

Evidence and trust: sharing the voices and experiences of children and young people to **effect change**.

A session to consider how we **represent all children and young people** in our ambition to support inclusive communities.

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# Overview



- Making sure we draw on evidence from a range of children and young people
- Factors to consider when aiming to represent children and young people with additional support needs
- Gaining trust to sharing the voices and experiences of children and young people to effect change

# Group Agreement

# Strategic Plan



- Champion participation and inclusion of children and young people.
- Children and young people experience their views being listened to and acted on. They are active partners in policymaking and implementation.

# Drawing on evidence from a range of children and young people



# Changing our World Advisory Group



A group of children and young people (currently ages 9-19) who help shape our work and make sure that we are actively listening and positively reacting to their views.

- Children in Scotland staff recruitment
- Children in Scotland board recruitment
- Children in Scotland Conference
- 25 Calls





# 25 Calls to change children's lives for the better



This campaign brings together diverse voices from across the sector to propose how children can experience greater equality and strengthened human rights.

The calls cover four themes:

- **Strengthening rights and participation**
- **Supporting children, families and communities**
- **Challenging inequalities**
- **Improving education, skills and learning experiences**







## **Reflection:**

How might we...  
build on drawing evidence from a range of  
children and young people?

# Representing children and young people with additional support needs



A child is said to have 'additional support needs' if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age.

## Additional support needs can be due to:

- disability or health
- learning environment
- family circumstances
- social and emotional factors.

ASK US, HEAR US  
INCLUDE US!

# Inclusion Ambassadors



**KEY MESSAGE – WE ARE THE SAME AS YOU - Remember we are going through all the same things as you – we just need a bit of extra help with some things.**

- Call out inappropriate behaviour (from pupils and adults!!!)
- Be brave, show others how to behave
- Don't have just 1 days awareness - be aware everyday
- Don't tell other people about our ASN unless we are happy with you to share
- Think about our lives. Put yourself in our shoes.
- Think about ableist language as well as homophobic and racist language
- Treat me as you would anyone else. Accept me for who I am. See me as a person and not a disability.

## **Representing children and young people with additional support needs**

When used in this context, why might the word 'representation' inadvertently encourage inequality?

# Gaining trust to sharing the voices and experiences of children and young people to effect change



- Adequate preparation, resource, and time
- Information required from other organisations
- The compositions of the group and positive discrimination
- Supporting skills development and awareness of needs
- Information sharing and consent
- Snacks!



# Adaptations and accessibility

- What will children get out of participation?
- Risk assessment preparation
- Accessible participation guidance: visual time table/range of formats.
- Flexibility
- Children are volunteers
- Opportunity for honest feedback
- Creative delivery – films, drawing, animation...

# Trust and representation



Why is it important for organisations to listen to children and young people?

Are your answers the same as the Children and Young People from The Listening Fund?

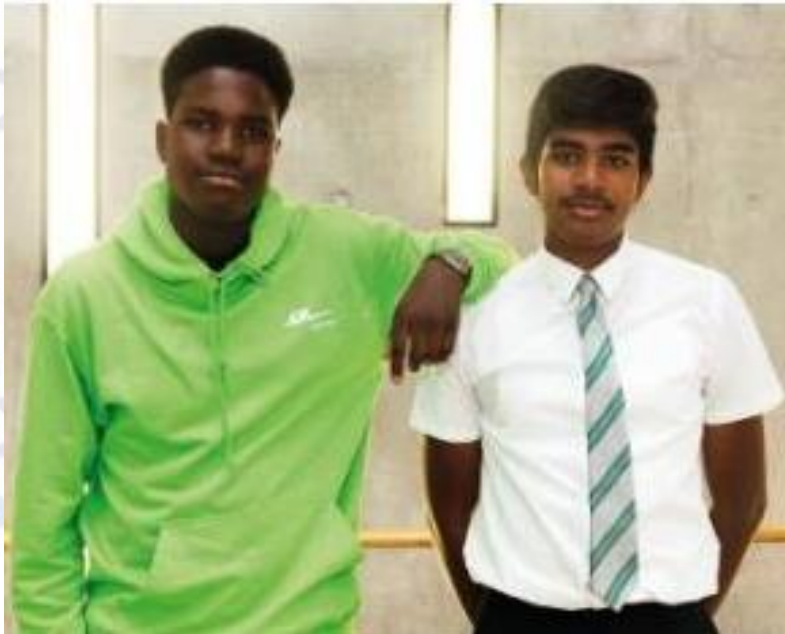
# Listening Fund example



Why is it important for organisations to listen to children and young people?

- To make children and young people feel optimistic
- Give reasons why there is no change
- See the change / outcome
- Give feedback
- It might be interesting
- Can learn from children and young people
- Can see things from a different perspective
- It teaches respect
- To improve mental health and wellbeing
- Get to know the individual
- Make it easier for children and young people to go
- Children and young people have taken time and given effort
- Important to listen because things will impact
- Children know what they need

# Call 1: Change the language of poverty: Young people deserve dignity, not stigma and discrimination



I live in Possilpark in a two-bedroom flat with my five brothers and my mum. There are always people fighting outside, running deals and causing trouble. I struggle at school, I am bullied for where I come from and for my poverty. My life is a struggle.

This is our story. We do not gloss over the struggles, but they do not define us. By having our story told in this way we are affirmed and people's expectations and stereotypes are changed.

We need you, everyone in society, to think about how you use our story. We know this is not always easy. The media want to highlight the challenges, charities need to justify the great work that they do, and funders want to know that they are reaching those in need.

But we want you to focus more on the achievements and difference that can be made rather than the problems we face. Look for our strengths amidst the troubles rather than just the troubles. And where possible, allow us to tell our own story.

We know it is not always easy, but we believe another way is possible. We believe this is a better way.



# Any questions?

