



TOGETHER@10

**Our rights, your actions: A conversation between children
and decision-makers.**

Introduction

About World Children's Day

World Children's Day is a day of global action, for children, by children. It marks the adoption of the United Nations Convention on the Rights of the Child (UNCRC) by promoting and celebrating children's rights in the 196 countries worldwide that have ratified the UNCRC.

It takes place on 20 November every year, as this was the date in 1959 when the UN General Assembly adopted the Declaration of the Rights of the Child. On the same day in 1989, the UN General Assembly adopted the Convention on the Rights of the Child.

What is the UNCRC?

A Convention is a human rights treaty, which is an agreement signed by countries to promise to protect the human rights of all people living in that country. The United Nations Convention on the Rights of the Child (UNCRC) is a list of rights that all children, adolescents and teenagers have. Every young person up to 18 years of age has these rights, whatever their ethnicity, gender, religion, language, abilities or any other status. Almost every country has agreed to these rights, including Jersey, which agreed to these rights for children in 2014.

There are 42 rights in the UNCRC, and they are all connected to each other, and are equally important. These rights include the right to life and development, the right to education, the right to be treated equally, the right to have children's best interests come first, and for them to express their views and have those views taken into account about decisions affecting their lives.

The UNCRC also sets out what governments should do to make sure that they respect, protect and fulfil the rights of children and young people.

Together@10: the planning stage

Forming the Youth Advisory Group

If our World Children's Day event was going to uphold the principles of a day for children, by children, then we realised that the very first thing we would need to do would be to assemble a Youth Advisory Group (YAG) specifically for this project. Some of those people could (and did) come from our standing [YAG](#) but others would also need to be drawn in from the wider community. So we went out looking...



What we ended up with was an exceptional group of young people from a wide range of backgrounds and ages, with a similarly diverse spectrum of views, ideas and experiences. The perfect mix, in other words, to plan an event that would have the broadest possible appeal and draw on a wealth of different home, social and school lives.

An idea taking shape

2024 was a special milestone for Jersey, as it marked ten years since we ratified the United Nations Convention on the Rights of the Child (UNCRC), committing to protect and promote the rights of all children in the Island. For this reason, it seemed like the perfect year to pull out the stops and really make World Children's Day a date to remember.

Together with our YAG, we began to plan an event that would see Jersey's top decision-makers come together with local young people and children.

At first, we weren't exactly sure what shape the event should take, only that it should happen on or around World Children's Day, and that it should celebrate Jersey's ten-year journey with the UNCRC (as well as looking ahead to challenges that have yet to be met).

Bit by bit, though, things began to take shape...



#My10Words

The idea behind our earliest workstream, which we decided to call #My10Words, was deceptively simple: we wanted children and young people in Jersey to tell us about their lives, their thoughts and feelings in just ten words (one for every year that Jersey has been signed up to the UNCRC). Some of the efforts that came back made brilliantly creative use of the shortened word count – for a snapshot of the responses we received, check out our [website](#).

This was the first of our World Children's Day initiatives to get underway, with the early calls for #My10Words going out on our social media way back in September. We then spent the following weeks and months visiting fairs, schools, youth clubs and pretty much everywhere else we thought we might find young people who were willing to share their thoughts and feelings in ten words.



We also ran a poster campaign on some of the major bus routes and on the electronic display boards at Liberation Bus Station.



What we have ended up with is a big stash of miniature stories, which we have been making the best possible use of. This has ranged from posting them on our social channels through to displaying them in pride of place at the World Children's Day event itself and partnering up with Andium Homes to help deck out the hoardings at their central St Helier development on the site of the former Hampshire Hotel.

Andium Homes Hoarding



Young people's presentations

Another part of the project with a long lead-in time was the section devoted to personal presentations from members of our YAG.

It was agreed early in the planning process that some of our young people would have the opportunity to get up on stage during the event and share with the audience stories from their own lives – stories that illustrated, as they saw it, some of the most important of the UNCRC's 42 rights.

However, we soon realised that we would need some expert help to support and work with the YAG on presentations and public speaking. Enter stage left: Daniel Austin, Director of the Jersey Arts Centre. Daniel started coming to our weekly YAG meetings, initially with the intention of helping the five young presenters who wanted to speak to develop their ideas on paper, converting the first, stream-of-consciousness drafts into organised, impactful prose. But before we knew it, he had all of us drawn into his vocal warm-up games and word associations, bringing everyone out of their own bubbles and firing on all cylinders at the beginning of each session.

We owe Daniel a huge debt of gratitude for the voluntary work he did, schooling us in his armoury of theatrical arts, and for his seemingly endless supply of good humour, patience and enthusiasm.

The Journey

We were privileged to be able to include in our event the short film *The Journey*, which was created by the talented students of La Passerelle Film School. After having seen the film at a screening during the Jersey Festival of Words in September, we knew we had to approach the students and ask if they would consider joining us for part of the World Children's Day event. *The Journey* is a powerful, beautifully filmed and sensitively acted reflection on the pressures of social media.

Over the course of many weeks, we met several times with the film's producer, Julie Daly-Wallman, to ensure that the necessary permissions were in place for us to screen the film. Crucially, Julie also made the necessary introductions to Cameron and Megan – the film's two talented screenwriters – so we could organise a question-and-answer session with them on the day.

Art projects

A sub-group of four of our young advisers decided that they would like to create some artworks to express some of the themes and ideas related to World Children's Day, and to display them at the event itself.

Local art consultant Kelly Eastwood helped us in the initial scoping phase of these projects, encouraging the young people to think freely about the kinds of materials and mediums they were interested in using, as well as the ideas they wanted to express.

In the end, the projects took on a life of their own and gathered pace as the weeks went by, culminating (like all great creative endeavours), in a race to finish before the deadline. But finish they did, and the two artworks (see section below) ended up being one of the most admired and discussed aspects of the event.

Social media and 'media takeover'

When we talked about how to publicise our work in the build-up to World Children's Day, as well as showcasing the event itself, we came up with two main plans of action. The first was to record the journey leading up to the day via our office's social media channels (in particular, TikTok). The second was to mark the actual event in local print and broadcast media, but not in the traditional way: what we wanted to arrange was a 'media takeover', in which the young people did all the reporting, writing and filming themselves. We put these ideas to our young advisers who then put their own spin on things.

It goes without saying that this took several weeks to prepare, and we remain particularly grateful to the BBC Jersey journalists who put in the time to make sure that our young people understood the technical and theoretical aspects of on-screen journalism.

The results (see section below) speak for themselves.

The international element

To properly celebrate the landmark of ten years of the UNCRC in Jersey, we wanted to broaden out the event a little to include an international perspective. To that end, we reached out to Professor Philip Jaffé of the United Nations Committee on the Rights of the Child, inviting him to attend the event and deliver the keynote address. To our delight, he agreed to take part, and even though he was not officially representing the Committee on the visit, he took a keen interest in Jersey, its politics and society, and undertook to informally report back to his fellow Committee members on his return to Geneva.

Ten years and the World Café

Looking back over ten years of achievements since the ratification of the UNCRC is a relatively straightforward task, and we were able to encapsulate the key milestones in an animation which we then played on a large screen at key moments during the event.

These included:

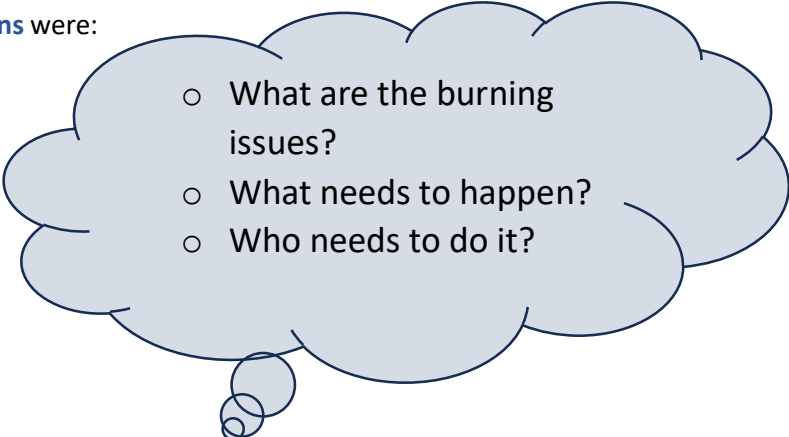
- major statutory milestones, from the ratification of the UNCRC itself in 2014 through to the 2020 ban on corporal punishment and the Children (Convention Rights) (Jersey) Law 2022;
- the appointment of the Island's first Children's Commissioner in 2018;
- the launch of Jersey's first official Youth Parliament;
- landmark publications, such as the Island's first Children and Young People's Plan, the Legislative Gap Analysis, and the Participation Standards;
- Jersey's first active participation in the UNCRC reporting process.

Looking ahead to the next decade, however, and identifying future priorities and challenges, is a little more challenging. We therefore decided that a more structured discussion format would be needed for this portion of the event, and that the most appropriate model to adopt would be the 'world café' process. This is a structured conversational process for sharing knowledge, experiences and views, in which groups of people discuss a topic at several small tables similar to those in a café. Each table has its own theme, with set parameters for discussion (in our case, three pre-set questions). While the cast of people who are sat at any given table changes at intervals of 10, 15, 20 or 30 minutes, the facilitators (one person from our office and one person from the YAG) remain the same. At the end of the process, each table's moderator reports back to the wider group on the overall outcomes of the separate discussions.

At our event, **the themes** for the tables were:

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- A light blue hexagon with a dark blue border. Inside the hexagon, there is a bulleted list of six themes.
- Disability
 - Education
 - Voice
 - Play & leisure
 - Housing
 - Mental health

And the **pre-set questions** were:

- 
- What are the burning issues?
 - What needs to happen?
 - Who needs to do it?

The Event

Artwork

The first sight that greeted all attendees on the day were the two pieces of artwork that had been created by our young advisers. Both canvases were on prominent display at the registration point, as was the video montage that had been developed by some of the younger members of the YAG.

The video was a sequence of short clips and photographs, all filmed in the weeks leading up to the event, which illustrated some of the points raised in the consultation process for our [Strategic Plan 2024-27](#).

The artwork consisted of two canvases, as shown below, with the following explanations attached:

Children's human rights canvas



This art project reflects our perspective on what we believe our rights in Jersey as children are, and highlights the significant issues faced by young people here. The strings are connected to just some of the different areas of children's rights, with each strand attached to our interpretations of them. We used different elements and materials to show our views of the rights and what they mean to us, and how symbols can represent key features of each. The tags attached to each of the strands of string highlight specific problems or challenges related to each area.

This piece was created to be a visual representation of the concerns, and realities, that young people in Jersey have regarding their rights.

Tree of Change canvas



This piece is based on a tree formed with split pins, inviting everyone to contribute to making Jersey a better place for children in relation to their rights.

We want people to write a commitment or action on a luggage tag, representing the tree's leaves, about how they can help improve children's lives or what they promise to do. These tags will be hung on the split pins, forming a full tree, and hopefully forming a full range of ideas.

This interactive piece is our call for change in Jersey, creating powerful insight into the thoughts and aims of decision-makers regarding children's rights.

In total, there were 28 handwritten responses placed on the Tree of Change. The commitment to listening to children is the dominant theme that came through the responses:

A chance to shape what is taught in schools and how.

Really listen and respect the voice of the child and advocate for them.

Consider how we can be more inclusive and accessible. Thank you.

Curriculum in school needs to be flexible to enable play, exploration and rekindle discussion.

Reduce inequalities - doing more for those who have less.

To make sure as many children and YP voices are heard.

Ensure children are safe.

Listen to children and ACT on what they say.

More places for indoor play and entertainment.

Let children refer themselves to Barnardos rather than consent from parents.

Enable all young people to have educational pathways that best suit their interests.

I promise to make schools more enjoyable for students.

For all young people to experience a place to call home that is loving and stable.

Keep young people at the epicentre of discussions.

Ensure we listen and engage children in all we do and act on it. Be inclusive by design.

Ensuring the "right to play" stays top of the agenda.

We promise to do all we can to support young people in our homes to thrive.

Value and respect young people and children.

We will make sure the voices of children are heard and acted upon.

We will work to make sure every child has a voice and make sure we respond.

To listen to their voices - we are not the experts of what it's like to be young now - they are!

Stay updated with best practice re children's rights and uphold this.

Put children's rights in law.

We commit to listening to the voice of young people and give them all the opportunities to share their ideas.

To add more facilities through my voice.

Listen to more children so we can help them better and make their childhood better.

Respect young people.

More playgrounds.

Icebreaker

To start the day, we wanted our guests to connect with their 'inner child', so we left it to our YAG members Jack and Ariyana to lead a fun icebreaker. The game saw attendees batting balloons around the room, all of which had questions (devised by our YAG) written on them in Sharpie. We ended up with some fun and quirky answers.

We learnt that:

- Tom Walker (Assistant Chief Executive Officer) is an iPhone (rather than an android) man;
- Meryl Streep is the famous person that Connétable Richard Vibert (Minister for Children and Families) likes best; and
- Donna Marriott (Director of Children's Services) is an early bird, not a night owl.



Adult speeches

Then it was over to YAG members Georgia and Tino to introduce the first speaker of the day, the Commissioner for Children and Young People, Dr Carmel Corrigan.

Carmel brought the audience up to speed with the history behind World Children's Day and the past ten years of achievements for Jersey following its ratification of the UNCRC in 2014.

Quoting child rights luminary Eglantyne Jebb (whose famous phrase 'humanity owes the child the best it has to give' was written in a letter to the League of Nations exactly 100 years ago), Carmel reminded the audience that the founding ideas and principles behind the UNCRC have existed for a lot longer than the Convention itself, which only came into being in 1989. She further emphasised this point by alluding to the extraordinary life story of Janusz Korczak, a wartime Jewish paediatrician who truly gave a voice to the children in his care, before ultimately becoming a victim of the Holocaust.

Carmel then finished with an outline of the kinds of things that Jersey's children and young people spoke about during the consultation process for our office's Strategic Plan 2024-27. She pointed out that, instead of conforming to the preconceptions of many adults (namely, that children often ask for far-fetched or unrealistic things), the 1,000-plus responses that we received were firmly rooted in the realities of daily life, and in the rights that are set out in the UNCRC.

Then it was back to Georgia and Tino to thank Carmel and introduce the day's keynote speaker, Professor Philip Jaffé, who is a member of the United Nations Committee on the Rights of the Child. Philip opened his remarks with the observation that, while he was not attending the event in the strict capacity of Committee Member, he had nonetheless made the trip from Geneva to Jersey with the express intention of discovering as much as he could about the Island and its work in the sphere of children's human rights, and that he fully intended to report back on those findings at the Committee's next meeting.

Philip explained that the Committee on the Rights of the Child is a group of 18 experts in children's rights who come from all over the world. The experts are independent and selected by governments, and they meet three times a year in Geneva to discuss how children's rights are being promoted and respected in each country that has signed the Convention. The Committee also makes recommendations to each country on how they can improve children's rights.

When speaking specifically about Jersey, Philip pointed out that the mere existence of a Children's Commissioner in the Island was a great accomplishment, and one that helped it rank highly, from a children's rights point of view, when compared to many other jurisdictions (including his own native country of Switzerland). He also referred to the recent adoption by the States Assembly of mandatory Child Rights Impact Assessments as a significant step forward for the Island in its child rights journey.

Young people's presentations

This next part of the day was the moment that many people later cited as their favourite in the post-event feedback. Introduced by Georgia and Izzy, five members of our YAG took to the stage and shared their thoughts and experiences in relation to a particular right or area of personal challenge.

Reproduced below are those presentations as they were delivered on the day.

The Cruel Reality of Having a Disability by Eliana (17)

What do you think the hardest part of having a disability is? Could it be the isolation? The alienation? Or could it be the masking? The cruel reality is it is all of those things and about a hundred other things!

The isolation. Not living in an accessible world makes it much harder for those who are physically disabled to get around; it makes it much harder for us to go to town. We have to think about the bus schedules; however, the buses don't go everywhere. Instead, we have to find someone else who can take us, to drop us off, and pick us up. This severely limits our independence and how often we are able to go out. This is because if we can't walk there, or have someone take us, we can't get there and sometimes we are left in the dust.

The alienation. Being different in any way makes it hard to live in this world. People look at you differently, even though they have no idea who you are. People rely on stereotypes for hundreds of different reasons. But that's not an excuse: it never has been. I mean, you've all heard it, right? The comments about the kid with the glasses being the 'nerd'! That is a stereotype! Or maybe the one about how if you have a disability, you just cannot do what you want to do? Or am I the only one who has heard that?

Now let's move on to masking. Something that I and many people in my community are all too familiar with. Maybe you're scared to show who you truly are. But when you finally find your people, when you realise, you're not alone, when you look in the mirror and you can finally say to yourself: maybe today won't be as bad. On my worst days, that's all I have the belief that things will get better.

As you can see, living with a disability is hard. But when you realise how much power your own voice has the world seems a little bit easier. I became an advocate because I was so sick of people not doing right. I know so many people, so many wonderful incredible talented individuals, who just happen to have a disability. Shouldn't they be seen and heard? I decided to take matters into my own hands and with my own voice. Today I get the chance to speak to politicians, decision makers, people who should want to listen.

For those of you in this room today: isn't that your job, to know how to listen, to try to understand and to implement the changes that we need and deserve? If not, what are we doing here?

Maybe you can actually do something about the problems, actually make things better.

The Purple Room by Jack (10)

In year 3, when I was 7

my worst experience was the online testing system

Where I made one mistake and turned purple.

In a world three years ago: me

A regular school student

Flowed through an online maths test and

Forgot the main point!

We were told not to hit the button at the end

Not just yet ...

BUT THEN I DID!

Then, I found myself in a world of trouble

It was almost like the teacher was a blazing weekend speaker.

BLAH BLAH BLAH BLAH BLAH

BLAH BLAH BLAH BLAH BLAH

BLAH BLAH BLAH BLAH BLAH

I was sent into the PURPLE ROOM.

On my own

I was in a ball of sadness, almost like depression had hit me.

It was a long time, it felt like forever

At 12:00 hours I was purple, as if a toy

When the teacher came, I rushed to the bathroom and did not come out...

I thought I was free, but it's still there, the inner me comes along

I Have a Voice by Ariyana (10)

*I have a voice, and I want to use it, it is my
Voice, and I own it. It is mine to keep and will always
Be, no matter if I am alive or buried, I will always
Have my voice, just sometimes it may be
Trapped, and I may not use it, but deep down I
Know I have a voice awaiting to be heard,
Waiting to blast off like a rocket. My voice
Is the only thing (apart from my heart)
keeping me alive, it is the only thing
that I should worship. My voice is the thing
that only I have, other people have one, but
MINE IS MINE
Others are others, but
No one can take my special voice from
Me. No one can steal or capture it. It
May be buried and not be used, but before
you know it, my voice will flow through your
ears. And
NO ONE
can stop that from happening to me.
I will have my voice forever and ever,
No one will ever have a voice like mine,
and no one will ever even try to
Out take my voice, because my voice is
My voice and it will always be mine
Forever and ever. Never ending life.
Always going to be there, no matter
What, I have my voice and I am
Not afraid to own it.*

I Want to Play by William (13)

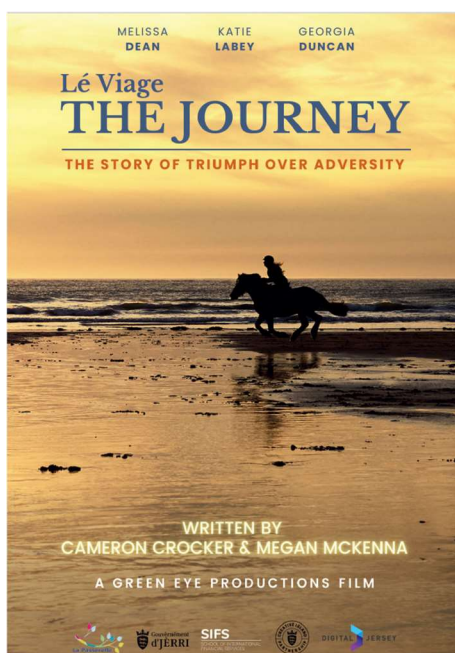
*I want to play more. I feel my right is
Restricted or not valued sometimes and that's
not right we all have the right to
relax if we want to, no one has the
power to take that away. We
all have to have time to chill out
sometimes, even world leaders need breaks
from leading. Even if it's a minute or
an hour long, we need it
to function properly, if we don't we will
over work ourselves. For me its football
it helps me calm down after a stressful
day at school for you it could be
anything, from watching your tv to having
a nap everyone has a different way
of relaxing and playing but the one
thing we all have in common
is it is a right and it should
be used as much as
any other
as I feel it is one of
the most important on the list for me.*

A Place to Call Home by Tino (18)

*Every child has the right to have a place to call home,
A safe haven to return to after the struggles and challenges of the day.
So that they can feel safe and nurtured.
This isn't a privilege, but a right bestowed at birth.
Families can experience adverse challenges that may push them
Out of their safe space which means they have to cram into smaller spaces
Where privacy and comfort are a far-off dream.
They, too, deserve a place to be comfortable
And thrive, study without distraction, and most importantly
Feel love and peace. Are those families undeserving of this right?
Should they suffer because of circumstances
Out of their control? 'You can't control the wind
But you can adjust your sails...'
But what if your sails don't have the room or ability to move?
Should they drown in the storms of life?
We wouldn't willingly watch someone drown
But if we can't help these people adjust their sails
We may as well throw them into the deep end.
Think about the homes you will all go home to...
Kick your shoes off at the door and throw your bag down on the ground
Having the option of choosing which room to walk into
Is a privilege taken for granted.*

The Journey

After a short lunchbreak, we then invited the students and founder of the La Passerelle Film School to join us for a screening of their acclaimed short film *The Journey*.



The film, which tackles themes around bullying and social media, was created by students of La Passerelle School in collaboration with film producer Julie Daly-Wallman. The three-minute film has already started to attract attention outside the Island, most recently with a special nomination by the UK Film School.

After the screening, Sam from the OCCJ and Theo from our YAG joined the Film School students on stage to ask a few questions about the film project, how it came about and its subsequent success with audiences locally and further afield.

World café

Everyone then got the opportunity to be involved in some discussion about key children's rights issues through our world café session.

In the previous section, we've explained in detail how this process works – in a nutshell, though: we had six themes, three 15-minute rounds of discussion and the same three questions to be answered for each theme.

Here are the outcomes of those discussions.

Theme: Disability

Facilitated by: Eliana (YAG) and Sheree (OCCJ)

What are the burning issues?	<ul style="list-style-type: none"> • Isolation – the barriers to ‘being included in our Island community’ • Alienation – not feeling part of the community • Masking – feeling the need to hide the challenges/the facade • Lack of knowledge and awareness in our community about disabilities, and the physical, social and emotional impact • Limited opportunities due to a range of barriers – including attitudes • Dangerous pavements and travel routes • Transport accessibility is a barrier • Disability is not Inability! • Inaccessible spaces across the Island, the barriers, the challenges • Lack of facilities • Lack of resources • Financial implications – the costs associated with equipment, medication, treatment etc
What needs to happen?	<ul style="list-style-type: none"> • There needs to be more respect! • Inclusion by design – ‘The Natural State’ • Society needs to embrace difference • We need to be ‘Universal by Design’ make it work for everyone • Prioritise inclusion and equity • Transport needs to improve, be more accessible, enable greater independence • Pavements - need to be repaired, widened, to be accessible for all • Routes need to be improved, made fully accessible • Recognise the impact of alienation and do something about it • Strengthen advocacy, enable honest conversations, amplify the voices that need to be heard • Language matters – educate people – help them to change their attitudes and approaches. • Greater transparency – Spit it out! People need to have more honest and respectful conversations about what needs to change and why • Empowering role models – children and young people should be supported to help others • Greater visibility of young people as role models in our community, we need to celebrate this and be proud • Pro-active consultations, not an after-thought, not tokenistic • Raise awareness of ‘invisible’ disabilities, help educate people • Challenge the bias • Challenge discrimination – call it out • Review of policies, procedures and legislation, update, review, audit the language, make it accessible and understandable for all
Who needs to do it?	<ul style="list-style-type: none"> • People who know what they are doing – with greater levels of understanding and experience

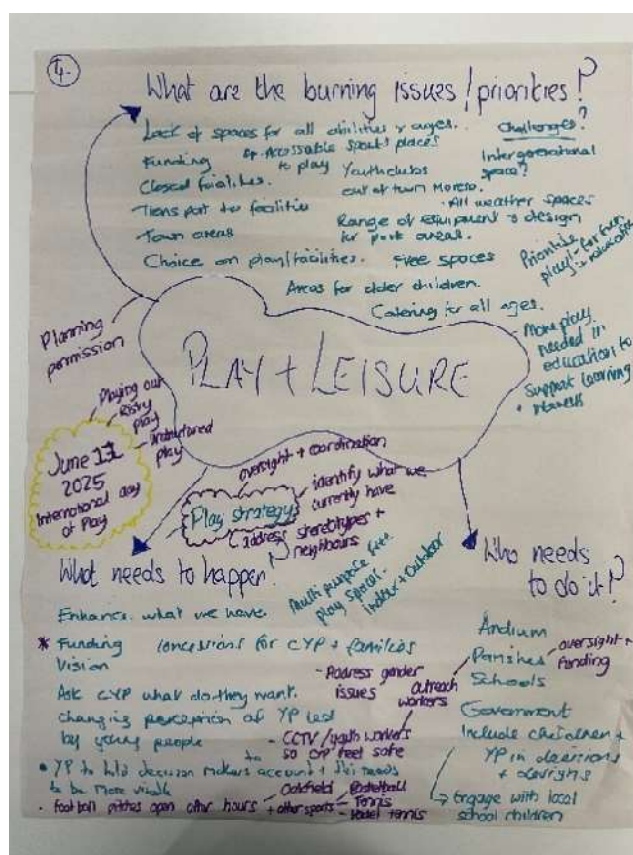
	<ul style="list-style-type: none"> • Experts by experience – this can be a powerful catalyst for change • All Government departments, champion the uptake of Children's Rights Impact Assessments • Ministers • Politicians • Policy Experts – Leading the change • Community Champions • Our active 3rd sector • Our Island community – channel the passion, fight for our rights
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	<ul style="list-style-type: none"> • Reflection of post covid world, for adults and reflect for children positives and negatives • Shorter school days • Reform qualifications system, currently structured for academia • Consistency of support • Look to other countries other than UK • Early childhood education to be more child led, focused on play
Who needs to do it?	<ul style="list-style-type: none"> • Policy makers • Staff in schools • People in charge of money • Children and young people (through sharing experience)

Theme: Play

Facilitated by: William (YAG) and Tina (OCCJ)

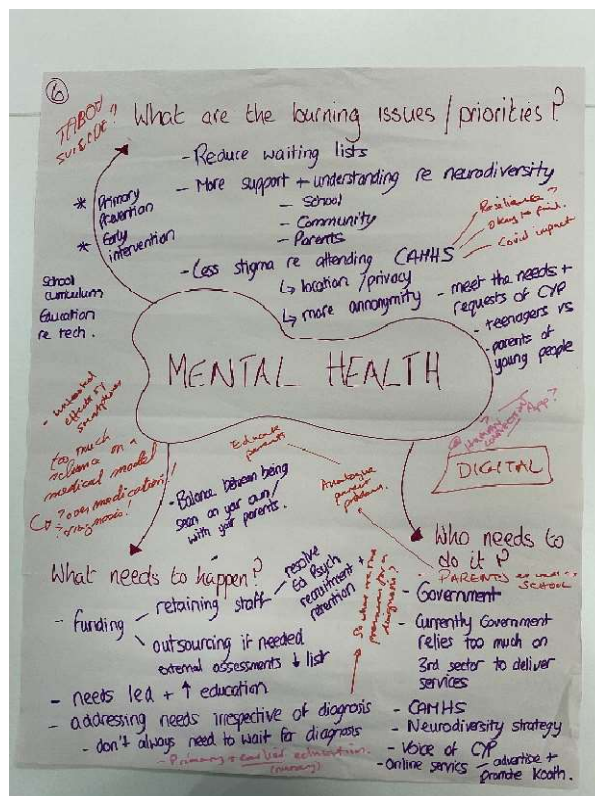


What are the burning issues?	<ul style="list-style-type: none"> • Lack of space for all abilities and ages • Funding to create more facilities • More play needed in education to support learning interests • Island transport to facilities/youth clubs/sports venues • Range of equipment and design for park areas • Areas for older children and intergenerational spaces • Choice on play facilities, multipurpose indoor and outdoor • Planning permission to consider children in decisions • Identify what is currently available • Provide free spaces • Areas in town for children to play • Prioritise play – for fun and relaxation
What needs to happen?	<ul style="list-style-type: none"> • Funding • Vision • Enhance what we already have • Concessions for children, young people and families • Ask children what they want • Young people to hold decision makers to account, this needs to be more viable • After school and weekend opening hours to be available • CCTV and youth workers/outreach workers so all feel safe • Open football pitches, basketball and tennis courts after hours
Who needs to do it?	<ul style="list-style-type: none"> • Andium • Parishes – oversight and funding made available • Government funding • Engage with local children and young people, include in decisions and designs

What are the burning issues?	<ul style="list-style-type: none"> • There are lots of existing voice mechanisms but are they really LISTENING and not just hearing? • Are these voice mechanisms inclusive and diverse enough? <ul style="list-style-type: none"> ○ Where are they? They shouldn't just be schools focused. ○ How are people able to be involved? It shouldn't just be the 'obvious choice' i.e. the most capable or the loudest voices ○ How are the Parishes engaging with children and young people? • Are we doing enough to feedback to children and young people? • Are we feeding back to them in an appropriate way? • Are all parts of the system and at all levels adequately feeding back to children and young people? (Teachers, social workers, judges, politicians)
What needs to happen?	<ul style="list-style-type: none"> • We need to actually listen to what children and young people are telling us. <ul style="list-style-type: none"> ○ To get the good stuff we need to provide the right information to children and young people and explain why you are doing something/making a decision. • Feedback to children and young people <ul style="list-style-type: none"> ○ Explain what you have done as a result of what children and young people have told you ○ Make it child-friendly and accessible so that it can be understood • Take responsibility for properly engaging with children and young people <ul style="list-style-type: none"> ○ Know the standards ○ Learn the skills ○ Make the connections ○ Create the spaces and opportunities
Who needs to do it?	<ul style="list-style-type: none"> • The Minister for Children and Families and the Minister for Education and Lifelong Learning, along with the Department for Children, Young People, Education and Skills should: <ul style="list-style-type: none"> ○ promote the existing participation and engagement tools ○ support organisations and departments to use them ○ ensure that the participation and engagement process are inclusive and diverse • The Parishes should find ways of connecting more with children and young people • Everyone whose role touches the lives of children needs to take responsibility and action for ensuring that children and young people's voices are heard in decisions that affect them.

Theme: Mental Health

Facilitated by: Georgia (YAG) and Sam (OCCJ)

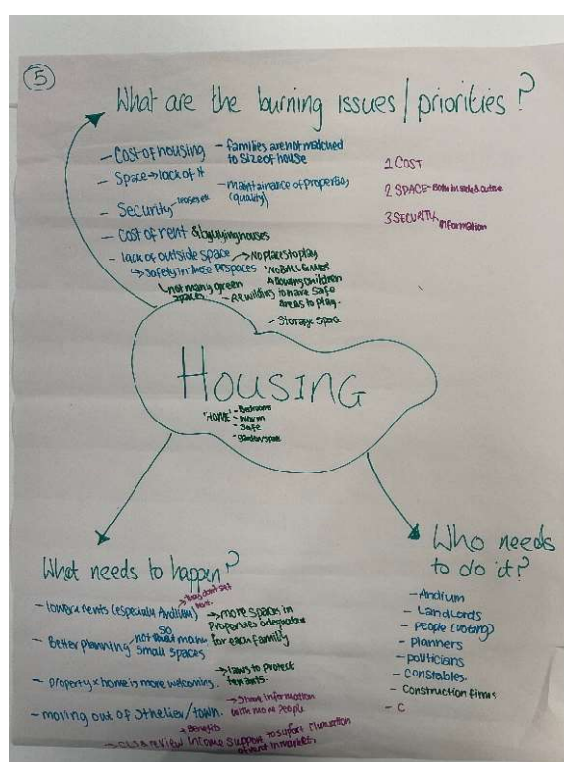


What are the burning issues?	<ul style="list-style-type: none"> • Need to reduce waiting lists for mental health services; • More support and understanding about neurodiversity from schools, parents and wider community; • Less stigmatising CAMHS facility (in terms of the physical site, which is located in a conspicuous part of town and on the main thoroughfare of students leaving nearby secondary schools); • Not enough early intervention (CAMHS is an acute service, so something less serious is needed for most young people's mental health concerns); • Need school curriculum to feature more learning about mental health – what good health looks like, what poor health warning signs are, and where to go for help; • Digital and online environments – not enough is understood by 'analogue parents' about young people's online lives, so how are they supposed to effectively safeguard them? • The 'never offness' of smartphones and the resultant social pressures and vulnerabilities to bullying; • Too much reliance on a medical model for mental health – the importance/necessity of a diagnosis is overly emphasised.
What needs to happen?	<ul style="list-style-type: none"> • Educate, educate, educate... • Funding (and retention) of mental health FTEs; • Look at outsourcing where appropriate;

	<ul style="list-style-type: none"> • A needs-led approach is crucial (ref the above point about over-emphasising diagnosis); • Educate parents about mental health warning signs, about the help that is available and about the online environments of young people (esp. in terms of the kinds of direct or indirect pressures that can be exerted).
Who needs to do it?	<ul style="list-style-type: none"> • Government Ministers; • Reduce dependency for service delivery on the third sector; • Government service providers like CAMHS, Children's Service, etc; • Parents, families and peer-to-peer support; • Online platforms, such as Kooth.

Theme: Housing

Facilitated by: Tino (YAG) and Andrea (OCCJ)



What are the burning issues?	<ul style="list-style-type: none"> • The cost of houses to buy • The cost of rent • Lack of space • Overcrowding v surplus space (not always matched to the right size property) • Security (particularly around leases) • Maintenance of property to good standards • No ball games signs on housing estates and developments
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	<ul style="list-style-type: none"> • Town v rural development • Not many green spaces – rewilding • Housing/rental market restricted based on how long you have lived in Jersey
What needs to happen?	<ul style="list-style-type: none"> • Lower rents • More space in properties that is adequate for the family living there • Better planning - not so many flats in small spaces • Building outside of St Helier /town • Laws to protect tenants • Sharing information about housing with more people. Not everyone knows for example that Andium do not set rent levels • A review of income support that reflects the fluctuation of the rental market so benefits can be adjusted where needed. • To understand that a home is more than bricks and mortar – homes are warm and safe for children
Who needs to do it?	<ul style="list-style-type: none"> • Andium and housing trusts • Landlords • People of Jersey (through voting) • Planning department • Politicians • Constables in the Parishes • Construction firms

World café feedback and Q&A

When the time was up on the world café rotations and each of the tables had elected a spokesperson, YAG members Daniel and Alex led the feedback session, allowing each table to summarise the main discussion points.

They were then joined on stage by Sam, and together they fielded questions from the room, and from the online Mentimeter, on topics that had cropped up during the day. There were questions from the young people in the room, as well as from the adult attendees.

Closing remarks

Children and Families Minister, Richard Vibert, rounded off the day with a few closing remarks, focusing on his own enjoyment of the event and what he had gained from it. Like so many of those who attended, the Minister praised the articulate and thoughtful inputs from the young people and reiterated how grateful he was to have been able to speak so candidly and informally with them. He added that his email address is published on the States Assembly website and invited any young people who had attended the event, and who wished to continue the discussions they had been having, to get in touch with him in the weeks and months ahead.

