



Good Parent Participation

A guide for parents and service providers



Welcome

Welcome to our Parent Participation Guide which has been produced by Icarus, with the support of funds from the Department for Education's Aiming High for Disabled Children Programme.

Since 2008, there has been a commitment from the highest level in government to support the involvement of parent carers of disabled children and those with special education needs in influencing planning and decision making. A recent Government Green Paper (*Support and Aspiration: A new approach to special educational needs and disability*) signalled the continuing commitment of the Government to parent participation, in particular the development of strong, influential parent forms within every district.

But what does 'Parent Participation' mean? And how can we turn the aspiration of parents influencing planning and decision-making into reality? This guide addresses these questions by presenting different parent participation options – providing good Information, Consultation and Parent Involvement. It sets out a 5-step approach to Parent Participation and presents a wide range of methods and tools for participation that can be used in different settings.

We hope it will be of use to both parents and providers, offering some clear and very practical guidance that helps to ensure good Parent Participation practices across Kirklees.

Special thanks go to Together for Disabled Children and Contact a Family for their published guidance on parent participation, which has informed the content of Good Parent Participation.

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A. Introduction

What do we mean by parent participation?

Parent participation is all about making sure that parents of children with additional needs can be involved alongside providers in service planning and decision making. The result is services that better meet families' needs and therefore are valued and have good levels of take up.

Participation is often something of a 'catch all' term that is used to describe all sorts of interactions between service users and the planners and designers of those services. In this guide we explain that participation can look different within different contexts and for different purposes; what is important is that it is used appropriately and effectively to improve outcomes for families.

We will outline three options for approaching parent participation:

- Providing good **Information**
- Effective **Consultation**
- **Involvement** in decision making

The benefits of parent participation

Working with parents helps service providers understand how services can best meet families' needs. Working with service providers helps parents understand the complexities and challenges in service planning and helps them feel they have some control over their own and their child's lives. Relationships between service providers and parents should improve through working together and sharing knowledge and the results are better services that reflect needs and improve the lives of families with disabled children.

Resourcing parent participation

There is a view that parent participation is a time consuming activity that takes additional resources. We would describe this initial investment as simply 'front loading' the resources; in the long term parent participation is likely to save both time and money as parents are more content with services that are designed to better meet their needs, and there is greater take up of services and less waste.

The challenges of parent participation

Service providers face some common difficulties in parent participation. These include a lack of skills and experience, limited support from managers, little clarity about what can be achieved through participation, uncertainty about the extent to which they can bring about change and difficulties in accessing parents to work with.

There are also numerous reasons why parents find it hard to participate – including complicated caring responsibilities, lack of confidence, lack of practical support (e.g. childcare expenses or crèche facilities), being put off by the language or jargon being used and difficulties in getting to meetings because of timing or transport problems.

So participation can be difficult for both parents and service providers and the challenges therefore lie in making sure that it is as effective as it can be to bring benefits to both service providers and families, while building confidence in participation processes and mutual trust. This often needs a shift in the culture of participation.

B. Options for Parent Participation

The options

Three options for parent participation are included in this manual – Information, Consultation and Involvement. **No one option is better than another but each one will suit different circumstances. At times they may also be used in combination.**

It is helpful to think of these options across a spectrum. At one side is Information, progressing through to Consultation and then Involvement. At one end of the spectrum, parents are recipients of information that is provided to them and, at the other end, parents are working alongside service providers, exchanging information and ideas and making decisions together.



Their purpose

Each option has a different outcome or purpose, as described below, and each one has its own merits and uses for different circumstances.

Parent participation options	The purpose	What service providers would say	Example	Remember
Information:	<i>Parents get the information they need about services, when they need it and in an easy to use format.</i> <i>One way communication – information is provided to the parents and no feedback is sought.</i>	<i>“Here’s what we are going to do ...”</i>	The local authority is setting up new fully inclusive after school clubs. A leaflet is produced explaining when and where they will take place and how parents should register their children to attend.	This option is simply about providing good quality information; do not dress it up as something more than that.
Consultation:	<i>Parents are asked their views on service planning and improvements but the final decision rests with the local authority.</i> <i>Two way communication – parents’ opinions are sought by service providers and those parents should be kept informed about what has changed (or not) as a result of their feedback; this is known as the <u>feedback loop</u>.</i>	<i>“Here are our plans – what do you think?.....”</i>	The local authority is planning a series of fully inclusive after school clubs. It would like to know what kinds of activities should be on offer and when it would best suit parents – parents receive a questionnaire asking for their views. They are later sent a newsletter updating them on the decisions the authority has taken as a result of the consultation.	Only consult when you are able to take notice of what parents say; be clear what the boundaries of the exercise are; make sure you provide a feedback loop.
Involvement:	<i>Parents work alongside service providers in making decisions about services.</i> <i>Two way communication – requires a real commitment from parents and service providers to work together.</i>	<i>“We want to make decisions together”</i>	Parents are invited to be involved in shaping the provision of and making decisions about fully inclusive after school clubs with the local authority through membership of a Working Group alongside service providers.	Clarify how much influence parents will have and how decisions will be reached.

C. A Five-Step Approach to Parent Participation

Participation as a planned process

There has been a tendency in the past to approach parent participation in an ad hoc way – parents may have been consulted in one off events about a new service or policy, for example, and never find out what impact their views have had.

Participation should be a planned process, making conscious decisions about which option is most appropriate for each situation and then deciding on the best approach to take overall.

Poorly planned or thought through participation is counter-productive. For example, parents will be disillusioned if they are led to believe they are being Involvement in decision making if in fact it is a case of Consultation. Equally, they will be frustrated by constant rounds of consultation if they do not know what effect their input has had. This five step approach to participation will ensure that these pitfalls are avoided and participation is a positive and productive experience for everyone involved.

A five-step approach



Step 1: Select the appropriate participation option / s

There are a series of questions to consider that can help decide which option best suits the parent participation task in hand. This should be straightforward to do but is so often overlooked. By thinking through these questions it is possible to start to get a real sense of what the scope and extent of the parent participation can and should be.

Key questions ...		Example 1	Example 2	Example 3
1. What do you want to achieve from the project / piece of work?	<ul style="list-style-type: none"> • What outcome are you working towards? • Who is going to make the final decision? 	<ul style="list-style-type: none"> • We want parents to know about new fully inclusive after school clubs in the area. • All decisions about the provision have already been made. 	<ul style="list-style-type: none"> • We want to know what parents' requirements are for a fully inclusive after school club. • Final decisions will be made by the local authority. 	<ul style="list-style-type: none"> • We want to work with parents to develop a fully inclusive after school club. • The local authority will look at all options with parents and agree a way forward together.
2. Why do you want participation from parents?	<ul style="list-style-type: none"> • What difference will parent participation make to this outcome? • Is parent participation appropriate and / or necessary? 	<ul style="list-style-type: none"> • We need parents to know about the service that is being provided for them. • If they do not know about the service they will not use it. 	<ul style="list-style-type: none"> • We want to understand what parents needs are to tailor our provision. • Without parent participation we could provide something inappropriate resulting in low take up. 	<ul style="list-style-type: none"> • We want parents to be able to directly influence what is offered. • Only parents can give us a really good insight into what is needed and how best to deliver it.
3. Which parents do you need to have contact with through the participation?	<ul style="list-style-type: none"> • Do you want to contact any parents of children with disabilities or those with children with specific needs? • Are they already service users / known to you or do you need to reach new people? 	<ul style="list-style-type: none"> • We want to reach all parents of disabled children including those that we have not had contact with before. 	<ul style="list-style-type: none"> • We want to reach all parents of disabled children including those that we have not had contact with before. 	<ul style="list-style-type: none"> • We want to reach all parents of disabled children including those that we have not had contact with before.

Key questions ...	Example 1 ...	Example 2 ...	Example 3 ...
<p>4. What is the scope of the work?</p>	<ul style="list-style-type: none"> • What resources, money, time and skills can be put into this piece of participation work? • To what extent can the work be influenced by parents' opinions? 	<ul style="list-style-type: none"> • <i>The clubs start in a few weeks time and we have a little money set aside to publicise them.</i> • <i>All decisions about the provision have already been made.</i> 	<ul style="list-style-type: none"> • <i>We have two months to complete this work, with a little money for events etc.</i> • <i>We will take parents opinions into account but the final decisions will depend on the resources available within the local authority.</i>
<p>5. Which is the best option?</p>	<ul style="list-style-type: none"> • What over arching option is best suited to the project / piece of participation work? • Is a combination of options required to achieve different parts of the project? 	<ul style="list-style-type: none"> • <i>This is a situation where INFORMATION is the most appropriate option.</i> 	<ul style="list-style-type: none"> • <i>This is a situation where CONSULTATION is the most appropriate option.</i>
<ul style="list-style-type: none"> • <i>We have six months and a part time officer to work on the development of the clubs.</i> • <i>We want to work alongside parents to inform every decision that is taken about the clubs.</i> 	<ul style="list-style-type: none"> • <i>This is a situation where INVOLVEMENT is the most appropriate option.</i> 		

Step 2: Choose the methods / tools

There is a tendency in many participation processes to jump right in and start thinking about *how* to do the engagement with little attention paid to the appropriateness of the method.

However tempting it is to go straight to this point, it is really important to first of all complete Step 1 and consider the key questions very carefully. This will give a steer clear about which parent participation option is appropriate. At this point, the most appropriate methods / tools can be selected.

Section D below suggests a range of methods appropriate to the three participation options: *Information*, *Consultation* and *Involvement*. These are listed along with their advantages and disadvantages, plus top tips for their application.

Step 3: Deliver the participation

It is often the case that one of the hardest aspects of delivering a participation process is reaching the parents of children with additional needs you want to engage with. Service providers may find they are always calling on the same few parents for help, or that the parents' contacted are dominated by representatives of one disability. Many parents are quite isolated and exhausted by the trials of getting through each day. Such hard to reach parents can include: parents who do not speak or read English; parents whose children have moderate disabilities and are in mainstream provision; parents whose children have mental health problems; those in geographically isolated areas; working parents; and parents who have become disillusioned or have disengaged from services. To be even handed and to garner participation from all such parents, it is important to think carefully about how best to reach them. Think broadly about where and how parents may be reached, for example:

- **Work through front line staff** such as community paediatricians and nursing teams, early years workers, social workers, special schools, occupational therapy, support workers and speech and language therapists. They can provide parent contacts, support parents to participate or be used to get feedback direct from parents.
- **Work through the specific disability groups** in the community and voluntary sector that many parents opt to join. Bear in mind however that these parents will have valuable insights about the impact of that specific condition but may lack awareness of the impact of other disabilities.
- **Work through other established community organisations** that may have contact with parents of disabled children, such as toy libraries, local playgroups or youth provision.
- **Try snowballing** where one parent provides the name of another parent, who then provides the name of another parent and so on.

- **Hold fun events for families** that may attract families who have not previously participated with service providers. Events can be used as participation methods themselves (for example, by including some consultation methods) or as part of a plan to increase participation as a whole (in which case, don't forget to make sure attendees' contact details are captured).

In reaching out to parents it is important to remember and reflect cultural and language differences (for example, provide translation or offer interpreters); ensure that the opportunity to participate is free of charge / at no cost to the participant (for example, offer transport and childcare expenses where applicable); use accessible venues with good transport links; and think carefully about timing (for example, school hours during term time).

It is important to deliver the participation as planned – to not get distracted and to remain on message. For example, when colleagues know parents are being consulted they may want to add in questions about their work and activities, or to use this opportunity to include information about what they are doing. This can be a good use of resources when there is a clear link to the purpose of the participation, but can be very distracting and even counter-productive when there is not.

Step 4: Provide feedback to parents on the participation process

The feedback loop is critical. When parents have been asked to participate they want to know what difference their input has made – for example, how the consultation exercise was acted on and the extent to which the consultation findings influenced this. It needs to be a format that is easily understood and along the lines of *“this is what you said and this is what we will do about it (and why) ...”*

Feedback to parents is essential for Consultation and Involvement. Such feedback demonstrates to parents and service providers the value of parental participation; otherwise there is a sense that parents' contributions have dropped into a 'black hole' and this can result in frustration that they have contributed their time but possibly to no effect. The term 'consultation fatigue' has been coined to describe the outcome of this lack of feedback (and indeed of resulting action).

Step 5: Review the participation process

It is possible to continue to grow and be better at what we do when time is taken to review how a piece of work has gone. It is important therefore to consider whether a participation process achieved what it set out to do and what has been learnt along the way.

D: Parent Participation Methods and Tools

Information

Public Meetings	
<ul style="list-style-type: none"> ▪ An open meeting for parents ▪ Information is presented and explained from the front ▪ An opportunity for parents to raise questions which can then be addressed at the meeting 	
ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none"> ▪ An opportunity to present information in a planned and organised way ▪ An opportunity to clear up misunderstandings and address questions that parents may have ▪ An opportunity to present information to a wide range of individuals and groups 	<ul style="list-style-type: none"> ▪ It can be intimidating for parents to ask questions in front of a large group so active participation from all parents is unlikely ▪ Limited opportunities for discussion and relationship-building ▪ Presenter may have to think on their feet when responding to questions raised by parents
TOP TIPS	
<ul style="list-style-type: none"> ▪ Be very clear, prior to and during the meeting, that this is about giving information and not consultation ▪ Use a community venue and think about the timing – e.g. avoid early evenings ▪ Avoid complex information – give simple, clear presentations 	

Leaflets and newsletters	
<ul style="list-style-type: none"> ▪ A method of distributing print-based information to a large number of parents ▪ Leaflets are likely to be one-offs ▪ Newsletters are likely to be issued at regular intervals 	
ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none"> ▪ Newsletters are popular with parents ▪ An opportunity for a service or activity to establish a profile across a wide range of parents ▪ An opportunity to provide clear, accurate and up-to-date information to a wide range of parents 	<ul style="list-style-type: none"> ▪ Can be time-consuming to write ▪ Design, print and distribution costs may be high ▪ May not be accessible to all parents because of language and literacy barriers ▪ Relies on good information and contact details about parents
TOP TIPS	
<ul style="list-style-type: none"> ▪ Involve parents in writing (or commenting) on the content for the leaflet / newsletter ▪ Make headlines attention grabbing and keep language simple ▪ Use photos and illustrations and consider making the newsletter / leaflet available electronically 	

Displays / drop-ins

- An information point is set up within a building (or outside) at a time that is advertised to parents
- Parents can drop-in and talk to someone, or read display boards, in order to get information
- Someone is present to meet, greet and talk to parents as they arrive

ADVANTAGES

- Parents can drop-in at a time that is convenient for them
- Parents have the option of simply collecting information, or having a one to one conversation with someone in order to ask questions and find out more
- An opportunity to provide clear and accurate information

DISADVANTAGES

- Some parents may find it intimidating to go to a drop-in on their own
- Can be time consuming to staff because drop-ins are usually available for a number of hours
- There is no way of knowing how many parents will come along

TOP TIPS

- Consider offering a number of drop-ins at different locations or different times to increase the number of parents that can take part
- Ensure information on display boards is clearly presented and at the right height for all people to read
- Create a friendly, informal drop-in environment - offer refreshments and comfortable chairs

Consultation

Focus groups

- A number of parents (around 8-10) are invited to come together for a specified period of time
- A facilitator asks the parents a series of questions about a particular topic
- The facilitator encourages parents to discuss their ideas and experiences which are recorded

ADVANTAGES

- An opportunity to get in-depth information from parents
- Discussion between parents can enable new perspectives and ideas to emerge
- An opportunity for parents to meet other parents

DISADVANTAGES

- People may not speak as freely as they would in a one-to-one conversation
- Can generate a lot of information that needs to be written up
- The optimum number of people is 8-10; if the numbers are higher or lower it can be difficult to generate a good discussion

TOP TIPS

- Try not to invite a very diverse group to a focus group – they work better if the attendees broadly share the same characteristics
- Create an informal and welcoming environment and ensure the facilitator is skilled in managing group discussions
- Ensure someone is there to take notes during the discussion and consider also taking a digital recording of the focus group

Suggestion boxes / books

- Used for gathering individual feedback from parents
- Parents write down their ideas and post them into a suggestion box or record them in a book
- Suggestion boxes / books can be located in places where parents access services

ADVANTAGES

- Suggestion boxes can be a continuous feature - no need to limit the time that they are available
- Parents can write down their ideas at a time that is convenient for them
- Creates a culture of continuous feedback from parents

DISADVANTAGES

- Unlikely to get very full or detailed comments from parents
- May not be accessible to all parents because of language and literacy barriers
- May encourage negative (rather than constructive) comments

TOP TIPS

- Encourage parents to write clearly and explain the points they are making
- Regularly review the suggestions made by parents
- Use display boards to tell parents what has been suggested and what will happen as a result of this

One-off consultation workshops

- An open meeting for parents
- Parents are invited to discuss and give their views about a particular topic in a structured way
- Parents' ideas are carefully recorded and used to inform service reviews and service plans

ADVANTAGES

- Enables parents to participate without having to make a long term commitment
- An opportunity for structured and focused discussion about a particular topic
- An opportunity to address questions that parents may have in a two-way conversation

DISADVANTAGES

- As it is 'one-off' parents may miss out on the opportunity to give their views if the time or location is inconvenient to them
- Not all people are comfortable giving their views in an open environment
- Can be time consuming to organise

TOP TIPS

- Advertise the meeting well and provide a clear explanation of its purpose prior to and during the meeting
- Use a skilled facilitator and provide opportunities for small and large group discussions to increase the likelihood of participation
- Ensure a good feedback loop: shortly after the event circulate the ideas that were recorded and at a later date share information about what has been done as a result of the consultation

Surveys / questionnaires

- A series of questions presented to parents to gather their views
- Parents' responses can be recorded face to face, by post, through e-mail/_on-line or over the telephone
- The responses from a number of surveys are collated and analysed to inform decision making

ADVANTAGES

- Enables information to be gathered from a large group of parents
- Versatile in that it can be delivered in different ways in order to appeal to a wide range of parents
- Good for parents that are unlikely to come to a meeting or focus group
- Parents only need to give a small amount of time to complete a survey

DISADVANTAGES

- Requires skilled design and time to pilot
- Questions and answers can be misinterpreted if design is weak
- Can be time consuming to collate and make sense of all the responses

TOP TIPS

- Keep the language simple and ensure there are not too many questions
- Combine both multi-choice and open questions to get a range of different types of responses
- Ensure a good feedback loop shortly after the survey is closed

Visits to existing parent groups

- Parent groups are invited to take part in a consultation
- Someone attends a meeting of the group and asks the parents a series of questions about a particular topic (similar to a focus group)
- The group are encouraged to discuss their ideas and experiences which are recorded

ADVANTAGES

- The parents are on their own territory so are more likely to feel able to contribute
- The time and location is convenient for the group
- An opportunity to talk to parents who may be less comfortable going to open meetings

DISADVANTAGES

- The number of parents may be small
- The parents may represent only one particular area of interest / need / disability
- The time to talk to parents may be limited if they have other things to discuss at their meeting

TOP TIPS

- Give plenty of notice to groups as they may only meet a few times a year
- Try to meet as many different groups as possible to get the broadest range of perspectives
- Ensure a good feedback loop: circulate a summary of the notes from the discussion and at a later date tell the group what has been done as a result of the consultation

Interviews

- One to one conversations with parents structured around a series of questions
- May be face to face or over the telephone
- The responses from a number of interviews are then collated and analysed

ADVANTAGES

- An opportunity to get in-depth information from parents
- One to one conversation may appeal to parents who are less comfortable talking in front of a large group
- Interviews can take place at a time that is convenient for parents

DISADVANTAGES

- Can be time consuming to find parents willing to be interviewed
- Can generate a lot of information to be collated and analysed and which requires specific skills
- Interviewers need to have appropriate skills

TOP TIPS

- If doing face to face interviews, go to where parents meet / congregate / drop up or pick up their children
- Explain the purpose of the interview and how long it is likely to take
- Consider using 'peer interviews' by training parents to interview each other

Involvement

Participatory budgeting	
<ul style="list-style-type: none"> Allows parents to make decisions on the spending and priorities for a defined budget Parents are given opportunities to be involved in different stages of the budget cycle Likely to involve a number of facilitated workshops 	
ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none"> An opportunity to include those who are not traditionally engaged in policy decisions Parents can see how the decisions they are making affect services on the ground A bottom-up approach to allocating funds which can help to build the trust and confidence of parents 	<ul style="list-style-type: none"> To be able to make good decisions, parents need to have access to good quality information Can be time consuming to organise Requires a genuine commitment to enable parents to control how a defined budget is used
TOP TIPS	
<ul style="list-style-type: none"> Take advice about different approaches to participatory budgeting Plan the approach well Ensure parents have access to all the information they need to be able to participate fully 	

Parents' forum	
<ul style="list-style-type: none"> Develop a relationship with an existing parents' forum Provide opportunities for the parents on the forum to influence service reviews or service design Likely to involve attending meetings with the forum or establishing a joint working group 	
ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none"> Regular joint meetings help to build relationships between parents and service providers Enables a group of parents to become well informed and skilled in influencing services Forums are likely to have good mechanisms for consulting and informing a wider group of parents 	<ul style="list-style-type: none"> The forum members may not have the capacity to be involved in lengthy discussions about a particular service May only suit the more articulate or confident parents Parents need access to good quality information in order to participate fully
TOP TIPS	
<ul style="list-style-type: none"> Be very clear about what the forum can and cannot influence Ensure the forum members have access to good quality information about the services they are influencing Ensure forum members have time to consult their wider membership 	

Parent representatives on decision making groups

- Parent representatives are invited to join a working group or panel
- This might be a steering group for a particular project or activity or it might be a strategic group for managers
- Parents and professions jointly make decisions about services for disabled children and their families

ADVANTAGES

- Gives parents more power and influence over decisions that affect their lives
- Decisions about services are more likely to be family-centred
- Helps to build relationships and understanding between parents and service providers

DISADVANTAGES

- Parents have a challenging task of representing the views of other parents
- Both parents and providers are likely to need new skills to enable them to jointly plan
- The timing of meetings can make it hard for parents to participate

TOP TIPS

- Ensure that parent representatives have the same information as service providers so that they can participate fully and equally
- Allocate a minimum of two places to parents so that they have some mutual support
- Identify a professional who can act as a key contact to meet parents representatives in advance of meetings in order to ensure they are fully prepared
- [See Checklist below](#)

Parent representatives checklist

Preparation	Recruit parents from existing parent groups such as a parents forum or a special interest group	
	Allocate a minimum of 2 places for parents on a working group	
	Identify a member of the working group to act as key contact for parent representatives	
	Ensure parents understand the purpose of the working group , terms of reference and how the group fits into the overall planning structures	
	Ensure parents understand what the parameters of the group are – what it can and cannot do / influence	
	Let parents know who the other members of the group are – names and roles	
	Explain how the meeting is run and answer any questions	
	Clarify what the parent representative needs to do if they can't attend	

	Agree a confidentiality policy	
	Agree a parent representative policy which includes a strategy for payment for parent representatives	
	Explain the confidentiality policy	
	Ensure the parent representative knows how the agenda items are drawn up and how to ask for something to be included in future meetings	
Before meetings	Go through the agenda with parent representatives so they have time to think about think about what they want to say in the meeting	
During the meeting	Hold meetings at a time when parents can attend	
	Make parents welcome: ask the chair to meet and greet them and introduce them to other people	
	Use plain language and clarify any jargon used	
	Make sure parents have a chance to input into the meeting and feel comfortable to speak openly	
	Clarify what information can be shared and what is confidential to the meeting	
	Thank parents for their time and commitment	
Between meetings	Ensure parents are on the mailing list for minutes and information and send these out promptly	
	Check the best format for parents to receive information (e.g. by post or e-mail)	
	Include information about the date and time of the next meeting and try to set a few meeting dates in advance	
	Get feedback from parent representatives: could anything more be done to improve their experience? Do they feel able to contribute? Do they need any further information or training to help them contribute?	

Appendix 1: Parent Participation Planning Tool

Parent participation planning tool

Step 1: Select the appropriate participation option / s

What do you want to achieve from this project / piece of participation work?	Why do you want participation from parents?	Which parents do you need to have contact with through the participation?	What resources (time, funds, skills) do you have available to complete the participation work?
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What level of influence can parents have?

Things which parents can influence	Things which parents cannot influence

Based on your answers, which participation option is appropriate?

Information	Consultation	Involvement
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Step 2: What methods / tools will you use to deliver the participation?

Information:	Ti ck	Consultation:	Ti ck	Involvement	Ti ck
Public meetings		Focus group(s)		Participatory budgeting	
Leaflets / newsletters		Suggestion box / book		Parents' forum	
Displays / drop-ins		Consultation workshop (s)		Parent reps / decision making groups	

Other:		Survey / questionnaires		Other:	
		Visits to parents groups			
		Interviews			
		Other:			

Step 3: Delivery (list here the key actions / milestones for your participation work)

Jan, Feb, Mar	Apr, May, June	Jul, Aug, Sept	Oct, Nov, Dec

Step 4: Feedback loop (how will you give parents feedback on the decisions arising from the participation?)

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Step 5: Review (how will you review the effectiveness of the participation process? What will be your indicators of success?)

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