



# BROMLEY & BEXLEY CHILDREN & YOUNG PEOPLE'S PARTICIPATION AND ENGAGEMENT EVENT - 1 DEC 2020



# **BBLN Young People's Participation and Engagement Event**

**Tuesday 1 December, 9.30 - 12.30pm**

## **Feedback from workshops**

**Topic 1 - Engagement of young people Steve Smith, CLB; Helen Dyer, Caspa/chair of Bromley Children and Families Forum**

**We discussed the difference between Participation and Engagement & based the discussions around three questions - What is Engagement, Why is it Important and What are the challenges with it?**

### **Group 1 POINTS**

- Scouts - Two ears, One mouth - LISTENING is all important**
- Training young people to present themselves is vital to proper engagement and to enable them to properly represent themselves and peers particularly at strategic or influencing levels**
- Young leaders within the scout and guiding movements and the tradition of having 'sixers' leading each patrol are great examples of giving YP natural leadership / mentoring roles and positions of responsibility**
- Language is all important - balance between keeping it relevant and avoiding patronising Young people**

- XbyX – is the term Engagement actually fit for purpose? Not useful or connected when using it with young people – do they even understand what it means?
- It was agreed it's all about how you frame it for YP.
- It would be better to present it to YP as 'you can have a voice, this will be useful for YOU'
- Young Carers talked about how they have a 'pets corner' which the children love but which they can use to engage YP which can then lead to deeper conversations etc. – so being creative
- Key agreed aspect of real engagement is TRUST – and therefore relationship building
- Palmela gave an outline of the Southwark project which demonstrated Co-design, co-production and co-delivery with young people.
- Young people must be involved from the start (ideas) through to delivery and monitoring.
- XbyX– transport for those who may not easily access projects is important
- We need to utilize social media (Tictoc etc.) to get the YP's attention & enable them to feel properly connected- to constantly stream messages or use to 'plant' ideas for projects etc.
- XbyX – letting the young people see the end goal is equally important
- ENGAGEMENT IS SAFETY, and a mitigating factor in so many ways.

## **Group 2 POINTS**

- Young people should be rewarded naturally for picking themselves up and continuing, not focusing on the failures**
- Listening to young people's ideas**
- Making partnerships with organisations that do engage young people is particularly important if you want to connect with the most disengaged**
- Interest in the point of 'How to engage the disengaged' - possible future topic for further discussion**
- Young people undertaking outreach to ensure views on the design and delivery of projects is as wide as possible and are relevant to their lives.**

## **Group 3 POINTS**

- Doing face-to-face work is of vital importance**
- Young people should have mentors on who they can rely on for support.**
- Air cadets - talked about 'Delegation to the Younger Generation' - and how giving young people a long lead and lots of trust, making sure all young people have a mentor and giving them navigation points will usually lead them to making the right decisions and becoming more able to lead/advocate for themselves etc.**

## **Other observations from the 'chat'**

- Accessibility is an ongoing issue (for YP with SEND)**
- Change the background on your video (whilst using Zoom/Teams) that would be appealing to YP**
- Provide buddies for YP with SEND to access services and/or volunteering**
- School Instagram groups - how can we access them (many are closed groups)**



## **Topic 2 - Ensuring young people's voices are heard and included (Chris Lee, Bexley Youth Forum; Sam Britnell (Bromley CF Forum) Sam Baldwin (Bromley CF forum)**

- Brought up the implications of getting into schools, for presentation and consultation purposes. It is not easy finding the right teacher who is enthusiastic and will support you.**
- Advised to contact the student engagement team, they are always willing to have new interventions in college.**
- Related that Councillors visiting organisations, do not always understand why they are there, and what they are supposed to be doing. Their lack of knowledge prevents them boosting the cause. They do not understand what young people get from the organisation.**
- Sam B -advised all to look for #schoolcouncils when looking on social media, to discover what they do.**

### **Topic 3 - Safety and opportunity Kate Shrager (Vol centre) Marion Murphy (Bexley Volunteer Centre) Aisling Cohn (NCS Trust)**

#### **Key points discussed:**

- DBS - is this necessary for the Young Person (YP) or anyone that the YP is volunteering with? Noted that as an organisation we usually consider young people to be 16-25, although some organisations have lower boundaries (not usually higher)**
- Safeguarding**
- Insurance must be suitable for service users and vols (some orgs need to speak to insurance companies as many insure from 18+ but it is often easy, and free, to change this, at least down to age 16)**
- Engaging staff and trustees in organisations to see value of young volunteers (and encouraging young vols to become trustees so their voice feeds through the organisation)**
- Making services and roles accessible to YP**
- Ensuring roles are appropriate for, and attractive to, YP**
- Confidentiality/ GDPR/ safeguarding**
- Advertising media (Tik Tok/ YouTube etc.) - safety/ appropriateness (new word?)/ what channels do YP use and how to use these as a model/ vehicle**
- Dangers/ keeping YP safe but not letting challenges stop action**
- Importance of hearing the "voice" of young people**

- And engaging in ways that are relevant to them, not just to adults
- Engaging YP in decisions/ focus groups/ trustee boards/ keeping them at the heart of decision making
- Recognising that some come with their own challenges and making sure that we still provide avenues for them to be heard
- How to present YP in a positive light even when their behaviour may not fit positive norms – essential for voices to be heard and adults to see the individual, and understand that the behaviour is not the person
- Recognising that some YP are not used to being listened to so helping to ensure that they feel secure and confident to speak up
- Stepped approach to facilitate engagement/ build confidence





## **Key actions:**

- Organisations to recognise that existing patterns and processes may not be suitable when dealing with YP so may need to redesign**
- However, always to keep YP at heart of their new systems and ensure the voices of YPs are heard**
- Stepped approach so that learning and confidence can be built**
- YPs to be facilitated to identify the steps that they would like to see in any process (rather than adults telling them what they think they need)**
- Timescales need to be thought through as any process with YP may be faster or slower than with other age groups**
- Need to also factor in what learning is needed by all parties and set appropriate pathways**
- Call for stronger partnerships between organisations (perhaps new networks across London to promote and facilitate sharing of best practice)**
- Consider mentoring partnerships (YP through, for example, schools – or organisational mentoring partnerships)**
- Ensure that YP understand why what they are doing (for example, volunteering) – benefits themselves and society**
- What peer to peer learning could be put in place (additional to mentoring)? E.g. young trustee support group**

## Case studies:

Girl guiding had a lovely example of taking one of their YPs to Pride last year and said that they felt she was so very happy that they would have liked to send her a photo they had taken of her at the event (unfortunately, circumstances intervened and stopped that happening). There was a wider discussion around the benefits to that YP's life of coming into contact with other people celebrating their identities (you may wish to gain more detail from GG), this also fed into a discussion about the wider roles that organisations play that are often unseen and undervalued

ICS gave an example of a organisational partnership with a retail organisation which allowed them to set up a retail volunteering project from scratch in a few weeks to support the ICS volunteering aspect. This was a very challenging time to get the project going (earlier this year). This facilitated many young people from the ICs scheme into volunteering, some of whom have continued



# **Demonstrating Impact workshop**

**Helen's group:**

**Some of the key notes included:**

**- Discussions around how different people demonstrate impact included using videos (very accessible), doing before and after assessments, using case studies, supplying workers with a flow chart on how to record and measure developments in the YP's journeys, having personal development plans (the more detailed the better i.e. CPCT said they do SWAT analysis with YP).**

**Summary of important steps/elements of demonstrating impact effectively:**

- Define your aims/what you want to achieve**
- Plan properly**
- Time - give yourself plenty**
- Making methods user group appropriate**
- Empowering the YP to be involved in the design and monitoring their own achievements**
- Fine balance between support and empowerment**
- Collecting a mix of evidence**
- Slow to collect evidence**
- Use creativity**
- Providing the young people with something tangible - not just 'using' the YP**

**We agreed that this all leads back to TRUE ENGAGEMENT - if you are truly doing the work it should be easier to demonstrate impact.**

## **Anne's group:**

- **Tools included questionnaires in some cases, badges were also seen as a measure of success**
- **Attendance and keeping in touch although more difficult to verify the latter**
- **1:1 support feedback form on DV work around expectation and giving feedback on progress or further needs**
- **This is also evidenced by use of a risk assessment at the beginning and at least three-monthly reviews**
- **Art activities were seen as a useful tool to help young people engage and in particular explore their feelings and emotions**
- **Well young carers – use an app and Instagram. Self-assessments, progress and updated self-assessments. Awards are given also evidence of progress. They also use tree drawing to help put feelings into words (? worry tree)**
- **Certificates and feedback from parents (example given of a young person having confidence to speak on zoom for the first time)**
- **How to engage**
- **Young people appear to be zoomed out new methods needed to engage**
- **Multi-generational events linking children carers with others removes isolation**
- **Valuing – use of Instagram although should be for 13+ aim to engage parents with updates of events help get the message to the young person (I see x is doing a session today on....)**
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-Carers Bromley talked about having an author in to read a chapter of their book and then more thought about reading in lockdown

- Instagram for news

- Linking together sharing stories

## Ideas for future sessions:

- Partnership working (collaboration; working across sectors; different types of partnership etc.)
- The power of young people's voices
- How to promote CYP services to funders; commissioners and other stakeholders in a way that they can understand and recognise the value of the service
- Good practice working with CYP



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