

# STATES OF JERSEY

## YOUTH PARLIAMENT

### OFFICIAL REPORT

**MONDAY, 26th SEPTEMBER 2022**

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**The Roll was called.**

## **COMMUNICATIONS BY THE PRESIDENT**

### **The Deputy Bailiff:**

#### **1.1 Welcome to Members of the Youth Parliament**

Good afternoon to you all on this very first formal meeting of the second Jersey Youth Parliament. Firstly, I would like to congratulate you all on your appointment as one of the 40 Members of this new body. I hope that your time as representatives of Jersey's young people in this Parliament will be both enjoyable and rewarding to you all. Most importantly, I hope that it will enable you to bring the views of our Island's young people to the attention of Government and Scrutiny, and ensure that any policies or laws that come forward to debate by the States Assembly in this Chamber over the next 18 months that you are in office will be made better as a result of your valuable input. Now, as many of you will know, in 2014 Jersey signed or became a party to the United Nations Convention on the Rights of the Child and under Article 14 of that Convention children have a right to be listened to and to be taken seriously. Three years later, in 2017, the Jersey Independent Care Inquiry was published and that inquiry acknowledged that young people in Jersey had not been adequately listened to. One of their recommendations was that a youth parliament, this Youth Parliament, should be set up. Following the report, the Government of Jersey promised to put children first and devised a children's plan to achieve this aim. Both politicians and senior civil servants signed a pledge to improve the care and uphold the rights of every child in the Island. They promised to listen to children and young people directly and involve them in how they design, deliver and review services in Jersey. So this Parliament that you are now all Members of is a direct response to both the U.N. (United Nations) Convention and the findings of the independent care inquiry. I cannot promise you that the States Assembly will accept all your recommendations or agree with all your views but I can assure you that they will listen. I am very privileged to be here today chairing your meeting. I look forward to hearing from you about the issues you would like to focus on during your terms in office. Now, as you know, the aim of this meeting today is to hear the various campaign ideas which you wish to put forward. At the end of the 7 presentations you will be invited to choose 3 of the topics. Now as to those of you who are proposing or putting forward these topics, you or your group will have up to 3 minutes to speak. Do not worry, we are not being strict about time today. If you want a bit longer you can have it. There will then be a chance for one or 2 questions from other Members of the Youth Parliament. Now to indicate whether or not you want to ask a question you simply press the button next to your microphone and the light will go on. Only the person called by me to speak should have their microphone on. Everyone else needs to have their microphones muted. So only one person at a time. Once we have heard from everyone who wants to put forward ideas I will then ask you all to vote and choose which 3 campaigns you think would be the most appropriate. We will be circulating ballot papers and you will have the chance to pick 3 choices. If there is a tie, there will be a tie-breaking vote to see what the third choice is. Now once the Parliament has decided on the 3 campaigns you will each be asked to choose which one you would like to work on, using the voting buttons in front of you. I will explain that again when we get to it. Once you have decided which topic you want to work on, Lisa and Anna will arrange meetings in the 3 groups. Those groups themselves will meet States Members, government officers and members of Scrutiny to talk about your ideas, tapping into research that may have already been done or looking at ways to integrate your ideas into work under development. It may be some of your ideas are completely new ones that no one in the Assembly has considered before. When you have completed your reviews you will then meet again as a full Parliament next September, I think, and will be asked to present your ideas directly to States Members, particularly the relevant Ministers and members of Scrutiny Panels. You can then say how your proposals might be taken forward by the States Assembly.

## **PRESENTATIONS**

### **2. Learning to care**

#### **The Deputy Bailiff:**

I now call upon the proposers of the first presentation “Learning to care” to make that presentation, and those are Abi Ellis and Marta Zamoyska.

#### **2.1 Ms. A. Ellis:**

My name is Abi and this is Marta and we are wanting to campaign for learning to care and we would like your support throughout the next 18 months. We believe that learning to care for ourselves and one another is one of the most important skills. This can include caring both physically and mentally, for example, learning first aid that you are able to care for family and friends in an emergency.

#### **Ms. M. Zamoyska:**

Learning to care could be a vast campaign that includes a multitude of topics, including mental health, diversity and first aid. Learning to care for each other and yourself could be a skill that everyone possesses. We could also include the teaching of young people about littering and pollution, in order to create a healthy environment and to help save the earth that we live on.

#### **Ms. A. Ellis:**

If “Learning to care” becomes one of the Jersey Youth Parliament campaign topics we hope to implement a peer support group in every school that does not yet have one. This will be a group of students from all year groups that are taught and trained on how to help their peers who struggle with additional educational needs. This will help create a more positive learning experience for everyone.

#### **Ms. M. Zamoyska:**

We would also like to make first aid more accessible for young people throughout the Island so that it is a more well-known skill. Basic lifesaving skills are so important when it comes to caring for the people around us. St. John’s Ambulance Jersey says that every year roughly 5 per cent of the population get trained through one of their courses, including hundreds of young people. We want first aid to be a part of Jersey schools so that a higher percentage of young people are trained and are able to help when needed.

#### **Ms. A. Ellis:**

We would also like to make the teaching of sexuality and gender to be done more regularly so that people are able to respect each other’s identities. School should be a safe place for everyone, no matter who they are. Mental health is also a major prevalent with young people, with one in 6 young people aged between 5 and 16 likely to have a mental health disorder. The teaching of mental health is an important part of whether a young people chooses to seek help about their issues or to keep it to themselves. The aim is to teach young people more accurately about the L.G.B.T.Q.+ (Lesbian, Gay, Bisexual, Transgender and Queer plus) community and mental health so that they can respect and care for each other when needed to.

#### **Ms. M. Zamoyska:**

Over the next 18 months we hope to increase a percentage of young people who know first aid.

#### **Ms. A. Ellis:**

Implement peer support groups throughout Jersey schools.

**Ms. M. Zamoyska:**

And change the way that diversity and mental health are taught so that people can learn to be more respectful. We hope that you can support our ideas and help us achieve our goals by voting for us today. Thank you.

**The Deputy Bailiff:**

Thank you, both, very much. Does any Member have any questions for Abi or Marta? It is quite brave to ask a question, is it not? Any questions? All right.

### **3. Reducing pollution - Saving the environment**

**The Deputy Bailiff:**

We will move on to the second presentation, “Reducing pollution - Saving the environment”, Edward Pirouet.

#### **3.1 Mr. E. Pirouet:**

We are the Save the Environment group. Our plan is to reduce pollution in Jersey. The Government notes the transport sector contributes 44 per cent of greenhouse gases to the Island. That is quite a significant figure. The Government will ban imports of non-electric cars from 2030 or 2025. There will be incentives to buy electric cars and a £500 green credit for scrapping old petrol cars over 10 years old, which can be spent on alternate methods or generating electricity, like solar panels, and bikes, which are an alternate transport. They may also place disincentives on petrol cars by imposing higher fuel duties. Currently, Jersey Government gives newly registered electric cars 12 months of free parking, with half price parking thereafter until 31st December 2022. However, there are some 55,000 cars and motorbikes in Jersey of which approximately 3,000 are electric or hybrid. This means 52,000 vehicles remain using diesel or petrol. This number needs to be cut down. It is just too big, too huge, too massive. However, it is likely that people will be able to afford the switch to a new electric car straight away. Petrol vehicles will remain on our roads, it is not just the type of cars that are the issue. We need to reduce the amount of sole occupant journeys or unnecessary journeys. Here is a list of things which we are going to try and do to solve this issue: better cycle network and places to park bikes; incentives for electric bikes; resolve issue re electric scooters legality; safer roads for walking to schools and shops; stop building offices with basement car parking unless for bikes or electric cars only or where shared; free and regular bus service; bus shelters; electric buses; out of town park and ride into town; congestion charging for using roads at peak times or sole occupant; reduction in carpark charges where car share used; work from home schemes/incentives to reduce travel. We also need to be bold, replanning consents on replacing wooden single glazed windows with plastic or aluminium double glaze even in listed buildings, which allows solar panels, and use money raised from congestion charges for green grants to insulate homes, et cetera, and plant trees.

**The Deputy Bailiff:**

Thank you, Edward, Tomek and Harry for that presentation. Any questions?

### **4. Housing**

**The Deputy Bailiff:**

We now move on to the third proposition “Housing”, which I think is being presented by Tino Banda.

[00:15]

#### **4.1 Ms. T. Banda:**

Good evening, everyone. My name is Tino and I propose that one of our campaigns be about being able to have more affordable housing and more support being in place for families that cannot access

the affordable housing. An article of the U.N.C.R.C. (United Nations Convention on the Rights of the Child) states that: “All children have the right to food, clothing and a safe place to stay and governments should help families and children who cannot afford this.” Currently there is state housing but to access the state housing you must have lived in Jersey for 10 years and you need to have qualifications and have an entitled status on your registration card. Let us say if there is a family of 4 that have not got those qualifications yet but they desperately need a house, they would probably be looking at renting a house for about £2,000 to £2,500, which is quite a lot of money just to rent a house. So a typical 3-bedroom house would be about £800,000 but an average family home makes about £48,000 a year, so like it is not equal. House prices are going up but salaries are staying the same. It is making it a lot harder to raise your family in Jersey. I think that it is important that we resolve this issue because some of us might not choose to stay in Jersey for ever but those of us who do will end up having to pay loads of money for houses or might end up living in a house that is too small or that does not have all the needs that you want to be met. And also along with that, some houses refuse to accept children or they cannot have pets. So if you are a family with children or with pets you will find it even harder to find a house, as well as parking and other stuff. So we would like to speak to the Minister for Housing and work alongside him and to see what work can be done in order to make more affordable housing available.

**The Deputy Bailiff:**

Thank you, Tino, for that presentation. Are there any questions for Tino?

**4.1.1 Mr. C. Simon:**

How far would this campaign; do you expect to be in like 6 months?

**Ms. T. Banda:**

I think by about 6 months we would have liked to have at least one meeting with The Minister and to just draft out a plan with him.

**The Deputy Bailiff:**

Thank you. Any other questions? Thank you for that presentation.

**5. The Right to Play**

The fourth presentation is “The right to play”, and the presentation is being given by Kate Gilson, Cassie Graham and Yasmine Forbes.

**5.1 Ms. K. Gilson:**

Hello and welcome to Democracy Week. Thank you all for your time. Coming from the Rights of the Child Article 19 and Article 36 are not supported as much as they should be. Both of these rights state that we are entitled to be kept safe from things that could harm our development and to be protected from being hurt. Enjoyable places such as play parks are riddled with drug users and aggravated alcoholics, obviously not a nice place for a young child to be. So why allow it? Even on the grounds of most parks, things such as needles, lighters, broken glass, cigarette butts and more are left for those who cannot even understand what these things are. We suggest that safety precautions are taken, such as regular clean-ups and keep anyone harmful away by having patrollers. This will ensure safe, clean spaces and will prevent the rabbit hole of under-age drinking, smoking and even drug abuse. All of the above are caused by the smallest of influences which definitely should not be from a child’s park. If Jersey is to progress we must make changes while we still can to prevent child endangerment, so we can create and ensure safe areas to enjoy.

**Ms. C. Graham:**

Our Island is a beautiful place to live but lacking facilities for children and young people and those facilities that do exist will be losing some to the development to the waterfront. This leaves sites that

are underfunded and are often inappropriate for teens and young people. This is not something that we have just observed as young people growing up in the Island but is shown through the statistics. For example, the recent Island Plan showed that the play space in St. Helier was only 39 per cent of what it should be and natural green space is only 70 per cent. In the Island Plan, the Government Ministers set out a plan to increase play space in St. Helier but we feel that young people should be involved in this process. Around the world U.N.I.C.E.F. (United Nations Children's Fund) is working with children to create child safe cities. These show that other countries have overcome the same problems on a much bigger scale so why is it so difficult to engage with young people and their needs on such a small island and population. We want to investigate not only the facilities available to the young people but support in place to ensure that children can get safely to them. We want to replenish opportunities for the young community and possibilities for them to have dedicated spaces to explore options; be they sport, cultural or educational. Article 31 of the United Nations Convention on the Rights of the Child sets out that every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts. During exploration of this Article, it has been considered by the U.N. that it is a government obligation to fulfil this Article. Our aim is to investigate how the government can best accommodate young people and to help them enrich their lives and have a more balanced childhood. Thank you.

**The Deputy Bailiff:**

Thank you very much for that presentation. Does anyone have any questions for Katie and Cassie?

**5.1.1 Mr. D. Skeels:**

How do you think you would do this? What is the process you are going to do to complete this task?

**Ms. C. Graham:**

We want to start by reviewing the plans for the waterfront because that is getting rid of the main areas that people want to go to. That would probably be the first thing.

**The Deputy Bailiff:**

Thank you, Cassie. Any additional questions for Cassie or Katie? Thank you very much.

**6. Changing stereotypes and being comfortable with yourself**

**The Deputy Bailiff:**

So we now move on to the fifth presentation, "Changing stereotypes and being comfortable with yourself". This is promoted by Elena Baker, Molly Davies and Perry Elias-Rees.

**6.1 Ms. M. Davies:**

Firstly, what do we feel is the problem? We feel that people, not just in Jersey but across the entire world, are influenced and pressured into trying to act differently to fit in and be cool and be normal; typically either by social media or pressured environments, e.g. school. Our aim is to help people being comfortable being themselves and educate people who are unaware of these difficulties. Whether it is online or in person people subconsciously take power and authority and guide people's choices not always in a healthy way.

**Mr. P. Elias-Rees:**

But what is already being done? Across Jersey lots of things are already being done to boost people's confidence, self-esteem and to help mental health through processes such as C.A.M.H.S. (Child and Adolescent Mental Health Service), Brook or just general counselling across the Island. But we feel, while there is lot of support set up for the struggles people have with mental health, for example,

depression and anxiety, there is a gap in the market and something more simple, like being yourself, is overlooked and people often forget how important it is.

**Ms. E. Baker:**

So what are we planning to do? We are planning to use social media and other platforms to educate the public on how stereotypes and toxic environments pressure people into acting differently. We are also planning to support, encourage and teach Jersey's community to embrace who they are and be comfortable and content with themselves, rather than constantly chasing an unachievable lifestyle. If our campaign is selected, we will strive to achieve our goal and follow through with our plan, while embracing an ambitious attitude.

**The Deputy Bailiff:**

Are there any questions for Molly, Perry or Elena?

**6.1.1 Ms. S. Shah:**

How are you going to implement that plan into action?

**Ms. M. Davies:**

I think over time we just want to make a social media account of some sort and gain a following and just have influence over people but in a healthier way.

**6.1.2 Ms. S. Shah:**

But if you make a social media account what is the point of having a campaign through getting in reach with Ministers because if you want to do a social media account can you not do it by yourself, without involving the States Chamber in it, and the Members of the Assembly?

**Mr. P. Elias-Rees:**

I think that is a fair point and we did not really think about that. That is actually a good thing that we will take into consideration if we do go through with it.

**The Deputy Bailiff:**

Any more testing questions from the Assembly?

**6.1.3 Mr. D. Skeels:**

So how will you get people to listen to you on Facebook and stuff because people will just up and annoy you most of the time?

**Ms. M. Davies:**

I think it is about using other platforms, not just, as you say, Facebook because there is quite a lot of if one person does something then it has influence over a lot of people. So if we can try and get just like a specific group to be a part of what we are trying to do then maybe it will catch on and spread.

**6.1.4 Mr. C. Simon:**

Also with that point, is the government could also highly boost your social media account.

**Mr. P. Elias-Rees:**

Yes, we could use government contacts to help promote the social media account and help spread the word to start catching like a fire effect and spread the word of what we are trying to do.

**The Deputy Bailiff:**

Are there any more questions? Thank you very much for that presentation.



## **7. Helping adults become more compassionate about the mental health of teens**

### **The Deputy Bailiff:**

We now move on to the sixth presentation, which is “Helping adults become more compassionate about the mental health of teens”. The presentation is being made by Daisy Morel and Rebecca Apostu.

#### **7.1. Ms. D. Morel:**

I am Daisy Morel and this is Rebecca. We are here today to discuss our campaign, which is aiming to guide adults into becoming more compassionate and educated about mental health among adolescents and children in Jersey.

#### **Ms. R. Apostu:**

At the moment, we believe that adults are overlooking serious matters in schools, workplaces, homes and generally in the community. We are aware that training is being given to teachers and adults in general but we believe that more places need to be in public to support adolescents within their mental health journey because we believe that a lot of teenagers are still suffering in silence.

#### **Ms. D. Morel:**

Our aim throughout this campaign is to keep adults aware of multiple mental health problems among teens and children right now, not just the obvious ones, and to prevent their situation from developing further and causing fatalities and further issues. We wish to help and educate adults who are present in a young person’s life on how to support young people through their mental health journey and how much this could develop if they do not take action.

#### **Ms. R. Apostu:**

We would like to implement this campaign in multiple primary schools, secondary schools and even 6th forms to try and get a further reaching effect, as big as possible. We would like to try and communicate with the Minister for Health and Social Services and Minister for Children and Education to try and exchange ideas and discuss some changes that we could all make together.

#### **Ms. D. Morel:**

If our campaign got voted in we plan discussing this matter with youth workers, Ministers for Children, school teachers and adults in the community who are not unsure on the matter in general.

#### **Ms. R. Apostu:**

We also thought of other people that could help us with this campaign in putting it into place, it would be youth workers, mental health charities and other people in power, which do understand the issue going on and they have a knowledge on how to help solve the problem.

#### **Ms. D. Morel:**

In conclusion, in the future we aim to educate adults on mental health issues so that adolescents can have a more confidential and comfortable place to talk about their mental health, so they have the safety and protection to reach out whenever they need instead of being worried about confidentiality.

### **The Deputy Bailiff:**

Thank you both very much. Are there any questions for Daisy and Rebecca?

## **8. Diversity and inclusion**

### **The Deputy Bailiff:**

If there are no questions then we move on to the seven and final presentation entitled “Diversity and inclusion”, presented by Shruti Shah, Emilie Eastwood and Storm Wickenden.

[00:30]

### **8.1 Ms. E. Eastward:**

Hello, my name is Emilie and we are here today to put forward our campaign, which is “Diversity and inclusion”. Today we will be focusing specifically on celebrating different cultures and the L.G.B.T.Q.+ community. I will hand over to Shrusti to talk about celebrating different cultures in our Island.

### **Ms. S. Shah:**

Hi, everyone. I am Shrusti and today I am going to speak about diversity. So what is diversity? Diversity is an umbrella term under which there are factors like ethnicity, gender, socioeconomic background, religion, language, et cetera. It defines who we are and everybody is different in their own special way and we must learn to embrace that difference. Our beautiful home Jersey is no different. It is home to a wide range of social groups ranging from Chinese to Hungarian or Jèrriais to Hindi. But is that diversity being upheld? Are the people being respected and treated equally by fellow students or colleagues? I personally do not feel that is the case always. I feel people need to be educated more about various traditions, rights and cultures. Ignorance relates to hurting people knowingly or unknowingly. It can scar them for the rest of their lives so I propose that education on different religious practices, festivals and traditions should be conducted to raise awareness among people through the form of fun games, stories, festivals, assemblies, et cetera. I wish for people to learn to embrace diversity.

### **Ms. E. Eastward:**

I would like to hand over to Storm, who is going to be talking about celebrating the L.G.B.T.Q.+ community.

### **Ms. S. Wickenden:**

Hi, I am Storm and I think that there should be more education in schools as people can be taught how to act and not stigmatise people of the community. This also might be helpful to the L.G.B.T.Q. as they can feel more safe and free to be themselves. How I think this could help the community and how we can educate it is with activities such as “Guess the flag”. This activity could be used as a way to get to know what the flags mean and how we can present them. Another activity is “Match the pronouns to the gender”. This could be a way of people to understand pronouns and how to respect them more. Then there are sexualities and gender definitions. This could be helpful to understand the meanings and definitions of each of the L.G.B.T.Q. community. Now, I am going to talk about the type of umbrellas terms of the community. There is the transgender umbrella. There are 2 genders underneath the trans umbrella: the trans males, someone who transitions from female to male and continues to identify as male. There is trans female, someone who transitions from male to female and identifies as female. Then there is the non-binary umbrella, which is underneath the transgender umbrella. There are 4 genders under this umbrella: non-binary being one of them. Non-binary is a gender, someone who does not identify as male or female. There is genderqueer, which is someone who identifies with neither, both or a combination of genders. There is genderfluid, someone who identifies as more than one gender, bi-gender, relating to a person’s personal gender, being their birth gender, and a-gender relating to a person who does not identify themselves as a particular gender. Then there is cis umbrella. Cis meaning that it is your birth gender, so there is cis woman and cis male who are also valid in the community. I would like to spread more education so that people could understand a bit more about the L.G.B.T.Q. and understand different terms in schools, and I would like this to spread across primary, secondary and other educations.

**Ms. E. Eastward:**

In conclusion, we hope that we have convinced you to put this campaign forward for the next one and a half years in the hopes to spread diversity and inclusion, not just in schools and for young people but for our entire Island. Thank you for listening.

**The Deputy Bailiff:**

Thank you very much for that presentation. Are there any questions for Emilie, Shruti or Storm?

**8.1.1 Ms. C. Graham:**

Would you keep this contained in schools or would it be an Island-wide plan?

**Ms. E. Eastward:**

I said that it would not just be limited to schools but it can also be a useful campaign for the entire Island as a whole as older generations who would not have had this much exposure to different cultures and the L.G.B.T.Q.+ community, it would be useful for them and hopefully could spread a lot more acceptance.

**8.1.2 Mr. C. Simon:**

With the quiz at schools, I do not think children of a certain age would listen to it whatsoever. I do not think that it would work because of the problems with toxic masculinity surrounding teenagers.

**Ms. S. Shah:**

There is always room for change I believe, and through schools we can have teachers and friends who understand people who know about it, to have a word with their friend. It is like it is good to implement it among peers itself, except for the teachers who also will be working it.

**8.1.3 Ms. R. Apostu:**

How would you go ahead actually implementing the campaign for it to make an actual change, like in people's day to day lives?

**Ms. S. Wickenden:**

We would talk to schools and the government to maybe spread it throughout P.H.S.E. (personal, social, and health education) lessons and assemblies to try to spread the word about everything.

**Ms. S. Shah:**

And also put advertisements and in newspapers probably publishing stories about it or bits of knowledgeable information, facts about different traditions so that people get to know about it through social media, person to person, through advertisements, et cetera.

**8.1.4 Ms. P. Wild:**

I am just wondering how you will get the older generations who are not in school to learn about it because if you did release it through the newspapers and social media I cannot help but to feel that the people who would look at that are people who are trying to be accepting and the people who are not as accepting would not really look at it. So how would you try and enforce that to the older generations?

**Ms. E. Eastward:**

Especially for those older generation, there is obviously going to be some like homophobia and we cannot exactly help all of them but for most adults, we are hoping, it is putting this into the public and with the help of the government we can make it so that a lot more people, even though there will be still some homophobia, that they can be more accepting.

**Ms. S. Shah:**

I think personally that there could be workshops in people's workplaces so it could be like an employee thing because not all employees are white or Jersey people. So it could be a thing for them to work along with people and have team creativity, team spirit together.

**8.1.5 Mr. D. Skeels:**

My question is: how would you implement this to people who do not use electronics and mostly stay at home? Or what would you do if someone is not listening to it or anything?

**Ms. S. Wickenden:**

We would not force anyone to listen to us directly. Like if they do not want to join in, in this campaign or anything, we will not force them and people that do not have electronics or social media we could put out newsletters and stuff from the schools and from other sources to let older generations know that this is happening.

**Ms. S. Shah:**

We could also have a more people-to-people approach. So if students are learning at school they can talk about it at home, people are learning in the workplaces, they talk about homes. Like the word spreads round by people itself, even though electronics and publishing on media does not help that much.

**8.1.6 Ms. P. Vieira:**

I was just wondering, for the tradition part of the campaign would you consider involving more Jersey heritage and tradition just because it seems sometimes that Jersey's tradition can be lost?

**Ms. S. Shah:**

Definitely. All the traditions and cultures that exist around Jersey. So first of all we are trying to make a more Jersey approach so all of the cultures that exist in Jersey will be put into attention because a few of the cultures have limelight and the others are not being respected or recognised as much as the other ones. So we are going to talk about going to all of them in depth.

**Ms. E. Eastward:**

We will try and make sure that there is a balance between Jersey's culture and others so it does not get eradicated while still being quite widely spread over other cultures.

**8.1.7 Ms. K. Gilson:**

Going back to religion and celebration of who you are, how would you go about celebrating traditions without, some might say, cultural appropriation or how would you enforce respecting it without forcing it?

**Ms. S. Shah:**

We can have festivals or fairs in the marketplace or at school we can have little days or times for celebration where having adults together probably in the assembly rooms and we can watch a short film explaining about it and then we can have fun activities regarding it. So you do not want to enforce religion or stuff on anyone so people who do not want to do it are not forced for it but it is like a good way to learn for anyone who wants to join in.

**8.1.8 Ms. E. Baker:**

How would you enforce being respectful of other cultures and religions?

**Ms. S. Shah:**

We can have clubs set up at school. I have one set up at my school which is like the culture club where every 2 or 3 weeks we have a certain country which is being discussed upon where we talk about the religion, languages, the traditions, the food, et cetera. So that is a good way for students to engage in their school without having to spend extra time anywhere, losing any of the lessons either.

**Ms. E. Eastward:**

Also we are going to make it so it is not pushed upon those who do not have that specific culture. It will be optional, so those who are interested, those who wish to learn about it should, and if they want to they could go. But if those who do not, they do not have to.

**The Deputy Bailiff:**

That completes the questions. Thank you for that final presentation. You have now heard from all Members putting forward their ideas and, in a moment, the ballot papers will be circulated to all of you and you will then cast your votes, which will be collected and counted. I am going to remind you that you can vote for up to 3 times. When you see your ballot paper in a moment you will see that it contains "Learning to care", as we have heard, "Reducing pollution - Saving the environment", "Housing", "The Right to play", "Changing stereotypes and being comfortable with yourself", "Helping adults become more compassionate about the mental health of teens" and "Diversity and inclusion". Ignore the reference to "University fees". That was not a matter that was proceeded with or debated. So you can vote one, 2 or 3, but no more, campaigns and you can vote with any mark that you like. It can be a tick or a cross or a "1", it doesn't really matter. The ballot papers will now be circulated, I think. If there any questions about the voting procedures press your button and we will deal with your question.

[00:45]

Have you all been given a paper? The usher is now doing what he does before a secret ballot of the States, he is showing us that the box is empty and not already stuffed with people who voted before. When you have voted then please put your ballot paper in the ballot box that he has. Do not worry, he will come to you. Have you all had the chance of casting your votes? Are all votes returned? I am now going to retire with the youth service staff who are here today to oversee the count. We will come back in 5, 10, maybe 15, hopefully 10 minutes, with the results. In the meantime, you can talk among yourselves.

**[Resumption]**

Well I think the closeness of the vote demonstrates the quality and the level of interest in all these topics. There were very few votes between the presentations, however I can announce that the following have been chosen as the three campaign topics for the Jersey Youth Parliament; The Right to Play, Housing, and Diversity and Inclusion.

**[Approbation]**

You can now choose which one of those three you wish to be part of. If you feel you have time to work on more than one, please let the Youth workers know after this meeting, but for the time being we ask that you choose your top option.

We will start the voting with The Right to Play. If you wish to be involved in this campaign, using the voting buttons in front of you, please vote P for pour, if you do not wish to be involved vote C for contre. And if you are unsure, you can vote A to abstain. If that is clear, I will ask the Greffier to open the voting.

If you have all had a chance of voting I will ask the Greffier to close the voting. Just for your interest, it does not really matter, there were 16 votes pour, 7 abstentions and 10 voting contre.

We will now clear the voting and if you can give an indication of your wishes in respect of the topic of “Housing”. Again, P for pour, C for contre and A if you want to abstain. I ask the Greffier to open the voting now. Do any more Members wish to vote? I ask the Greffier to close the voting. There are 10 Members who are interested, 12 Members voted pour, 11 have abstained and 10 voted contre.

I now turn to the final topic of “Diversity and inclusion” and invite the Greffier to open the voting. I ask the Greffier to close the voting: 11 Members pour, 9 abstentions and 13 voting contre.

Well, thank you all for your efforts today. I think myself and the Members of the Assembly who are present and everyone in the Chamber found it very interesting and illuminating. I wish you all every success in your work and your work here, your work at school and whatever else you do outside this Chamber, and declare this meeting of the Jersey Youth Parliament adjourned.

ADJOURNMENT

[00:51]