

DO WE MEET YOUR STANDARDS?



YDYN NI'N CWRDD Â'CH SAFONAU?

National Children and Young People's
Participation Standards Self-Assessment
Pack
Pecyn Hunan-Asesu Safonau Cenedlaethol
Cyfranogaeth Plant a Phobl Ifanc

Compiled by Kath O Kane, May 2007



Participation Standards Self Assessment Pack Introduction from Minister for Children, Education, Lifelong Learning and Skills

This pack marks a significant milestone in the journey towards developing and promoting a set of Standards for children and young people's participation in Wales. The journey began at the Funky Dragon AGM in 2005 when young people voted overwhelmingly in favour of the National Participation Standards. Young people then piloted the Standards across Wales to test that they were clear and meaningful to everyone. The final Standards document was endorsed by all members of the Welsh Assembly Government's Children and Young People's Cabinet Sub Committee and the National Standards were launched by the Minister for Education Lifelong Learning and Skills at a Seminar in January 2007.

The next phase of the journey involves the standards becoming recognised and used by organisations throughout Wales, the development of a quality assurance scheme and ultimately the raising of the quality of the participation experience for all children and young people throughout Wales. This pack provides a clear starting point and an exciting opportunity for organisations to examine and improve their practice in relation to young people's participation and also opportunities for children and young people to become more involved in the organisations that impact on their lives.

At the Welsh Assembly Government we are leading from the front by piloting the first use of this pack with the Youth and Adult Learning Opportunities Division in the Department for Children, Education, Lifelong Learning and Skills along with the Participation Unit for Wales and Funky Dragon. I'm sure that we'll learn some useful lessons which will improve the way we do things in future.

I'm pleased to recommend this self assessment pack and hope that it provides another step on the way to giving all children and young people a voice and a choice.

Jane Hutt



National Children and Young People's Participation Standards

Safonau Cenedlaethol Cyfranogaeth Plant a Phobl Ifanc

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Having a Voice – Having a Choice

Do we meet your standards?

*We' means anyone asking children and young people to participate. 'You' have a right to expect these standards.

"Participation means that it is my right to be involved in making decisions, planning and reviewing any action that might affect me. Having a voice, having a choice"



INFORMATION



This means:

- Information that is easy to understand for everyone
- Adults working with you who know what is going on and are up front and clear.

We will:

- Ensure everyone has enough information to get properly involved
- Let you know what difference you being involved will make
- Inform you about who is going to listen and make changes.

IT'S YOUR CHOICE

This means:

- You choose if you want to get involved or not
- You choose to work on things that are important to you
- You choose what you do and how you do it.

We will:

- Give you enough information and time to decide if this is something you want to do.



NO DISCRIMINATION



This means:

- Children and young people are all different but you all have the same right to have a say about the things that matter to you.
- We want everyone to feel welcome and be able to get involved if they want to be.

We will:

- challenge any discrimination
- get in touch with children and young people in lots of different situations
- get you involved in things you want to do.

RESPECT

This means:

- Everyone has a chance to have a say, your opinions are important and we will respect them.

We will:

- listen to your ideas, views and experiences
- take you seriously and treat you fairly
- work with you to do something about the things you tell us are important
- work with you to help change things for the better.



YOU GET SOMETHING OUT OF IT



This means:

- We want you to enjoy and benefit from taking part
- We know that you have other things to do in your lives as well!
- Making sure that participating is a positive not a negative experience.

We will:

- work in safe, fun, and enjoyable ways
- make the most of what you know
- do positive things that build your confidence
- meet in friendly places that are easy for all young people to use
- value and respect what you have to offer.

FEEDBACK

This means:

- It's really important that you know what difference you have made and how your ideas have been used.

We will:

- keep you up to date with what is happening
- give feedback as soon as possible and in ways that are easy to understand for everyone.



IMPROVING HOW WE WORK



This means:

- We want to learn and get better at the way we work with you.

We will:

- look at the way we work with you and how to improve it

- ask you what has gone well and what needs to change
- make sure your views make a difference to the way we make plans and decisions.



These are the agreed children and young people's participation standards for Wales

Introduction and Background

Having
a Voice –
Having
a Choice

"Participation means that it is my right to be involved in making decisions, planning and reviewing any action that might affect me. Having a voice, having a choice"

The Participation Unit and the Children and Young People's Participation Consortium ([See Appendix 1](#)) are working to increase capacity and practice for the full and meaningful participation of children and young people in decision-making in Wales.

Participation, as understood by the Participation Consortium and the Participation Unit, is underpinned by Article 12 of the United Nations Convention on the Rights of the Child. It is also captured in the Welsh Assembly Government's participation 'sound bite':

'Participation means that it is my right to be involved in making decisions, planning and reviewing any action that might affect me. Having a voice, having a choice.'

Developing a set of National Standards for Children and Young People's Participation for Wales has been a priority for the Participation Unit, working in partnership with the Participation Consortium, the Welsh Assembly Government, practitioners and children and young people across Wales.

Background: National Standards and Kite-mark

From commonly agreed 'core principles' of participation, the Children and Young People's Participation Consortium and the Participation Unit have developed National Standards for Children and Young People's Participation i.e. **quality standards** that can provide a means for measuring and assessing participatory practice.

At their 2005 AGM, Funky Dragon voted overwhelmingly in favour of the National Participation Standards; in 2006, they piloted them alongside five other groups of children and young people across Wales. The final National Standards document was endorsed by all members of the Welsh Assembly Government's Children and Young People's Cabinet Sub Committee in November 2006.

The National Standards were launched by the Minister for Education, Lifelong Learning and Skills at the Participation Unit's National Standards Seminar on January 25th 2007. The Seminar brought together adults and young people from local and national projects, all of whom have a stake in the development of National Standards. Sessions were run by young people who had been involved in piloting the Standards.

Quality Assurance and Kite-mark

As a means of further developing good practice, the Participation Consortium and the Participation Unit want to explore quality assurance or kite-marking schemes with the aim of setting up a national **kite-mark** associated with the National Participation Standards. A kite-mark is a recognised symbol which guarantees that a certain set of standards have been reached, for example *Investors in People* or *Basic Skills* kite-marks.

The Consortium commissioned research on quality assurance and kite-marking schemes currently operating in Wales measuring and assessing children and young people's participation. Examples included the Neath Port Talbot Young Inspectors and Clywed in Gwynedd. All of these schemes had valuable experiences and views to contribute to a discussion on National Participation Standards and a National Kite-mark for Wales.

Working towards a kite-mark means developing a national framework for implementing and assessing against the Standards. It also means piloting how this might work across Wales. The first step is to raise awareness of the Standards and to encourage organisations to use them for self-assessment of their current practice. The following section explains how this can be done.

How to Use this Pack

Following on from the last section, where we explained the background to the National Participation Standards and Kite-mark, this section pulls together the information from the National Standards Seminar and gives a guide to self-assessment against the Standards.

What this Pack Is...

This pack is the next stage in developing the National Standards and working towards a National Kite-mark. It is a way of circulating the National Standards document with guidance on how to look at your practice in relation to each Standard. It shows you how to start to build evidence on how to meet the Standards. We want as many people as possible to become familiar with the National Standards and how they relate to their own day-to-day practice and involvement of children and young people. This is a tool for you to reflect, self-assess and consider your own practice. There is a form in [Appendix 3](#) to help you to work through this process.

This pack will also help you to gather information to demonstrate children and young people's participation in your organisation, for example as part of an Estyn inspection. The materials in the pack can be used in schools to deliver learning outcomes from the PSE Framework¹. They can also link with the National Youth Work Strategy and Youth Work Curriculum Statement for Wales, enabling you to gather information that supports your practice in terms of the Participation 'supporting pillar' of youth work.

Increasingly, it is hoped that the National Standards will be integrated into policy and practice impacting upon children and young people in Wales. For example, they are already being written into the Draft Guidance for the new Children and Young People's Single Plans that Framework Partnerships across Wales must produce by July 2008.

¹ Links to PSE as shown in the '*Personal and Social Education Framework: Key Stages 1-4 in Wales* (ACCAC) and '*Supplementary Guidance*' (ACCAC) (AWDURDOD CYMWYSTERAU, CWRICWLWM AC ASESU CYMRU)

What this Pack is not...

The National Standards will not change. They are set and have been adopted as such across Wales by both Funky Dragon and the Welsh Assembly Government. However, the process of deciding finally on how progress is measured and evidenced against these Standards is longer-term. For example, although we provide you with ways of meeting the Standards and with ways of evidencing against the Standards in this section, these are not the more specific 'performance indicators' that will accompany a National Kite-mark and the external assessment of organisations that this involves. It may be, for example, that the Kite-mark will be divided into Bronze, Silver and Gold levels with different indicators to meet in each case – we do not have this specific information in place as yet. This will be piloted and developed over the next 1-2 years across Wales (2007-9) and we will be asking you if you want to be involved in this process.

This pack is not claiming to be the end point but a stage in the process of developing and implementing National Standards. As such, although we have piloted the Standards extensively with young people, we are still aware that further work needs to be done re: younger children's understanding of the Standards. We have run a pilot with primary school children (age 4+) and an in-depth pilot has been completed in Caerphilly with children aged 6 - 11 on the Standards. The Standards Sub Group of the Participation Consortium is working on materials on the Standards to be designed specifically for younger children. Further piloting will be done with younger children. This pack is therefore predominantly based on and targeted at work with young people on the Standards, rather than younger children.

The following shows an example of how each Standard is laid out separately over the next 8 pages. Each page outlines the Standard, how to meet and evidence it and how to involve children and young people in the process. Please note- some evidence is duplicated in some of the standards- you only need to provide this information once.

LAYOUT OF STANDARDS

STANDARD TITLE

“This Standard means”:

An outline in bullet point form - the “You” refers to children and young people.

“We will”:

An outline in bullet point form - the “We” means anyone asking children and young people to participate.

“How to meet this Standard”:

Outlines a basic level of how to meet this Standard for self-assessment - the suggestions are directly linked to the bullet points in “We will”.

“Methods and evidence”:

This section aims to outline ways to meet the Standard and examples of evidence that can be used. There are, in the main, three ways suggested to evidence the Standard. Young people prioritised these during the development of the Standards.

“Ways to involve children and young people in the process”:

These examples aim to support good practice by involving children and young people where possible in the process. The suggested ways are numerically linked to the “methods and evidence” section.

Standard 1 - Information:



This Standard means:

- Information that is easy to understand for everyone.
- Adults working with you who know what is going on and are up front and clear.

We will:

- Ensure everyone has enough information to get properly involved.
- Let you know what difference you being involved will make.
- Inform you about who is going to listen and make changes.

How to meet this Standard:

1. A minimum of three different means of circulating information to children and young people can be demonstrated.
2. A consultation has been conducted and children and young people have provided evidence that they know what difference their being involved will make.
3. Clear evidence has been provided that children and young people have been informed about who will listen to them and make changes.

Methods and evidence:

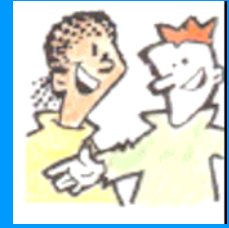
1. Talk to / inform / ask children and young people e.g. by recording consultation sessions, use of questionnaires / surveys, evidence of database showing where information has gone.
2. Send out information in a variety of forms e.g. newsletter / websites (my space / bebo) posters e.g. evidence websites, newsletters, posters for information circulated (See also **Standard 6** for similar evidence)
3. Talk to children and young people representatives e.g. from school councils, youth forums etc. (See also **Standard 2** for similar evidence)

Ways to involve children and young people in the process:

1. Children and young people led consultations.
2. Children and young people gathering evidence of information.

(It should be noted -young people pointed out that websites are not accessible to all young people, particularly those already marginalized e.g. young people in looked after accommodation)

Standard 2 - It's Your Choice



This Standard means:

- You choose if you want to get involved or not.
- You choose to work on things that are important to you.
- You choose what you do and how you do it.

We will:

- Give you enough information and time to decide if this is something you want to do

How to meet this Standard:

1. Evidence must be provided to show that adequate time and information was given to children and young people so that they could make an informed choice.
2. This must be provided for a minimum of three separate occasions.

Methods and evidence:

1. Ask children and young people face-to-face (e.g. via a youth forum) whether they want to get involved (See also **Standard 1** for similar evidence). For example, use surveys / questionnaires at the beginning to see if children and young people know what they are taking part in(See also **Standard 4** for similar evidence).
2. Provide free information events to inform children and young people's choice.
3. Use advertisements and resource packs to inform children and young people's choice; keep and check records of information being sent out (e.g. e-mails / post) to demonstrate enough information has been given and the timing of this. (See also **Standard 3** for similar evidence)
4. Use the Participation Protocol Form (see **Appendix 2**). This will help you to fully think through and plan time for young people to make an informed choice. Many youth forums across Wales expect organisations to use this before consulting children and young people. (See also **Standard 6** for similar evidence)

Ways to involve young people in this process:

1. Children and young people asking other children and young people if they want to get involved.
2. Children and young people involved in planning and delivering events to inform other children and young people's choices.
3. Children and young people to work on making adverts and resource packs to inform other children and young people's choices.

Standard 3 - No Discrimination



This Standard means:

- Children and young people are all different but you **all** have the same right to have a say about the things that matter to you.
- We want everyone to feel welcome and be able to get involved if they want to be.

We will:

- Challenge any discrimination.
- Get in touch with children and young people in lots of different situations.
- Get you involved in things you want to do.

How to meet this Standard:

1. Show evidence of an equal opportunities policy and procedure.
2. Evidence at least three ways you have contacted different groups of children and young people (e.g. disabled children and young people, black minority ethnic children and young people, gypsy traveller children and young people).
3. Show evidence that you are involving children and young people in things they have identified they want to do.

Methods and evidence:

1. Ensuring everyone has their rights met by involving children and young people from all backgrounds e.g. by ensuring advertising / marketing of information is not targeted to specific ages / ethnic groups and making sure information is appropriate e.g. bi-lingual. (See also **Standard 2** for similar evidence)
2. Checking there is fair representation from different areas and backgrounds e.g. attendance records.
3. Treating children and young people with equal respect e.g. by documenting cross-cultural gathering / meetings bringing diverse children and young people together.

Ways to involve young people in this process:

1. Children and young people led feedback on other children and young people's experience of respect within the project. (See also **Standard 4** for similar evidence).
2. Children and young people doing a profile on which groups of children and young people are engaged in the project.

Standard 4 - Respect



This Standard means:

- Everyone has a chance to have a say - your opinions are important and we will respect them.

We will:

- Listen to your ideas, views and experiences.
- Take you seriously and treat you fairly.
- Work with you to do something about the things you tell us are important.
- Work with you to help change things for the better.

How to meet this Standard:

1. Show three ways you have listened to the views of children and young people.
2. Show feedback from children and young people recording that they feel like they have been taken seriously and treated fairly.
3. Show evidence of something you have worked on and that has been changed, that was identified as important by children and young people.

Methods and evidence:

1. Get children and young people's views on what changes have been made. Check tasks performed and feedback on what has been done in relation to what children and young people have said is important (e.g. evidence of what has changed and minutes of meetings / presentations from organisations telling how they have changed as a result of children and young people's views).
2. Asking children young people how they feel they have been listened to and who they think has listened to them.
3. Ensure that there are good channels of communication so that children and young people can give their views to the organisation easily e.g. show examples of communication methods used.

Ways to involve young people in this process:

1. Use of questionnaires designed by children and young people to ask other children and young people's views and priorities. (See also **Standard 2** for similar evidence).
2. Children and young people identifying the best means of communicating with them.
3. Children and young people asking about and recording changes made and recording feedback they have received and from whom about the issues they have raised. (See also **Standard 3** for similar evidence).

Standard 5 - You Get Something Out Of It



This Standard means:

- We want you to enjoy and benefit from taking part.
- We know that you have other things to do in your lives as well!
- Making sure that participating is a positive not a negative experience.

We will:

- Work in safe, fun, and enjoyable ways.
- Make the most of what you know.
- Do positive things that build your confidence.
- Meet in friendly places that are easy for all young people to use.
- Value and respect what you have to offer.

How to meet this Standard:

1. Evidence feedback from children and young people to show it has been fun.
2. Show how you have built upon children and young people's knowledge and confidence and outline three activities done to achieve this.
3. Record where you meet and how this is child and young person friendly.
4. Show how you have agreed with children and young people in advance how best to recognise / reward / remunerate their contributions.

Methods and evidence:

1. Ask children and young people to observe meetings / activities and see if they are fun and if they would go again e.g. use of video diaries.
2. Respond to everyone's views – each child and young person will get something different out of it and this will value and respect their contributions by evidence of children and young people gaining recognition or remuneration e.g. qualifications, accreditation, vouchers, certificates etc.
3. Start and end evaluations to see what young people feel they have got out of it. (See also **Standard 7** for similar evidence).

Ways to involve young people in this process:

1. Have children and young people involved in deciding where they should meet, what activities should take place and what is an appropriate recognition / reward for their involvement.
2. Children and young people monitor responses from other children and young people about activities they have taken part in.
3. Children and Young people designed and led start / end evaluations.

Standard 6 - Feedback



This Standard means:

- It is really important that you know what difference you have made and how your ideas have been used.

We will:

- Keep you up-to-date with what is happening.
- Give feedback as soon as possible and in ways that are easy to understand for everyone.

How to meet the Standard:

1. Show evidence that you have kept children and young people up-to-date in keeping with what was originally arranged / planned (see Appendix 2 for Participation Protocol).
2. Show dates feedback was given and a record of how this was delivered.

Methods and evidence:

1. Update agreed websites regularly with feedback and provide web communication routes for feedback e.g. MSN / e-mail / myspace / bebo.
2. Set dates with children and young people for feedback and use phone (talking or text) to give feedback to children and young people e.g. record of how often and who information is sent out to. (See also **Standard 2** for similar evidence)
3. Update agreed notice boards / posters regularly with feedback and provide written communication routes for feedback e.g. written / paper evidence – newsletters / leaflets / reports / magazines / minutes and web-based evidence. (See also **Standard 1** for similar evidence)

Ways to involve young people in this process:

1. Children and young people monitoring websites to check for feedback
2. Children and young people setting feedback dates/format for feedback
3. Children and young people monitoring notice boards for feedback etc

Standard 7 - Improving How We Work



This Standard means:

- We want to learn and get better at the way we work with you.

We will:

- Look at the way we work with you and how to improve it.
- Ask you what has gone well and what needs to change.
- Make sure your views make a difference to the way we make plans and decisions.

How to meet this Standard:

1. Evidence of feedback from children and young people and action taken upon feedback.
2. Highlight what needs to change as a result of children and young people's recommendations and steps you are going to take to address these.
3. Show three ways children and young people's views have impacted on the service / organisation.

Methods and evidence:

1. Do aims and objectives at start and review at finish. (See also **Standard 5** for similar evidence).
2. Review if things are working along the way e.g. work plans reviewed regularly with children and young people and action plans on how to improve ways of working as a result of children and young people's views.
3. Visits to youth clubs, schools and other children and young people's groups gathering views on how to improve your work e.g. evidence of feedback from children and young people incorporated into plans and decisions.

Ways to involve young people in this process:

1. Children and young people feed into aims and objectives e.g. joint planning with children and young people steering / advisory group.
2. Children and young people identify what could be better and review progress regularly.
3. Children and young people conduct peer-led evaluations with other groups / organisations e.g. young people inspectors.

WHAT SUPPORT IS AVAILABLE AND WHAT NEXT.....?

In terms of children and young people's participation in Wales, there are many established structures and individuals at a local and national level who are able to provide information, guidance and support. These are some of them:

National and local level support and networks in Wales

The Participation Unit based at Save the Children (Wales) Contact Anna Skeels a.skeels@savethechildren.org.uk telephone 02920 396838 and participationunit@savethechildren.org.uk

Children and Young People's Participation Consortium for Wales based at Save the Children (Wales) Contact Eleri Thomas on 02920 396838

Welsh Assembly Government Participation Project, Youth and Adult Learning Opportunities Division Contact Karron Williams 02920 826592 karron.Williams@wales.gsi.gov.uk

Carnegie Young People Initiative and Participation Works Website www.carnegieuktrust.org.uk/cypi/home and www.participationworks.org.uk

Funky Dragon, the Children and Young People's Assembly for Wales www.funkydragon.org

Child Rights Practice Exchange Groups (North and South Wales) Children in Wales 02920 342434

Youth Forum Co-ordinators Wales – Representative on Participation Consortium David Rees david.rees@blaenau-gwent.gov.uk.

Access information on each Youth Forum on Funky Dragon website www.funkydragon.org This site also includes information on local Participation Workers.

Welsh Assembly Government School Council Project Contact
Jane Harries on jane.harries@wales.gsi.gov.uk and
www.schoolcouncilswales.org.uk

Participation Workers' Network for Wales, based at Children in
Wales Contact Ed Janes on 02920 342434 or
ed.janes@childreninwales.org.uk

Stephen Berry, 0-10s Participation Worker, Caerphilly Framework
for Partnership berrys1@caerphilly.gov.uk

In terms of the National Children and Young People's Participation
Standards themselves, the Participation Unit, the WAG
Participation Project and the Participation Consortium members
(**See Appendix 1**) can provide you with key information. The
National Standards are also on the Participation Workers' Network
section of the Children in Wales website
www.childreninwales.org.uk

In addition, however, many local projects and organisations have
been working with these national organisations to develop the
National Standards, including all of the attendees at our National
Standards Seminar. Some of these local projects include:

- Neath Port Talbot Young Inspectors and Flintshire Youth
Inspectors Projects j.weaver@npt.gov.uk and
elin.Gwynedd@flintshire.gov.uk
- Clywed, Cartref Bontnewydd Trust in Gwynedd 01286
672922

What next?

There will be work on linking the Standards into external inspection
frameworks and plans for a National Kite-mark associated with the
Standards will be developed.

Funding will be applied for and will be used to support the set up
and piloting of a Core Team who will set up, develop and support
the national development of the Kite-mark and its local application.
Local teams of service users and partner organisations across
Wales will also be supported, trained and resourced to pilot the
Kite-mark, supported by the Core. If your organisation would be

interested in taking part in this pilot please contact Anna Skeels at the Participation Unit ([See above](#)). Funding will be used to produce the materials, training resources, structures to enable the pilot to be carried out.

In brief, a Kite-mark pilot might work in these phases:

- (a) Raising awareness of National Participation Standards and mapping of existing situation
- (b) Establishment of national Core Team and development of Kite-mark model
- (c) Training and support of local Standards and Kite-mark assessment teams
- (d) Local assessment of public services by local and national teams and application of Standards and Kite-mark.

The aim would be to pilot these phases between 2007 and 2009. It is hoped that a clear picture of how a National Kite-mark might operate and develop for both children and young people's participation and, more broadly, for citizen engagement in public services would result.

In conclusion

The ultimate, long-term aim is to have a nationally applied and recognised set of Children and Young People's Participation Standards with a National Kite-mark attached to them. In the short-term, this Pack provides the initial guidance for organisations, in partnership with children and young people, to begin to explore their current practice. The Standards are a tool to look at the *process* of children and young people's participation – Are they getting the right information? Are you providing them with feedback? Are they getting something out of participating? By beginning to use them as a guide, we can all improve our practice.

APPENDIX 1 – Information on Participation Consortium and Participation Unit

Participation Consortium

The Participation Consortium is a multi-agency strategic body working at a national level to develop capacity and practice in terms of the participation of children and young people (0-25 years) in decision-making in Wales. The Consortium was initiated in 2003 by the Welsh Assembly Government and current membership includes Black Voluntary Sector Network, Cardiff Black Youth Network, Children in Wales, Council for Wales of Voluntary Youth Services, Funky Dragon, Framework for Partnership Co-ordinators, Tros Gynnal, Voices from Care, Save the Children, WCVA, Canllaw Online, CLIC, Youth and Adult Learning Division of the Welsh Assembly Government, the Children's Commissioner's Office, Youth Forum Workers, NSPCC, CEWC, CAF/CASS, Carnegie Young People Initiative, Barnardos, Principal Youth Officers, Estyn, NCH, WLGA.

A consortium approach to developing participation ensures co-ordination and the sharing of good practice; avoids duplication and acknowledges diversity. The Participation Consortium is chaired by Save the Children.

Participation Unit

The Participation Consortium received funding from the WAG Children and Family Grants Scheme and the European Social Fund to establish a Participation Unit in 2004. The Participation Unit is hosted by Save the Children on behalf of the Consortium, is steered by the Consortium, and acts as a delivery 'arm' and focal, co-ordinating point for the Consortium.

Some of the priorities for the Participation Unit's work include: developing and implementing National Children and Young People's Participation Standards and Kite-mark; developing Training for Trainers in Children and Young People's Participation and developing the capacity for young people to deliver training on participation; raising awareness of participation and sharing good practice through good practice guides, websites, e-briefings,

events and building up an evidence base on the impacts and benefits of children and young people's participation.

Working Together

The Participation Consortium and Unit work in partnership with the WAG Participation Project whose remit is to increase the participation of children and young people in the work of the Welsh Assembly Government e.g. drafting children and young people friendly policies and documents, involving children and young people in the recruitment of Assembly posts.

The meaningful participation of children and young people in the work of the Unit and the Consortium is seen as fundamental, as is working in partnership with participation practitioners across Wales.

Contacts

For further information on the work of the Participation Consortium and the Participation Unit, please contact:

Eleri Thomas, Chair, Participation Consortium 02920 396838
Anna Skeels, Participation Unit Manager, 02920 396838

APPENDIX 2 – Participation Protocol Form

Participation of Young People


Under many local strategies for the participation of young people (either through Youth Forums or other similar arrangements), there is often a requirement to provide the Youth Forum or organisation with appropriate details of the request for the participation of young people and of the process that will follow. This forms part of the protocol in which participation of young people is conducted to ensure that it is ethical, and that the young peoples participation is valued, acknowledged and utilised.


Therefore, please provide responses to the following questions. These responses will be shared with young people that will potentially participate in the piece of work being requested.


Please return this to the local Youth Forums, or contacts for Children and Young Peoples Participation.


1.	Organisation: Full Contact Details:
2.	Type of Activity (e.g. Consultation, Group, Meeting, Event or Project): Title of Activity:
3.	What is the completion date for this piece of work / or date of the event?
4.	Can you provide clear aims & objectives as to the purpose of the participation of young people, and what you hope to achieve?
5.	Can you provide a clear framework on how ideas and information from the young people will be transferred into policy / service development?


6.	<p>Are you able to provide evidence that young people will have a real possibility of changing / influencing the decision-making process as a result of their participation?</p>
7.	<p>What participatory methods are you hoping to use? Will the style, method and content engage young people? E.g. Discussion groups, viewpoint panels, survey, workshops, activity-based etc.</p> <p>Do you want Forum staff to carry out the piece of work on your behalf OR do you wish to meet with young people yourself?</p> <p><i>(If so we may need to meet to discuss the method and content and how you will engage the young people and ensure the process is suitable).</i></p>
8.	<p>Please give details of numbers of participants required, and if the activity is to attend a meeting/event, please give details of the venue, start and finish times and any transport arrangements?</p>
10.	<p>Following young peoples participation, we require 'feedback reports' to inform young people on how their involvement has contributed to the decision-making process? Are you able to provide such a report within four weeks of the event *:</p> <p>Are you able to provide any further feedback on any progress or development based on the young peoples input, up to a few months after?</p> <p><i>* Participation may be on-going!</i></p>
11.	<p>Are you able to offer any rewards or incentives to the young people for their participation? (This is optional!)</p>
12.	<p>Who is the final recipient of young people's views or work generated as a result of their participation?</p> <p><i>Under many local strategies, forums retain the right to ensure that young people receive the end results of this piece of work through a feedback report for young people. If young people do not receive this or indeed do not receive adequate information, young people may wish to provide an evaluation of the process to the final recipient.</i></p>
<p>Name:..... Signed:.....</p> <p>Date:.....</p>	


<p>Standard 1 - Information:</p> <p>This Standard means:</p> <ul style="list-style-type: none"> • Information that is easy to understand for everyone. • Adults working with you who know what is going on and are up front and clear. 	<p>Methods and Evidence to support meeting the standard (See examples in pack to guide you)</p>	<p>Ways children and young people were involved in the process (See examples in pack to guide you)</p>	<p>MET </p>	<p>NOT MET X</p>
<p>We will:</p> <p><i>Ensure everyone has enough information to get properly involved</i></p> <p>How: By demonstrating a minimum of <i>three</i> different means of circulating information to children and young people.</p>				
<p><i>Let you know what difference you being involved will make</i></p> <p>A consultation has been conducted and children and young people have provided evidence that they know what difference their being involved will make.</p>				
<p><i>Inform you about who is going to listen and make changes.</i></p> <p>Clear evidence has been provided that children and young people have been informed about who will listen to them and make changes.</p>				


<p>Standard 2 - It's Your Choice</p> <p>This Standard means:</p> <ul style="list-style-type: none"> • You choose if you want to get involved or not. • You choose to work on things that are important to you. • You choose what you do and how you do it. 	<p>Methods and Evidence to support meeting the standard (See examples in pack to guide you)</p>	<p>Ways children and young people were involved in the process (See examples in pack to guide you)</p>	<p>MET </p>	<p>NOT MET X</p>
<p>We will:</p> <p><i>Give you enough information and time to decide if this is something you want to do</i></p> <p>How:</p> <p>Evidence must be provided to show that adequate time and information was given to children and young people so that they could make an informed choice.</p> <p>This must be provided for a minimum of <i>three</i> separate occasions.</p>				

<p>Standard 3 - No Discrimination</p> <p>This Standard means:</p> <ul style="list-style-type: none"> Children and young people are all different but you all have the same right to have a say about the things that matter to you. We want everyone to feel welcome and be able to get involved if they want to be. 	<p>Methods and Evidence to support meeting the standard (See examples in pack to guide you)</p>	<p>Ways children and young people were involved in the process (See examples in pack to guide you)</p>	<p>MFT </p>	<p>NOT MET X</p>
<p>We will: <i>Challenge any discrimination.</i></p> <p>How: Show evidence of an equal opportunities policy and procedure.</p>				
<p><i>Get in touch with children and young people in lots of different situations.</i></p> <p>Evidence at least <i>three</i> ways you have contacted different groups of children and young people (e.g. disabled children and young people, black minority ethnic children and young people, gypsy traveller children and young people).</p>				
<p><i>Get you involved in things you want to do.</i></p> <p>Show evidence that you are involving children and young people in things they have identified they want to do.</p>				

<p>Standard 4 - Respect</p> <p>This Standard means:</p> <ul style="list-style-type: none"> • Everyone has a chance to have a say - your opinions are important 	<p>Methods and Evidence to support meeting the standard (See examples in pack to guide you)</p>	<p>Ways children and young people were involved in the process (See examples in pack to guide you)</p>	<p>MET</p> 	<p>NOT MET</p> <p>X</p>
<p>We will:</p> <p><i>Listen to your ideas, views and experiences.</i></p> <p>How:</p> <p>Show three ways you have listened to the views of children and young people</p>				
<p><i>Take you seriously and treat you fairly.</i></p> <p>Show feedback from children and young people recording that they feel like they have been taken seriously and treated fairly.</p>				
<p><i>Work with you to do something about the things you tell us are important.</i></p> <p><i>Work with you to help change things for the better.</i></p> <p>Show evidence of something you have worked on and that has been changed, that was identified as important by children and young people.</p>				

<p>Standard 5 - You Get Something Out Of It</p> <p>This Standard means:</p> <ul style="list-style-type: none"> • We want you to enjoy and benefit from taking part. • We know that you have other things to do in your lives as well! • Making sure that participating is a positive not a negative experience. 	<p>Methods and Evidence to support meeting the standard (See examples in pack to guide you)</p>	<p>Ways children and young people were involved in the process (See examples in pack to guide you)</p>	<p>MET </p>	<p>NOT MET X</p>
<p>We will: <i>Work in safe, fun, and enjoyable ways.</i></p> <p>How: Evidence feedback from children and young people to show it has been fun.</p>				
<ul style="list-style-type: none"> • <i>Make the most of what you know.</i> • <i>Do positive things that build your confidence.</i> <p>Show how you have built upon children and young people's knowledge and confidence and outline three activities done to achieve this.</p>				
<ul style="list-style-type: none"> • <i>Meet in friendly places that are easy for all young people to use.</i> <p>Record where you meet and how this is child and young person friendly.</p>				
<ul style="list-style-type: none"> • <i>Value and respect what you have to offer.</i> <p>Show how you have agreed with children and young people in advance how best to recognise / reward / remunerate their contributions.</p>			<p>28</p>	

Standard 6 - Feedback This Standard means: <ul style="list-style-type: none"> It is really important that you know what difference you have made and how your ideas have been used. 	Methods and Evidence to support meeting the standard (See examples in pack to guide you)	Ways children and young people were involved in the process (See examples in pack to guide you)	MET 	NOT MET X
We will: <i>Keep you up-to-date with what is happening.</i> How: Show evidence that you have kept children and young people up-to-date in keeping with what was originally arranged / planned (see Appendix 2 for Participation Protocol)				
<i>Give feedback as soon as possible and in ways that are easy to understand for everyone.</i> Show dates feedback was given and a record of how this was delivered.				

<p>Standard 7 - Improving How We Work</p> <p>This Standard means:</p> <ul style="list-style-type: none"> • We want to learn and get better at the way we work with you. 	<p>Methods and Evidence to support meeting the standard (See examples in pack to guide you)</p>	<p>Ways children and young people were involved in the process (See examples in pack to guide you)</p>	<p>MFT </p>	<p>NOT MET X</p>
<p>We will:</p> <ul style="list-style-type: none"> • <i>Look at the way we work with you and how to improve it.</i> <p>How:</p> <p>Evidence of feedback from children and young people and action taken upon feedback.</p>				
<p><i>Ask you what has gone well and what needs to change.</i></p> <p>Highlight what needs to change as a result of children and young people’s recommendations and steps you are going to take to address these.</p>				
<p><i>Make sure your views make a difference to the way we make plans and decisions.</i></p> <p>Show three ways children and young people’s views have impacted on the service / organisation.</p>				

Resources

Barnardos Evaluation Toolkit: A Practical Guide to Project Evaluation
www.barnardos.org.uk/resources.htm

Kirby, Perpetua 2004 *Measuring the Magic: Evaluating and Recognising Young People's Participation in Public Decision-making* Carnegie Young People Initiative.
www.carnegieuktrust.org.uk/cypi/home (Includes useful reference list)

Merthyr Tydfil Framework for Partnership, 2005, *Participation Strategy, Participation Toolkit and Participation Promise Certificate*. For further info on L2C contact: 01685 353953 or by e-mail on merthyr@trosgynnal.org.uk

Monitoring and Evaluation in Children and Young People's Partnerships in England 2004 DfES, National Youth Agency. Chapter 6 pp. 64 -72.

Save the Children 2003 *Toolkits: A Practical Guide to Assessment Monitoring, Review and Evaluation*, Save the Children.

Save the Children 2006 *The Spider Tool: Lessons Learned, & Updated Spider Tool and Facilitator's Guide*, Save the Children.
Save the Children 2006 *Updated Spider Tool*, Save the Children.
Save the Children 2006 *The Spider Tool: Facilitator's Guide*, Save the Children.

Treseder P, Crowley A. 2001 *Taking the Initiative: Promoting Children and Young People's Decision-Making in Wales*, Carnegie Young People Initiative www.carnegieuktrust.org.uk

Children's Rights Alliance England *Ready Steady Change Participation Library* www.crae.org.uk

Hear By Right National Youth Agency www.nya.org.uk
Participation Standards Framework used by voluntary and statutory youth organisations in England

DO WE MEET YOUR STANDARDS?



YDYN NI'N CWRDD Â'CH SAFONAU?

National Children and Young People's
Participation Standards Self-Assessment
Pack
Pecyn Hunan-Asesu Safonau Cenedlaethol
Cyfranogaeth Plant a Phobl Ifanc

Casgledig gan Kath O Kane, Mai 2007



Pecyn Hunanasesu Safonau Cyfranogaeth Cyflwyniad gan y Gweinidog dros Blant, Addysg, Dysgu Gydol Oes a Sgiliau

Mae'r pecyn hwn yn nodi carreg filltir bwysig yn y daith tuag at ddatblygu a hyrwyddo set o Safonau ar gyfer cyfranogaeth plant a phobl ifanc yng Nghymru. Dechreuodd y daith yng Nghyfarfod Cyffredinol Blynyddol y Ddraig Ffynici yn 2005 pan bleidleisiodd pobl ifanc yn gadarn o blaid y Safonau Cyfranogaeth Cenedlaethol. Yna treialwyd y safonau ar draws Cymru gan bobl ifanc, i brofi eu bod yn eglur ac ystyrion i bawb. Cymeradwywyd dogfen derfynol y Safonau gan holl aelodau Is-Bwyllgor Cabinet Plant a Phobl Ifanc Llywodraeth Cynulliad Cymru a lanswyd y Safonau Cenedlaethol gan y Gweinidog dros Ddysgu Gydol Oes a Sgiliau mewn Seminar ym mis Ionawr 2007.

Mae cam nesaf y daith yn golygu gweld y safonau'n cael eu cydnabod a'u defnyddio gan fudiadau ledled Cymru, datblygu cynllun sicrwydd ansawdd ac yn y pen draw, codi ansawdd y profiad cyfranogi i bob plentyn a pherson ifanc drwy Gymru gyfan. Mae'r pecyn hwn yn darparu man cychwyn clir a chyfle cyffrous i fudiadau archwilio a gwella'u hymarfer mewn perthynas â chyfranogaeth pobl ifanc a hefyd cyfleoedd i blant a phobl ifanc ddod i ymwneud mwy â mudiadau sy'n effeithio ar eu bywydau.

Yn Llywodraeth Cynulliad Cymru rydym yn arwain o'r tu blaen drwy dreialu defnydd cyntaf y pecyn hwn gyda'r Is-adran Cyfleoedd Dysgu Ieuenctid ac Oedolion yn yr Adran Plant, Addysg, Dysgu Gydol Oes a Sgiliau ynghyd ag Uned Cyfranogaeth Cymru a'r Ddraig Ffynici. Rwy'n siŵr y byddwn i gyd yn dysgu rhai gwersi defnyddiol a fydd yn gwella'r ffordd y byddwn yn gwneud pethau yn y dyfodol.

Mae'n bleser gennyf argymhell y pecyn hunanasesu hwn, gan obeithio ei fod yn darparu cam arall ar hyd y ffordd tuag at roi llais a dewis i bob plentyn a pherson ifanc.

Jane Hutt



National Children and Young People's Participation Standards

Safonau Cenedlaethol Cyfranogaeth Plant a Phobl Ifanc

<u>CYNNWYS</u>	<u>Tudalen</u>
Dogfen Safonau Cenedlaethol Cyfranogaeth Plant a Phobl Ifanc	4
Cyflwyniad a chefnidir	5 - 6
Sut i ddefnyddio'r pecyn hwn Sut i gymhwyso pob Safon	7 - 16
Pa gefnogaeth sydd ar gael? Beth nesaf? I gloi	17 - 19
Atodiad 1 – Gwybodaeth am y Consortiwm Cyfranogaeth Plant a Phobl Ifanc a'r Uned Cyfranogaeth	20 - 21
Atodiad 2 - Ffurflen Protocol Cyfranogaeth	22 - 23
Atodiad 3 - Ffurflen Hunan-Asesu	24 - 30
Rhestr Adnoddau	31

Cael Llais - Cael Dewis

Ydyn ni'n cwrdd â'ch safonau?*

* Mae 'Ni' yn golygu unrhyw un sy'n gofyn i blant a phobl ifanc gyfranogol. Mae gennych 'Chi' yr hawl i ddiogly y safonau hyn.

"Ystyr cyfranogiad yw bod gennyf yr hawl i fod yn rhan o wneud penderfyniadau, o gynllunio ac o adolygu unrhyw gam a allai effeithio arnaf i. Cael llais, cael dewis"



GWYBODAETH



Ystyr hyn yw:

- Gwybodaeth sy'n hawdd i bawb ei deall
- Oedolion yn gweithio gyda chi sy'n gwybod beth sy'n digwydd ac sy'n agored ac yn glir.

Byddwn yn:

- Sicrhau bod pawb yn cael digon o wybodaeth i gymryd rhan yn iawn
- Dweud wrthydych chi sut y bydd y ffaith eich bod chi'n cymryd rhan yn gwneud gwahaniaeth
- Dweud wrthydych chi pwy sy'n mynd i wrando a newid pethau.

EICH DEWIS CHI

Ystyr hyn yw:

- Mai chi sy'n dewis ydych chi am gymryd rhan neu beidio
- Mai chi sy'n cael dewis gweithio ar bethau sy'n bwysig i chi
- Mai chi sy'n dewis beth rydych chi'n ei wneud a sut.

Byddwn yn:

- Rhoi digon o wybodaeth ac amser i chi benderfynu ydy hyn yn rhywbeth yr ydych chi eisiau ei wneud ai peidio.



DIM GWAHANIAETHU



Ystyr hyn yw:

- Bod plant a phobl ifanc i gyd yn wahanol ond bod gan bob un ohonoch yr un hawl i gael dweud eich dweud am faterion sy'n bwysig i chi.
- Rydym eisiau i bawb deimlo eu bod yn cael croeso a'u bod yn gallu cymryd rhan os ydyn nhw'n dymuno gwneud hynny.

Byddwn yn:

- herio unrhyw wahaniaethu
- cysylltu â phlant a phobl ifanc mewn llawer o wahanol sefyllfaoedd
- eich cael chi i gymryd rhan yn y pethau rydych chi am gymryd rhan ynddyn nhw.

PARCH

Ystyr hyn yw:

- Bod gan bawb gyfle i ddweud eu dweud, bod eich barn yn bwysig ac y byddwn yn ei pharchu.

Byddwn yn:

- gwrandao ar eich syniadau, eich safbwyntiau a'ch profiadau
- eich cymryd chi o ddifri ac yn eich trin chi'n deg
- gweithio gyda chi i wneud rhywbeth am y materion sy'n bwysig i chi
- gweithio gyda chi i'ch helpu i newid pethau er gwell.



BYDDWCH CHI AR EICH ENNILL HEFYD



Ystyr hyn yw:

- Ein bod ni am i chi fwynhau ac elwa o gymryd rhan
- Ein bod yn gwybod bod gennych bethau eraill i'w gwneud yn eich bywydau hefyd!
- Sicrhau bod cymryd rhan yn brofiad cadarnhaol, nid yn un negyddol.

Byddwn yn:

- gweithio mewn ffyrdd diogel, pleserus, llawn hwyl
- gwneud yn fawr o'r yr hyn rydych yn ei wybod
- gwneud pethau cadarnhaol sy'n meithrin eich hyder
- ovrdd mewn llefydd cyfeillgar sy'n hwylus i bobl ifanc
- gwerthfawrogi ac yn parchu'r hyn sydd gennych i'w gynnig.

ADBORTH

Ystyr hyn yw:

- Mae'n bwysig iawn eich bod yn gwybod pa wahaniaeth rydych wedi'i wneud a sut y mae'ch syniadau wedi cael eu defnyddio.

Byddwn yn:

- rhoi'r wybodaeth ddiweddaraf i chi am beth sy'n digwydd
- rhoi adborth i chi cyn gynted ag sy'n bosib a hynny mewn ffordd hawdd ei deall.



GWELLA EIN FFORDD O WEITHIO



Ystyr hyn yw:

- Ein bod ni eisiau dysgu a gwella ein ffordd o weithio gyda chi.

Byddwn yn:

- edrych ar ein ffordd o weithio gyda chi a sut mae gwella ar hynny

- gofyn i chi beth sydd wedi mynd yn dda a beth sydd angen ei newid
- sicrhau bod eich barn yn gwneud gwahaniaeth i sut y byddwn ni'n cymllunio ac yn gwneud penderfyniadau.



Rheol yw'r safonau a gytunwyd arnynt ar gyfer cyfranogaeth plant a phobl ifanc yng Nghymru

Cyflwyniad a Chefndir

Cael Llais -
Cael Dewis

"Ystyr cyfranogiad yw bod gennyf yr hawl i fod yn rhan o wneud penderfyniadau, o gynllunio ac o adolygu unrhyw gam a allai effeithio arnaf i. Cael llais, cael dewis"

Mae'r Uned Cyfranogaeth a'r Consortiwm Cyfranogaeth Plant a Phobl Ifanc (**Gweler Atodiad 1**) yn gweithio i gynyddu gallu ac ymarfer er mwyn sicrhau bod plant a phobl ifanc yn cyfrannu'n llawn at y broses o lunio penderfyniadau yng Nghymru.

Hanfod cyfranogaeth, fel y mae'r Consortiwm Cyfranogaeth a'r Uned Cyfranogaeth yn ei ddeall, yw Erthygl 12 Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn. Fe'i crisialir hefyd yn 'niffiniad' Llywodraeth Cynulliad Cymru o gyfranogiad:

'Ystyr cyfranogaeth yw bod gennyf yr hawl i fod yn rhan o wneud penderfyniadau, o gynllunio ac o adolygu unrhyw gam a allai effeithio arnaf i. Cael llais, cael dewis.'

Bu datblygu set o Safonau Cenedlaethol ar gyfer Cyfranogaeth Plant a Phobl Ifanc yng Nghymru yn flaenoriaeth gan yr Uned Cyfranogaeth, gan weithio mewn partneriaeth â'r Consortiwm Cyfranogaeth, Llywodraeth Cynulliad Cymru, ymarferwyr a phlant a phobl ifanc ym mhob cwr o Gymru.

Cefndir: Safonau Cenedlaethol a Nod Barcud

O 'egwyddorion craidd' cyffredin cytunedig ynglŷn â chyfranogiad, mae'r Consortiwm Cyfranogaeth Plant a Phobl Ifanc a'r Uned Cyfranogaeth wedi datblygu Safonau Cenedlaethol ar gyfer cyfranogaeth Plant a Phobl Ifanc h.y. **safonau ansawdd** sy'n gallu darparu cyfrwng ar gyfer mesur ac asesu ymarfer cyfranogol.

Yn ei CCB yn 2005, pleidleisiodd y Ddraig Ffynici'n gadarn o blaid y Safonau Cyfranogaeth Cenedlaethol; yn 2006, buont yn eu treialu ochr yn ochr â phum grŵp arall o blant a phobl ifanc ledled Cymru. Cymeradwywyd dogfen derfynol y Safonau Cenedlaethol gan holl aelodau Is-Bwyllgor Cabinet Plant a Phobl Ifanc Llywodraeth Cynulliad Cymru ym mis Tachwedd 2006.

Lansiwyd y Safonau Cenedlaethol gan y Gweinidog dros Addysg, Dysgu Gydol Oes a Sgiliau yn Seminar Safonau Cenedlaethol yr Uned Cyfranogaeth ar Ionawr 25 2007. Dygodd y Seminar ynghyd oedolion a phobl ifanc o brosiectau lleol a chenedlaethol, bob un ohonynt â buddiant personol yn natblygiad Safonau Cenedlaethol. Cynhaliwyd sesiynau gan bobl ifanc a fu'n ymwneud â threialu'r Safonau.

Sicrhau Ansawdd a Nod Barcud

Fel cyfrwng i ddatblygu ymarfer da ymhellach, mae'r Consortiwm Cyfranogaeth a'r Uned Cyfranogaeth yn awyddus i archwilio cynlluniau sicrhau ansawdd neu nodau barcud, gyda'r nod o sefydlu **nod barcud** cenedlaethol ar gyfer y Safonau Cyfranogaeth Cenedlaethol. Mae nod barcud yn symbol cydnabyddedig sy'n gwarantu bod set benodol o safonau wedi eu bodloni, er enghraifft nodau barcud *Buddsoddwyr mewn Pobl* neu *Sgiliau Sylfaenol*.

Comisiynodd y Consortiwm ymchwil ynglŷn â chynlluniau sicrhau ansawdd a nodau barcud sy'n weithredol yng Nghymru ar hyn o bryd yn mesur ac asesu cyfranogaeth plant a phobl ifanc. Roedd enghreifftiau'n cynnwys Arolygwyr Ifanc Castell-nedd Port Talbot a 'Clywed' yng Ngwynedd. Roedd gan yr holl gynlluniau hyn brofiadau a safbwyntiau gwerthfawr i'w cyfrannu at drafodaeth ynglŷn â Safonau Cyfranogaeth Cenedlaethol a Nod Barcud Cenedlaethol i Gymru.

Mae gweithio tuag at nod barcud yn golygu datblygu fframwaith cenedlaethol ar gyfer gweithredu ac asesu yn ôl y Safonau. Mae hefyd yn golygu treialu sut y gallai hyn weithio ledled Cymru. Y cam cyntaf yw codi ymwybyddiaeth ynglŷn â'r Safonau ac annog sefydliadau i'w defnyddio ar gyfer hunanasesu eu hymarfer cyfredol hwy eu hunain. Mae'r adran nesaf yn esbonio sut y gellid gwneud hyn.

Sut i ddefnyddio'r Pecyn hwn

Yn dilyn yr adran flaenorol, lle'r oeddem yn esbonio cefndir y Safonau Cyfranogaeth Cenedlaethol a'r Nod Barcud, mae'r adran hon yn dwyn ynghyd y wybodaeth a ddeilliodd o'r Seminar Safonau Cenedlaethol, ac yn rhoi canllaw ar gyfer hunanasesu yn ôl y Safonau.

Beth yw'r Pecyn hwn?

Y pecyn hwn yw'r cam nesaf tuag at ddatblygu Safonau Cenedlaethol a gweithio tuag at Nod Barcud Cenedlaethol. Mae'n ffordd o ddsbarthu'r ddogfen Safonau Cenedlaethol, gydag arweiniad ynglŷn â sut i edrych ar eich ymarfer yng nghyswllt pob un o'r Safonau. Mae'n dangos i chi sut i ddechrau cronni tystiolaeth ynglŷn â sut i fodloni'r Safonau. Rydym eisiau i gynifer o bobl â phosib ymgyfarwyddo â'r Safonau Cenedlaethol a sut y maent yn berthnasol i'w hymarfer a'u cysylltiad hwy eu hunain gyda phlant a phobl ifanc o ddydd i ddydd. Mae hwn yn gyfrwng i chi ei ddefnyddio i bwysu a mesur, hunanasesu ac ystyried eich ymarfer eich hun. Mae yna ffurflen yn **Atodiad 3** i helpu chi i weithio drwy'r broses yma.

Bydd y pecyn hwn hefyd yn eich helpu i gasglu tystiolaeth i ddangos lefel cyfranogaeth plant a phobl ifanc yn eich sefydliad, er enghraifft fel rhan o arolygiad gan Estyn. Gellir defnyddio deunyddiau'r pecyn hwn mewn ysgolion i gyflawni canlyniadau dysgu o'r Fframwaith ABCh¹. Gallant hefyd gysylltu â'r Strategaeth Gwaith Ieuenctid Genedlaethol a Datganiad Cwricwlwm Gwaith Ieuenctid Cymru, gan eich galluogi i gasglu gwybodaeth sy'n ategu eich ymarfer o ran cyfranogaeth fel 'piler cynnal' gwaith ieuenctid.

Y gobaith cynyddol yw y bydd y Safonau Cenedlaethol yn cael eu hintegreiddio i bolisiau ac ymarfer sy'n effeithio ar blant a phobl ifanc yng Nghymru. Er enghraifft, maent eisoes yn cael eu hymgorffori yn yr Arweiniad Drafft ar gyfer y Cynlluniau Sengl Plant

¹ Cysylltiadau ag ABCh fel y'u dangosir yn *'Fframwaith Addysg Personol a Chymdeithasol' Cyfnodau Allweddol 1-4 yng Nghymru (ACCAC)* a *'Canllawiau Atodol'* (ACCAC) AWDURDOD CYMWYSTERAU, CWRICWLWM AC ASESU CYMRU

a Phobl Ifanc newydd y mae'n rhaid i Bartneriaethau Fframwaith ledled Cymru eu cynhyrchu erbyn Gorffennaf 2008.

Beth nad yw'r Pecyn hwn?

Ni fydd y Safonau Cenedlaethol yn newid. Maent wedi eu pennu, ac wedi eu mabwysiadu felly ledled Cymru gan y Ddraig Ffyni a Llywodraeth Cynulliad Cymru, y naill a'r llall. Fodd bynnag, mae'r broses o benderfynu'n derfynol ynglŷn â sut y mesurir ac y profir cynnydd yn ôl y Safonau hyn yn un tymor hwy. Er enghraifft, er ein bod, yn yr adran hon, yn cynnig ffyrdd i chi fodloni'r Safonau a ffyrdd o gynnig tystiolaeth yn ôl y Safonau, nid y rhain yw'r 'dangosyddion perfformiad' mwy penodol a fydd ynghlwm wrth Nod Barcud Cenedlaethol a'r asesiad allanol o sefydliadau y bydd hyn yn ei olygu. Mae'n bosib, er enghraifft, y rhennir y Nod Barcud yn lefelau Efydd, Arian ac Aur gyda dangosyddion gwahanol i'w bodloni ar bob lefel - nid yw'r wybodaeth benodol hon yn ei lle gennym hyd yn hyn. Caiff hyn ei dreialu a'i ddatblygu dros yr 1-2 flynedd nesaf ledled Cymru (2007-09) a byddwn yn gofyn i chi a ddymunwch fod yn rhan o'r broses hon ai peidio.

Nid yw'r pecyn hwn yn honni bod yn ben y daith, yn hytrach, mae'n gam tuag at ddatblygu a gweithredu Safonau Cenedlaethol. Gan hynny, er ein bod wedi treialu'r Safonau yn helaeth gyda phobl ifanc, rydym yn dal i fod yn ymwybodol bod gwaith pellach i'w wneud parthed dealltwriaeth plant iau o'r Safonau. Rydym wedi cynnal cynllun peilot gyda phlant ysgol gynradd (oed 4+) ac fe gwblhawyd cynllun peilot trylwyr ar y Safonau yng Nghaerffili gyda phlant 6 - 11 oed. Mae Is-Grŵp Safonau'r Consortiwm Cyfranogaeth yn gweithio ar ddeunyddiau ar gyfer y Safonau i'w cynllunio'n arbennig ar gyfer plant iau. Ceir treialu pellach gyda phlant iau. Mae'r pecyn hwn felly, gan mwyaf, wedi ei seilio ar, a'i dargedu at, waith ar y Safonau gyda phobl ifanc, yn hytrach na phlant iau.

Mae'r isod yn enghraifft o sut y mae pob Safon wedi ei gyflwyno ar wahân dros yr 8 tudalen nesaf. Mae pob tudalen yn amlinellu'r Safon, sut i'w fodloni a'i brofi a sut i gynnwys plant a phobl ifanc yn y broses. Nodwch- mae rhai o'r enghreifftiau tystiolaeth wedi'u dyblygu yn rhai o'r safonau-dim ond unwaith sydd angen i chi ddarparu'r wybodaeth yma.

GOSODIAD Y SAFONAU

TEITL Y SAFON

“Ystyr hwn yw”:

Amlinelliad ar ffurf pwyntiau bwled – mae'r “Chi” yn cyfeirio at blant a phobl ifanc.

“Byddwn yn”:

Amlinelliad ar ffurf pwyntiau bwled – mae'r “Ni” yn cyfeirio at unrhyw un sy'n gofyn i blant a phobl ifanc gyfranogi.

“Sut i fodloni'r Safon hwn”:

Amlinelliad o sut i fodloni'r Safon hwn ar lefel sylfaenol ar gyfer hunanasesu - mae'r awgrymiadau'n uniongyrchol gysylltiedig â'r pwyntiau bwled yn “Byddwn yn”.

“Dulliau a thystiolaeth”:

Nod yr adran hon yw dangos sut i fodloni'r Safon a chynnig enghreifftiau o dystiolaeth y gellid ei defnyddio. Yn y bôn, awgrymir tair ffordd o brofi Safon. Pwysleisiwyd y rhain gan bobl ifanc yn ystod cyfnod datblygu'r Safonau.

“Sut i gynnwys plant a phobl ifanc yn y broses”.

Nod yr enghreifftiau hyn yw cefnogi ymarfer da trwy gynnwys plant a phobl ifanc yn y broses, pryd bynnag y mae hynny'n bosib. Mae rhifau'r awgrymiadau'n cysylltu â'r rhifau yn yr adran “dulliau a thystiolaeth”.

Safon 1- Gwybodaeth



Ystyr hyn yw:

- * Gwybodaeth sy'n hawdd i bawb ei deall
- * Oedolion yn gweithio gyda chi sy'n gwybod beth sy'n digwydd ac sy'n agored ac yn glir.

Byddwn yn:

- * Sicrhau bod pawb yn cael digon o wybodaeth i gymryd rhan yn iawn.
- * Dweud wrthyh chi sut y bydd y ffaith eich bod chi'n cymryd rhan yn gwneud gwahaniaeth
- * Dweud wrthyh chi pwy sy'n mynd i wrando a newid pethau.

Sut i fodloni'r Safon hwn:

1. Gellir dangos o leiaf tair ffordd wahanol o ddsbarthu gwybodaeth i blant a phobl ifanc.
2. Mae ymarfer ymgynghori wedi ei gynnal ac mae plant a phobl ifanc wedi cyflwyno tystiolaeth eu bod yn gwybod pa wahaniaeth y bydd y ffaith eu bod yn cymryd rhan yn ei wneud
3. Mae tystiolaeth glir wedi ei darparu bod plant a phobl ifanc wedi cael gwybod pwy fydd yn gwrando arnynt a newid pethau.

Dulliau a thystiolaeth:

1. Siarad â / dysgu / holi plant a phobl ifanc e.e. trwy recordio sesiynau ymgynghori, defnyddio holiaduron / arolygon, tystiolaeth o gronfa ddata i ddangos i ble'r aeth y wybodaeth.
2. Dosbarthu gwybodaeth trwy sawl cyfrwng gwahanol e.e. cylchlythyr / gwefannau (my space / bebo), posterï e.e. gwefannau tystiolaeth, cylchlythyrau, posterï ar gyfer dosbarthu gwybodaeth. (Gweler **Safon 6** am dystiolaeth debyg)
3. Siarad â chynrychiolwyr plant a phobl ifanc e.e. o gynghorau ysgol, fforymau ieuencid ayb. (Gweler **Safon 2** am dystiolaeth debyg)

Sut i gynnwys plant a phobl ifanc yn y broses:

1. Trafodaethau yng ngofal plant a phobl ifanc.
2. Plant a phobl ifanc yn casglu tystiolaeth o wybodaeth.

(Dylid nodi hyn – dywedodd pobl ifanc nad yw gwefannau o fewn cyrraedd pob person ifanc, yn enwedig y rhai sydd eisoes wedi eu gwthio i'r cyrion e.e. pobl ifanc mewn llety sy'n derbyn gofal)

Safon 2 – Eich Dewis Chi



Ystyr hyn yw:

- * Chi sy'n dewis a ydych am gyfranogi ai peidio.
- * Rydych yn dewis gweithio ar bethau sy'n bwysig i chi.
- * Chi sy'n dewis beth rydych chi'n ei wneud a sut.

Byddwn yn:

- * Rhoi digon o wybodaeth ac amser i chi benderfynu ydy hyn yn rhywbeth yr ydych chi eisiau ei wneud.

Sut i fodloni'r Safon hwn:

1. Rhaid cael tystiolaeth i ddangos bod plant a phobl ifanc wedi cael digon o amser a gwybodaeth er mwyn iddynt wneud dewis doeth.
2. Rhaid darparu hyn ar dri achlysur gwahanol, o leiaf.

Dulliau a thystiolaeth:

1. Holi plant a phobl ifanc wyneb yn wyneb (e.e. trwy gyfrwng fforwm ieuenctid) a ydynt eisiau cael eu cynnwys (Gweler **Safon 1** am dystiolaeth debyg). Er enghraifft, defnyddio arolygon / holiaduron ar y dechrau i weld a yw plant a phobl ifanc yn gwybod beth maen nhw'n cymryd rhan ynddo. (Gweler **Safon 4** am dystiolaeth debyg)
2. Trefnu digwyddiadau gwybodaeth rhad ac am ddim, er mwyn rhoi sail gadarn i ddewisiadau plant a phobl ifanc.
3. Defnyddio hysbysebion a phecynnau adnoddau i roi sail i ddewisiadau plant a phobl ifanc; cadw ac archwilio cofnodion o wybodaeth a ddosberthir (e.e. e-byst / post) i ddangos bod digon o wybodaeth wedi ei dosbarthu, ac amseriad hyn. (Gweler **Safon 3** am dystiolaeth debyg)
4. Defnyddio'r Ffurflen Protocol Cyfranogaeth (**gweler Atodiad 2**). Bydd hyn yn eich helpu i roi trefn ar eich meddyliau a chynllunio amser i bobl ifanc wneud penderfyniad doeth. Mae sawl fforwm ieuenctid ledled Cymru'n disgwyl i fudiadau ddefnyddio hwn cyn ymgynghori â phlant a phobl ifanc.(Gweler **Safon 6** am dystiolaeth debyg)

Sut i gynnwys pobl ifanc yn y broses hon:

1. Plant a phobl ifanc yn gofyn i blant a phobl ifanc eraill a ydynt eisiau cymryd rhan.
2. Plant a phobl ifanc yn cael eu cynnwys yn y gwaith o gynllunio a chynnal digwyddiadau i roi sail i ddewisiadau plant a phobl ifanc eraill.
3. Plant a phobl ifanc yn gweithio ar greu hysbysebion a phecynnau adnoddau i roi sail i ddewisiadau plant a phobl ifanc eraill.

Safon 3 – Dim Gwahaniaethu



Ystyr hyn yw:

- Mae plant a phobl ifanc i gyd yn wahanol ond mae gan **bob un** ohonoch yr un hawl i gael dweud eich dweud am faterion sy'n bwysig i chi.
- Rydym eisiau i bawb deimlo eu bod yn cael croeso a'u bod yn gallu cymryd rhan os ydyn nhw'n dymuno gwneud hynny.

Byddwn yn:

- * Herio unrhyw wahaniaethu.
- * Cysylltu â phlant a phobl ifanc mewn llawer o wahanol sefyllfaoedd.
- * Eich cael chi i gymryd rhan yn y pethau rydych chi am gymryd rhan ynddyn nhw.

Sut i fodloni'r Safon hwn:

1. Dangos tystiolaeth o bolisi a gweithdrefnau cyfle cyfartal.
2. Tystiolaeth o dair ffordd, o leiaf, yr ydych wedi cynnal grwpiau gwahanol o blant a phobl ifanc (e.e. plant a phobl ifanc anabl, plant a phobl ifanc du ac o leiafrif ethnig, plant a phobl ifanc sipsiwn a chrwydrwyr).
3. *Dangos tystiolaeth eich bod yn cynnwys plant a phobl ifanc mewn pethau y maen nhw wedi dweud eu bod eisiau eu gwneud.*

Dulliau a thystiolaeth:

1. Sicrhau bod hawliau pawb yn cael eu diwallu trwy gynnwys plant a phobl ifanc o bob cefndir e.e. trwy sicrhau nad yw hysbysebu / marchnata gwybodaeth wedi ei dargedu at oed / grŵp ethnig penodol a gwneud yn siŵr bod gwybodaeth yn briodol e.e. dwyieithog. (Gweler **Safon 2** am dystiolaeth debyg)
2. Gwneud yn siŵr bod cynrychiolaeth deg o wahanol ardaloedd a chefnidiroedd e.e. cofnodion presenoldeb.
3. Trin plant a phobl ifanc â'r un parch e.e. trwy gadw cofnod o gynulliadau / cyfarfodydd traws-ddiwyllynnol sy'n dod â grwpiau gwahanol o blant a phobl ifanc at ei gilydd.

Sut i gynnwys pobl ifanc yn y broses hon:

1. Adborth dan arweiniad plant a phobl ifanc ynglŷn â phrofiadau plant a phobl ifanc eraill o barch o fewn y prosiect. (Gweler **Safon 4** am dystiolaeth debyg)
2. Plant a phobl ifanc yn creu proffil o'r grwpiau o blant a phobl ifanc sy'n ymgysylltu â'r prosiect.

Safon 4 – Parch



Ystyr hyn yw:

* Mae pawb yn cael cyfle i ddweud eu dweud – mae eich barn yn bwysig a byddwn yn ei pharchu.

Byddwn yn:

- * Gwrando ar eich syniadau, eich safbwyntiau a'ch profiadau.
- * Eich cymryd chi o ddifri a'ch trin yn deg.
- * Gweithio gyda chi i wneud rhywbeth am y materion y dywedwch wrthym sy'n bwysig i chi.
- * Gweithio gyda chi i helpu newid pethau er gwell.

Sut i fodloni'r Safon hwn:

1. Dangos tair ffordd yr ydych chi wedi gwrando ar farn plant a phobl ifanc.
2. Dangos adborth gan blant a phobl ifanc yn cofnodi eu bod yn teimlo iddynt gael eu cymryd o ddifri a'u trin yn deg.
3. Dangos tystiolaeth o rywbeth y buoch yn gweithio arno ac a gafodd ei newid, ac a nodwyd yn bwysig gan blant a phobl ifanc.

Dulliau a thystiolaeth:

1. Ceisiwch farn plant a phobl ifanc am ba newidiadau a wnaed. Astudiwch y tasgau a berfformiwyd a'r adborth am yr hyn a wnaed ynglŷn â'r hyn a ddywedodd plant a phobl ifanc oedd yn bwysig (e.e. tystiolaeth o'r hyn sydd wedi newid a chofnodion cyfarfodydd / cyflwyniadau gan fudiadau yn dweud sut maen nhw wedi newid o ganlyniad i safbwyntiau plant a phobl ifanc).
2. Gofyn i blant a phobl ifanc sut maen nhw'n teimlo bod rhywun wedi gwrando arnyn nhw, a phwy maen nhw'n meddwl sydd wedi gwrando arnyn nhw.
3. Gwneud yn siŵr bod sianelau cyfathrebu da yn bodoli er mwyn i blant a phobl ifanc allu cyflwyno eu safbwyntiau i'r mudiadau yn rhwydd e.e. dangos enghreifftiau o'r dulliau cyfathrebu a ddefnyddiwyd.

Sut i gynnwys pobl ifanc yn y broses hon:

1. Defnyddio holiaduron a gynlluniwyd gan blant a phobl ifanc i holi plant a phobl ifanc eraill am eu safbwyntiau a'u blaenoriaethau. (Gweler **Safon 2** am dystiolaeth debyg)
2. Y plant a'r bobl ifanc eu hunain yn dweud beth yw'r ffordd orau o gyfathrebu â nhw.
3. Y plant a'r bobl ifanc eu hunain yn gofyn am newidiadau a wnaed ac yn eu cofnodi, ac yn cofnodi adborth a dderbyniasant, a gan bwy am y materion a godwyd ganddynt. (Gweler **Safon 3** am dystiolaeth debyg)

Safon 5 – Byddwch Chi Ar Eich Ennill Hefyd



Ystyr hyn yw:

- * Rydym am i chi fwynhau ac elwa o gymryd rhan.
- * Rydym yn gwybod bod gennych bethau eraill i'w gwneud â'ch bywydau hefyd!
- * Gwneud yn siŵr bod cymryd rhan yn brofiad cadarnhaol, nid yn un negyddol.

Byddwn yn:

- * Gweithio mewn ffyrdd diogel, hwyliog a phleserus.
- * Gwneud y gorau o'r hyn yr ydych yn ei wybod.
- * Gwneud pethau cadarnhaol sy'n meithrin eich hyder.
- * Cwrdd mewn llefydd cyfeillgar sy'n hawdd i bob person ifanc eu defnyddio.
- * Gwerthfawrogi a pharchu'r hyn sydd gennych i'w gynnig.

Sut i fodloni'r Safon hwn:

1. Casglu tystiolaeth gan blant a phobl ifanc i ddangos ei fod wedi bod yn hwyl.
2. Dangos sut y gwnaethoch gynyddu gwybodaeth a hyder plant a phobl ifanc ac amlinellu tri gweithgarwch a gynhaliwyd i gyflawni hyn.
3. Cofnodi ble rydych chi'n cyfarfod a sut mae'r lle yn addas ar gyfer plant a phobl ifanc.
4. Dangos sut rydych chi wedi cytuno â phlant a phobl ifanc ymlaen llaw ynglŷn â'r ffordd orau o gydnabod / gwobrwyo / ad-dalu eu cyfraniadau.

Dulliau a thystiolaeth:

1. Gofyn i blant a phobl ifanc arsylwi cyfarfodydd / gweithgareddau i weld a ydyn nhw'n hwyl ac a fydden nhw'n mynd yn ôl yno eto e.e. defnyddio dyddiaduron fideo.
2. Ymateb i safbwynt pawb – bydd pob plentyn a pherson ifanc yn cael rhywbeth gwahanol allan o'r profiad, a bydd hyn yn rhoi gwerth a pharch i'w cyfraniadau, trwy dystiolaeth bod plant a phobl ifanc yn cael cydnabyddiaeth neu ad-daliad e.e. cymwysterau, achrediad, talebau, tystysgrifau ayb.
3. Gwerthusiadau ar y dechrau ac ar y diwedd i weld sut mae pobl ifanc yn teimlo eu bod ar eu hennill. (Gweler **Safon 7** am dystiolaeth debyg)

Sut i gynnwys pobl ifanc yn y broses hon:

1. Cael plant a phobl ifanc i gymryd rhan yn y broses o benderfynu ble ddylen nhw gyfarfod, pa weithgareddau y dylid eu cynnal a beth sy'n gydnabyddiaeth / gwobr briodol am eu cyfraniad.
2. Plant a phobl ifanc yn monitro ymatebion plant a phobl ifanc eraill am weithgareddau y buont yn rhan ohonynt.
3. Gwerthusiadau dechrau / diwedd yn cael eu cynllunio a'u harwain gan blant a phobl ifanc.

Safon 6 – Adborth



Ystyr hyn yw:

* Mae'n wirioneddol bwysig eich bod yn gwybod pa wahaniaeth rydych wedi'i wneud a sut y mae'ch syniadau wedi cael eu defnyddio.

Byddwn yn:

* Rhoi'r wybodaeth ddiweddaraf i chi am beth sy'n digwydd.

* Rhoi adborth i chi cyn gynted ag sy'n bosib a hynny mewn ffordd sy'n hawdd i bawb ei deall.

Sut i fodloni'r Safon:

1. Dangos tystiolaeth eich bod wedi gwneud yn siŵr bod plant a phobl ifanc yn cael y wybodaeth ddiweddaraf ynglŷn â'r hyn a drefnwyd / cynlluniwyd yn wreiddiol (gweler y Protocol Cyfranogaeth yn Atodiad 2).

2. Nodi dyddiadau derbyn adborth a chofnod o sut y'i cyflwynwyd.

Dulliau a thystiolaeth:

1. Diweddarau gwefannau y cytunwyd arnynt yn rheolaidd gydag adborth a dderbyniwyd, a darparu llwybrau ar gyfer cyflwyno adborth ar y we e.e. MSN / e-bost / myspace / bebo.

2. Pennu dyddiadau gyda phlant a phobl ifanc ar gyfer derbyn adborth a defnyddio'r ffôn (siarad neu neges destun) i roi adborth i blant a phobl ifanc e.e. cofnod o ba mor aml ac at bwy yr anfonir gwybodaeth. (Gweler **Safon 2** am dystiolaeth debyg)

3. Diweddarau hysbysfyddau / posteri y cytunwyd arnynt yn rheolaidd gydag adborth a dderbyniwyd a darparu llwybrau cyfathrebu ar gyfer cyflwyno adborth e.e. tystiolaeth ysgrifenedig / ar bapur – cylchlythyrau / taflenni / adroddiadau / cylchgronau / cofnodion a thystiolaeth ar y we. (Gweler **Safon 1** am dystiolaeth debyg)

Sut i gynnwys pobl ifanc yn y broses hon:

1. Plant a phobl ifanc yn monitro gwefannau i chwilio am adborth.

2. Plant a phobl ifanc yn pennu dyddiadau/fformat ar gyfer adborth.

3. Plant a phobl ifanc yn monitro hysbysfyddau i chwilio am adborth ayb.

Safon 7 – Gwella Ein Ffordd o Weithio



Ystyr hyn yw:

- * Rydym eisiau dysgu a gwella ein ffordd o weithio gyda chi.

Byddwn yn:

- * Edrych ar ein ffordd o weithio gyda chi a sut i'w wella.
- * Gofyn i chi beth sydd wedi mynd yn dda a beth sydd angen ei newid.
- * Sicrhau bod eich barn yn gwneud gwahaniaeth i sut y byddwn ni'n cynllunio ac yn gwneud penderfyniadau.

Sut i fodloni'r Safon hwn:

1. Tystiolaeth o adborth gan blant a phobl ifanc a chamau a gymerwyd i weithredu ar yr adborth.
2. Tynnu sylw at yr hyn y dylid ei newid yn dilyn argymhellion plant a phobl ifanc a'r camau yr ydych yn mynd i'w cymryd i fynd i'r afael â'r rhain.
3. Dangos tair ffordd y mae barn plant a phobl ifanc wedi dylanwadu ar y gwasanaeth / mudiad.

Dulliau a thystiolaeth:

1. Pennu nodau ac amcanion ar y dechrau, a'u hadolygu ar y diwedd. (Gweler **Safon 5** am dystiolaeth debyg)
2. Adolygu a yw pethau'n gweithio wrth fynd ymlaen e.e. cynlluniau gwaith yn cael eu hadolygu'n rheolaidd gyda phlant a phobl ifanc, gyda chynlluniau gweithredu ynglŷn â sut i wella'r ffordd o weithio, yn sgîl safbwyntiau plant a phobl ifanc.
3. Ymweld â chlybiau ieuenctid, ysgolion a llefydd eraill y mae grwpiau o blant a phobl ifanc yn ymgynnull, i gasglu eu barn am sut i wella eich gwaith e.e. tystiolaeth o adborth gan blant a phobl ifanc wedi ei hymgorffori mewn cynlluniau a phenderfyniadau.

Sut i gynnwys pobl ifanc yn y broses hon:

1. Plant a phobl ifanc yn cyfrannu at y nodau a'r amcanion e.e. cyd-gynllunio gyda grŵp llywio / ymgynghori plant a phobl ifanc.
2. Plant a phobl ifanc yn nodi beth allai fod yn well ac adolygu cynnydd yn rheolaidd.
3. Plant a phobl ifanc yn cynnal gwerthusiadau dan arweiniad cyfoedion gyda grwpiau / mudiadau eraill e.e. arolygwyr pobl ifanc.

PA GYMORTH SYDD AR GAEL A BETH NESAF?

O ran cyfranogaeth plant a phobl ifanc yng Nghymru, mae nifer o strwythurau sefydledig ac unigolion ar lefel leol a chenedlaethol sy'n gallu darparu gwybodaeth, arweiniad a chefnogaeth. Dyma rai ohonynt:

Cefnogaeth a rhwydweithiau cenedlaethol a lleol yng Nghymru

Yr Uned Cyfranogaeth, sydd wedi ei lleoli gydag Achub y Plant (Cymru). Cyswllt Anna Skeels a.skeels@savethechildren.org.uk rhif ffôn 02920 396838 a participationunit@savethechildren.org.uk

Consortiw m Cyfranogaeth Plant a Phobl Ifanc Cymru, sydd wedi ei lleoli gydag Achub y Plant (Cymru). Cyswllt Eleri Thomas ar 02920 396838

Prosiect Cyfranogaeth Llywodraeth Cynulliad Cymru, Is-adran Cyfleoedd Dysgu i leuenctid ac Oedolion. Cyswllt Karron Williams 02920 826592 karron.Williams@wales.gsi.gov.uk

Gwefan Menter Pobl Ifanc Carnegie a '*Participation Works*' www.carnegieuktrust.org.uk/cypi/home a www.participationworks.org.uk

Y Ddraig Ffyni, Cynulliad Plant a Phobl Ifanc Cymru www.funkydragon.org

Grwpiau Cyfnewid Ymarfer Hawliau Plant (Gogledd a De Cymru) Plant yng Nghymru 02920 342434

Cydlynwyr Fforwm leuenctid Cymru – Cynrychiolydd ar y Consortiw m Cyfranogaeth David Rees david.rees@blaenau-gwent.gov.uk.

Ceir mwy o wybodaeth am bob Fforwm Ieuenctid at wefan y Ddraig Ffyfnci www.funkydragon.org. Mae'r wefan hon hefyd yn cynnwys gwybodaeth am Weithwyr Cyfranogaeth Lleol.

Prosiect Cyngor Ysgol Llywodraeth Cynulliad Cymru. Cyswllt Jane Harries ar jane.harries@wales.gsi.gov.uk a www.schoolcouncilswales.org.uk

Rhwydwaith Gweithwyr Cyfranogaeth Cymru, wedi ei leoli gyda Phlant yng Nghymru. Cyswllt Ed Janes ar 02920 342434 neu ed.janes@childreninwales.org.uk

Stephen Berry, Gweithiwr Cyfranogaeth 0-10 oed, Fframwaith Caerffili dros Bartneriaeth berrys1@caerphilly.gov.uk

O ran y Safonau Cenedlaethol Cyfranogaeth Plant a Phobl Ifanc eu hunain, gall yr Uned Cyfranogaeth, Prosiect Cyfranogaeth Llywodraeth Cynulliad Cymru ac aelodau'r Consortiwm Cyfranogaeth (**Gweler Atodiad 1**) roi gwybodaeth allweddol i chi. Mae'r Safonau Cenedlaethol hefyd i'w gweld yn adran y Rhwydwaith Gweithwyr Cyfranogaeth ar wefan Plant yng Nghymru www.plantynghymru.org.uk

Ar ben hynny, fodd bynnag, mae llawer o brosiectau a mudiadau lleol wedi bod yn gweithio gyda'r sefydliadau cenedlaethol hyn i ddatblygu'r Safonau Cenedlaethol, gan gynnwys pawb a ddaeth i'n Seminar Safonau Cenedlaethol. Mae'r prosiectau lleol hyn yn cynnwys:

- Prosiectau Arolygwyr Ifanc Castell-nedd Port Talbot ac Arolygwyr Ifanc Sir y Fflint j.weaver@npt.gov.uk ac elin.Gwynedd@flintshire.gov.uk
- Clywed, Ymddiriedolaeth Cartref Bontnewydd yng Ngwynedd 01286 672922

Beth nesaf?

Cyflawnir gwaith ar gysylltu'r Safonau â fframweithiau arolygu allanol a datblygir cynlluniau ar gyfer Nod Barcud Cenedlaethol ar gyfer y Safonau.

Ymgeisir am nawdd ac fe'i defnyddir i gefnogi'r broses o greu a threialu Tîm Craidd a fydd yn sefydlu, datblygu a chefnogi datblygiad cenedlaethol y Nod Barcud a'i ddefnyddio'n lleol. Bydd timoedd lleol o ddefnyddwyr gwasanaeth a mudiadau partner ledled Cymru hefyd yn cael eu cefnogi, eu hyfforddi a'u hadnoddu i dreialu'r Nod Barcud, gyda chefnogaeth y Tîm Craidd. Os hoffai eich mudiad gymryd rhan yn y cynllun peilot hwn, yna cysylltwch ag Anna Skeels yn yr Uned Cyfranogaeth (**Gweler uchod**). Defnyddir y nawdd i gynhyrchu'r deunyddiau, yr adnoddau hyfforddi a'r strwythurau sydd eu hangen i alluogi'r prosiect i gael ei gyflawni.

Yn fras, gallai peilot Nod Barcud weithio trwy ddilyn y camau isod:

- (a) Codi ymwybyddiaeth ynglŷn â Safonau Cyfranogaeth Cenedlaethol a mapio'r sefyllfa gyfredol
- (b) Sefydlu Tîm Craidd cenedlaethol a datblygu Nod Barcud model
- (c) Hyfforddi a chefnogi timoedd asesu Safonau a Nod Barcud lleol
- (d) Asesiad lleol o wasanaethau cyhoeddus gan dimoedd lleol a chenedlaethol a defnyddio'r Safonau a'r Nod Barcud.

Y nod fyddai treialu'r camau hyn rhwng 2007 a 2009. Y gobaith yw y byddai hynny'n esgor ar ddarlun clir o sut y gallai Nod Barcud Cenedlaethol weithredu a datblygu er mwyn sicrhau cyfranogaeth plant a phobl ifanc ac, yn fwy eang, ymgysylltu dinasyddion ym maes gwasanaethau cyhoeddus.

I gloi

Y nod hirdymor, eithaf, yw cael set o Safonau Cyfranogaeth Plant a Phobl Ifanc, gyda Nod Barcud Cenedlaethol ynghlwm wrthynt, a'r rheini'n cael eu cymhwyso a'u cydnabod yn genedlaethol. Yn y tymor byr, mae'r pecyn hwn yn rhoi arweiniad cychwynnol i fudiadau, mewn partneriaeth â phlant a phobl ifanc, er mwyn iddynt ddechrau archwilio eu hymarfer cyfredol. Mae'r Safonau'n gyfrwng ar gyfer edrych ar y broses o gyfranogiad plant a phobl ifanc – Ydyn nhw'n cael y wybodaeth iawn? Ydych chi'n rhoi adborth iddyn nhw? Ydyn nhw ar eu hennill trwy gyfranogi? Trwy ddechrau eu defnyddio fel canllaw, gall pob un ohonom wella ein hymarfer.

ATODIAD 1 – Gwybodaeth am y Consortiwm Cyfranogaeth a'r Uned Cyfranogaeth

Consortiwm Cyfranogaeth

Mae'r Consortiwm Cyfranogaeth yn gorff strategol aml-asiantaeth sy'n gweithio ar lefel genedlaethol i ddatblygu gallu ac ymarfer ym maes cyfranogaeth plant a phobl ifanc (0 -25 oed) yn y broses o lunio penderfyniadau yng Nghymru. Crëwyd y Consortiwm yn 2003 gan Lywodraeth Cynulliad Cymru ac mae ei aelodau cyfredol yn cynnwys Rhwydwaith y Sector Gwirfoddol Du, Rhwydwaith Pobl Ifanc Ddu Caerdydd, Plant yng Nghymru, Cyngor Gwasanaethau Ieuenctid Gwirfoddol Cymru (CWVYS), Y Ddraig Ffyni, Fframwaith Cydlynwyr Partneriaethau, Tros Gynnal, Lleisiau mewn Gofal, Achub y Plant, Cyngor Gweithredu Gwirfoddol Cymru (WCVA), Canllaw Ar-lein, CLIC, Isadran Dysgu Oedolion ac Ieuenctid Llywodraeth Cynulliad Cymru, Swyddfa Comisiynydd y Plant, Gweithwyr Fforwm Ieuenctid, NSPCC, CEWC, CAF/CASS, Menter Pobl ifanc Carnegie, Barnardos, Prif Swyddogion Ieuenctid, NCH, Cymdeithas Llywodraeth Leol Cymru, Estyn.

Mae gweithredu fel consortiwm i ddatblygu cyfranogaeth yn sicrhau cydlyniant a rhannu arferion da; mae'n osgoi dyblygu ac mae'n cydnabod amrywiaeth. Cadeirydd yr Uned Cyfranogaeth yw Achub y Plant

Yr Uned Cyfranogaeth

Derbyniodd y Consortiwm Cyfranogaeth gyllid trwy Gynllun Grantiau Plant a Theuluoedd Llywodraeth Cynulliad Cymru a'r Gronfa Gymdeithasol Ewropeaidd i sefydlu Uned Cyfranogaeth yn 2004. Cartrefir yr Uned Cyfranogaeth gydag Achub y Plant ar ran y Consortiwm, fe'i llywir gan y Consortiwm, ac mae'n gweithredu fel 'adain' ddarparu a phwynt cydlynio canolog i'r Consortiwm.

Mae rhai o flaenoriaethau gwaith yr Uned Cyfranogaeth yn cynnwys: datblygu a gweithredu Safonau Cyfranogaeth Plant a Phobl Ifanc Cenedlaethol a Nod Barcud; datblygu Hyfforddiant ar gyfer Hyfforddwyr ym maes Cyfranogaeth Plant a Phobl Ifanc a datblygu gallu pobl ifanc i gyflwyno hyfforddiant ar gyfranogiad; codi ymwybyddiaeth ynghylch cyfranogaeth a rhannu enghreifftiau

i ymarfer da trwy ganllawiau ymarfer da, gwefannau, e-fwletinau, digwyddiadau a chronni sylfaen dystiolaeth ynglŷn ag effeithiau a buddiannau cyfranogaeth plant a phobl ifanc.

Gweithio Ynghyd

Mae'r Consortiwm a'r Uned Cyfranogaeth yn gweithio mewn partneriaeth â Phrosiect Cyfranogaeth Llywodraeth Cynulliad Cymru, a'i gylch gorchwyl yw cynyddu cyfranogaeth plant a phobl ifanc yng ngwaith Llywodraeth Cynulliad Cymru e.e. drafftio polisiau a dogfennau sy'n ystyriol o blant, cynnwys plant a phobl ifanc wrth recriwtio ar gyfer swyddi yn y Cynulliad.

Credir bod cyfranogaeth ystyrion gan blant a phobl ifanc yng ngwaith yr Uned a'r Consortiwm yn gwbl allweddol, fel ag yw gweithio mewn partneriaeth ag ymarferwyr cyfranogaeth ledled Cymru.

Cysylltiadau

Os carech chi gael rhagor o wybodaeth am waith y Consortiwm Cyfranogaeth a'r Uned Cyfranogaeth, cysylltwch ag:

Eleri Thomas, Cadeirydd, y Consortiwm Cyfranogaeth 02920
396838

Anna Skeels, Rheolwraig yr Uned Cyfranogaeth, ar 02920 396838


ATODIAD 2 - Ffurflen Protocol Cyfranogaeth


	<p style="text-align: center;">Cyfranogaeth Pobl Ifanc</p> <p>Mae sawl strategaeth leol ar gyfer cyfranogaeth pobl ifanc (naill ai trwy Fforwm leuentid neu ryw drefniadau cyffelyb) yn pennu gofyniad bod rhaid rhoi manylion priodol i'r Fforwm leuentid neu'r mudiad ynglŷn â'r cais am gyfranogiad pobl ifanc ac am y broses a fydd yn dilyn. Mae hyn yn rhan o'r protocol ar gyfer gweithredu cyfranogaeth pobl ifanc er mwyn gwneud yn siŵr ei fod yn foesol, a bod cyfranogaeth pobl ifanc yn cael ei werthfawrogi, ei gydnabod a'i ddefnyddio.</p> <p>Byddem yn ddiolchgar felly pe baech yn ymateb i'r cwestiynau canlynol. Dangosir yr ymatebion hyn i'r bobl ifanc a fydd, o bosib, yn cyfranogi yn y darn o waith y gofynnir amdano.</p> <p>Gofynnir i chi ddychwelyd y ffurflen hon i'r Fforymau leuentid lleol, neu'ch cysylltwyr ym maes cyfranogaeth Plant a Phobl Ifanc.</p>
1	Mudiad: Manylion Cyswllt Llawn:
2	Math o Weithgarwch (e.e. Ymgynghoriad, Grŵp, Cyfarfod, Digwyddiad neu Brosiect): Teitl y Gweithgarwch:
3.	Beth yw dyddiad cwblhau'r darn hwn o waith / neu ddyddiad y digwyddiad?
4.	Allwch chi ddarparu nodau ac amcanion clir ynglŷn â phwrpas cyfranogaeth pobl ifanc, a beth rydych chi'n gobeithio ei gyflawni?
5.	Allwch chi ddarparu fframwaith clir ynglŷn â sut bydd syniadau a gwybodaeth gan y bobl ifanc yn cael eu trosi'n bolisi / adran gwasanaeth?
6.	Ydych chi'n gallu darparu tystiolaeth y bydd gan bobl ifanc bosibilrwydd realistig o newid / dylanwadu ar y broses o lunio penderfyniadau yn dilyn eu cyfranogaeth?


7.	<p>Pa ddulliau cyfranogol ydych chi'n gobeithio eu defnyddio? A fydd yr arddull, dull a chynnwys yn denu pobl ifanc? E.e. Grwpiau trafod, paneli safbwynt, gweithdai, gweithgareddau ayb.</p> <p>Ydych chi eisiau i staff y Fforwm gyflawni darn o waith ar eich rhan NEU ydych chi eisiau cwrdd â'r bobl ifanc eich hun?</p> <p>(Os ydych chi, mae'n bosib y byddai angen i ni gwrdd i drafod y dull a'r cynnwys a sut y byddwch yn cynnwys y bobl ifanc a sicrhau bod y broses yn addas).</p>
8.	<p>Rhowch fanylion nifer y cyfranogwyr sydd eu hangen, ac os mai mynychu cyfarfod/digwyddiad yw'r gweithgarwch, rhowch fanylion y lleoliad, amser dechrau a gorffen ac unrhyw drefniadau cludiant.</p>
10.	<p>Yn dilyn cyfranogaeth pobl ifanc mae angen 'adroddiadau adborth' arnom i ddangos i bobl ifanc sut mae eu cyfraniad wedi cyfrannu ar y broses llunio penderfyniadau. Ydych chi'n gallu darparu adroddiad o'r fath o fewn pedair wythnos i'r digwyddiad*:</p> <p>Ydych chi'n gallu darparu unrhyw adborth pellach ynghylch unrhyw gynnydd neu ddatblygiad sy'n seiliedig ar fewnbwn pobl ifanc, hyd at ychydig fisoedd yn ddiweddarach?</p> <p>* Mae'n bosib bod y gyfranogaeth yn dal i fynd!</p>
11.	<p>Ydych chi'n gallu cynnig unrhyw wobr neu gymhelliant i'r bobl ifanc am eu cyfranogaeth? (Mae hyn yn ddewisol)</p>
12.	<p>Pwy yw derbynnydd olaf safbwyntiau pobl ifanc neu waith a gynhyrchir yn dilyn eu cyfranogaeth?</p> <p><i>Gyda sawl strategaeth leol, mae fforymau'n cadw'r hawl i sicrhau bod pobl ifanc yn derbyn canlyniadau terfynol y darn hwn o waith trwy adroddiad adborth ar gyfer pobl ifanc. Os nad yw pobl ifanc yn derbyn hyn, neu'n wir os nad ydynt yn derbyn gwybodaeth ddigonol, gallai pobl ifanc ddewis rhoi gwerthusiad o'r broses i'r derbynnydd terfynol.</i></p>


Enw :.....Llofnod:.....


Dyddiad:


<p>Safon 1- Gwybodaeth</p> <p>Ystyr hyn yw:</p> <ul style="list-style-type: none"> * Gwybodaeth sy'n hawdd i bawb ei deall * Oedolion yn gweithio gyda chi sy'n gwybod beth sy'n digwydd ac sy'n agored ac yn glir. 	<p>Dulliau a thystiolaeth i gefnogi cyraedd y safon (Gweler esiamplau yn y pecyn i'ch helpu)</p>	<p>Ffyrdd y cynhwyswyd pobl ifanc yn y broses hon (Gweler esiamplau yn y pecyn i'ch helpu)</p>	<p>WEDI CWRDD </p>	<p>HEB GWRDD X</p>
<p>Byddwn yn:</p> <p><i>Sicrhau bod pawb yn cael digon o wybodaeth i gymryd rhan yn iawn.</i></p> <p>Sut:</p> <p>Gellir dangos o leiaf <i>tair</i> ffordd wahanol o ddsbarthu gwybodaeth i blant a phobl ifanc.</p>				
<p><i>Dweud wrthyh chi sut y bydd y ffaith eich bod chi'n cymryd rhan yn gwneud gwahaniaeth</i></p> <p>Mae ymarfer ymgynghori wedi ei gynnal ac mae plant a phobl ifanc wedi cyflwyno tystiolaeth eu bod yn gwybod pa wahaniaeth y bydd y ffaith eu bod yn cymryd rhan yn ei wneud</p>				
<p><i>Dweud wrthyh chi pwy sy'n mynd i wrando a newid pethau</i></p> <p>Mae tystiolaeth glir wedi ei darparu bod plant a phobl ifanc wedi cael gwybod pwy fydd yn gwrando arnynt a newid pethau.</p>				


<p>Safon 2 – Eich Dewis Chi</p> <p>Ystyr hyn yw:</p> <ul style="list-style-type: none"> * Chi sy'n dewis a ydych am gyfranogi ai peidio. * Rydych yn dewis gweithio ar bethau sy'n bwysig i chi. * Chi sy'n dewis beth rydych chi'n ei wneud a sut. 	<p>Dulliau a thystiolaeth i gefnogi cyraedd y safon (Gweler esiamplau yn y pecyn i'ch helpu)</p>	<p>Ffyrdd y cynhwyswyd pobl ifanc yn y broses hon (Gweler esiamplau yn y pecyn i'ch helpu)</p>	<p>WEDI CWRDD</p> 	<p>HEB GWRDD</p> <p>X</p>
<p>Byddwn yn:</p> <p><i>Rhoi digon o wybodaeth ac amser i chi benderfynu ydy hyn yn rhywbeth yr ydych chi eisiau ei wneud.</i></p> <p>Sut:</p> <p>Rhaid cael tystiolaeth i ddangos bod plant a phobl ifanc wedi cael digon o amser a gwybodaeth er mwyn iddynt wneud dewis doeth.</p> <p>Rhaid darparu hyn ar dri achlysur gwahanol,</p>				

<p>Safon 3 – Dim Gwahaniaethu</p> <p>Ystyr hyn yw:</p> <ul style="list-style-type: none"> * Mae plant a phobl ifanc i gyd yn wahanol ond mae gan bob un ohonoch yr un hawl i gael dweud eich dweud am faterion sy'n bwysig i chi. * Rydym eisiau i bawb deimlo eu bod yn cael croeso a'u bod yn gallu cymryd rhan os ydyn nhw'n dymuno gwneud hynny. 	<p>Dulliau a thystiolaeth i gefnogi cyraedd y safon (Gweler esiamplau yn y pecyn i'ch helpu)</p>	<p>Ffyrdd y cynhwyswyd pobl ifanc yn y broses hon (Gweler esiamplau yn y pecyn i'ch helpu)</p>	<p>WEDI CWRDD </p>	<p>HEB GWRDD X</p>
<p>Byddwn yn:</p> <p><i>Herio unrhyw wahaniaethu.</i></p> <p>Sut:</p> <p>Dangos tystiolaeth o bolisi a gweithdrefnau cyfle cyfartal.</p>				
<p><i>Cysylltu â phlant a phobl ifanc mewn llawer o wahanol sefyllfaoedd.</i></p> <p>Tystiolaeth o dair ffordd, o leiaf, yr ydych wedi cynnal grwpiau gwahanol o blant a phobl ifanc (e.e. plant a phobl ifanc anabl, plant a phobl ifanc du ac o leiafrif ethnig, plant a phobl ifanc sipsiwn a chrwydrwyr).</p>				
<p><i>Eich cael chi i gymryd rhan yn y pethau rydych chi am gymryd rhan ynddyn nhw.</i></p> <p>Dangos tystiolaeth eich bod yn cynnwys plant a phobl ifanc mewn pethau y maen nhw wedi dweud eu bod eisiau eu gwneud</p>				

<p>Safon 4 - Parch</p> <p>Ystyr hyn yw:</p> <p>* Mae pawb yn cael cyfle i ddweud eu dweud – mae eich barn yn bwysig a byddwn yn ei pharchu.</p>	<p>Dulliau a thystiolaeth i gefnogi cyraedd y safon (Gweler esiamplau yn y pecyn i'ch helpu)</p>	<p>Ffyrdd y cynhwyswyd pobl ifanc yn y broses hon (Gweler esiamplau yn y pecyn i'ch helpu)</p>	<p>WEDI CWRDD </p>	<p>HEB GWRDD X</p>
<p>Byddwn yn: <i>Gwrandu ar eich syniadau, eich safbwyntiau a'ch profiadau.</i></p> <p>Sut: Dangos tair ffordd yr ydych chi wedi gwrandu ar farn plant a phobl ifanc.</p>				
<p><i>Eich cymryd chi o ddifri a'ch trin yn deg.</i></p> <p>Dangos adborth gan blant a phobl ifanc yn cofnodi eu bod yn teimlo iddynt gael eu cymryd o ddifri a'u trin yn deg.</p>				
<p><i>Gweithio gyda chi i wneud rhywbeth am y materion y dywedwch wrthym sy'n bwysig i chi. Gweithio gyda chi i helpu newid pethau er gwell.</i></p> <p>Dangos tystiolaeth o rywbeth y buoch yn gweithio arno ac a gafodd ei newid, ac a nodwyd yn bwysig gan blant a phobl ifanc.</p>				

<p>Safon 5 – Byddwch Chi Ar Eich Ennill Hefyd</p> <p>Ystyr hyn yw:</p> <ul style="list-style-type: none"> * Rydym am i chi fwynhau ac elwa o gymryd rhan. * Rydym yn gwybod bod gennych bethau eraill i'w gwneud â'ch bywydau hefyd! * Gwneud yn si?r bod cymryd rhan yn brofiad cadarnhaol, nid yn un negyddol. 	<p>Dulliau a thystiolaeth i gefnogi cyraedd y safon (Gweler esiamplau yn y pecyn i'ch helpu)</p>	<p>Ffyrdd y cynhwyswyd pobl ifanc yn y broses hon (Gweler esiamplau yn y pecyn i'ch helpu)</p>	<p>WEDI CWRDD </p>	<p>HEB GWRDD X</p>
<p>Byddwn yn: <i>Gweithio mewn ffyrdd diogel, hwyliog a phleserus.</i></p> <p>Sut: Casglu tystiolaeth gan blant a phobl ifanc i ddangos ei fod wedi bod yn hwyl.</p>				
<p><i>Gwneud y gorau o'r hyn yr ydych yn ei wybod. Gwneud pethau cadarnhaol sy'n meithrin eich hyder.</i></p> <p>Dangos sut y gwnaethoch gynyddu gwybodaeth a hyder plant a phobl ifanc ac amlinellu tri gweithgarwch a gynhaliwyd i gyflawni hyn.</p>				
<p><i>Cwrdd mewn llefydd cyfeillgar sy'n hawdd i bob person ifanc eu defnyddio.</i></p> <p>Cofnodi ble rydych chi'n cyfarfod a sut mae'r lle yn addas ar gyfer plant a phobl ifanc.</p>				
<p><i>Gwerthfawrogi a pharchu'r hyn sydd gennych i'w gynnig.</i></p> <p>Dangos sut rydych chi wedi cytuno â phlant a phobl ifanc ymlaen llaw ynglyn â'r ffordd orau o gydnabod / gwobrwyo / ad-dalu eu cyfraniadau.</p>			<p>29</p>	

Safon 6 – Adborth Ystyr hyn yw: * Mae'n wirioneddol bwysig eich bod yn gwybod pa wahaniaeth rydych wedi'i wneud a sut y mae'ch syniadau wedi cael eu defnyddio.	Dulliau a thystiolaeth i gefnogi cyraedd y safon (Gweler esiamplau yn y pecyn i'ch helpu)	Ffyrdd y cynhwyswyd pobl ifanc yn y broses hon (Gweler esiamplau yn y pecyn i'ch helpu)	WEDI GWRDD 	HEB GWRDD X
Byddwn yn: <i>Rhoi'r wybodaeth ddiweddaraf i chi am beth sy'n digwydd.</i> Sut: Dangos tystiolaeth eich bod wedi gwneud yn siwr bod plant a phobl ifanc yn cael y wybodaeth ddiweddaraf ynglyn â'r hyn a drefnwyd / cynlluniwyd yn wreiddiol (gweler y Protocol Cyfranogaeth yn Atodiad 2).				
<i>Rhoi adborth i chi cyn gynted ag sy'n bosib a hynny mewn ffordd sy'n hawdd i bawb ei deall.</i> Nodi dyddiadau derbyn adborth a chofnod o sut y'i cyflwynwyd.				

<p>Safon 7 –Gwella Ein Ffordd o Weithio</p> <p>Ystyr hyn yw: * Rydym eisiau dysgu a gwella ein ffordd o weithio gyda chi.</p>	<p>Dulliau a thystiolaeth i gefnogi cyraedd y safon (Gweler esiamplau yn y pecyn i'ch helpu)</p>	<p>Ffyrdd y cynhwyswyd pobl ifanc yn y broses hon (Gweler esiamplau yn y pecyn i'ch helpu)</p>	<p>WEDI CWRDD </p>	<p>HEB GWRDD X</p>
<p>Byddwn yn: <i>Edrych ar ein ffordd o weithio gyda chi a sut i'w wella.</i></p> <p>Sut: Tystiolaeth o adborth gan blant a phobl ifanc a chamau a gymerwyd i weithredu ar yr adborth.</p>				
<p><i>Gofyn i chi beth sydd wedi mynd yn dda a beth sydd angen ei newid.</i></p> <p>Tynnu sylw at yr hyn y dylid ei newid yn dilyn argymhellion plant a phobl ifanc a'r camau yr ydych yn mynd i'w cymryd i fynd i'r afael â'r rhain.</p>				
<p><i>Sicrhau bod eich barn yn gwneud gwahaniaeth i sut y byddwn ni'n cynllunio ac yn gwneud penderfyniadau.</i></p> <p>Dangos tair ffordd y mae barn plant a phobl ifanc wedi dylanwadu ar y gwasanaeth / mudiad.</p>				

Adnoddau

Pecyn Gwerthuso Barnardos: Canllaw Ymarferol i Werthuso Prosiect

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Fframwaith ar gyfer Partneriaeth Merthyr Tudful, 2005,
Participation

Strategy, Participation Toolkit and Participation Promise

Certificate. I gael mwy o wybodaeth am L2C cysyllter â: 01685

353953 neu anfonwch e-bost at merthyr@trosgynnal.org.uk

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