

# Education, Children and Families Committee

**10am, Tuesday 21 May 2019**

## **What kind of Edinburgh? Outcomes and next steps**

**Executive/routine  
Wards  
Council Commitments**

### **1. Recommendations**

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- 1.1 The Education, Children and Families Committee is asked to:
- 1.1.1 congratulate the children and young people on their contribution.
  - 1.1.2 note the significance and value of this work and consider how Edinburgh as a city might respond to the six key messages from children and young people (set out in 4.3).
  - 1.1.3 endorse the approach taken with What Kind of Edinburgh? as a model of good practice to be developed and adapted for engaging with children and young people in shaping policy.
  - 1.1.4 request regular updates on work to raise the voice and influence of young people, and progress made in relation to the issues they highlight.
  - 1.1.5 request a further report on how the various youth engagement activities (i.e. What Kind of Edinburgh, Youth Talk, Young Edinburgh Action and Scottish Youth Parliament, Making a Difference) can work together in a more consistent and coherent way.

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# Report

## What kind of Edinburgh? Outcomes and next steps

### 2. Executive Summary

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- 2.1 This report is to accompany the presentation of the children and young people's magazine '*What kind of Edinburgh? Children and young people across Edinburgh influencing the city's services*' (see appendix 1). It sets out the core messages from participants in the programme and invites Committee members to respond to these. The report also explores potential ways forward regarding children and young people's participation across the city.

### 3. Background

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- 3.1 The background to the programme and information on how it has developed was reported to the previous Committee meeting (Tuesday 5 March 2019 - What kind of Edinburgh?).

### 4. Main report

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- 4.1 The final session of the programme was held on Wednesday 6 March 2019. The session encouraged participants – children, young people and adult 'champions' - to reflect on the programme as a whole and the key messages that have come from it.
- 4.2 Following on from this, some participants have worked with the Children's Parliament and Young Edinburgh Action to produce a report – in a children and young people-friendly format - on how the programme was delivered and the core messages to emerge. The programme involved a session on each of the Children's Partnership's strategic outcomes and the magazine sets out the main messages in relation to each of these. These are being followed up with the respective strategic outcome groups and leads.
- 4.3 Taking account of all of the sessions, the magazine presents six core messages on how children and young people want to be treated and which they ask all adults to remember and look, listen and act upon. These are:

- We want to be safe
- We want fairness in our schools and communities
- We want LOVE, kindness and respect
- We want adults to be honest
- We want to be happy
- We want to know our rights

## 5. Next Steps

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- 5.1 Children and young people will also be sharing their findings with the Children's Partnership next month. Part of the discussion there will be about how their key messages can inform and enhance the partnership's current and future Children's Services Plans.
- 5.2 The children will also be making presentations to their respective schools.
- 5.3 What kind of Edinburgh? has been an important contribution to children and young people's participation in Edinburgh. Other participation activities include Youth Talk which is currently taking place in each locality, Young Edinburgh Action and its ongoing action research programmes, the Scottish Youth Parliament and #MakeADifference which seeks to open up conversations with young people on issues which they identify as important.
- 5.4 Taken together, these activities represent a contribution towards the goal of Edinburgh as a children and young people friendly city. Each activity feeds into decision-making at different levels, from local schools and communities to the Committee and the Children's Partnership board.
- 5.5 However, there are gaps which may limit the impact of some of these activities and a recognised need to join them up more effectively. With this in mind, exploratory discussions are underway to link the varying strands of youth participation work, including the possibility of adopting a What kind of Edinburgh? approach to address citywide issues which have arisen through Youth Talk and/or ensuring that children's voices are included in community-based work alongside those of young people.
- 5.6 To this end, it is proposed that representatives from relevant services/agencies including Young Edinburgh Action, the Lifelong Learning Service, Children's Parliament, schools, Youth Work and others meet on a regular basis to consider and respond to issues and suggestions which have arisen from participation activities as well as those which have come directly from young people through existing networks (e.g. through #MakeADifference). Young people's representatives will also be invited to participate. Outputs will be reported to and followed up with elected members and senior managers as appropriate.

## **6. Financial impact**

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- 6.1 Options for continuing and developing the approach and methodology of What Kind of Edinburgh? are being investigated. The exact nature, and therefore any associated costs, are still to be defined.

## **7. Stakeholder/Community Impact**

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- 7.1 Children and young people from across Edinburgh have been central to this project and fully involved throughout.
- 7.2 There are no health and safety, governance, compliance or regulatory implications.
- 7.3 There are no carbon impacts, or impacts on climate change and sustainable development.

## **8. Background reading/external references**

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- 8.1 Report to Committee in March 2019  
[file:///H:/Item 7.9 What Kind of Edinburgh%20\(1\).pdf](file:///H:/Item%207.9%20What%20Kind%20of%20Edinburgh%20(1).pdf)

## **9. Appendices**

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- 9.1 'What kind of Edinburgh? Children and young people across Edinburgh influencing the city's services'

# What kind of Edinburgh?



**Children and young people  
across Edinburgh influencing  
the city's services**

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Project delivery: August 2018 – March 2019

Project partners:  Children's Parliament •  EDINBURGH •  Y.E.A.  NHS Lothian



# About the project

The City of Edinburgh Council, NHS Lothian, Children's Parliament and Young Edinburgh Action worked in partnership to bring together children and young people from across Edinburgh to influence how adults plan and run the city's services. Using a rights-based approach, the aim of the project was to embed children and young people's participation in the planning and delivery of services, and to ensure that children and young people feel involved, valued and their views acted upon.

**This magazine shares their ideas and opinions so that Edinburgh's children and young people's service planners and delivery partners can take direct action and make tangible changes.**

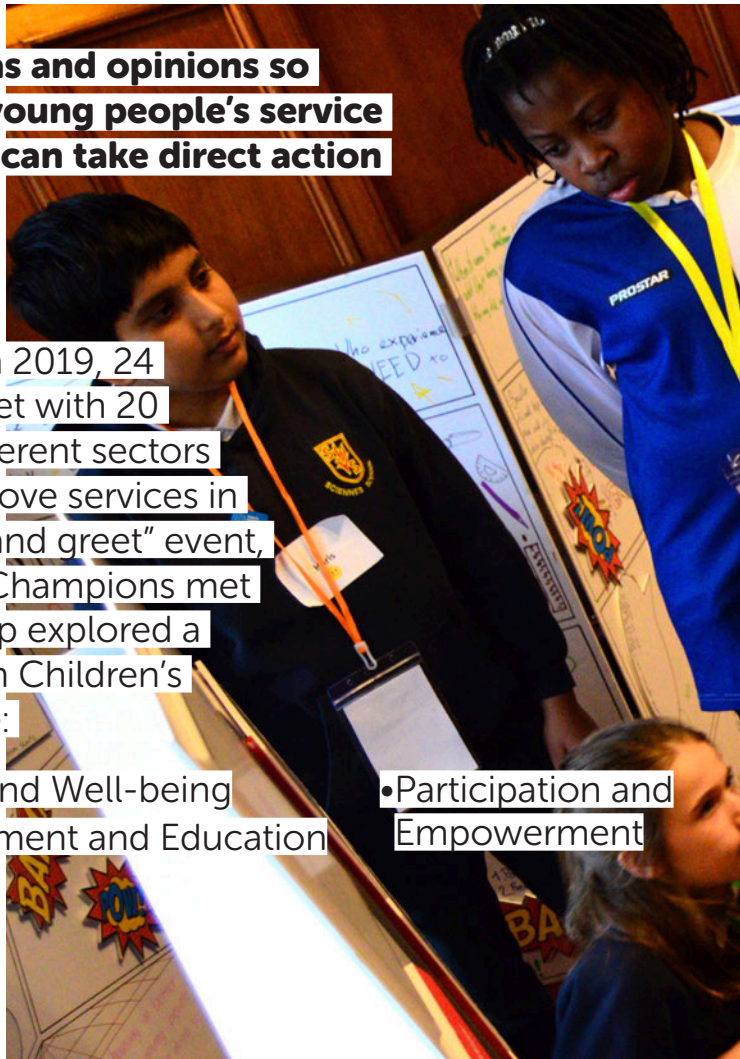
## What we did

Between August 2018 and March 2019, 24 children and 16 young people met with 20 champion duty-bearers from different sectors to discuss creatively how to improve services in Edinburgh. After an initial "meet and greet" event, the children, young people and Champions met at five workshops. Each workshop explored a strategic priority of the Edinburgh Children's Services Plan. These priorities are:

- Best Start in Life
- Health and Well-being
- Participation and Empowerment
- Fairness and Equity
- Achievement and Education

## Participating schools and organisations

Granton Primary, Wardie Primary, St. John's RC Primary, Sighthill Primary, Stenhouse Primary, Sciennes Primary, Preston St. Primary, Bun-sgoil Taobh na Pàirce, Leith Academy, Gate 55, Goodtrees Neighbourhood Centre, Army Welfare Service, and Scottish Youth Parliament.



## Our Champions

The project Champions are duty-bearers who are in a position to influence change in the planning and delivery of services throughout Edinburgh. Our Champions are from organisations like the City of Edinburgh Council, the Edinburgh Children's Partnership Board, NHS Lothian, Police Scotland and third sector organisations. At each workshop, Champions made pledges about what they could do to improve things for children and young people based on what they heard and reported back on what they had done.

Some changes have already taken place, but this is just the beginning and there's still work to do!



**"It was a timely reminder that children and young people do have very clear views about what matters to them and I don't think we always pay enough attention when designing and developing our services." (Champion)**

**"I have promoted an Education Scotland resource on pupil participation and have plans to provide some professional learning for teachers." (Champion)**

**"This project gave children and young people a voice with important public institutions. It will be exciting to see where this goes next" (Teacher)**

# Always Remember



The United Nations Convention on the Rights of the Child (UNCRC) was at the centre of all the activities undertaken by the children and young people. They had some important messages on how they want to be treated that we, as adults, should always remember.

**Look  
Listen  
Act**

- We want to be
- We want fair
- We want LO
- We want ad
- We want t
- We want

**"I can talk confidently to adults about different things, I'm better at making friends and I have learnt about children's rights."  
(Participant)**



safe  
ness in our schools + communities  
VE, kindness and respect  
ults to be honest  
o be happy  
to know our rights



**"Children have the  
right to be listened  
to and taken  
seriously."  
(UNCRC, Article 12)**

# Best start in Life

For children and young people, the “best start in life” means that before their first day of school they have everything they need to grow up healthy and safe, and their mothers have everything they need when they are pregnant. It means that children’s rights are respected and that children have positive relationships with the adults that take care of them.

## 1. Every family should have enough money to live on.

We need to get people out of poverty by building more homes and flats that are inexpensive.

## 2. Every child should have love, care and support.

Pay attention

Say 'I love you'

Parents and members of extended family could spend more time with the kids in the family

“We need to provide all children with the highest quality of learning, care and love in our nurseries.”  
(Champion’s pledge)

“Babies need food, medicines, toys, hugs and lots of love.”  
(Participant)

**5. A positive community environment is really important because families need healthy outdoor spaces.**

∴ help to make  
better environment

"We need to promote early parenting programmes across the city."  
(Champion's pledge)

**4. Every family needs to be taught how important early years development is.**

MORE HELP FOR PARENTS  
WHO NEED SUPPORT  
TO CARE FOR THEIR  
CHILDREN

**3. Parents and carers need to be able to recognise the needs of their children and they will need support with this.**

parental  
mentor  
for parents  
"peer support"

# Health & Well-being

Children and young people explored what is needed for positive mental, physical and social health. For children and young people, what really matters is that adults actively listen to them and act on what they hear.

**"Take notice of our behaviours, actions and other forms of communication. Tell us what's going on."**  
(Participant)

**1. Really listen to children and young people!**

**"Being happy is important. We need to help youth workers to be confident in supporting children and young people, and help them when required."**  
(Champion's pledge)

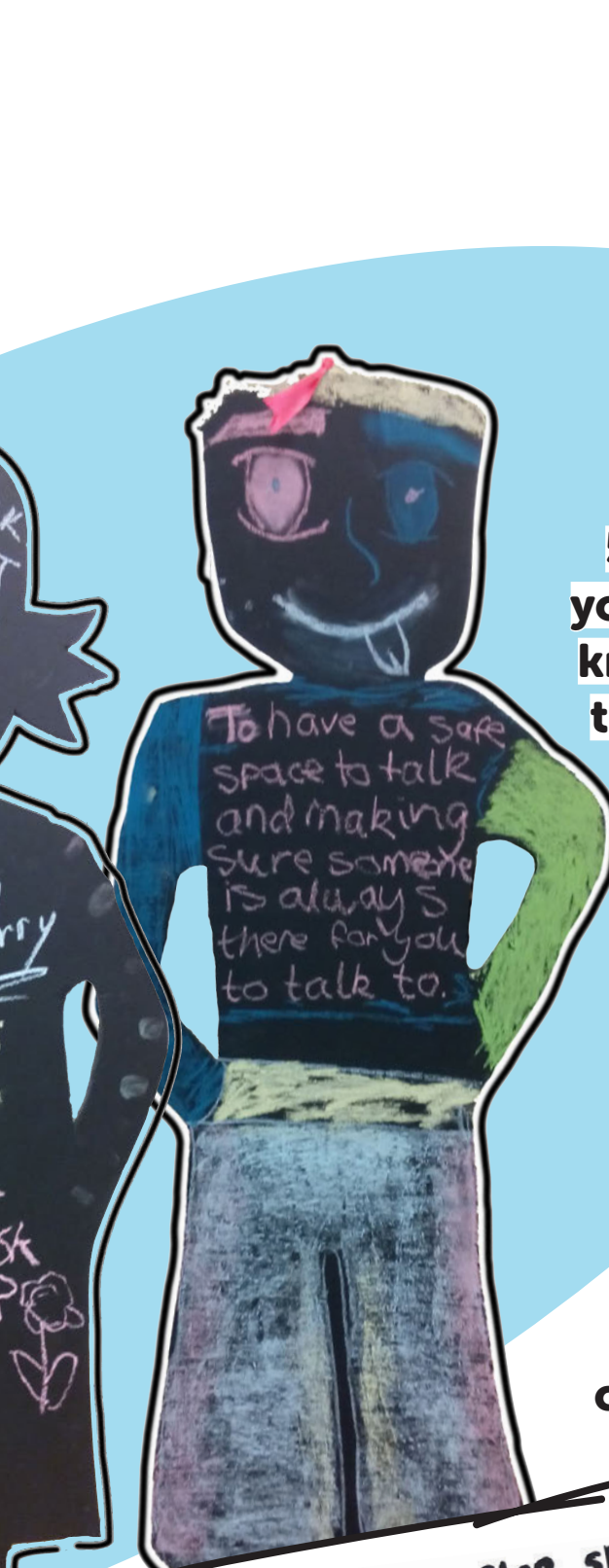
**2. Well-being needs kindness, respect and happiness.**

**"When things get tough, children and young people need support."**  
(Participant)

**3. All children and young people should have access to a safe space and someone they can talk to.**







**"Children and young people should see their social worker more often, in the weekends too."**  
(Participant)

**5. All children and young people should know about services that can help them.**

**"We need to shape better support systems in school to help children and young people talk when they need to."**  
(Champion's pledge)

**4. Adults should be kind, friendly and not shout at children and young people.**

Adults need to stop shouting at children - it doesn't just effect the child or the child who are being shouted at. IT effects everyone.

# Fairness



Children and young people discussed what fairness means to them and shared it with the adult Champions. They worked together to find out what is good and what can be improved in their homes, schools and communities to make Edinburgh a fairer city.

**"Encourage schools to see children & young people as agents of change, listen and respect their views, and involve them in decisions legitimately."**  
(Champion's pledge)



fairness is important but it doesn't mean that every one has to have the same things

**1. Funding needs to be distributed in a fairer way, because it seems like it doesn't reach the people who need it.**

**"Parks should get cleaned regularly and have more bins. Walkways need more light to feel safe."**  
(Participant)

**2. Outdoor places need to be made safer, more suited for children and young people and be looked after properly – no matter where we live.**

**"Adults think they are consulting with young people, but unless this leads to action or change, we are just ticking a box."**  
(Champion's pledge)

**5. Opportunities within education should be fair across the city.**

**"There are not enough teachers and subject choice is not the same in every school. Some playgrounds have lots of litter and lack proper resources."**  
(Participant)

**4. We do not want a negative reputation depending on where we live.**

**"People, including adults, judge us and what we can achieve based on which area we're from and the reputation it has."**  
(Participant)

**3. Services should meet children and young people's needs fully: for example, expand the variety of sports, especially in the evenings, and make clubs more affordable.**

*Be realistic about what young people need*

# Achieving Your Best in Education

Education is so precious to children and young people and they want it to be a happy and safe experience through which they can learn and flourish. After a discussion about achievement and the obstacles that might get in the way, children and young people shared ideas about what can be done to make sure everyone achieves their best in education.

## 1. Relationships between children and young people and teachers should be improved by getting to know each other.

Step 1: Instead of detention we should have 'Reflection time' to talk things through and make it better!

**"Teachers should greet students nicely even if they're late."**  
(Participant)

## 2. Poverty shouldn't hold us back.

Poverty shouldn't hold us back — every child and young person should have access to healthy lunches, school uniform, resources and trips. We need to raise awareness about poverty.

**"Schools should run a "be in someone else's shoes for a day" campaign."**  
(Participant)

## 3. Bullying is still a problem in schools. We need to do something to sort it out properly.



OUR MISSION IS TO MAKE SURE SCHOOL  
HELPS EVERY CHILD AND YOUNG PERSON  
DO THEIR BEST AND  
ACHIEVE!

## **5. School environment should be improved.**

**"Schools should have better facilities accessible to everyone, gender neutral toilets, regular repairs, smaller class size and happy spaces to feel safe and relax."**  
(Participant)

**"I pledge to work with poverty action plan to look at provisions of after school activities and links to housing and use of PEF funding."**  
(Champion's pledge)

Worry  
Monster

## **4. Don't overwhelm children and young people with the constant focus on tests and exams.**



# Participation and empowerment

The What Kind of Edinburgh? project was all about empowering children and young people to take part in the planning and delivery of services in Edinburgh. In the last workshop, they all came together alongside the Champions to reflect on their participation throughout the project, exploring what good participation looks like. Here are eight tips from children and young people on how to ensure good quality participation.

**1. Build positive relationships.**

**2. Don't judge people for their ideas.**

**3. Make sure everyone is heard and has the opportunity to share ideas.**

**4. Have fun and work as a team.**





**"I have gained confidence and the skill to speak out and I've lost the fear of speaking out loud and that's great because now I can say things I want to say."  
(Participant)**



**8. Be prepared to open up to new learning.**

**7. Include us from start to end.**

**6. Have good people to support you.**



**5. Be equal and help each other.**

*You have seen what we have  
done. You have heard what we  
would like to happen.*

**NOW  
IT'S  
UP  
TO  
YOU!**

*What kind of  
Edinburgh?*

**Children and young people  
across Edinburgh influencing  
the city's services**

**Find out more at  
[www.childrensparliament.org.uk](http://www.childrensparliament.org.uk)  
or [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk)**

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THE CITY OF EDINBURGH COUNCIL