

INVOLVING CHILDREN AND YOUNG PEOPLE IN PLANNING AND DECISION MAKING



Stärick



TIPS FOR THIS ONLINE SESSION



Make use of your mute function.



Turn your video off if you need to, or if you are having glitches / streaming problems.



Can use the chat function to ask questions and we can have a look at those at the end.



Ask questions as we go



Take a break if you need it.

YOUTH AFFAIRS COUNCIL OF WA (YACWA)

YACWA is a member-based peak body representing nearly 500 thousand young people and services that support young people in WA. We operate primarily as a human rights organisation that seeks to address the exclusion of young people in a rapidly changing society.

We focus on three things:



Giving young people
a voice

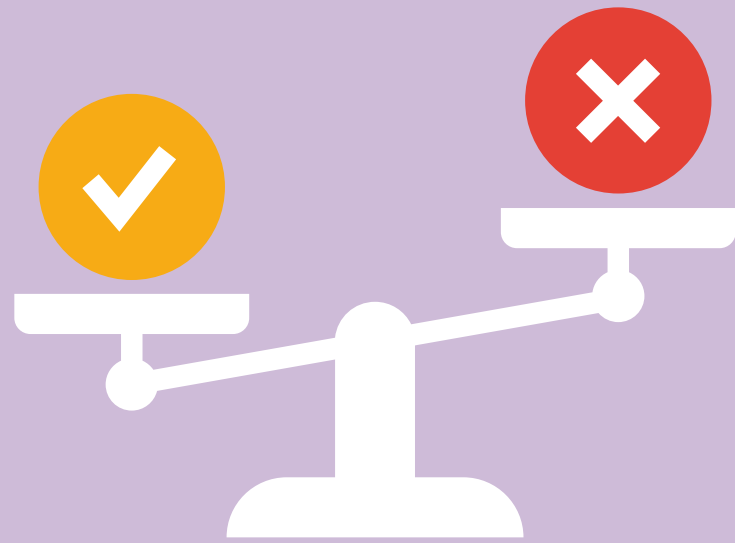


Supporting a
strong sector

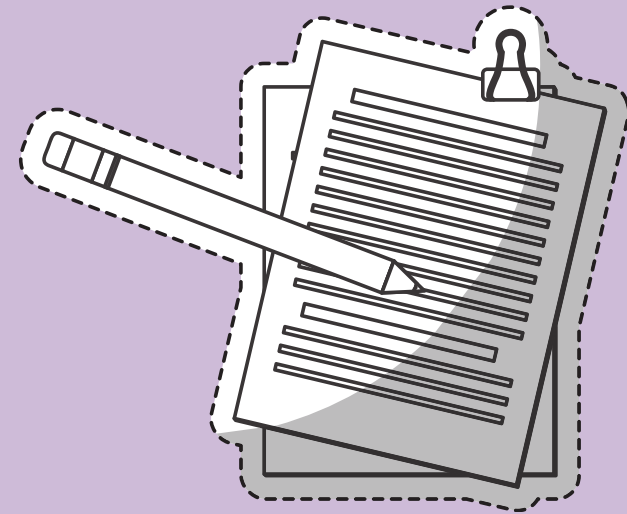


Communicating
evidence based policy
& advocacy

TODAY'S SESSION



Benefits
and
challenges



Planning a
consultation



Imbedding
principles



Q&A

GOALS

To consolidate 'why' it's important to involve young people in planning and decision making

To help you feel confident and have the tools to involve children and young people

To more readily identify where those opportunities already exist or where they can be created

Involving children and young people in planning (i.e. programs and activities, safety, play space design)

How to give children and young people the choice to participate

How to address the barrier of non-engagement

?

WHAT THIS SESSION IS NOT ABOUT

Giving you specialist advice on how to work with children and young people in a FDV context.

Advising you how best to work with young people with specific access needs, or from different cultural backgrounds.

How to manage disclosures.

Telling you **exactly** how to run a consultation or workshop.



REASONS AND BENEFITS

It's a Human Right!

In Australian society, children and young people have a right to participate in and contribute to the decisions that affect them. These rights are enshrined in the United Nations Convention on the Rights of the Child (UNROC) (Article 12 & 13). The UNCROC makes clear that all young people are independent subjects and therefore, have rights.

For your organisation

- Programs & services better meet C&YP's needs
- C&YP more likely to understand what you do and why
- Better ability to keep C&YP safe if you are regularly involving them
- More authenticity and support for decisions you make

For children and young people

- Programs & services better meet their needs
- C&YP learn that it is their right to speak up for what they want and need
- C&YP build decision making skills

Why you should ask me about my ideas

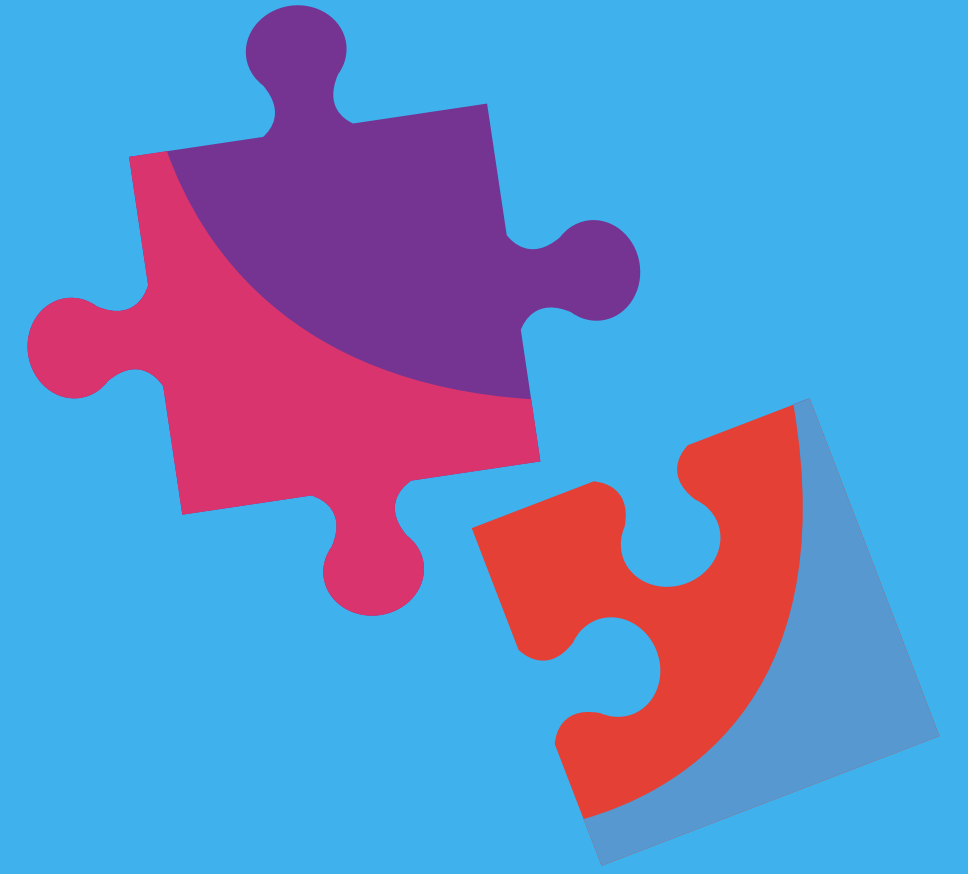


SO WHY AREN'T WE DOING IT?



BARRIERS AND CHALLENGES

- Children and young people don't complain
- We think we know what children and young people want
- Parents/guardians (or other adults) interfere
- We don't trust children and young people will give quality information OR will make sound decisions
- We think that the topic, decision or policy isn't relevant for children and young people
- It's time-consuming
- Costs more money or uses more resources
- We don't know how to do it
- There are ethical risks and challenges
- We may hear inconvenient or contradicting information



DEVELOPING CONSULTATION

What you need to think about and plan for

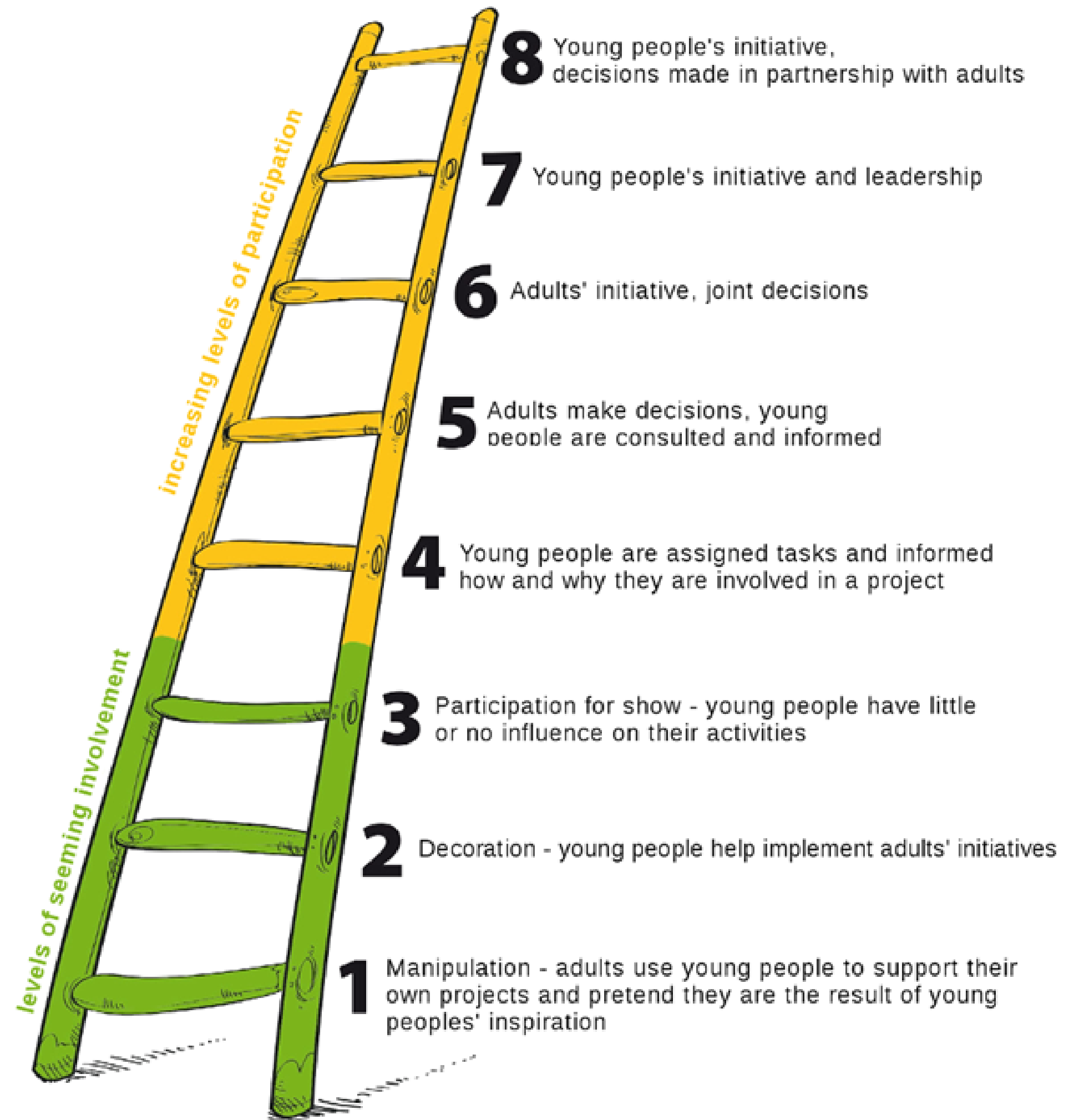
- Is it genuine? What level of decision making will C&YP be involved in
- Do you have the time and the resources?
- What type of information to you want, what topics will you address?
- How information will be used and explaining this
- Informed consent - both parents/guardians AND C&YP
- Age of children or young people
- Ability and literacy levels
- Cultural and access considerations
- Venue / location
- Safety of young people
- Keep an open mind and value contributions
- Check for intent
- Managing expectations
- Incentives and reimbursement
- Feedback mechanisms (close the feedback loop)



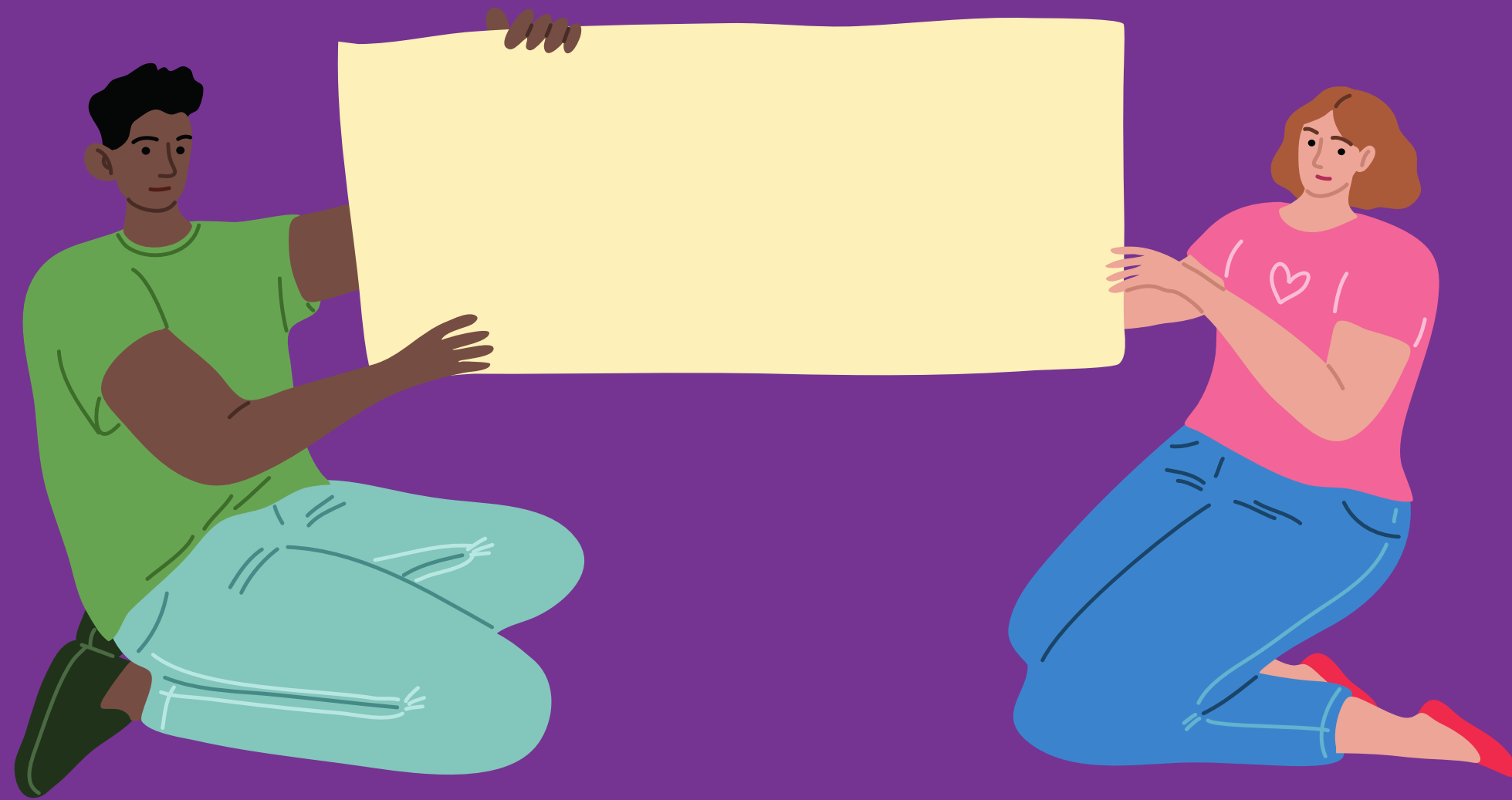
Is it safe?
Is it inclusive?
Is it fair?
Is it fun?

AUTHENTIC CONSULTATION

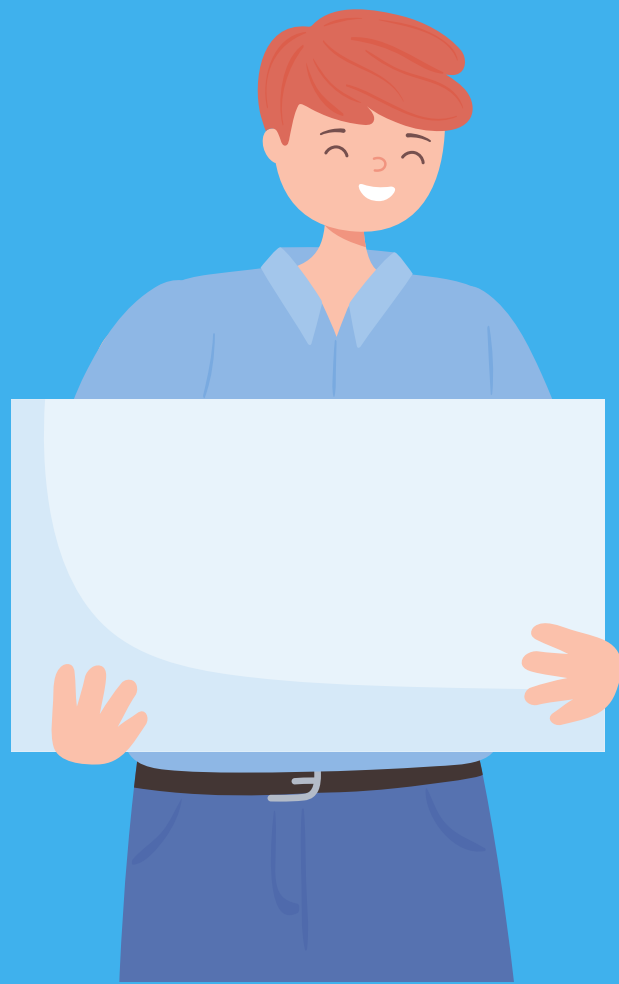
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WHAT PLANING AND DECISION MAKING CAN YOU INVOLVE CHILDREN AND YOUNG PEOPLE IN?



TYPES OF THINGS YOU CAN GET CHILDREN AND YOUNG PEOPLE INVOLVED IN



- Play space design
- Built form design/decoration
- Print resource design
- Online resource design
- Promotional plans
- Events
- Programming
- Staff and volunteer recruitment
- Service reviews
- Developing feedback mechanism
- Designing consultations
- Policy and advocacy
- Procurement
- Budgeting

WHEN STARTING.....

- Keep it simple!
- If you're running a workshop, plan just one or two activities or games that you are confident with
- Stick to easier and safe topics (i.e. activities that children/young people like)
- Prepare for things to go wrong, not work, and have back up activities
- Talk to each other and collaborate
- Share things that work
- Test activities out on your kids, or grandkids, or nephews and nieces



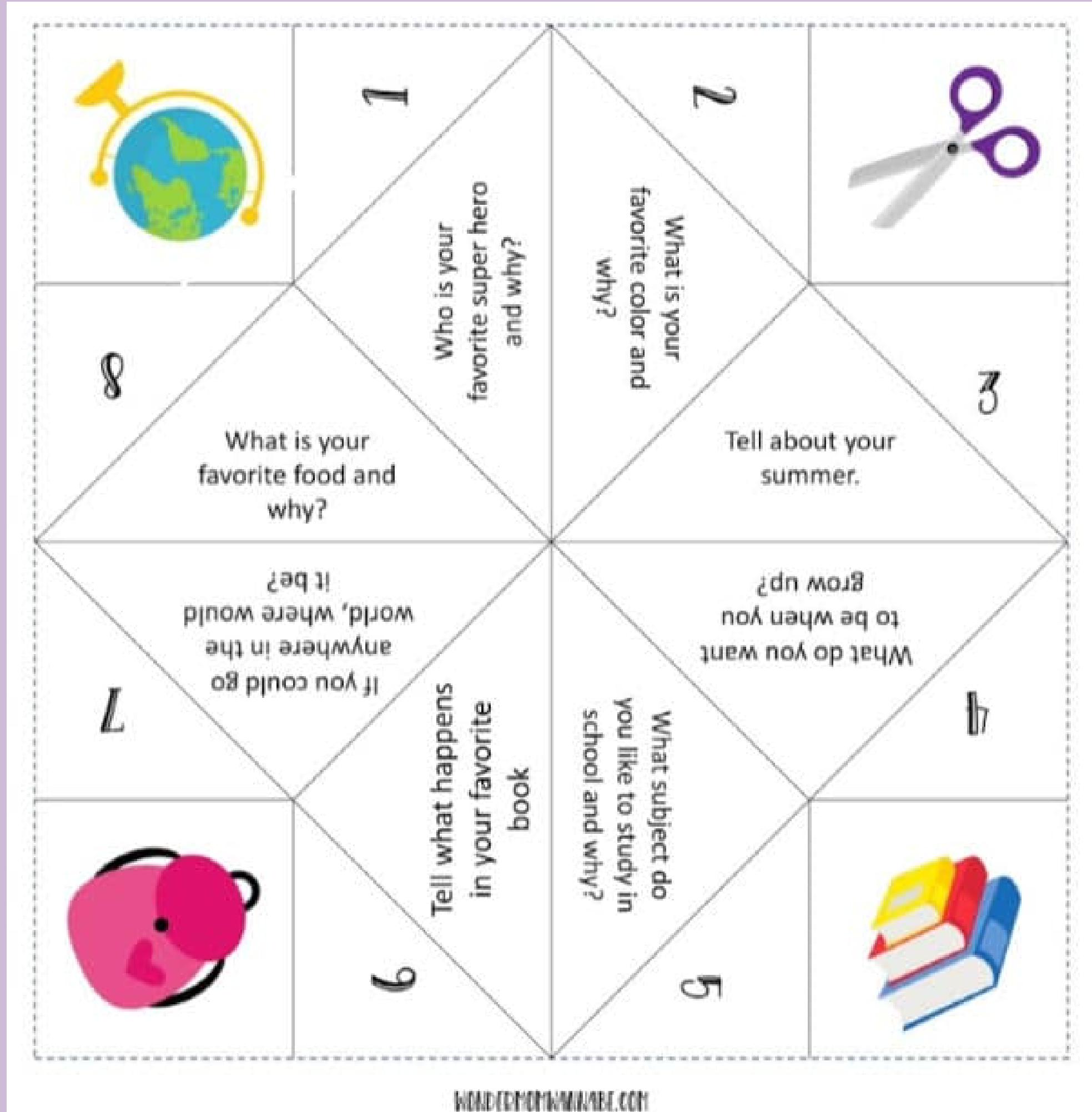
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Take a break

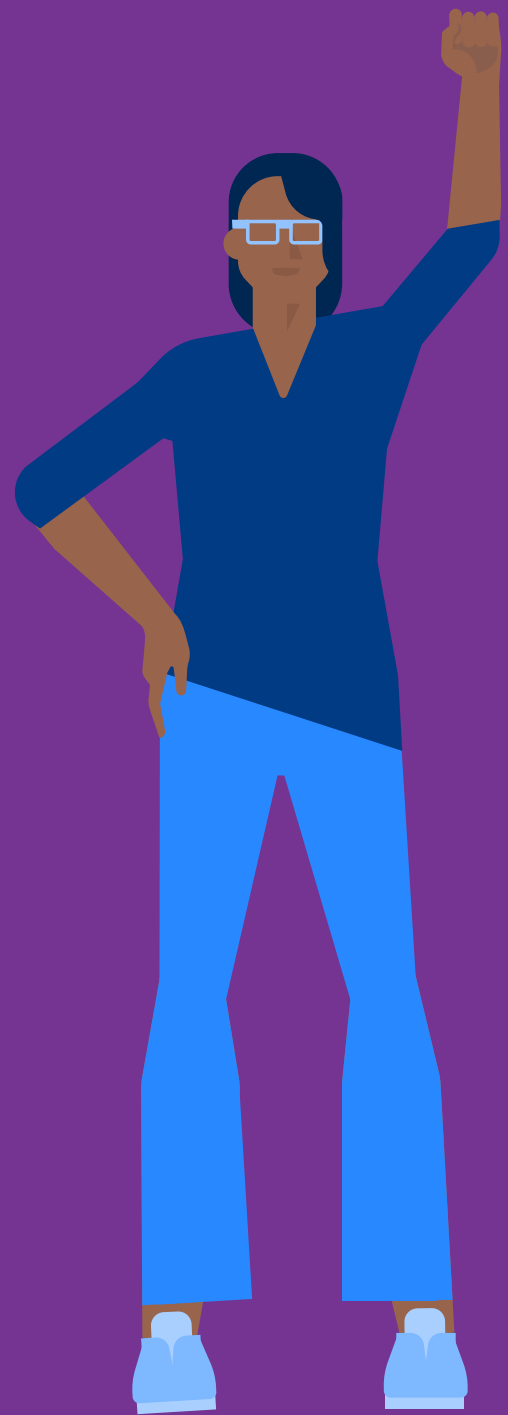
ACTIVITIES – AGE 5 TO 11

- **The way the wind blows.** Quick, gathers opinions, movement, fun, no literacy
- **Utopia/dystopia.** Deep dive, not personal, minimal/no literacy (drawings and scribe)
- **Picture collage.** Easy to engage with, no literacy, gives an overall picture of a topic
- **Choosing pictures** to identify feelings or ideas.
- **Creating a map** or moving pieces around.
- **Wheel of fortune** or roll the dice with questions.
- **Chatterbox.** Fun, get answers to specific questions.
- **Role play** being in charge (i.e. the boss, magic wand)
- **Polls and voting** (with jars, or technology)
- **Create a LEGO model.** No literacy, safe, non-threatening
- **Magic carpet/bus.** Finding out about an area.
- **Drawing.** For example happy monster / worried monster





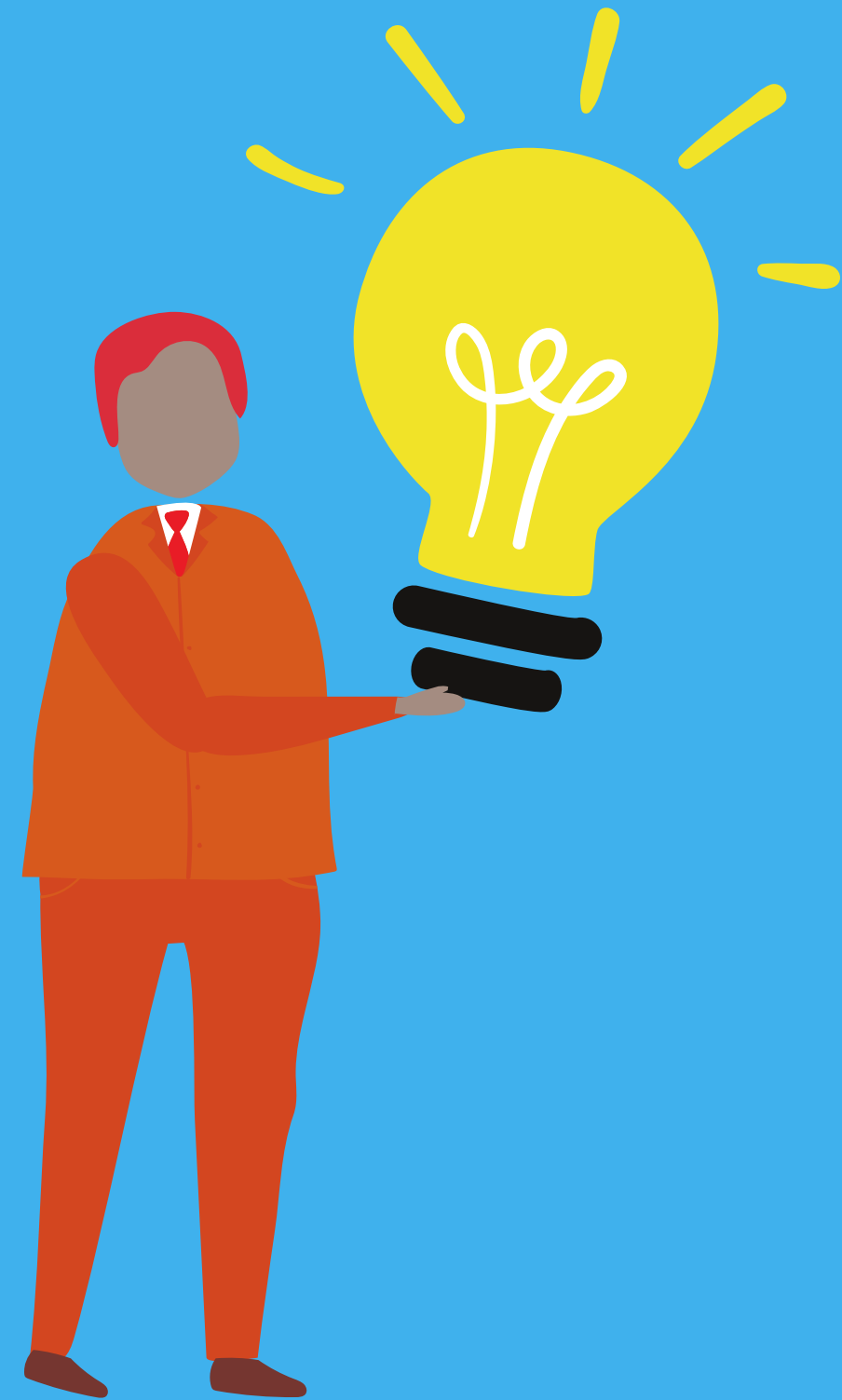
ACTIVITIES – AGE 12 AND UP



Consider involving young people in **co-designing the engagement** (paid)

- **Post-it ideas brainstorm** (could expand to pick one and problem solve)
- **Why, why, why.** Gets to the root of a problem
- **Monopoly money.** Participatory budgeting great skill development
- **The Boss.** If you were the boss/CEO/in charge.....
- **Structured interviews.**
- **Polls** and voting. Can use online, or set up static.
- **Space walk through.** If designing a centre or other space
- **Surveys.** Online, youth friendly, anonymous, only ask questions you need
- **Co-designing.** Graphics, texts, images, online content (simple like a sign for the space, or something for the COVID resource)

DISCUSSION



Are there any of those ideas or activities that you think you could incorporate now, or use to get you started?

EMBEDDING PRACTICE

- Policies and guidelines. Your organisation needs to consider what types of plans and decisions they want to involve C&YP in and put practices in place
- Annual (or other regular/scheduled) discussion this work and upskilling
- Embedding it in recruitment and on the job training
- Processes regularly explained to children and young people (i.e. complaint mechanisms, anonymous feedback boxes)
- Telling children and young people you want feedback
- Reviewing internal responses to C&YP feedback
- Standing agenda item (team meetings, supervision)
- Posters of children/YP's rights
- Embed early in the process of discussion with families
- Allocate funding for this work



HELPFUL TIPS



QUESTIONS



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