

Timeliness and communication of the inclusion process

It is important to disseminate information about the impacts of inclusion so that children and young people are aware of the influence that they have.

The inclusion of children and young people should be documented and it should be ensured that they have the opportunity to familiarise themselves with the results of inclusion. The impacts of inclusion should be presented in a clear, tangible and understandable form.

It is a good idea to survey the experiences of children regarding their experiences of inclusion and the effectiveness of this from time to time. Systematic evaluations of inclusion can be used to develop inclusion processes so as to eliminate any experiences of failure.

Information about the inclusion of children and young people should be disseminated not just to the target group but also to the adult population. This allows the needs and views of different groups to be made known across the population and can help to increase understanding.

When drawing up decisions and planning the process, attention should be given to determining at which stage of the process children should be involved. Attention also needs to be given to the effectiveness of inclusion, i.e. how the outcome of inclusion should be used, and a provisional interaction plan should be drawn up.

Inclusion may be once-off or continuous. The latter approach gives children more opportunities to take part in different ways and at different times.

Inclusion should be timed so as to ensure that it can have an impact.

1. *Planning*

Inclusion can provide information about experiences that can be used as a basis for planning, as well as potentially flagging up issues that have not yet been identified.

2. *Evaluation of alternatives.* Inclusion can provide information on the basis of which the effects of different alternatives can be evaluated.

3. *Implementation.*

At the implementation stage, inclusion can be useful in providing information to support the implementation process.

4. *Impact assessment.*

Arranging services and the decision-making process so as to give children more opportunities to participate in the evaluation of their effects can reinforce the national identity of children and help tailor services and decisions to the needs of the target group.