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| Readiness Assessment Tool  |
| Child and youth co-design  |
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# Instructions

* Use the assessment tool to see if you are ready to co-design with children and young people. The tool uses the term ‘you’, which could also refer to your team.
* Review the [considerations](https://dhhsvicgovau.sharepoint.com/sites/clientvoice/SitePages/Important-Considerations.aspx) on the Young Voices pages to help understand the focus of the questions.
* Complete the tool based on your perception of where you are currently, not where you would like to be.
* Take note of your answers to the questions that appear in bold (marked significant) as these are considered particularly critical to ensuring safe, active and informed co-design.
* Make some notes in the coloured cells to reflect your answers and planning.

# Results

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| --- | --- |
|  **Predominantly red: No** | * You should not proceed with co-design until you have done more preparation.
* You may choose to undertake the project with traditional ‘consultation’ approaches rather than attempt co-design – in particular if you respond red to the questions in bold. For more information refer to [the IAP2 public participation spectrum](https://iap2.org.au/resources/spectrum/) < https://iap2.org.au/resources/spectrum/>.
 |
| **Predominantly orange/green: somewhat/yes**  | * You are well placed to start planning your co-design work.
* Consider what further preparation or research you will undertake to move your answers from orange to green.
* You should have very few red answers. Make clear plans to move any red answers to orange/green wherever possible and applicable to the project.
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| **Predominantly green: yes** | * You are ready to commence your project. Think about how you can document your processes in a way that will help build capability and capacity within the organisation.
* Keep a strong focus on the ‘viability’ domain and think about the benefit your project can bring to the broader change process.
* Consider what further preparation or research you will undertake to move any answers from orange to green.
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# Assessment tables

## Purpose

| Question | Option 1 (Red): No | Option 2 (Orange): Somewhat | Option 3 (Green): Yes |
| --- | --- | --- | --- |
| **Do you have a good understanding of the rights of children and young people? Refer to the Convention on the Rights of the Child and Victorian Child Safe Standards. (Significant)**  |  |  |  |
| **Are you clear on the purpose for engaging children and young people? (Significant)** |  |  |  |
| **Are you clear on the benefits of the engagement for children and young and for the organisation? (Significant)**  |  |  |  |
| Do you have senior leadership support to undertake meaningful child and youth engagement?  |  |  |  |
| Is there support within your work area for co-design with children and young people? |  |  |  |
| Do you have a good understanding of the principles and practices of child and youth participation and/or co-design? |  |  |  |
| **Is there genuine opportunity for children and young people to help shape the problem statement, the parameters of the engagement and the solutions? (Significant)** |  |  |  |
| Does your experience and capability in the space match the complexity of the service/policy issue being faced?  |  |  |  |

## Safety

| Question | Option 1 (Red): No | Option 2 (Orange): Somewhat | Option 3 (Green): Yes |
| --- | --- | --- | --- |
| **Are you clear on how to promote cultural safety? (Significant)** |  |  |  |
| **Do you have a good understanding of how to create safe spaces, including how to make events culturally safe? (Significant)** |  |  |  |
| **Are you experienced in establishing rapport with children and young people? Can you make the engagement safe and fun? (Significant)** |  |  |  |
| **Have you considered engaging youth or lived experience facilitators? (Significant)** |  |  |  |
| Do you understand the processes for managing disclosures made by participants regarding safety both in the activity and in the young person’s life? |  |  |  |
| Have you considered the likely risks associated with the work and developed mitigation strategies? |  |  |  |
| **Is ethical practice understood and demonstrated in your team? (Significant)** |  |  |  |
| **Do you understand how to support children and young people to provide informed consent, to exercise choice about their participation including the choice to withdraw at any point? (Significant)** |  |  |  |

## Accountability

| Question | Option 1 (Red): No | Option 2 (Orange): Somewhat | Option 3 (Green): Yes |
| --- | --- | --- | --- |
| Are you open to involving young people at every step of the project? |  |  |  |
| Is your work area open to having young people in project governance roles? |  |  |  |
| Could you achieve a level of shared decision-making with children and young people and do you understand what that would look like? |  |  |  |

## Diversity and inclusion

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Option 1 (Red): No | Option 2 (Orange): Somewhat | Option 3 (Green): Yes |
| **Have you planned for how you will meet people’s accessibility needs? (Significant)** |  |  |  |
| Are you experienced in designing for diversity?  |  |  |  |

## Support

| Question | Option 1 (Red): No | Option 2 (Orange): Somewhat | Option 3 (Green): Yes |
| --- | --- | --- | --- |
| Will you ensure children and young people can express what makes participation accessible and safe for them?  |  |  |  |
| Have you planned your approach to reimbursement, recognition and remuneration? |  |  |  |
| Can you support participants to overcome practical barriers to participation such as transport and accommodation?  |  |  |  |
| Will children and young people have access to training, support and development opportunities? |  |  |  |

## Empowerment

| Question | Option 1 (Red): No | Option 2 (Orange): Somewhat | Option 3 (Green): Yes |
| --- | --- | --- | --- |
| Is there opportunity for participants to undertake key activities in the project such as research, design, facilitation and reporting?  |  |  |  |
| **Have you planned for how you will address power imbalances and support children and young people to exercise their rights and build confidence? (Significant)** |  |  |  |
| Is the project an opportunity to move beyond consultation, to co-design? |  |  |  |
| Have you planned for how you will make sense of the perspectives shared by children and young people and how you will check your understanding with participants?  |  |  |  |
| Have you considered how the project could become an opportunity for young people to build capability and co-deliver future projects?  |  |  |  |

## Viability

| Question | Option 1 (Red): No | Option 2 (Orange): Somewhat | Option 3 (Green): Yes |
| --- | --- | --- | --- |
| Do you have budget to run the engagement? |  |  |  |
| Are you working within an environment that supports continuous learning and improvement?  |  |  |  |
| **Is there someone in your line management you think of as a co-design champion? (Significant)** |  |  |  |
| **Is there support in your work area to produce an outcome (rather than an output) which could be understood in terms of relationships, trust, connection etc? (Significant)**  |  |  |  |
| Will children and young people be able to provide feedback on the engagement and partner in the evaluation? |  |  |  |
| Are you able to shape the team to fit the needs of the project? |  |  |  |

## Partnering

| Question | Option 1 (Red): No | Option 2 (Orange): Somewhat | Option 3 (Green): Yes |
| --- | --- | --- | --- |
| **Are you familiar with the organisations and engagement platforms that are relevant to the children and young people you wish to engage? (Significant)** |  |  |  |
| **Have you considered whether engaging a partner organisation/s with experience and expertise or established trusting relationships with children and young people may be a better model? (Significant)**  |  |  |  |

## Sense-making

| Question | Option 1 (Red): No | Option 2 (Orange): Somewhat | Option 3 (Green): Yes |
| --- | --- | --- | --- |
| Have you determined how you will accommodate all contributions – verbal, artistic or otherwise into policy/service insights?  |  |  |  |
| Is there opportunity for young people to be part of the sense-making process? |  |  |  |