Section D: Appendices

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Appendix 1: NICCY Youth Panel Advice to Government Officials on engaging with Children & Young People

*Getting Started – There are a number of things you need to think about before you get started.*

1) Get young people involved at an early stage in planning:

* If possible get young people involved from the planning stage of consultation. We know best how you can talk to us.
* A last minute, tokenistic effort is never going to produce good results.
* Have young people / easy read versions of materials ready when you launch the consultation – more adults might get involved if you give them this too.

2) Plan how the information will be used:

* Be realistic about how our opinions will be used and don’t give false expectations.
* Make sure our views will be interpreted back in to a language that policy makers will understand and that our feedback gets to the right people.

3) Plan to talk to the right people:

* Make sure the groups you talk to represent a whole range of young people (Different areas, backgrounds, race etc) if it is something that will affect all young people.
* If you are making a decision about a specific group of young people make sure they are involved in the process, even if they are a more difficult to reach group.

4) Keep young people involved along the process:

* It might be useful to have a steering group of young people to advise along the way.

5) Plan the follow up:

* Make sure you feed back to participants to let them know how you have used the information they provided in decisions made.
* Don’t patronise – young people understand that they can’t have everything they want, but they want to know how decisions are arrived at and that their views have been considered properly.
* Plan your evaluation of the process with the young people so you can learn for next time.

*Getting people engaged - Young people can make a really useful contribution to planning and decision making. Make sure you do everything to can do get them involved.*

1) Make sure young people can get to you to take part:

* Hold meetings at a suitable venue which is easily accessible for young people (e.g. schools, youth clubs, FE colleges, leisure centres).
* Make sure meetings take place at a time which suits young people – 11am on a Tuesday morning may be handy for civil servants but we are likely to be at school.
* There should be no extra cost for people to get to meetings.
* If you are using online tools make sure they are accessible for everyone.

2) Think about some of the barriers which might prevent young people taking part:

* Think about the kinds of things which might prevent you getting information from the people you need to – language, capacity, free-time, fear. If in doubt ask someone who is already in contact with these young people to help you.
* Make sure young people don’t feel humiliated or intimidated by you.

3) Make it interesting:

* Send people who are genuinely interested in young people’s views.
* Meetings don’t need to be formal. You can get just as much information from a more fun, informal way of working.
* A bit of free food is a good incentive and always make it easier for people to think.
* Talk normally, don’t be patronising.
* Tailor to your audience. Again, if you don’t know how to do this, ask someone who does.
* Share your ideas to show interest – show you’ve been thinking about it yourself.
* Take people seriously and make notes on what you hear.
* Ask useful questions to help get the information you need.
* Make sure your audience understands what you are talking about and that it is explained clearly.

*Next Steps – It doesn’t end once you have spoken to young people. The next steps are just as, if not MORE important.*

1) Make sure the information gets to the right people in your organisation:

* If it needs to be translated back into policy language then find someone who can interpret properly.
* Use the information when making decisions.

2) Feed back to those you have consulted:

* There is nothing worse that the feeling of being asked your opinion only for it to be completely ignored.
* Respond to concerns brought up.
* Tell young people how you used the information they gave you in reaching the final conclusion.
* Make sure you send information to those involved – feedback directly or through partner organisations, not just on your website.

3) Evaluate what you did:

* Consider how effectively you sought young people’s views and how this information was used.
* Is there anything you need to do within your organisation to make this easier in future? (e.g. Staff training, planning more time in to consultation timelines, getting supporting organisations involved)
* THERE IS ALWAYS ROOM TO IMPROVE!

Appendix 2: Organisations registered for Civic Society Workshops

Representatives from 70 organisations registered to participate in the civic society workshops. In some cases more than one individual registered. While some ended up not being able to attend, others came without registering so it is not possible to provide a completely accurate list of attendees.

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| Action Ability Belfast |
| Barnardo's NI |
| Belfast City Council |
| Belfast Healthy Cities |
| BHSCT |
| Bryson Care Children & Young People's Service |
| CCLD IQA |
| Cedar Foundation |
| Children's Heartbeat Trust |
| CHNI |
| Church of Ireland |
| Community Relations Council |
| Conradh na Gaeilge |
| Consumer Council for Northern Ireland |
| Contact A Family |
| CVSNI |
| CYPSP |
| Disability Action |
| DU Dance |
| Duke of Edinburgh's Award |
| Early Years - the organisation for young children |
| East Belfast Sure Start |
| Employers For Childcare Charitable Group |
| Equality Commission for NI |
| Extern |
| Family Fund |
| Focus:The Identity Trust |
| Fostering Network |
| Freelance Intercultural Community Artist |
| GBNI |
| Hugh J O'Boyle Training Ltd |
| IEF |
| Include Youth |
| Information Commissioner's Office |
| Irish Linen Centre and Lisburn Museum |
| Marine Society & Sea Cadets |
| MindWise |
| NEET Youth Forum |
| NI Policing Board |
| NIACRO |
| Northern Ireland Museums Council |
| Outer West Belfast Family Support Hub CRJI |
| Parent Action |
| Parenting NI |
| PIPS charity |
| PlayBoard NI |
| Polish Educational and Cultural Association (PECA) |
| Quaker Service |
| Queen's University Belfast |
| RCSLT |
| Reading Rooms Verbal Arts Centre |
| Royal College of Paediatrics and Child Health |
| Safeguarding Board for Northern Ireland |
| Sandy Row Community Forum |
| Save the Children |
| Sport Northern Ireland |
| The Cedar Foundation |
| The Prince's Trust |
| Ulster University |
| UNICEF |
| Volunteer Now |
| VOYPIC |
| Women's Aid Federation NI |
| YCNI/EA |
| Youth Hostel Association of Northern Ireland |
| Youthnet |

Appendix 3: Civic Society Survey Responses

People who were unable to attend the Civic Society workshops were invited to provide feedback on the development of the strategy through an online survey. There were six responses in total. An anonymised copy of each survey response is listed below.

Response 1

Q1: Which area(s) do you wish to provide input on?

Enjoyment of play and leisure - to include cultural activities, arts, sport and rest

Learning and achieving, Promotion of equality and good relations

Q2: What are the most critical issues for children and young people which need to be addressed under the area(s) chosen? How do we know this?

Lack of awareness of what museums have to offer Social exclusion from museums Museums under-used as shared spaces

Q3: Are there particular issues you wish to highlight which impact on specific groups of children and young people?

Socially disadvantaged children, who may not be part of community groups not having access to wide cultural opportunities

Q4: Where are the gaps in our knowledge e.g. do we know what children and young people think? How can this information be found?

Asking 16-21 year olds what museums can do for them is difficult because there is no central way of finding them - this work relies on word of mouth

Q5: What other work is currently being undertaken by Government and its Agencies in relation to the area(s) chosen e.g. Legislation, strategies, action plans etc?

Museums have developed good community programmes. Whilst most of resources are met by museums/funded progs - biggest problem is cost of buses- needs cross departmental strategies

Q6: Please provide any additional comments you wish to make

Museums have representation at strategic level - needs to be more avenues for museum practitioners to access young peoples networks

Response 2:

Q1: Which area(s) do you wish to provide input on?

Physical and mental health

No specific area - General Comments on Strategy

Q2: What are the most critical issues for children and young people which need to be addressed under the area(s) chosen? How do we know this?

Children's health needs to be put centre stage in this strategy. If we do not have healthy children, it is more difficult to make progress in all the other outcomes. Infant feeding is a key public health concern as outlined in the recent Lancet papers, and it is becoming increasingly clear that breastfeeding is the optimum source of nutrition for babies. Yet there is little or no investment in supporting women who want to breastfeed in Northern Ireland. Along with the Republic of Ireland, Northern Ireland has the lowest breastfeeding rates in the world.

Q3: Are there particular issues you wish to highlight which impact on specific groups of children and young people?

Our formula feeding culture is having a negative impact on children's health, including increased risk of respiratory conditions, gastroenteritis and necrotising enterocolitis in infants as well as increasing evidence of links with conditions such as diabetes and obesity. The contribution of breastfeeding to overall health and well-being is also being increasingly recognised as an important economic issue, in fact: "In sheer, raw, bottom-line economic terms, breastfeeding may be the single best investment a country can make." (Keith Hansen, World Bank 2015)

Q4: Where are the gaps in our knowledge e.g. do we know what children and young people think? How can this information be found?

Babies and children do not have a say about how they are fed. According to the UNCRC, every child has the right to the best possible health (Article 24). If a country does not promote, protect and support breastfeeding, then the health of children will be negatively impacted. We are living in a bottle feeding culture, and currently the formula industry is worth billions worldwide. There is a huge investment by the formula feeding industry to dissuade women from breastfeeding by suggesting that formula is as good as or better than breastfeeding. This misinformation is currently not being counteracted to any great degree by health and social care agencies - infact in many instances the formula industry is sponsoring events such as staff training days etc which is causing undue influence in the infant feeding information then relayed to parents. The recent Lancet series on Breastfeeding (2016) commissioned 22 systematic reviews and is considered to be a comprehensive source of evidenced based information on infant feeding. It can be accessed at <http://www.thelancet.com/series/breastfeeding>

Q5: What other work is currently being undertaken by Government and its Agencies in relation to the area(s) chosen e.g. Legislation, strategies, action plans etc?

There is currently a NI Breastfeeding Strategy (2013-2023) which is being implemented by the Public Health Agency. It would be good if there were direct links between the actions in this and the planned actions to improve children's health and well being in the planned Children and young person’s strategy. The WHO International Code of Marketing of Breastmilk Substitutes is still not adopted into our national legislation. Instead we have very weak laws which have loopholes allowing marketing of breastmilk substitutes including follow on milks etc which Dept of Health and WHO have said are an unnecessary expense for parents. These products may also be having a negative impact on children's long term health as they contain high proportions of sugar and other substances which have been identified as a source of concern by First Steps Nutrition. Also retailers appear to continually disregard the legislation here by promoting first milks through discounts etc., The Children and Young people's Strategic Partnership (CYOUNG PEOPLESP) appear to have some focus and recognition of the value and potential of breastfeeding in some of their Action Plans.

Q6: Please provide any additional comments you wish to make

There should be a menu of support available to women who wish to breastfeed - from good antenatal education, through well resourced hospital support critical for those early days, to ongoing support in the home and community. If we truly listen to women who have struggled with breastfeeding, they often did not have support when they needed it. Investment needs to be made in both peer and professional support, with 24 hour access to trained lactation consultants in all hospitals and communities. This investment will have good payback, in the improved health of our children and young people.

Response 3:

Q1: Which area(s) do you wish to provide input on?

Physical and mental health

Enjoyment of play and leisure - to include cultural activities, arts, sport and rest

Learning and achieving

Living in safety and stability

Economic and environmental well-being

Making a positive contribution to society - to include youth justice, policing and volunteering

Living in a society which respects children’s rights

Promotion of equality and good relations

Q2: What are the most critical issues for children and young people which need to be addressed under the area(s) chosen? How do we know this?

MAG (Ministerial Advisory Group for Architecture & Built Environment for Northern Ireland)

acts holistically in relation to people and places, with leadership from the Minister for Culture, Arts and Leisure working to the Policy for Architecture and the Built Environment and does not therefore feel constrained to comment on any one aspect of the proposed Strategy as asked in Question 1. It is critical that children and young people feel loved, secure, valued and appreciated for themselves, their talents and their limitless futures.

Q3: Are there particular issues you wish to highlight which impact on specific groups of children and young people, including children of different ages, different backgrounds or with particular vulnerabilities e.g. looked after children, children with disabilities, children in poverty, children in conflict with the law, newcomer children, BME children, young carers, LGBT young people and others?

The European Landscape Convention states that "All places matter". MAG would assert that "all people matter, including all children and young people".

Q4: Where are the gaps in our knowledge e.g. do we know what children and young people think? How can this information be found?

We have all been there - for better or for worse - so we understand something of being a child and a young person. We are not there now, so we are probably missing children's and young people's experiences and perceptions of today. A recent survey of young people in Denmark asked them which places they particularly liked. The survey said, "historic places and green, natural environments". They disliked "heavy infrastructure". A similar survey of adults at a MAG Symposium produced exactly the same likes and dislikes.

Q5: What other work is currently being undertaken by Government and its Agencies in relation to the area(s) chosen e.g. Legislation, strategies, action plans etc?

"Family friendly" work in Belfast naturally includes children and young people. DCAL/MAG has had some relevant discussions with young people about how they view their places and wish to change them for the better. MAG wishes to work more with young people in their relationship with places - indoor and outdoor.

Q6: Please provide any additional comments you wish to make

MAG, the Ministerial Advisory Group for Architecture and the Built Environment for Northern Ireland understands that "Everything happens somewhere". Our urban areas are not friendly places for children - streets and parks that were once regarded as safe places may seem threatening or dangerous. That "somewhere" will both be affected by things happening there and will itself change how things happen. MAG wishes to relate further to experts in behaviour with specific reference to people's use of, appreciation of and input to a wide range of places, indoor and outdoor, during the widest possible range of interactions. MAG looks forward to participating in the debate about the Children and young person’s strategy.

Response 4:

Q1: Which area(s) do you wish to provide input on?

Physical and mental health

Q2: What are the most critical issues for children and young people which need to be addressed under the area(s) chosen? How do we know this?

Positive mental health. Demand for children & youth counselling services.

Q3: Are there particular issues you wish to highlight which impact on specific groups of children and young people?

Benefits of all children and young people having access to age appropriate counselling & therapeutic support to promote positive mental health. No universally accessible child counselling provision to Primary school aged children in Northern Ireland. Meeting the needs of children & young people who, in addition to being vulnerable, have poor (or the potential to develop poor) emotional well being.

Q4: Where are the gaps in our knowledge e.g. do we know what children and young people think? How can this information be found?

No universally accessible child counselling provision to Primary school aged children in Northern Ireland.

Q5: What other work is currently being undertaken by Government and its Agencies in relation to the area(s) chosen e.g. Legislation, strategies, action plans etc?

*Respondent skipped this question*

Q6: Please provide any additional comments you wish to make

*Respondent skipped this question*

Response 5:

Q1: Which area(s) do you wish to provide input on?

Physical and mental health

Enjoyment of play and leisure

Learning and achieving

Economic and environmental well-being

Making a positive contribution to society

Living in a society which respects children’s rights

Promotion of equality and good relations

No specific area - General Comments on Strategy

Q2: What are the most critical issues for children and young people which need to be addressed under the area(s) chosen? How do we know this?

Valuing children as individuals and giving them all the opportunities we can

Q3: Are there particular issues you wish to highlight which impact on specific groups of children and young people?

Children with disabilities, young carers and children in poverty

Q4: Where are the gaps in our knowledge e.g. do we know what children and young people think? How can this information be found?

Engage with all schools

Q5: What other work is currently being undertaken by Government and its Agencies in relation to the area(s) chosen e.g. Legislation, strategies, action plans etc?

*Respondent skipped this question*

Q6: Please provide any additional comments you wish to make

Children with disabilities / young carers are more likely to live in poverty and their costs are much higher. Equipment - trike for a child £50, trike for a disabled child £300 (right to play and leisure?) - Higher heating costs due to having to stay warm as a result of certain medical conditions. No disposable income to support academic education / extra curricular activities - limited opportunities and chances to develop other talents (learning and achieving) Young carers have no time to take part in these activities and not supported by community, can't even get to school in some cases.

Response 6:

Q1: Which area(s) do you wish to provide input on?

Learning and achieving

Living in safety and stability

Living in a society which respects children’s rights

Promotion of equality and good relations

Q2: What are the most critical issues for children and young people which need to be addressed under the area(s) chosen? How do we know this?

* Bullying -(can be explored via Indicators for achievement of the Racial Equality Strategy key outcomes- 2.e. % of young people who have witnessed racist bullying or harassment in their school (YLT))
* More creativity and flexibility in educational provision
* Inadequate support for children with SEN and AEN
* Voices of Children (and Parents) in Shaping Educational Policy

Q3: Are there particular issues you wish to highlight which impact on specific groups of children and young people?

As above (point2) in relation to newcomer/BME children, informed by Indicators for achievement of the Racial Equality Strategy key outcomes (Annex B).

* Learning and Achievement: realization of UNCRC Article 29 (c)
* Living in safety and stability: realization of UNCRC Article 20.3 – “due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.”
* Living in a society which respects their rights - need for deeper engagement with ethnic minorities/BME groups
* Equality and Good Relations: realization of UNCRC Article 29 (c)

Q4: Where are the gaps in our knowledge e.g. do we know what children and young people think? How can this information be found?

Needs of linguistic minorities (bi- and multilingual), which have impact on the development of the children’s potential, are not reckoned with, appreciation of cultural diversity is in decline (e.g. programmes such as ‘primary language’ being scrapped; no indication that any action plan will follow recommendations from Languages for the Future: The Northern Ireland Language Strategy (2012) and Languages for the Future. British Council (2013), such as, inter alia, “that languages be integrated into the Revised Primary Curriculum”, “That the curriculum at both primary and secondary levels be widened to include Content and Language Integrated Learning (CLIL) - the teaching of other subjects and topics through a language. Consideration should be given to the establishment of an appropriate pilot scheme, and to the encouragement of Specialist Language Schools, in particular, to implement such an approach.” or “All four governments of the UK should take a more strategic approach to language education policy, linking it to national aspirations for international engagement in business, education and culture. Languages should be held in the same high regard as science, technology, engineering, and mathematics (STEM) subjects.”) • The engagement of statutory bodies with linguistic minorities limited at present. • Racial Equality Strategy 2015-2015 also lists “Data gaps in indicators for achievement of the Racial Equality Strategy key outcomes” (Annex B, p.50)

Q5: What other work is currently being undertaken by Government and its Agencies in relation to the area(s) chosen e.g. Legislation, strategies, action plans etc?

Drafting Children & Young people’s Strategy Children’s Services Co-operation Act 2015 Draft Programme for Government Framework 2016-21 Racial Equality Strategy 2015 – 2025

Q6: Please provide any additional comments you wish to make

Racial Equality Strategy 2015 – 2025 lists Shared Aim 7: Cultural identity, 6.17 To safeguard people’s rights to maintain their cultural identity and to pass it on to subsequent generations. It undertakes to achieve Outcome 4 Cultural diversity is celebrated 11.11 The rights of people from minority ethnic backgrounds to maintain their culture and traditions in line with human rights norms and to pass them on to subsequent generations are recognised and supported. The above would require an action plan to be implemented.