



**Fife Children's Services  
Participation and Engagement  
Framework  
2024 -2027**

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## Introduction

The following framework has been developed to support children and young people's (up to age of 25 years) participation and engagement across Fife Children's Services, creating a shared understanding of practice. The framework has been developed as a starting point for engagement with young people in decision making processes and includes practical tools and tips to plan and undertake successful consultation and engagement activities.

The framework was developed by a multi-agency Engagement and Participation Working Group and is underpinned and reinforced by our collective belief that engaging children and young people in the decisions that affect them will improve their wellbeing and respect their rights.

The framework can be used by all agencies when they are considering their responsibilities in relation to children's rights.

**The framework has been updated to support the UNCRC (Incorporation) (Scotland) Act 2024 which gained Royal Assent on 16 January 2024 and came into force on 16 July 2024.**

It is acknowledged that some services may already have participation strategies and reporting mechanisms in place; and they will already be adhering to the principles and practice described in this framework.

***Fife Children's Services are committed to ensuring participation is central to what we do, developing a positive culture across services so that children and young people feel respected, listened to and included in the decisions that affect them, including service developments.***

### OUR VISION

**Fife, where every child and young person matters!**

## The Policy Framework

**The Children and Young People (Scotland) Act 2014** places a duty on **Fife Children's Services Partnership** to uphold and promote the **Rights of the Child** in line with the **United Nation Convention on the Rights of the Child (UNCRC)**.

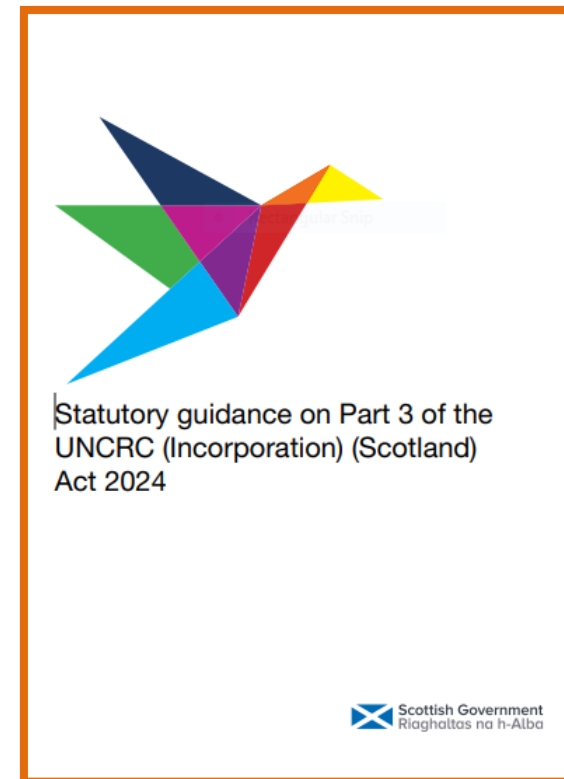
**The UNCRC (Incorporation) (Scotland) Act 2024** which gained Royal Assent on 16 January 2024 is came into force on the 16 July 2024.

There are 54 articles contained in the **UN Convention on the Rights of the Child**. These are written in child-friendly language to ensure they are accessible and easily understood.

'Rights' are things every child should have or be able to do. All children have the same rights. These rights were adopted by the United Nations General Assembly in 1989 and subsequently signed by almost every country in the world.

Since 1 April 2017, all public authorities in Scotland have had to report every three years on the steps they have taken to implement the UNCRC.

The Scottish Government has provided statutory guidance for public authorities to enable them to fulfil their responsibilities to meet their current duties.



Sourced: [Statutory guidance on Part 3 of the UNCRC \(Incorporation\) \(Scotland\) Act 2024](#)

**The Equality Act 2010** sets out duties for all public bodies in relation to unlawful discrimination, harassment and victimisation. The Act addresses the need to eliminate any disadvantage or discrimination experienced by particular groups of people and provides a legal framework for addressing these inequalities.

Ensuring that all children and young people are provided with equal opportunities to participate in both decisions that affect them and also in new service developments or projects remains a priority for Fife's Children's Services Partnership.

**The Promise** is the Scottish Government's commitment to children and young people that they will grow up loved, safe, and respected. There is a special focus on care experienced children and young people

In 2020 it was recognised that significant change was required to ensure every child and family in Scotland has what they need to thrive, with an emphasis on improving the circumstances and outcomes of care experienced children and young people.

[The Promise](#) is built on five foundations: Family, Voice, Care, People and Scaffolding.

In Fife, a commitment was made to Keep the Promise to ensure we listen to the experiences of children and young people, including staff who have been care experienced



Available at: [The Promise | Fife Council](#)

## Child Friendly Handling Complaints Principles

The Scottish Public Services Ombudsman has created Child Friendly Handling Complaints Principles and Guidance which recognise and respect children's rights under the UNCRC.

The principles and guidance have been developed to support existing complaints processes and keep the interests of children and young people at the centre of any complaint procedure.



Sourced: [Child Friendly Complaints-handling Principles](#)

The **Plan for Fife** is Fife's community plan and aims to deliver improvements for the people of Fife, including children and young people. Through the actions and ambitions of the Plan we want to see a Fife where all residents live good, healthy and happy lives. A Fife where people are supported to make informed choices, to reach their potential and are involved in decision making arrangements.

By working across partnerships and by involving local people in decision making we aim to achieve a Fairer Fife and will do this by developing services and approaches which:

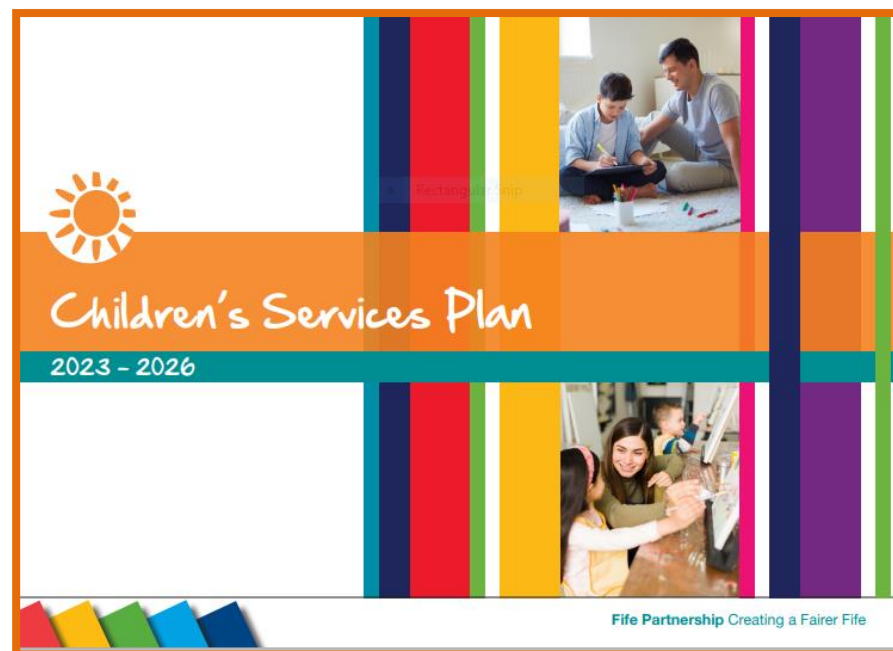
- Encourage people to take responsibility and make a difference.
- Build self-belief and confidence in people and communities.
- Promote organisational cultures that are facilitating and enabling.
- Integrate provision and work with communities to get the design right.
- Devolve decision making and strengthening accountability locally.
- Focus on prevention, anticipation and collaboration in our use of public resources.



Available at [Plan for Fife | Fife Council](#)

**Fife Children's Services Plan 2023- 2026** highlights how the Children's Services Partnership will collectively ensure that children's rights are integrated in the way we work with children, young people and families.

The engagement and participation of children, young people and families can be a challenge. The development of a consistent approach is necessary to ensure that there is active and meaningful participation of children and young people in decisions that affect them and also the planning and delivery of services across Fife.



Available at: [Fife Children's Services Plan | Fife Council](#)

Getting it Right for Every Child (GIRFEC); GIRFEC is Scotland's approach to supporting children, young people and their families. **The Getting it Right in Fife Framework** ensures that all practitioners working with and for children and young people have the UN Convention on the Rights of the Child at the heart of the work they do



Available at: [GIRIF\\_framework\\_2023.pdf](#)

## Why is Participation & Engagement with Children and Young People Important?

In Scotland, 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 (UNCRC).

Children and young people are best placed to suggest solutions about the issues that affect them and their communities. They have a range of experiences, thoughts, ideas and perspectives that can enrich decision making processes to influence community decisions, projects, policies and service improvements.

Engagement means taking part and having shared involvement. To ensure children and young people's engagement is effective, it should be continuous with appropriate opportunities for them to be involved in processes and developments.

We believe that participation is not only about talking with, listening to and actively hearing and valuing children and young people, it is also about ensuring they have the necessary skills, ability and confidence to speak out, to take part and to make a difference.

**Participation is not consultation.** Whilst we acknowledge consultation to be an approach within our participation structures in Fife, we are seeking to move beyond the process of consulting children and young people, to a more planned, ongoing and structured model for their engagement and involvement.

It is important to ensure children and young people's experiences of engagement and participation are rewarding, allowing them to develop valuable skills and experience. These will support them in the future; empowering young people to become active members of their community.

### UNCRC Article 12

**I have the right to be listened to, and taken seriously.**

### UNCRC Article 13

**I have the right to find out and share information.**

## Potential Barriers

Participation and engagement practices should reflect the diversity of children and young people living in Fife. Therefore, consideration should be given at the planning stage to think through potential barriers which may impact on children and young people and prevent them from having the right to have their voice heard. This framework highlights both the Lundy Model and 7 Golden Rules of Participation which are supportive tools for practitioners to identify and mitigate any potential barriers.

The table below highlight some of the common barriers and propose solutions which will promote inclusive practices in order for **all** children and young people to get opportunities to be meaningfully involved in sharing their views and decision making.

Potential Barriers	Potential Solutions
Children and young people being expected to 'fit' into existing structures and systems that are not child-centred.	<p>Creating the right conditions for meaningful participation and engagement and building in at the <i>planning</i> stage.</p> <ul style="list-style-type: none"> <li>▪ Be flexible to meet the needs of children &amp; young People</li> <li>▪ Go to places where children and young people are rather than expecting them to come to you</li> <li>▪ Choose an accessible venue</li> <li>▪ Is the time of the day/evening suitable?</li> <li>▪ Ensure resources are available to build in additional supports e.g. transportation, easy read information</li> <li>▪ Equip staff with the skills, knowledge and tools to carry out the work.</li> </ul>
Children and young people do not have an understanding of their right to participate or have an awareness of the opportunities that are available to them.	<p>Ensure rights based approach is embedded in all participation activity and consider a variety of different mediums to cascade information in a timeous manner to children and young people.</p> <ul style="list-style-type: none"> <li>▪ Create mechanisms for children and young people to get involved</li> </ul>

	<p>in decision-making from an early age to build their confidence, knowledge and skills</p> <ul style="list-style-type: none"> <li>▪ Actively promote opportunities for children and young people from seldom heard groups to get involved ensuring that the appropriate supports are readily available</li> <li>▪ Build positive relationships with those who support children and young people</li> <li>▪ Communicate in a variety of different ways to promote participation opportunities for children and young people.</li> </ul>
Children and young people are not provided with the information that they need in order to meaningfully participate throughout the process.	<p>Make sure you provide information in a <i>timely</i> manner and in a format that is accessible.</p> <ul style="list-style-type: none"> <li>▪ Ensure that children and young people understand what they are being asked to be involved in and the purpose of the work (remember to use child-friendly information)</li> <li>▪ Tell them what you will do with the information gathered and please remember to share the feedback and next steps with participants once the process is complete in a suitable format</li> <li>▪ Build in plenty of time (including preparatory) to ensure that children and young people feel fully equipped to participate.</li> </ul>
The participation process is not engaging for children and young people.	<p>Seek input from children and young people around venue, supports and engagement activity before you carry out any participation work.</p> <ul style="list-style-type: none"> <li>▪ Build relationships with children and young people to make them feel comfortable and supported</li> <li>▪ Create an informal environment where young people feel listened to and valued</li> <li>▪ Ensure methods are inclusive and engaging</li> <li>▪ Use accessible language and avoid jargon.</li> </ul>

Stigma awareness

Practitioners working with families who may encounter stigma including those in education, health and social care, housing, police, social work, and services providing money advice and other advice services.

- Those who want to build their knowledge and understanding of stigma for practice and policy making can use this toolkit and the resources from [Gingerbread](#)

## Benefits of Participation and Engagement

### What are the benefits to children and young people?

- Support the development of meta skills
  - Self management
  - Social Intelligence
  - Innovation
- Increases confidence and self esteem, helping them feel respected and valued
- They will be kept at the centre of all planned care and support increasing their confidence in the services designed to support them
- Empowers young people to become active members of their community
- Provides a platform for children and young people to identify their needs.
- Enhances relationships with children and young people

### What are the benefits to the community?

- Enables children and young people to play an active role in their community
- Increases awareness of the needs of children and young people and issues that are affecting them
- Representation of children and young people as active members, citizens of their community who are able to influence strategic and political agendas.
- Increases children and young people's pride in their community which can support improved behaviours and environment

### What are the benefits to the Children's Services Partnership?

- Clearly demonstrates that children and young people's rights, in line with Article 12 of the UNCRC, are valued and respected by the partnership
- Demonstrates that children and young people are being kept at the centre of their planned care and support
- Will support service improvement, development and improve quality of service delivery
- Provides a different perspective offered by children and young people
- Enhances relationships with children and young people
- Supports the identification of needs of children and young people

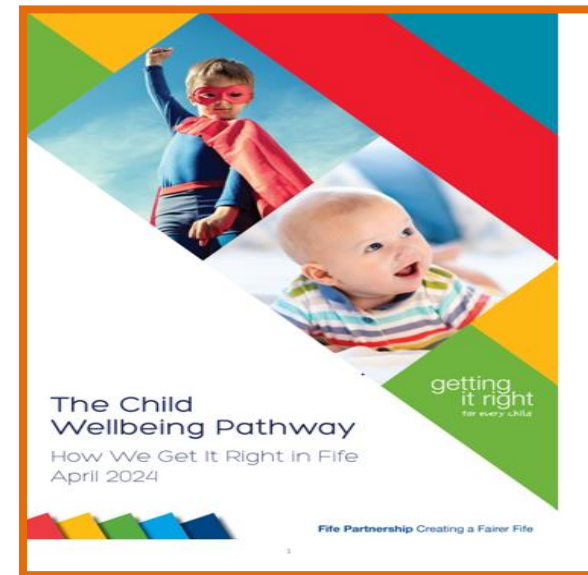
## Planning Support Together with Children and Young People

Children's Services in Fife have prioritised promoting the needs and rights of children, young people and their parents and carers, recognising that they should be central to our assessments, interventions and planning.

The refresh of the Child Wellbeing Pathway takes account of the updated Scottish Government GIRFEC practice guidance; National Child Protection guidance; key policies and legislation such as the UNCRC; The Promise, Whole Family Wellbeing; feedback from the workforce and learning from case reviews in Fife.

The guidance is designed to support practitioners to work in partnership with children/young people, their families/carers, and other services. It also supports the development of practice in relation to carrying out effective single and multi-agency assessments of wellbeing to inform effective interventions through co-ordinated planning.

Following the principle of undertaking strength based and co-production approach to planning with children, young people and families; supports children and young people's views being sought, listened to, valued and considered



Available at: [Child Wellbeing Pathway | Children in Fife](#)

Article 12 of the UNCRC states that every child and young person who is capable of expressing their own views has a right to express them freely in all matters that affect them, and these views will be given due weight in accordance of their age and maturity.

As children grow and develop, they tend to develop the ability to make more decisions for themselves. In the UNCRC, this is referred to as a child's "evolving capacities." For some children, young people and their families they will need additional support to enable them to contribute. Practitioners will take a person centred approach which will focus on the needs of each individual child or young person.



Sourced at: [UNCRC Article 12 - I have the right to be listened to and taken seriously - CYPCS](#)

## Planning Support Together with Children and Young People

### *Using the Lundy Model*

Universal services and local communities provide opportunities for all children and young people to participate. We continue to engage with our more vulnerable children and young people, in particular those who have additional support needs or experience of being 'looked after'.

Fife's Children's Services individualised planning processes have been refreshed, ensuring the views of children and young people continue to be listened to and considered.

The **Lundy Model**, developed by Professor Laura Lundy at Queens University Belfast in 2007 helps us understand the conditions that need to be present, if we are to deliver on Article 12 of the UNCRC with transparency and integrity.

**The Lundy model** has been adopted by the partnership with an aim to have a consistent approach to how children and young people are involved in decisions that affect them.

The model has four dimensions which should be considered in the following sequence; **space, voice, audience** and **influence**

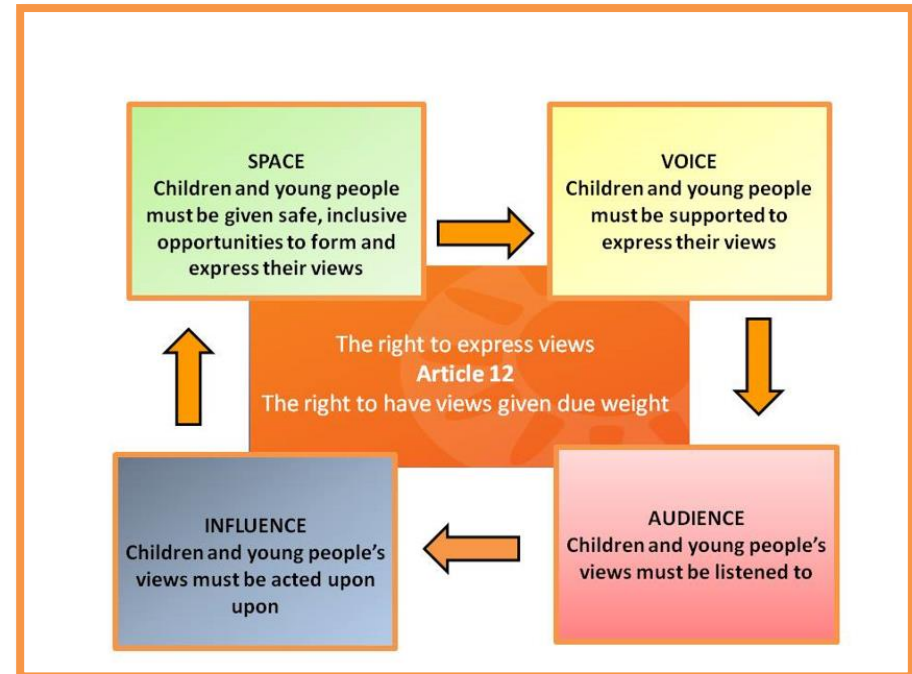
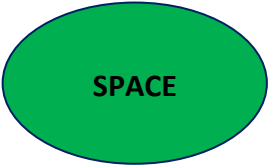

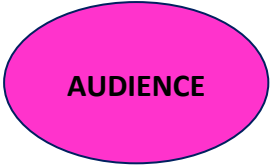
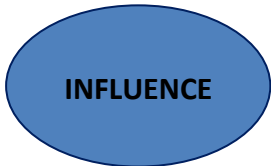


Illustration of Lundy Model adapted from [lundy\\_model\\_of\\_participation\\_0.pdf](#)

The following table aims to provide guidance when using the Lundy model:

<b>4 Dimensions</b>		<b>What to consider</b>
	<b>Children and young people must be given safe, inclusive opportunities to form and express their views</b>	<ul style="list-style-type: none"> <li>• How are you going to support children and young people to feel safe to express their views?</li> <li>• Have you allowed enough time to listen and hear their views?</li> </ul>
	<b>Children and young people must be supported to express their views</b>	<ul style="list-style-type: none"> <li>• How are you going to support children and young people to allow them to express their views?</li> <li>• How can they raise things that matter to them?</li> <li>• How are they offered different ways of giving their views?</li> </ul>
	<b>Children and young people's views must be listened to</b>	<ul style="list-style-type: none"> <li>• How do you show that you are ready and willing to listen to children and young people's views?</li> <li>• How to do make sure that they know who you are sharing these views with?</li> </ul>
	<b>Children and young people's views must be acted upon</b>	<ul style="list-style-type: none"> <li>• How will children and young people know how much influence they will have in decisions?</li> <li>• How will you ensure they get feedback?</li> <li>• How will you share the impact their views have on decisions?</li> <li>• How will you explain decisions made?</li> </ul>

## Case Studies

The following case studies provide examples of good practice in Fife, highlighting how services are involving children, young people



### Our Mission:

***To ensure the rights, views and opinions of children and young people are promoted, safeguarded and placed at foremost of decision making***

Fife Children's Rights and Advocacy Team is specifically dedicated to giving children and young people a voice in decisions that affect their lives and supports them so their rights are respected and their wishes are heard.

When the team receive a referral, autonomy is given to the young person on where they want to be seen and how they want to communicate via phone, email or in person. Children can be taken out for a contact, met in school or be seen within the home in private.

Children and young people are engaged in four outcomes; *views, rights, decisions and advocacy*. These outcomes are scored by the young person and reviewed every twelve weeks.

Ensuring that children and young people understand their rights is an important role of the team and this will be done in a very person centred way providing both information in an accessible format and time which allows the young person to express what is important to them and what they feel needs to be considered.

The team also support young people's attendance at professional meetings and encourage child friendly language, enabling the young person to feel safe and comfortable to participate. If a young person chooses not to attend then the team will ensure that their views are shared at the meeting and will meet with the young person afterward to allow reflection and discussion.

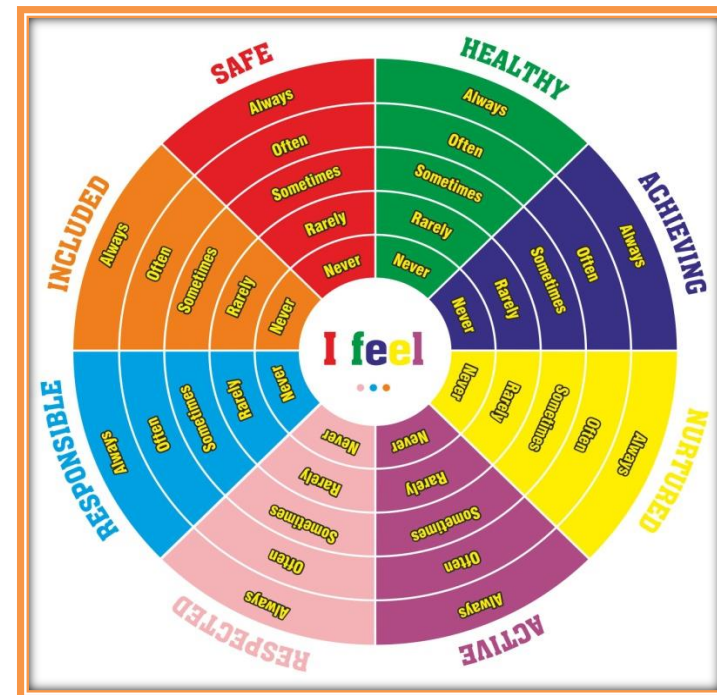


Sourced at: [Article 42 - The Children and Young People's Commissioner Scotland](#)



Fife’s School Nursing Service delivers safe, effective and person centred care based on the Getting It Right for Every Child and actively promotes children's rights and participation and engagement.

The service utilises GIRFEC approaches which incorporate National Practice Model, to identify and assess health and wellbeing needs.



## How to Involve Children and Young People in Specific Projects and Service Reviews or Improvements

Fife Children's Services have made a commitment to ensure that there is active and meaningful participation and engagement of children and young people in decisions that affect them including new projects, and the planning and delivery of services across Fife.

Ideally, the participation and engagement of children and young people should begin at the planning stage of a new project.

Involving children and young people at the earliest stage of planning will reduce barriers and avoid *'tokenism'*.

Practitioners should have a good understanding of children's rights, have undertaken child protection training and be familiar and confident with child protection policies. There are a number of factors for practitioners to consider when involving children and young people, for example ensuring that the group is as inclusive as possible.

The Children and Young People's Commissioner Scotland (CYPCS) [7 Golden rules for participation](#) are designed to help anyone working with and for children and young people to support them to understand experience and exercise their participation rights. They were developed in consultation with children and young people and are available to download in a number of accessible formats and languages.

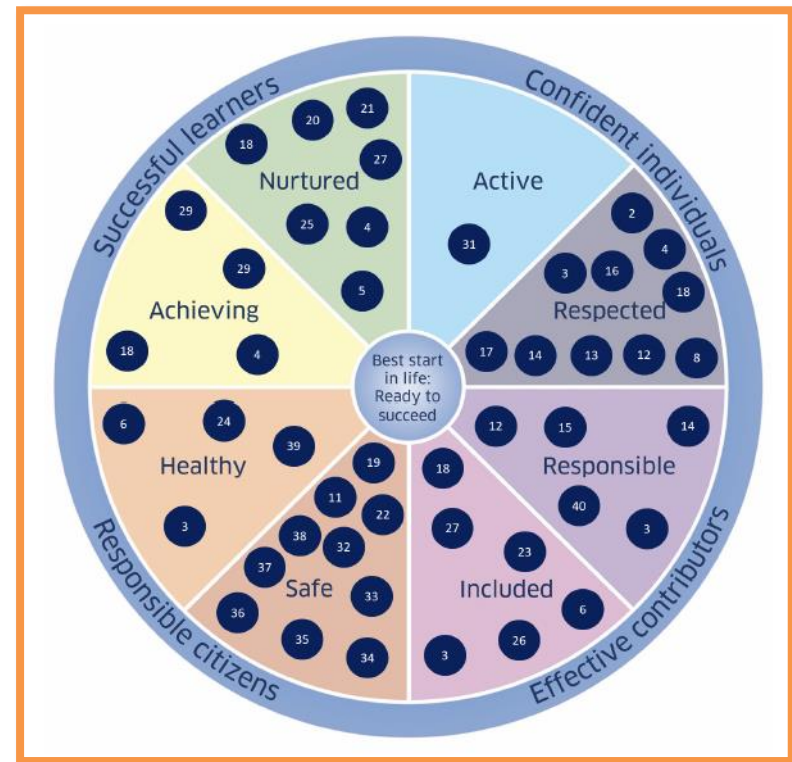


Sourced at: [7 Golden rules for participation - The Children and Young People's Commissioner Scotland](#)

The **Children's Rights Impact Assessment Tool (CRWIA)** is used to identify research, analyse and record the impact of a proposed law or policy on children's rights and wellbeing. It should be used on all new legislation and policy which impacts children, not just children's services. Even if your policy area has nothing to do with children and young people, all new policies need to be assessed.

A CRWIA is a purpose built policy and legislation impact assessment (IA) developed for use by Scottish Government officials (but can also be used by external organisations). It was launched on 15<sup>th</sup> June 2015 as part of the implementation strategy for Ministerial duties under Part 1 of the Children and Young People (Scotland) Act 2014.

Using CRWIAs is recommended as they cover individual children, groups of children, and all children up to age 18 and have been developed as an approach, a tool and a published output. It is intended to help us 'champion' the interests of children.'



- **Some organisations have integrated CRWIAs into Equality and Quality Impact Assessments (EQIA) to support staff to consider the impact of Children's rights in new service developments.**
- **The role of CRWIAs will be the responsibility of individual public organisations and services. They will take responsibility for the integration of children's rights into practice, ensuring that children's rights are respected and acted upon.**
- **Practitioners should follow their own organisation's guidance and discuss CRWIAs with their manager.**

The following steps aim to provide guidance for practitioners when they are involving children and young people in new projects, service improvements and developments. The steps suggest using the Lundy model previously discussed or 7 Golden Rules of Participation.

**Step 1 – Analyse** (What is the aim of the project? What do you already know? Who is involved/taking part?)

**Discuss Undertaking a Children’s Rights Wellbeing Impact Assessment (CRWIA) with your Manager if :**

- The activity involves a change of policy or legalisation or new development?
- Is it going to have an impact on children and young people’s rights?

Resources	Description
<a href="#">the-rights-wheel.pdf</a>	This poster illustrates how UNCRC link with wellbeing indicators
Fife Education Equalities and Diversity Toolkit <a href="#">Teaching Resources – Fife Education Equalities and Diversity Toolkit</a>	Toolkit developed by Fife Education Service to enable practitioners to consider equality and diversity needs of children and young people.
<a href="#">children-s-rights-wellbeing-impact-assessment.pdf</a>	The CRWIA helps assess whether policies and legislation will realise children's rights and help protect and promote the wellbeing of children and young people  The CRWIA can be undertaken as part of a joint impact assessment alongside an Equality Impact Assessment Please follow individual organisation guidance and discuss with your manager.

## Step 2 - Planning Engagement and Participation

Are you involving children and young people in this development?

**NO** –  
more information on engagement & participation is available from Children’s Rights Oversight group

**YES** -  
follow Lundy Model or  
7 Golden Rules of Participation

### Resources

[7 Golden rules for participation - The Children and Young People's Commissioner Scotland \(cypcs.org.uk\)](http://cypcs.org.uk)

### Description

The office of the *Children and Young People’s Commissioner Scotland* (CYPCS) has produced a framework referred to as ‘7 Golden Rules for Participation’

Accessible versions available

[Gingerbread](#)

Co-created stigma toolkit for service users and staff to consider

## Step 3 – DO - Participation and Engagement Activity/Activities

- What activities are you using to undertake engagement and participation activities?
- How are you going to make sure that you meet the needs of all children and young people taking part?
- How are you going to make sure that all children and young people feel supported?

### Resources

[Participation Toolkit | HIS Engage](#)

### Description

The toolkit provides a variety of tools and guidance for staff.

[Scot Gov Trauma Informed toolkit](#)

Key trauma informed practice principles and toolkit from Scottish Government (2014)

<p>The Right Way</p>	<p><i>The Right Way</i> is a project run by the Scottish Youth Parliament (SYP) and funded by the Scottish Government's Children's Rights Unit. It aims to support and challenge officials and decision-makers, as duty bearers, to work to ensure young people's Article 12 right is respected.</p> <p><i>AIM the Right Way</i> is a checklist, with supporting information, for officials to ensure they practice participation that protects, respects, and fulfils young people's article 12 right to be heard. It is short, simple, and easy to use.</p> <p><a href="#">Resources — The Right Way</a></p>
<p>How Good is Our School? (Learner Participation)</p> <p>Learner Participation in Educational Settings (3-18)</p>	<p>A resource to support learner participation in self-evaluation and school improvement</p> <p><a href="https://education.gov.scot/improvement/Documents/HGIOURS-Part1.pdf">https://education.gov.scot/improvement/Documents/HGIOURS-Part1.pdf</a></p> <p><a href="https://education.gov.scot/improvement/Documents/HGIOURS-Part2.pdf">https://education.gov.scot/improvement/Documents/HGIOURS-Part2.pdf</a></p> <p>This guidance supports schools to explore authentic participation with children and young people across a framework of four arenas</p> <p><a href="https://education.gov.scot/improvement/Documents/learner-participation.pdf">https://education.gov.scot/improvement/Documents/learner-participation.pdf</a></p> <p><a href="https://www.youtube.com/watch?v=xv4psMlqUoM&amp;feature=youtu.be">https://www.youtube.com/watch?v=xv4psMlqUoM&amp;feature=youtu.be</a></p>

### Step 4 – Study

What impact has the engagement and participation activity had on the project?

### Step 5 - Act

What changes have you made as a result of this?

What have you planned to ensure that Children & Young People are informed of the outcome / decision?

## Case Studies

The following case studies provide examples of good practice in Fife, highlighting how services are involving children, young people and families in new service developments and projects









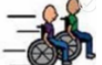
### Lochore Meadows Public Play Park

Following partnership working with a number of key stakeholders including Fife Health and Social Care Partnership, Fife Council and PAMIS Lochore Meadow's new inclusive play park opened to the public on 28<sup>th</sup> March 2024.

The play park provides a range of play equipment with no boundaries that supports participation in play in every sense of the word. The park supports children of all abilities to play alongside each other, support each other and grow together.

As part of pre-design planning it was imperative to consult with prospective end users in order that the remodelled play experience met the needs of all children, young people and families including those with additional needs.

Along with Fife Council organised events to capture public feedback, the Children and Young People's Occupational Therapy service supported a 4<sup>th</sup> year Occupational Therapy student to develop a questionnaire that captured the views of children with additional support needs and their families about what should be included in an upgrade to the Lochore Meadows play park.

Things I do at the park	 I love doing this	 I like doing this	 Doing this is okay	 I don't like doing this	 I don't do this
 Swing					
 Slide (multiple slides)					
 Climb the up high					
					

The questionnaire used visuals/symbols for parents/carers to support their child/young person to give their views, example below. 111 families responded with an overarching theme of “**Accessibility and Inclusion**”



### **Auchmuty High School Pupil Leadership Team**

Auchmuty High School wanted to ensure that:

***“pupils had an authentic voice in Auchmuty High School, through staff mentors guidance, and a development in their own leadership skills in order to contribute to improvement across the school.”***

The school has made changes to the Pupil Leadership Team so that they were actively included in school improvements. These changes include:

- Being part of Prefect Teams - meeting fortnightly
- Each team having a staff mentor – meeting weekly
- Each team contributing to a Pupil Led Improvement Plan – gathering information & views from fellow pupils
- Each team having a Big Idea for their PLIP – themes included School & Community, Successes &

Achievements, Learning & Teaching, Health & Wellbeing, and Relationships & Inclusion.

The first and most obvious impact is the involvement of pupils in meetings and whole school events with outside agencies. Pupils present at assemblies to pupils, Senior Leadership meetings, School Review meetings and Parent Council Meetings – showing confidence and improved leadership skills.

A further impact of this programme was that senior prefects have been able to support younger pupils to help them with their presentation and communication skills.

Pupils across the school have noticed the work which is being done by the Pupil Leadership Team and have asked to be involved themselves.

As pupils continue to play an integral role in gathering views, their perspectives shape the school's improvement plan resulting in them feeling listened to and valued.



## Be Different to Make a Difference Advisory Group

Seven of Clued Up Projects young volunteers formed a "Youth Advisory Panel" in partnership with Youth Scotland and the Corra Foundation.

They called themselves the ***Be Different to Make A Difference Advisory Group***.

The group received two full days of training which was young person led from start to finish. Youth Scotland tailored each session to the young people's needs. This meant young people felt valued, listened to and respected.

The two days of training focused on:

- Everyday leadership
- Skills and qualities of leadership
- Creative thinking and ideas sharing
- Communication
- Values and decision making
- Negotiation and prioritisation
- What is a Young Grant maker and panel
- Issues/problems at meetings
- Jargon Busting
- Evaluation and design thinking
- Dragons Den
- Reflecting
- Looking over funding criteria
- Quality Assurance



This training supported the young volunteers to come become Young Grant makers and provided feedback on funding applications for the Way Forward for Families Partnership.

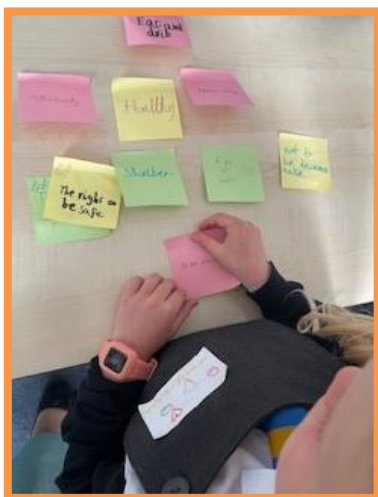
All of the young volunteers have experience of substance use services, and they used their lived experiences to inform *valuable feedback of funding applications*.

All of the young volunteers completed Dynamic Youth Achievement Awards

## Development of Children and Young People's Rights Charter

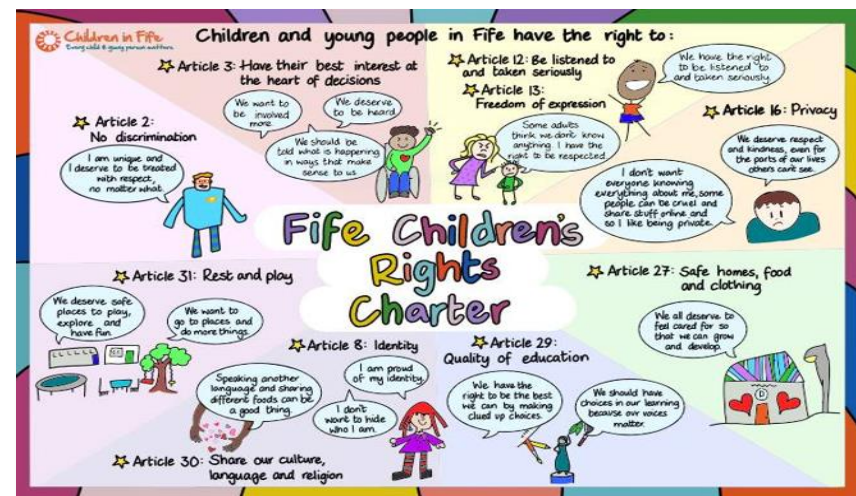
The participation and engagement methodology was shaped by research and practice from other Scottish authorities and developed in close collaboration with Fife services supporting children and young people, ensuring it met local needs.

With CORRA funding, Fife Children's Services Partnership has facilitated extensive participation and engagement of children and young people to support the implementation of the UNCRC Incorporation (Scotland) Act 2024. This co-production approach has delivered key messages for children, young people, families, and duty bearers, presented in accessible formats.



The findings were shared with children and young people's groups across Fife.

The resulting Charter and resources reflect the partnership's commitment to embedding children's rights into everyday practice, aligned with existing strategies and policies. The work also informed Young Voices for Fife -space for voice regarding Children's Rights in Fife.





**Children in Fife**  
Every child & young person matters

