITH ADDITIONAL NEEDS BREAKING DOWN BARRIERS

- May need visual aids
- Use of different coloured paper for Children and young people with dyslexia/Irlen
- May need a support worker – Being careful to not have bias and own feelings come into play
- Needs to be wheelchair accessible
- Being conscious not to show anything with loud noises or flashing visuals
- Children and young people may need more frequent breaks
- Language needs to be concise and to the point
- Engagement should be culturally sensitive
- Multiple forms of communication and in multiple languages – Radio, TV, social media, local newspapers, community groups, cultural spaces
- Creativity

RECRUITMENT CHECKLIST



When recruiting children and young people for any type of participation work there are some important questions to be asking:

- Who do we want to work with? Which children and young people have an interest or are affected by this issue?
- Which children and young people would benefit from being involved in the consultation?
- Have we worked with these people before?
- Are these children and young people a representative sample?
- How are we going to advertise? Word of mouth? Through contacts? Through schools/youth projects? Through adverts in local media?
- How are we going to attract new people?
- Will the children and young people be rewarded in any way?
- Are we avoiding over-consulting with a narrow group of young people?

IMPORTANT THINGS TO CONSIDER

- ✓ Visual Aids
- ✓ Trusted relationships
- ✓ Consider the capability of young people
- ✓ Decision makers need to listen and value young people
- ✓ Important to use a range of participation forms and to suit different members of society eg. Additional needs, EASL
- ✓ Importance of involving children and young people in shaping the methods that are used especially with groups that are not sufficiently represented
- ✓ Importance of systematic evaluations – some things take years but still feedback that to children and young people
Be open to new and experimental ideas of participation
- ✓ Results need to have a beneficial impact on young people
- ✓ Combine traditional and non-traditional ways of engagement – one is not necessarily better than the other
- ✓ Clear and accessible language
- ✓ DBS Checks
- ✓ Photo Consent
- ✓ Youth should have regular contact with politicians and decision makers – offer shadowing, mentoring and apprenticeship opportunities. Consider taking on young people for work experience or summer interns

TIPS FOR SUCCESSFUL ENGAGEMENT

- Have a **clear purpose**
- Be **genuine** – engage with them for the right reason. Have a partnership approach at the heart of it
- Be **meaningful** – ensure that the consultation is something that matters to young people and that through the process they can actually have an influence and see an outcome
- Ensuring young people have the skills to participate otherwise they may feel overwhelmed and disconnected
- Developing a **good relationship** is vital. Factor in time for a bit of fun!
- Ensure that young people are not left out of pocket and that they have access to transport. Consider offering in kind support or to cover expenses
- Ensure the location of the engagement is **accessible**. Close to public transport and wheelchair accessible
- **Consider timings** and whether it would work better in school time or out of hours
- Be accountable – Ensure you keep participants **informed** about the process including what happens after the process. To keep young people engaged in the future it is important to let them know how their contribution has made a difference and led to change
- Be supportive to both young people and facilitators
- **Avoid jargon and acronyms**. Check that participants understand
- Don't make assumptions – get to know the young people and find out who they are and what is important to them
- Don't let adults take over – Support and welcome the contributions and initiatives of young people. Accept that mistakes may be made and engagement may bring up mixed results
- **Avoid adultism** - Avoid **prejudice and discrimination** against someone simply because they are young.

Recognise and value their contributions, they are no less capable, less intelligent, less insightful, less valuable or less able to participate in decision making that affects them. Young people are not 'adults in the making'!

Useful Links

Children's Commissioner Jersey

The Commissioner and her team work in a range of different ways to help ensure that the rights of children and young people in Jersey are promoted and protected.

www.childcomjersey.org.je

Jersey Youth Service

The youth service provide a wide range of personal and social development opportunities for young people aged 8 to 25 in Jersey

www.gov.je/youth

Jersey School Council Network

Involves many of the Island's individual school councils gathering together six times a year to collaborate, communicate and have a conversation together.

Youthful Minds

Youthful Minds is a participation group of young people (aged between 11-25) volunteering for Mind Jersey.

www.mindjersey.org/services/youthful-minds-and-cyp

APPENDIX

PARTICIPATION STANDARDS

The Government of Jersey has created the first Participation Standards that can be shared with Government departments and services who work with children and young people. Find out more about Jersey's Participation Standards at gov.je/yoursay

Other jurisdictions already have Participation Standards including 'Welsh Children and Young People's National Participation Standards' or Scotland's '7 Golden Rules for Participation'

**Cael llais
Cael dewis**
Having a voice
Having a choice

**Safonau Cyfranogiad Cenedlaethol
dros Blant a Phobl ifanc**

**Children and Young People's
National Participation Standards**

"Mae gan blant hawl i roi eu barn ynghylch beth ddylai ddigwydd, pan fydd pedolion yn genned penderfyniadau sy'n effeithio arny'n nhw, ac i gael sylw i'w barn"

Enghyd 12: Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plantyn (CCUHP)

"Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account."

Article 12: The United Nations Convention on the Rights of the Child (UNCRC)

Mae hyn yn golygu:	Byddwn ni:	This means:	We will:
<ul style="list-style-type: none"> Mae gennych chi'r hawl i wybodaeth sy'n hawdd ei deall ac sy'n gadael i chi wneud penderfyniad gwybodus. 	<ul style="list-style-type: none"> Yn darparu gwybodaeth o safon dda, yn glir ac yn hawdd mynd ati. Yn rhoi gwybodi i chi pwy sy'n mynd i wrando a gadael i chi wybod pa wahaniaeth gallai'ch cyfranogiad chi ei wneud. 	<p>1 Gwybodaeth Information</p> <ul style="list-style-type: none"> You have the right to information that is easy to understand and allows you to make an informed decision. 	<ul style="list-style-type: none"> Provide information that is good quality, clear and accessible. Inform you about who's going to listen and let you know what difference your involvement could make.
<ul style="list-style-type: none"> Mae gennych chi'r hawl i ddewis cymryd rhan a gweithio ar bethau sy'n bwysig i chi. 	<ul style="list-style-type: none"> Yn rhoi digon o gefnogaeth ac amser i chi ddewis a ydych chi eisiau cymryd rhan. 	<p>2 Chi biau'r dewis It's your choice</p> <ul style="list-style-type: none"> You have the right to choose to be involved and work on things that are important to you. 	<ul style="list-style-type: none"> Give you enough support and time to choose if you want to get involved.
<ul style="list-style-type: none"> Mae plant a phobl ifanc i gyd yn wahanol ac mae ganddyn nhw'r hawl i gael eu trin yn deg. 	<ul style="list-style-type: none"> Yn hysio gwahaniaethau. Yn cynnig amrediad o gyfleoedd a chefnogaeth i fodoni anghenion plant a phobl ifanc. 	<p>3 Dim gwahaniaethu No discrimination</p> <ul style="list-style-type: none"> Children and young people are all different and have the right to be treated fairly. 	<ul style="list-style-type: none"> Challenge discrimination. Provide a range of opportunities and support to meet the needs of children and young people.
<ul style="list-style-type: none"> Mae gennych chi'r hawl i leisio barn. Mae'ch safonysau chi'n bwysig a chânt eu parhau. 	<ul style="list-style-type: none"> Yn gerando ar eich barn, eich profiadau a'ch syniadau ac yn eidd cymryd chi o ddiffri. Yn gweithio gyda chi ar bethau rydych chi'n deud eu bod nhw'n bwysig. Yn gwerthfawrogi beth sydd gennych chi i'w gynnal. 	<p>4 Parch Respect</p> <ul style="list-style-type: none"> You have the right to have a say. Your opinions are important and will be respected. 	<ul style="list-style-type: none"> Listen to your views, experiences and ideas and take you seriously. Work with you on things you say are important. Value what you have to offer.
<ul style="list-style-type: none"> Mae gennych chi'r hawl i ddysgu a bod y gorau y gallwch chi fod. Bydd gennych chi gyfleoedd i weithio gyda phobl eraill a genned gwahaniaeth. Rydyn ni eisiau i chi gymryd rhan mewn profiadau positif. 	<ul style="list-style-type: none"> Yn gweithio gyda chi mewn ffordd ddiogel, hawl a phlesurus. Yn manteisio i'r eithaf ar beth rydych chi'n ei wybod ac yn genned pethau sy'n meithrin eich hyder a'ch sgiliau chi. 	<p>5 Bod ar eich ennill You get something out of it</p> <ul style="list-style-type: none"> You have the right to learn and be the best you can be. You will have opportunities to work with others and make a difference. We want you to be involved in positive experiences. 	<ul style="list-style-type: none"> Work with you in safe, fun and enjoyable ways. Make the most of what you know and do things that build your confidence and skills.
<ul style="list-style-type: none"> Mae gennych chi'r hawl i wybod pa wahaniaethau rydych chi wedi eu genned a sut mae rhywun wedi gerando ar eich syniadau chi. 	<ul style="list-style-type: none"> Bob amser yn sicrhau eich bod chi'n cael adborth o fewn amser sydd wedi'i gyntuno. Yn deud wrthyddych chi sut mae'ch syniadau wedi cael eu defnyddio a pham. Yn deud wrthyddych chi beth sy'n digwydd nesaf. 	<p>6 Adborth Feedback</p> <ul style="list-style-type: none"> You have the right to know what differences you have made and how your ideas have been listened to. 	<ul style="list-style-type: none"> Always ensure you have feedback in an agreed time. Tell you how your ideas have been used and why. Tell you what happens next.
<ul style="list-style-type: none"> Dylai'r bobl sy'n genned penderfyniadau sy'n effeithio ar blant a phobl ifanc roi hawliau plant yng nghanol popeth maen nhw'n ei wneud. 	<ul style="list-style-type: none"> Yn gweithio gyda chi ac yn dysgu sut i wneud pethau'n well. Yn genned yn siŵr bod eich barn yn genned gwahaniaeth i'r ffordd rydyn ni'n genned cynllunio a phenderfyniadau. 	<p>7 Gweithio'n well drosodch chi Working better for you</p> <ul style="list-style-type: none"> Those who make decisions that affect children and young people should put children's rights at the centre of everything they do. 	<ul style="list-style-type: none"> Work with you and learn how we can do things better. Ensure your views make a difference to the way we make plans and decisions.

Y Safonau hyn sy'n cynnal tair colofn CCUHP - Diogelu, Darpariaeth a Chyfranogiad
The Standards underpin the three pillars of the UNCRC – Protection, Provision & Participation

Cymru Ifanc
Young Wales

Ynysydd Cymru
Welsh Government

PARTICIPATION STANDARDS

Listening to and including children and young people from start to finish.

Listen

All children and young people have opportunities to be listened to, included and involved in decisions that affect their lives.

Choice

All children and young people have a right to choose or consent to be involved or change their mind.

Information

All children and young people have information about their involvement that is easy to understand, fun or interesting.

Safe

All children and young people feel safe and supported when having a say.

Respect

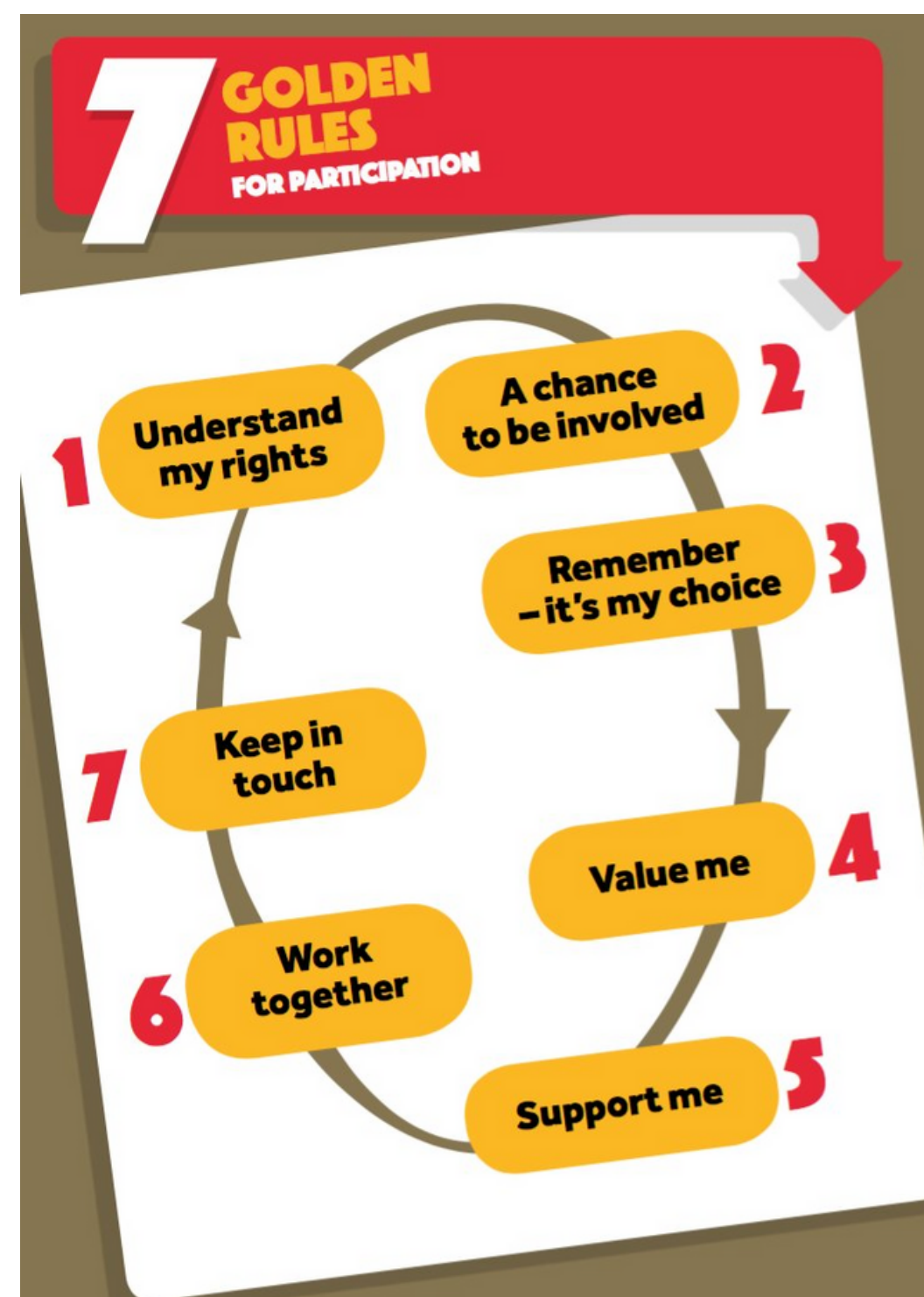
All children and young people are treated with kindness and their views and ideas are valued.

Influence

All children and young people's views and ideas have a genuine and direct influence on decision-making.

Feedback

All children and young people are listened to and receive feedback.





CONSULTATION REQUEST FORM

Thank you for your enquiry looking to work with children and young people. Please complete this form with as much detail as possible. If we think that this is something appropriate for our young people to be involved in then we will get back to you.

Name of organisation/department: _____

Brief description of your organisation/department: _____

Lead Contact: _____

Lead contact email: _____

What type of consultation are you interested in? (please see guidance notes on next below)

☐ Information giving ☐ Information gathering ☐ Decision making ☐ Working Together ☐ Supporting initiatives

Brief purpose of consultation: _____

What is the intended outcome of the consultation? _____

We ask for feedback to be given to the consulted group within a month. How and when do you intend to do this? eg. visit, email, letter

When? _____

How? _____

Is there a timescale for this consultaion that we need to be aware of? _____

Do you have a preference of young people that will help your consultation? eg. age, gender, sexuality, school, care experienced

How will the young people benefit from being involved? eg. food, voucher, networking, CV skills

Where will the findings be shared and how will they be used?

Guidance Notes

Consultation - Consultation is a very broad term and there are many different interpretations of what it means; ranging from informing people about projects in the area to actively engaging them in decision making.

Information Giving - Telling people what is planned, inviting feedback on outcomes.

Information Gathering - Offering options, listening to and acting on feedback - as is implied by the title; this is what many understand by the term consultation. Traditional processes are used to inform strategies, service planning and projects including surveys, public meetings etc.

Deciding together - Encouraging others to provide some additional ideas and options, and join in deciding the best way forward. This is more of a deliberative process and one which works well with smaller groups of people, sometimes in a formal environment such as meetings with representative groups or informally through focus groups and workshops. These processes can be part of an ongoing process (for example to inform transport planning and libraries 'friends groups') or one-off (for example to inform the strategies and policies).

Working Together - Deciding together what is best, and forming a partnership to carry it out. Is there a budget for the consultation?

Supporting independent community initiatives – Government Departments are involved in actively supporting independent community and voluntary organisations by helping them in the work that they do.

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