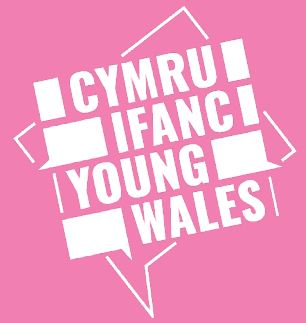




PLANT YNG NGHYMRU  
CHILDREN IN WALES



# WELSH GOVERNMENT'S DRAFT CHILDREN AND YOUNG PEOPLE'S PLAN CONSULTATION

Young Wales Findings Report on behalf of Welsh Government

Gareth Hicks | January 2022





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**This report is funded by Welsh Government. The views expressed in this report are those of the author and do not necessarily represent the views of the funder.**



# FOREWORD

## **Children in Wales is the national umbrella body for organisations and individuals who work with children, young people and their families in Wales.**

Young Wales is a Children in Wales initiative that amplifies and supports the voices of children and young people across Wales to be heard, listened to and have influence in decisions that affect their lives; underpinned by the United Nations Convention on the Rights of the Child (UNCRC) and the children and young people's National Participation Standards. We aim to do this by ensuring that young people have opportunities to participate and raise issues that are important to them; ensuring their voices are heard by decision makers, policy officers, Welsh Government officials and Ministers. The Young Wales initiative was used to conduct this consultation with children and young people in order to inform the Welsh Government's draft Children and Young People's Plan.

Young Wales has an established history of driving children and young people's rights, engagement and participation agendas on a pan-Wales basis.

We have a cohesive partnership approach to our work encompassing children, young people and partners from a range of sectors and organisations, in order to support children's rights and participation; ensuring that children and young people from all backgrounds, circumstances and abilities are at the centre of all decision making. Our focus is on enabling children and young people's voices to be heard and listened to throughout Wales on various topics.

The COVID-19 pandemic has had a significant impact on children and young people in Wales, and on the work of Young Wales and our partners. Working in partnership has supported and enabled Young Wales to successfully deliver this consultation and, as a result, we would like to formally thank our staff, our groups and all our partners in supporting this work including:

Tros Gynnal Plant  
NSPCC  
Diverse Cymru (Hype Cymru)  
Newport Youth Forum  
Greenway Primary School  
Trowbridge Primary School  
National Youth Stakeholders' Group  
Action for Children  
Thornhill Playgroup  
Children's Commissioner for Wales Office  
Llamau  
Pembrokeshire Young People's Group  
NYAS

We would also like to take this opportunity to thank all the children and young people who participated in this consultation - exercising their right to use their voices and be listened to and heard. 'Having a Voice – Having a Choice.' Thank You!

# EXECUTIVE SUMMARY

Children in Wales, through its Young Wales initiative, was tasked by Welsh Government to lead on this consultation on the draft Children and Young People's Plan, aimed at children and young people aged between 0-25 years old. Young Wales designed and created a resource pack that would enable organisations who work with children and young people to deliver the consultation through online, face-to-face workshops or on a one-to-one basis. Young Wales delivered training sessions to our partners to support their delivery, alongside delivering our own sessions for this consultation.

The focus of the consultation was to listen to and record children and young people's views on the seven cross-governmental commitments from the draft Children and Young People's Plan.

The consultation focused on children and young people's opinions and aimed to relay their suggestions to further inform and support the development of the Plan, as part of Welsh Government's children and young people's participation agenda and commitment to making the United Nations Convention on the Rights of the Child (UNCRC) a reality for all children and young people in Wales.

During January 2022, Young Wales, in partnership with a range of organisations and providers from across Wales, conducted a series of online, one-to-one and face-to-face consultations. In total, 173 children and young people participated with 18 sessions delivered to the following age ranges:

- 0 - 7
- 7 - 11
- 11 - 25

Welsh Government had requested that Young Wales provide them with specific information on the draft Children and Young People's Plan and the seven cross-governmental commitments, including:

- Does this commitment make sense?
- Is it easy to understand?
- Does any of the wording need to be changed?
- Do you think this commitment is important? If so, why? (How will it affect your life and future?)
- What can be done or changed to make this happen?
- For commitments 1, 5 and 7:  
What do you think about adding this sentence to the commitment?

Young Wales' resource pack, which included session plans, enabled the children and young people participating in this consultation the opportunity to share their views and opinions, as well as offer suggestions in response to the above questions. Young Wales has since collated the responses, key findings and suggestions and has highlighted them in this report for Welsh Government.



## Suggestions:

### **1. The seven cross-governmental commitments need re-wording and presented in a more children and young people-friendly and accessible format. Everyone needs to understand the Children and Young People's Plan so that it can be implemented effectively. It should also be available in different languages. Proposed re-wording as follows:**

#### Commitment 1:

Enable children from all backgrounds to have the best start in life, supported by co-ordinated, integrated and effective early years' provision and parental support.

(Addition: 'from childcare to early years development and individual learning pathways' or 'an addition that emphasises the transitioning from home through childcare to school').

Change to:

**Children from all backgrounds should have the best start in life, including good early years' services and support for parents or carers. Children should be supported at home, in childcare and in schools.**

Easy Read:

**For you to have lots of people to look after you (at home and other places).**

#### Commitment 2:

Secure equity in experience of education for all learners, particularly Black, Asian and

Minority ethnic children and young people, disabled children and young people and those with additional learning needs, raising aspirations and supporting them to achieve their full potential.

Change to:

**All children and young people at school, or in other education, have a right to be treated fairly and equally and should have the chance to achieve their full potential and be supported to reach their own goals.**

Easy Read:

**For you to learn lots of new things with lots of other children, whatever they look like and wherever they live.**

#### Commitment 3:

Improve the transitions through education, training and employment for the post-16 age group, including qualification pathways.

Change to:

**Children and young people should have the chance to develop, learn and grow at all stages of their education. As they reach 16 years old, they should have opportunities and options for education, training and employment.**

Easy Read:

**For you to have help when you try new things or have to go somewhere new.**

#### Commitment 4:

Improve the emotional and mental wellbeing

of children and young people through effective, integrated and accessible support.

Change to:

**Children and young people should feel happy and safe, they should have help and support if they do not feel happy or safe.**

Easy Read:

**For you to feel happy and safe.**

#### **Commitment 5:**

Prevent poverty and mitigate its impacts so that children and young people from low-income households can live healthier, more fulfilled lives and reach their potential. (Addition: 'to extend this to all forms of systemic inequality').

Change to:

**All children and young people living with families who do not have much money or are treated unfairly for any other reasons should be supported to make sure they are healthy and have the chance to achieve their full potential.**

Easy Read:

**For you to be able to play and have fun.**

#### **Commitment 6:**

Prevent youth homelessness as part of our long-term plan to end all forms of homelessness.

Change to:

**No child or young person should be homeless. Every child and young person in Wales should have a safe and secure home to live in.**

Easy Read:

**For you to have all things you need like a home, bed, food, clothes etc.**

#### **Commitment 7:**

Improve outcomes for care experienced children (children who don't live with their parents or are cared for by someone else), support families with challenging circumstances to stay together where possible and help children be reunited with their families where they are apart, if safe to do so. (Addition: 'only if safe to do so' especially in the context of domestic violence).

Change to:

**All children and young people should be kept safe. Children and young people who do not live with their parents or are cared for by someone else should be supported to stay with their family or go back to their family, but only if it is safe to do so.**

Easy Read:

**For you to be listened to and find out what you are thinking and feeling inside.**

**2. There should be support provided to parents and early years children by offering good quality childcare and support**

**services to parents or carers and their children. This approach can support and provide better opportunities throughout a child or young person's educational journey.**

**3. There should be more support for parents to provide their children with a healthy start in life through quality healthy food and exercise guidance and provision.**

**4. More organisations should support parents and families with all aspects of early years.**

**5. There should be more emphasis on equality in education. All young people deserve good quality education regardless of any learning needs, disability or if they are from a Black Asian or Minority Ethnic community.**

**6. Relevant and timely support should be available for children and young people in education. Local authorities, schools and outside organisations, including third sector organisations, should have an integrated and coordinated approach to offering services and support.**

**7. Safe spaces to learn should be accessible for all children and young people.**

**8. Recommendations from Welsh**

**Government's Race Equality Action Plan should be included to support Black Asian and Minority Ethnic children and young people throughout their education.**

**9. There should be more careers advice and support provided at school and college to help young people identify their individual career pathways.**

**10. There should be more support and funding for schools to help with early intervention, mental health services and provisions for young people. Children and young people can struggle more with stress and anxiety during exam periods and transitions, particularly the transition of leaving school and engaging with a career or further educational pathway.**

**11. A good practice guide for all professionals working with children and young people should be developed to ensure the best chances and support is offered to children and young people throughout their childhood**

**12. There should be an improvement and increase in holistic, early intervention services and supportive care for children and young people struggling with their mental health or wellbeing. Alongside this there should be more training offered to support**



**teachers, youth workers and other professionals working with children and young people who are struggling with their mental health or wellbeing.**

- 13. There should be free or subsidised access to fitness clubs and gyms offered to children and young people. This offer would support with physical and mental health, provide a healthy environment and improve the wellbeing of children and young people.**
- 14. There should be more funding available to organisations that support children and young people and their families to stay together, when it is safe to do so. This would support families where children and young people are at risk of going in to care. All**

**services for children and young people at risk of falling into care or those in the care system should be of the highest quality, safe and supportive. They should consider the views of children and young people and put those views at the heart of decisions made and services offered, whilst ensuring that children and young people are kept safe.**

- 15. Assisted and supported housing for young people leaving care should be provided to prevent homelessness and support any young people at risk of becoming homeless.**
- 16. There should be good quality foster care provided as young people may need extra support and sympathy to cope with their situation.**



# INTRODUCTION

The Children and Young People's Plan is the working title of a brief document that will set out Welsh Government's ambition for Wales to be a wonderful place to grow up.

This document will explain to children and young people how Welsh Government wants to fulfil this ambition, what it has already achieved, which actions it plans for the current Senedd term and by which outcome measures it will hold itself accountable. The document will contain a call to action for the public and third sectors.

The document will contain a small number of cross-governmental commitments. These are complex issues relating to children and young people and linked to the Programme for Government, where cross-governmental collaboration and collective action across Ministerial portfolios are paramount to improve outcomes.

The provisional list is as follows:

- Enable children from all backgrounds to have the best start in life, supported by co-ordinated, integrated and effective early years provision and parental support
- Improve progression, aspirations and outcomes for all children and young people, and secure equity in experience of, and outcomes from education for all learners
- Improve the transitions through education, training and employment for the post-16 age group, including qualification pathways
- Improve the emotional and mental wellbeing of children and young people through effective, integrated and accessible support
- Prevent poverty and mitigate its impacts so that young people from low-income households can live healthier, more fulfilled lives and reach their potential
- Prevent youth homelessness as part of our long-term plan to end all forms of homelessness
- Improve outcomes for care-experienced children, support families with challenging circumstances to stay together where possible and help children be reunited with their families where they are apart



# METHODOLOGY

The main purpose of Young Wales is to support participation and enable the voices of children and young people to be heard and listened to, in order to inform decisions made that may affect their lives; underpinned by the UNCRC and the children and young people's National Participation Standards.

The recent pandemic and lockdowns has forced the world to work in a different way. Young Wales has adapted its participation and consultation methods with children and young people to ensure we continue to listen to their voices. Most of Young Wales' work has been delivered online remotely, rather than face-to-face. We have developed suitable methods throughout the pandemic to ensure participation standards and good practice continues. However, working with partner organisations and with restrictions now easing has allowed us to begin a steady and safe return to face-to-face sessions.

The resource pack was designed to be used online using Zoom or Teams, face-to-face or with one-to-one sessions. The training sessions delivered to partners to support their delivery of the consultation were all delivered online by Young Wales.

The consultation sessions were delivered using the session plan and data collection forms developed by Young Wales. Session plans were available separately for children aged 0 to 7 and 11 to 25. There was also a PowerPoint presentation available for online sessions.

All participants who took part in this consultation were made aware of their rights in terms of their information being passed to Welsh Government. Consent forms were completed by Young Wales and partner organisations.





# AIM AND OBJECTIVES

The aim was to engage with around 200 children and young people living across Wales aged 0 - 25 from diverse backgrounds, including:

- Young people who are parents or carers
- A range of at least eight settings or providers
- Representation of children and young people with additional learning needs
- Representation of the protected characteristics including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- A gender balance

The engagement approach was underpinned by the UNCRC, the children and young people's National Participation Standards and the five principles of the Children's Commissioner for Wales' Children's Rights Approach in Wales.

The overall aim of this consultation was to gather, consider and make suggestions informed by children and young people's views on the draft Children and Young People's Plan, specifically to take into account children and young people's views on the cross-governmental commitments as they are being developed.

## PARTICIPANT DATA

Participants who were invited to take part in this consultation came from a wide range of settings across Wales.

Completing the participant and equalities data was voluntary.

Total Number of Children and Young People Participating: **173**

In total 18 sessions were delivered by Young Wales, and partner organisations, reaching a total of 173 children and young people across Wales.

## PARTICIPANT GENDERS

Female	66
Male	56
Non-Binary	2
Intersex	0
Other	0
Prefer not to say	0
Unknown	38

## PARTICIPANT AGES

Age	Number
3	5
4	4
5	0
6	0
7	0
8	2
9	5
10	32
11	32
12	14
13	7
14	6
15	6
16	7
17	3
18	1
19	2
20	1
21	3
22	1
23	2
24	1
25	0
Unknown	39

## PARTICIPANT ETHNICITIES

White Welsh or British	0
White from another country	2
Black Welsh or British	3
Black from another country	0
Asian Welsh or British	2
Asian from an other country	0
Mixed Heritage	3
Roma, Gypsy, Traveller	9
Other	13
Prefer not to say	0
Unknown	141

## PARTICIPANTS ACROSS LOCAL AUTHORITIES

Pan-Wales	41
Bridgend	18
Cardiff	62
Newport	5
Pembrokeshire	24
RCT	9
Swansea	5
Torfaen	9



**Number of Participants who were Welsh speakers:**

10

**Number of Participants who identified as LGBTQIA+:**

4

**Number of Participants with disabilities or health conditions:**

11

**Number of Participants who were asylum seekers or refugees:**

1

**Number of Participants who were Care Experienced or Care Leavers:**

16

**Number of Participants with care responsibilities:**

35

**Number of Participants who were young parents:**

3





# APPROACH

The main purpose of Young Wales is to support participation and enable the voices of children and young people to be heard and listened to, in order to inform decisions made that may affect their lives; underpinned by the UNCRC and the children and young people's National Participation Standards.

The recent pandemic and lockdowns has meant that the participation of children and young people in consultation activities, exercising article 12 of the UNCRC, has been delivered in a different way to the usual methods that would have previously been used. During this time most of Young Wales' work has been delivered virtually rather than face-to-face. Young Wales has developed suitable methods throughout the pandemic to ensure participation standards and good practice continues, whilst continuing the excellent work with children and young people of Wales. However, working with partner organisations and with restrictions now easing has allowed us to begin a steady and safe return of face-to-face sessions.

To support the new and creative approach to consultations during and post-pandemic Young Wales has developed a Consultation Methods with Children and Young People's Guidance document, which was used to inform the development and delivery of this consultation.

The draft Children and Young People's Plan consultation was delivered by Young Wales

and partner organisations using online and face-to-face sessions. Young Wales delivered sessions online and face-to-face, whilst supporting partners to deliver the consultation themselves directly to children and young people at their settings by providing training and a resources pack to conduct and collect the data required. Young Wales developed and designed two distinctive workshop session plans to gather the views of children and young people, aligned to participant's age ranges and with associated supporting documents, including an equality form, data collection sheets, PowerPoint presentation and an expression of interest form. The sessions were delivered on online meeting platforms such as Zoom and Teams, alongside face-to-face sessions.

Young Wales identified providers and settings to support this work through our networks and partners across Wales, in order to gather a fair representation of views from children and young people.

Training was offered to all partner organisations and five of the organisations received training to support their delivery of this consultation.

The consultation questions for each of the seven commitments were as follows:

1. Does this commitment make sense?
2. Is it easy to understand?
3. Does any of the wording need to be changed?

4. Do you think this commitment is important – if so, why? (How will it affect your life and future?)
5. What can be done or changed to make this happen?
6. For commitments 1, 5 and 7: What do you think about adding this sentence to the commitment?

To gather feedback on how Welsh Government could monitor progress, the following questions were asked:

1. How would you know if Welsh Government is doing a good job?
2. How would you measure the success of Welsh Government on achieving the commitments?
3. What would you like to see happening around you to assure you that Welsh Government is doing a good job working towards achieving the seven commitments?
4. How should the Plan be presented?

In addition, participants were asked:

1. What would you call the plan?
2. Would you like to be involved in the further development of the plan?
3. What does this ambition mean to children and young people?
4. What is required to make it a reality?
5. What needs to change to make it a reality?
6. Do you think these commitments are in the correct order?
7. Are there any other areas you think that are important?

An expression of interest form was included in the resource pack in order for young people to get involved in further developments of the plan.

The questions and accompanying information were adapted in order to be accessible for children and young people across the three age ranges. Young Wales and partner organisations are all experienced facilitators working directly with children and young people. As a result, a child friendly approach and appropriate language was used throughout the consultation design and delivery.

Varied methods were provided in the session plan to capture the information from young people, which included discussions, open questions and tools such as Padlet and Jamboard.

This consultation considered the views of children and young people up to the age of 25 years old. Young Wales has developed practices to ensure that even the youngest children are able to participate and exercise their rights by having their voices heard and listened to, in order to inform decisions made that may affect their lives.

All participants who took part in this consultation completed a consent form with Young Wales, with their school or partnership organisation for the purposes of GDPR and made aware of their rights in terms of their personal data.

This consultation has enabled children and young people to express their views and make suggestions directly to Welsh Government, to

have their voices heard and influence positive changes in relation to the draft Children and Young People's Plan.

## **Approach for Early Years**

The UNCRC General Comment No 7, 'Implementing Child Rights in Early Childhood,' states that as holders of rights, even the youngest children are entitled to express their views, which should be 'given due weight in accordance with the age.' Consultations must be appropriate to the child's capacities and best interests. It requires adults to adopt a child-centred attitude, show patience and creativity by adapting their expectations to a young child's interests, levels of understanding and preferred ways of communicating.

For the purposes of the early years' approach to this consultation the seven cross-governmental commitments were adapted into easy read versions and accompanied by images to support the children in their understanding of the commitments and to enable their feedback. They were then tasked with linking the images and statements to a set of emotions to gather their views on each of the commitments, utilising a play-based or role-play approach to consultation activity.

## **Limitations**

The consultation was developed and delivered within a tight time frame:

Preparatory planning and development of recourses  
**4-7 January 2022**

Facilitation of sessions  
**10-23 January 2022**  
Analysis and reporting  
**24-28 January 2022**

Conducting this consultation, in this timeframe, presented a number of limitations including:

- Arranging partners to facilitate sessions
- Consulting with a diverse range of children and young people
- Consulting with a target of 200 children and young people

Another key limitation was that young people are attending less consultations, sessions,

working groups and general youth sessions online across the United Kingdom. Over the past two years, there has been a very high volume of virtual meetings offered to children and young people and there is consensus, across third sector organisations, that numbers of young people engaging online is dropping, alongside young people themselves saying that they would prefer to access face-to-face sessions as long as it is safe to do so. Some settings are permitting face-to-face sessions, however, not all settings were in a position to do so during this consultation period. Young



Wales, and our partners, delivered face-to-face delivery where it was safe to do so as part of this consultation alongside online delivery where necessary.

To ensure consistency with data collection and data collation, Young Wales developed clear session plans aligned to the age ranges, a consistent data feedback form to collate the data and offered training to partner organisations and facilitators. This approach ensured the aims and objectives of the consultation were understood, sessions were delivered in a consistent manner and data collected and reported was consistently recorded. All data was collated and analysed by Young Wales with a thematic approach.

The Early Years element of the consultation had to be amended and reworded to be age appropriate to support the understanding of the Children and Young People's Plan. As a result, delivering this consultation to the 0 to 7 age range had some limitations in terms of exploring the plan in detail. Young Wales, through its drive and expertise to enable all children and young people to have their voices heard, was able to adapt the consultation using well-established early years' consultation methodology to capture the views of this younger age range effectively. However, this age range was not able to fully respond to all aspects of the draft Children and Young People's Plan due to its complexity.



# KEY FINDINGS

Welsh Government's ambition is to make Wales a wonderful place to grow up: What does this ambition mean to children and young people?

Children and young people expressed that this ambition was very important and will support children and young people reach their potential, which in turn will support the future generations of Wales. There was a resounding message that the ambition is important for the children and young people of the present, and the future, in creating an environment where children and young people can thrive and develop throughout all stages of their lives.

What is required to make this ambition reality?

Participants felt that for this ambition to become a reality there would need to be careful planning, considerations, sufficient funding and support available across all of the commitments within the Plan. Furthermore, they expressed that Welsh Government should be made accountable to encourage and support the successful implementation of the Plan in order for it to achieve this ambition. Fundamentally, young people felt that everyone in our societies should be responsible and contribute to this ambition in order for it to be wholly successful and achieve sustainable, significant impact and positive change for all children and young people living in Wales.

'People have to stop abusing society and all generations need to come together to make change.'


## **Commitment 1:**

**Enable children from all backgrounds to have the best start in life, supported by co-ordinated, integrated and effective early years' provision and parental support.**

(Consider addition: 'from childcare to early years development and individual learning pathways' or 'an addition that emphasises the transitioning from home through childcare to school').

A common theme from the feedback was that the commitments did not make sense. It was identified that rewording all of them was imperative so young people could clearly understand and make sense of them. For commitment 1, the following words were highlighted by the participants to be amended: enable, integrated, co-ordinated and provision.





Children and young people believed wholeheartedly that commitment 1 was important because everyone deserves a good start in life and it is essential to have good support for children and their families as they grow, from birth onwards.

**‘Early intervention is key.’**

Young carers who participated said that they felt more is needed to be done to help identify families in need. They continued to suggest that families in need should be referred to and/or identified by relevant organisations so they do not miss out on any necessary and vital support. This was particularly prevalent in relation to commitment 1 in terms of supporting children and families from their early years onwards.

Young people strongly agreed that early years is the foundation of a child’s life that helps shape their path for the future, and supports them to reach their full potential. There was a consensus that if this is not addressed or supported properly, children and families could suffer and, furthermore, Wales as a nation could suffer too.

For commitment 1 to work and provide lasting change for children and young people, it was suggested that safe places to go and play were essential, smaller classes are needed for a better quality and experience of education to particularly support children who do not like large crowds and provide a conducive

learning environment. By providing better play and education provisions in turn would ensure all children and young people could thrive.

It was suggested that there should be one place of contact to ensure the support is given and people are not left behind; support from local organisations or services could help and support the Welsh Government to achieve this commitment. Furthermore, participants emphasised that more funding for schools and parental education was required to support early years’ development and the transition from children to young people. Participants commented that young people should be encouraged and supported, regardless of their social economical background, to help them achieve their potential.

**'Make sure children from all backgrounds have the best start in life, supported by their community in their early years e.g. parents and nurseries.'**

---

Needs to start with early years and raise expectations of children and young people

---

Maybe pictures and an easy read version for those who need it? This is for young people so there needs to be different levels

---

Yes - more young people need to be encouraged that they are able to achieve despite being Welsh or from a work socioeconomic state. Especially for further education

---

More funding to schools and parental education for secondary school students

---

Makes sense: Easy to understand wording

---

Really important! The early years really affect children and how they feel about the world

---

Think it needs to be out into simpler form for younger years/primary

---

Need to think of the words: co-ordinated, integrated and effective. I think it's a bit wordy

---

What can be done or changed to make this happen?

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Makes sense as a teenager / young adult! However words such as 'co-ordinated', + 'integrated' + 'provision' might be difficult to understand for younger kids! Probably one of the most important commitments so great that its first

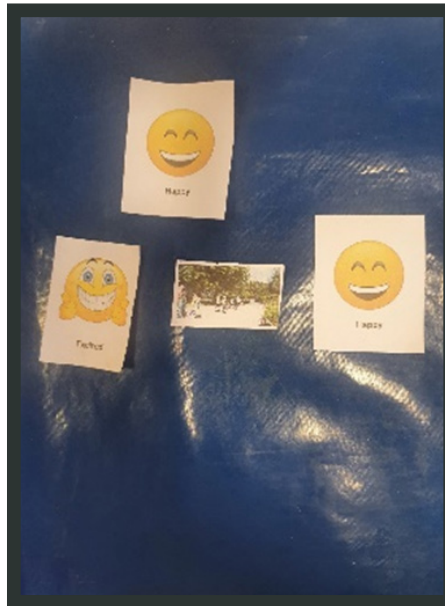
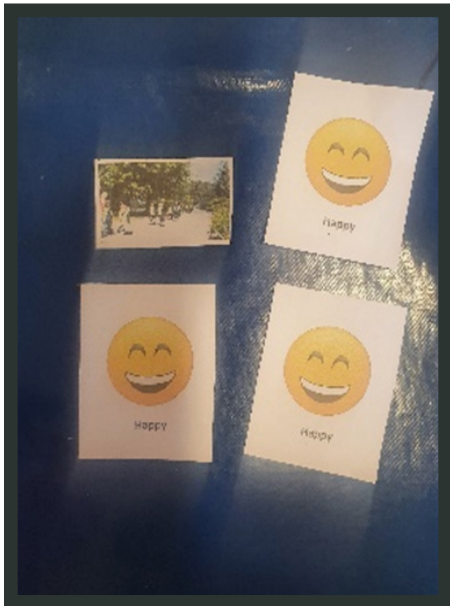
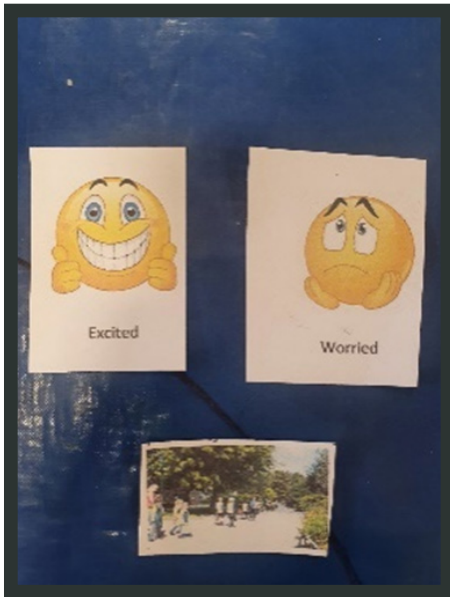
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## Early Years Finding

For you to have lots of people to look after you (at home and other places).



The children who participated in this session used emojis to express their views on the seven cross-governmental commitments. The majority expressed the happiness emoji, with one child expressing excitement and another being worried. Overall support for the image for the above commitment was resounding.

Children shared who currently looks after them by listing their families' names and nurseries, showing a level of understanding and support of the first commitment.

**Commitment 2:**  
**Secure equity in experience of education for all learners, particularly Black, Asian and Minority ethnic children and young people, disabled children and young people and those with additional learning needs, raising aspirations and supporting them to achieve their full potential.**

Children and young people, throughout the consultation, expressed their view that this commitment is important and no-one should be left out of education because of how they look, their ability, culture or ethnic background. Children and young people felt there is sufficient support in schools for individuals with more severe additional learning needs, however, they felt that those with less additional learning needs and children from Black, Asian

and Minority Ethnic communities, do not get the support they need at present. They said that currently schools do not have enough time, funding or resources to help everyone. They felt that without this support, and focus on equity for all children and young people, that it could affect their lives and deprive Wales of positive influence and equal and equitable opportunities for all children and young people.

Children and young people who participated and identified as having additional learning needs expressed the importance of receiving the appropriate help. They described their school, or any school, as being a difficult place to be without additional support. Funding was mentioned several times as a problem and solution, for not only this commitment but across all seven commitments, and is a

key factor to be considered, increased and improved to support all children and young people in Wales and for Welsh Government to deliver on the commitments. Learners with additional needs participating in this consultation said that they felt they often missed out on extra opportunities, due to them being on a reduced timetable at school and that this approach contributes to an inequitable education system.

They suggested that they would like to have better access and provision to learn new skills through workshops on subjects such as finance management and life skills, which in turn would support their transition to independent adults.

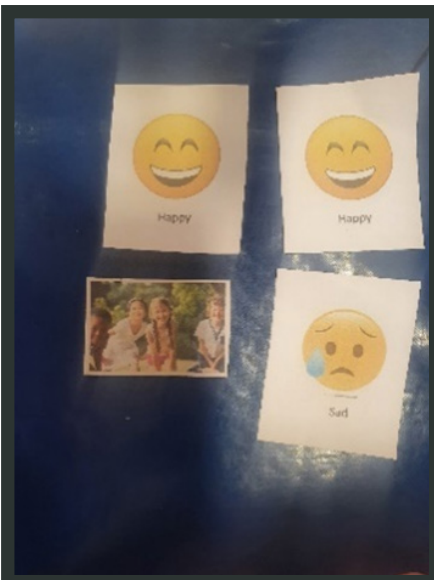
They felt more understanding and support is needed to ease the pressures that they face in school and said that Personal and Social Education would be a good subject area to introduce, promote and support the aims of this commitment. Furthermore, they commented that teachers need training to improve awareness and their ability to support those students that need it the most, thus ensuring that all learners have raised aspirations and are supported fully to achieve their potential.

**‘Equity is such an important word in this context, however, the understanding may be lost on younger people.’**

**‘Ensure that everyone working with children and young people have the right skills to uphold to this equity. There’s often the worry of doing something wrong, saying something the wrong way and upsetting someone.’**

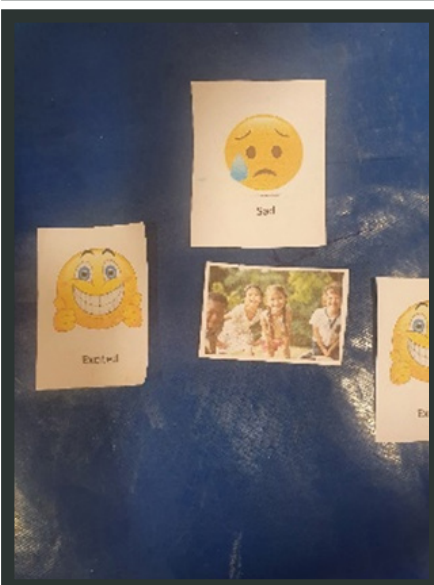
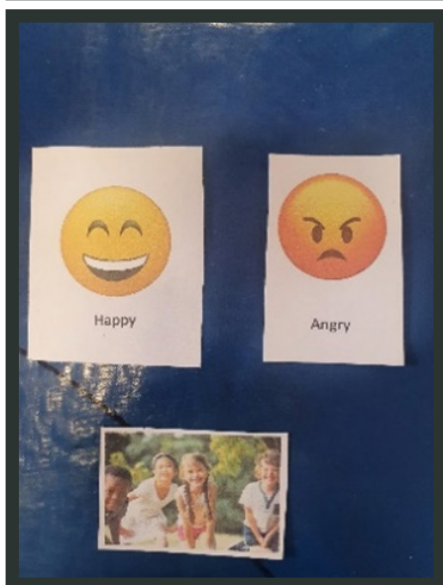
## Early Years Finding

For you to learn lots of new things with lots of other children, whatever they look like and wherever they live.



The children who participated in this session used emojis to express their views on the seven cross-governmental commitments.

The majority expressed happiness or excitement when presented with the consultation image, with one young child expressing sadness and the other being angry. Again, the majority of the emojis show support for the image for the above commitment.



### **Commitment 3: Improve the transitions through education, training and employment for the post-16 age group, including qualification pathways.**

The feedback for this commitment was very much governed by the age of the participants and their level of understanding. Younger

children had little or no understanding of this commitment and the wording proved confusing, 'transition' particularly needed to be clarified in several of the sessions. Older young people understood the commitment and what it entails and agreed this was important, as it would provide more opportunities and choices for young people when they reach the age of training

and employment. They commented that continued support for young people, including qualification pathways, will help facilitate a clearer career path for the post-16 age group and were supportive of this commitment. Young people who had first-hand experience of the process of leaving school and entering into further education and employment offered feedback on their own experiences.

They said that they had found a lack of support during this transitional period and, furthermore, felt that if this commitment was already in place then it could have provided the support required to enable them to reach their full potential. The need to provide good quality career advice, guidance and support regarding accessing further education, employment or training was highlighted by young people who had experienced this process.

**‘Before you leave school, make sure that you know what options you have and you know about the implications of making each decision.’**

More support is needed at school and college to help young people obtain jobs and seek career pathways. It was noted that the post-16 age group might have recently taken exams, which can cause an enormous amount of pressure and stress, and thus further impacts this transitional phase for this age range. A greater variety of experiences and opportunities should be available, that could include a focus on technology and gaming to support informed decision-making and offer alternatives to more traditional routes.

In addition, young people emphasised the need for more support around wellbeing for young people, as this transitional period can affect their mental health and wellbeing and, indeed, affect the choice or pathways they choose as a result.

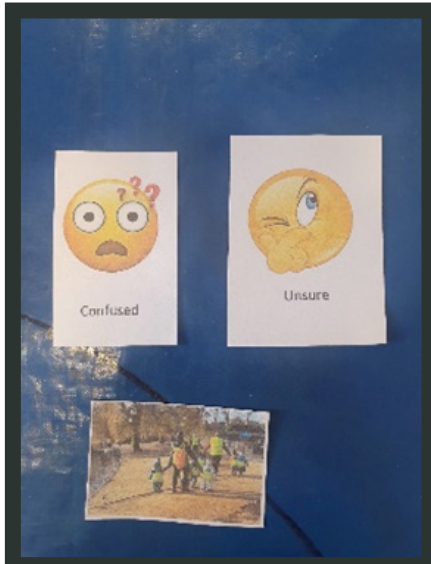
A strong support network to support children and young people is essential to ensure the effectiveness and success of this commitment. Young people said there is a need for understanding as some may have experienced challenges in school, which can fundamentally affect their transition and limit their options. As a result of school experiences being so varied, they suggested that support should be provided to help overcome any barriers to further education, training and employment. Crucially they recommended that a review of good practice is required to ensure, embed and cascade exemplar practice across all services and support offered to children and young people, ensuring that the best chances and support are offered to all young people in Wales during their post 16-pathway choices.

**‘Yes! This is so important. Young people need to be encouraged to take different chances. They need to actually be encouraged and show that they are trusted and believed in.’**



## Early Years Finding

For you to have help when you try new things or have to go somewhere new.

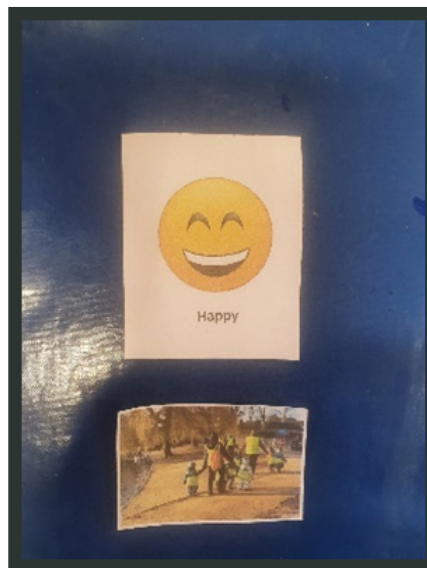


The children who participated in this session used emojis to express their views on the seven cross-governmental commitments.

One child expressed confusion and another selected the unsure emoji, however, the remaining children expressed happiness or excitement.

The children also expressed verbally:

- We visit the big school (nursery)
- Adults show us what to do



**Commitment 4:**  
**Improve the emotional and mental wellbeing of children and young people through effective, integrated and accessible support.**

There was resounding agreement that this commitment is very important, as mental health and wellbeing can significantly affect children and young people's lives and the choices they make. Support is needed in

the transition from a child to an adult as the services provided are completely different and, as a result, can negatively impact young people's lives, the choices they make and their continuation to access further education, training or employment. Overall, it was felt that more training and services are required for professionals to support children and young people's mental health and wellbeing.

**'This has been a promise for a long time.'**

## Is this just an empty promise? What is actually going to be put in place?’

Furthermore, participants’ feedback focussed on the need for accessible and lower level support for mental health services, to prevent children and young people needing clinical help in the future, leaning towards earlier intervention and support models. Throughout the consultation, participants’ feedback was consistent and emphasised a need for increased training for professionals and education, for children and young people specifically, in relation to this commitment but significantly across all of the commitments in general. In particular, they commented again that teachers and professionals working directly with children and young people need to have a consistent approach designed around early intervention services, and increased training for the workforce to provide support and prevent children and young people unnecessarily escalating to a crisis point in terms of their wellbeing and mental health.

Young people highlighted that social media, as much as it can be positive, can also have a significant impact on their mental health.

Other impacts referred to during this consultation included:

- Bullying
- School pressure
- COVID-19 pandemic leading to become socially anxious
- Lack of social interaction
- The need for earlier diagnosis and

intervention

Young people stated that they find it difficult to ‘talk,’ that they would not feel comfortable discussing their worries at school, as they do not feel supported in that way and that school was more focussed on education. They also felt that even though they love their families, sometimes it is hard to talk to them. They said that, on the whole, they prefer to use and access support from outside agencies who come in to school, and found these services to be more beneficial and supportive for their mental health and wellbeing needs.

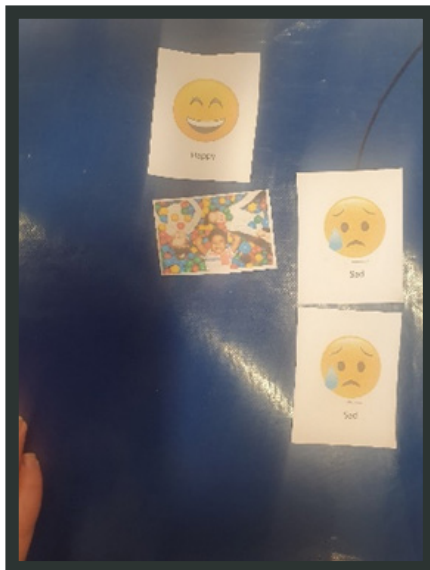
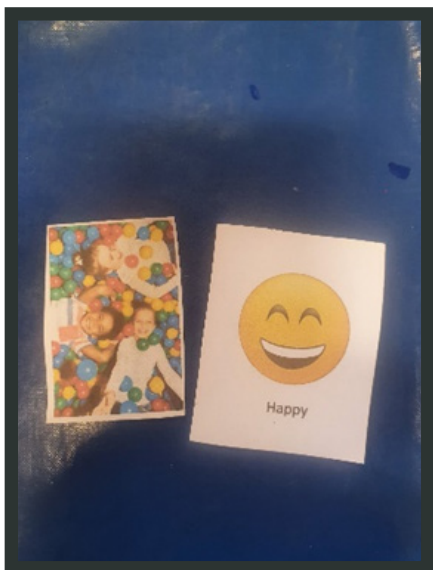
### To concentrate on mental health and wellbeing can make you happier!

Overall, young people suggested that the following could support children and young people’s mental health and wellbeing:

- More outdoor areas, more clubs, more local activities
- Increased youth club provisions
- Support with routines and sleeping patterns
- Access to and drinking plenty of water
- Socialising online and playing video games
- Fully funded and accessible fitness clubs and gyms
- Access to mental health services for children and young people needs to be improved
- Early intervention services need to be available and improved

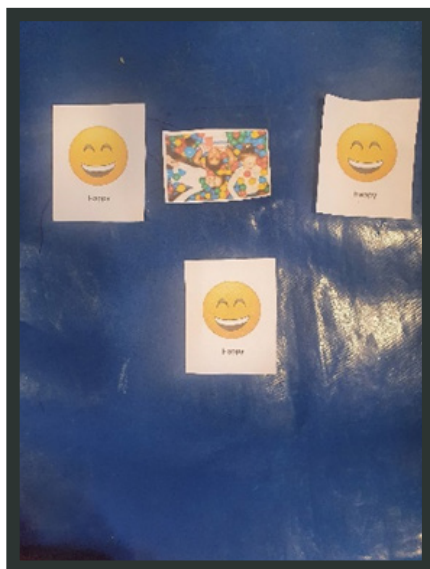
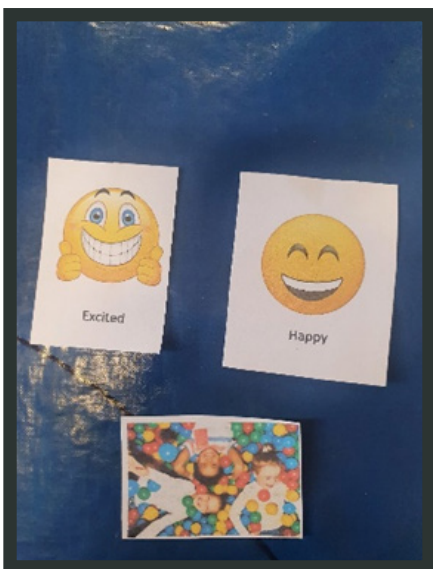
## Early Years Finding

For you to feel happy and safe.



The children who participated in this session used emojis to express their views on the seven cross-governmental commitments.

Two children expressed sadness, however, the remaining children showed happiness and excitement and showed support for the image representing the commitment.



Verbally the children expressed: Friends, mummy, playgroup, Daddy, family, playing with toys, lock the doors.

**Commitment 5:**  
**Prevent poverty and mitigate its impacts so that children and young people from low-income households can live healthier, more fulfilled lives and reach their potential.**

(Consider addition: 'to extend this to all forms of systemic inequality').

This commitment split the participants of the consultation equally, in terms of understanding the wording. Younger participants did not understand some of the wording such as 'mitigate' and the use of the word 'equality,' when in previous commitments the word used was 'equity.' They also felt that the addition should be kept in this commitment to make it clear that the commitment is focussed on preventing all forms of inequality.

The participants shared their views that more support is needed to help children, young people, and their families through poverty such as food banks and clothing banks. They suggested that if there was a program to reduce the impact of poverty it would allow young people to access their rights (UNCRC) which, in turn, would encourage and support children and young people in Wales to reach their full potential despite their social, economic and environmental circumstances and backgrounds. They felt strongly that children and young people living in poverty should have additional support for their mental and physical health. Furthermore, they commented that children and young people living in poverty often miss extracurricular activities, which encourages wellbeing, and that support should be provided throughout Wales so that no child or young person is not offered these opportunities. They also said that living in poverty could affect the types of food available, as cheaper food is often unhealthy, thus leading to more implications for families.

The participants emphasised the importance of supporting those in poverty with their health, as it is often those suffering with their health or mental health issues that potentially end up homeless. A number of participants who took part in the consultation identified as coming from low-income families, and highlighted the challenges that face them and how this impacts on them reaching their full potential.

To make this commitment work, children and young people suggested more foodbanks, breakfast clubs and services to support those living in poverty. They suggested that resources should be developed to provide access to healthier foods and advice on how to eat healthier while on a budget. They said that support services and provisions to tackle poverty should have a one-door and open-door policy. They felt that children and young people who are living in poverty should be able to access a scheme that offers free gym membership to encourage healthier living, as physical activity is important for mental health and wellbeing. Support for parents, carers and families living in poverty was suggested in order to have better overall wellbeing in the family unit, which can result in better support for the children and young people within the family unit. In addition, they commented that many young people live in digital poverty, and that there should be more schemes and programs that offer digital equipment and connectivity, ensuring equality for all children and young people to access educational resources online. Overall, young people stated that many of the commitments interlink.

**‘Match people to jobs, relevant to their skills and more opportunities for young people to increase their skills.’**

Prevent poverty and mitigate its impacts so that children and young people from low income households can live healthier, more fulfilled lives and reach their potential

They need to consider in work poverty and the impact this has on families

Student Finance Wales

Barriers that are not always visible

Do you think this commitment is important? Why/Why not?

In terms of student loans you don't have to pay it back until you earn so much. I honestly don't think we can have everything for free

Basic skills being taught in school

I think we need to be careful that we don't take all of the responsibility off people to and find out information. Needing to do your own research is part of learning, working and living

Having a list of words that could be hard to understand with a definition or explanation/example

Many young people who come from low income houses work more than the legal hours for their age to earn money for their household. Could there be interventions of this? Enforce business to give young people breaks when they're entitled to

What can be done or changed to make this happen?

Also links into the problem of tuition fees! There shouldn't be millionaires while people are begging for money on the street

Provide adequate breaks

Encourage children/young people to find/research information

Since most schools use Teams/Classroom, learners from low income households should be given a laptop to keep through their education

The minimum wage is still so low

Love the idea but it just needs some evidence or ideas on how this would be done. I feel like I've been promise this in my childhood but no change happened.

There needs to be less discrimination and different treatment of those who are in poverty households. This shouldn't be about highlighting young people who are in poverty, but rather equality for all.

Would like to be told how this is going to be done in their plans, so people know they're going to stick to it.

How to define a 'low income household'?

Easier to understand wording

Schools and colleges should be promoting student finance, which is what I thought they did when you were thinking of applying

Opportunities for people of low-income houses. Many students who are identified as such miss out on opportunities like maths competitions which give people advantages on university applications.

Education on managing money, bills etc. Maybe this should be extended to parents to support them. Workshop example how to switch your providers.

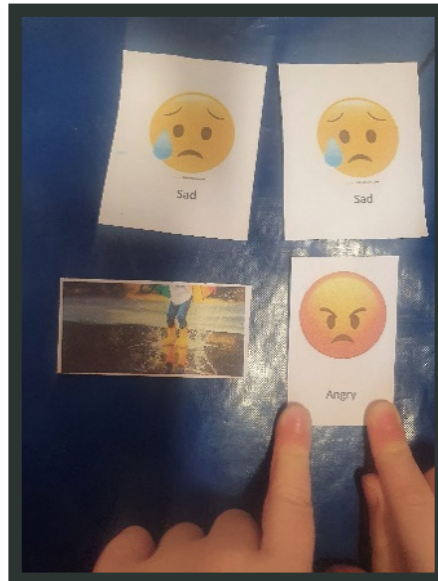
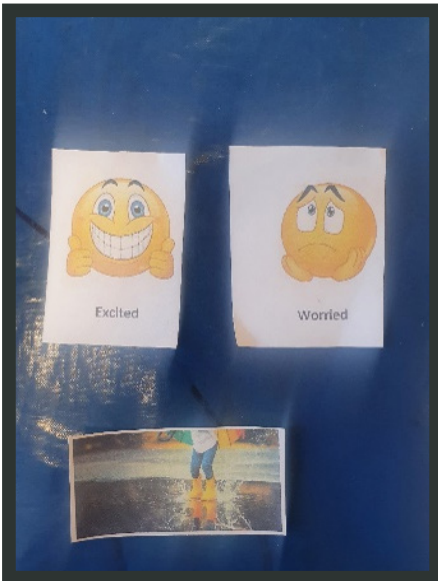
Wording needs to change

Tutoring is expensive, investment into more online resources like bite-size so low-income students are disproportionately affected in this regard.



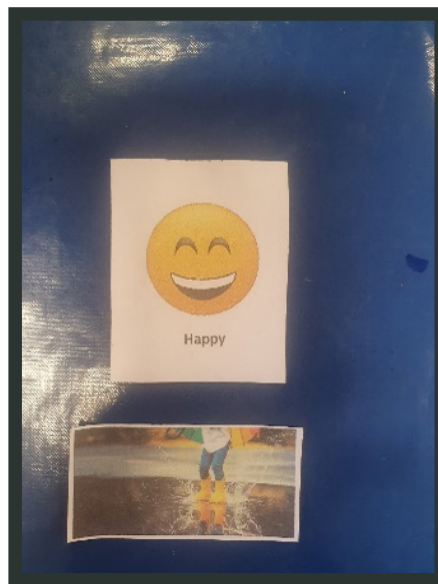
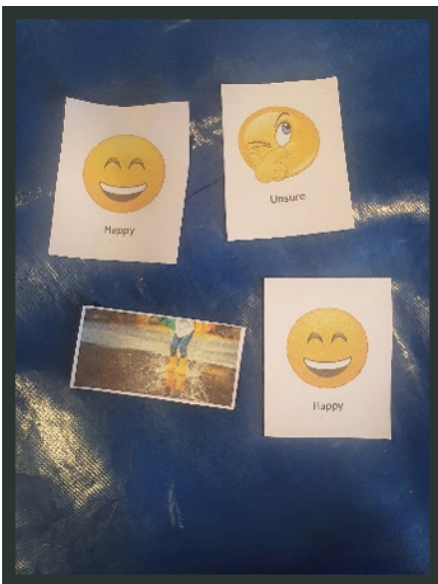
## Early Years Finding

### For you to be able to play and have fun.



The children who participated in this session used emojis to express their views on the seven cross-governmental commitments.

The images for this commitment received a more varied answer, one child selecting the worried emoji, two children expressing sadness, one expressing anger and one being unsure. However, the remaining children showed happiness and excitement showing support for the image representing the commitment.



### **Commitment 6: Prevent youth homelessness as part of our long-term plan to end all forms of homelessness.**

The majority of participants understood this commitment and agreed that it is very important. It was mentioned that all children and young people need a home and without one, this can significantly impact on their

development, education, physical and mental health and more.

Views around the inequality of wages for young people were expressed. Young people said they felt it is unfair if you do the same job, but because you are a young person, you are paid less. They continued that inequality in the minimum wage for young people has a significant impact, particularly for those who

are living independently as the cost of living and bills and so high. The minimum wage is the same whether you are a young person living with your family or young adult living independently. Therefore, the differences in minimum wages based on the age of the worker is categorically unfair and can contribute to youth homelessness.

They felt that this commitment was very important and that no-one should be without a home. They suggested the following:

- More access to supported housing
- More education on raising awareness of financial management for adults and young people

- More low cost housing
- More jobs that pay living wage so young people can afford to live
- More shelters for young people
- Specific guidance for young people on how to open a bank account, where to obtain support before they need it or at any time when they need it
- Access to specialist advice for young homeless people and easier access to benefits

**‘Young people from care should be guaranteed to have a flat or home instead of a hostel to support their transition from care.’**

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Prevent youth homelessness as part of our long term plan to end all forms of homelessness

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More accommodation/homes need to be built

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What can be done or changed to make this happen?

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Definitely important - more access to low cost housing and other services is necessary

---

Easier to understand wording

---

Helping and preventing youth homelessness, especially those who are 17/18 as hardly any support for money which makes it harder to find places to rent/live, as we don't earn as much but still expected to push on with it

---

There needs to be help for those who are no longer homeless to get back into work/education

---

More supported housing so young people can get the support needed to become independent

---

They need to look at the whole housing process

---

Not ignoring the fact that poverty exists. The shame that comes with those facing financial problems can affect home life, school life and one's social life.

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I work and I get £5 per hour. Older people get £9. Unfair in my opinion.

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Foyer projects in each local authority - [www.foyer.net](http://www.foyer.net)

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Minimum wage/living wage - age specific is unfair

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Young people not having enough income to be truly independent - pay rent and bills etc

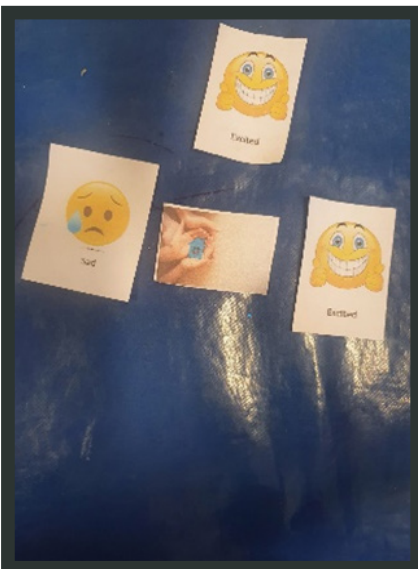
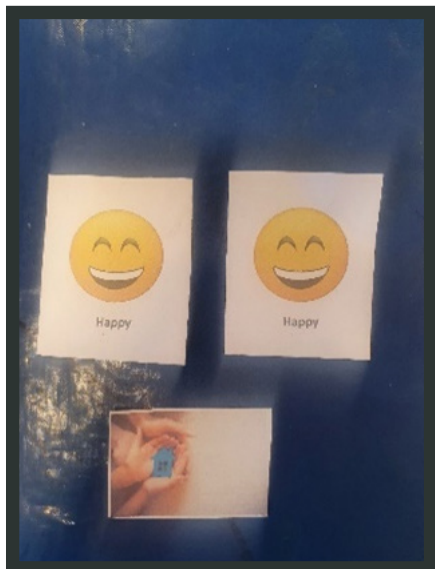
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There's a rise in hostile architecture in Wales. Whilst it wouldn't prevent homelessness, this does ostracise youth homeless populations and give the impression that the government doesn't care about them.

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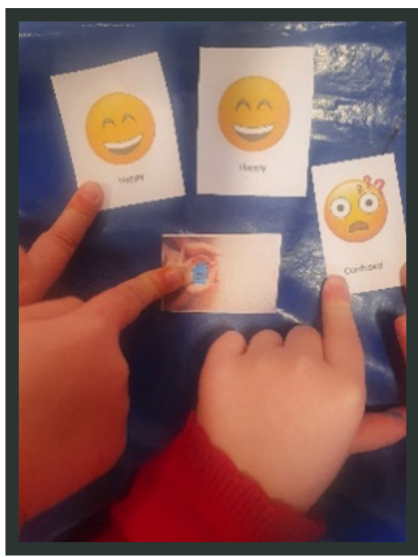
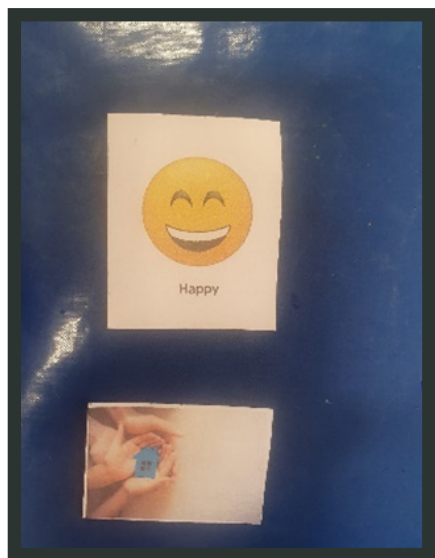
## Early Years Finding

For you to have all the things you need like a home, bed, food, clothes etc.



The children who participated in this session used emojis to express their views on the seven cross-governmental commitments.

The images for this commitment received a more varied answer, but less than the previous commitment. One child selected the confused emoji, one other selected sadness and the remaining emojis were for happiness and excitement, showing support for the image representing the commitment.



### Commitment 7:

**Improve outcomes for care-experienced children, support families with challenging circumstances to stay together where possible and help children be reunited with their families where they are apart.**

**(Consider addition: 'only if safe to do so' (especially in the context of domestic violence)).**

This commitment had resounding support and it was clear that it was supported by the majority of participants. They also felt the addition should be added and emphasised that their feedback in relation to this commitment is reliant on the child or young person being kept safe throughout. Therefore 'only if safe to do so' is essential to include in this commitment.

It was mentioned that young people's wellbeing and future can be severely impacted by being separated from their family, and extra support is needed to reunite and support children and young people going through this process. Young care experienced people disclosed that their experiences had been negative and there is a need for ongoing, lifelong support.

It was also disclosed that young people's experiences of staying with family were not always for the best and it is important that children and young people are supported through difficult situations, listened to and are at the heart of any decisions made for them.

It was recorded that many young people are on waiting lists for NHS doctors, hospitals and dentists, and this needs to be addressed as it is having a significant negative effect on the lives of care experienced children and young people.

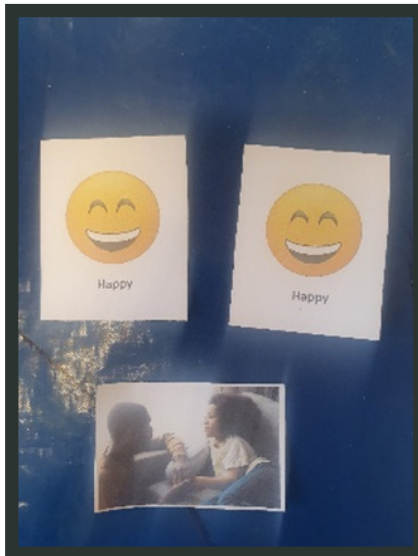
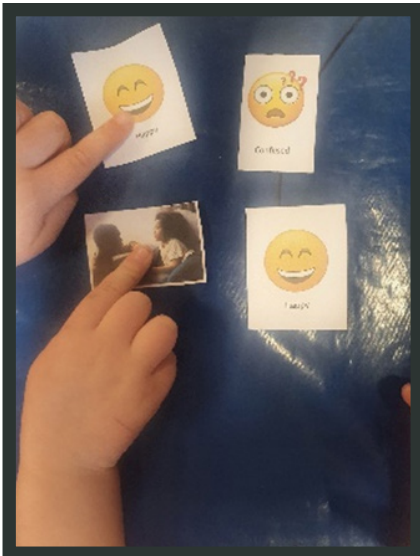
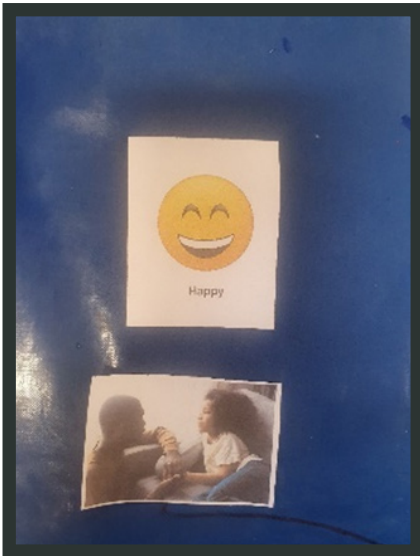
Children and young people stated that to make this commitment work, support in schools is very important, as young people will get an opportunity to disclose, be helped and request support when needed. It was agreed that families are different and should not be generalised and that being together does not always reflect the 'perfect picture.' Overall, suggestions included:

- Professionals to reframe questions and provide more support, eg, 'do you want us to do this?' instead of 'this is what we are going to do'
  - Provide counselling to children and young people and families
  - Recruitment of good safe foster carers and support for organisations that undertake this work
  - Ensure good quality social care is available to support children and young people who experience this issue
- More support in schools
  - Provide mediation and ask the child or young person what they want
  - Provide families with more support to stay together



## Early Years Finding

For you to be listened to and find out what you are thinking and feeling inside.



The children who participated in this session used emojis to express their views on the seven cross-governmental commitments.

The images for this commitment received a more varied answer, but less than the previous commitment. One child selecting the confused emoji, one selecting unsure, one sad and the remaining emojis selected were for happiness and excited showing support for the image representing the commitment.

## **Do you think these commitments are in the correct order?**

There was a difference of opinion on the order, however, most children and young people suggested it will be the action and outcomes not the order that will make this Plan a success.

## **Are there any other areas you think that are important?**

- Climate change
- Cleaner society
- Better recycling
- More understanding and awareness in regards to young carers, and a commitment relating to the issues they face
- Identity and sexuality

## **What would you call the Plan?**

The resounding answer was that the name of the Plan is fine as it is, however, there were a few suggestions that included:

- Welsh Children's Plan
- The Life of Children and Young Adults
- Promises
- The Children's Plan for Wales
- Our Children Our Plan
- Children and Young People's Continuous Social, Emotional and Physical Development Plan

## **Would you like to be involved in further developments of the Plan?**

All of the participants expressed an interest to be involved in the future developments of the Plan.

## **How would you know if Welsh Government was doing a good job in implementing the Plan?**

- Regular feedback to children and young people on the progress made against the commitments, actions and outcomes of the Plan
- A review panel of children and young people to inspect and hold the Welsh Government accountable to the commitments, actions and outcomes

**“We would know because we would start to see a change.”**

## **How would you measure the success of Welsh Government on achieving the commitments?**

- Evidence displayed online in a child friendly way
- Publication of progress, regular evaluation and feedback from children, young people and their families, services and organisation working towards achieving the commitments, Actions and Outcomes

## What would you like to see happening around you to assure you that Welsh Government is doing a good job working towards achieving the seven commitments?

- More consultation and review sessions, with the opportunity to feedback and assessment of the successful implementation and continuation of the Plan (supporting Article 12 of the UNCRC)
- A stronger dialogue between children and young people and adults, with children and young people at the heart of all decision making
- The commitments being referred to regularly in school and children and young people groups to ensure information reaches the community and all service providers

## How should the Plan be presented?

The seven cross-governmental commitments need re-wording and presented in a children and young people friendly and accessible format. Everyone needs to understand the Children and Young People's Plan so that it can be implemented effectively. It should also be available in different languages.



## Suggestions:

### **1. The seven cross-governmental commitments need re-wording and presented in a more children and young people-friendly and accessible format. Everyone needs to understand the Children and Young People's Plan so that it can be implemented effectively. It should also be available in different languages. Proposed re-wording as follows:**

#### Commitment 1:

Enable children from all backgrounds to have the best start in life, supported by co-ordinated, integrated and effective early years' provision and parental support. (Addition: 'from childcare to early years development and individual learning pathways' or 'an addition that emphasises the transitioning from home through childcare to school').

Change to:

Children from all backgrounds should have the best start in life, including good early years' services and support for parents or carers. Children should be supported at home, in childcare and in schools.

Easy Read:

**For you to have lots of people to look after you (at home and other places).**

#### Commitment 2:

Secure equity in experience of education for all learners, particularly Black, Asian and Minority ethnic children and young people, disabled children and young people and

those with additional learning needs, raising aspirations and supporting them to achieve their full potential.

Change to:

All children and young people at school, or in other education, have a right to be treated fairly and equally and should have the chance to achieve their full potential and be supported to reach their own goals.

Easy Read:

**For you to learn lots of new things with lots of other children, whatever they look like and wherever they live.**

#### Commitment 3:

Improve the transitions through education, training and employment for the post-16 age group, including qualification pathways.

Change to:

Children and young people should have the chance to develop, learn and grow at all stages of their education. As they reach 16 years old, they should have opportunities and options for education, training and employment.

Easy Read:

**For you to have help when you try new things or have to go somewhere new.**

#### Commitment 4:

Improve the emotional and mental wellbeing of children and young people through effective, integrated and accessible support.

Change to:



Children and young people should feel happy and safe, they should have help and support if they do not feel happy or safe.

Easy Read:

**For you to feel happy and safe.**

#### Commitment 5:

Prevent poverty and mitigate its impacts so that children and young people from low-income households can live healthier, more fulfilled lives and reach their potential. (Addition: 'to extend this to all forms of systemic inequality').

Change to:

All children and young people living with families who do not have much money or are treated unfairly for any other reasons should be supported to make sure they are healthy and have the chance to achieve their full potential.

Easy Read:

**For you to be able to play and have fun.**

#### Commitment 6:

Prevent youth homelessness as part of our long-term plan to end all forms of homelessness.

Change to:

No child or young person should be homeless. Every child and young person in Wales should have a safe and secure home to live in.

Easy Read:

**For you to have all things you need like a**

**home, bed, food, clothes etc.**

#### Commitment 7:

Improve outcomes for care experienced children (children who don't live with their parents or are cared for by someone else), support families with challenging circumstances to stay together where possible and help children be reunited with their families where they are apart, if safe to do so. (Addition: 'only if safe to do so' especially in the context of domestic violence).

Change to:

All children and young people should be kept safe. Children and young people who do not live with their parents or are cared for by someone else should be supported to stay with their family or go back to their family, but only if it is safe to do so.

Easy Read:

**For you to be listened to and find out what you are thinking and feeling inside.**

**2. There should be support provided to parents and early years children by offering good quality childcare and support services to parents or carers and their children. This approach can support and provide better opportunities throughout a child or young person's educational journey.**

**3. There should be more support for parents to provide their children with a healthy start in life through quality healthy food and exercise**

**guidance and provision.**

- 4. More organisations should support parents and families with all aspects of early years.**
- 5. There should be more emphasis on equality in education. All young people deserve good quality education regardless of any learning needs, disability or if they are from a Black Asian or Minority Ethnic community.**
- 6. Relevant and timely support should be available for children and young people in education. Local authorities, schools and outside organisations, including third sector organisations, should have an integrated and coordinated approach to offering services and support.**
- 7. Safe spaces to learn should be accessible for all children and young people.**
- 8. Recommendations from Welsh Government's Race Equality Action Plan should be included to support Black Asian and Minority Ethnic children and young people throughout their education.**
- 9. There should be more careers advice and support provided at school and college to help young people identify their individual career pathways.**
- 10. There should be more support and funding for schools to help with early intervention, mental health services and provisions for young people. Children and young people can struggle more with stress and anxiety during exam periods and transitions, particularly the transition of leaving school and engaging with a career or further educational pathway.**
- 11. A good practice guide for all professionals working with children and young people should be developed to ensure the best chances and support is offered to children and young people throughout their childhood.**
- 12. There should be an improvement and increase in holistic, early intervention services and supportive care for children and young people struggling with their mental health or wellbeing. Alongside this there should be more training offered to support teachers, youth workers and other professionals working with children and young people who are struggling with their mental health or wellbeing.**
- 13. There should be free or subsidised access to fitness clubs and gyms offered to children and young people. This offer would support with physical and**

**mental health, provide a healthy environment and improve the wellbeing of children and young people.**

**14. There should be more funding available to organisations that support children and young people and their families to stay together, when it is safe to do so. This would support families where children and young people are at risk of going in to care. All services for children and young people at risk of falling into care or those in the care system should be of the highest quality, safe and supportive. They should consider the views of children and young people and put those views at the heart of decisions made and**

**services offered, whilst ensuring that children and young people are kept safe.**

**15. Assisted and supported housing for young people leaving care should be provided to prevent homelessness and support any young people at risk of becoming homeless.**

**16. There should be good quality foster care provided as young people may need extra support and sympathy to cope with their situation.**





# CONCLUSION

This report has set out the purpose of the draft Children and Young People's Plan, explained the methodology of the research, stated the purpose, collated the participant data, explained the approach, considered the limitations and explored the key findings.

Children and young people participating in this consultation have had the opportunity to explore, discuss, consider and make recommendations from their perspective, in order to gather, consider and make suggestions on the draft Children and Young People's Plan, specifically taking into account the seven cross-government commitments.

The COVID-19 pandemic has had a significant impact on children and young people in Wales.

This has been a common thread in the consultation and impacts across most cross-governmental commitments, if not all. It has also been mentioned in this report that COVID-19 has had a significant impact on participation, engagement and participation methods.

Key suggestions included rewording of the seven cross-governmental commitments to be more young person-friendly, as the Plan's core aim is to positively impact specifically on children and young people in Wales and make 'Wales a wonderful place to grow up.'

Participants were keen to note that for effective consultation and participation practice children and young people should have the opportunity to co-produce all plans, policies or legislation developed that directly impacts their lives, exercising their rights under the UNCRC Article 12 and underpinned by the children and young people's National Participation Standards. However, the majority also understood and supported this consultation and all were keen to continue to be involved in the developments of the Plan moving forward.

Children and young people also expressed a requirement to receive feedback from Welsh Government on this consultation, in terms of how their suggestions have been taken on board or included within the Plan.

Whilst exploring the draft Children and Young People's Plan it was clear that children and young people believed that the Plan is extremely important. It was clear that they felt strongly that the Plan could and should have a significant impact on children and young people's lives now and in the future, ensuring all children and young people in Wales raise their aspirations, reach their full potential and live in a 'Wales that is a wonderful place to grow up.' It is essential that the Plan is adhered to and implemented effectively across Welsh Government, public services and third sector organisations with services and support consistently delivered, sustained and funded appropriately. Children and



young people believed the commitments were relevant to improve opportunities, equality and equity for all children and young people and welcomed the positive approach by Welsh Government to make their commitments within the plan a reality in Wales, along with the actions and outcomes to achieve the aims of the Plan.

Young Wales has an established history of driving children and young people's rights, engagement and participation agendas pan-Wales, underpinned by the UNCRC and the children and young people's National Participation Standards. We have a cohesive partnership approach to our work encompassing children, young people and partners from a range of sectors and organisations, in order to support children's rights and participation; ensuring they are at the centre of all decision making. Our focus is on enabling children and young people's voices to be heard and listened to throughout Wales.

The draft Children and Young People's Plan consultation has enabled children and young people to have their voices listened to and heard in the future developments and the implementation of the Plan.

**'Having a Voice – Having a Choice.'**

# APPENDICES

## Young Wales Session Plan – Ages 0 to 7

### Young Wales Consultation on Welsh Governments Draft Children and Young Peoples Plan

**Facilitator summary** – The following session plan is a guide to facilitate information and questions with groups to be able to gather opinions about the Welsh Government draft development of a ‘Children and Young Peoples Plan’, in particular the session is focused on 7 cross-governmental commitments.




**At this stage, this work is CONFIDENTIAL. Please do not share this other than with the participants you are working with.**

**This session plan can easily be adapted for age range and/or different abilities.** This session can also be adapted for discussion with **individuals on a one to one basis** by the facilitator using the information in this session.

**To ensure consistency it is important to capture feedback from children and young people from each section of the session plan. Please use the data form in the resource pack to collect and submit your findings.**

**For further information on delivering this session or for support please email [Gareth.hicks@children-inwales.org.uk](mailto:Gareth.hicks@children-inwales.org.uk)**

Split into two age groups, but can be used as appropriate. 0-4 years 4-7 years

What	Description	In Person
<p>Introduction of the session:</p> <p><b>Ambition: To make Wales a wonderful place to grow up.</b></p>	<p>We want to make sure that <b>Wales is a wonderful place for you to grow up.</b> We want you to be healthy, happy and safe.</p> <p>We would like to know what you think.</p>	<p>Picture of Wales / Welsh Flag and group of people.</p> <p>Three pictures that show children who are healthy, happy and safe (this summaries the UNCRC to young children).</p>  <p>Welsh Flag</p>  <p>Healthy</p>  <p>Happy</p>  <p>Safe</p>
<p>Introduce topic in relation to self</p>	<p>Using the body outline explain that the 'People' who help everyone in Wales want to help you.</p>	<p>Children to colour in/decorate the body outline to reflect themselves. Helping them identify with the activity and in relation to them. This will replace a formal introduction to the consultation.</p>

<p><b>Introduce the 7 cross-governmental commitments using the pictures provided; talk around each point and use any props as appropriate.</b></p> <p>Introduce the 3 feeling faces and talk/demonstrate the emotions.</p> <p>I feel happy</p> <p>I feel sad</p> <p>I feel unsure</p> <p>Additional feelings to use if age appropriate.</p> <p>I feel worried</p> <p>I feel excited</p> <p>I feel confused</p> <p>I feel angry</p>	<p>Each commitment to be shown to the children using the pictures and props.</p> <p>Short discussion using appropriate language only to become familiar with them and support understanding.</p> <p>Play based method/ role play to introduce each picture</p>	<p>4-7 years olds - In small groups go through each picture and have a short discussion around the topic</p> <p>Record – anything missing, themes, being mindful of other issues being brought up.</p> <p>Using the feelings faces ask children to hold up or point to the one they feel when you talk about each picture.</p> <p>0-4 year olds – in small groups or individually, using the body outline that they have decorated to reflect themselves, ask them to think about what they need to make them happy, healthy and safe (use pictures from introduction to support this). Then ask them to stick the picture on the body outline, closer if they are more important and further away if not.</p>
<p><b>Comments and feedback</b></p>	<p>Recap and discussion points</p>	<p>Using the picture individual or on the bodies can have a further discussion about what is missing or what else is important.</p>
<p>Thank you</p>	<p>Thanks and feedback</p>	<p>Thank the children for taking part and sharing how they feel. Their pictures are really important and will help the people who look after everyone in Wales to keep helping people and making Wales a good place to live and grow up.</p>

Commitments simple wording and picture ideas

- 1. For you to have lots of people to look after you (at home and other places).**  
(Picture of child with lots of adults around them)





2. For you to learn lots of new things with lots of other children, whatever they look like and wherever they live.

*(Picture of lots of children with range of skin colours, disabilities and picture of the world)*



3. For you to have help when you try new things or have to go somewhere new.

*(Picture of child walking somewhere on a path or opening a door)*



4. For you to feel happy and safe.

*(Picture of child with a happy face and arms encircling them)*



5. For you to be able to play and have fun

*(Picture of children playing inside and outside)*



6. For you to have all things you need like a home, bed, food, clothes etc.

*(Picture of child with house and plate of food)*

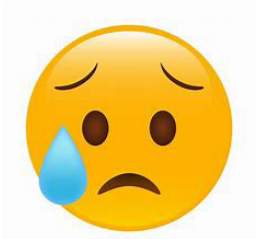
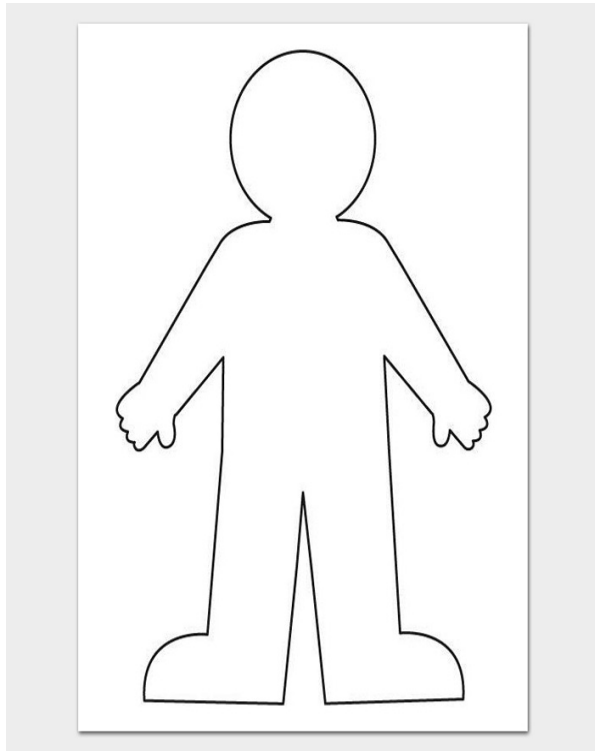


**7. For you to be listened to and find out what you are thinking and feeling inside.**  
*(Picture of adult sitting with child and looking at them, child playing or talking)*



Full version of the Seven Cross-Governmental Commitments: (A promise or pledge from all areas of Government who will work together to achieve their promises/pledge.)

- 1. Enable children from all backgrounds to have the best start in life, supported by co-ordinated, integrated and effective early years provision and parental support.** (Addition: ‘from childcare to early years development and individual learning pathways’ or ‘an addition that emphasises the transitioning from home through childcare to school.’)
- 2. Secure equity in experience of education for all learners, particularly Black, Asian and Minority ethnic children and young people, disabled children and young people and those with additional learning needs, raising aspirations and supporting them to achieve their full potential.**
- 3. Improve the transitions through education, training and employment for the post-16 age group, including qualification pathways.**
- 4. Improve the emotional and mental wellbeing of children and young people through effective, integrated and accessible support.**
- 5. Prevent poverty and mitigate its impacts so that children and young people from low income households can live healthier, more fulfilled lives and reach their potential.** (Addition: ‘to extend this to all forms of systemic inequality.’)
- 6. Prevent youth homelessness as part of our long term plan to end all forms of homelessness.**
- 7. Improve outcomes for care experienced children (children who don’t live with their parents or are cared for by someone else), support families with challenging circumstances to stay together where possible and help children be reunited with their families where they are apart, if safe to do so.** (Addition: ‘only if safe to do so’ (especially in the context of domestic violence.)



Sad



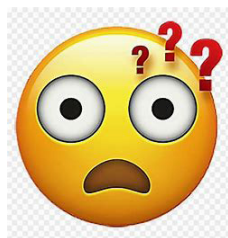
Happy



Unsure



Angry



Confused



Excited



Sad

Young Wales Session Plan - Ages 7 to 25  
 Young Wales Consultation on Welsh Governments Draft Children and Young Peoples Plan

Facilitator summary – The following session plan is a guide to facilitate information and questions with groups to be able to gather opinions about the Welsh Government draft development of a ‘Children and Young Peoples Plan’, in particular the session is focused on 7 cross-governmental commitments.

At this stage, this work is CONFIDENTIAL. Please do not share this other than with the participants you are working with. This session plan can easily be adapted for age range and/or different abilities. It can also be adapted for discussion with individuals on a one to one basis by the facilitator using the information in this session, print out of the 7 commitments, ask them the questions listed and recording their comments. Follow with asking for ideas for naming the Welsh Government plan and asking if they would be interested in being engaged throughout the development stages of the plan.

To ensure consistency it is important to capture feedback from children and young people from each section of the session plan. Please use the data form in the resource pack to collect and submit your findings.

For further information on delivering this session or for support please email Gareth.hicks@childreinwales.org.uk

What	Description	Online	In Person	Resources
<b>Introductions and welcome</b>	Staff introduce themselves and welcome participants			
<b>Icebreaker</b>	An opportunity for people to introduce themselves. The ice breakers here are examples that have been used before – you may have others that you use. <b>Introductions are for fun/ getting to know each other/the group</b>	<b>Lights off – Lights on</b> Explain that it’s understood that not everyone likes to have their camera on during these sessions and that it will only be for a few minutes while we do this exercise. At the end of <b>this exercise if, for whatever reason you prefer your camera off then you are welcome to turn off.</b> <b>Start with everyone’s camera off.</b>	<b>All Stand/Sit</b> All start by standing in a circle – each have a chair behind them. Have a soft ball or cuddly toy. Facilitator to start, holding the object say name, where they are from and one fun thing they like to do – pass or throw the object to another person saying ‘I nominate you’ then sit down. Each person to repeat this until everyone is sitting down.	<b>In person session</b> Soft ball/cuddly toy



		<p>Facilitator to start – turn on camera and say name, where you are and one fun thing you enjoy doing. Nominate the next person to introduce themselves. Leave your camera on. Each person take turns to turn on their camera, introduce themselves until everyone’s camera is on. Remind people that for those who prefer to have their cameras off during the session they can now turn off.</p>		
<p>Introduction of the session Children’s Rights/UNCRC The Children and Young People’s Plan:  Ambition: To make Wales a wonderful place to grow up.</p>	<p>UNCRC Children’s Rights What rights do you know about? Welsh Government are drafting a Children and Young People’s Plan Within the plan they will use 7 cross-governmental commitments with an ambition to make ‘Wales a wonderful place to grow up’</p>	<p>Ask participants - What rights do they know about a child/young person in Wales? Ask participants to ‘Shout out’ or add as comments in chat Short explanation from facilitator about UNCRC/Children’s Rights UK signed the UNCRC in 1989 and made a commitment to honour Children’s Rights.</p>	<p>Participants are seated in a group/groups at tables – ask them What rights do they know about – Do you have rights as a child/young person in Wales? Share out a selection of cards depicting ‘rights’ (Unicef) and ask them if they know/think these are ‘rights’ that they have.</p>	<p>In person session Print and share a selection of these rights for discussion points while looking at what rights are in the UNCRC <a href="https://www.childcom-wales.org.uk/wp-content/uploads/2017/01/42-Articles-Welsh-English-85-x-110mm-cards.pdf">https://www.childcom-wales.org.uk/wp-content/uploads/2017/01/42-Articles-Welsh-English-85-x-110mm-cards.pdf</a>  Facilitator/staff to record a summary of responses on the data form.</p>

		<p>Follow on with -          Welsh Government are drafting a Children and Young Peoples Plan and have 7 commitments in the plan and they would like to find out from you, the participants, what you think about these commitments.</p> <p>Quick responses:          Share the ambition to make 'Wales a wonderful place to grow up' and ask 3 questions</p> <ol style="list-style-type: none"> <li><b>1. What does this ambition mean to children and young people?</b></li> <li><b>2. What is required to make this a reality?</b></li> <li><b>3. What needs to change to make this a reality?</b></li> </ol> <p>Capture comments by making notes, ask participants to respond in chat</p>	<p>Short explanation from the facilitator about UNCRC/ Children's Rights          UK signed the UNCRC in 1989 and made a commitment to honour Children's Rights.</p> <p>Follow on with -          Welsh Government are drafting a Children and Young Peoples Plan and have 7 commitments in the plan and they would like to find out from you, the participants, what you think about these commitments.</p> <p>Quick responses:          Share the ambition to make 'Wales a wonderful place to grow up' and ask 3 questions</p> <ol style="list-style-type: none"> <li><b>1. What does this ambition mean to children and young people?</b></li> <li><b>2. What is required to make this a reality?</b></li> <li><b>3. What needs to change to make this a reality?</b></li> </ol>	
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<p><b>Introduce the 7 cross-governmental commitments</b></p>	<p>Each commitment to be displayed/shared with the group and facilitator to give explanation/definition of wording where possible or needed.</p> <p>For each commitment ask the following questions:</p> <p><b>Q1 – Does this commitment make sense?</b></p> <p><b>Q2 – Is it easy to understand?</b></p> <p><b>Q3 – Does any of the wording need to be changed?</b></p> <p><b>Q4 – Do you think this commitment is important – if so, why? (how will it affect their life and future?)</b></p> <p><b>Q5 – What can be done/changed to make this happen?</b></p> <p><b>Q6 – For commitments 1, 5 and 7 What do you think about adding this sentence to the commitment?</b></p>	<p><b>Powerpoint</b> – display each commitment and discuss – larger groups can go to breakout rooms</p> <p><b>Zoom poll</b> can be used to get a quick overall from the participant ‘Yes/No’ answers to the questions listed.</p> <p><b>Jamboard/Padlet</b> with each commitment displayed to give participants an opportunity to write/draw comments on – if they can access</p>	<p><b>Opinion line</b> <b>Agree/disagree</b></p> <p>Direct participants to each side of the room, to the left means you Agree, to the right means you disagree</p> <p>Right means you disagree</p> <p>Use the questions listed to get a quick response from participants – each person can decide if they want to stand any way between the 2 points but asked to share their comments.</p> <p>Flash cards with each commitment printed on to discuss one at a time in a group – larger groups can be split and each group discuss a different commitment – carousel/move the commitments around to each group.</p> <p>Use flip chart to record comments.</p>	<p>Online and In person sessions</p> <p>A person to scribe or take notes so that comments are recorded for feedback.</p> <p>Seven Cross-Governmental Commitments: (A promise or pledge from all areas of Government who will work together to achieve their promises/pledge.) (Please copy and print the commitments below separately for in person participants to use)</p> <p>1. Enable children from all backgrounds to have the best start in life, supported by co-ordinated, integrated and effective early years provision and parental support. <b>(Refer to Q6: addition: ‘from childcare to early years development and individual learning pathways’ or ‘an addition that emphasises the transitioning from home through childcare to school.’)</b></p>
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<p>2. Secure equity in experience of education for all learners, particularly Black, Asian and Minority ethnic children and young people, disabled children and young people and those with additional learning needs, raising aspirations and supporting them to achieve their full potential.</p>	<p>3. Improve the transitions through education, training and employment for the post-16 age group, including qualification pathways.</p>	<p>4. Improve the emotional and mental wellbeing of children and young people through effective, integrated and accessible support.</p>												
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<p>5. Prevent poverty and mitigate its impacts so that children and young people from low income households can live healthier, more fulfilled lives and reach their potential. <b>(Refer to Q6: addition: 'to extend this to all forms of systemic inequality.')</b></p>	<p>6. Prevent youth homelessness as part of our long term plan to end all forms of homelessness.</p> <p>7. Improve outcomes for care experienced children (children who don't live with their parents or are cared for by someone else), support families with challenging circumstances to stay together where possible and help children be reunited with their families where they are apart, if safe to do so. <b>(Refer to Q6: addition: 'only if safe to do so' (especially in the context of domestic violence.)</b></p>
	<p>Facilitator/staff to record a summary of main points discussed on the data form. (Please include feedback on each of the questions and feel free to take images / snapshots).</p>

<p><b>Discussion – Priorities and Outcomes</b></p> <p>Any other comments</p>	<p>Ask participants about the 7 commitments order of importance. Ask about Outcomes and feedback: <b>Q1 - How would you know if Welsh Government is doing a good job?</b> <b>Q2 - How would you measure the success of Welsh Government on achieving the commitments?</b> <b>Q3 - What would you like to see happening around you to assure you that Welsh Government is doing a good job working towards achieving the 7 commitments?</b></p>	<p>Powerpoint – 1 slide with commitments listed <b>Q – Do you think these commitments are in the correct order?</b> Short discussion about which commitment is the most important. <b>Are there any other areas that you think are important?</b> <b>How could outcomes be measured and feedback? (refer to questions 1 to 3)</b> <b>Is there anything missing?</b> <b>Refer to the themes of the plan</b></p>	<p>Using the printed commitments lay them out in the numbered order and ask the group if this is the correct order. Can they decide on which one is the most important <b>Are there any other areas that you think are important? How could outcomes be measured and feedback? (refer to questions 1 to 3)</b> <b>Is there anything missing?</b> <b>Refer to the themes of the plan</b></p>	<p><b>Facilitator/staff to record a summary of main points discussed on the data form. (Please include feedback on each of the questions and feel free to take images / snapshots).</b></p>
<p><b>Versions of the Plan</b></p>	<p>This plan is intended to use with and for children and young people of Wales. <b>How should it be presented?</b></p>	<p>Discuss- Ask the participants how they think the plan should be presented? For example –should it be one version that all can understand – possibly a version for Additional Learning Needs and Early Years</p>	<p>Discuss - Ask the participants how they think the plan should be presented For example –should it be one version that all can understand – possibly a version for Additional Learning Needs and Early Years</p>	<p><b>Facilitator/staff to record a summary of main points discussed on the data form. (Please include feedback on the question and feel free to take images / snapshots).</b></p>

<p><b>Naming the Plan</b></p>	<p>The working draft document uses the title The Children and Young People's Plan</p>	<p>Shout out – What would you call the plan? What are your initial thoughts? Facilitator to explain that Welsh Government are looking for short snappy ideas that work in English and Welsh languages</p>	<p>Shout out – What would you call the plan? What are your initial thoughts? Facilitator to explain that Welsh Government are looking for short snappy ideas that work in English and Welsh languages</p>	<p>Facilitator/staff to record a summary of main points discussed on the data form. (Please include feedback on the suggested titles and feel free to take images / snapshots).</p>
<p><b>What's next</b></p>	<p>Share follow up process. Thank all participants at the end of the session.</p>	<p>Facilitator to explain that the information gathered in this session will be presented to Welsh Government and this is focused on these 7 commitments. Welsh Government would like to involve children and young people throughout the development of this plan Ask participants: <b>How would you like to be kept informed about the plan and its development? Would you like to continue to be involved in the plan development and what would this look like?</b></p>	<p>Facilitator to explain that the information gathered in this session will be presented to Welsh Government and this is focused on these 7 commitments. Welsh Government would like to involve children and young people throughout the development of this plan Ask participants: <b>How would you like to be kept informed about the plan and its development? Would you like to continue to be involved in the plan development and what would this look like?</b></p>	<p>Facilitator/staff to record a summary of main points discussed on the data form. (Please include feedback on the suggested titles and feel free to take images / snapshots).</p>

## Young Wales Data Collection and Feedback Form for Children - Ages 0 to 7

### Young Wales Consultation on Welsh Governments Draft Children and Young Peoples Plan

#### Instructions:

Thank you for participating in the consultation on the Welsh Government's ambitions for Wales to be a wonderful place grow up.

Please use this form to complete Equalities Data for the children participating in this session; and the consultation responses.

To ensure consistency it is important to capture feedback from children for each section of the session plan. Please use this data form to collect and submit your findings.

For further information on delivering this session or for support please email: [Gareth.hicks@childreninwales.org.uk](mailto:Gareth.hicks@childreninwales.org.uk)

Please send your completed feedback sheets and any images by 5pm Monday 24<sup>th</sup> January to: [gareth.hicks@childreninwales.org.uk](mailto:gareth.hicks@childreninwales.org.uk)

#### How to use the form:

##### Equalities Data

Please complete this part of the form to provide us data on the protected characteristics and relevant information on the children taking part in the consultation session. This information helps us to get an overview of the children's views and having their voices heard through the consultation, and to help to ensure we are reaching a diverse range of children.

The children should not feel that they have to disclose any information about themselves that makes them feel uncomfortable, or that they may not have the answers to.

##### Feedback Data

This part of the form is split up according to the 7 cross-governmental commitments. This includes the questions Welsh Government would like the children to share their thoughts on for each of these commitments.



Please provide a summary of what the children have captured or said. Feel free to attach images/copies/snapshots of responses/drawings etc. made by the children. If you are carrying out an online session, please add snapshots from the responses from the Jamboard/Padlet or other medium if you are using this.

It is important to capture responses from the children in a way that works for them but that is consistent with the key areas of enquiry.

### **Equalities Data**

<b>Name of Setting / Group</b>							
<b>Local Authority Area</b>							
<b>Number of Children taking part</b>							
<b>Number by Gender</b>	Male	Female	Non-Binary	Intersex	Other	Unknown	Prefer not to say
<b>Number of children who speak Welsh</b>							
<b>Number of children identifying as LGBTQIA+</b>							
<b>Number of children that are Black, Asian, or Minority Ethnic. (Please include break-down where available e.g. 'Gypsy, Roma and Traveller'; 'Mixed ethnicity', 'Bangladeshi'.)</b>							
<b>Number of disabled and/or children with communications requirements (Please include information where relevant e.g. 'Deaf', 'hearing impairment', 'blind') Or if you know of anyone in your group that is awaiting assessments.</b>							
<b>Number of Asylum Seeker or Refugee children (If known).</b>							
<b>Number of care experienced/ care leaver children.</b>							
<b>Number with care responsibilities</b>							

Ages of Children taking part (please put total number of young people in each age cate- gory)	Age (e.g. 3)	Age	Age	Age	Age	Age	Age

**Feedback Data**

<b>Ambition: To make Wales a wonderful place to grow up.</b>	Please attach the images created by the children of the body outline and provide any further comments / obser- vations.	
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<p><b>Introduce the 7 cross-governmental commitments using the pictures provided; talk around each point and use any props as appropriate.</b></p>	<p><b>4 to 7 Year olds</b></p> <p>Summary of main points expressed by the children to include: anything missing, themes, being mindful of other issues being brought up.</p>	
<p><b>Commitment 1:</b></p> <p><b>For you to have lots of people to look after you (at home and other places).</b></p>	<p><b>4 to 7 Year olds</b></p> <p>Please comment on the following responses from the children in relation to this commitment:</p> <p>I feel happy</p> <p>I feel sad</p> <p>I feel unsure</p> <p>Additional feelings to use if age appropriate.</p> <p>I feel worried</p> <p>I feel excited</p> <p>I feel confused</p> <p>I feel angry</p>	
	<p><b>0 to 4 Year olds</b></p> <p>Summary of what they think they need to make them happy, healthy and safe in relation to this commitment.</p> <p>Please attach images created by the children of the pictures closer or further away and provide any further comments.</p>	

<p><b>Commitment 2:</b></p> <p><b>For you to learn lots of new things with lots of other children, whatever they look like and wherever they live.</b></p>	<p><b>4 to 7 Year olds</b></p> <p>Summary of main points expressed by the children to include: anything missing, themes, being mindful of other issues being brought up.</p>	
	<p><b>4 to 7 Year olds</b></p> <p>Please comment on the following responses from the children in relation to this commitment:</p> <p>I feel happy</p> <p>I feel sad</p> <p>I feel unsure</p> <p>Additional feelings to use if age appropriate.</p> <p>I feel worried</p> <p>I feel excited</p> <p>I feel confused</p> <p>I feel angry</p>	
	<p><b>0 to 4 Year olds</b></p> <p>Summary of what they think they need to make them happy, healthy and safe in relation to this commitment.</p> <p>Please attach images created by the children of the pictures closer or further away and provide any further comments.</p>	



<p><b>Commitment 3:</b></p> <p><b>For you to have help when you try new things or have to go somewhere new.</b></p>	<p><b>4 to 7 Year olds</b></p> <p>Summary of main points expressed by the children to include: anything missing, themes, being mindful of other issues being brought up.</p>	
	<p><b>4 to 7 Year olds</b></p> <p>Please comment on the following responses from the children in relation to this commitment:</p> <p>I feel happy</p> <p>I feel sad</p> <p>I feel unsure</p> <p>Additional feelings to use if age appropriate.</p> <p>I feel worried</p> <p>I feel excited</p> <p>I feel confused</p> <p>I feel angry</p>	
	<p><b>0 to 4 Year olds</b></p> <p>Summary of what they think they need to make them happy, healthy and safe in relation to this commitment.</p> <p>Please attach images created by the children of the pictures closer or further away and provide any further comments.</p>	

<b>Commitment 4</b>  <b>For you to feel happy and safe.</b>	<b>4 to 7 Year olds</b>  Summary of main points expressed by the children to include: anything missing, themes, being mindful of other issues being brought up.	
	<b>4 to 7 Year olds</b>  Please comment on the following responses from the children in relation to this commitment:  I feel happy  I feel sad  I feel unsure   Additional feelings to use if age appropriate.  I feel worried  I feel excited  I feel confused  I feel angry	
	<b>0 to 4 Year olds</b>  Summary of what they think they need to make them happy, healthy and safe in relation to this commitment.   Please attach images created by the children of the pictures closer or further away and provide any further comments.	

<b>Commitment 5</b>  <b>For you to be able to play and have fun</b>	<b>4 to 7 Year olds</b>  Summary of main points expressed by the children to include: anything missing, themes, being mindful of other issues being brought up.	
	<b>4 to 7 Year olds</b>  Please comment on the following responses from the children in relation to this commitment:  I feel happy  I feel sad  I feel unsure   Additional feelings to use if age appropriate.  I feel worried  I feel excited  I feel confused  I feel angry	
	<b>0 to 4 Year olds</b>  Summary of what they think they need to make them happy, healthy and safe in relation to this commitment.   Please attach images created by the children of the pictures closer or further away and provide any further comments.	

<b>Commitment 6</b>  <b>For you to have all things you need like a home, bed, food, clothes etc.</b>	<b>4 to 7 Year olds</b>  Summary of main points expressed by the children to include: anything missing, themes, being mindful of other issues being brought up.	
	<b>4 to 7 Year olds</b>  Please comment on the following responses from the children in relation to this commitment:  I feel happy  I feel sad  I feel unsure  Additional feelings to use if age appropriate.  I feel worried  I feel excited  I feel confused  I feel angry	
	<b>0 to 4 Year olds</b>  Summary of what they think they need to make them happy, healthy and safe in relation to this commitment.  Please attach images created by the children of the pictures closer or further away and provide any further comments.	



<p><b>Commitment 7</b></p> <p><b>For you to be listened to and find out what you are thinking and feeling inside.</b></p>	<p><b>4 to 7 Year olds</b></p> <p>Summary of main points expressed by the children to include: anything missing, themes, being mindful of other issues being brought up.</p>	
	<p><b>4 to 7 Year olds</b></p> <p>Please comment on the following responses from the children in relation to this commitment:</p> <p>I feel happy</p> <p>I feel sad</p> <p>I feel unsure</p> <p>Additional feelings to use if age appropriate.</p> <p>I feel worried</p> <p>I feel excited</p> <p>I feel confused</p> <p>I feel angry</p>	
	<p><b>0 to 4 Year olds</b></p> <p>Summary of what they think they need to make them happy, healthy and safe in relation to this commitment.</p> <p>Please attach images created by the children of the pictures closer or further away and provide any further comments.</p>	

<b>Comments and Feedback</b>	Summary of main points discussed – what is missing or anything else they feel is important?	
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**Thank you for completing this consultation.**

**Please send your completed feedback sheets and any images by 5pm Monday 24<sup>th</sup> January to: [gareth.hicks@childreninwales.org.uk](mailto:gareth.hicks@childreninwales.org.uk)**

## Young Wales Data Collection and Feedback Form for Children and Young People - Ages 7 to 25

### Young Wales Consultation on Welsh Governments Draft Children and Young Peoples Plan

#### Instructions:

Thank you for participating in the consultation on the Welsh Government's ambitions for Wales to be a wonderful place to grow up.

Please use this form to complete Equalities Data for the children and/or young people participating in this session; and the consultation responses.

**To ensure consistency it is important to capture feedback from children and young people from each section of the session plan. Please use this data form to collect and submit your findings.**

**For further information on delivering this session or for support please email: [Gareth.hicks@childreninwales.org.uk](mailto:Gareth.hicks@childreninwales.org.uk)**

**Please send your completed feedback sheets and any images by 5pm Monday 24<sup>th</sup> January to: [gareth.hicks@childreninwales.org.uk](mailto:gareth.hicks@childreninwales.org.uk)**

#### How to use the form:

##### **Equalities Data**

Please complete this part of the form to provide us data on the protected characteristics and relevant information on the children and young people taking part in the consultation session. This information helps us to get an overview of children and young people having their voices heard through the consultation, and helps to ensure we are reaching a diverse range of children and young people.

The children and young people should not feel that they have to disclose any information about themselves that makes them feel uncomfortable, or that they may not have the answers to.

##### **Feedback Data**

This part of the form is split up according to the 7 cross-governmental commitments. This includes the questions Welsh Government would like the children and young people to share their thoughts on for each of these commitments. There are also a few additional questions on the overall thoughts of the children and young people. Please complete these in the same way.

Please provide a summary of what the children and young people have said. Feel free to attach a copy/snapshot of one word response/drawings ect. that the children and young people expressed their views. If you are carrying out an online session, please add snapshots from the responses from the Jamboard/Padlet or other medium if you are using this.

It is important to capture responses from the children and young people in a way that works for them but that is consistent with the key areas of enquiry.

**Equalities Data**

<b>Name of Setting / Group</b>							
<b>Local Authority Area</b>							
<b>Number of Young People taking part</b>							
<b>Number by Gender</b>	<b>Male</b>	<b>Female</b>		<b>Intersex</b>	<b>Other</b>	<b>Un-known</b>	<b>Prefer not to say</b>
<b>Number of children and young people who speak Welsh</b>							
<b>Number of children and young people identifying as LGBTQIA+</b>							
<b>Number of children/young people that are Black, Asian, or Minority Ethnic. (Please include break-down where available e.g. 'Gypsy, Roma and Traveller'; 'Mixed ethnicity', 'Bangladeshi'.)</b>							
<b>Number of disabled and/or children and young people with communications requirements (Please include information where relevant e.g. 'Deaf', 'hearing impairment', 'blind') Or if you know of anyone in your group that is awaiting assessments.</b>							
<b>Number of Asylum Seeker or Refugee children and young persons (If known).</b>							
<b>Number of care experienced/care leaver children and young people</b>							
<b>Number with care responsibilities</b>							
<b>Number of young parents</b>							
<b>Ages of Young People taking part (please put total number of young people in each age category)</b>	<b>Age (e.g. 7)</b>	<b>Age</b>	<b>Age</b>	<b>Age</b>	<b>Age</b>	<b>Age</b>	<b>Age</b>



## Feedback Data

<p><b>Ambition: To make Wales a wonderful place to grow up.</b></p>	<p>Please provide a summary of responses on the following:</p> <p><b>Q1 - What does this ambition mean to children and young people?</b></p> <p><b>Q2 - What is required to make this a reality?</b></p> <p><b>Q3 - What needs to change to make this a reality?</b></p>	
<p><u>Commitment 1:</u></p> <p><b>‘Enable children from all backgrounds to have the best start in life, supported by co-ordinated, integrated and effective early years provision and parental support.’</b> (Consider addition: ‘from childcare to early years development and individual learning pathways’ or ‘an addition that emphasises the transitioning from home through childcare to school’).</p>	<p>Summary of main points discussed (Please include feedback on the questions below and feel free to attach images / snapshots).</p> <p><b>Q1 – Does this commitment make sense?</b></p> <p><b>Q2 – Is it easy to understand?</b></p> <p><b>Q3 – Does any of the wording need to be changed?</b></p> <p><b>Q4 – Do you think this commitment is important –if so, why? (How will it affect their life and future?)</b></p> <p><b>Q5 – What can be done/changed to make this happen?</b></p> <p><b>Q6 – What do you think about adding this sentence to the commitment?</b></p>	
<p><u>Commitment 2:</u></p> <p><b>‘Secure equity in experience of education for all learners, particularly Black, Asian and Minority ethnic children and young people, disabled children and young people and those with additional learning needs, raising aspirations and supporting them to achieve their full potential.’</b></p>	<p>Summary of main points discussed (Please include feedback on the questions below and feel free to attach images / snapshots).</p> <p><b>Q1 – Does this commitment make sense?</b></p> <p><b>Q2 – Is it easy to understand?</b></p> <p><b>Q3 – Does any of the wording need to be changed?</b></p> <p><b>Q4 – Do you think this commitment is important –if so, why? (How will it affect their life and future?)</b></p> <p><b>Q5 – What can be done/changed to make this happen?</b></p>	

<p><u>Commitment 3:</u></p> <p><b>‘Improve the transitions through education, training and employment for the post-16 age group, including qualification pathways.’</b></p>	<p>Summary of main points discussed (Please include feedback on the questions below and feel free to attach images / snapshots).</p> <p><b>Q1 – Does this commitment make sense?</b></p> <p><b>Q2 – Is it easy to understand?</b></p> <p><b>Q3 – Does any of the wording need to be changed?</b></p> <p><b>Q4 – Do you think this commitment is important –if so, why? (How will it affect their life and future?)</b></p> <p><b>Q5 – What can be done/changed to make this happen?</b></p>	
<p><u>Commitment 4:</u></p> <p><b>‘Improve the emotional and mental wellbeing of children and young people through effective, integrated and accessible support.’</b></p>	<p>Summary of main points discussed (Please include feedback on the questions below and feel free to attach images / snapshots).</p> <p><b>Q1 – Does this commitment make sense?</b></p> <p><b>Q2 – Is it easy to understand?</b></p> <p><b>Q3 – Does any of the wording need to be changed?</b></p> <p><b>Q4 – Do you think this commitment is important –if so, why? (How will it affect their life and future?)</b></p> <p><b>Q5 – What can be done/changed to make this happen?</b></p>	

<p><u>Commitment 5:</u></p> <p><b>‘Prevent poverty and mitigate its impacts so that children and young people from low income households can live healthier, more fulfilled lives and reach their potential.’</b> (Consider addition: ‘to extend this to all forms of systemic inequality’)</p>	<p>Summary of main points discussed (Please include feedback on the questions below and feel free to attach images / snapshots).</p> <p><b>Q1 – Does this commitment make sense?</b></p> <p><b>Q2 – Is it easy to understand?</b></p> <p><b>Q3 – Does any of the wording need to be changed?</b></p> <p><b>Q4 – Do you think this commitment is important –if so, why? (How will it affect their life and future?)</b></p> <p><b>Q5 – What can be done/changed to make this happen?</b></p> <p><b>Q6 – What do you think about adding this sentence to the commitment?</b></p>	
<p><u>Commitment 6:</u></p> <p><b>‘Prevent youth homelessness as part of our long term plan to end all forms of homelessness.’</b></p>	<p>Summary of main points discussed (Please include feedback on the questions below and feel free to attach images / snapshots).</p> <p><b>Q1 – Does this commitment make sense?</b></p> <p><b>Q2 – Is it easy to understand?</b></p> <p><b>Q3 – Does any of the wording need to be changed?</b></p> <p><b>Q4 – Do you think this commitment is important –if so, why? (How will it affect their life and future?)</b></p> <p><b>Q5 – What can be done/changed to make this happen?</b></p>	

<p><u>Commitment 7:</u></p> <p><b>‘Improve outcomes for care experienced children, support families with challenging circumstances to stay together where possible and help children be reunited with their families where they are apart.’</b> (Consider addition: ‘only if safe to do so’ (especially in the context of domestic violence).’</p>	<p>Summary of main points discussed (Please include feedback on the questions below and feel free to attach images / snapshots).</p> <p><b>Q1 – Does this commitment make sense?</b></p> <p><b>Q2 – Is it easy to understand?</b></p> <p><b>Q3 – Does any of the wording need to be changed?</b></p> <p><b>Q4 – Do you think this commitment is important –if so, why? (How will it affect their life and future?)</b></p> <p><b>Q5 – What can be done/changed to make this happen?</b></p> <p><b>Q6 – What do you think about adding this sentence to the commitment?</b></p>	
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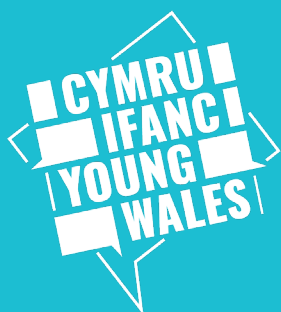
<p><b>Discussion – Priorities and Outcomes</b></p>	<p>Summary of main points discussed on the questions below.</p> <p>Please also include feedback on the participants order of importance.</p> <p><b>Q1 – Do you think these commitments are in the correct order?</b></p> <p><b>Q2 - Are there any other areas that you think are important?</b></p> <p>How could outcomes be measured and feedback:</p> <p><b>Q1 - How would you know if Welsh Government is doing a good job?</b></p> <p><b>Q2 - How would you measure the success of Welsh Government on achieving the commitments?</b></p> <p><b>Q3 - What would you like to see happening around you to assure you that Welsh Government is doing a good job working towards achieving the 7 commitments?</b></p> <p>Is there anything missing? Refer to the themes of the plan.</p>	
<p><b>Any other comments.</b></p>		
<p><b>Versions of the Plan.</b></p> <p>This plan is intended to use with and for children and young people of Wales.</p>	<p>Summary of main points discussed on the question below:</p> <p><b>Q1. How should it be presented? How many versions?</b></p>	

<p><b>Naming the plan</b></p> <p>The working draft document uses the title The Children and Young People's Plan</p>	<p>Summary of main points discussed and list of suggested titles as below.</p> <p><b>What would you call the plan?</b>  <b>What are you initial thoughts?</b></p>	
<p><b>What's Next</b></p>	<p>Summary of main points discussed</p> <p><b>How would you like to be kept informed about the plan and its development?</b></p> <p><b>Would you like to continue to be involved in the plan development and what would this look like?</b></p> <p>Facilitator/staff to record names of participants who would like to continue to be involved in the development of this plan – please complete the expression of interest form in the resource pack.</p>	

**Thank you for completing this consultation.**

**Please send your completed feedback sheets and any images by 5pm Monday 24<sup>th</sup> January to: [gareth.hicks@childreninwales.org.uk](mailto:gareth.hicks@childreninwales.org.uk)**





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