

# CHILDREN AND YOUNG PEOPLE: ENGAGING THE UNHEARD STAKEHOLDERS.



# Facilitators:

- **Prof. Sonia Saxena** – president of CAPH EUPHA
- **Bea Albermann** – medical student, University of Zurich, Switzerland
- **Gabrielle Mathews** – Youth Expert Advisor and CYP advocate, NHS England  
[@gabriellealphon](#)
- **Rakhee Shah** – Clinical Research Fellow, Imperial College [@shahrakhee](#)
- **Jinane Ghattas** – Researcher and teaching assistant, Université Catholique de Louvain, Belgium  
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# Agenda:

- Introduction – Prof. Sonia Saxena
- Example N°1: Youth engagement in Switzerland – Bea Albermann
- Example N°2: engaging CYP in the UK – Gabrielle Mathews
- Input: CYP in National Guideline Development – Rakhee Shah
- From theory to practice – Gabrielle Mathews & Bea Albermann
- Q&A – everyone



# Why involve children & young people in science?

Professor Sonia Saxena  
President of CAPH EUPHA

# **Why should we involve children and young people in policy making and research?**

- A It is a legal requirement
- B It is the right thing to do
- C It leads to better science
- D It is more fun for researchers
- E Children should be seen and not heard

# The law





# The ethics

“My wish for child health is that children and young people are given the power and tools to make decisions that affect their lives. The only way to know what we want is to ask us and talk to us.”

**Thines Ganeshamoorthy**  
RCPCH &Us Member

# To improve science



Literature



Child



Data



# For mutual benefit

Imperial College  
London



## Children's workshop on importance of physical activity



“gets energy going”

“makes you more durable”

“entertaining”

“you feel more healthy”

“boosts your power and gives you energy”

“helps muscles get stronger”

“increases immunity”

“it makes you want to do more of it”

“good for body”

“if you are stressed it makes you feel happy again”

“helps you lose weight”

# To be seen and heard



What are the barriers or challenges you might face when engaging CYP?



# Example N° 1

## Youth Engagement in Health Policy Making in Switzerland

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*Bea Albermann*











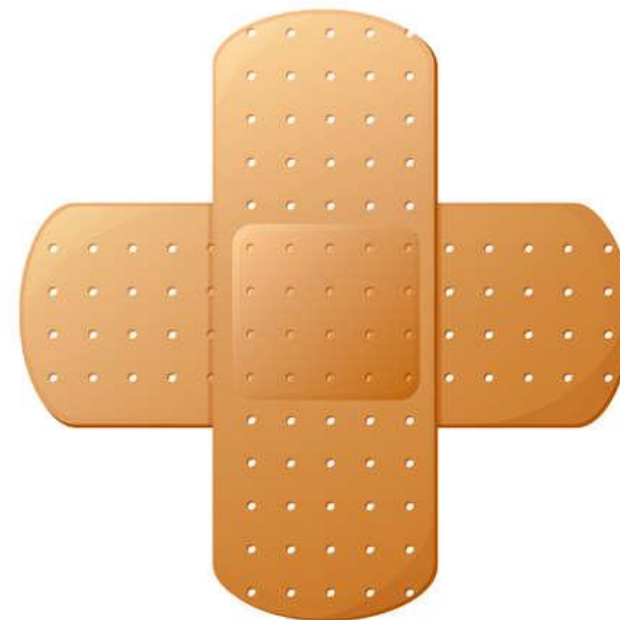


**Planetary Health - Strategie zu den  
Handlungsmöglichkeiten der Ärzteschaft  
in der Schweiz zum Klimawandel**



Höchstes Vernehmlassungsorgan: FMH-Ärztammer, Bern, 07. Oktober 2021

FMH · Verbindung der Schweizer Ärztinnen und Ärzte · Fédération des médecins suisses  
Postfach · CH-3000 Bern 16 · Telefon +41 31 359 11 11 · info@fmh.ch · www.fmh.ch



# Example N° 2

Engaging CYP in the UK

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*Gabrielle Mathews*







Guidance

# Staying alert and safe – social distancing guidance for young people

Updated 24 May 2020



# Engaging CYP in development of a national health guideline

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*Dr. Rakhee Shah*

*@shahrakhee*





## Involving children and young people in national health guideline development

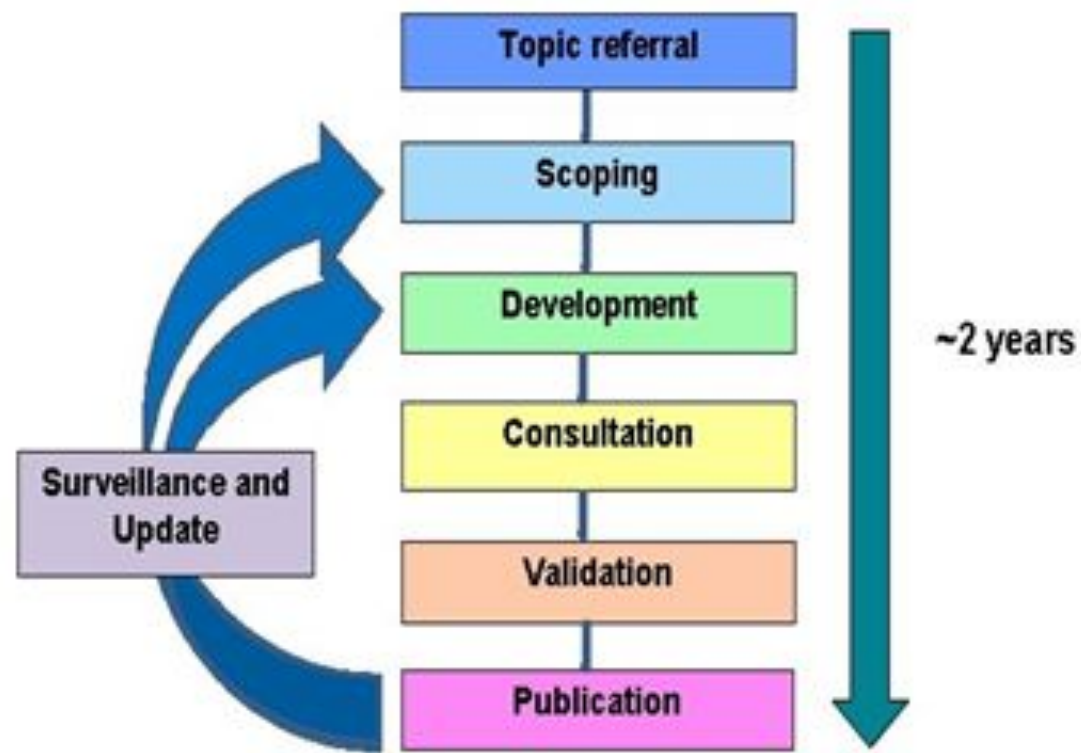


### Babies, children and young people's experience of healthcare

NICE guideline [NG204] Published: 25 August 2021



# Guideline Development Process



# Evidence for recommendations in guideline



200 children and young people

Focus groups

Aged 4-15





**“I like you listening to my views, it’s awesome!”;**

**“The best thing is giving our opinions and being part of something important”**

**“Young person’s voices should be listened to, valued, and considered to ensure that the health service can be accessible to all”**



# From Theory to Practice

Engaging CYP in your daily work

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*Gabrielle Mathews & Bea Albermann*





# MEANINGFUL YOUTH ENGAGEMENT

Students come up with a need or a plan. They convince adults to support and or finance. Together they decide and realize.

8

Student-initiated. The decisions are shared with adults.

Students have an idea and voice it. They take the initiative and bring their plans to a result.

7

Student-initiated and directed.

A new school yard is planned. Students are not only consulted but can also decide on some of the details.

6

Adult-initiated. The decisions are shared with students.

Before a decision is taken, adults consult with students. Their opinion and proposal are taken into consideration.

5

Students are consulted and informed.

A task (for instance community work) is given to students with no choice to agree or disagree. But they are informed and know the cause.

4

Students are assigned but informed.

A selected group of students (maybe a minority) is given a possibility to represent 'their cause' without having a say, without preparation. They serve to show political correctness.

3

Tokenism: Symbolic integration (of minorities).

Students are prepared to appear maybe in costumes carrying flowers or flags. They make an adult event (even a student's rights day) look nice or student friendly.

2

Decoration: Students are used.

Students are part of a political event. They might carry placards with paroles. They wear the colours of a party or a movement.

1

Manipulation: Students are misused.



# SCENARIO

Imagine you are a public health doctor and you are developing a population health strategy for asthma in children and young people (CYP) in your region. You are worried that health outcomes have worsened during COVID, children in your area are taking part in the weekly climate strikes and demanding action and pressure is increasing on the health system in your area due to RSV Bronchiolitis.



# Who are the key stakeholders in this strategy?



# EXERCISE

**Where would the following examples fall on the Haart Ladder of participation?**

- Young people given key messages and invited to act as 'Ambassadors'
- Young facilitators hosting community workshops to scope the starting questions
- Information sharing assemblies in schools sharing the problem and letting CYP meet the team working on the project
- Workshops in which CYP vote on their main concerns regarding Asthma for the strategy
- Evaluation/ audits held by young researchers or local youth councils
- Young people are given a topic and a paragraph to write in the strategy
- CYP as equal members of the guiding coalition/steering group





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# TAKE HOME MESSAGES

1. Paradigm shift: CYP are experts by experience
2. Early and consistent engagement
3. Intention needs to match method of engagement
4. Enabling full and equal participation- 'Who have I not heard from yet?
5. Cross- pollination



# Q & A

What questions do you have for the panel?

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*everyone*

