



# AIM The Right Way

The key points to check before engaging with young people in decision-making

The Right Way is a project from SYP to support and challenge decision-makers in Scotland to meaningfully engage young people in their work.

AIM the Right Way is a checklist for you to ensure you aim to make your participation work **Accessible**, **Inclusive**, & **Meaningful**.



# Accessible Participation



- I have provided all necessary background information for young people attending, at least 48 hours in advance.
- I have offered young people a meeting beforehand to discuss questions/concerns.
- All documents/presentations are made using good practice accessibility requirements.
- I have identified an accessible location for engagement, including a safe/quiet space.
- I have asked and accounted for everyone's individual accessibility requirements.
- All videos have captions and autocaptions are turned on for online meetings.
- When sharing details on social media, all videos / graphics / posts are following #AssessYourAccess good practice.
- I have created a youth-friendly version of any materials or reports that summarises the key information clearly in a way that is suitable to all audiences.

# Inclusive Participation



- I have encouraged attendees to introduce themselves by sharing their preferred names, preferred pronouns and a visual description.
- I have considered who is not in the conversation and how seldom-heard groups can be included.
- I am not asking young people to speak on behalf of seldom heard groups who aren't in the conversation.
- If I am asking young people attending to represent other young people, I have supported them to consult their peers.
- I have included content & trigger warnings if needed.
- I have ensured appropriate support or any non-English speakers involved.
- I have instructed all facilitators to give opportunities for everyone to speak, including offering people who don't want to share verbally alternatives ways to share their views.

# Meaningful

# Participation



- I have planned an evaluation of the participation work and taken on board feedback from the evaluation of previous youth participation projects.
- I have engaged with young people to help design and deliver the participation process, including selecting the topic.
- I have considered the impact of our work on young people's rights and completed a CRWIA to evidence that.
- I have explained to the young people how their engagement will create change.
- I have ensured that young people are aware that participation is voluntary and they can opt out at any time.
- I have considered appropriate recognition for young people taking part, potentially including reward, remuneration, and / or accreditation.
- I have evaluated the participation, including getting feedback from the young people involved.
- I have given young people the chance to approve our notes so they accurately reflect what they said.
- I have fed back to participants sharing key outcomes, using the four F's: Fast, Full, youth-Friendly, and Followed-up.

# Accessible Participation

## Additional Information



➤ Background information may include: previous meetings' minutes, previous presentations, who is in attendance, briefings, fact sheets, and the goals of the meeting.

➤ Arranging to meet with young people who will be in attendance before the meeting will help to reduce anxiety, increase the likelihood of that young person participating, and give them an opportunity to ask questions and share concerns that can be addressed.

Key things to consider when making accessible materials are:

- Colour Contrast
- Easy Read versions
- Large print version
- Using fonts like arial or comic sans for people with dyslexia
- Providing information in multiple formats (not just pdf)

➤ When considering an accessible building, also think about the route to the building, public transport access, assistance dogs as well as things like lifts and ramps.

➤ Safe spaces are spaces which can be used as a quiet room that would allow people in attendance to go to in case they need to step away for a moment. Prayer rooms should also be available for those who need to use them.

➤ Captions on videos must be an appropriate size as well as accurate to the video. For online meetings, a transcript should be provided after the meeting has concluded with live captions available.

# Inclusive Participation

## Additional Information



➤ Introductions are vital and they serve to make everyone comfortable. Adding a description is particularly useful to those who are blind or visually impaired.

➤ When you consider who is not in the conversations, that will tell you where there are gaps that should be filled. This means that you can adjust your questions to those who are in the room and consider how you will engage the missing groups.

➤ Asking young people to speak on behalf of a whole group of young people that they don't represent is unfair on that young person but also unfair on the group. The obligation is on the adults to make sure that all voices are heard.

➤ Young people may however be able to consult with their peers or read information that has already been collected. But they must be supported to do so.

➤ Content warnings tell people in advance of what content will be covered. This will let them decide if they still want to take part, or if they need to prepare or take a break.

➤ Youth-friendly doesn't mean patronising. Youth-friendly versions should also benefit adults and should remove jargon, explain acronyms, and get the point across clearly and concisely.

➤ Any attendees who don't speak English might feel a lot more anxiety about attending a meeting. Making sure to speak slower, more clear and to have captions available. Or if using an interpreter to speak to the young people not the interpreter.

# Meaningful Participation

## Additional Information



- Adults setting the agenda for participation can predetermine the outcomes to a few options. Involving young people early on in the process and in the planning of the participation ensures they have a genuine say in the outcome.
- The Four F's of Feedback are taken from the work of the academic, Professor Laura Lundy. She argues that feedback is essential to avoiding tokenism.
- Professor Lundy also created the 'Lundy Model of Participation' which argues that Space, Voice, Audience, and Influence are all required for meaningful participation. More information about how that works in practice is available on [therightway.scot](https://therightway.scot).
- More information about reward and remuneration can be found at FAQ number 12 on [therightway.scot](https://therightway.scot).
- The Scottish Government has produced guidance on Children's Rights and Wellbeing Impact Assessments which is available at <https://www.gov.scot/publications/childrens-rights-wellbeing-impact-assessment-guidance/>