

Scottish Government's Participation Framework Feedback Workshops: Report

1. Introduction and Purpose	3
2. Executive Summary: Priority Actions	4
3. Approach and Methodology	7
3.1 Process Delivery	7
3.1.1 Inception and Planning	7
3.1.2 Recruitment	7
3.1.3 Accessibility and Inclusivity	8
3.1.4 Workshop Delivery	8
3.2 Participants	9
3.2.1 Demographics	9
3.2.2 Participant Feedback	10
4. Outputs	11
4.1 The Participation Framework	11
4.1.1 Equality and Inclusion	11
4.1.2 The Participation Framework	2
4.2 Priority Actions	4
5. Learning and Recommendations	9
5.1 Process Learnings	9
5.1.1 Use of online tools	9
5.1.2 Online vs in-person delivery	9
5.1.3 Materials shared before and after sessions	10
5.2 Future Engagement on Participation Framework	10
6. Appendices	11
6.1 Delivery Tools	11
Appendix 1: Example Jamboards	11
6.2 Participants	15
Appendix 2: Participant Demographics	15
Appendix 3.1: Feedback Survey	20
Appendix 3.2: Survey Responses	21

6.3 Outputs23

 Appendix 4.1: Equality and Inclusion.....23

 Appendix 4.2: Overall thoughts on the Framework and what’s missing25

 Appendix 4.3: Using the Framework to engage your community36

1. Introduction and Purpose

The Participation Framework is a guide to good practice in participation work across Scottish Government. It provides information about participatory methods and when to use them, the development of an effective participation strategy, and signposts to further resources.

The Participation Framework was first published in February 2023, with the intention for the document to be a first draft to be reviewed by the public before being updated.

Scottish Government's Open Government team commissioned Annie Cook and Rachel Nixseaman to deliver a series of workshops with the public, reviewing the newly published Participation Framework, and commenting on the inclusivity and accessibility of the document. Annie Cook and Rachel Nixseaman are two sole traders, working collaboratively to deliver this project.

Scottish Government's Participation Framework Feedback Workshops were a series of six workshops delivered throughout March and April 2023, engaging 80 members of the public. Participants were asked to provide critical feedback on the Participation Framework, and provide ideas to help shape the Framework, making it more inclusive for use with Scottish society. Workshop participants were asked to consider equality and diversity, as well as inclusive practices. Participants were also asked to consider existing resources which could be used for signposting.

Workshops had the following overarching goals:

1. Enable critical reflections on the Participation Framework and its application in future policy decision-making settings and contexts.
2. Ensure the Participation Framework supports inclusive practice and is cognizant of equalities and diversity.
3. Participants will inform feedback on the Participation Framework, its design, functionality, and key improvements for reformation.
4. Clear identification of any gaps and any new participatory engagement methods not outlined in the existing Participation Framework
5. Clear identification of which individuals and groups with lived experience might be impacted by the Participation Framework and areas for improvement regarding accessibility.




While workshops asked participants to focus on the Participation Framework, conversations naturally broadened to include wider concerns and priorities around engagement and inclusion more generally. These broader considerations are reflected in the outputs, with some recommendations going beyond the scope of the Participation Framework. Full information on the process is provided in section 3. Approach and Methodology.



This engagement is part of an ongoing process of continuous review and development of the Participation Framework, led by the Open Government team.




2. Executive Summary: Priority Actions

2.1 Priority Actions

Priority actions across all groups have been collated, themed and summarised to form an executive summary. Please note that due to the relatively short nature of the workshops, some themes open up more questions to address. These questions are set out beneath the priority actions table. This table is a summarised version, for the full thematic overview please go to the section 4. Outputs.

<p>Funding</p> 	<ul style="list-style-type: none"> • There needs to be transparency around where funding is coming from. This is about how Scottish Government works and how much money is allocated to participation. • All financial challenges and burdens faced by participants should be considered and not added to (e.g. childcare, travel). • Participants should be remunerated for engaging in participatory processes. • Adequate funding needs to be in place for all communities to engage regardless of need or location. This includes both levels of funding Scottish Government provides to communities to do participation and remunerating participants (including covering honorarium, and additional financial burdens such as travel, childcare, subsistence, etc.).
<p>Staffing & Resourcing</p> 	<ul style="list-style-type: none"> • Ensure training and capacity building is in place before undertaking participatory processes. • Staff teams should be in place to see the process through to completion, with a consistent point of contact for participants.
<p>Process Planning</p> 	<ul style="list-style-type: none"> • Participants should be included in all process stages, including planning. • Clear objectives need to be communicated to participants. • Community facilitators should be utilised and given appropriate support and information to engage their communities. • Plan a variety of engagement methods to ensure processes are easy to engage with. This could include online sessions, in-person workshops, surveys, and public votes. • Flexible delivery needs to be planned from the beginning (e.g. a range of times and methods, in-person and online). • Considerations should be made for the needs of communities, including the different geographic impacts (e.g. rural, semi-rural and urban needs). Active engagement should include people who are not affiliated to a group and people who feel forgotten. This could look like utilising local community connectors, understanding regional differences between how local authority currently engage groups, including specific guidance on working with rural communities and how

	<p>to have equitable reach across geography, communities of interest and communities of identity and inspiring cultural change towards building a culture of community responsibility such as Norway.</p>
<p>Accessibility & Inclusion</p> 	<ul style="list-style-type: none"> • Use multiple formats for engagement and different ways for people to engage. For example, including a good use of visuals, easy relatable language, BSL, Gaelic, variety of voices, not just using text or verbal means, e.g., emotive, physical and creative formats such as drama, drawing, voting with your feet and creating spaces for people to share emotion and stories. • Consider diversity and intersectionality in all its forms. For example, more guidance is needed on intersectionality and recognition that some participation is not necessarily trauma-informed or appropriate for all groups e.g., people with learning difficulties and people with language barriers including refugees. • Learn about the different needs of communities to be engaged. • Target all use groups who will be affected by the process outcomes. • Ensure accessibility at all engagement points (including sign-up processes, workshop delivery, background information). This includes: <ul style="list-style-type: none"> ○ speaking to participants directly and seeing them as individuals to understand unique requirements for participation and not grouping people by a specific characteristic/disability when considering needs such as parking, inclusive terminology, sound systems, language needs ○ prioritise communities and individuals who have the most limited capacity to participate ○ deliver specific events for people who don't process language quickly • Understand and address power imbalances. • Engage with new and unheard or marginalised groups. This includes: <ul style="list-style-type: none"> • don't keep approaching the same groups for feedback and views, over-burdening under-represented groups; • support those who are less confident or hesitant to engage meaningfully through training, peer-support and personalised support to overcome barriers. • Identify and remove structural barriers to engagement.
<p>Comms</p> 	<ul style="list-style-type: none"> • Communicate the value of lived experience. • Provide more information/stories and examples on what SG are doing with engagement/participation and consultations and lines of communications. • Effective communication at all levels (within government, with people), ensuring information coming from the top is reaching where it's meant to go.
<p>Transparency</p>	<ul style="list-style-type: none"> • Communicate clearly the project aims, usage of outputs, and feedback.

	<ul style="list-style-type: none"> • Share timelines for the process, and when participants can expect to see the outcomes. • Communicate any limitations or conflicts of interest.
<p>Accountability</p> 	<ul style="list-style-type: none"> • Don't overpromise, communicate clear expectations with clear parameters for the process. • Measure outcomes and communicate this back to participants. • Close the loop, feeding back to participants regularly. • Commit to implementation of outcomes. (comment for OG team but not public report: understand that outcomes will form part of package of ideas, but this is not often communicated to participants and so engagement can feel tokenistic if all recommendations are ignored by ministers). Teams should ensure participants understand their the teams role in decision making processes so set clear expectations.
<p>Partnership Working</p> 	<ul style="list-style-type: none"> • Understand and recognise the impact on organisations being asked to support, stretched organisations working at capacity might not have the money or resources to support engagement. Scottish Government should provide funding to cover staff time where third sector organisations are asked to support. • Scottish government and supporting organisations to build mutual understanding and critical understanding, compromising and acceptance - important for dialogue. To do this the PF can include tools/examples of working i.e., a working together agreement with roles and responsibilities, conversations guidelines that everyone contributes to, how to manage group dynamics, power imbalances, flexibility and re-evaluating the working agreement. • Look at, and share, best practice. • Work closely with community/voluntary groups to set up and deliver participation processes and not duplicate work already happening.

2.2 Questions for Further Consideration

Workshops were limited to three hours with time set aside to explore a number of questions (see Outputs for all questions). This format, while successful in achieving pre-agreed outcomes, did not allow for additional time for participants to explore some of the ideas above in further detail. For Scottish Government to receive further nuanced feedback, Deciding Matters recommends hosting future engagement sessions to explore the following questions:

- What constructive methods can be put in place to ensure continuity and mitigate any effects of staff changes for participation processes ran by Scottish Government?
- What would good communication guidance look like between Government teams and participants and what formats could be utilised?
- How could participants be meaningfully engaged in the wider design process, including planning phases? Should participants always be involved from planning phases to evaluation phases?

- How can community facilitators be best utilised by both Scottish Government and contractors?
- What would good participation guidance look like considering diversity, intersectionality, people with lived experience of trauma and people with learning difficulties? For example, good inclusive participation for one group might look different for another.
- How can Scottish Government monitor and evaluate participatory processes to ensure best practice is implemented and meaningful engagement opportunities are delivered?

3. Approach and Methodology

3.1 Process Delivery

3.1.1 Inception and Planning

Annie and Rachel worked closely with the Open Government team to identify key lines of enquiry, a series of questions which would be brought to workshop participants to enable deliberative discussions around the Participation Framework. The following questions were identified:

- How do participants define equalities and inclusion?
- Is the Participation Framework inclusive of all people and groups in Scotland?
- What are some of the challenges Scottish Government might face when using this Framework?
- Is there anything missing from the Framework?
- What priority actions should Scottish Government take when using the Framework?
- Are participants aware of any existing resources which would support inclusive participatory work and can be signposted to from the Framework?

The delivery team held weekly meetings to provide a regular check-in space to share updates, evaluate the ongoing process, identify and mitigate any risks, and support positive collaboration.

3.1.2 Recruitment

The workshops were open to any members of the public, but the delivery team especially wanted to engage with people and groups who are often unheard, or unable to engage in similar processes due to lack of accessible design.

A recruitment pack (including purpose of the project, information about the workshops, a link to the Participation Framework, and links to the online registration form) was shared with relevant networks and organisations before being promoted publicly. These networks and organisations included minority ethnic charities, disability organisations, and third sector networks. The purpose of this was to highlight the opportunity to relevant groups, and allow time for interested individuals to complete the online form to register their interest before wider recruitment commenced. After a week, public recruitment launched, with the recruitment pack being shared widely across all networks and social media posts going live.

The result of the wide-reaching recruitment campaign, resulted in 195 responses to the registration form. The delivery team then reached out to individuals directly, inviting them to take part in workshops. Participants were selected based on a first-come-first-serve basis, with secondary criteria being diversity in demographic data (please see Participants section for more information).

3.1.3 Accessibility and Inclusivity

The delivery team were keen that the workshops be as accessible and inclusive as possible, considering the wide-ranging needs of participants, and removing as many barriers to engagement as possible.

The six workshops were delivered at a range of times, including weekday mornings and afternoons, an evening, and a weekend session. Workshops were also kept intentionally short (3 hours with breaks), enabling participants to join regardless of work pattern, and did not require a large time commitment.

Five workshops were delivered online, and one was delivered in-person in Edinburgh. Initially, an in-person workshop was planned for Inverness, but low levels of interest resulted in an additional online session. These sessions allowed access for participants from across the country. Online sessions can, however, create additional barriers to engagement, as participants must have access to a device and internet access to join.

The Participation Framework was shared with all participants a week in advance of their chosen workshop, allowing time for the document to be read through. The document was shared as a link to the Scottish Government website, which is accessible for screen readers.

Participants were asked to share any additional support needs or requests for assistance in the registration form, a member of the delivery team also phoned all participants in advance of the workshops to check understanding of communications that had been shared, and check any access needs. This enabled the delivery team to ensure workshops met the needs of participants as much as possible. Participants were all offered a £40 voucher as a gift of thanks for dedicating their time and sharing their insights.

3.1.4 Workshop Delivery

The workshop utilised multiple methods of engagement, allowing participants to share their views in a way they felt comfortable with. Participants were encouraged to have their cameras on where possible during online sessions, but it was not a requirement. Online sessions enabled participants to communicate verbally, using the Zoom chat function, directly onto a Jamboard

(an online whiteboard with post-it functions), and/or through reaction buttons. Closed Captions were available through Zoom, providing subtitles for any participants who wished to use them.

During the workshops, facilitators shared an overview of the project, and shared an agenda with participants before splitting into groups. In break out rooms (or at separate tables for the in-person workshop), groups were joined by a facilitator and asked to share their thoughts on the meanings of “equality” and “inclusion”. Next, participants were called back into plenary, and shown a pre-recorded presentation (with both visuals and narration) from the Open Government team, describing their role, and the purpose of this piece of work. One member of the Open Government team joined each session, inviting questions and comments from participants after the presentation.

After the Q&A session, participants were split back into groups to share their first thought on the Participation Framework, and then explore the following questions:

- What are your thoughts on the Participation Framework as a whole?
- Would this Framework be a good starting point to engage your community? Why?
- Who will be most affected by this Framework?
- What challenges do you think Scottish Government might face when using this Framework?
- Is there anything missing?

Participants were encouraged to share their answers using a Jamboard for online sessions, or on post-its and flipchart during the in-person workshop. *[See Appendix 1 for example jamboards.]*

Participants (still in their smaller groups) were then asked to think of priority actions they would like Scottish Government to take when using the Framework. Each group was asked to highlight the ten actions that they thought were most important.

The smaller groups then re-joined plenary to share any examples of best practice, or existing resources they were aware of, that would support Scottish Government in delivering on these priority actions.

3.2 Participants

3.2.1 Demographics

We set out to engage with 72 members of the public across the six workshops. Recruitment was highly successful, and we were able to engage with 80 individuals to participate in the workshops. During registration, participants were asked to provide the following demographics in order to participate:

- Name
- Contact details (email and phone number)
- Local Authority
- Age bracket
- Gender (which included a “prefer not to answer” option)

In addition, participants were asked to voluntarily provide the following demographic information:

- Ethnicity
- Sexual orientation
- Whether they have a disability or health condition (mental or physical)
- Education level
- Employment status

Participants who took part in the Participation Framework Feedback Workshops were highly diverse, joining sessions from 21 Local Authority regions across Scotland, with all 18+ age brackets represented. Participants were given a text-box rather than a drop-down menu to describe their ethnicity. This decision was made after previous feedback from separate pieces of work, where participants felt uncomfortable having to confine themselves to a set list, or describe themselves as “other”. Over a quarter of participants (28.2%) considered themselves to have a disability or health condition. They were then given the opportunity to share any additional support needs, or requests for assistance, enabling them to engage with the sessions as much as possible.

Two demographic areas had less diversity than the others: gender and education level. 73.4% of participants identified as a woman, and the majority of participants (56.6% had a postgraduate education. These biases were likely due to the nature of the sessions, and the complexity of the topic. More women than men typically work in the third sector, and engage with the organisations/networks we recruited through. The topic was particularly attractive to participants who had studied relevant subjects to a high level. *[See Appendix 2 for full demographic information.]*

3.2.2 Participant Feedback

All participants were invited to complete a feedback form after taking part in the workshop. Generally, feedback was positive, especially about communications in advance of the workshop and the inclusive nature of the sessions.

“I had limited knowledge on the participation network and this workshop provided the best environment to learn more and form my own feedback and opinions of the framework. I felt it was very informative and ran very smoothly.”

“The workshop was very accessible, considered those who may need closed captions, provided multiple ways to share opinions and information and in a way that was clear and well thought out.”

“I really appreciated that despite my inexperience, I felt really listened to and valued, and my questions were always answered thoroughly.”

“I really appreciated the safe and accessible environment created and this helped me feel more at ease and able to think through and share information as well as listen to others”

“I liked that the participation framework was shared in advance. As I require extra time to process information, this was appreciated.”

While the delivery team aimed to be as accessible as possible, there are improvements that can be made to future sessions, including sharing questions, presentations, and discussion points in advance:

“Would have like the questions - I need thinking time.”

“As a dyslexic person, I found the presentation difficult to follow. The verbal part was spoken too quickly for me to follow.”

While an online platform was more accessible for some participants, it created barriers for others as it relied on the assumption of technical knowhow on the part of participants, as well as ability to visually engage with the tools being used:

“It was not as inclusive as I had hoped. Very much designed for those comfortable with online meeting general expectations to use voice communication/ cameras.”

“The event was virtually inaccessible”

“Although not fully accessible it was very interesting as you made every effort”

[See Appendix 3.1 for feedback questions and Appendix 3.2 for responses.]

4. Outputs

4.1 The Participation Framework

4.1.1 Equality and Inclusion

What does equality and inclusion mean to you?

We asked participants what does equality and inclusion mean to them as an introductory question to the workshop on participation and good practice.

The following are key themes and points that came out from all workshops combined. *[See Appendix 4.1 for full participant response.]*

- Being listened to
- People being given a chance to feel valued and be seen
- Equality of opportunity
- Removing barriers to participation
- Treating everyone equally and equitably
- Equity over equality, need to recognise the needs and starting point of each individual

- Level the playing field
- “All means all”
- No one size fits all, and no one is left behind
- Nothing about me without me
- Levelling power
- Levelling power hierarchies and recognise why this is important
- Collective vision
- What equality means and how to strive for it
- Constantly moving towards more and better
- Accept that equality is difficult to achieve
- It can be hard to represent all groups
- Human rights and law approach

4.1.2 The Participation Framework

What are your thoughts on the Framework as a whole? Any challenges for Scottish Government to implement this?

We asked participants what their overall thoughts were on the Participation Framework.

The following are key themes and key points that came out from all workshops combined. [See Appendix 4.2 for full participant response.]

- Document is generally accessible and easy to understand
 - Visuals and stories would help bring the Framework to life
 - Visual representations and easy-to-read versions should be created
- Useful to have different methods of approach referenced
 - Focus groups, polls, consultation, etc.
- Concerns around digital exclusion
 - The framework itself is online
 - It’s hard for vulnerable people to access digital equipment
- The Open Government team is very small
 - Worries around limited capacity
- Making the framework a legal requirement and enforcing its use
 - There needs to be an accountability mechanism for how the Framework is used
- Include an “expectations of use” summary
 - There should be a short, sharp overview for staff expected to use the Framework
- Use of Framework by Local Authorities
 - The Framework should be used alongside existing community engagement strategies in a meaningful way
- Money to implement and visibility of budget
 - Considering financial implications on participants and the lack of transparency around budgets
- Evaluation and feedback loop
 - Evaluation and feedback needs to be built into any participatory processes
- Concerns that this will be used as part of “box ticking” exercises
 - Processes need to be meaningful, with resourcing and capacity to ensure this happens

- Tokenism needs to be challenged
- Opportunities for continuous engagement
 - Continuous engagement throughout a process, and regular communication is essential to a meaningful process
- Include creativity and theatre as a participatory method and create the space for emotive responses and stories
 - Including more creativity and story-telling will increase value in continuous engagement
- Include pictures, existing good practice and inspiring examples, videos and stories
 - More visuals and examples will aid the use of the Framework and highlight good participation
- Concerns around subjectivity, use with communities and language used
 - Specific guidance should be included in the Framework to ensure language is not interpreted differently by different teams/groups (e.g. what “informed” looks like).
 - Need to ensure accessibility for participants with different language needs and education levels
- Need for associated training and practice for Scottish Government teams
 - Support for those using the Framework
 - Learn by doing
 - Training and delivery opportunities should be offered to Scottish Government staff who will be expected to implement the Framework
- Needs to include guidance on governance, partnership working, community connectors, and power sharing
 - There should be an expectation of collaboration and support to shape roles and share responsibilities
- There is an opportunity for using data in a more effective way i.e., ‘community engagement calendar’ and concerns around safety of opening information
 - There is often participation fatigue, with the same groups being asked to engage again and again
 - There are opportunities to make the most of similar engagements and share data safely
- Concerns whether small teams will be able to deliver processes using this Framework
 - Lack of capacity may result in steps being missed or best practice not being followed
- More communications and education around the Framework is needed
- There should be more guidance on equity
 - Equity is rarely used for policy work where equality is front and centre
- Refugees and asylum seekers may need additional support mechanisms in place
 - Consider groups who are unable to access common supports (e.g. bus passes)
- Specific guidance should be included for engaging young people and children
- Specific guidance should be in place for working in rural communities
- Trauma informed practice should be emphasised
 - Being thoughtful of working with people with lived experience

- Consider how to reach those who are marginalised
 - Not continuously going through the same community networks and hearing the same voices
- Build a culture of responsibility and sense of community
 - Take inspiration from international practice
- Additional support mechanisms can make participation better
 - Such as peer-peer buddy systems, space for creativity, individual considerations

What's missing?

We asked participants what might be missing from the Framework that they thought should be included.

- There needs to be specific mention of all protected characteristics
 - LGBTQIA+ communities, aged groups, religious communities, and those experiencing homelessness need to be recognised
- Introduction to who wrote this and its purpose
- Information on unbiased attitudes, unconscious bias of practitioners
- How to create accessible sign-up processes
- Reasons to engage people - so that they have a say on policies that will directly affect them - respecting human rights.
- Index and glossary of definitions, recognising terms such as lived experience.
- When different techniques should be used and what alternative formats for information might look like
- Reference other frameworks and policies this will be used in conjunction with
- How to bring the community with you at all stages of the process, including planning and report writing
- Guidance and standards with regards to paying participants a gift of thanks
 - Ways for those on benefits to access honorarium payments without facing sanctions
 - Flexibility in method (e.g. cash or choice of voucher)

Is this a good starting point to engage your community (we mean community in the broadest sense)? Who will be most affected by the Participation Framework?


The following are key themes and key points that came out from all workshops combined. *[See Appendix 4.3 for full participant response.]*



- Participants see a broader benefit of this Framework for culture change and collaborative working
- The Framework is heavily aimed at policy makers and wouldn't be suitable to present to a community
- Needs additional consideration of capacity, funding and resource
 - How will small teams with limited funding be able to fully implement this?
- Need to build in wider recruitment methods to avoid hearing from the same people time and again
 - How can we move beyond the same data pool?


- Build confidence and empower people through accessible information
 - Use additional formats to present information, ensuring all communities can start from the same place
- Build in more opportunities to share learning and join-the-dots
 - Save time and money by building processes using knowledge from previous processes
- This isn't a good starting place for those who are digitally excluded, including the older population
 - Consider ways for those who are digitally excluded to engage
- Ensure accessibility for rural communities
- Create inclusive spaces
- Ensure there are opportunities for those who cannot vote but should still be heard
 - E.g. New Scots, international students, young people
- The Framework should be an encouraging tool for those organisations not currently delivering participatory processes but who could
- Marginalised people who don't fit into an established group may still be left out
 - People with learning difficulties may not fit into established groups and could be overlooked within this Framework
 - Those who don't agree with their community may not be given access to opportunities
- There needs to be further clarity when working with representatives
 - Professional leaders are asked to engage in processes but there needs to be guidance over whether they share their own views or whether they are representing a community
- Neutral facilitators should be used
- Focus on local needs




4.2 Priority Actions


Participants were asked to identify the priority actions they wanted Scottish Government to take while implementing the Participation Framework. Each workshop prioritised a maximum of 20 actions. These actions (across all workshops) have been collated and themed below. Please note, this is an expanded version of the priority actions table in the Executive Summary, capturing all ideas put forward by participants. Some comments may read as contradictory as individuals in each workshop had individual perspectives and insights which have all been noted.

<p>Funding</p> 	<ul style="list-style-type: none"> • There needs to be transparency around where the funding is coming from. This is about how Scottish Government works and how much money is allocated to participation. • Need to consider financial challenges participants may be facing and ensure any processes are not adding to that burden. Financial implications could include travel costs, food, childcare, time commitment etc.
---	--

	<ul style="list-style-type: none"> • Plan for costs to remunerate participants, in line with a living wage, and covering additional expenses, such as childcare, subsistence, travel, etc. • Have an intentional approach towards funding educational workshops. • Provide adequate funding. This includes both levels of funding Scottish Government provides to communities to do participation and remunerating participants (including covering honorarium, and additional financial burdens such as travel, childcare, subsistence, etc.). • Properly fund the roll-out of the Participation Framework. • Create a geographic budget to enable engaging all parts of society - rural, urban, Highlands and Islands, small and remote villages.
<p>Staffing & Resourcing</p> 	<ul style="list-style-type: none"> • Ensure staff teams are in place to see the process through, with a consistent point of contact for participants. • Provide training, both around the Framework, but also around why participation is important. • Ensure training and capacity building is in place before undertaking participatory processes.
<p>Process Planning</p> 	<ul style="list-style-type: none"> • Think about engagement from the beginning and bring participants into each stage including planning. • Have a clear objective for what the participation aims to achieve. • Think ahead in terms of policy areas where the Participation Framework fits in and plan accordingly. • Consider different, radical methods of data collection to identify groups who are currently not being heard. • Plan a variety of engagement methods to ensure processes are easy to engage with. This could include online sessions, in-person workshops, surveys, and public votes. • Consider location of communities being engaged, thinking about rural, semi-rural and urban areas and the related challenges (e.g. transport, connectivity). • Work closely with community facilitators and ensure they have all the relevant information before they start to engage the community. • Plan flexibility with delivery (e.g. a range of times and methods, in-person and online). • Ensure processes are run in a way that is convenient for the community, both accessible and inclusive, rather than at a time and place that is convenient for government. Active engagement should include people who are not affiliated to a group and people who feel forgotten. This could look like utilising local community connectors, understanding regional differences between how local authority currently engage groups, including specific guidance on working with rural communities and how to have equitable reach across geography, communities of interest and communities of

	<p>identity and inspiring cultural change towards building a culture of community responsibility such as Norway.</p> <ul style="list-style-type: none"> • Create a learning cycle, with constant learning opportunities and space to share and be updated.
<p>Accessibility & Inclusion</p> 	<ul style="list-style-type: none"> • Use multiple formats for engagement, including multiple languages (BSL, Gaelic, etc.), including a good use of visuals, easy relatable language, variety of voices, not just using text or verbal means, e.g., emotive, physical and creative formats such as drama, drawing, voting with your feet and creating spaces for people to share emotion and stories. • Target all user groups who will be affected by the process outcomes. • Consider diversity in all its forms. • Use easy language, visuals, voice messages for accessibility. • Learn about the needs of communities, recognising that different communities have different needs. For example, more guidance is needed on intersectionality and recognition that some participation is not necessarily trauma-informed or appropriate for all groups e.g., people with learning difficulties and people with language barriers including refugees. • Ensure an easy sign process as part of recruitment and have a phone number so potential participants can speak to someone if they need support. • Create continuity for participants, thinking long-term. • Prioritise the input of marginalised communities. • Provide incentive and reward for involvement. • Provide multiple ways for people to engage in a meaningful way. This includes: speaking to participants directly and seeing them as individuals to understand unique requirements for participation and not grouping people by a specific characteristic/disability, such as parking, inclusive terminology, sound systems, language needs; prioritise communities and individuals who have the most limited capacity to participate; deliver specific events for people who don't process language quickly. • If engaging with community representatives, create a process for how they input and ensure they are sharing representative views and not just their own. • Be mindful of intersectionality. • Work with and engage specialist services (e.g. gender, disability, ethnicity, poverty, etc.). • Understand and address power imbalances. • Create a platform for diverse voices with an intersectional approach. • Engage with people who have, historically, not been heard or have not had as many opportunities to participate.

	<ul style="list-style-type: none"> • Speak to participants directly to understand unique requirements for participation, such as parking, inclusive terminology, sound systems, language needs. • Engage with user-led groups governed by the social model. • Deliver specific events for people who don't process language quickly . • Don't keep approaching the same groups for feedback and views, over-burdening under-represented groups. • Don't group people by a specific characteristic/disability. • Identify and remove structural barriers. • Support those who are less confident or hesitant to engage meaningfully through training, peer-support and personalised support to overcome barriers. • Prioritise communities and individuals who have the most limited capacity to participate. This includes: don't keep approaching the same groups for feedback and views, over-burdening under-represented groups; support those who are less confident or hesitant to engage meaningfully through training, peer-support and personalised support to overcome barriers.
<p>Comms</p> 	<ul style="list-style-type: none"> • Communicate the value of lived experience. • Provide more information/stories and examples on what SG are doing with engagement/participation and consultations and lines of communications. • Effective communication at all levels (within government, with people), ensuring information coming from the top is reaching where its meant to go.
<p>Transparency</p> 	<ul style="list-style-type: none"> • Be transparent about the budget. • Communicate clear aims, usage and feedback. • Share timeframes for the process, and when participants can expect to see the outcomes. • Ensure the Participation Framework is as visible as possible, with Scottish Government employees and wider stakeholders bought into the process. • Share any limitations of the process and outputs. • Address any conflicts of interest. • Ensure transparency around communication at all levels, from Government to end-users, with no lost messages.
<p>Accountability</p> 	<ul style="list-style-type: none"> • Don't overpromise, communicate clear expectations with clear parameters for the process. Teams should ensure participants understand their the teams role in decision making processes so set clear expectations • Local government should do a quantitative and qualitative feedback return on the Participation Framework and any third sector

	<p>involvement, evidencing operational work done and evaluating the participation process.</p> <ul style="list-style-type: none"> • Measure outcomes and communicate this back to participants. • Close the loop, feeding back to participants regularly. • Create a monitoring follow up system for all processes. • Establish a coalition group of people with buy-in to hold Government accountable and ensure process is meeting Framework objectives, set against clear indicators to measure success. • Evaluate whether the Participation Framework is being used effectively, whether processes are inclusive and if all groups are being represented. • An independent body or Participation Commissioner (such as the housing regulator) would ensure scrutiny, funding, political commitment, and delivery around the Participation Framework, and be someone the public can report to. • Commit to implementation of outcomes. • Ensure viability for people delivering services, monitor to ensure resources are working efficiently.
<p>Partnership Working</p> 	<ul style="list-style-type: none"> • Understand and recognise the impact on organisations being asked to support, stretched organisations working at capacity might not have the money or resources to support engagement. Scottish Government should provide funding to cover staff time where third sector organisations are asked to support. • Scottish Government and supporting organisations to build mutual understanding and critical understanding, compromising and acceptance - important for dialogue. To do this the PF can include tools/examples of working i.e., a working together agreement with roles and responsibilities, conversations guidelines that everyone contributes to, how to manage group dynamics, power imbalances, flexibility and re-evaluating the working agreement. • Open Government Charter with different political parties signing up to an agreement, no matter who's in power. This is free from political influence. Its protected & stand-alone • Work with partnerships and groups to undertake the work and not duplicate work already happening. • Making this framework consistent across different directorates and making it mandatory for Gov/policymakers. • All Parties should buy into the Framework. • Look at, and share, best practice. • Work closely with community/voluntary groups to set up and deliver participation processes.

5. Learning and Recommendations

The design and delivery of this inclusive process presented the delivery team with a number of learning and development opportunities with regards to accessibility and inclusion.

5.1 Process Learnings

5.1.1 Use of online tools

The workshops initially included an online voting activity as part of the session. Priority actions identified by participants were intended to be input into Slido, an online polling and survey tool, so that participants could vote on their top actions they wanted Scottish Government to take forward. Slido was also used for an icebreaker activity, so that facilitators could check accessibility to the platform before a voting activity commenced. During the icebreaker activity in the first couple of online workshops, several participants struggled to get onto the site, and were not able to engage with the voting tools. As a result, the vote was removed from the session plan so as not to isolate participants or have a resulting output which was not informed by everyone in the group.

In the first workshops, participants also highlighted that they were given a lot of information and then immediately taken into breakout rooms to discuss set questions. Some participants needed more time to process the presentations and materials, and then consider their answer before engaging in discussions. As a result, time which had been scheduled for the voting activity, was instead used to give participants thinking time before discussions.

Learning for future sessions:

- Testing of online tools as an icebreaker is a useful way to check accessibility during an activity that will not influence the workshop outputs.
- Processing time should be build into session plans, especially where lots of information is being shared through presentations. This allows participants to consider the information they have been given and their own response, before engaging with the wider group.

5.1.2 Online vs in-person delivery

Of the six workshops, three were initially planned to be held online, two in Edinburgh and one in Inverness. The Inverness workshop and one of the Edinburgh workshops had so few sign-ups that the workshops were moved online. Despite this, feedback from participants was that more would have appreciated the opportunity to attend an in-person session. Barriers to attending in-person sessions included access travel, time commitment, and location of proposed workshop.

Learning for future sessions:

- Many participants would like to engage with in-person sessions rather than online where possible and in-person options should be available.

- Barriers to in-person engagement should be addressed and removed where possible:
- Giving as much advance notice as possible so people can plan to attend.
- Delivering workshops in locations which are accessible by public transport.

5.1.3 Materials shared before and after sessions

The Participation Framework was shared with participants before each workshop, with guidance on which sections of the document the workshops would be focusing on. The document was available via Scottish Government's website and was compatible with screen reader technology. Participants highlighted that easy read formats should have also been shared.

Post-workshop, a list of priority actions identified by the participants was shared in PDF format, alongside a request to take part in a voting activity. The PDF list was accessible for all participants and so a Word format was also sent, as the PDF format is not always compatible with screen readers. Less than 50% of participants completed the voting activity. This could be for a number of reasons including capacity, support needed to engage, lack of interest, etc. As a result of this low uptake, the final voting activity was not included in the final report, as results did not reflect the input of the majority of participants.

Learning for future sessions:

- PDFs are not always compatible with screen readers and so documents should also be sent in a Word format.
- Documents should be shared in easy read versions as well, to support accessibility.
- Activities participants are asked to engage with after the workshop are likely to have a low uptake.
- Key lines of enquiry should be shared in advance, allowing participants time to consider their answers before the workshop.

5.2 Future Engagement on Participation Framework

Ideas highlighted in this report were gathered through short workshops in which members of the public were asked for first thoughts and critical feedback based on a review of the first draft of the Participation Framework. Further public engagement would be recommended to explore feedback in more details, and identify practical examples of what "good engagement" looks like.

Deciding Matters recommends future engagement sessions to explore the following questions:

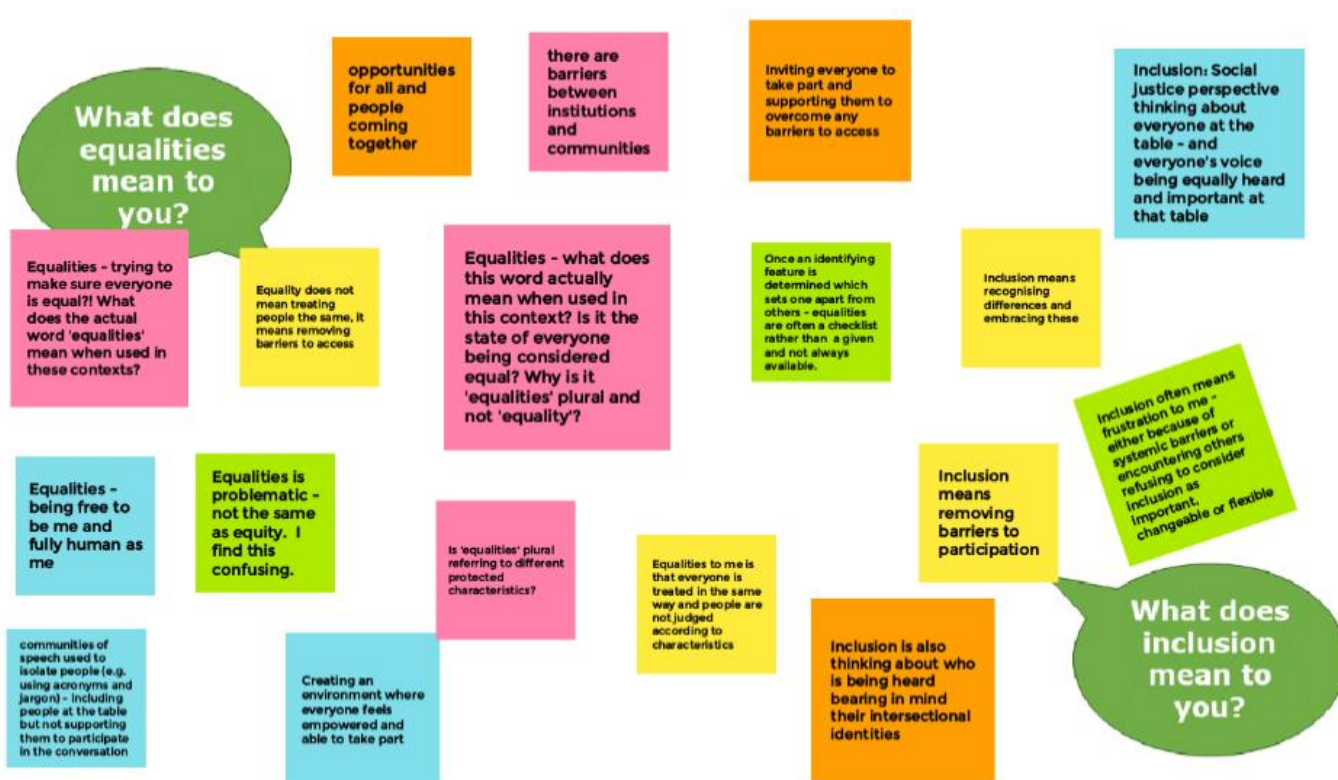
- What constructive methods can be put in place to ensure continuity and mitigate any effects of staff changes for participation processes ran by Scottish Government?
- What would good communication guidance look like between Government teams and participants and what formats could be utilised?
- How could participants be meaningfully engaged in the wider design process, including planning phases? Should participants always be involved from planning phases to evaluation phases?

- How can community facilitators be best utilised by both Scottish Government and contractors?
- What would good participation guidance look like considering diversity, intersectionality, people with lived experience of trauma and people with learning difficulties? For example, good inclusive participation for one group might look different for another.
- How can Scottish Government monitor and evaluate participatory processes to ensure best practice is implemented and meaningful engagement opportunities are delivered?

6. Appendices

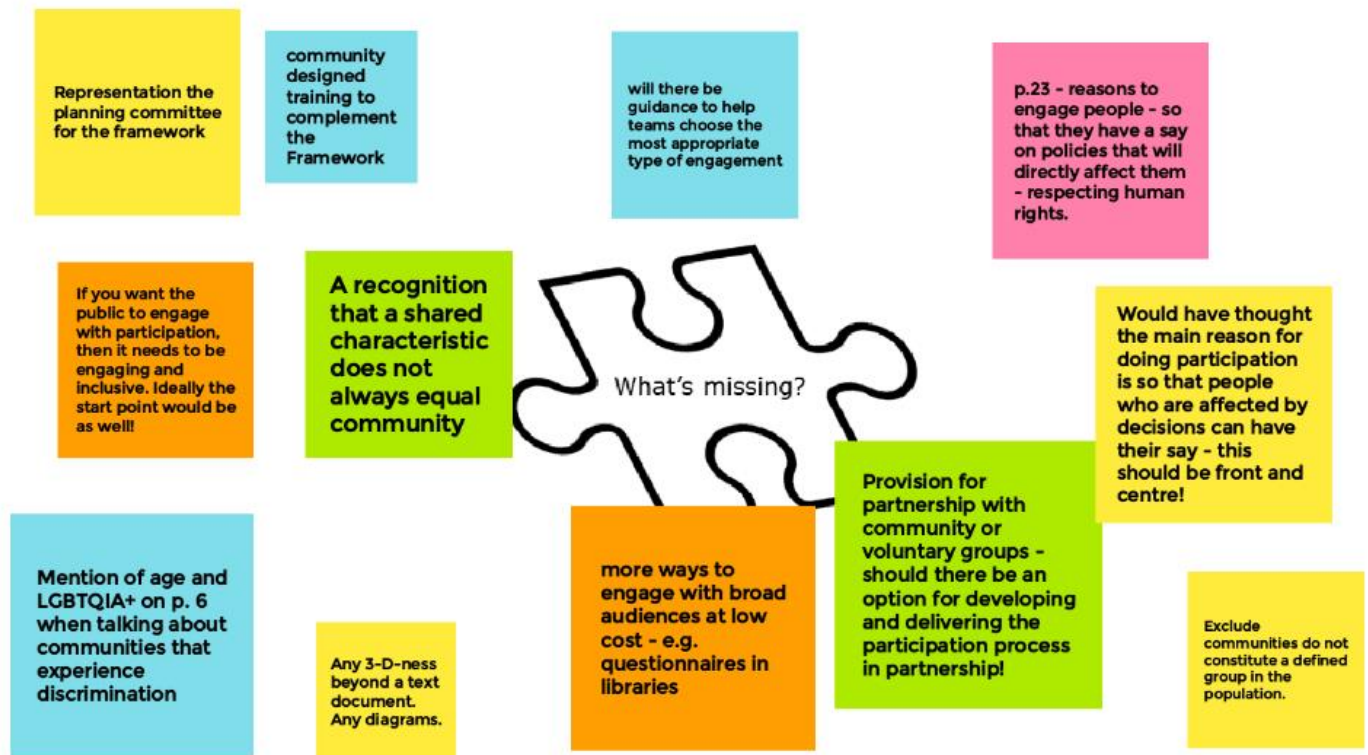
6.1 Delivery Tools

Appendix 1: Example Jamboards









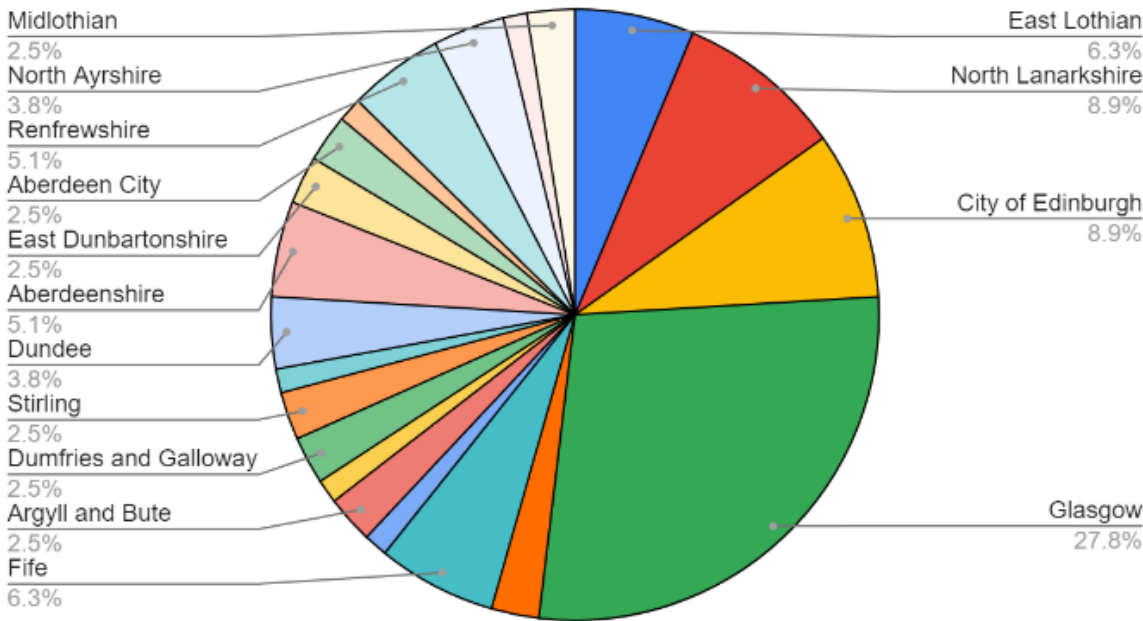
Top priorities for Scottish Government Directorate when using the Participation Framework to engage with communities:



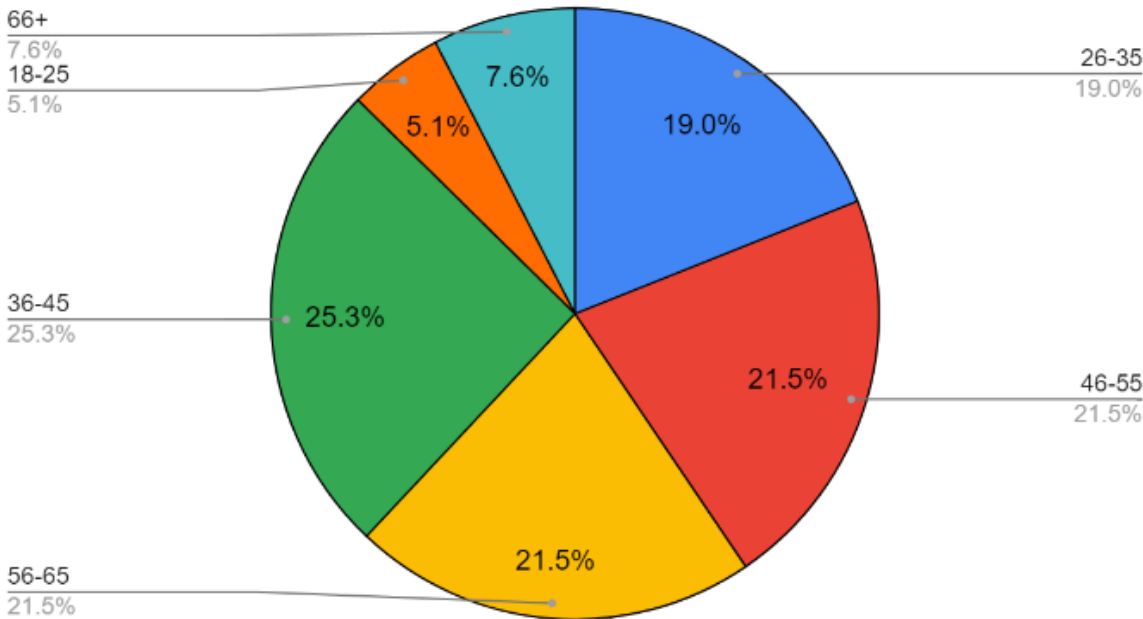
6.2 Participants

Appendix 2: Participant Demographics

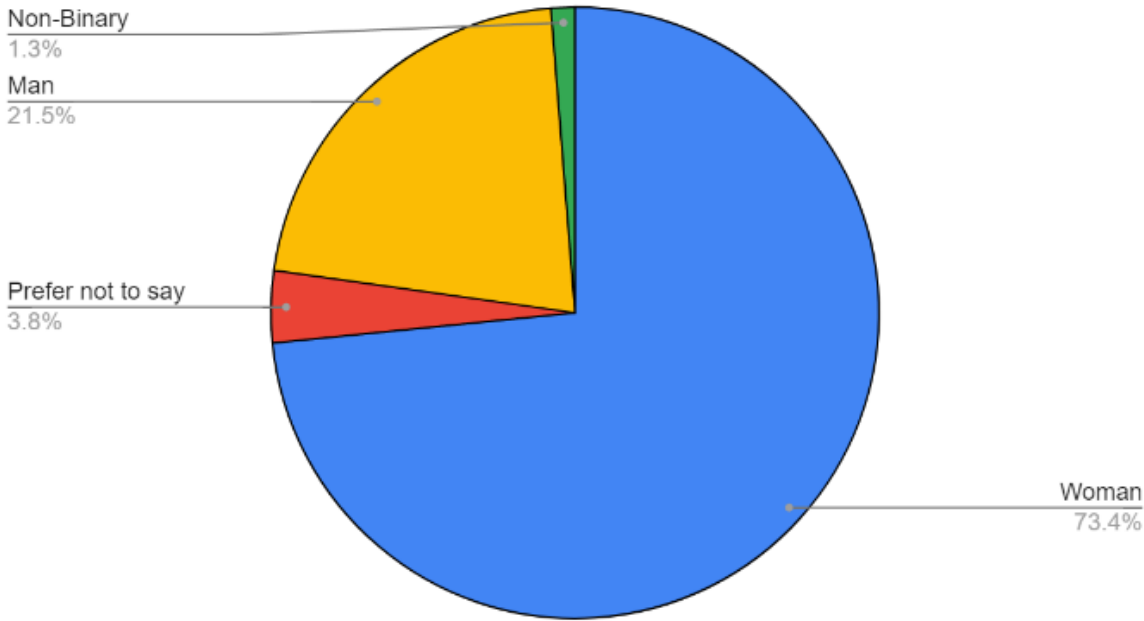
Local Authority Area



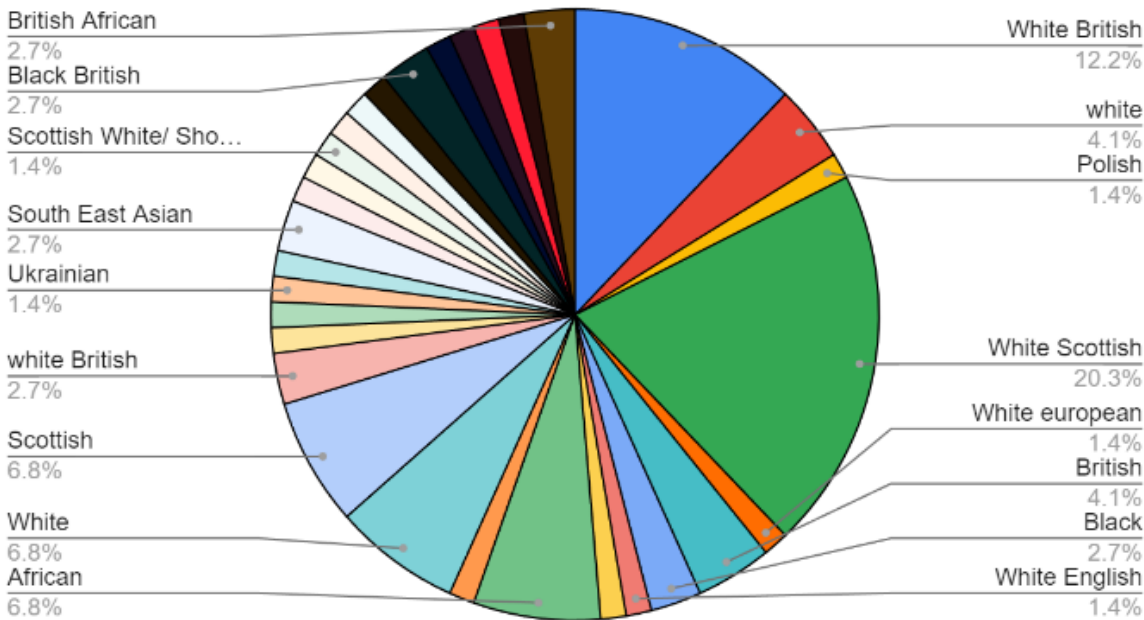
Age Bracket



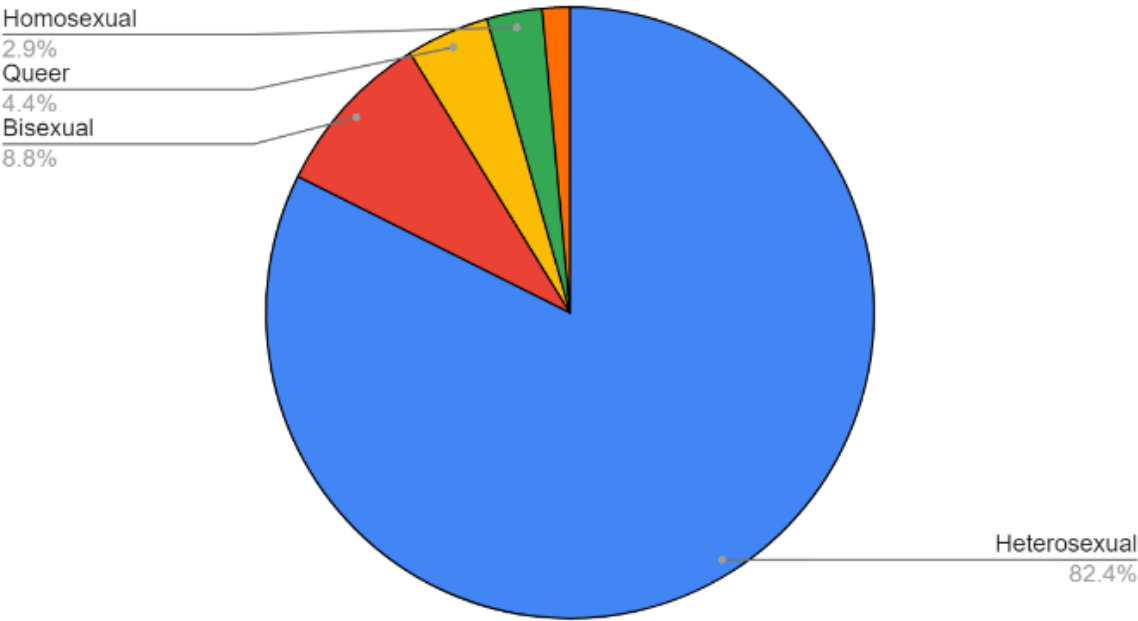
Gender



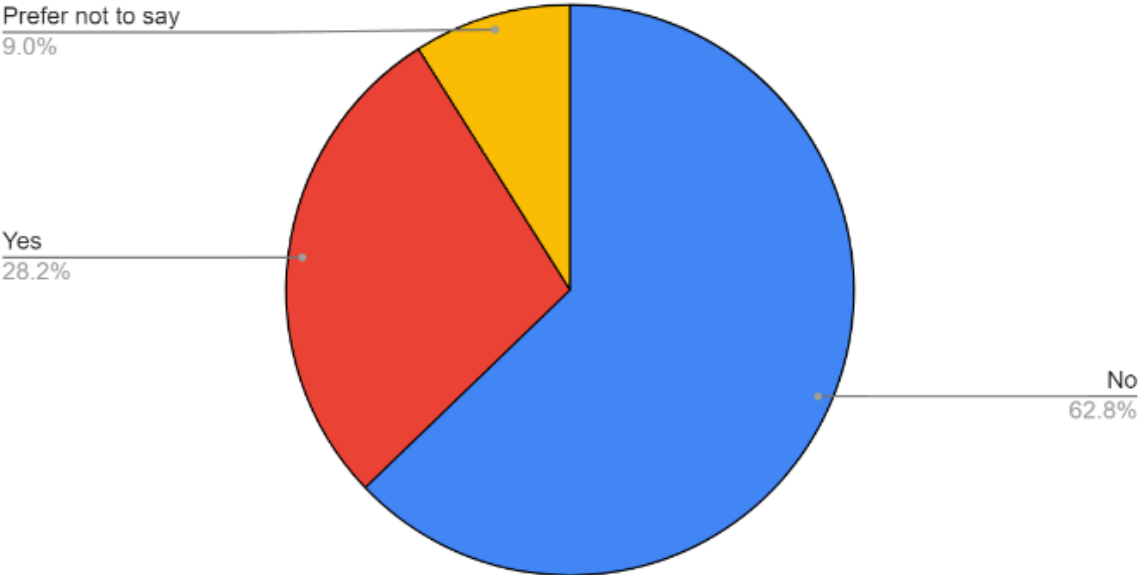
How would you describe your ethnicity?



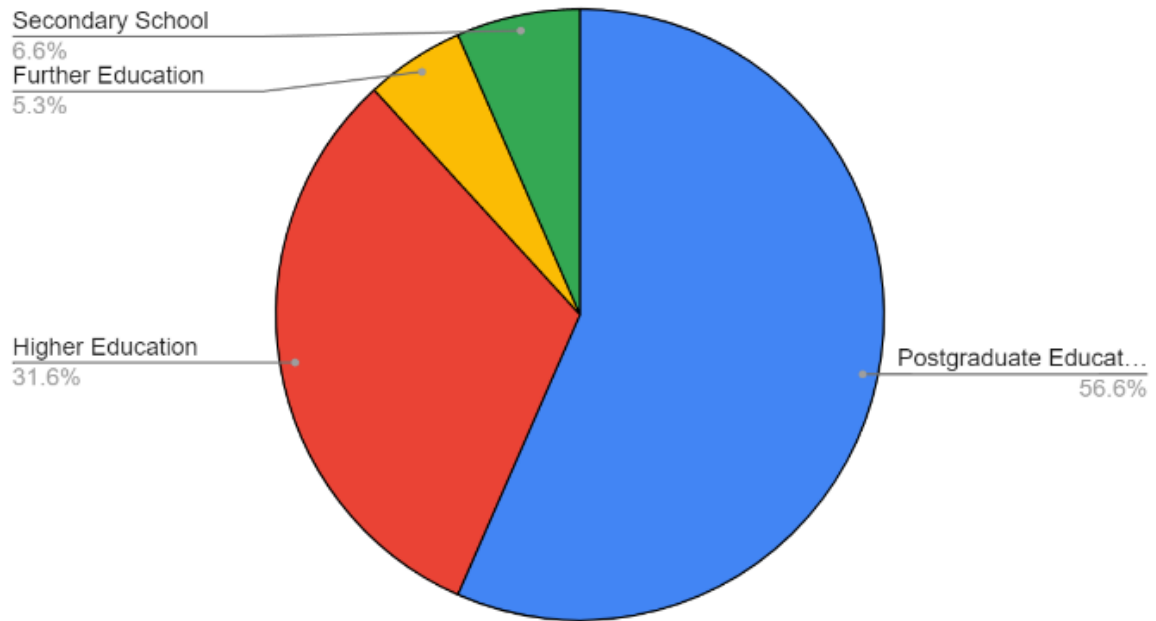
How would you describe your sexual orientation?



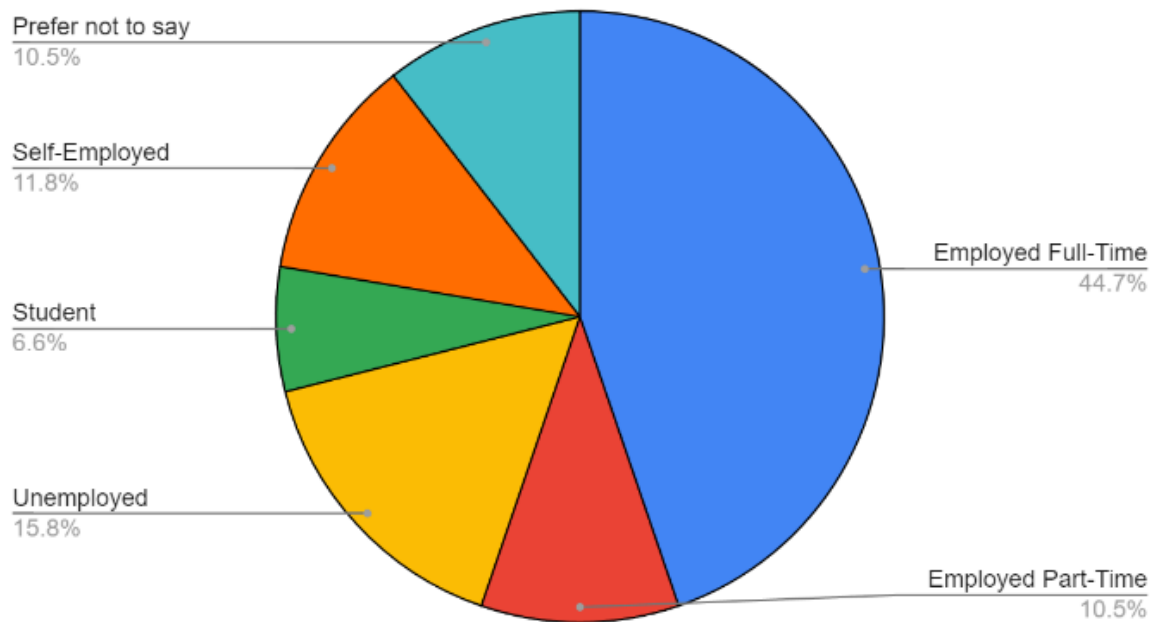
Do you consider yourself to have a disability or health condition (physical or mental)?



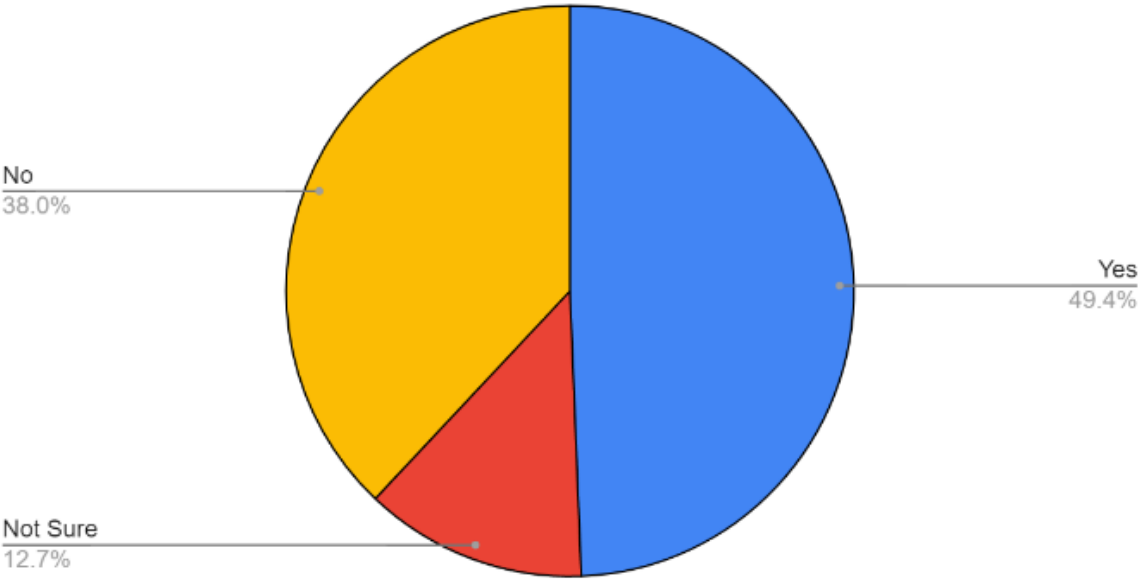
Education Level



Current Employment Status




Have you taken part in any engagement processes with Scottish Government in the past?




Appendix 3.1: Feedback Survey

Scottish Government's Participation Framework Workshop Feedback

Please let us know how you found the workshop. Answers shared in this survey will be kept anonymous and will be used by the delivery team to learn and develop for future workshops.

r.nixseaman@gmail.com [Switch account](#) 

 Not shared

* Indicates required question

Which workshop did you attend? *

- Thursday 16th March, morning
- Thursday 16th March, afternoon
- Wednesday 22nd March
- Thursday 23rd March
- Tuesday 28th March
- Saturday 15th April

Please use the scale to mark how much you agree or disagree with the following * statements about the workshop content.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I learned something new at this workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the workshop content interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content was easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understood the purpose of this workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the scale to mark how much you agree or disagree with the following * statements about the workshop delivery.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I felt able to share my ideas and opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My needs were met and I was able to participate in the workshop in the way that I wanted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitators supported me to take part.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was respected as a participant in this workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use this space to add any additional comments with regards to workshop delivery.

Your answer _____

Please use the scale to mark how much you agree or disagree with the following * statements about the workshop communications.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Communication in advance of the workshop was clear and accessible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to access the documents shared in advance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was given enough information in advance of the workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use this space to add any additional comments with regards to workshop communications.

Your answer _____

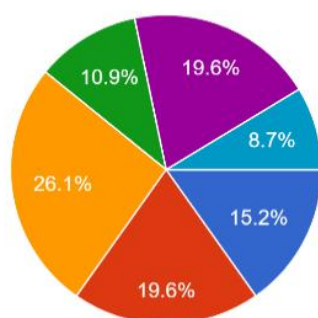
Do you have any other comments? *

Your answer _____

Appendix 3.2: Survey Responses

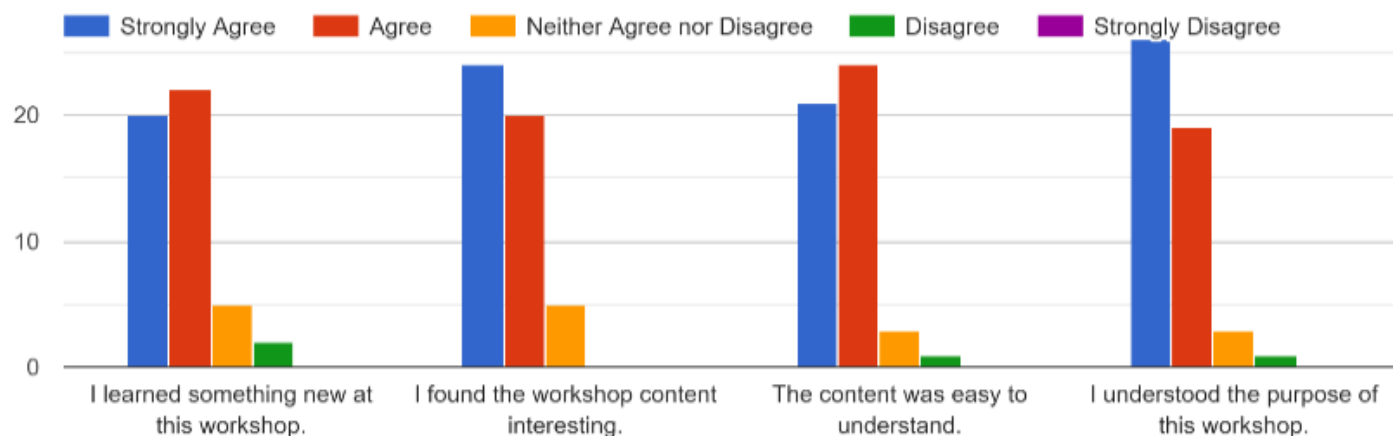
Which workshop did you attend?

46 responses

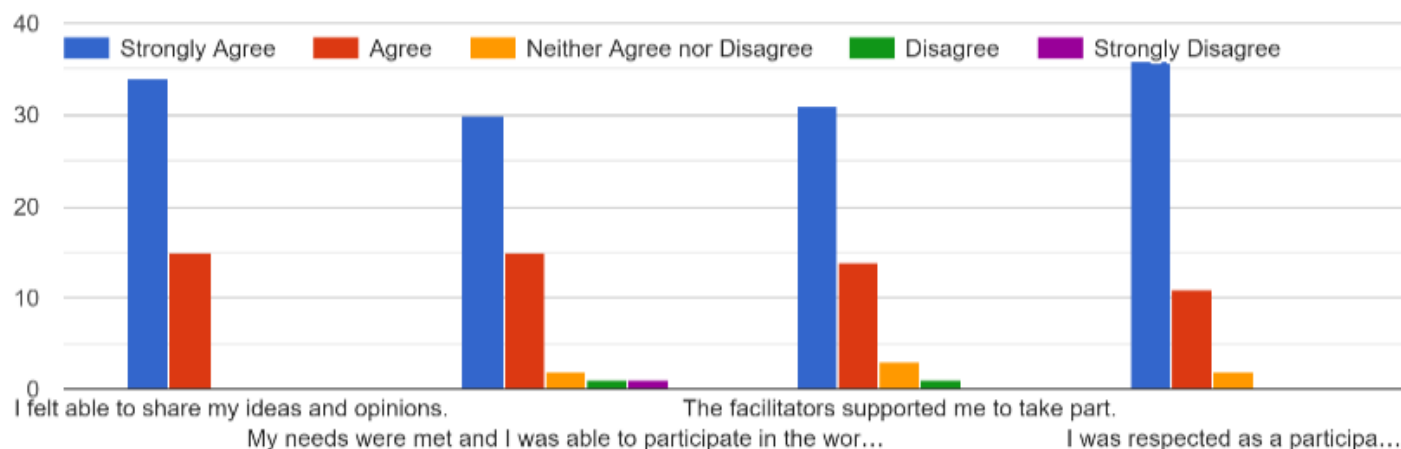


- Thursday 16th March, morning
- Thursday 16th March, afternoon
- Wednesday 22nd March
- Thursday 23rd March
- Tuesday 28th March
- Saturday 15th April

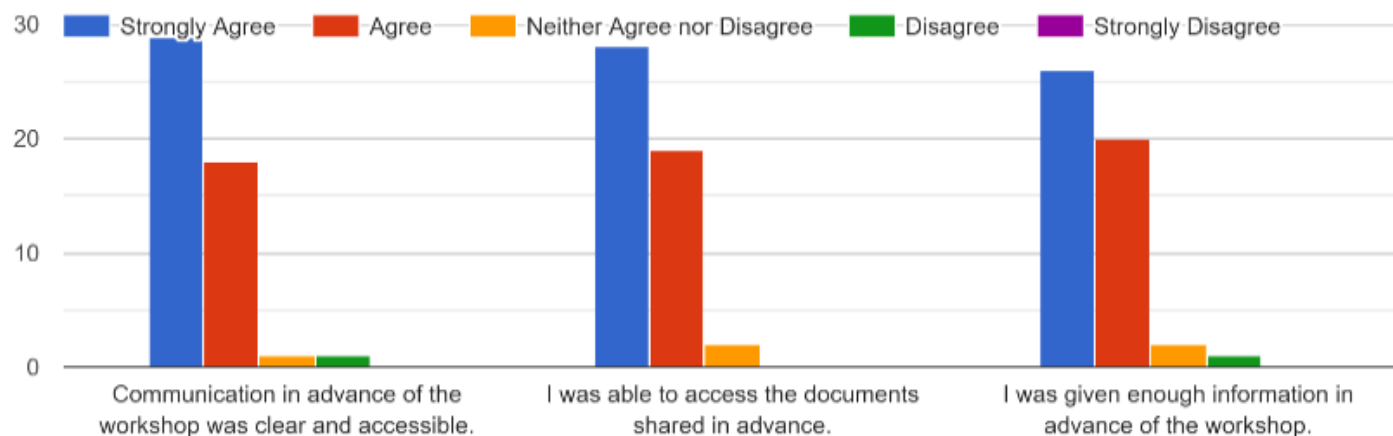
Please use the scale to mark how much you agree or disagree with the following statements about the workshop content.



Please use the scale to mark how much you agree or disagree with the following statements about the workshop delivery.





Please use the scale to mark how much you agree or disagree with the following statements about the workshop communications.









6.3 Outputs

The following tables are a list of all ideas contributed by participants throughout the workshops and is included as an appendix, ensuring all views are visible and nuance can be appreciated. The priority actions laid out in the main body of this report should be understood as the proposed next steps based on analysis of participant contributions and in agreement with participants. Some of the ideas captured go beyond the scope of the Participation Framework, and include considerations for Local Authorities and private businesses.


Appendix 4.1: Equality and Inclusion






<p>Being listened to</p> 	<ul style="list-style-type: none"> • Being listened to, people being given a chance to be equal no matter who you are and feeling listened to, valued and what you're saying is important. Making sure people are seen and can be themselves. • Listening to everyone's voice regardless of their 'power position'. • It's not just how individuals feel, but it's about feeling part of what is going on and being heard and listened to.
<p>Equality of opportunity</p> 	<ul style="list-style-type: none"> • Equality of opportunity is important - removing barriers to participating in society. • How could people be treated and access things that would allow them to flourish and thrive - the same opportunities but equality might look different in how it is established • Not having less opportunity because of where individuals come from • Equal opportunities to advance the need in society and extra support for people who need it, i.e., different ways of




	<p>communicating with participant choice, understanding that people do not necessarily have English as a 1st language</p> <ul style="list-style-type: none"> • Respect for someone that can't access things, trying to make sure others are treated as you would like to be treated. • Example - if going for a job - everyone has to answer the same questions so there's no judgement made
<p>Treating everyone equally and equitably (fairly)</p> 	<ul style="list-style-type: none"> • Treating everyone equal looking at protective characteristics and making sure everyone is treated the same. • We all need different things - looking at the person and their needs and what do they look for/take part in their community. • Everyone being able to access, engage, participate in all opportunities. • Equity over equality - need to recognise that everyone doesn't start from the same point - some groups need more support and/or face more/different challenges. • Being able to go out without having to fight for anything. • Levelling the play field so everyone can participate in the game of life fairly and opening the team membership to everyone despite their backgrounds, abilities and personhood.
<p>“All means all” no one size fits all and no one is left behind</p> 	<ul style="list-style-type: none"> • No one size fits all. • All means all - no one is left behind. • Nothing about me without me. • Example: people shielding in the pandemic were given experience of shielding surveys - helpful email link to fill in quick survey. Aware not is doesn't suit everyone, some don't have internet/language.
<p>Levelling power</p> 	<ul style="list-style-type: none"> • Recognising people as complex. It's about power and beyond your group but the groups historic relationship with power. • Inclusion is about levelling power hierarchies and about recognising why this is important. Having equality of status, rights, and opportunity - creating a level playing field. • Status is relevant to both aspects in inclusion and equality; civil political and environmental is important.
<p>Collective vision of what equality means and how to strive for it</p> 	<ul style="list-style-type: none"> • Something that's a process - continually striving for, continual conversation, education and transformation. • Vision of what equalities are and what they mean. • We've never achieved it we always moving towards more and better.
<p>Equality is difficult to achieve</p> 	<ul style="list-style-type: none"> • Equality not present - still discriminated against • There's so much history of people being ignored and difficult to mediate through that. • It's hard to represent all groups. • Dealing with equalities can be contested - trying to achieve it can get into a contested arena. For example, trying to achieve agreement on street design to make more accessible.



	<ul style="list-style-type: none"> • Trying to get people involved in equality policy needs a lot of effort!
<p>Human rights and law approach</p> 	<ul style="list-style-type: none"> • Equality is a human right and inclusion is about having the right people included in policy, relevant people being included in that space. Protecting people from discrimination and maintaining fairness and justice. • Equality needs to be in law, sections of society might be deprived but because it's enshrined in law - people tend to follow it more, equal access to resources and human rights. It's about respect of human rights regardless of national origin and protected characteristics.



Appendix 4.2: Overall thoughts on the Framework and what's missing



<p>Positive feedback</p> 	<ul style="list-style-type: none"> • Love the framework detail it's great. • Really like the framework - strange this has just been done now. I like the fact that the Government is trying to engage with the public on many different aspects and areas of policy making. • The guidance is helpful in planning a strategy. • If first roll out is for Government officials - its solid for gov officials already involved in participatory work and giving a better oversight of how participation can work. • It's an easy document to navigate and understand - language is easy to understand. It has a lot of potential and was accessible. • Framework as a whole quite powerful, valuable in what it's trying to achieve. A lot of policies that we have - producing policy with elements of participation. • I find the different approaches mentioned such as focus groups, polls, consultation etc. positive (many different ways to capture information & be inclusive). • This provides a platform or room for citizens to participate in frameworks. Enabling participants to express own views and experiences. • We need to trust that SG will ensure this is inclusive, but this is a good start. • There are many different reasons on lack of engagement - Scotland is going a good job in comparison to England. I'm happy to see Scotland is doing something. • If implemented well this will help participants (i.e., members of the public in Scotland) feel some sense of ownership of the outcomes (and spread the word). • Good starting point - seems to be meaningful, it's just the how? How successful is it going to be?
<p>Digital Exclusion and Framework itself being online is not</p>	<p>Participants highlighted that the Framework was currently only online and that it should be offered as paper formats as well:</p> <ul style="list-style-type: none"> • Framework is online - people can't get to it online.






<p>accessible to everyone</p> 	<ul style="list-style-type: none"> Digital equipment - laptops and tablets for vulnerable. The left out people never get any of these things, they need it for their kids etc so many are left out to access these things
<p>Small Open Government Team</p> 	<p>Participants were quite surprised at the small Open Government team and that it would be a challenge to implement the Framework:</p> <ul style="list-style-type: none"> Shocked to hear there's only three people on the team - that speaks volumes as to distance that is needed to be bridged: i.e., where Government says it wants to be and where it is right now. Only three people in this team - trying to find out how to fund it. Small team have worked hard on this but again tick box happens so often when there's limited capacity.
<p>Making the framework a legal requirement and enforcing its use</p> 	<p>Participants felt that there needed to be an accountability mechanism so that it's used:</p> <ul style="list-style-type: none"> Police it so it's used. Policing of this will be difficult. Collaborate, delegate - needs to be enforced on local government to do it and when they should consult. Almost feels like a tick box exercise to show they've done it Legal requirement for local authorities to do impact assessments.
<p>Include an "expectations of use" summary</p> 	<ul style="list-style-type: none"> There needs to be a short, sharp overview for staff expected to use it directly. The strongest language is around "people have the right to be heard" but it maybe should be around "you, as a Government employee, have the responsibility to engage". It seems to be targeted at lower-level policy officers. This might be on purpose? This needs a very simple and clear complementary document to share with participants - what is being asked of you?
<p>Use of Framework by Local Authorities</p> 	<p>Participants had some concerns about the use of the Framework by local authorities but that it should be used in a meaningful way and interlink with existing community engagement:</p> <ul style="list-style-type: none"> Participation is very much an afterthought especially when it comes to local authorities. Inclusive Scottish approach very welcome. White Ribbon Scotland - something we could put into practice. Differentiation between what Scottish Government is intending here, and what local authorities are doing - how does this impact people's lives in a meaningful way? <p>On the other side, there are local authorities already doing community engagement and participatory practice:</p> <ul style="list-style-type: none"> Example: advocacy work in East Ayrshire - we could use this framework to support people on wider decisions.

	<ul style="list-style-type: none"> Local authorities already have community engagement and participation guide in place. This could align with what we've already got but we've probably covered most things.
<p>Money to implement and visibility of budget</p> 	<p>Participants had concerns about funding:</p> <ul style="list-style-type: none"> Great initial stage - needs more money for implementing and how to get Government to part with budgets to do this? Financial barriers on equipment, travel, etc to participate, people in system understand current barriers and issues. The lack of funding affects the people that are marginalised or historically overlooked. It would be good to have visibility of budgets.
<p>Evaluation and feedback loop</p> 	<p>Participants from all workshops raised the issue of evaluation and having feedback loops to ensure scrutiny and accountability and avoid tick-boxing. There could be more advice in the Framework on how this works:</p> <ul style="list-style-type: none"> It does not have any direction on evaluating participation. It would be good to have a section on how to evaluate participation with examples i.e., 'how will we know we've got it right'; 'what happens next?' and 'how do participants get the results'? We need to be able to adapt quickly and recognise that society is transient and changing need to ensure effect and impact. There needs to be some credibility with accountability and scrutiny. Regular assessment and monitoring needs to take place to ensure the policy is working as intended. Community groups need to have more power to feed into these reporting exercises. Feedback loop and communication of outcomes is so important! Feedback with people being involved in events and feeding back and ensuring their voice has been heard. The importance of that is to make sure they stay engaged actively and keep the table open. This is essential to avoid tick-boxing and virtue signalling. Neutral org/facilitators like AR Engagement could run a feedback session in a year with all these same participants to check progress.
<p>Concerns around intention, 'for show' or use as tick-box exercise and how this becomes embedded into practice</p> 	<p>Participants overall had a lot of concerns and reflections around whether the Framework would be for 'show' and how to make it embedded into society and meaningful, rather than tick-box exercises. Participants were aware of reasons why tick-box exercises happen i.e., lack of capacity, resource, and funding to do processes well:</p> <ul style="list-style-type: none"> It concerns me that it has been created as a 'show' rather than as something that will drive meaningful change. Consultative processes often = 'we consulted group X' Document looks quite solid but huge gap between the heart and intention and the way Government actually rolls it out in people's daily lives. It's at risk of box-ticking.




	<ul style="list-style-type: none"> • Seems to have been written for Open Government staff to affirm the mission of OG - rather than as helpful to people whom they wish to engage. • We often take part in co-design projects, give evidence, etc and it isn't heard and acted upon. People sometimes feel that decision makers only go through the mentions of listening and don't act on people's opinions. • It's been written with the best intention and been thorough. The framework sounds credible on the face of it. The reality might be very different and not convinced that the delivery will be inclusive, and participants valued. • The reality of the process will not be that easy and at the moment is incredibly limited and too narrow. <p>Participants had some thoughts on how to challenge tokenism:</p> <ul style="list-style-type: none"> • There needs to be intent to listen and actually make change otherwise it won't be valuable. • If it's the same representational leaders, they won't bring about trust with the public - shouldn't be people in professional roles, it needs to be vulnerable people in society. • Publicly publish all reports. • How to generate participatory opportunities that are sustainable and not just a one-off? Any consideration to embedding new structures that are in place early on?
<p>Continuous engagement & communication of contribution</p> 	<p>Participants felt continuous engagement and communication was incredibly important to make it meaningful:</p> <ul style="list-style-type: none"> • Sometimes people don't understand how valuable their contribution can be, and Government needs to communicate this. • We'll need to see to the end of this programme to see what challenges have been identified and what solutions are put in place? • Continuous engagement - ensuring this is more than a one-off and that outcomes are shared. • I find it more motivating in how your input has been used.
<p>Include creativity and theatre as a participatory method and create the space for emotive responses and stories</p> 	<p>Participants felt including creativity and story-telling through theatre would be really valuable to improve continuous engagement on policy issues:</p> <ul style="list-style-type: none"> • Need to ensure there is space for creativity. • Make drama an essential agenda item in Government/Parliament. • Make Government and policy-makers see the benefit of drama and public who can pressure them to keep doing it. • After a play (on a local or national policy/societal issue), there can be questionnaires for audience to feedback their own lived experiences and answer some questions on their ideas to improve X situation. This can be used as evidence for Government/s to make change.





	<ul style="list-style-type: none"> • Use plays to bring Government/Parliament reports to life and be more memorable. Create a buzz to attract attention to it. • Dramatize part of a report to make it more a narrative than a report. Read a report alongside dramatization that shows the full extent of a situation to show how dry the report is and how much is missing – the reality behind the report. • Power of removing jargon from a report and showing it in a dramatic language that everyone can understand.
<p>Include pictures, existing good practice and inspiring examples, videos and stories</p> 	<p>Participants called for more visuals, examples, and videos to help tell stories of good participation:</p> <ul style="list-style-type: none"> • It needs to inspire people through recognition and links to lots of stuff we're already doing – checklist of everything I do - time/resource to do meaningful participation. • It does cover fair amount of ground, risk of giving examples but having some worked examples and short video clips that tell the story on how they might do this. • There are no pictures, no good practice examples or case studies. Include infographics, storyboards, and best practice to illustrate how this works. • Lots of excellent local and national disability led groups who are already leading on fantastic engagement work (e.g. GDA), look to councils for examples of what works. • Local evidence in a local community illustrate participation has failed. Lessons learned and improvement are necessary to win trust and future engagement.
<p>Concerns around subjectivity, use with communities & language used</p> 	<p>Language was a main issue with the document with both positive reflections and concerns:</p> <ul style="list-style-type: none"> • Feeling quite pessimistic - don't see anything as structured as this being helpful when engaging with the community. • Framework is really good - can only go as far as some people, everyone's education is not the same, don't have good grasp of language but would like to participate. • Subjectivity in language - what informed means to you might mean something different to me - specific guidance and consistency within the Framework. For instance, we could all do a service design differently from each other - make it more of a Framework with tools. • Communities are very variable, and approaches need to be adapted to meet their needs. Some people don't see the point in it - these folk would really benefit to be involved. • Get rid of acronyms and use plain English that is coherent.
<p>Associated training and practice for Government and practitioners using it & note that we 'learn by doing'</p>	<p>Participants agreed there should be additional training, practical delivery opportunities for practitioners and Government staff:</p> <ul style="list-style-type: none"> • Will there be a training session that goes along with this to train Government teams to do meaningful participation? Could community groups get involved in this?




	<ul style="list-style-type: none"> • Will there be guidance to help teams choose the most appropriate type of engagement? • Is training programme for how they should do participation - i.e., Integration Joint Board, health & social care teams. Different teams/walks of life and don't have qualifications in participation - pushing stuff to them and they don't understand it and how change should be delivered. Approach agencies and bodies that work with people. They don't know about this. • People who are shaping and forming this have a level of understanding of participation but if rolled out needs to be accessible to all practitioners - co-design and working with anybody. • Engagement strategy section - specific methods and approaches what will that look like? Specific guidance? We're on the ground workers. Model developed for that? • Experience is relevant here —it's hard to learn how to create inclusive spaces from a document alone. We learn by *doing* this / by engaging in a continuous *practice* • Vlogs and blogs to set something of the context - learning context and as a practitioner here's what you need to know and how to inform your own practice.
<p>Include guidance on governance, partnership working, community connectors and power sharing</p> 	<p>Participants had lots of thoughts on how this work would function in collaboration with one another and who holds what:</p> <ul style="list-style-type: none"> • Organisations need brought together to deliver services. Governance needs applied. Who's holding it and who holds the funds? For example, what would the responsibilities be between Integration Joint Board's (legal body) and councils? • Equality and partnership working. Those that hold the money hold the power. So how do we balance out partnership working? Power sharing and power shift and how that can be communicated - not threatening i.e., if you've got power. • Include tools/examples in the Framework on partnership working i.e., a working together agreement, conversations guidelines that everyone contributes to, how to manage group dynamics, power imbalances, flexibility and re-evaluating the working agreement. • Trying to reinstate the citizen voice - flippant and worked with citizens. Backward mapping. Holding power and info - they were confident enough to participate, created environments that we can share and learn from one another. • Include local community connectors and how they function in the Framework - involved in community and help people with health issues, isolated people, bridging the gap (consider GDPR etc) people who don't know how to use internet etc. • Make the most of what we've already got - 'inception effect' connecting ways from hyper-local to international make it easy.
<p>Opportunity for using data in a more effective way i.e.,</p>	<p>Participants felt that there is often participation fatigue and there were opportunities on making the most of similar engagements and data, whilst safely holding data:</p>

<p>'community engagement calendar' and concerns around safety of opening information</p> 	<ul style="list-style-type: none"> • Planning out what's going to happen when - community engagement calendar. Getting people's views that could cross-cut working together. • I have concerns over information safety with open government. Sensitive info can be used by groups or individuals with hostile intentions. • What safeguards are in place to prevent issues of information security and safety? Confidentially holding data. • We're getting asked for data - over again, national care record from birth to death. Digital is part of data. Coordination could be better.
<p>List all protected characteristics</p> 	<ul style="list-style-type: none"> • P.6 listing various protected characteristics but omitting LGBTQIA+ people and age feels like a big oversight. Both should be included! • P.6 religion and belief including atheist - equality act/protected characteristics. Non-religious. • P.6 homelessness. • No mention of agism
<p>Missing information including sign-up forms, and info on vouchers</p>   	<ul style="list-style-type: none"> • The following is a list of information participants felt was missing: • Index. • Introduction to who wrote this - if we're talking about power then agenda setting in writing. Who wrote this, why did they write this? A place for feedback on the framework later after these workshops. How they can feedback/ongoing process. • Info on unbiased attitudes, unconscious bias of a practitioner. When practitioners engaging with this model - how have you been informed where does your attitude sit with that? • A lot of new research on autonomous design. Framework was fine but as researcher in this space. Design anthropology, global south, other communities and ways of working being brought into design. • p.23 - reasons to engage people - so that they have a say on policies that will directly affect them - respecting human rights. • Definitions and recognition for things like lived experience. • There are great techniques in the framework but no information on when/where should be used – Scottish Government gravitates to consultations 95% of the time which is devastating democracy. • 'When to Inform' section includes assisting participation by providing alternative format information. The Framework does not include much in the way of that. • Signposting on framework on digital access • Would be helpful to know where the definitions of participation comes from and emphasise more on equity than equality - difference between these. • Reference other frameworks - public sector, equality duty review going on just now, consult with all aspects.





	<ul style="list-style-type: none"> • From POV of town planner/geographic place - three levels, top level its silent about 'when to engage' and 'who decides' when they can be influenced. • Information on who has the power and agency to decide? • Information on working with hospitals, i.e., internet access, mental health issues, hospital, sectioned people who can't get home. • How to appeal a participation request and ensuring community groups are able to shape reports? • How to bring the community with you at all stages of the process? • How to share a summary of what we have learned? • Include a clear plan and objectives from the outset, shared with participants. • Guidance on how to support people with submitting application forms. • There needs to be guidance and minimum standards including benefits and challenges for paying participants i.e., we value this evidence, offer of voucher – flexibility, we don't pay cash we have options of vouchers for what they want - participants has been given a choice. Scottish Human Rights Commission has section on vouchers and land revenue.
<p>Practical design feedback</p> 	<ul style="list-style-type: none"> • The size and context if something is too big it can be off putting. Difficult balance of what's in it and signposting. • Broken links i.e., 'a practical guide to including seldom-heard children' link on p.20 doesn't work for me (sounds like a good resource though!). • The document is too large and wordy. • Think the five-step process is clear and a good one to follow. Definitely needs a shorter summary version/more visual version. I would bet that the majority would use that! • Relatively clearly expressed and jargon free as Scottish Government docs go! Would be good to present the framework as a bit more of an interactive doc, rather than long list of bullets. Any 3-D-ness beyond a text document. Any diagrams. • Can't find the easy read version - not on the same web page as the full framework doc - think easy read/ summarised/ accessible version should be front and centre. • Principles on how to engage before techniques are useful • Need some sort of visual representation, easy-read version, Tressi? • Theory of literacy - where you position things on a page, triangulation that people will only read a certain part. 'How to's' at the end could be at the start.
<p>Not usable for small organisations with fewer staff</p>	<ul style="list-style-type: none"> • The framework is comprehensive however, to follow all of the steps seems quite a challenge for smaller organisations with few staff.




	
<p>Communications and awareness building of the Framework</p> 	<p>Overall, most participants felt that there needed to be better communications and advertisement of the participation framework and education on what participatory democracy is as a whole:</p> <ul style="list-style-type: none"> • Awareness of the framework is severely lacking and needs to be much more widely advertised. Those quiet voices are least likely to have sight of it. There needs to be a mechanism to roll it out. • I don't think you'll get a one size fits all comms. Need to be tailored to audience you want to target. • Scottish Government don't promote the 'why', 'why they want you' and benefits of participating but they should rather than just info - subtitled film. • Need to start a new generation of people who do care - how we communicate and how it's going to benefit people and the individual participants rather than just government. • Give videos in schools, hand to parents, notice-boards, GP surgeries, job centre with leaflets, grass-roots orgs, single mums, school newsletters- often carers of young children mainly interact with others from school. Needs to be accessible regardless of technology. • Framework should have info/explainers for contacting employers and authorities - how to explain 'why and what you're doing regarding participation' especially if it's within working hours. Jury service as example, everyone knows what jury service is but there's a lack of awareness of what participatory democracy is. Communicating that to people in authorities if participating in something. Institutionalise this kind of democracy like Citizens Jury's etc. View should be putting this into legislation in the Local Governance Review.
<p>Include more guidance on equity</p> 	<p>Participants felt there needed to be more information and guidance on equity:</p> <ul style="list-style-type: none"> • Community engagement and participation is important for equity. • Equity is never used in policies or frameworks. • Some people actively participate and contribute but some don't and they miss out on some things that are there for them that they can benefit from if not part of a group or already involved. • Equality means each group of people means every group gets the same but equity allocates exact resources to reach equal outcome.
<p>Concerns around refugees and asylum seekers ability to participate</p>	<ul style="list-style-type: none"> • Participants raise the issue of barriers for refugees and asylum seekers to access services and are always left out: • There is free bus travel including over 60s/disabled and all young people under age 22, why not for asylum seekers? • There are barriers against minorities for accessing higher education. For example, in Scotland we have free further






	<p>education, but asylum seekers are not able to access, there are restrictions for ages 25 and above and are treated like international students.</p> <ul style="list-style-type: none"> • The duty of Government is to help the most vulnerable people in society and asylum seekers are always left out. Asylum seekers volunteer and contribute to the country but can't access services because of their status. Scottish Government should change this.
<p>Include specific guidance on engaging young people and children</p> 	<ul style="list-style-type: none"> • Include specificity for children and young people including their experience throughout, ethics of involving young people, links to useful framework on ethics for young people, consent etc. • Include advice for young people "aging out" and then not being able to continue to engage with ongoing projects – these people want to stay part of something from step one to the end.
<p>Include specific guidance on working with rural communities</p> 	<ul style="list-style-type: none"> • Include specific guidance on working with rural communities; how to have equitable reach... across geographical communities, communities of interest, communities of identity etc.
<p>Include specific guidance on sensitivity issues, working with people with lived experience, safety and trauma-informed work</p> 	<p>Participants raise the issue of trauma-informed work and being thoughtful of working with people with lived experience:</p> <ul style="list-style-type: none"> • Not too much about working with people with lived experience - not finished. • Reassurance regarding safety i.e., prevention of a large group trying to direct the narrative. • Recognition that some participation is not necessarily trauma-informed or appropriate for all groups (e.g. Ukrainian refugees). • Not retraumatizing people, being thoughtful about what it means. • Palliative care strategy - Government website, groups with accord and a hospice and carers, taking feedback from group and prioritising the action plan. • Have support organisations and contact details available during a participative event. • Don't want there to be missed opportunity for individuals who are off the radar to be involved. Move away from 'community' interest and individual interests and human rights. • How do you combat, or take account of, stigma and self-perceived stigma in the participation framework?
<p>Representativeness and not getting the same people every</p>	<p>Participants had reflections on involving people who are often excluded:</p> <ul style="list-style-type: none"> • Seldom heard voices 'hard to reach or easy to ignore' - how we go out to folk? • How involved were community groups while setting up the Framework?



<p>time, including marginalised groups</p> 	<ul style="list-style-type: none"> • I think extra effort will be needed by those who are excluded from society. Good way to engage communities and work together and no one be feeling excluded or marginalised. • International students study and work and are often excluded. • If you don't have a partner how is that person included? I.e., single mum studying and working - human rights - doesn't have equal access. • People with hidden disabilities are often unaware of how isolated they have become, and I think perhaps more effort might be needed here. • Making everyone involved and being a part of a group to work together without being marginalized or excluded. • Huge task - children's services, the promise, really difficult to encourage, break down barriers and ensure children are participating fully.
<p>Opportunity to build culture of responsibility and sense of community</p> 	<p>Participants had reflections on taking inspiration from international practice:</p> <ul style="list-style-type: none"> • Example: in Sweden, everyone who has first aid person will wait until an ambulance comes, we've lost culture of responsibility i.e., if you do this you'll get sued but actually doing something for your community and that broader practical opportunity is in this framework. • There's a larger opportunity for collective participation in our communities – copying models in Scandinavia. For example, in winter in Scandinavia people are encouraged to look after their own patch/neighbourhood with collective responsibility, keeping your area fit for purpose. This is something Scotland have lost over past 15 years. • Culture of shared physical responsibilities i.e. cleaning street, local society.
<p>Additional ideas to make participation better</p> 	<ul style="list-style-type: none"> • Text message alert/buddy system. This could be done in another way - volunteer as liaison to help people to access these participation workshops. • Participation needs to happen at conception of an idea - much earlier in process. • Need to ensure there is space for creativity and theatre. • More likely to engage if its specific to me or my community rather than Scottish government/political. • Individual basis 1-to-1 • I love that what works for neurodiverse people, could also benefit in so many ways, reasons for everyone. • Young people should have their minds aired out through school. • I'd suggest we could benefit from having it being accessible in more of the ways Soc Sec Scotland are working on now.






Appendix 4.3: Using the Framework to engage your community

<p>Understandability of the Framework and participation - benefit of getting involved</p> 	<p>Participants could see a broader benefit of this framework for culture change and getting people to work together for common ground:</p> <ul style="list-style-type: none"> • It has great potential if done correctly with the right resourcing, advertising and support behind it. It needs to get into the public domain, media to capture the voices we're not getting at the moment. • Opportunity for people's mindsets to be changed for the common-ground by breaking down barriers and stigmas. • Understandability of Framework - depends on intellectual level, for people who have not learned some things might find it very challenging and dry/boring. • Take a bit more time to explain it to them and seeing what impact or difference it makes - how much work might depend for explanation and breaking it down. • Existing information doesn't reach out to the wider focus group with lived experience.
<p>This framework feels like it is for policy-makers</p> 	<ul style="list-style-type: none"> • Framework feels like it is directly for policy-makers, I wouldn't share it with community, would share elements of it with community. • You couldn't present it to a community. • Couldn't present this to community to engage community - start with specific point. • Is this only for Government to solve or is it for local authorities?
<p>Capacity, resource & funding</p> 	<ul style="list-style-type: none"> • We need a dedicated delivery team! How can this be used with community groups and embedded into community practice? • It costs to participate - money and time.
<p>Representativeness and not getting the same people every time</p> 	<ul style="list-style-type: none"> • Participants had some concerns that we typically get the same people from the same data pool and how to go beyond this: • Yes, it is (a good starting point), as long as people are well represented. • How do you encourage and build trust with people to ensure they are participating fully - target groups? Representational leaders? Getting same people from data pool. Use that to get the graph of data and number of people you have reached. • Do you have the means to participate and are we targeting the right people? • Encouraging people to participate for folk who are less inclined to - might peak people's interest - stories on impact and differences rather than an ask people to participate.

	<ul style="list-style-type: none"> • Database of different sectors and groups with different characteristics - send an invite to two representatives to attend then we could get representation from everywhere. • Equal representation will be a challenge as much as you want to have everyone - depends on where the engagement is being advertised and kinds of people you are being reached. • They're not directly contacting grassroots organisations and people that are involving - usually organisational leaders. Can be voluntary to represent. • Make use of the community - access everyone and consider non-mainstream ways. • How far reaching will it go? Will people who are currently unheard be given the chance to participate. • What will the Government do to engage in cross-sections of society? Programmes that people want to do - some people find it daunting.
<p>Building confidence with people and empowering people through presenting information in accessible ways</p> 	<ul style="list-style-type: none"> • People need to feel confident enough to enact these things. Find ways to do practices together. It's not a goal it's something we're constantly moving towards. • Need to ensure multiple formats for presenting information to allow people to be at the same starting block (e.g., easy read formats Consider video, bullet point, visual, Podcast, Braille, condensed versions of this and anything related to it - make it easy to pick up and understand. • Empower people through access to information.
<p>Opportunities to share learning and experiences which can save time/money in the long-run</p> 	<p>Participants would like to see opportunities to join-the-dots and share learning:</p> <ul style="list-style-type: none"> • Plans for people to share their learning and experiences? Don't reinvent the wheel. If starting with Scottish Government as audience there should be a way of people to share their learning good/bad. • Tracking performance of this to see how many people have used it - what have they done/not done? Evidence it so it could attract the investment and save money. • Processes should build on each other to take feedback into account. • Have to 'walk out' need experience of doing the thing. Working with people and figuring out how to make spaces inclusive. We learn by doing. Watching other people do it better.
<p>Older population and those digitally excluded</p> 	<ul style="list-style-type: none"> • I don't feel that the framework is useful as a starting point for the over 60's community. • I've an example: if you want to book an appointment with my GP, there no phone you have to go through an App ... just wondering how old people (living alone). • Older people who can't access technology their voices matter as well.

<p>Rural communities</p> 	<ul style="list-style-type: none"> Rural communities sometimes treated as if they are a different country.
<p>Inclusive spaces</p> 	<ul style="list-style-type: none"> Example: Glasgow museums on participation and engagement on participatory strategy. More visitors in the museums. Institutions like to outsource their engagement but getting more humans involved in running the institutions with more experience. Can't make an inclusive space from doc alone.
<p>Those who cannot vote</p> 	<ul style="list-style-type: none"> Need to clarify on communities who cannot vote. New Scots – Government needs to accommodate participation with these people. Lived experience groups, asylum seeking groups and international students. It depends on how this is deployed i.e., need to be able to vote.
<p>Scottish Government, Ministers and local authorities if doing properly</p> 	<ul style="list-style-type: none"> If Scottish Government are serious, it should be SG and ministers that are affected by this as they should be doing it. This entirely depends on how it is used internally by Scottish Government and what its purpose becomes. Internally will need to upskill staff, not coming with own assumption of what participation is. Participatory work can be quite isolating and lonely - investment in training and their wellbeing. Those who will be applying the framework and implementing its guidance - Scottish Government, local authorities, and the participants they intend to engage with. Civil servants who are encouraged to use it - new way of working for some, greater encouragement/authority for others who already try to work this way other such as public sector and third sector organisations, and hopefully civil society. Local authorities will be affected - they'll need to embrace this fully and be made to buy into it
<p>Organisations currently doing participatory work & orgs not doing participatory work</p> 	<ul style="list-style-type: none"> Organisations that are not currently doing it . Validating organisations that are doing it. How do we bottle the organisations that are doing it right? Can be hard to break it down but if take your time and explain it to people might become uninterested quickly - what's the importance? It's a document you have to read which takes effort. There is an opportunity for this Framework to support reaching out to new groups and engage with local communities.
<p>Marginalised groups of people who don't fit into an established group, isolated, vulnerable people and</p>	<ul style="list-style-type: none"> People who don't agree with their communities or groups. People who speak for them and they don't agree with this/them. Different views. People with learning difficulties are very much ignored by everyone - no particular way to get them help as they don't fit into

<p>people with learning difficulties</p> 	<p>all the established groups. People with learning difficulties overlooked within this framework.</p> <ul style="list-style-type: none"> • People with NRPF with limited access to Human Rights in Scotland/UK • The most vulnerable people in society will be most affected as they'll have the opportunity to participate and engage with Government. • Concerned it might not focus on individuals. Opportunity to engage those in the most isolated communities • People in society that will struggle; people who are not affiliated with a group; people who feel forgotten; people who are disabled or discriminated against; those most affected could be groups/communities not participating/engaging on the framework; people with discrepancy in language. • The people who are scared to put their heads up over the parapet. • Different ranges of disability - very difficult to engage in the community if no recognition of them as a group. OK up to age 18 and pension age but there's a grey zone in adulthood. • Those who are left out and individuals who don't have a platform to express their views. • It would be helpful to: • Frame stuff on people's abilities but populations that are excluded for a reason - right to be heard. • Ensure it's not a tick box a lot of people don't feel their voices. are heard in an org. • List protective characteristics/specific communities including that not everyone in Scotland can vote. Need to clarify. • Include how you address the hard-to-reach groups and it's not the same people? • Give a platform to enable our third sector stakeholders to express diverse views. • Provide a place to hear the individual voices - will this framework help draw those voices out?
<p>Organisations that work with service-users and people who rely on services</p> 	<ul style="list-style-type: none"> • Organisations work with their service users but others that don't have English as first language don't always have opportunity to participate. • Palliative care, ADHD, mental health, national Scotland groups that local authorities can tap into and get their feedback. • Councils have list of areas/orgs/communities and how they engage with those groups (one person). • All service users - statutory services. • Try to promote independence - who do you go to get a particular service for these people?
<p>Professional representatives of groups of people and</p>	<ul style="list-style-type: none"> • Participants felt clarity was needed around the input of representatives of groups:

<p>whether it is their own opinions or on behalf of the group?</p> 	<ul style="list-style-type: none"> • When professional leaders are being asked to bring representatives in - are they asking to feedback through on behalf of or is it their own opinions? • The most vulnerable people most affected - don't seem to be well represented in workshops, target groups are professional leaders. • Ask what hat are people wearing? Are they representing an organisation or an individual? • How are the most vulnerable people ideas being fed through from the professional leaders?
<p>Facilitators and participative delivery orgs</p> 	<ul style="list-style-type: none"> • Neutral facilitators that don't have a stake in the decision. • Maybe able to facilitate easier if given information on who these groups are to listen to who these groups are - helps if you know what's needed. • People who are delivering participation programmes.
<p>Academics and researchers</p> 	<ul style="list-style-type: none"> • Researchers are the ones with the problem - without using third sectors and councils that know where the groups are - miss out. • Academia as well, researchers.
<p>General population</p> 	<ul style="list-style-type: none"> • Ideally, it would be the end user however, I think that it will mostly be the organisations reporting on participation and engagement. • General population who are then affected by any policy decisions taken as a result of the participation. • Participants, but also those who support them. • The people that the Scottish Government serve. • How Government sees people who are or have been marginalised. • The people who are most likely to engage in the policy process.
<p>Local communities, community connectors and focusing on local needs</p> 	<ul style="list-style-type: none"> • Regional differences and how local authority does engage those groups? • Look at one community - what does this community need? Can we access these things for them? • I think community connectors could be utilized too. • Consumer groups - people come along and moan but not constructive - getting participants and utilising what they're giving you.