



Feedback report from the Participation Standards event

The Participation Standards event was a lot of fun and we gathered lots of great ideas, views and opinions. Everyone took part and gave us so much information that we decided to write this summary report of the day.

Suggestions

Some suggestions from the day were:

Make the standards visual as well as words

Make the standards visual as well as words
 Concerned how this will include non-verbal and younger pre-school children.
 They need images — this will help children and young people who can't read.

The standards must be easy to understand and available in different languages

Send it in different languages.
 Some of my friends that are Portuguese have to read things in English.
 Language accessible from the start.

Respect and Valued are linked

Valued feels like a repeat of respect.
 Valued is the same as respect?
 Combine "respect and valued"
 Respect and safe are interlinked.
 Respect is interlinked to the others — choice, safe and valued

Fair shouldn't be separate

Support is linked to fairness!
 Fair is on all of the standards — included, choice, support, etc

All the standards need context

What will this look like for professionals
 What will this look like for children
 How will people be accountable

Make sure these Standards can be looked at and reviewed

Review of process must be ongoing.
 These need to be looked at each year because as we start to use them we might see gaps
 Children and young people should be able to tell us if these are working and change them if they're not!

Common comment:

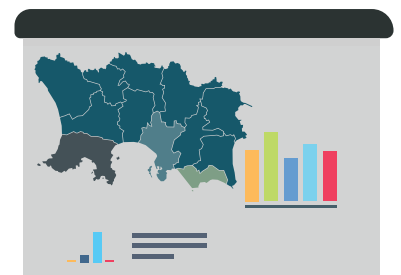
Come into schools and meet us

Theme to add into the standards:

Fun
 Influence
 Ask
 Collaboration
 Happiness



Shaping the standards



→ Included

18

people said this was their favourite.

25

people said it would be the hardest for professionals.

Comments and notes

They must include children and school staff.

Manual voting in school for children.

Different decisions have different decision-makers, which may not include children e.g. States Assembly developing legislation.

Some government officials won't want young people involved due to age, lack of life experience etc. They might not value our opinions.

Must be included and know their rights.

Concerned how this will include non-verbal and younger pre-school children.

To be included— guidance for parents/carers who may not have been listened to themselves.

How will they be invited?

Rewards?

All opinions matter.

→ Information

11

people said this was their favourite.

21

people said it would be the hardest for professionals.

Comments and notes

Use words I can understand.

They assume knowledge is unbiased.

Need to present it in a fun and engaging way.

Easy access.

Send it in different languages.

Some of my friends that are Portuguese have to read things in English.

Language accessible from the start.

Resources? Infographics experts?

You need variety in how you seek participation.

Accessible — different languages.

In all languages/media, videos that are child friendly and in a timely manner.

Different platforms — social media.

At the right time and in a timely manner — for example some secondary schools didn't know about today or didn't have time to sort out risk assessments/permissions slips to be able to attend.

Help needed for schools.

Children to be made aware of the role of the Government.

This can cost lots of money.

→ Support

24

people said this was their favourite.

27

people said it would be the hardest for professionals.

Comments and notes

Change wording — disabilities?

More support for higher education to get involved.

More support Uni's.

This can cost lots of money.

Give something for people to wear so others know they need support.

Some of our friends can't go on all of the school trips.

Independent advocates.

Translation support.

Resources and training?

Particular challenge here.

Proper investment is required in order to get this right, taking into account a range of needs.

Funding needed.

Awareness of different agencies.

Tailoring support to meet needs.

→ Tell

14

people said this was their favourite.

6

people said it would be the hardest for professionals.

Comments and notes

Come into schools and meet us.

What difference does it make?

Query using the word 'tell'

In a timely manner in different formats — cartoons, postcards, videos, different languages.

Most important because young people will disengage if they can't see that they are being listened to and their ideas are making a difference.

Verbal and written feedback to become standard practice.

And if they haven't — why?

What will happen if they are not told? Accountability?

Feedback — how young people know what happens to their suggestions!

→ Respect

52

people said this was their favourite.

22

people said it would be the hardest for professionals.

Comments and notes

Come into schools.

Who will scrutinize this — are children influential in this way.

This is a very limited definition.

Views of children to be sought as the culture.

Not talked down to.

Mutual respect is encouraged.

Different ways of communicating/culture/languages of families that are new to the island.

Respect should include value in its definition as they are linked.

→ Fair

14

people said this was their favourite.

14

people said it would be the hardest for professionals.

Comments and notes

This should be part of all the other standards.

Make sure refugees can be included.

Orphans and fosters.

This is a basic right and foundation of everything else.

Visit schools.

Fairness should be about proportionate response to needs. Needs vary and so should responses.

You can't treat everyone equally if someone is receiving different support.

Very important.

Private schools and state schools are champions at this.

Anti-bias approach to be adopted by the government and filtered downwards.

With equity?

→ Valued

15

people said this was their favourite.

22

people said it would be the hardest for professionals.

Comments and notes

What does this look like in practice?

This feels like a repeat of respect.

This is the same as respect?

This is difficult because there will be some who don't think the opinions of young people are valuable.

Training for all front-line workers on the importance of listening to young people and the benefits.

How would this be measured?

Need to be listened to first.

→ Choice

12

people said this was their favourite.

9

people said it would be the hardest for professionals.

Comments and notes

Opportunities that are available — transport, support to get there and home, different ways to engage.

Consent is really important.

Go to places other than schools.

Seldom heard young people?

Ensuring choices are informed and not just made because of ease.

Some children do not have freedom to do this.

Should be the first standard as part of a vital process.

Can children opt out of surveys etc.

Choice links to rights.

This is a basic right and the foundation of everything else.

→ Safe

45

people said this was their favourite.

14

people said it would be the hardest for professionals.

Comments and notes

Who asks me to participate — if they deliver the services to me, can I be honest and not worry.

Support systems.

Small island — everyone knows each other.

Safe from who, from what.

Safety should be changed to 'feel able to...'

Safeguarding is obviously the most important in terms of best practice and keeping children safe.

Young people are not a free resource — protecting their safety from being exploited.

➔ Add a standard?

Possible ideas:

Fun – 4
Influence x3
Ask (help people)
Collaboration
Happiness
Kindness

Other comments

Events like this aren't particularly inclusive. We need to hear from everyone— not just young people in school that have been chosen to take part.

How can children have as much chance to talk/share as adults?

More workshops to find everyone's opinion.

Make sure everyone knows about their rights.

How will this be measured?

You can't have meaningful participation without full context and information.

Relevant meaningful involvement/targeted engagement. Consideration is given to whether surveying is required. This will avoid consultation fatigue and the feeling of tokenism around a request for views.

Is this an accountability framework rather than a standard of principles?

Should be listened to as part of the culture.

If there was respect for children and their views then all of the standards would be met.

You can't have one of these standards without the others.

Aim for a draft in 20 days not a finished set of standards. In rushing the process are we rushing the debate and discussion? The perception is that this is a *Fait Accompli*!

Accountable — precise, measurable standards so children and young people are confident things are happening.

What do young people get out of it?

Where is influence?

There are too many standards.

Funding allocated to this work?

Thank you to Elaine and the team for undertaking this work.

As the online survey closes,
we will take that information
and include it too.





Workshop activities

We started with pre-school and nursery children



Pre-school and nursery children

The morning started with pre-school and nursery children. The goal was to try different activities and show how younger children are able to choose and let us know what's important to them in their lives.

We used a range of different techniques and activities:

- the lost penguin activity
- circle time activities with Pete the puppet
- story time
- what do you like the most activity
- a space adventure
- colouring time with sheets and feedback discussion

There were lots of opportunities for the children to say what was important to them, but also show us what they liked most by running to other areas and drawing how they felt on the spaceman face.

The main things they liked were:



Play – the play park, in nursery, at home, with friends and alone. A good day had lots of play!



Friends – to play with and to hug when they feel sad.



Food – fruit for their lunch boxes, not crisps!



Family – for hugs, for reading, for playing.

After this we held workshops with children and young people!





What would help you get involved?

Here are a some of the answers.

Use established connections

Teachers x38

Schools x30

Family x10

Youth club x6

Friends x3

Support us

I want to be a part of a regular group who goes to meetings and says what to do to make schools better.

Make sure there are people to help.

Get older children to help younger ones like today.

I would like to be able to call someone when I need help or have a problem.

Give support to get more children to not be scared to speak.

Information

Have accessible information online that we're told about in school so we know it's there.

Make it simple and easy to access.

Use language that we understand and visual aids.

More information in school.

Other grown-ups and children to come and talk to us.

Come into school and talk to us.

Interesting videos with information.

We would like more documents simplified, so we can read it and understand it.

Raise awareness

Make an app to spread news and awareness.

Letters and Advertisements.

Quick and snappy clips.

Have apps for teens about current Jersey things and politics.

Use assemblies.

Reach out to young people.

Try and tell as many people as you can in different ways.

Someone to come into school and talk about people's rights.

Help us give our opinions

By letting us vote and let us give suggestions.

I think that the government could create surveys in schools.

Do more workshops so we can get involved.

Promote more ways to be involved in decisions on multiple platform online quiz.

Send out forms for us to have a say in the post.

Have a young people's voting app.

Talks in assemblies with a questionnaire about our opinion.

Fill in surveys on your opinion online.

Coming to schools to give children a manual voting system rather than always online.

Come into school and talk to us.

Events on the weekend.

Come to school and have a talk with a class and ask some questions.

General ideas directed at government

Have a school council that discusses things with the government, not just the school.

Government representatives should talk to small groups rather than events and ask opinions of those who actually care.

You could bring education ministers into school to talk to the children.

I want to get involved by being able to communicate with who is trustful.

Government coming to schools and public places.

I think more decision should be open to children as the decisions are going to be made are their future.

Government come to schools and get opinions from children also they should do what we think.

Everyone loved the stickers. But many would have liked real rubber ducks!





Can o' WORMS

What can go wrong with participation? (Tokenism, bad approach, too much?)

What can go wrong with participation?

Here are a some of the answers.

Too much information

Long-winded.

Don't overwhelm us with knowledge we don't understand.

Accidentally going off subject.

When they go off topic and start to waffle.

Info overload.

Not enough time

Time appropriate to needs.

Time — today would have been better with more time.

Too small a time frame.

We need time!

Bad practice

Not being inclusive to all people you are talking to.

Don't talk too fast, don't overcomplicate.

Too many people talking at once.

They don't take children seriously and don't listen to their ideas they think we are too young.

It's not consistent.

Too much talking rather than listening.

Going for an easier option than difficult.

When you aren't representing everyone just some young people.

Bad information

Jargon.

Not age appropriate.

Too many questions.

Too much information and cramming information.

Fast or old information that isn't up-to-date.

Oversimplification.

When its patronising

Talking down to us/patronising talking.

They think you could not do anything about it.

That they talk over you.

They don't listen

Grown-ups and teachers might not listen to you.

You ask for my opinion and nobody listens.

Too much talking but hardly ever actually uses ideas and suggestions.

No feedback

Nothing seems to happen when you fill out a survey.

They seem to repeat it all the time.

That they talk over you.

When you get bored

Too much talking.

People sometimes lose interest in some points.

It would be good if you do stuff like today more often.

Bad information

Jargon.

Not age appropriate.

Don't over promise

Avoid lying don't say you will do something and not do it.

Over promising.

Arguments

Selfish people.

People can be selfish.

They won't take our ideas in so you get angry.

This is all about improving standards





I wish

What would you like to be involved with? What do you wish Jersey Government would ask you?

What do you wish the Jersey government would ask you?

Here are a some of the answers.

Climate change

I wish I was involved in helping stop climate change.

Environmental things like — less cars on the road, keeping beaches clean, school solar panels etc.

Making Jersey more eco-friendly.

I want to talk about what happens with the environment in Jersey and preserving Jersey's beauty.

Involve us in environmental decisions now or the island might disappear because of climate change.

Play

More places to play.

Decisions about sports facilities and plans.

Making the parks clean.

I want to be asked about Sports.

Decisions about when facilities close.

Play facilities for all ages.

Money

Poverty issues — How to make food cheaper, hot meals in school etc.

I wish someone would ask my opinion on the prices in Jersey.

More discussion on cost of living.

Decisions about affordable places to live — drop cost of living.

How to make sure young people can stay on the island and not have to leave!

Health and wellbeing

Ask me how I think we should be healthy.

Ask for my opinion about children's mental health and how I think it should be handled better.

I want to be part of helping of getting rid of bullying.

Things to stop sexual abuse.

Other things to be involved with

How we feel about facilities in Jersey.

Decisions that impact our lives.

If there's something I want to improve.

How to make more happiness.

Languages and how they're used.

Making better roads.

What facilities would benefit us.

Changes — Do not turn the cinema and the Aqua Splash into flats.

To be asked about voting regime.

The way issues are dealt with.

More activities to do and the ones that are in progress to speed up.

General ideas directed at government

We always hear what the government is changing but we don't hear why.

It would be good if you do stuff like today more often.

I wish children could go to the official government and say what they want.

To be asked what should be shut down and what not.

Children should be involved in more political decisions.

To be asked about voting regime.

The way issues are dealt with.

Ask me about school council and rights.

I wish they would explain more things from the government and what they do.



Lots of ideas and areas for future involvement



Where can we meet?

How can we connect with you?

Here are a some of the answers.



Social media polls/Instagram polls/online surveys x14

Posts on social media x11

Workshop in the schools/visit schools x9

TikTok x5

Assemblies in school - interactive style x4

Raising awareness on social media x4

Kahoot to test knowledge x3

Other ideas and comments



- Get every school involved.
- Easy to read/clarity/plain language.
- Social media workshops in school.
- Quick and snappy clips (short).
- More posters in school.

Talk to me as a human/student, not as a politician.

A forum with representatives from every school in Jersey to discuss opinions with the government would be good.

Optional meetings in schools with people who can change things for the children concerned.

Resources for different age groups.

Using support workers.

A young people's voting app where we can create polls and vote.

Make an app so young people can vote – it will spread awareness to.

Social media polls with links.

Set up groups around specific interests.

Speak in person is better than social media.

A child friendly website.

Workshops with kids from different schools.

More talking about what needs to change rather than presentation.

Tell us what you're doing now and not just what you want to do.

More active conversation so actually discussing changes that will happen.

Social media is the easiest place to meet and reaches more people.



A wide variety of ways to connects to fit different situations



You are unique!
What participation
skills do you have?



What are you good at that helps participation

Here are a
some of the
answers.

Speaking and talking x 28

Good at speaking to people.
I'm good at speaking in a group.
Talking to people.
I am good at speaking to other people.

Listening x 22

I'm good at listening.
I'm kind and listen.
I always listen to the person that's talking.
I am good at listening and working in a team.

Challenges and solving problems x14

I am good at focusing on challenges.
I'm a jigsaw expert.
Focusing on a challenge.
I have lots of ideas.
Working in a group in finding Solutions.

Kind or Honest x13

I tell the truth.
I'm honest.
I am good at being kind.
I'm caring.
I am good at being kind, sharing, considering.
I am fun creative and kind.
I am patient kind and caring.

Good at keeping going x3

I don't give up.
Try my best to achieve the best I can.

Working as a team x6

I take notes to remember what everyone says.
Representing a group.
Working in a team.
I am respectful.
I listen to people's ideas and give lots to.
Good at understanding other people — I have empathy.

I'm confident x5

Confident in front of others.
I'm confident in what I do.
I am confident at talking.
I can speak up for others.
I'm good at helping people to understand different languages.

... and some random answers:

I am good at eating spicy food.	I'm good at imitations.
I'm good with cats.	Netball.
Drawing skipping ballet hockey.	Football.
Modest.	Irish dancing.
I am good at drawing and scribbling (age 3).	Anything I put my mind to I can do well, I'm not trying to brag though!
I am good at French.	Football cricket and Lego.
I am a good cook.	I'm good at judo.
Somersaults.	I am good at ballet.
	I believe in in unicorns!

Lots of amazing and unique
children and young people



THANK YOU!

What are you thankful for?

CREATING PARTICIPATION STANDARDS

Here are a
some of the
answers.

Jersey is a great place to live. What are you thankful for?

Provisions: Family, a home and food x35

I am thankful for a house and food.
I am thankful that I have food, clean water and a safe home.
I am thankful for all the food.
My big garden!
I'm thankful for having parents.
I am grateful for my friends my family and being in a great school.
I am thankful for a safe comfortable place to live.

Education and school x34

I'm thankful for having an education.
A wonderful school system.
I'm thankful for having an education.
Our schools and our education.
I am thankful for article 28 right to education.
I'm thankful that I have a amazing education which has helped me a lot.

For Jersey being a safe Island x18

I am grateful in Jersey for having a safe space.
Feeling safe.
I am very thankful for how safe Jersey is.
We don't ever get attacked.
Thankful for a safe community.
That we are safe from war and natural disasters.

Beach x12

The beach and how it is clean.
Beautiful surroundings.
Good beaches.
Clean beaches.

Parks and play x11

Amazing parks.
I am thankful for having a water park.
Playgrounds.
Millbrook Park.
Sports Centre.

Hospital and free healthcare x11

Free healthcare!
Hospitals.

Friends x10

I am grateful for my friends.

Teacher x7

I'm thankful for my teachers.
My head teacher.
Teachers, good schools, an education.

Government x4

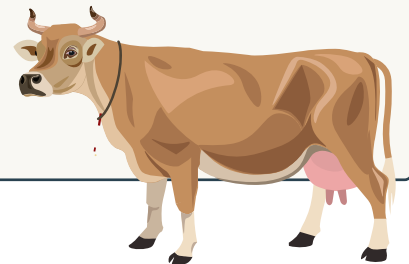
I like the government.
Thank you for asking or opinions.

Animals x3

All the animals that are being saved in the zoo.
Thank you for saving many animals and taking them into the zoo.

Jersey cows and Jersey milk x3

I love cows.



It's nice to
send thank you
messages





If the Government had an extra £1000, how would you suggest they spend it?

Here are a some of the answers.

Charity x40



Give it to charity.	I would give it to charities.
A charity event where we can talk to people.	The Government can see we are sensible and they'll listen.
Food for charity.	To go to charity so children in need can have what they need to survive and get a good education.
A charity event where you can go and choose a charity.	Autism Jersey for charity.
School donations.	

Helping poor people/others x38



Help poor children.	Donation clothes to children / buying then donating.
Different languages, making a sign, helping people in need.	Helping people around the world.
Homeless people.	I would give it to people who need it so they can have food, water, shelter, blankets, a bed, and other things they will need.
Help for the poor.	Toys for people in need.
Clothes for people in need.	More food banks.
Helping children to have their rights and a place to live.	
More homes for homeless.	

Family/Friends/Food/Water/Clothes x20



Food and water.	Clothes and food.
Vegetables and brocolli for everyone.	Buy gifts for the people I love.
I would give my money to friends and family when they need it.	Hot meals.
More resources for school: minibus, playground equipment, school hot lunches free for all.	More clean water for kids.
Pizza.	Ice cream / drink.
	Hot lunch.
	Sweets.

House/Places x11



A private place - a house.	House, a pool slide.
Classy places.	A new house.
I would spend it on a new house.	Houses.

Lots of generosity and some random stuff



Education/Support/Training x56



Supporting and informing children.	Supporting parents and families so they can support their children.
I would spend it on short films to explain things.	Training adults: patience, listening, supporting children more.
Making information child friendly.	Playground equipment for primary schools.
Learning resources.	Teachers.
Make things easier to understand.	New school.
Getting schools together.	Go to college.
Schools to help them be better.	
Training adults to be more engaging to young children and not assume previous knowledge or jargon.	

Mental Health Awareness/Sports x16



I would give it to Sport centers for better equipment.	More funding for children's sports.
Mental Wellbeing.	More football clubs.
Supporting children and mental health/disabilities.	Recognising and improving their mental health at an early stage.
School cycling lessons, more swimming on Island.	Gymnastics.

Toys, books and various x16



Fidget toys to keep.	Earrings.
Ipad.	Buy lots of pokémon for kids.
Books.	For old and young to play.
Toys for children in need.	
Private jet.	

Community/Animals/Health & more x60



Organising more events like today, asking opinions.	Young people facilities, skate parks etc.
Online voting system.	Hospitals.
Animations / infographics.	Making information friendly, fair, accessible & unbiased.
Expanding the Zoo.	More cycle routes.
Dogs.	Cleaning the ocean.
Helping children vote.	Ukraine, doctors.
Waterparks and playgrounds.	A nice park in St Ouen.
Better roads.	To the government.

BENEFITS



Adults workshop

What are the Benefits of participation ?

Here are a some of the professionals answers.



Skills for young people



Develop skills in all children.
Helps develop confidence — speaking, listening.
Develops their CV and their skills.
Connects them to their community.
Active Citizenship.

Opportunities to share good practice



Show people how it is done.
Share practice between organisations.
Creating opportunity.
Setting examples - listening, representing, not telling.
Breaks assumptions and stereotypes.

Skills for professionals



Upskill people who go to speak to YP.
Develops their confidence.

Other comments



Provide a forum/environment to capture the opinions/views.
Need to make participation part of the structure of the day not an optional extra.

Improves the future of the island



What they want the future of the island to look and feel like.
They see and hear things we don't.

Hear what children and young people need and want



Help people understand the impact.
Hear it directly from young people.
Go to where the YP are.
Better at identifying priorities than adults.
Ensuring diversity of YP representation.
Transforming services.
Policies and strategies through the YP lens.
Get more information. Concerns and risks.
Helps government to shape policy.





Barriers

What are the barriers to participation?

Here are a some of the professionals answers.

Knowledge + Understanding



Prior knowledge.
Personal values.
Understanding.
What help is needed to understand these? (standards).
What skills, attitude and info should we focus on?

Social barriers



Reach.
Broad spectrum of options.
Be brave, reach out to all.
Representation from all social groups can be difficult.
Over representation of 'middle class' views in survey.
Under representation of disadvantaged groups in Island surveys. E.g. surveys in different languages etc...

Confidence



Time.
Children having the confidence to fully contribute.
Nervousness.

Family



Relatives.
Defensive parents/carers (poor experiences).

Attitudes



Not sharing passion for participation - Intrinsic to culture.
Finance.
Assuming everyone can speak to children with ease.
Taking a short term approach - this may take a while...
Ego.
Opinion.
Poor multi-agency working.
Silo working.
Apathy.
Conflicting priorities.
Misconceptions.
Completing demands.

Assumptions



Lack of skills/training for those running the initiative.
Confidentiality.
Accessibility.
Stop making assumptions.
Consult with an open mind, early in the process.
Listen and respond.
Consult with an open mind, early in the process.

Time



Time - ours, families and childrens.
Give it sufficient time.
Time to spend building trusting relationships.
'Consultation fatigue' - Feel like we always have to do survey.

Money and resources



Finances/Budget.
Remaining stuck.
Budget and resources.
Funding.
Resources - Human and physical.

Communication and information



Lack of meaningful communication.
Language appropriate to young person.
Not using child friendly language.

Other comments



Role modelling adult behaviour - adults may not be god at participation.
Data protection.
Capacity.
Overload of requests.
Prosecution - Inclusive process seen as enforcement - generates negative relationships.
Working within legal constraints.
Anonymous info being disregarded.
Not listening.



Guidance

What help do people need to understand the standards and use these?

Here are a some of the professionals answers.

Why these are important



Fun engagement.
Authenticity - not greenwashing or tokenism.
Ownership - gov induction.
Brief information of guidance, easy to read.
Building confidence.
Clear path, one response, the aim.
Clear expectations on the minimum level of participation for each age group.
Clear explanations - pitched at the right level.

How to use these and get them used



Work with/through schools.
Encouragement.
Pathways of how to access.
Included in induction to working for the government.
Embedded into annual plans.
How to make it applicable and relevant to your area of practice.
Share experience of putting it into practice.
What does it mean practically for people's lives.
Avoid vague woolly statements - be precise and measurable.
Full Context!
Pitched at different levels. (ages, learning types)
Case studies or lived examples.
Link to values.
Fun, focus, feedback, food, freedom, flexibility.

Raise awareness



Simple language - Calling it "voice of a child and young person participation standard".
Support of school guidance's.
Need to understand why this is important? What are the benefits?
Context, how it came about!
Multimedia.
How do people know it exists? Where to find, how to access.
Needs to be super clear.
Clear language.

Raise understanding of participation



meaning/value.
Does everyone participating have a voice? How do we ensure?
More awareness in education - Primary and secondary.
Whatever young people have told you they find difficult. Be guided by them.
What participation is - Ladder of participation.
Where/when do we document children's voices?

Makes sure children and young people's voice is respected and valued



Value young people's voice and perspective.
Include young people's views in decisions.
Talk and listen to young people.
Listening and not just hearing.

Makes sure information is accessible

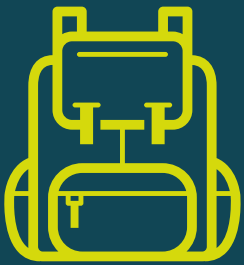


Accessible means of communication. (language - words - visuals etc)
Write in plain English and other language versions.
Accessible options.
Make it accessible for everyone - not just written reports. E.g. images, videos, conversations.
The right type of language.
Accessible - Visual, music, social media.
Careful choice of language.
The whole picture, not pieces of the puzzle. All information to be laid out.
Easy read. Short concise. Easy to find. Available to all. Consistent.
Language and format that suits their individual needs.
Plain language.

Other factors



Understand the capabilities and energy capacities of the very young children.
Time for meaningful engagement.
Visualisation.



Toolkit

What do you think needs to go in this?

Here are a some of the professionals answers.

What are we trying to achieve and why are we doing this.

Make it clear: Who is the toolkit aimed at? (YP/children/adults)

The same definitions and language being used by everyone.

That children can have their opinions and views listened to and that these will form/underpin standards.

Does the toolkit align with the standards?

Information – Language

Plain language, background and examples, accessible to all.

Child focus information.

Different languages/formats.

Explain different needs and inclusion

Must be up friendly and right for children who are young and not able to talk.

How will you include them?

Templates of policies and forms.

Engaging in meaningful ways with young children. (Birth to 5)

Age appropriate. Primary – Secondary.

Quick easy access.

Engaging in communication with all ages, all cultures.

Communication with authorities.

Communication with their teenage children.

Age-appropriate resources.

Explain its their Choice

Understanding on feeding back.

Understand individuals, some will want to feedback on services, some won't.

Not bombard young people with inappropriately with feedback.

How to videos.

How to engage with seldom heard young people.

Practical tools relevant to young people and parents.

Explain what Good practice looks like

Helpful examples of good practice or how to get started.

Practical activities across age range.

Communication aids.

Make sure that the environment for engagement is familiar, adults are familiar and positive relationships are acknowledged.

Exercises for gaining young people's wishes and feelings, including those who may be non-verbal.

Clear instructions, carefully worded documents. language/visuals.

Children need to understand that they have rights and much work has been done in this already.

Inclusive practice must underpin all groups and all children.

Exercises that they can do to understand how the guidance applies to them.

Ethics framework – how people can expect to feel by participating.

Testimonials from others who have done it.

What do people find difficult or challenging?

This is a quote from a young person not knowing where to go/too complicated. "Applying for youth parliament was hard."

Environment resources, staff and media.

Good at listening – do we really act.

Needs community based.

Lack of understanding.

Lack of training.

Safeguarding.

Accessing services without judgement and being passed around different services.

Too many words and flowery language.

They think that their views will not be listened to. 'You said, we did' is 100% required.



Training

What skills, attitudes and information should the training focus on?



Here are a some of the professionals answers.

Clear information about the standards

Making sense of the standards in real terms.
 What is participation?
 More awareness for everyone.
 Advocacy - every child has the right to be heard and how to make participation meaningful.
 How to understand policy language and what it all means plainly.
 RA for risk of not using effective participation.

Play

Play communication: how to include all all, empowering, confidence.

Information

Communication skills.
 Language awareness.
 Adapting language - are the words explained?
 Inclusive attitude, respectful, considerate and authentic.

General comments on training needs:

Coaching skills.
 Listening skills.
 Facilitation skills.
 How to gain confidence.
 Accessibility for people with cognitive needs.
 Brainstorming.

Listening and communication skills.

Managing expectations.
 Diversity and inclusion.
 Life skills — decide.
 How to manage and lead conversations.

Who needs training

All school staff should be fully trained and aware.
 Adults need to be trained first!
 Children need to be taught how to be empowered!
 Everyone who will be involved needs to be trained.
 Training for adults rolling this out and working with children.

Other comments

Commitment, resources, coordination of resources i.e. duplication/ missed opportunity, identify gaps, availability for agencies to work together.
 Training should focus on how we improve our communication with those who are neuro-diverse and/or who have additional learning communication needs.
 Have good practice examples.

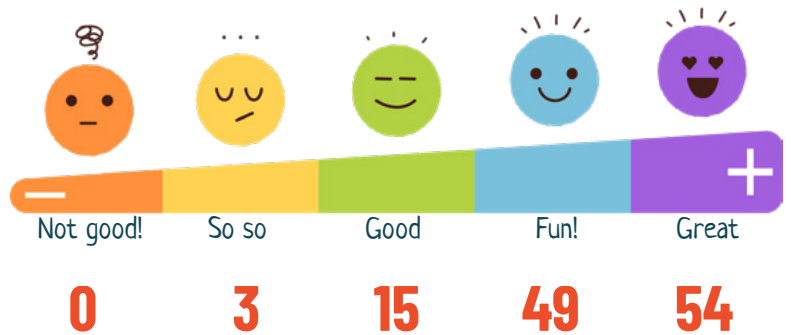


- What worked well?
- What could make it better next time?
- What was your favourite activity?
- What made you think?
- What made you smile?
- What one memory or idea are you taking away today?

Feedback cards

Children and young people.

★ There is also lots of feedback from
'What makes you smile?'
'What made you think?'
'A memory you'll takeaway.'
 All this will feed into our planning of any future workshops.



What worked well



- Everything **x17**
- The games **x15**
- The activities **x13**
- The lost penguin game **x12**
- The post-it notes / sticky note opinions **x9**
- Teamwork **x5**
- The 'would you rather' activity worked well /The card activity **x5**
- The stickers / duck stickers/all the stickers **x4**
- The greeting/ welcome/ greeters **x4**
- The 'I wish' activity **x3**
- It's engaged everybody
- Getting lots of freebies.
- People having a part for voice to share their opinion.
- I felt listened to

What we could be better next time



- 20x** More time
- 12x** Nothing
- 11x** Food/ biscuits and burgers/chocolate cake/ snacks on table / More sweets and food
- 9x** You could get real rubber ducks
- 6x** More duck stickers/more stickers
- 3x More time to look at the stalls
- 3x Children get up and speak/ more opportunities for children to speak/ More speaking
- 3x More free stuff/things
- 2x The speaking being louder/ people speaking louder
- 2x More games
- If it was clearer what to do.
- Separate early years.
- Activities that weren't in our seats/Space to run around.
- More room on the whiteboards for stickers.

- Great What worked well?
- Fun! What could make it better next time?
- Good What was your favourite activity?
- So so What made you think?
- Not good! What made you smile?
- What made you smile?
- What one memory or idea are you taking away today?

Feedback cards

Professionals

There is also lots of feedback from
'What makes you smile?'
'What made you think?'
'A memory you'll takeaway.'
 All this will feed into our planning of any future workshops.



What worked well

- Networking **x4.**
- Getting us all together — thank you so much.
- Lovely to meet people who are all working for the same team.
- Warmup games.
- We all took part.
- The venue the coffee machine great groups of people.
- A diversity of activities: keeps people engaged, some people learn better through different mediums and it insures that people are able to hear. It was good to understand the ambition and to think about it with a diverse group of people.
- Having an event.
- The organisation of the event.
- Changes hopefully happening.
- I enjoyed it all.
- The stands.
- The presentations.
- Doing the writing.
- It was informal and interactive.
- The structure and how the meetings were presented.
- The process was easy to understand.
- Informal setting freedom to contribute and observe.
- Hearing what the speakers felt is good participation.
- Good group of people and interesting methods.
- We all took part of her essay.
- The different speakers, attendees and the opportunity to network.
- Range of speakers particularly Andrea and Dr Cathy
- Love all the interactive bits.
- Organisation and venue.
- The children's commissioner.

What we could be better next time

- More time **x 6.**
- More time, especially for the children to process and understand the activities.
- Timings were great could be even more condensed — no break?
- More time and more clarity around the questions.
- More young people talking.
- Bring more young people to talk to the professionals.
- Young people presenting their views — involvement of children.
- questions not that clear.
- Checking about photos on social media is it safe?
- Understanding and consultation with the early years team as to how best to engage with young children.
- Was unclear what we were cried to do for some of the activities.
- Don't hold the event in a formal setting during schoolwork time with cherry picked people this isn't inclusive for all.
- Less interactive.
- Mixing up the school group so they get to talk to other people they might know.
- More application to our organisations.
- Cake.
- Lower the lighting when presentations are being presented.
- Inclusion people in the presentations.
- To understand who is taking responsibility for taking this work further.

Feedback from school visits



Suggestions on Standards

- Make the standards visual with pictures and animations
- Some of the Standards are the same
- Safe was the favourite Standard

Workshop discussions about being part of decision making

Everyone should be allowed to have say in an important decision and shouldn't be scared

Opinions should be respected because everyone has their own opinion, and no-one is right or wrong

Everyone has a choice to do what they want and not to be forced

Being in the school council is fun because we listen to everyone's ideas

Government should send information that is easy to understand

Government needs to finish that they start – example used of the Hospital

Support people with disabilities

If someone has an opinion the Government should respect if they to change something they discuss it and then they can agree

Need to include children and young people from a wider group

Communication is vital

Select group for example people with disabilities, mental health issues, parents who have gone to jail, people who struggle to speak English

Student voice becoming something bigger across the Island – have cross school meetings to share ideas

Set up a Government forum for people to suggest things anonymously

Respect people's preferences to remain anonymous when conducting surveys

Suggestions of Standards to add:

- Kindness
- Diversity –everyone can make a choice no matter what race or religion
- Wellbeing /Mental Health
- Responsible



Include groups representative of the young population

Information should be presented in a balanced, unbiased way that is easy to understand and focuses on key takeaways

We want to be involved in decisions on a regular basis

Government should come into schools

Sometimes giving children too much choice can be a bad thing

You should include and respect people

It is important for people to be included because otherwise they will feel left out

Everyone should feel safe

The Government should listen to us more

People that may not have limbs and different skin colours should be treated equally

All beliefs and opinions should be respected

Respect people from different countries

Listen to everyone

Listening so that everyone is heard

Give people time to process or make decisions

The Government should check on schools regularly to make sure we feel valued

We think we should be able to write letters to the Government giving our opinion

Government should come into school more

Put less words in the news

Feedback from the online survey



To feed the full feedback from the survey, [click here.](#)