



# United Nations Convention on the Rights of the Child 2008 Concluding Observations

Report of a national consultation with  
young people to determine their  
priorities for action

March 2009

Final Report





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## EXECUTIVE SUMMARY

In late summer of 2008 Young Scot was commissioned by the Scottish Government to seek the views of young people from across Scotland on what they thought about the United Nations Committee on the Rights of the Child's Concluding Observations relating to the implementation of the United Nations Convention on the Right of the Child (UNCRC). The consultation explored the levels of awareness children and young people had regarding children's rights and their thoughts on which rights were most important for them, and for Scotland as a whole, to take action on.

The aims and objectives of the consultation project were to:

- provide a measure of young people's awareness of children's rights and rights more generally
- raise awareness of children's rights, the UNCRC and their concluding observations with young people
- give young people the opportunity to share their experiences and express their views in relation to children's rights
- gain insights into what children and young people think are priorities for action in Scotland in relation to children's rights

To achieve these aims and objectives, the following processes were developed:

- An online survey available via the national youth information portal ([www.youngscot.org](http://www.youngscot.org))
- Offline paper-based surveys
- Four workshops with groups of young people to gather more in-depth views and opinions
- Five Local Investigation Teams of young people carrying out peer-led research in local areas
- Awareness-raising sessions on children's rights run by the outreach team

Over 800 young people were engaged in the consultation process. The majority of the young people who participated were aged between 11 and 17 years old and were at school. There was a good geographical spread with almost all Local Authorities represented in the consultation (there were no identifiable participants from Moray, Orkney, Shetland and the Western Isles). The consultation was also designed to ensure that as many 'hard to reach' and 'seldom heard' young

people were included as possible. This involved engaging established groups of young people in both the workshop sessions and the Local Investigation Teams. As a result the consultation featured a diverse range of young people including those who are: looked after and accommodated; seeking asylum; advocates for young people with disability; young people who have offended and gypsy travellers.

## Key Findings

### Survey

The young people we surveyed indicated that:

- *66% had heard of 'children's rights'*
- *However, awareness of the UNCRC was low with only one in five saying they knew at least a 'fair amount' about it and a quarter saying they had never heard of it*
- *8-11 year olds were most likely to know about children's rights and the UNCRC*
- *12-14 year olds were least likely to know about children's rights and the UNCRC*
- *Teachers were the most influential source of information about rights for all ages*
- *School was considered the best place to learn about rights by the majority*
- *But 40% still favoured out of school learning environments in relation to rights*

### Workshops

The young people we consulted with came from diverse backgrounds and as a result their views on which Concluding Observations should be priorities for Scotland to take action were diverse too.

Young people in secure accommodation felt *Youth Justice* was the most important issue. They said:

- *They were unhappy with the Children's Hearing system*
- *The current age of criminal responsibility is inappropriate*
- *Sex education should be taught in primary schools*
- *Some addictions workers are ineffective*
- *The design of tags were so obtrusive they contravened their freedom to be a child*
- *There should be a place they can go to prove themselves before being sent to a secure unit*
- *There should be more care units for young people*

Some homeless young people in Glasgow felt *Health & Wellbeing* was the most important issue. They said:

- *Some felt less money should be spent on anti-drugs messages as young people make their own minds up through experimentation*
- *Counselling services should be more widely available to young people*
- *Some counselling services are condescending and age inappropriate*
- *Police, Social Workers and the media do not always act in children's best interests*
- *Some young people would benefit from more guidance and leadership with regard to educational and life choices*

Young people from a primary school in Fife also felt *Health & Wellbeing* was the most important issue. They said:

- *It was important to tackle bullying*
- *Exclusions are rarely appropriate for children in primary school but ok for those in secondary school*
- *There should be alternatives to detention for young asylum seekers*
- *Their right to privacy was very important*
- *Some families should spend more time together*

Young people from a youth club in the Borders felt *Child Trafficking and Child Exploitation* was the most important issue. They said:

- *This was the most important theme because the children were in most danger*
- *Implementation of the UNCRC is important because all other rights hinge on it*
- *Smacking is wrong: all of the time for some young people; occasionally wrong for others*

### **Local Investigation Teams (LITs)**

The five LITs undertook peer research projects in their area exploring children's rights. Key findings from their investigations included:

- *play areas and school playgrounds should be better equipped and managed*
- *safety is a common issue where young people feel their rights are being infringed. Many do not feel safe playing in their local area due to the activities of older children and adults*
- *bullying still persists and more should be done to tackle it*

- *awareness of the UNCRC and children's rights amongst young people is very limited*
- *however, most young people have firm ideas about which rights are important*
- *many young people feel they are not respected or listened to by adults*
- *children, young people and adults should trust each other more*
- *most young people would be keen to learn more about their rights*

### **Priority Themes**

Over the course of the consultation exercise we covered all of the UNCRC's concluding observation themes as identified in the Scottish Government's 'UK Concluding Observations 2009' booklet to some degree. However, as noted in the methodology, it was impossible to cover them all in each session. As you would expect some themes generated more debate and discussion than others. We have provided a top line summary of the findings for each theme below.

#### *Implementation of the UNCRC*

This was not a major issue for the young people we spoke to. Only one young person identified it as being the most important issue for Scotland to take action on.

#### *Fairness and Equality*

It was anticipated that the thematic issues relating to fairness and equality would be very important for the young people we spoke with, particularly discrimination against children by adults and the media. However, this was not the case with few young people making this a priority. Respect for the views of the child, especially in the school environment, was a right that some felt was important and not being respected.

#### *Freedom to be a Child*

The right to privacy is important for many young people and was a theme that arose across a number of groups. We had anticipated issues relating to Anti Social Behaviour Orders (ASBOs) to be of concern to the young people we spoke to but this was not the case with some being completely unaware of what ASBOs were. The issue of physical punishment in the family predictably provoked a variety of views ranging from those who felt it was an essential option for parents to retain in order to effectively discipline their children to those who felt it was abhorrent.



### *Family Life and Children in Care*

Many of the young people we spoke to had limited first hand experience of the issues outlined in this theme. However, others had had experiences of care services and suggested more should be done to keep families together and where this is not possible they mostly felt there should be more provision of care units for young people.

### *Health and Wellbeing*

A number of the concluding observations in this section relate to rights for young people with disabilities. For many of the young people we spoke to this was not a priority issue, probably because they felt it did not impact them directly. The other main thematic issue relating to health and wellbeing is child poverty and this proved to be a major point of discussion and debate in all of the groups, particularly when related to outcome indicators such as sexual health and use of drugs and alcohol.

### *Education and Play*

The issues relating to this theme probably generated more debate than any other. Bullying, school exclusions and the quality of school playgrounds are very important issues for many of the young people we spoke to. This was true for almost all of the groups and some of the local investigation teams. Bullying was reported to be widespread in schools. However, some of the younger children also highlighted how in their home area older children and adults could often create an air of fear which inhibited their ability to play after school. The subject of school exclusions was not widely discussed except by the primary school children who generally felt exclusions were appropriate for secondary pupils but not for those of primary age except in extreme circumstances. Playground facilities were deemed by many to be inadequate and in need of investment in terms of maintenance and / or new equipment.

### *Children Seeking Asylum*

This was not raised by any group of young people to be a priority issue for Scotland. It was discussed by the children in the primary school workshop who felt that children seeking asylum should be treated fairly and not be locked up.

### *Child Trafficking and Child Exploitation*

Similarly this was not a priority issue for most of the young people we spoke to. However, one group felt very strongly that this was the most important issue for Scotland to take action on because the young people at risk were in most imminent need of help.

### *Youth Justice*

Most of the young people we spoke to expressed a view about the age of criminal responsibility and guessed what they thought the current legal age was. The majority felt the proposed new age of 12 years old was about right, although very few correctly identified the current age of eight years old. Some were shocked when they realised how young you could be held legally responsible for your actions. Apart from this universally discussed issue youth justice was not deemed a priority for the majority of the young people we spoke to. The exception was a group of young people currently held in a secure unit in Glasgow. They had a number of observations relating to their experiences with the youth justice system. Many felt there should be a 'halfway house' where they could get a second chance to prove themselves before they were detained.

### *Summary*

We found that by presenting the UNCRC to children and young people in ways which were fun and relevant to their lives they were more likely to engage with the subject. The consultation may indicate that awareness of the UNCRC is not particularly high amongst children and young people but by applying our approach we have been able to demonstrate that they do have a vibrant connection and understanding of the issues included within it.



## INTRODUCTION

Young Scot is the national youth information charity, supporting young people across Scotland aged 11 - 26 to make informed decisions and choices and to access opportunities. We do this through a variety of information channels, including books, magazines and online services such as the national youth information portal for Scotland – [www.youngscot.org](http://www.youngscot.org). Young Scot currently has 360,000 members and a network across all 32 Scottish local authorities through the Local Authority Dialogue Youth partnership initiative.

Young Scot, in partnership with local authority, statutory and voluntary sector providers, has significant experience in developing consultation processes and investigatory initiatives as part of a menu of connections enabling young people to be involved in community planning structures, national decision making processes and changing service delivery.

This approach, in partnership with the Scottish Government's Children's Rights Team, has been applied to engage young people across Scotland, aged from eight up to 18 years old, in a consultation which has the primary aim of understanding what young people think about children's rights and in particular the United Nations Convention on the Rights of the Child (UNCRC). We also wanted to find out which of the UN Commission on the Rights of the Child's Concluding Observations on the implementation of children's rights in the UK were priorities for young people.

The data and insight from the consultation will be used by the Scottish Government's Children's Rights Team as a contribution to shape their planning in relation to the implementation of the United Nations Convention on the Rights of the Child in Scotland.

Young Scot's Outreach Team helped to support the consultation process by running four focus groups (plus one pilot), awareness-raising sessions and information sessions with young people in a variety of settings, including schools, youth groups and shopping centres. The team were also very active in encouraging and supporting young people to complete offline consultation surveys.



## PURPOSE

The high level aims of the consultation were:

- To provide a measure of young people's awareness of children's rights and rights more generally
- To raise awareness of children's rights, the UNCRC and their concluding observations with young people
- To give young people the opportunity to share their experiences and express their views in relation to children's rights
- To gain insights into what children and young people think are priorities for action in Scotland in relation to children's rights

## METHODOLOGY

The consultation and engagement work by Young Scot involved a combination of the following methods:

- Incentivised online survey via the national youth information portal ([www.youngscot.org](http://www.youngscot.org))
- Offline paper-based surveys
- Four workshops with groups of young people
- Five Local Investigation Teams of young people carrying out peer-led research in local areas
- Awareness-raising sessions on children's rights run by the outreach team

## NATIONAL SURVEY

A survey was developed to measure awareness of children's rights and gather the views of young people on aspects of the UNCRC. The survey was drawn up in partnership between the Scottish Government Children's Rights Team and Young Scot and used as a foundation some of the questions developed by the Scottish Commissioner for Children and Young People (SCCYP) in their Being Young in Scotland (BYiS) 2007 survey. However, the survey was not designed to be statistically representative of the Scottish population and as such the findings are not directly comparable to the BYiS survey (see appendix A). The survey was accessible via the Young Scot website where it benefited from a prominent position on the homepage for the duration of the consultation. The website ([www.youngscot.org](http://www.youngscot.org)) is the award winning national youth information portal for Scotland, providing a comprehensive range of online information and services for young people. The website receives an average of 400,000 page views per month and has 23,000 registered Young Scot members.

As evidence shows that incentives have a positive impact on participation in surveys one respondent who will be drawn at random will win a Nintendo Wii with Sports Pack.

The survey was promoted via the following:

- Young Scot's networks across the voluntary and statutory youth work sectors, including Dialogue Youth.
- The UNCRC Partnership Group



- Young Scot's Bebo, MySpace and Facebook presences
- A text message and eBulletin sent to Young Scot's registered website users

In addition to the above, Young Scot identified and approached intermediaries working with young people to ensure specific groups of young people across Scotland had the opportunity to take part in the consultation including:

- Young people with disabilities
- LAC (including those looked after at home)
- LGBT
- BME
- Gypsy/Traveller
- Young people seeking asylum/refugees
- Young people who offend

The survey was also promoted offline using the Young Scot outreach team. This allowed the survey to be taken directly to young people participating in sessions in schools and youth groups across Scotland, ensuring we reached a wide range of young people including those considered 'hard to reach' / 'seldom heard'.

## **WORKSHOPS**

We used workshops to get more in-depth qualitative information from young people. In particular we wanted to find out what they thought about the Concluding Observations and which of these should be priorities for the Scottish Government to tackle first.

Young Scot worked with Local Authority partners via the Dialogue Youth initiative, voluntary organisations and also the UNCRC Partnership Group to recruit participants for four workshops. In each selected area we attempted to recruit a core group of 8-12 young people. The groups were split by age (8-11, 12-13, 14 -15, 16-17), with two groups being held in rural locations and two in urban areas. Recruitment for the groups also sought to ensure that young people from the hard to reach backgrounds detailed above were invited to participate (see table below). An equal gender mix was also sought.

Group	Age	Location
Hill of Beath Primary, Primary school children	8-11	Hill of Beath, Fife
Chirnside Youth Club	12-13	Chirnside, Borders
Good Shepherd. Young Offenders	14-15	Glasgow
Centre for Homeless Young People	16-18	Glasgow

As we were working with a diverse range of young people, in terms of their age, experience and numeracy and literacy skills, it was appropriate to create slightly different session plans for each group. These are available for review in the appendix. However, there is an overview of the processes we applied for each group below.

Workshop groups were provided with:

- Information on what their rights are (verbal input, booklet, posters)
- CYP version of concluding observations from UN Committee.

The session plans were designed to prompt the groups to discuss what they thought about the recommendations from the Committee and attempted to cover the following questions:

- Are these issues for you?
- Are the recommendations 'right' for the issue? / Have they addressed your concerns?
- Are there issues they haven't mentioned?
- What do you think the Scottish Government should do about it?
- What are the most important issues? / What should the Scottish Government do first?

## Pilot Session – Edinburgh

This workshop was attended by 24 young people (aged between 15 and 18) who are members of the Young People's Advisory Group from Learning and Teaching Scotland who advise on citizenship education. Each young person is nominated onto the group by their Local Authority (16 Local Authorities are represented in this group) and many are members of their Pupil Council. For this group we used our draft session guide (*see appendix B*).

The participants were asked to review posters that we had placed around the wall which highlighted the main themes from the UN Committee's Concluding Observations. These being:

1. Non- discrimination
2. Respect for the views of a child
3. Freedom of peaceful assembly
4. Corporal punishment
5. Children with disabilities
6. Standard of living
7. Mental health
8. Education
9. Right to leisure and play
10. Asylum seeking and migrant children
11. Administration of juvenile justice

We then asked the young people to comment on the posters using post-its if they wanted to, and then to align themselves with the 'issue/ theme' they felt was most important to them. The number of participants at each 'station' was recorded.

This generated a good debate which was carried on into two smaller group sessions where the issues were discussed in more depth. After that they were asked to again align themselves with the poster that they felt was most important to them, to see if the more detailed discussions had had any impact on what they thought.

The final part of the session involved the young people looking at how they would address the theme that was the most important for them, or how they would like the government to address the issues involved.

Though the pilot session was generally regarded as successful by the participants and facilitators there were a number of learnings from the exercise. Feedback from the participants, observers and facilitators led to the following amendments to the session plan:

- Session was too long (lasted over two hours). One hour is optimum, therefore eliminate additional stages, opportunity to input via post-it notes and smaller group sessions
- Limit the session to one hour and accept that we may not be able to discuss all the themes contained within the concluding observations during that timeframe
- Differentiate between rights *to* education and rights *in* education as Scotland is considered by the UN Committee on the Rights of the Child to deliver well in rights *to* education but has work to do, according to the UN Committee, on rights *in* education such as equalising outcomes for young people regardless of background
- Clarify that we are asking young people to identify issues they think are a priority for *Scotland* to take action on rather than what are the most important issues for the individual young person
- We also used the new UNCRC 2008 Concluding Observations booklet and posters, recently published by SCCYP and the Scottish Government, as communication materials rather than use the materials we had created ourselves.

### **Workshop 1 – Good Shepherd, Bishopton**

The Good Shepherd is a secure unit for girls, therefore, there was no gender mix in this specific workshop. Even though the unit itself was in Outer Glasgow the girls who took part in the workshop were from surrounding urban areas so this was considered an urban group.

Five girls aged 14 – 15 took part, although one girl had to leave after the first activity so the majority of the session took place with four participants.

There were restrictions on the materials that could be brought into the unit so the session guide had to be altered accordingly (see *appendix C*). Instead of using pre-made posters we used flipchart paper, and asked them to write their comments directly onto that during the discussions that followed.

Four of the different themes were discussed with time spent considering the specific recommendations that came under the selected heading.

### **Workshop 2 – Centre for Homeless Young People (CHYP), Glasgow**

The Centre for Homeless Young People in Glasgow is run by Queens Cross Housing Association, and is a residential centre for homeless young people. This workshop had 10 participants, aged between 16 – 18 years old, with an equal gender split. Some of the young people taking part were asylum seekers with one participant not able to speak English at all. This session was considered an urban setting.

Due to the size of the room the intended session plan could not be followed precisely as there was not enough room. Instead posters were placed around the walls and the facilitator read through each one and made sure everyone understood what was meant and generated debate by prompting participants (see *appendix D*).

Again we limited the session to one hour as this was felt to be an appropriate length of time for this group. This meant that we did not have enough time to go through each of the nine themes although the group did undertake the ranking exercise to determine priorities for action.

### **Workshop 3 – Hill of Beath Primary School, Fife**

This primary school is in a rural setting and the workshop took place with eight young people aged between 8 – 11 years old. Two were from Primary Five, three from Primary Six and three from Primary Seven. The gender split was five boys and three girls.

As this was a young group we changed our session plan (see *appendix E*) and used the game 'Jenga' with numbers on the bricks relating to 'rights' from the 2008 Concluding Observations booklet to make it more interactive. This also meant there was less of an onus on reading and gave us more time at the beginning of the session to introduce the topic.

We completed the session in just over one hour. In this time we covered a number of themes and asked young people to set out priorities for action but were unable to discuss all nine themes identified by the UN Committee.

#### **Workshop 4 – Chirnside Youth Club, Scottish Borders**

The youth club is located in the Community Centre in the village of Chirnside in the Scottish Borders and was considered a rural setting. The six participants were all aged 12 with four girls and two boys making up the group.

With this group we used the poster method to engage them in discussions about the Concluding Observations. The session lasted one hour with the participants engaging well with the subject matter.

#### **LOCAL INVESTIGATION TEAMS (LITs)**

Local Investigation Teams (LITs) are a peer research model Young Scot has developed which gives young people the opportunity to participate in consultations in an informed way.

There were five LITs recruited as part of this consultation and each was made up of young volunteers, aged between eight and 17 who were supported by Young Scot and the Local Authority Dialogue Youth network in their local areas to carry out their own research into the issues around children's rights. Each team was given a small financial contribution and research support from Young Scot and was tasked with engaging their peers in their project (see table below for an overview).

Group	Location
FBS Advocacy, Young People with Disability Advocacy Group	North Lanarkshire
Aberdeenshire Dialogue Youth	Kemnay and Kintore Aberdeenshire
South Ayrshire, Looked After and Accommodated Group	Ayr South Ayrshire
Save the Children, Gypsy Traveller Group	West Lothian and Fife
Children's Parliament Group	Edinburgh and Fife

The groups were given license to structure their investigation as they wished but we suggested they consider the following questions:

- How aware are you and your peers of your rights / the UNCRC?
- What rights are most important to you and your peers?
- What rights are not being respected in your area?
- What do you think the Scottish Government could do to make it easier for you to enjoy your rights?

The groups were asked to discuss and record their findings and produce a video report with recommendations. Therefore all groups received a training input on:

- Children's rights
- The concluding observations from UN Committee
- Video equipment training
- Consultation techniques and ethical considerations

## **AWARENESS-RAISING SESSIONS**

Young Scot's Outreach Team are also running a series of awareness-raising sessions across Scotland. These have already taken place in formal school classroom settings in Orkney and Tiree



with a bigger event conducted in the Silverburn shopping mall in Glasgow. Further events are scheduled for April 2009. A summary report of this activity will be submitted in late April 2009.



# CONSULTATION FINDINGS



# SURVEY DATA



## SURVEY DATA

A national survey was developed by Young Scot and the Children's Rights Team at the Scottish Government to seek the views of a wide range of young people across Scotland, finding out their opinions on the issues raised by the United Nations Commission on the Rights of the Child's Concluding Observations following their 2008 review of implementation of the UNCRC in the UK. The national survey was available online through the Young Scot portal [www.youngscot.org](http://www.youngscot.org). The Young Scot Outreach Team promoted and distributed the survey offline at various local and national events. The survey was also sent to Young Scot's partner networks.

The survey was completed by 712 people in total but after 'cleaning' the data and excluding those over and under the target age range the final figure was 633. As can be common in many surveys, not all respondents answered all of the questions. Where data is shown as a percentage these have been rounded up to the nearest whole number.

The survey data has been segmented into three age groupings: 8-11 years old; 12-14 years old; and 15 -17 years old. This breakdown broadly reflects the educational / life stages we expected participants to be associated with, with the youngest group in primary school, the middle group in early secondary school and the oldest group in later secondary school, further / higher education, training or employment, thus enabling a more informed analysis. The age groups used in the workshops (8-11, 12-13, 14-15, 16-17) were considered too narrow to allow meaningful analysis.

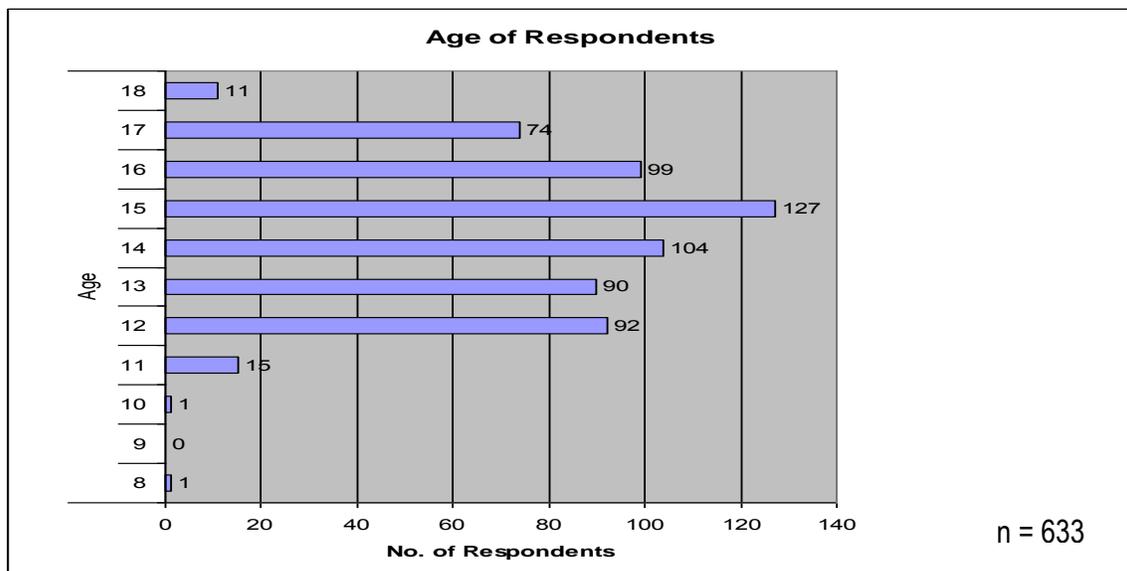
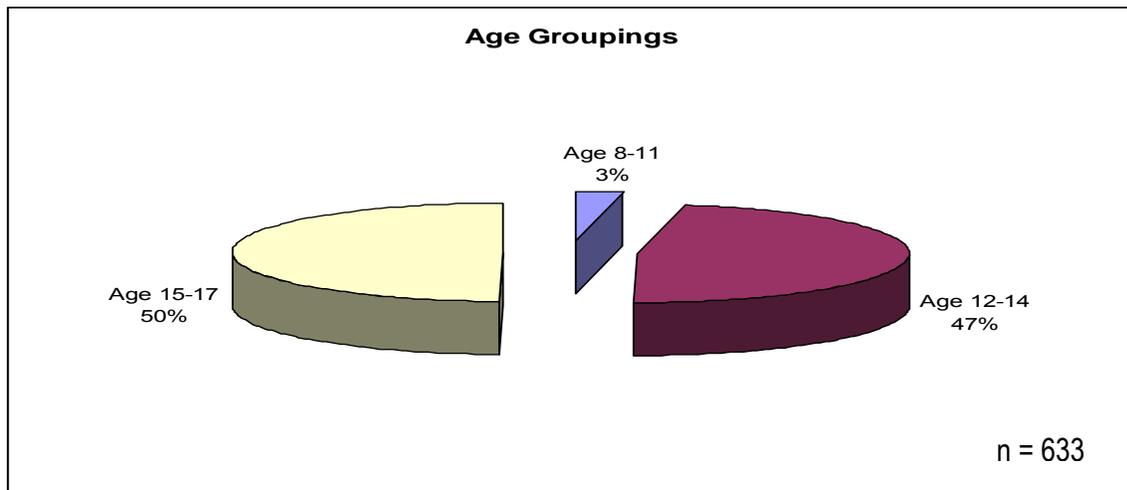
## DEMOGRAPHIC BREAKDOWN

### Gender:

- 49% of participants were male and 50% were female with 1% identifying themselves as other.

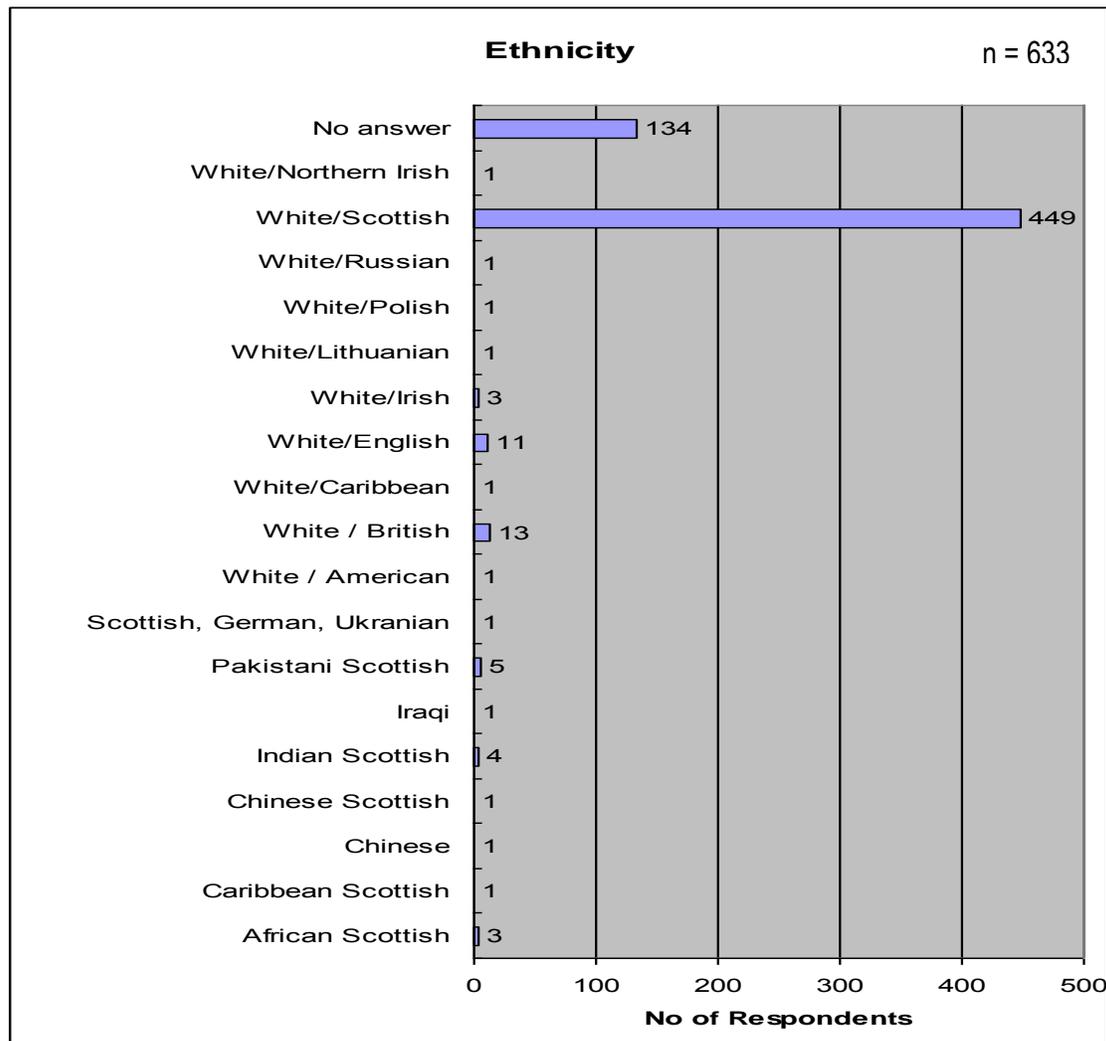
### Age:

- Most participants were of post primary school age with the number of responses from the younger age range (8-11) totalling just 17. This reflects Young Scot's and its partners' core audience but highlights that caution should be applied when considering findings about this group from such a small sample size.



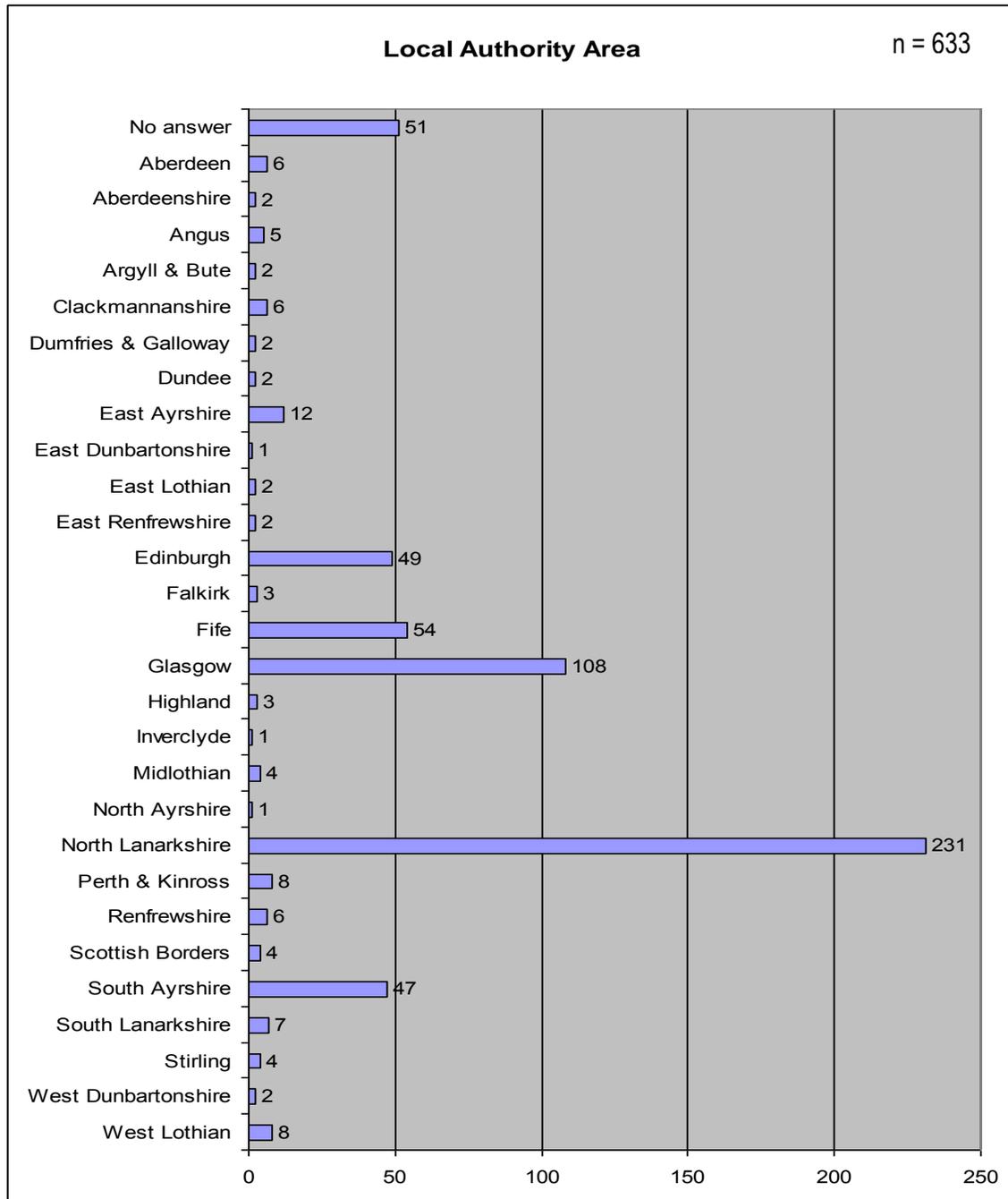
### Ethnicity:

- The survey was widely distributed through Dialogue Youth partners and youth networks.
- Young Scot staff also attended and distributed surveys at student events, the *Young Scot Homecoming* event, schools and other youth events. This was to encourage response from a cross section of young people.
- 65% of respondents identified themselves as White Scottish, although the fact that 20% of respondents did not answer perhaps suggests they were confused by the volume of options / structure of this section of the survey form.
- The ethnicity data capture section of the survey was based on 'Scotland's New Ethnicity Classification for Scottish Official Statistics' published by the Scottish Government, 2008.



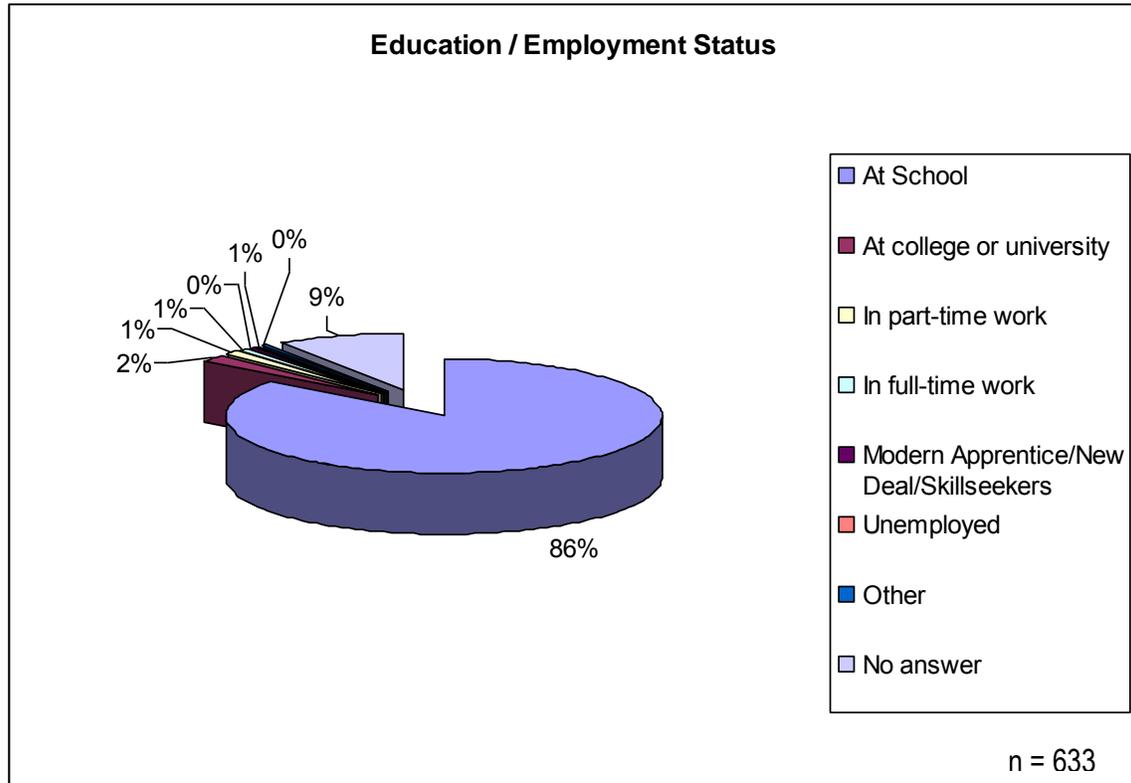
### Geographical Spread:

- Young people from 28 of the 32 local authorities took part in the survey with certain local authorities particularly well represented due to the co-ordination of activity in those areas.
- The four local authorities without any respondents were Moray, Orkney, Shetland and the Western Isles although awareness-raising activity on the UNCRC has taken place since in Orkney and Tiree.



### Education/Employment status:

- 86% of respondents currently attend school as you would perhaps expect from this age group.

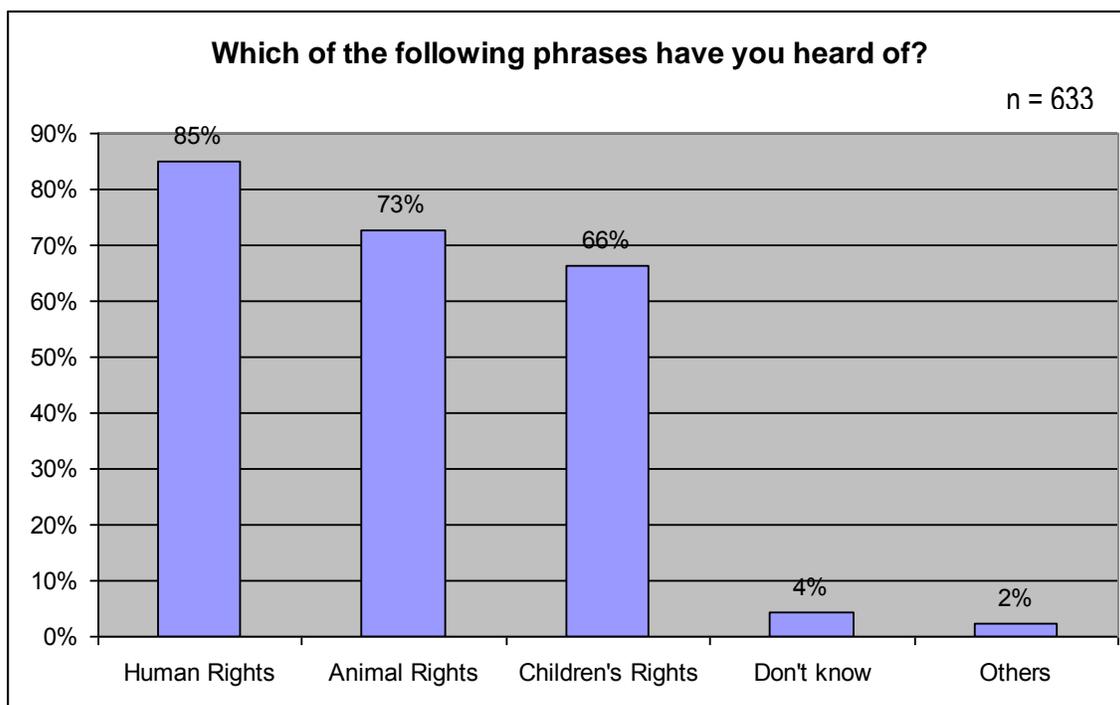


## WHAT DID YOUNG PEOPLE SAY?

The purpose of this section of the survey was to gain an insight into the levels of awareness of the UNCRC and children's rights amongst young people in Scotland. We used some of the questions that featured in the Being Young In Scotland (BYiS) 2007 survey as these were developed by YouthLink Scotland and SCCYP in conjunction with young people. The questions were intended to give us a 'snapshot' of levels of awareness of the UNCRC since the BYiS survey. However, it should be noted that the two surveys were designed differently, with the BYiS survey being much larger in terms of response and also being weighted to deliver a statistically representative sample.

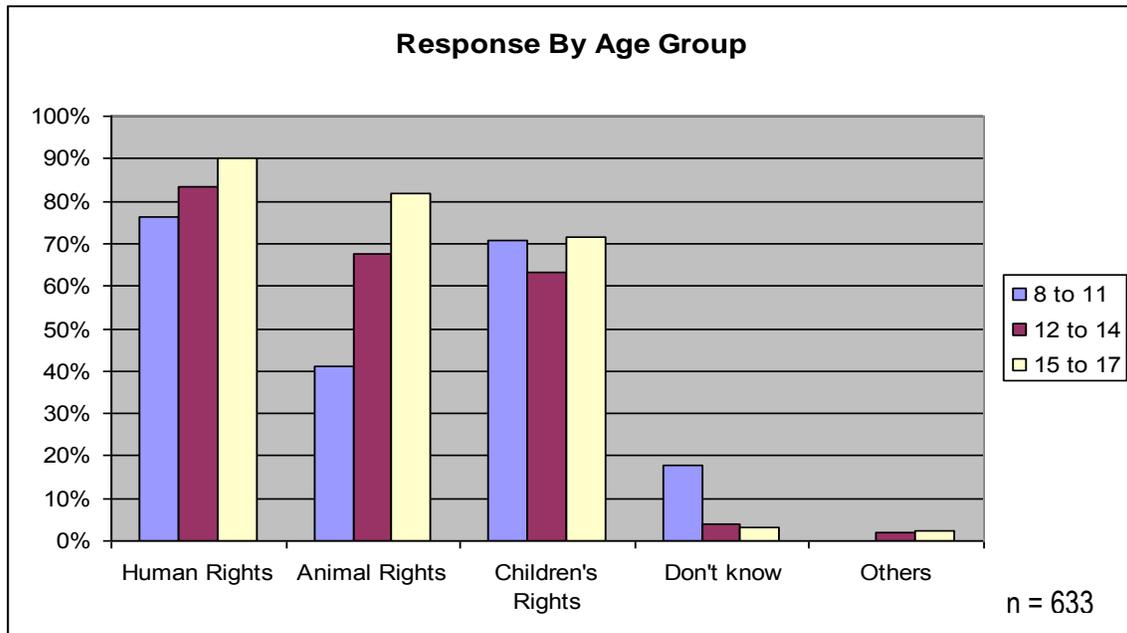
### Which rights have they heard of?

- 66% of respondents had heard of *children's rights* although both *animal rights* and *human rights* generated higher levels of awareness amongst children and young people.
- Awareness of rights generally appears to be high with the vast majority having some idea of what rights are.



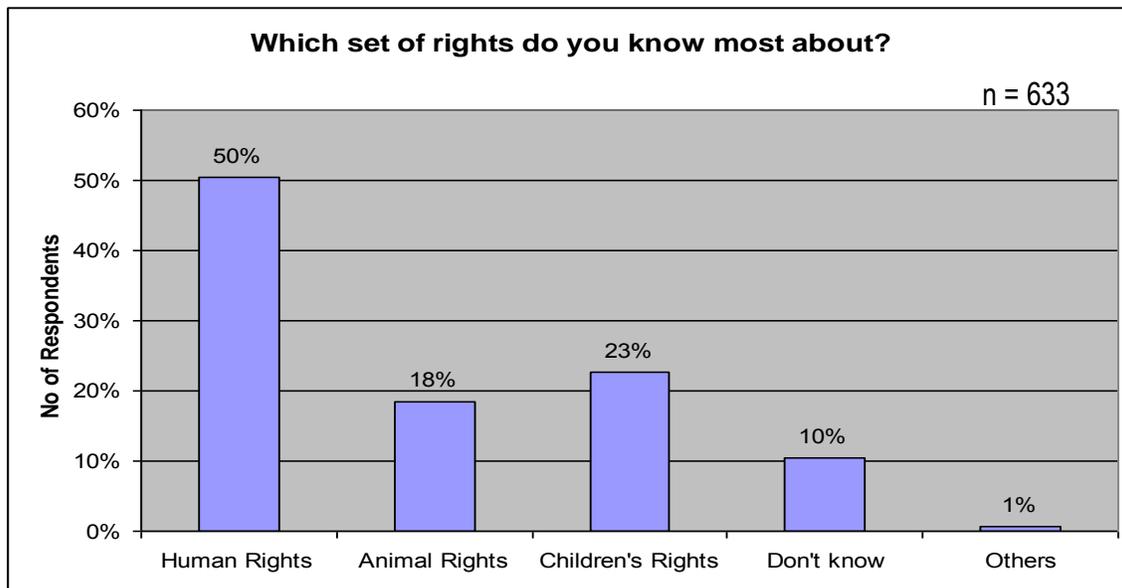
'Other' rights mentioned included:

- *Women's Rights*
  - *Civil Rights*
  - *Workers Rights*
  - *LGBT Rights*
- The 8-11 year old age group differed in that they were more aware of *children's rights* than other rights. This suggests that perhaps there has been a recent focus on the UNCRC in primary schools resulting in higher levels of awareness although, as noted above, the sample size for this group was small, necessitating caution when drawing conclusions from these findings.

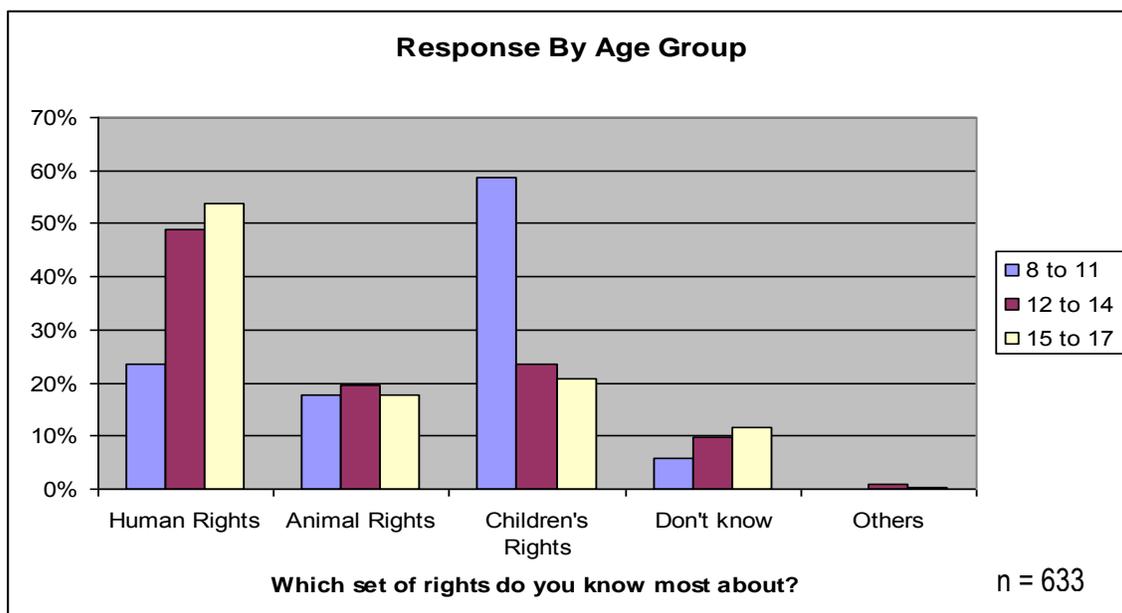


### Which rights do Young People say they know most about?

- When asked to decide which set of rights they think they know most about half of the respondents selected human rights.
- Although awareness of *animal rights* was higher than *children's rights* this awareness appeared vague as it did not translate into perceived knowledge with more young people saying they knew more about *children's rights*.

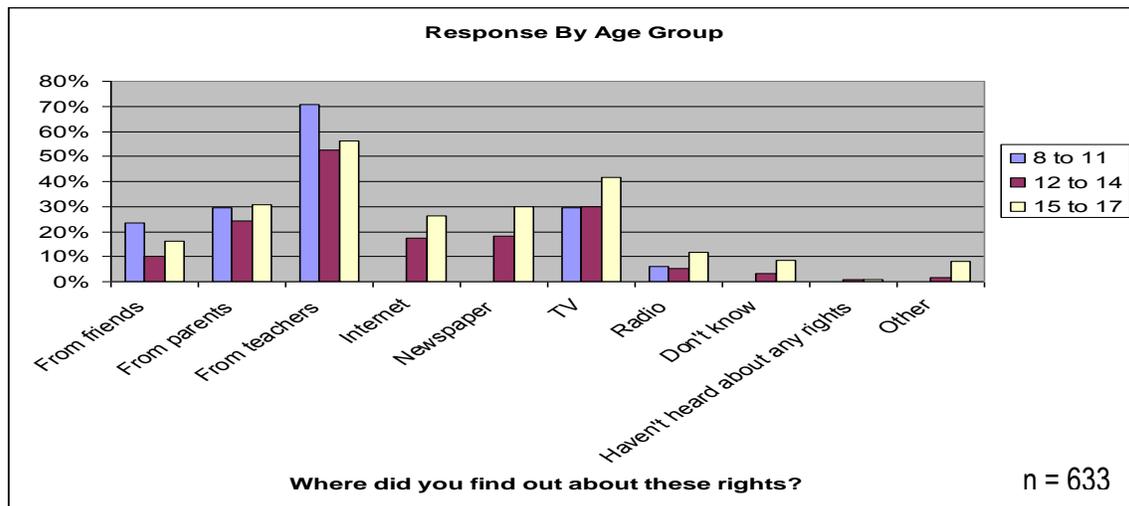


- Again, young people aged between 8-11 years of age were most likely to say they know more about *children's rights* than other rights.

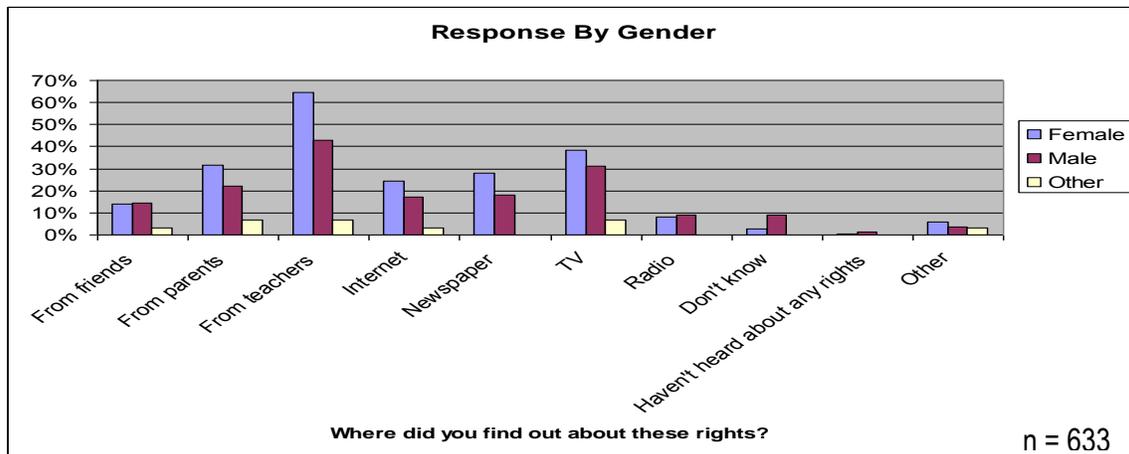


### Where did you find out about these rights?

- Participants were able to select more than one 'source' of information
- More than half of the respondents attributed some of their awareness of rights to teachers.
- The next most significant source of information on rights was television, with newspapers also being an important medium for developing an understanding about rights
- Parents also appear to play a major role in imparting information about rights
- Young people aged between 8-11 years old were most likely to get information relating to rights from another person rather than through a communication medium such as the internet, TV, radio or newspaper.
- Young people aged between 15-17 were most likely to get information about rights from media sources than other people.



- Girls were much more likely than boys to get information about rights from teachers.

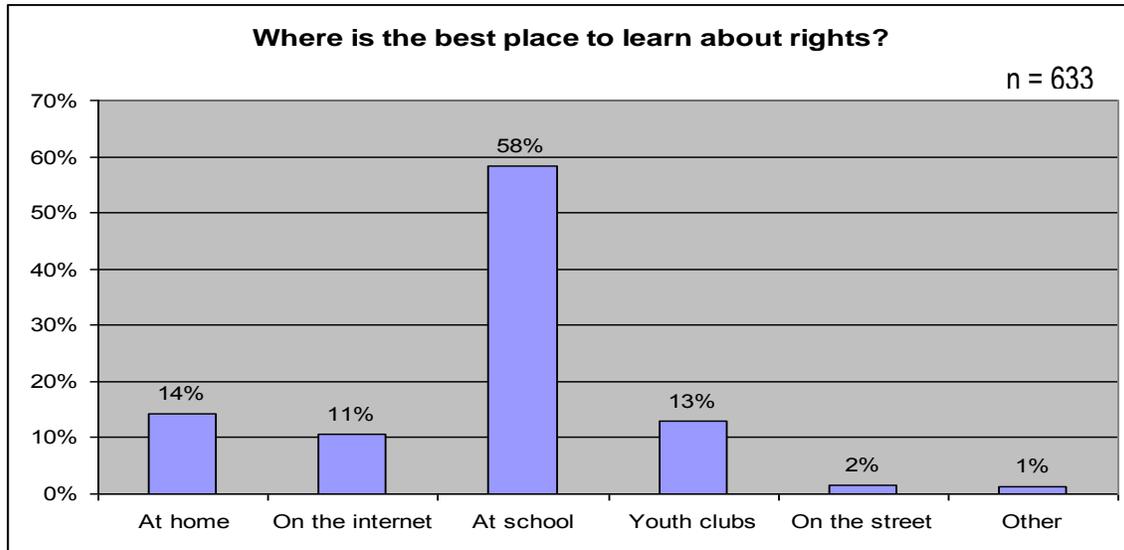


Additional comments received in response to the question 'where did you find out about rights?':

Age 12-14	Age 15-17
<i>I used to be in BUAV and I received monthly information about updates</i>	<i>Amnesty International</i>
<i>Who Cares Scotland</i>	<i>My boss</i>
<i>UN Posters given to the school from Falkirk Council's School Council</i>	<i>Reading</i>
<i>Life, RE</i>	<i>RMPS courses at school and when I went to the European Parliament on holiday.</i>
<i>Auntie and Schools Council Meetings</i>	<i>School</i>
<i>Youth Group</i>	<i>Myself</i>
<i>Books; research</i>	<i>School</i>
<i>Amnesty International, U.N. Website</i>	<i>Books</i>
<i>P.E.E.K &amp; Save The Children</i>	<i>Local Group</i>
<i>Jesus</i>	<i>Youth Workers</i>
<i>Flyers</i>	<i>Conference in Edinburgh</i>
<i>A leaflet I was given with the Young Scot pack last year</i>	<i>Social Worker</i>
<i>School</i>	
<i>Children Rights Officer visited me in my placement</i>	
<i>Classes</i>	
<i>Through Young Scot</i>	
<i>Youth Council</i>	
<i>Common knowledge</i>	

### Where is the best place to learn about rights?

- For the majority of young people we surveyed school was considered the best place to learn about rights
- Out of school learning environments were favoured by 40% of the total of those surveyed perhaps suggesting a role for youth workers in delivering rights education

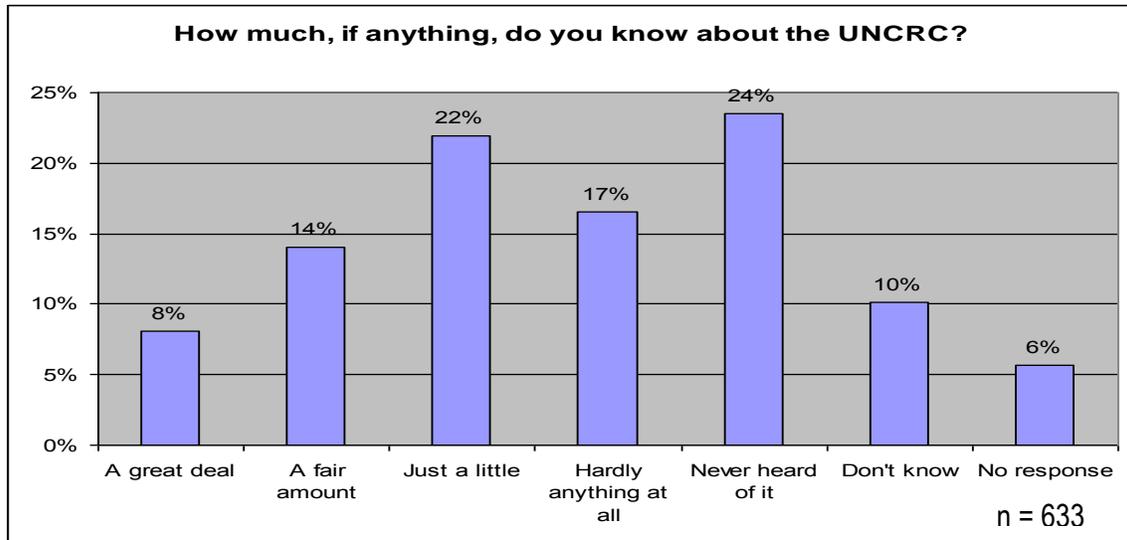


Additional comments received in response to the question 'where is the best place to learn about rights?':

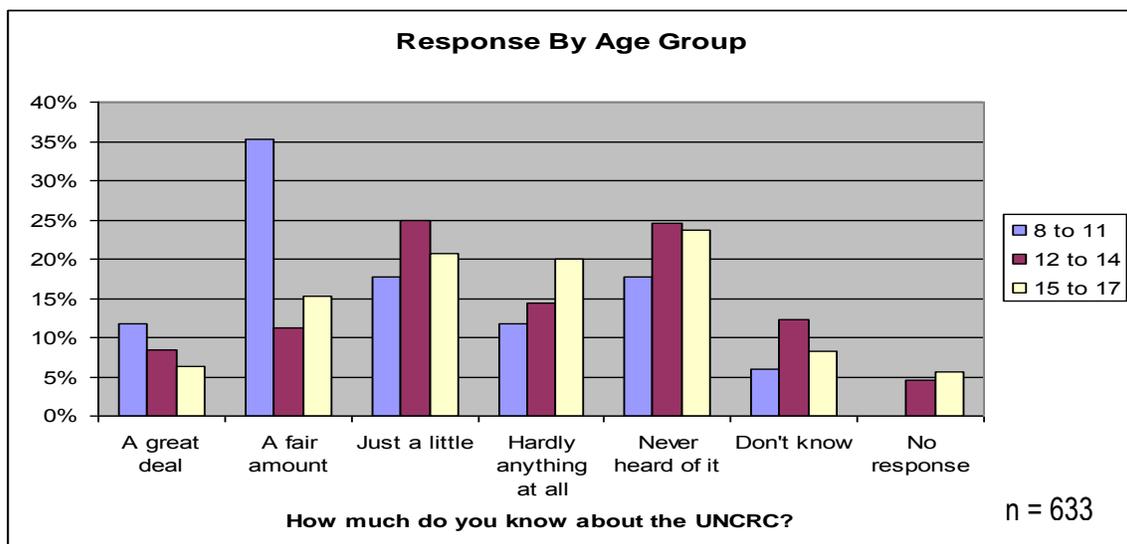
Age 12-14	Age 15-17
<i>On their own to begin with then third party sources should be contacted if there is doubt or confusion.</i>	<i>Assemblies / PSE Days</i>
<i>Flyers + Leaflets</i>	<i>All of the above plus personal philosophising</i>
	<i>I'm a total believer that if a child wants to learn about something then they will find a way to gain information, on the internet, books etc. I think that a section on human rights should become compulsory into RME curriculum.</i>
	<i>Anywhere that the young person wants to learn about them</i>
	<i>Everywhere</i>
	<i>Asking someone from local authority</i>

## What do Young People know about the United Nations Convention on the Rights of the Child?

- One in four of the young people we surveyed stated they had never heard of the UNCRC
- Only 22% of participants indicated they knew at least a 'fair amount' about the UNCRC
- Fewer than one in twelve said they knew 'a great deal' about it

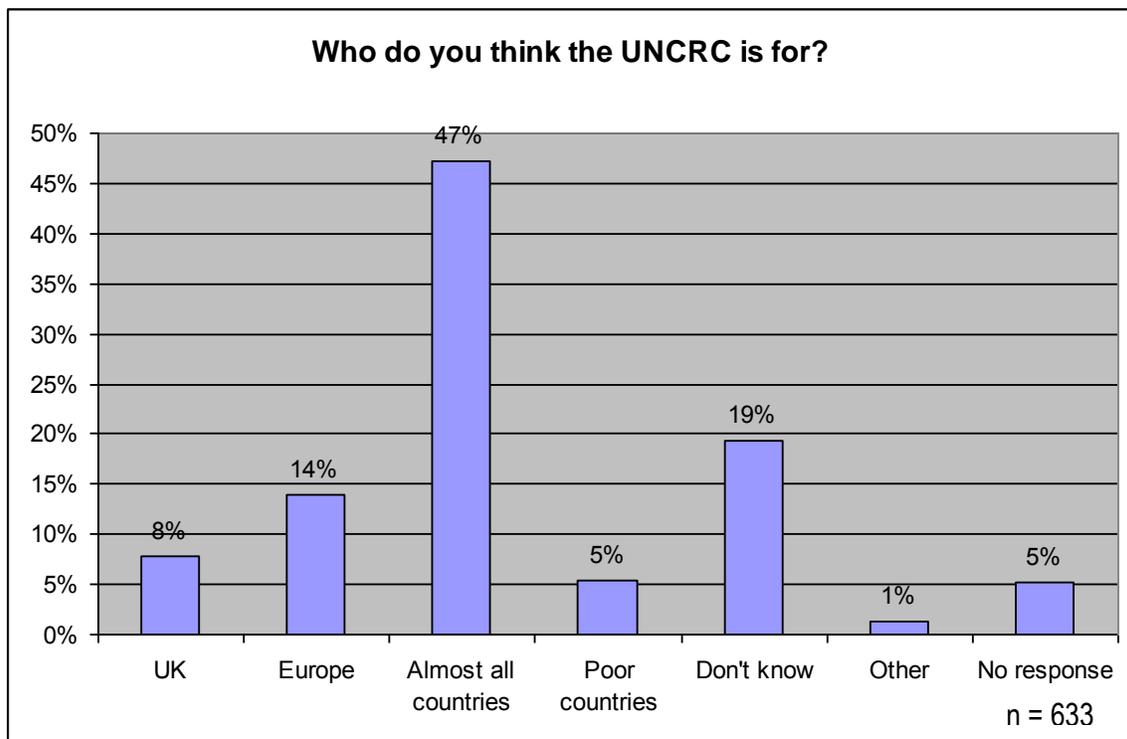


- The group aged 8-11 years old were once again most likely to register a positive response with almost half saying they knew a *great deal* or *fair amount* about the UNCRC
- 12-14 year olds were least likely to register a positive response and most likely to say they had *never heard of it* or *don't know* about the UNCRC



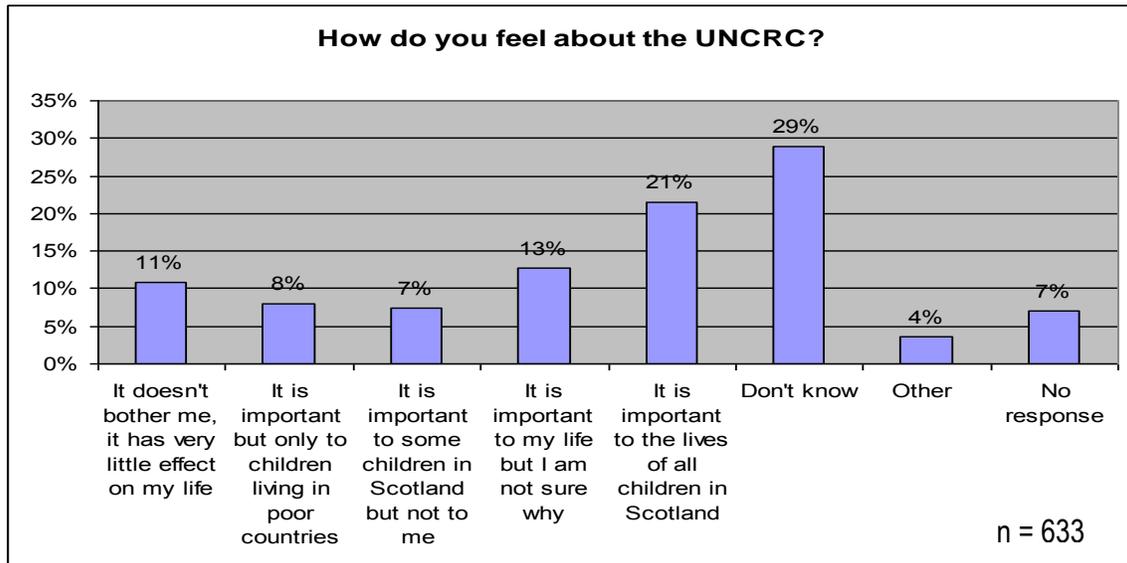
### Who do you think the 'Convention on the Rights of the Child' is for?

- Almost half of the respondents to our survey were able to identify that the UNCRC applies to *almost all of the countries in the world* (with the exception of the USA and Somalia)
- This suggests that even though general awareness of the UNCRC is patchy young people do recall this aspect of the UNCRC
- As you would perhaps expect, due to the significant numbers of young people who had never heard of the UNCRC, almost one in five respondents did not know who the UNCRC was for

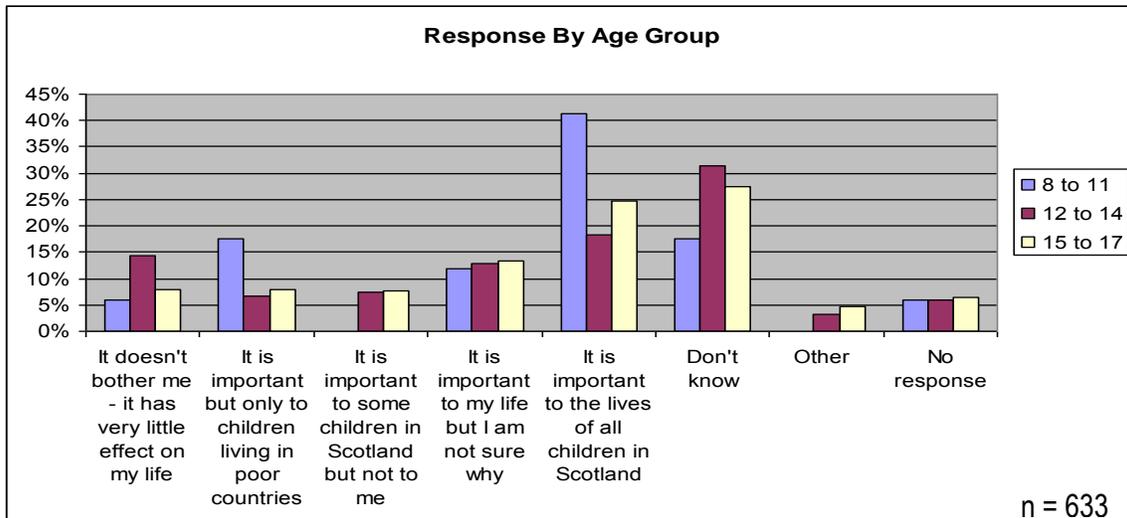


## How do young people feel about the UNCRC?

- Again, low levels of awareness of the UNCRC resulted in a high number of 'don't know' responses with almost one in three selecting this response
- The next most prevalent response was that the UNCRC is 'important to the lives of all children in Scotland'.
- Almost half of the young people thought the UNCRC was important
- Only one in ten young people stated 'it did not bother them'.



- Young people aged between 8-11 years old were most likely to think the UNCRC was important to all Scottish young people with over 40% of the respondents selecting this option. Again this perhaps reflects recent work in schools on the subject.



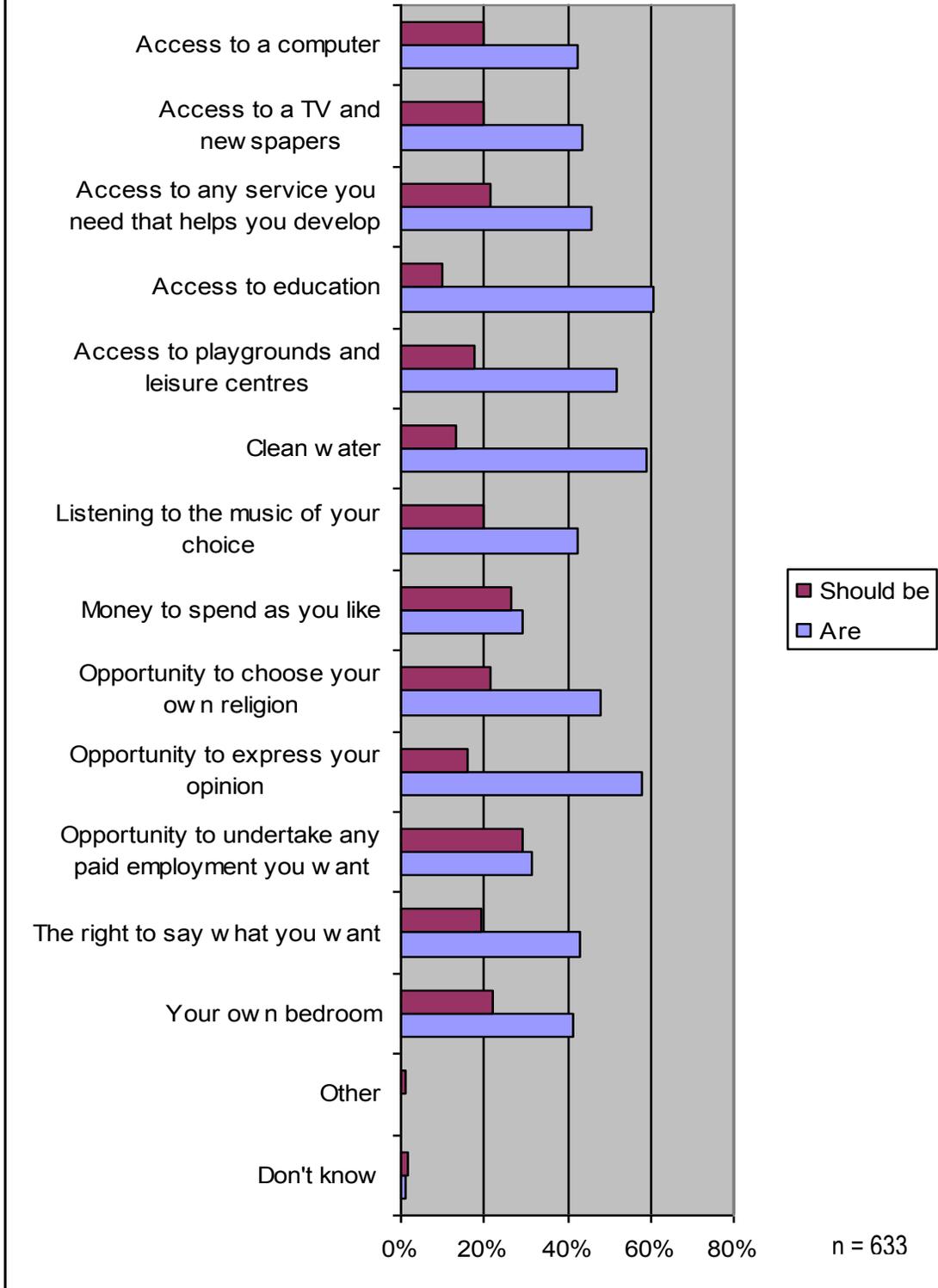
Additional comments received in response to the question 'how do you feel about the UNCRF?':

Age 12-14	Age 15-17
<i>It is important to all children</i>	<i>Its important to the lives of all children around the world</i>
<i>All children everywhere</i>	<i>It works but some of the rights should be expanded and some backfire on people under 18</i>
<i>It is very important to me and everyone (children) in the world</i>	<i>Important to all</i>
<i>Not as important as the European Convention of Human Right Act 1989. Still holds a certain ambience to its name.</i>	<i>It's important to me and all children who are part of the UN</i>
<i>I mean that it is important to me but it is more important to those who need help and those type of people all over the world.</i>	<i>Important to all Children all over the world</i>
<i>I don't particularly have an emotion towards the Convention on the Rights of the Child.</i>	<i>All over the world</i>
<i>I believe that every child in the world has rights but many are unsure of what these rights are because we (as children) have not been told many of them.</i>	<i>Don't know what it is</i>
<i>It doesn't bother me but it is very important to other children</i>	<i>It is really important for all children and young people to know that we have rights...but there are so many mixed messages. Very Important. Young people are treated differently from all those whom they deal with in their lives (e.g. parents teachers)</i>
<i>Lives of all children in the world</i>	<i>It's important to all.</i>
	<i>It is important to every child in the countries in which it applies</i>
	<i>This should be important for all children not just Scottish or poor children.</i>
	<i>Its important to every child</i>
	<i>All Children</i>
	<i>It's important to all children</i>

## Identifying rights

- The aim of this question was to try and help us understand what things young people thought were important enough to be classed as rights. We wanted to find out what things they thought were currently rights for young people and which ones were not but should be.
- However, in hindsight, and from feedback received from respondents, the 'should be' component of the question may be confusing
- Various interpretations could be drawn meaning that the findings in relation to the 'should be' column are not robust enough to comment on. For example '*clean water*' is identified by many as being a right currently whereas it scores lowly on *should be* a right where you would expect it to again score highly. This suggests people have misinterpreted the question. Maybe they thought as it already was a right they did not need to state it should be a right. This ambiguity means we can not be confident that we understand the intention or interpretation of the question by respondents. We can, however, be confident in the data gathered from the '*are rights*' column as this was much less complex to interpret and as such have commented below
- '*Access to Education*', '*Clean Water*', '*Opportunity to Express your Opinion*' and '*Access to Playgrounds and Leisure Centres*' were identified by the majority of respondents to be rights for children and young people.

**What are rights for Children and Young People and what are not recognised rights but should be?**



Additional comments received in response to this question:

<p><i>The right not to be bullied</i></p>
<p><i>Free gym access to improve fitness and free football for local football teams from the community for under 16s. This would [improve] our lives and might stop the gangs and people hanging around having nothing to do.</i></p>
<p><i>The majority of these aren't rights but privileges. Some people cannot afford access to TV.</i></p>
<p><i>Under 18 year olds need more places to go in the evenings such as night clubs as under 18 year olds being allowed in certain nightclubs is better than young people hanging around the streets which can be dangerous. Being somewhere inside is safer.</i></p>
<p><i>This should be and ought to be edited to include 'isn't a right' and 'shouldn't be'</i></p>
<p><i>The above rights do not really make sense or are not as important to the welfare of children things like a home with electricity, heating, food and so on.</i></p>

## Other issues relating to young people's rights

Aged 8 to 11	Aged 12 to 14	Aged 15 to 17
Food	We have rights to have all our nutritions as a child	Right to see our views acted on
More facilities and places to go, things to do outside, that doesn't cost a lot of money.	None, they are all right!	Young people should have the right to speak out more because I do not feel that we get to say as much as we should be, such as voting at 16 and for children having opinions about learning.
My dad runs a football team for the community and gets no help from the local council	Food a loving family help if you need it	People under 16 should not have a curfew by law but should be decided by parents
No racist comments	Crack down on under age drinking and drug abuse	We should have a chance to have a job in any industry at 15.
	They are not allowed to buy alcohol	The right to vote, the right to earn the minimum wage
	We should be able to work! My Mum can't afford to give me pocket money every weekend! Seriously!	Food, decent standard of living
	Access to food.	I don't think money should be a right
	Access to a house	You should be able to do what you want
	No free water at schools	Doesn't feel access to a computer, money to spend as you like, your own bedroom, listening to music of your choice is or should be a right
		The right to a safe home environment
		To buy drink
		Under 18s should have the right to vote since they abide by the same laws
		I think people under 18 should be able to vote.
		We should have the right to be treated as an individual by all adults. Many look down their nose at you because young



*people are stereotyped as "yobs" or "hoodies" or "out to get you" which really is not the case at all.*

*I think the subject of homophobic bully in schools should be targeted because it is unacceptable to bully someone because of their sexual orientation.*

*Legal rights seem more important for children to be aware of because the phrase "children" also includes teenagers.*

*Some of the choices boxes are ridiculous*

*Personal safety health*

*The right to have sex when you feel ready. There appears to be pressure on some children to lose virginity before 16. However you must be old enough to understand the need to protect yourself and others.*

*Childrens rights are the bestest*

*I strongly believe that good young people are rewarded nowhere near enough as all of the time and money is spent on the timewasting bad kids.*



# WORKSHOPS

## WORKSHOPS

The purpose of the workshops was to engage groups of young people in discussions about the UNCRC Concluding Observations and priorities for action for the Scottish Government. As noted in the methodology section the four groups we worked with were very diverse and as a result the methods we used to engage them varied. A summary of the findings from each of the groups is detailed below.

### Pilot Session

Prior to commencing the four workshops we ran a pilot session to ascertain which engagement techniques and communication messages would be most effective. Although this session was not intended to be considered as part of the consultation it is included here as it was a particularly in-depth session and provided a large amount of data (see appendix).

#### Summary of findings for pilot session

- This group engaged very well with the subject matter.
- Some of the feedback suggested they would have happily taken a full day to discuss the subject in greater depth.
- *'Education'* was the most common choice for the participants as the most important issue for them. Since this session, though, we have clarified with the Scottish Government that a distinction needs to be made between the right **to** education and rights **in** education. However, a lot of the comments received on this theme do relate to rights in education so this data is still valid.
- The second most important issue was the right to *'Freedom of Peaceful Assembly'*. Here the debate around the perceived indiscriminate use of mosquito devices was particularly lively and a number of young people highlighted this theme following these discussions.
- *'Respect for the Views of the Child'* was the next most important issue with young people suggesting that structures are often in place for young people to state their views to adults but rarely do they see any evidence of action being taken as a result.

The purpose of the session was to stimulate debate about the UN Committee's Concluding Observations and assess whether what the young people had learned during the session had

influenced them. Therefore we monitored where people stood at the start of the session and where they stood at the end in relation to the thematic issues. There was a significant degree of movement with a third of the young people changing from their initial positions, particularly to the right to 'freedom of peaceful assembly'. When prompted to explain why they had moved the participants cited strength of argument from peers or the acquisition of new knowledge from the exercise as being key motivators for re-consideration of their position.

Issue / Theme	Number of young people who thought it was most important		
	Start	End	Movement
Non- discrimination	2	1	-1
Respect for the views of a child	4	3	-1
Freedom of peaceful assembly	3	6	+3
Corporal punishment	0	1	+1
Children with disabilities	0	0	0
Standard of living	2	2	0
Mental health	1	0	-1
Education	10	10	0
Right to leisure and play	0	0	0
Asylum seeking and migrant children	0	0	0
Administration of juvenile justice	2	1	-1

The final exercise encouraged the young people to consider how they would address the issue that was most important to them or what they would like the government to do about it. Not all issues were covered due to some of the groups merging. The groups wrote the following responses on flip-charts.

***Addressing the right to a decent standard of living***

- *Must address health*
- *Trying to cure poverty → not really possible*
- *Issue of controlling the individual → how is this done democratically*
- *Basic standard of living conditions*

- *Make sure the money from benefits are spent in the correct way*
- *Provide good housing with at least basic necessities to better health etc.*
- *Equality through the country, give the countries children a better chance in life instead of giving so much to immigrants*

#### ***Addressing the administration of juvenile justice***

- *More options for estranged children in regard to visiting their parent*
- *More **investment** in problems*
- *More infrastructure and flexibility within the ASBO system*
- *More talking to child by appropriate authority*

#### ***Addressing the right to respect the views of a child (young people)***

- *Some schools don't participate in youth forums, not giving people the chance*
- *Sending certain people that are seen as the tokens i.e. head boy/girl instead of from congress/forums*
- *Not enough feedback, people think they can't make a difference*
- *Not enough involvement from **everyone** not just those with an interest in youth participation*
- *Organisations out for tokenistic purposes – **not** taking on our views and having meetings when it suits them and not for the young people*
- *Actually have **proof** of people taking action on our views, it's all well and good to listen but there's no point to just listen to our views to tick a box*

#### ***Addressing the right to an education***

- *Allow more flexibility to choose your own curriculum to suit you and your needs*
- *Invest in education to allow much more flexibility e.g. pick 2 or more social sciences or different combinations not currently possible*
- *Be allowed to manage your own time – choose how much of a certain subject you do, how long you study for and when*
- *Increase budget to schools*
- *Provide better exam support – supported study*
- *Improve sports facilities and facilities in general*

## Workshop One – Good Shepherd, Secure Unit, Glasgow

As discussed in the methodology section of this report we adopted a more streamlined approach to the remaining workshops. This resulted in more of a focus on dialogue in these sessions rather than writing and reading.

This group of young people brought an alternative insight into the lives of some young people in Scotland. However, awareness of the United Nations was limited so we spent some additional time explaining the role of the UN, the UNCRC and the themes featured in the Concluding Observations booklet. Following this we asked the five participants to select the issue / theme that in their view was the most important for Scotland to take action on, all of the participants selected Youth Justice, therefore we explored this theme first.

### **Youth Justice**

- There was broad disenchantment with the Children's Hearing system amongst the members of the group.
- It was perceived to be unfair that strangers passed judgement on their lives and that often the supporting evidence used to make judgements in reports and documents was inaccurate.

*"There shouldnae be three people sitting there telling ye what to do with yer life...when they've got nothing whatsoever to dae with you. It isn't right."*

(Female Participant, Good Shepherd, Glasgow)

- When asked how this could be improved upon the group suggested that the same people should sit on the Panel each time the young person appears. They felt that this would enable some sort of relationship to develop which could foster a more holistic understanding of the young person.
- One young person stated she felt the Courts' system was better than the Panel because she knew where she stood:

*"I would rather go to court 'cos the court, they tell you what's happening... the panel you have to go three months, three months, the court - it tells you straight...you are not going to the panel every three months getting your hopes up that you are going to get oot when you are no' going to get oot.."*

(Female Participant, Good Shepherd, Glasgow)

- The current age of criminal responsibility was considered by the majority to be inappropriate:

*"Most weans must be getting done with assault then ...cos they are going about giving it pure yeehah."*

(Female Participant, Good Shepherd, Glasgow)

- The majority of the group felt that 12 was an appropriate age to be held responsible for your actions.

### **Health & Wellbeing**

- Sex education was discussed and the group felt there was a need to start introducing the subject earlier in young peoples' school career:

*"You should get it [sex education] in primary school 'cos the weans these days man! Sheesh!"*

(Female Participant, Good Shepherd, Glasgow)

- The provision of general health care was discussed. There was satisfaction with the services on offer although one person said they would like a young person only drop-in centre.
- The group next discussed addictions and the perceived ineffectiveness of the support they receive from health service provider:

*"I've got an Addictions Worker. [Does that help you?] ...no' really, she just takes ye oot for something to eat then takes ye hame again."*

(Female Participant. Good Shepherd, Glasgow)

*"They think that by taking ye oot it's going to stop ye taking drugs, not it's no, you just dae it after."*

(Female Participant. Good Shepherd, Glasgow)

- When discussing initiatives to curb the availability of alcohol and cigarettes to those under 18 some of the young people felt these were ineffective:

*"It doesnae matter anyway 'cos there's still people oot there who are gonnae go into the shop for us."*

(Female Participant. Good Shepherd, Glasgow)

### **Freedom to be a child**

- Some people in the group felt the design of tags contravened their *freedom to be a child* as they were so obtrusive:

*"What if you want to wear a skirt or that?! It's no right!"*

(Female Participant. Good Shepherd, Glasgow)

- Awareness of Anti Social Behaviour Orders was limited, even when prompted by the facilitator
- There was a strong commitment from some of the group members to looking after parents should the need arise:

*"You should look after your parents, after all they looked after you"*

(Female Participant. Good Shepherd, Glasgow)

- There was a consensus in the group that smacking should not be allowed. Some were surprised this was not already the case:

*"If you skelp somebody in the street ye'd get charged for assault so how d'ye no' for hitting your weans? That's no right."*

(Female Participant. Good Shepherd, Glasgow)

- The young people in this group felt strongly that you should be able to work before you are 16:

*"I've been wanting a job since I was 14 or something!"*

(Female Participant. Good Shepherd, Glasgow)

### **Family Life**

- Most of the group felt they should be at home with their parents rather than in the unit, although one young person did recount that she had had more positive experiences in care than at home with her mother
- The group also felt the threat of incarceration did not act as a deterrent to getting involved in trouble
- When the group were prompted to consider alternatives to custody in the unit they suggested options which would enable them to participate in family life:

*"They should give out more tags and curfews rather than being thrown in here. There should also be more Includem places"*

(Female Participant. Good Shepherd, Glasgow)

*"They should try us somewhere else first instead of just banging us in here...to give us a chance to prove ourself ...instead of putting us straight in here."*

(Female Participant. Good Shepherd, Glasgow)

*"If they gie you somewhere else to go then they are giving you a chance and if you do well you don't come in to secure but if you mess up you go to secure."*

(Female Participant. Good Shepherd, Glasgow)

- Most of the young people (one person disagreed) felt that there should be more care units for young people:

*"I don't think there's enough 'cos I know people are still waiting to get in to one. If they cannae get in then they end up getting mad wi' it and end up in here [secure unit]."*

(Female Participant. Good Shepherd, Glasgow)



At the end of the session we asked if anyone in the group had changed their mind about the most important thematic issue for Scotland to take action on. Everyone still felt *Youth Justice* was the most important which is perhaps as you would expect given their current circumstances.

## Workshop Two – Centre for Homeless Young People, Glasgow

This group consisted of 10 young people, one of whom could not currently speak English. Again, awareness of the United Nations was limited with only one person having heard of it before this session. As discussed in the methodology the room was very small meaning we had to adapt our session plan. This resulted in us discussing the themes one by one sitting around a table. As we restricted our session to one hour we were unable to cover all of the issues although the young people were able to choose which thematic issues we discussed. As before we measured the young peoples' priorities before and after the session.

### Session Summary

- The table below illustrates the thematic issues the young people felt were most important for Scotland to take action on before and after the session
- Two people chose not to take part at the start whilst three opted out at the end
- *Health & Wellbeing* remained the most common important issue for Scotland to take action on for this group although one person did move from this theme to *Family Life and Children in Care* even though this issue was not directly addressed.

Issue / Theme	Number of young people who thought it was most important		
	Start	End	Movement
Implementation of the UNCRC	1	1	0
Fairness and Equality	1	1	0
Freedom to be a Child	1	1*	0
Family Life and Children in Care	0	1	+1
Health and Wellbeing	4	3	-1
Education and Play	0	0	0
Children Seeking Asylum	0	0	0
Child Trafficking and Child Exploitation	1	1	0
Youth Justice	0	0	0

\* One young person, who had previously stated this one was the most important, couldn't decide between this and *Family Life and Children in Care* so wanted them both marked

## Health & Wellbeing

- Some of the group felt that more money should be spent on treating addictions rather than on advertising or health promotion campaigns which warn about the dangers of addiction. They felt these were less effective as time goes on as young people tend to make their own minds up about drink, drugs and cigarettes following experimentation:

*"There's no point in keeping repeating it [anti-addictions message] every year of their life. Do it for the first couple of years of their life at school and then after that spend the money on other things...because by the time it gets to their third year in school they've already tried it [drugs] and decided if they want to stay on it or not."*

(Male Participant, CHYP, Glasgow)

- However, one person felt that spending money on treating addictions would encourage people to begin using drugs as they knew there would be support. She felt funds would be better spent on prevention
- The group debated poverty and some of them felt that 'real' poverty was what they had witnessed in the film 'Slumdog Millionaire'
- There was agreement that the Government should focus on attempting to achieve the eradication of child poverty by 2020 but the group were extremely sceptical that this would be realised due to current economic conditions
- There was slight disagreement within the group with regard to the delivery of health services. Some felt the provision just now was more than adequate whilst one young person felt there should be more counselling support:

*"Most of us who are here have gone through stress...Counselling is really important for us as most of us do not know where we are heading, what we are supposed to do, we don't have parents who can guide us. So I think counselling, to lead us the right way, can help."*

(Female Participant, CHYP, Glasgow)

- Some people felt the counselling services available to children and young people were inappropriate for their age:

*"I had a counsellor and she would sit this teddy on the couch and you could talk to the teddy. How's that gonna help? That's gonna leave you needing a counsellor for the rest of your life! Like the teddy's gonna tell me what to dae."*

(Female Participant, CHYP, Glasgow)

### **Fairness & Equality**

- One person mentioned he felt the Police were guilty of stereotyping young people:

*"...they'll stop and search you for no entire reason"*

(Male Participant, CHYP, Glasgow)

- Social Workers also came in for a bit of criticism with regard to rights relating to *fairness and equality*:

*"It's not like they are bad but ...they don't really tell you like what are your choices...they don't tell you 'you have a right to say no'"*

(Female Participant, CHYP, Glasgow)

*"They want you to go to the easier option for them, less paperwork, which is not fair"*

(Male Participant, CHYP, Glasgow)

- Some felt that the Social Workers they dealt with were maybe good at dealing with young people on paper but in reality struggled to communicate and build relationships
- There was also a consensus that the media do not take the best interests of young people into consideration when running stories about young people.

*"If something stupid happens like a young person is gonna be a Da', they always make it in to some massive big thing. That would probably make things worse for him the fact that everybody 'round the country knows about it."*

(Male Participant, CHYP, Glasgow)

- The issue of 'harmful devices' such as tazer guns caused a good degree of debate. Some of the boys felt that they were legitimate to use on children and young people as long as they were used properly. For them it was an issue of equality with adults:

*"We're always goin' on about saying we want to be treated the same as adults, so then if we want to be treated the same as adults then we should be [subject to the same rules]"*

(Male Participant, CHYP, Glasgow)

- The group were sceptical about groups that claimed to help young people have a say:

*"Adults still make the decisions though don't they"*

(Female Participant, CHYP, Glasgow).

### **Child trafficking & Exploitation**

- The young people were able to relate to this issue from films they had seen such as Slumdog Millionaire and Blood Diamond

### **Implementation of the UNCRC**

- The group were engaging less by this point but one young person mentioned that this was critical in terms of safeguarding all the other rights

### **Education & Play**

- Some felt that school education should be made more relevant to life and the employment market:

*"They should gie ye stuff ye need to know. Instead of gieing ye' something like, I dunno, Maths - bring work in to it [education]"*

(Male Participant, CHYP, Glasgow)

- The group strongly expressed the view that they perceived that guidance and leadership, both in education and in preparation for adult life, was lacking:



*"People don't know who to talk to [about careers]"*

(Male Participant, CHYP, Glasgow)

*"We don't know what we want to do 'cos our parents, our Father, can't lead us"*

(Female Participant, CHYP, Glasgow)

- The majority of the group felt that most exclusions from school were, in their experience, justified although some do get excluded for *"silly reasons"* (Male Participant, CHYP, Glasgow).
- Some of the group felt there was a need for more facilities for young people, especially ones which were not sport related. Another suggestion was that there should be more age specific classes in the community you could go to, designed for young people only.

### Workshop 3 – Hill of Beath Primary School, Fife

There were eight children in this group aged between 8 and 11 years old, all of whom attended the school. Awareness of the UNCRF was minimal so we spent time discussing children's right and rights more generally. As outlined in the methodology in this session we used the game Jenga as a medium for introducing the various concluding observations. The issues for discussion were determined at random by relating a number printed on the bricks to a concluding observation from the SCCYP booklet (we edited the observations to only include those we felt were appropriate for the group we were working with). This meant that the discussions were more specific around a particular observation than the previous sessions which had focused more on the wider theme. However for the purposes of reviewing the data the responses have been categorised under the thematic headings. We restricted our session to just over one hour and therefore we discussed a number of themes but were unable to cover all of them. As we did not use the poster method we only recorded the children's views on which thematic issue was most important for Scotland to take action on at the end of the session.

#### Session Summary

- *Health & Wellbeing* scored highest with half of the participants stating this was the most important thematic issue for Scotland to progress. The right to privacy was also regarded by a quarter of the participants to be the most important issue.

Area of priority action for Government	Thematic Issue Heading	No. of children who thought this
Detention Centres (improving conditions)	Children Seeking Asylum	1
More privacy	Freedom to be a Child	2
Education	Education and Play	1
Poverty	Health and Wellbeing	1
Climate change and clean air*	Health and Wellbeing	1
Health	Health and Wellbeing	1
Reduce the price of operations*	Health and Wellbeing	1

\*Some of the children mentioned things that we had not discussed but, as they were obviously issues that they felt strongly about, we included them in the table

## Health & Wellbeing

- The group discussed disability and had a good level of awareness of the issues facing young people with disability and felt facilities should be better:

*"If you are out in the playground and you're playing [games like] tig or hide and seek, something like that, a game that involved running around then you would always end up being 'it' and if you were playing hide and seek you wouldnae get in any places."*

(Male Participant, Primary School, Fife)

*"This school isnae exactly built for people like that [people with disabilities have to use a ramp via a side door]"*

(Female Participant, Primary School, Fife)

- The UK Government target of eradicating poverty by 2020 was discussed. The group felt that this target was unlikely to be met due to the prevailing economic conditions.

## Education & Play

- A number of the participants recounted personal experiences of bullying although there was a agreement that the school was quite good at managing it:

*"Bullying would happen everywhere if it wasnae stopped but because there's rights n'that, they are able to stop it."*

(Female Participant, Primary School, Fife)

- There was also an awareness amongst some in the group that bullying can be divisive and exclusionary:

*“Some people, if they are getting bullied, might feel like they are getting left out and then if somebody else hears them getting bullied, like if somebody said something really bad like ‘you stink’ or something then the other person might no’ want tae play with you. So you just get left out.”*

(Female Participant, Primary School, Fife)

- The group discussed the UN’s observation that people’s background should not be an indicator of their likely educational outcome. One young person summed it up well:

*“So what you mean is if like yer Mum and Dad were on drugs and they are just young when they had ye,’ and ye’ had a bad background, and like yer house wasn’t clean, and you didn’t have proper food, and then you went to school and it affected yer education ‘cos you weren’t paying attention or something?”*

(Female Participant, Primary School, Fife)

- The group discussed school exclusions. They were aware of people being suspended from their school and felt these were justified.
- Some of the group felt exclusions were inappropriate for children of primary age, however one young person felt it should not matter how old you are if the offence is significant enough such as causing serious physical harm to another person
- However, for secondary school students they felt a ‘three strikes and you are out’ rule would be appropriate because you *“should be grown up”* by then (Female Participant, Primary School, Fife).

### **Children Seeking Asylum**

- The group required a fair degree of explanation about who asylum seekers were. However, after explanation they felt it was unfair to lock children up and suggested alternatives including accommodating people up in hotels or installing camera systems to monitor where people were.

- The group were very inquisitive about children seeking asylum and had lots of questions. They were concerned that children might be going back in to dangerous situations in their home country [following a failed claim].

### **Freedom to be a Child**

- The participants felt that their right to privacy was important.

*"You might be doing something you don't want other people to see, you might be reading a special diary or something."*

(Female Participant, Primary School, Fife)

*"Maybe just to hide something that you don't want anyone else to know...your private stuff"*

(Female Participant, Primary School, Fife)

### **Family Life and Children in Care**

- The group discussed the recommendation that more should be done to support parents and guardians to raise children. Some in the group felt that conditions could be created which foster family unity:

*"If they [parents] don't bond with the child very much and just go out and do other things then they should go out bonding and actually sit down and do stuff together."*

(Female Participant, Primary School, Fife)

- The recommendation to take children's views into account was discussed and the group felt this was good as long as the children and young people expressed themselves with sensitivity and did not hurt anyone's feelings.

### **Youth Justice**

- The need to find alternatives to locking up children who are in trouble with the law was discussed by the group. The concept of having 'three strikes' was raised again by some:

*"My opinion is if they get lifted three times they should just get put away."*

(Male Participant, Primary School, Fife)

- However, some felt that children should only be locked up as a last resort, although they seemed unaware of young offenders institutions:

*"Can you imagine that – a wee child in prison with loads of adults?"*

(Male Participant, Primary School, Fife)

- One person in the group correctly identified the current age of criminal responsibility as eight years old. The majority felt this was too young, whilst two felt this was appropriate.

*"When you get caught [by the police] It's no like you get arrested, they just talk to you."*

(Male Participant, Primary School, Fife)

- Most felt an appropriate age was about 12 or *"when you become a teenager"* (Female Participant. Primary School, Fife).

## Workshop 4 – Chirside Youth Club, Scottish Borders

There were six young people in this group, all aged 12 years old. They all attended local High Schools. Awareness of the UNCRC was limited although some in the group did have a reasonable grasp of the concept of rights. We used the poster method for this group and we restricted the session to one hour as the young people had other activities scheduled following on from us.

### Session Summary

- *Child Trafficking and Child Exploitation* was clearly the priority for Scotland to take action on according to this group.
- A number of people moved from their original position and when asked why they moved they felt the argument put forward by the people who originally felt it was important was very influential

Issue / Theme	Number of young people who thought it was most important		
	Start	End	Movement
Implementation of the UNCRC	1	0	-1
Fairness and Equality	2	0	-2
Freedom to be a Child	0	0	0
Family Life and Children in Care	0	0	0
Health and Wellbeing	0	0	0
Education and Play	0	0	0
Children Seeking Asylum	0	0	0
Child Trafficking and Child Exploitation	3	6	+3
Youth Justice	0	0	0

### Implementation of the UNCR

- One young person felt this was the most important issue for Scotland to take action on because the other thematic issues were seen as dependent on these recommendations. Therefore implementation was deemed a priority for action.

### Fairness & Equality

- Some young people felt that the use of tasers was legitimate if the young person was doing something seriously wrong. There was a similar discussion in the CHYP group and highlights the dichotomy often expressed by young people that they often want to be treated more as adults in some respects but appreciate the protection 'childhood' offers.
- The group were unsure about perceived discrimination from older people to young people but when prompted provided anecdotes of instances where they felt people had made judgements about them because of their age or choice of clothing.

### Freedom to be a Child

- Most people in the group felt smacking and physical punishment was wrong “...it's a sin” (Female Participant, Chimside Youth Club, Scottish Borders) although a couple felt it was appropriate in certain circumstances
- Two of the participants felt very strongly that the right to privacy was very important and recounted stories of Mums' reading private emails and text messages

### Child Trafficking and Exploitation

- This theme, not really picked up by other groups, was very important for this group
- The group felt this was the most important issue for Scotland to take action because the children it affected were, in their opinion, in the most extreme need of help
- For them all the other issues were important but this was most pressing:

*“How do you sleep at night if you are doing that [to children]?”*

(Female Participant, Chimside Youth Club, Scottish Borders)



# LOCAL INVESTIGATION TEAMS

## LOCAL INVESTIGATION TEAMS

Local Investigation Teams (LITs) are a peer research model Young Scot has developed which enables young people to participate in consultations in an informed way.

There were five LITs recruited as part of this consultation and each was made up of young volunteers, aged between eight and 17 who were supported by Young Scot and partner organisations in their local areas to carry out their own research into the issues around children's rights. Due to the tight timescale (the groups had to report their findings within four weeks) the LITs were equipped with video equipment to record and convey the young peoples' views.

The groups were given free reign to structure their project as they wished, we just asked that they focused their investigations broadly on the subject of children and young peoples' rights. As a guide we suggested they consider the following questions:

- How aware are you and your peers of your rights / the UNCRC?
- What rights are most important to you and your peers?
- What rights are not being respected in your area?
- What do you think the Scottish Government could do to make it easier for you to enjoy your rights?

Some of the LITs adopted these questions whereas others, notably the Children's Parliament LIT, applied a different approach to their research leading to a number of interesting findings.

## Save the Children LIT

### Group Overview

This LIT comprised of young people from Gypsy Traveller communities, located in Fife and West Lothian, who had been working with staff from Save the Children on a number of projects including some previous work on children's rights. The eight young people who took part were aged 11-15 years old.

### Process

The group constructed their own questionnaire on children's rights and used this to ask 85 of their friends and peers which rights they thought were most important (see appendix ). The results from the survey were compiled and for the top three rights considered most important the group scripted and performed role plays which illustrate the issues in question.

### Findings

The LIT found that the joint most important issues for young people they surveyed was *'the right to be who I want to be'* and *'the right to have fun'*.

Using the video role play the group illustrate how the *'right to be who I want to be'* can often be contravened by other young people when they judge and exclude people based on perceived difference. The group also demonstrate, via role play, that having fun is an important right for children and young people by enacting a situation whereby a young person is excluded from participating with his peers who are all having a great time in a swing park.

There were also two issues in joint second place. These were *'I have a right to a home of my own'* and *'a right to health care'*. Again the group brought these *rights* to life by using role play to illustrate their understanding of the issues.

The *'right to privacy'* came in third place in the LITs research poll of the most important rights for children and young people. This was demonstrated by the group in the video as they perform a scene where a parent contravenes a young person's right to privacy by checking her text messages whilst she is out of the room.

## FBS Advocacy LIT

### Group Overview

This LIT was made up of five young people with learning disabilities who live in North Lanarkshire. The group were supported throughout the project by workers from FBS Advocacy, an advocacy support service for children and young people, and teachers from Fir Park school who knew the young people. The young people who took part were aged 10-16 years old.

### Process

The young people identified four themes which they felt were most important for children and young people and warranted further investigation, these being rights in relation to: *non-discrimination; mental health; play and education.*

However, after the initial preparation sessions, in which teachers supported the young people to select questions and helped prepare them to ask interview questions, it was decided to focus on two topics - play and education – due to the limited time available.

The young people then structured a series of interview questions around these themes and interviewed lots of young people from four different schools in their area. The film features the responses they received.

### Findings

The LIT found that the most important issues for the children and young people they spoke to were:

1. *Better facilities in school playgrounds.* The LIT found that most of the young people they spoke to had a positive outlook on school life but for a number of young people the facilities available in school playgrounds could be improved. Football, basketball and racquet sports would all improve the playground experience and encourage young people to play together. The group also heard from a number of young people that safe, warm spaces to shelter from the elements would be appreciated.
2. *Safety.* This was another common theme across all of the groups of young people the LIT interviewed. Some of the young people recounted how they occasionally did not feel safe playing outside in their area due to the activities of older children, young people and adults.



They felt this situation could be improved by providing well equipped and managed safe places where they could play and congregate.

3. *Bullying.* Some of the young people who were interviewed identified bullying as an issue which contravened children and young peoples' rights. They found that young people want bullying to be eradicated from the school environment and feel that more could be done to make this a reality.

## ABERDEENSHIRE DIALOGUE YOUTH LIT

### Group Overview

The young people who conducted this local investigation lived in the Kemnay and Kintore area of Aberdeenshire. The group, who were supported by a youth development worker from the local youth centre in Kemnay, was particularly interested in children and young peoples' awareness of their rights and the UNCRC.

### Process

To explore this further they set about interviewing a number of their peers at an Aberdeenshire Youth Forum which was attended by over 80 young people from across their Local Authority. They asked a number of questions with the aim of assessing awareness of rights and determining which ones are considered most important for young people in their area. The group also explored ideas around how young people could learn more about their rights and how the Scottish Government could help make this happen.

### Findings

The LIT found that for the young people they interviewed:

- awareness of children and young people's rights was very limited with very few saying they knew their rights and most others saying they knew very little
- one young person was able to correctly identify the UNCRC, however most young people had never heard of it
- the most important rights for the young people were 'safety', 'having a voice', 'having a roof over your head' and 'food and water'
- the most disrespected right was the right to 'have your voice heard' / 'be listened to' / 'not be ignored'
- the best places to find out about rights is from organisations such as Article 12, youth forums and the internet. It was also suggested that every young person should have their own personal copy of their rights as outlined by the UNCRC
- they felt the Scottish Government should do more to make young people aware of their rights and the UNCRC. This could be done by ensuring it is covered in schools and organising national events such as a 'rights day'.

## CHILDREN'S PARLIAMENT LIT

### Group Overview

This LIT was comprised of a group of 18 primary seven pupils who attend a primary school in Fife. The group were supported by the Children's Parliament who have worked with the participants for some time. As the group had previously undertaken investigations into children's rights, the supporting workers felt that the group would derive more benefit from exploring how children's rights interfaced with the children's experience of school as this was a key issue for children and young people. Therefore this LIT developed a project which investigated rights *in education* and considered the implications for the implementation of the UNCRC in schools.

### Process

The children participated in an initial four hour workshop, a follow up two hour workshop and then undertook a task in their school. All activity was framed around six themes which provided a structure for exploring the interface between children's rights and the experience of school. The themes are:

1. Everyone is safe, cared for and included
2. Everyone is happy and healthy
3. Everyone has their say
4. Everyone is important and special
5. Inside and out: The school environment everyone wants
6. Everyone is learning

The children discussed and explored what each theme meant to them and working together with their classmates they identified the characteristics of a school which successfully delivered on each theme. In other words, for example: *what would we see, feel or experience in a school in which where everyone is safe, cared for and included?* The Children's Parliament LIT used drama to capture feelings and experiences which in turn allowed the children to articulate and record their views and aspirations for education and for Scotland's schools. A more detailed overview of the process applied by the Children's Parliament and the LIT's findings is available in appendix I.

## Findings

As indicated above the group explored each theme in depth and identified a number of characteristics that represented what an ideal school would look like in relation to that theme. From these discussions priority characteristics were identified. Below is a list of the characteristics by theme with summaries provided in bullet form. (This is an abridged version of the findings provided by the Children's Parliament. A full version is available for review in appendix I).

### 1. **Everyone is safe, cared for and included.**

Characteristics included: *Children and adults are respectful toward each other; Adults and children are treated equally; Everyone understands different cultures, religions and beliefs; Everyone has their right to personal privacy; Teachers understand children; Teachers trust children; Lessons are interesting for everyone.*

- The children identified that underpinning the experience of rights in the context of school, family or community are the *relationships* which exist between children and adults.
- Children have a strong sense of fairness and social justice. Here they identify that school lessons should not only be interesting, something they identified as being a challenge to achieve, but that a school where children's human rights are respected is a school where in every classroom there is trust and understanding which links to the agenda around A Curriculum for Excellence.

### 2. **Everyone is happy and healthy**

Characteristics included: *Children have a wide range of books and computers that are working; There is variety of choice of healthy, good, enjoyable food that is cooked in the school; There is active school work in and out of class; children work in teams to make learning fun (this includes in sports and music); School is clean and there are welcoming views all around; Playgrounds are large, clean and safe; they have some soft surfaces and nice features (like ponds); Children have someone they can talk to about their feelings, no-one else will find out, and you won't get into trouble for what you say.*

- Playgrounds and outdoor spaces are important to children and should be expected to be clean and safe
- Children can have strong feelings and worries and they can sometimes struggle with who to go to. Children see that schools have the potential to be a setting where adults can

listen and help. But these primary school age children also want support to be confidential and non stigmatising.

### **3. Everyone has their say**

Characteristics included: *The school has a booklet about rights and responsibilities to give to every child in the school; The school has a suggestion box for ideas to improve the school; At least once a year everyone gets together to have a discussion about the school community – everyone takes part including parents, the janitor, the cook, the teachers and the pupils; The school makes opportunities for adults to see the pupils' work; Pupils have their voice heard on topics like spending money and picking books and games; Teachers respect pupils and pupils respect teachers.*

- The theme of relationships is reiterated as the children identify that to 'have your say' you actually also need to be listened to – and this requires respect for the views of the other.
- The children have identified an exciting idea about discussion [school 'conference'] about the experience of school across the whole school community – they also think this would be one of the things most difficult to achieve in Scotland's schools.
- The idea to supply every young person with a rights booklet is a recurring finding across three of the LITs.

### **4. Everyone is important and special**

Characteristics included: *Everyone starts school with a chat and breakfast; Everyone's achievements are recognised, however small; People find ways to encourage others; There are chill out and time out rooms; Everyone has time to talk; Everyone concentrates on the positives.*

- The children identified that recognition and praise are fundamental to building confidence and success in the learner
- Across the LIT and back in the classroom they also identify that many characteristics on the theme of 'everyone is important and special' will be difficult to achieve.

### **5. Inside and out: The school environment everyone wants**

Characteristics included: *Equal - Everyone at school has the same chances and opportunities no matter where they live, no matter their age or race, religion or background; Warm - the school is well heated, maintained and looks cared for inside and out; Colourful - children are asked their opinions about colours for decorating and so the school is bright, cheery and warm; Welcoming - all*

*staff are friendly, helpful and respectful to children and to each other; Safe - there are cameras, playground supervisors and safe and secure gates and doors. Everyone in the school is known; Eco-friendly - the school recycles and educates children about the environment and how to be eco-friendly*

- The children have given some focus to the physical environment; recognising that physical aspects impact on emotional wellbeing and social relationships
- Again children recognise the power of adults to create a positive ethos in school.
- The children's identification of the need for everyone to be *equal* – and to see this as both most important and most difficult to achieve – reflects their concern and experience of inequalities in Scottish society.

### **6. Everyone is learning**

*Characteristics included: There is an even level of noise [in the classroom] because that can be constructive; Children are given responsibilities and allowed to be independent; Pupils with special needs like dyslexia, behaviour problems or who are behind in work get more attention; Teachers and adults find out about children's interests; There are times to be serious and times to have fun; Children go outside for lessons and are free to explore nature; Children meet role models to show learning is fun and worth doing.*

- In all our work [Children's Parliament] with children about their experience of school children always identify the importance of learning, and their commitment to doing their best. These characteristics reflect that and show their interest in schools tapping their interests in both fun and serious ways which again links to the Curriculum for Excellence
- Children were positive in their discussion about some children needing extra or additional support.
- The children have identified the use of role models to inspire them in their learning but also saw this as an aspiration schools may find it most difficult to achieve; this may point to more use of peer educators and the use of external adults in the classroom.

## SOUTH AYRSHIRE DIALOGUE YOUTH LIT

### Group Overview

Six looked after and accommodated young people from the South Ayrshire region came together to form a local investigation team exploring children's rights. The group were supported by workers from South Ayrshire Council's Throughcare team and really engaged with the project. The LIT reported back that the process of investigating children's rights and making the film was really enjoyable and worthwhile.

### Process

The South Ayrshire LIT was particularly active. They met a number of times to learn about their rights and devise a set of questions to ask their peers. The group then undertook a number of visits to local organisations to conduct their research and interview young people on video. Similarly to the Aberdeenshire LIT they asked a number of questions with the aim of assessing awareness of rights and determining which ones are considered most important for young people in their area. The group also explored ideas around how young people could learn more about their rights and how the Scottish Government could help make this happen.

### Findings

The LIT found that for the young people they interviewed in South Ayrshire:

- awareness of rights was very limited with some young people saying they didn't think they had any rights at all
- the majority of the young people they met were reluctant to discuss rights due to limited knowledge and 'confidence issues'
- for those that knew about their rights they did not realise these came with responsibilities too
- some young people feel that their rights are not respected and that they are not listened to
- some feel it's hard to put your opinion across if you are a child or young person
- most important *rights* are: '*know who you are*'; '*freedom of speech*'; '*privacy*'; '*live **your** life*'; '*life*'; '*somewhere to stay*'; '*to be helped to live with your family*'; '*to have a say in decisions which affect you*'; '*be protected from harmful drugs*'.
- Best place to learn about rights: parents; teachers; social workers; Throughcare Services; Quarriers; family members; friends; the Government.



## SUMMARY

Young Scot thanks the Scottish Government for the opportunity to consult with children and young people on the issue of children's rights and the UNCRC. The subject matter initially presented us with some challenges, particularly regarding how to make this subject relevant to children and young people whilst being as comprehensive as possible. We feel the combination of methods deployed enabled us to successfully meet these challenges and unearth some very interesting findings which, we believe, merit further exploration. We would be delighted to be involved in any future phases of investigation.



## APPENDIX A

### Win a Nintendo Wii!

#### UNITED NATIONS 'CONVENTION ON THE RIGHTS OF THE CHILD' SURVEY

'Rights' are about making sure you are treated well and get a fair deal in life. As there are many different kinds of rights we would like your help to find out two things:

- what you know about rights and;
- which ones you think are the most important.

#### About You

Are you:

- Male  Female  Other

What age are you? .....

In which Local Authority area do you live? .....

Would you describe yourself as a person who has a disability?

- Yes  
 No

Are you currently:

- At school  
 At college or university  
 In part-time work  
 In full-time work  
 On Modern Apprentice / New Deal / Skillseekers training programme  
 Unemployed  
 Other, please specify in the box

What is your ethnic group?

Choose ONE section from A to E, then tick ONE box which best describes your ethnic group or background.

#### A - White

- Scottish  
 English  
 Welsh  
 Northern Irish  
 British  
 Irish  
 Gypsy / Traveller  
 Polish  
 Any other white ethnic group, please specify in the box

#### B - Mixed or multiple ethnic groups, please write in box

#### C - Asian, Asian Scottish or Asian British

- Pakistani, Pakistani Scottish or Pakistani British  
 Indian, Indian Scottish, or Indian British  
 Bangladeshi, Bangladeshi Scottish or Bangladeshi British  
 Chinese, Chinese Scottish or Chinese British  
 Other, please specify in the box

#### D - African, African Scottish, or African British

- African, African Scottish, or African British  
 Caribbean, Caribbean Scottish, or Caribbean British  
 Black, Black Scottish, or Black British  
 Other, please specify in the box



**E - Other ethnic group**

- Arab
- Other, please specify in the box

**Survey Questions**

**Question 1 Which of the following phrases have you heard of?**

*Please tick (✓) all that apply.*

- Human Rights
- Animal Rights
- Children's Rights (young people under the age of 18)
- Don't know
- Others you have heard of (please write in box below)

**Question 2 Which one would you say you know the most about?**

*Please tick (✓) one box only.*

- Human Rights
- Animal Rights
- Children's Rights
- Don't know
- Others you have heard of (please write in box below)

**Question 3 Where did you first find out about these rights?**

*Please tick (✓) all that apply.*

- From friends
- From parents
  
- From teachers
  
- Internet
- Newspaper
- TV
- Radio
  
- Don't know
- Haven't heard about any rights
- Other (please write in box below)

**Question 4 Where do you think is the best place for young people to learn about 'rights'?**

*Please tick (✓) one box only.*

- At home (talking to parents, reading, watching tv, listening to radio)
  
- On the internet
  
- At school
- Youth clubs / associations (for example Scouts, sports clubs)
- On the street (hanging out with friends)
- Other (please write in box below)



**Question 5** How much, if anything, do you know about the United Nations' 'Convention on the Rights of the Child'?

Please tick (✓) one box only.

- A great deal
- A fair amount
- Just a little
- Hardly anything at all
- Never heard of it
- Don't know

**Question 6** Who do you think the 'Convention on the Rights of the Child' is for?

Please tick (✓) one box only.

- Children living in the United Kingdom only
- Children living in Europe
- Children from almost all countries in the world
- Children living in poor countries
- Don't know
- Other (please write in box below)

**Question 7** Which of the following best describes how you feel about the 'Convention on the Rights of the Child' and what it does?

Please tick (✓) one box only.

- It doesn't bother me it has very little effect on my life
- It is important but only to children living in poor countries
- It is important to some children in Scotland but not to me
- It is important to my life but I am not sure why
- It is important to the lives of all children in Scotland
- Don't know
- Other (please write in box below)

**Question 8** In the next question there is a list of things which might be important to you. Some of them are rights and some are not.

Which ones do you think are rights for young people under the age of 18 and which ones are not but you think should be?

Please tick (✓) all that apply.

	are	should be
Access to a computer	<input type="checkbox"/>	<input type="checkbox"/>
Money to spend as you like	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to express your opinion	<input type="checkbox"/>	<input type="checkbox"/>
Access to playgrounds and leisure centres	<input type="checkbox"/>	<input type="checkbox"/>
Your own bedroom	<input type="checkbox"/>	<input type="checkbox"/>
Access to a TV and newspapers	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to choose your own religion	<input type="checkbox"/>	<input type="checkbox"/>
Access to education	<input type="checkbox"/>	<input type="checkbox"/>
Clean water	<input type="checkbox"/>	<input type="checkbox"/>
Listening to the music of your choice	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to undertake any paid employment you want	<input type="checkbox"/>	<input type="checkbox"/>
Access to any services you need that helps you develop	<input type="checkbox"/>	<input type="checkbox"/>
The right to say whatever you want	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>
Other (please write in box below)	<input type="checkbox"/>	<input type="checkbox"/>



**Question 9**

**Are there any other issues, related to people under eighteen's rights, not mentioned here that you think are important?**

(please write in box below)

Thank you very much for participating in this survey. The information we collect will be used by our partners, the Scottish Government, to inform their plans for implementing the United Nations Convention on the Rights of the Child (UNCRC) in Scotland.

**Win a Wii! Prize Draw**

For your chance to win a 'Nintendo Wii console with Sports Pack' please enter your details below. Full terms and conditions of entry are available from the Young Scot website <http://www.youngscot.org/surveys>

Name: .....

Postcode.....

Email Address: .....

Telephone Number: .....

Please return completed questionnaires to the following address by the 13<sup>th</sup> of February 2009:

Martin Lacey  
Young Scot  
Rosebery House  
9 Haymarket Terrace  
Edinburgh, EH12 5EZ

## APPENDIX B

### Children's Rights Workshop Session Plan

#### Introduction

Young Scot has been approached by the Children's Rights Team at the Scottish Government to carry out a consultation exercise with children and young people across Scotland to find out what they think about children's rights, and particularly the UNCRC's Concluding Observations on the implementation of children's rights in the UK.

The intended outcomes of the consultation are:

- To discover what the children and young people taking part currently know about the UNCRC
- To explore their opinions regarding some of the themes that occurred in the concluding observations
- To prompt ideas on how the Scottish Government should be addressing these

The consultation will address these key questions, as identified in the proposal:

- Are these issues for you?
- What are the most important issues?
- What do you think the Scottish Government should do about it?
- What should the Scottish Government do first?



## Workshop Structure

Each group will consist of between 8 and 12 participants and will be split according to age (8-11, 12-13, 14-15, 16-18). Each group will take about 45 minutes to an hour to complete.

We would like to video the workshop if possible. The video will never be distributed outwith the consultation team at Young Scot and is requested purely because it makes our job of analysing the material much easier, and so the facilitators can concentrate on engaging fully with the participants. If there are any objections at all we completely understand and will use audio instead if the group is happier with that.

## Confidentiality Agreement

Explain confidentiality agreement to participants and get them to sign a consent form.

## SESSION PLAN

**Introduction to session** (5 minutes)

**Energising Icebreaker** (2 mins)

Name, what you had for breakfast and organising themselves into a line in order of DOB, without speaking!!

**Activity 1:** 11 posters will be placed on the walls around the room representing a different issue, and the young people will walk around each of these and place comments on post-its (flipchart paper should be placed under each poster, divided with BEFORE/AFTER) relating to why that issue might be important to them. Ask them to stick them on the BEFORE side. Then ask them to align themselves to the poster they feel is most important to them by standing in front of it. This should be recorded on Issues of Concern sheet. i.e. How many young people stood at each issue?

The top 4/5 issues should be discussed in the following activity. (10 mins)

**Activity 2:** Large group will be split into 2 small groups and they will discuss half of the issues, and how it affects young people in Scotland. The facilitator can bring up points from the Issues of Concern sheet to kick start the discussion. (15 mins)

**Activity 3:** The small groups will then look the other issues in the same way. (15 mins)

**Activity 4:** After the young people have discussed all the issues they will go back and align themselves to the most important issue to them. (13 mins)

- Who's moved? Why?
- If you didn't move, why not?
- Were you tempted to move?

This should be recorded in the same way as the first activity, and post-it notes should be written stating why people have moved.

**Activity 5:** Following on from activity 4, a small group discussion on the top 2/3 issues. (10 mins)

- How would you address these?
- What would you like to see happen?

Again, this should be recorded on flip chart.

## Finish

Thank the participants for taking part and then explain what will happen to the findings, and that you will be in touch when the consultation is complete with a summary of the results.

Give out vouchers ensuring a voucher receipt form is signed.

## Resources

Pens, flipchart paper, post-its, consent forms, and voucher receipt forms.

## APPENDIX C

### Children's Rights Workshop Session Plan (Good Shepherd)

#### Introduction

Young Scot has been approached by the Children's Rights Team at the Scottish Government to carry out a consultation exercise with children and young people across Scotland to find out what they think about children's rights, and particularly the UNCRC's Concluding Observations on the implementation of children's rights in the UK.

The intended outcomes of the consultation are:

- To discover what the children and young people taking part currently know about the UNCRC
- To explore their opinions regarding some of the themes that occurred in the concluding observations
- To prompt ideas on how the Scottish Government should be addressing these

The consultation will address these key questions, as identified in the proposal:

- Are these issues for you?
- What are the most important issues?
- What do you think the Scottish Government should do about it?
- What should the Scottish Government do first?



## Workshop Structure

Each group will consist of between 8 and 12 participants and will be split according to age (8-11, 12-13, 14-15, 16-18). Each group will take about an hour to complete.

## SESSION PLAN

### Energising Icebreaker (5 mins)

Introduce Young Scot.

Name, what you had for breakfast and organising themselves into a line in order of DOB, without speaking!!

### Introduction to session (5 minutes)

Introduce the consultation topic and its purpose and why we want to speak with them. Explain what we are going to do in the session (activities) giving them an outline of the next hour.

We will also discuss the issue of consent here and will get verbal consent at this time, followed by written consent at the end. This is so that they can be sure that they are happy to let us use what they have subsequently discussed.

### Activity 1: Poster wall and discussion...

9 headings with summary points will be placed on the walls around the room representing a different issue. We will also give a brief explanation of each one and clarify what we want them to think about.

Then the young people will walk around each of these and place comments on post-its (flip chart paper should be placed under each heading, divided with BEFORE/AFTER) relating to why that issue might be important to them. Ask them to stick them on the BEFORE side.

Then ask them to align themselves to the poster they feel is *most* important to them by standing in front of it. This should be recorded – how many people stood at each issue.

(10 mins)



We will then ask them why they are there, what is so important about that issue etc. If one topic has a lot of young people standing at it we will ask a couple of them that question, and those who didn't will read out some of the post-its placed under the poster.

(10 mins)

We will then ask them to align themselves to the poster they feel is least important to them by standing in front of it. We will ask them to say why this is, but also to think about why it might be important to some young people. We will also go over any post-its that may have been placed on the wall. We will make sure that we discuss every topic as we will have recorded how many people stood where at each exercise.

(10 mins)

## ENERGISER ACTIVITY

### Activity 2: Input and discussion...

We will ask the group to sit down together and we will provide a short input on the UNCRC concluding observations on each issue, providing examples. After that we will ask them to think about the issues again as some new ideas may have come from that information. They don't need to do this for every topic but just what stands out for them. The post-its will be placed on the AFTER side of the flip chart paper.

(10 mins)

They will then be asked again to stand at the issue that is most important to them. We will record this and look at why they have moved, what changed their mind, how they would like to see these issues addressed. For those who didn't move, why not, were they tempted?

For the final time we ask them to stand at the issue that is most important to them. This is so that any new discussions or points raised can be included in their decision-making processes.

(10 mins)

### Finish

Thank all of the participants for taking part and ask for written consent (consent forms).

## APPENDIX D

### Children's Rights Workshop Session Plan

#### Introduction

Young Scot has been approached by the Children's Rights Team at the Scottish Government to carry out a consultation exercise with children and young people across Scotland to find out what they think about children's rights, and particularly the UNCRC's Concluding Observations on the implementation of children's rights in the UK.

The intended outcomes of the consultation are:

- To discover what the children and young people taking part currently know about the UNCRC
- To explore their opinions regarding some of the themes that occurred in the concluding observations
- To prompt ideas on how the Scottish Government should be addressing these

The consultation will address these key questions, as identified in the proposal:

- Are these issues for you?
- What are the most important issues?
- What do you think the Scottish Government should do about it?
- What should the Scottish Government do first?



## **Workshop Structure**

Each group will consist of between 8 and 12 participants and will be split according to age (8-11, 12-13, 14-15, 16-18). Each group will take about an hour to complete.

We would like to video or audio record the workshop if possible. The recording will never be distributed out with the consultation team at Young Scot and is requested purely because it makes our job of analysing the material much easier, and so the facilitators can concentrate on engaging fully with the participants. If there are any objections at all we completely understand.

## **SESSION PLAN**

### **Energising Icebreaker (5 mins)**

Name, what you had for breakfast and organising themselves into a line in order of DOB, without speaking!!

Then introduce Young Scot.

### **Introduction to session (5 minutes)**

Introduce the consultation topic and its purpose and why we want to speak with them. Explain what we are going to do in the session (activities) giving them an outline of the next hour.

We will also discuss the issue of consent here and will get verbal consent at this time, followed by written consent at the end. This is so that they can be sure that they are happy to let us use what they have subsequently discussed.

We will also give them the vouchers at this point, and ensure receipt forms are collected and stored away before we begin.

### **Activity 1: Poster wall and discussion...**

9 headings with summary points will be placed on the walls around the room representing a different issue e.g. *Fairness and Equality*. We will also give a brief explanation of each one and clarify what we want them to think about.

Then the young people will walk around each of these and think about which ones are most important for Scotland to take action on. (5 mins)



Then ask them to align themselves to the poster they feel it is most important for Scotland to take action on by standing in front of it. This should be recorded. i.e. How many young people stood at each issue?

We will then ask them why they are there, what is so important about that issue etc  
(10 mins)

We will then ask them to align themselves to the poster they feel is least important for Scotland to take action on by standing in front of it. We will ask them to say why this is, but also to think about why it might be important to some young people. We will make sure that we discuss every topic as we will have recorded how many people stood where at each exercise. (10 mins)

### **ENERGISER ACTIVITY (whilst posters unveiled)**

#### **Activity 2: Input and discussion...**

We will ask the group to sit down together and we will put up posters for each heading that gives more information on the UNCRC concluding observations on each issue, providing examples. After that we will ask them to think about the issues again as some new ideas may have come from that information. (10 mins)

They will then be asked again to stand at the issue that is most important for Scotland to take action on. We will record this and look at why they have moved, what changed their mind, how they would like to see these issues addressed. For those who didn't move, why not, were they tempted?

For the final time we ask them to stand at the issue that is important for Scotland to take action on. This is so that any new discussions or points raised can be included in their decision-making processes. (10 mins)

#### **Finish**

Thank all of the participants for taking part and ask for written consent (consent forms).

## APPENDIX E

### Children's Rights Workshop Session Plan (Hill of Beath Primary School)

#### Introduction

Young Scot has been approached by the Children's Rights Team at the Scottish Government to carry out a consultation exercise with children and young people across Scotland to find out what they think about children's rights, and particularly the UNCRC's Concluding Observations on the implementation of children's rights in the UK.

The intended outcomes of the consultation are:

- To discover what the children and young people taking part currently know about the UNCRC
- To explore their opinions regarding some of the themes that occurred in the concluding observations
- To prompt ideas on how the Scottish Government should be addressing these

The consultation will address these key questions, as identified in the proposal:

- Are these issues for you?
- What are the most important issues?
- What do you think the Scottish Government should do about it?
- What should the Scottish Government do first?

#### Workshop Structure

Each group will consist of between 8 and 12 participants and will be split according to age (8-11, 12-13, 14-15, 16-18). Each group will take about an hour to complete.

We would like to video or audio record the workshop if possible. The recording will never be distributed out with the consultation team at Young Scot and is requested purely because it makes



our job of analysing the material much easier, and so the facilitators can concentrate on engaging fully with the participants. If there are any objections at all we completely understand.

## **SESSION PLAN**

### **Energising Icebreaker (5 mins)**

Introduce Young Scot to the group then ask them to tell us their name and what they had for breakfast that morning.

We will also discuss the issue of confidentiality here and explain that they don't have to answer any questions they don't want to.

### **Introduction to session (15 minutes)**

Introduce the consultation topic and its purpose and why we want to speak with them. Explain what we are going to do in the session (activities) giving them an outline of the next hour.

We will introduce the topic by looking at rights in general and also the United Nations.

We will give them a definition of what rights are and ask them to list any that they think they have.

We will also ask them to look at pictures with titles such as nutritious food, a warm clean home, internet connection, fast food and ask them whether they think those are rights or things they would like to have.

To introduce the United Nations we will ask them about different countries in the world that they know of to get them thinking about how it affects children and young people all over the world.

### **Jenga ... (40 mins)**

We will use the game Jenga to look at specific recommendations and areas of importance. Each block will have a number which will correspond to a recommendation set out in the UN Convention on the Rights of a Child - UK Concluding Observations 2008. When a block is pulled out we will discuss what they think about it and why they think it might be important for children and young people in Scotland.

At the end of it we will ask them which one they think should be tackled first.

### **Finish**

Thank the young people from taking part.

## APPENDIX F

### Pilot session – post-it note comments

NON-DISCRIMINATION	
<i>Stereotyping all youths as hoodies and hooligans</i>	<i>Most important to me, stereotypes are tiring</i>
<i>Neds and ne'er-do-wells focused on <b>WAY TOO MUCH!!!!</b></i>	<i>Not every young person has an ASBO and wants to cause trouble</i>
<i>Too much stereotypicalisation – everyone is equal</i>	<i>Hoodies are not a crime just an item of clothing – it can be classed as discrimination</i>
<i>Not everyone is a ned don't judge people on what they wear</i>	<i>Everyone should not be looked at in the same way</i>
RESPECT FOR THE VIEWS OF THE CHILD	
<i>Young people deserve the right to give their views on decisions that effect them</i>	<i>Young people may have good ideas to better the country</i>
<i>Good thing to have, probably second on my list, what about people with ridiculous views?</i>	<i>SYP</i>
<i>All very well but hearing and listening and acting on what you hear are two different things</i>	<i>We are the future and our views should be taken into account</i>
<i>SYP and more ways to get young peoples views heard</i>	<i>We're not just the future we're the <b>NOW</b></i>
<i>Young people have an un-biased view of the world – they see things as they <b>are</b> not as they <b>think</b> they are</i>	<i>Everyone is valid no matter what age</i>
<i>Too often young people are given the chance to be heard but we are not <b>listened to</b></i>	<i>We are as important as adults, age shouldn't matter</i>
FREEDOM OF PEACEFUL ASSEMBLY	
<i>People just assume that a group of friends is a gang ready to murder them</i>	<i>People blamed for things that they don't do</i>
<i>Very good to have, good to actually have a place to peacefully assemble</i>	<i>We are blamed for everything when most of the time it is not even us and people assume that a big gang are going to cause trouble</i>
<i>Not all children do wrong so stereotyping of teens should stop</i>	<i>We shouldn't intimidate the community by hanging around, sometimes there's nothing else to do</i>
<i>Police are there to stop crimes but sometimes feel they pick on the youths, even if they are doing nothing wrong</i>	
CORPORAL PUNISHMENT	
<i>No-one should face this especially not children</i>	<i>Smacking works if used properly – not too little or not too much should be brought back to schools</i>
<i>Rights to personal space, smacking seems to condone violence in my eyes</i>	<i>Smacking does not do much more than giving into trouble</i>
CHILDREN WITH DISABILITIES	
<i>More involvement</i>	<i>People should be equal</i>
<i>Great support already available but always room</i>	<i>Far too often young people have negative</i>

<i>for improvement</i>	<i>attitudes towards those with disabilities – more awareness needed esp. in schools</i>
<i>People are scared of difference, we should meet them B4 we judge</i>	
STANDARD OF LIVING	
<i>Without a good standard of living people tend to have other problems eg mental health etc</i>	<i>More benefits for middle class income families – usually they are worst off</i>
<i>Peoples choice affect it as well</i>	<i>Level of standard of living should provide equal opportunities but an equal standard cannot be perfect or retained</i>
<i>If our families are suffering financially we then get those feelings causing us stress</i>	
MENTAL HEALTH	
<i>Make people feel important x</i>	<i>Remove the stigma, mental illness has no age limits</i>
<i>Mental illness is not a disease, they're just people who have problems we can help them</i>	<i>More awareness on mental health</i>
<i>Many teenagers suffer in silence</i>	<i>Healthy mind=healthy body</i>
<i>Better education &amp; understanding of others needs, awareness of conditions</i>	
EDUCATION*	
<i>Motivate people to want to learn x</i>	<i>Education is the key to improving yourself and your standard of living</i>
<i>Gives a chance to go somewhere in life</i>	<i>People need to learn, they learn more than subjects at school</i>
<i>Education provides the chance to escape poverty/bad circumstances</i>	<i>Gets people out of poverty and increases living standards</i>
<i>Unlock the talents of all young people no matter what they are</i>	<i>Very important perhaps more should be done to stop interruptions in class</i>
<i>People need education to get themselves out of poverty</i>	<i>Gives everyone the same chance regardless of background</i>
<i>Basic education helps everyone in their life ahead</i>	<i>Important but more than just traditional education is important</i>
<i>Solves many problems in society</i>	<i>Gives everyone the same start and teaches them to make decisions</i>
<i>Education! Education! Education!</i>	☺
RIGHT TO LEISURE AND PLAY	
<i>Children need to be children, people grow up too fast today!</i>	<i>Makes kids feel like kids</i>
<i>All work and no play makes Jack a dull boy</i>	<i>Life is stressful enough so we need something to do</i>
<i>Dependent on situation of child</i>	<i>Work hard, play hard</i>
<i>Adds enjoyment into peoples life</i>	<i>Important to be able to relax and enjoy yourself to stay healthy</i>
<i>Motivates people, better work + health ethics, very important</i>	<i>Helps children meet new people and enjoy life more before it gets too serious</i>
<i>It helps children develop social skills which are useful in future life</i>	<i>Play helps you learn and develop</i>
ASYLUM SEEKING AND MIGRANT CHILDREN	

<i>Everyone should have the right to live a good life, so if this country is better why not come here?</i>	<i>Families of those seeking asylum are not taken into consideration</i>
<i>Gives disadvantaged children a chance to live out of poverty</i>	<b>Important</b> <i>if someone is not safe in another country they should have the right to move</i>
<i>This should be stressed to younger children teaching them to be part of a global community</i>	<i>Diverse country, important right as we don't want to contradict the right to having any beliefs</i>
<i>Its an open country, if someone is in trouble we should try to help</i>	
<b>ADMINISTRATION OF JUVENILE JUSTICE</b>	
<i>Not the most important? Negative right</i>	<i>Punishment pending the crime, no examples for young people, rehabilitation &amp; education</i>
<i>Too many people, young in particular, are tarred with the same brush, we're not all knife wilding asbo seeking teens</i>	<i>Don't treat them dif just because they are kids</i>
<i>Too many people get away with nothing but a caution, being young is not a crime</i>	<i>I agree (to comment on left)</i>
<i>More needs to be done, teaching children what their rights are and what the difference between abusing their rights and using them are</i>	<i>To stop crime committed by youths they must be given an alternative <b>BOREDOM BREEDS CRIME</b></i>

**\* The way 'Education' was presented in the pilot session was incorrect as it alluded to rights to education whereas we later asked young people to consider rights *in* education.**

## APPENDIX G

### Pilot session – discussion notes

NON-DISCRIMINATION	
<i>Hug a hoodie is discriminatory towards non offenders</i>	<i>Young people may feel discriminated against when they haven't done anything wrong</i>
<i>This could affect the way the child thinks because if there is a stereotypical of 'NEDS' the child may grow up thinking they are one of them</i>	<i>Stereotypes are ridiculous! Elder generations fear us because of what the tabloids say. The main perpetrators who give youths names like 'yobs' seem to not be the best papers</i>
<i>Government and media and stereotyping of youths as a united front that is only hoodies and 'YOBS' and are then discriminated by adults when walk down the street and going to shops</i>	<i>Could affect people who are not committing any crime or doing anything wrong</i>
<i>Media gives off negative signal regarding young people and this needs to be tackled 'being young is not a crime'</i>	<i>The perception of youths depends too much on appearance and not on much else</i>
RESPECT FOR THE VIEWS OF THE CHILD	
<i>Everyone must be listened to and consulted at the beginning not the end of a bill/new piece of legislation</i>	<i>Children are the future so they should not have their lives decided by adults</i>
<i>Adults are affecting our futures, why should we not be allowed to have a input on something which will affect our lives/future</i>	<i>Every child has the right to get their point across no matter what age they are!</i>
<i>It's acting on children's views that's the issue. Adults can hear our views, they normally don't <b>listen</b> though</i>	<i>Children should be able to express their views as equals</i>
<i>Children's views should be taken into account although sometimes we must understand others do know better</i>	<i>Children should have a say but adults have more experience of decisions etc</i>
<i>Can make informed decisions (can depend on circumstances)</i>	<i>We should be able to hang around in places. Obviously threatening behaviour can't be tolerated but when we're just chatting people shouldn't make us move on. If anything it will just encourage dissatisfaction with the justice system and lead to other issues</i>
<i>Police shouldn't be allowed to move teenagers out of parks etc if not causing trouble</i>	<i>Teenagers have as much right to be there as they're not causing any trouble</i>
FREEDOM OF PEACEFUL ASSEMBLY	
<i>You wouldn't move on a 'gang' of 7 pensioners why is 7 young people different</i>	<i>No-one should be moved on unless an offence has been committed</i>
<i>UN want to bridge the gap between adult and youth but having 'mosquito devices' could be seen as further separating this group</i>	
<i>If we aren't doing anything wrong or committing a crime why should we be moved</i>	<i>Mosquito devices do not solve the problem, merely shift the problem. Other solutions need to be made. Socialising and friendship is all part of growing up</i>
<i>Use of mosquito devices can be successful but</i>	<i>Important to allow children to meet in places</i>

<i>also very agitating if irresponsibly placed</i>	<i>without being moved on when they aren't breaking laws. Mosquito devices prevent children having places to meet at and affect many people which they shouldn't</i>
<i>If you aren't breaking the law then you shouldn't be moved on etc</i>	<i>Mosquito devices infringe the rights according to the UN we are part of the UN so... <b>BAN THEM!</b> We agreed to the UN charter so we <b>have</b> to stick to it!</i>
<i>Police should have an involvement in the public with the youth if they are committing offences but should leave them alone if all they are doing is having a gathering</i>	<i>Mosquito devices give me a headache, I can't even go to the local shop for my mother without getting a headache. Is this the point of these devices? To stop children helping their mothers?</i>
<i>Socialising is a key part of a young person's life. Everyone must work together to keep communities together</i>	<i>Outlaw mosquitos!! They are indiscriminate and target more people than they should – cause unnecessary pain to innocent people</i>
<i>Young people shouldn't be penalised for having fun they should have the right to leisure where they want as long as they don't cause trouble</i>	<i>Mosquito devices are (in my view) a necessary evil. It may be wrong to break up or move a peaceful gathering of youngsters but we know we mean no harm, does society?</i>
<b>CORPORAL PUNISHMENT</b>	
<i>Why encourage violence? Children follow example</i>	<i>Not smacking could lead to parents being terrified to discipline a child meaning the kid won't learn about right &amp; wrong</i>
<i>Teaches violence is right? Children should be taught to be responsible but this can be done through discussion punishment (ie grounding etc)</i>	<i>I think more must be done to ensure everyone can distinguish between corporal punishment and abuse and structures in place to ensure punishment which is necessary is not mistaken for abuse and vice versa</i>
<i>Not smacking children also protects adults. What happens if an adult gets so infuriated they can't stop?</i>	<i>Parents should be able to hit their children to a certain extent as they would learn not to do it again but if you just tell them off it doesn't have much effect on the matter</i>
<i>Parents should teach their children right from wrong and if the children do something wrong then they must not hit them. They must learn by their mistakes</i>	<i>Smacking when deserved never did most people harm</i>
<i>Corporal punishment should be used to an extent if the child has done something bad enough to deserve it</i>	<i>Very grey and room for abuse</i>
<i>Corporal punishment does work – social workers are there to ensure abuse doesn't happen</i>	<i>If we regulate a child's upbringing too much we undermine the parents authority and ability to bring up their child</i>
<i>Corporal punishment should be allowed as it does it although abuse should definitely not be allowed</i>	<i>Those who do something to their child which is abusive must be punished, however parents should not be told how to be parents</i>
<i>Where do we draw the line on a smack and abuse?</i>	<i>I feel a parent should discipline a child the way they wish to but not to abuse</i>
<i>There is a fine line between abuse and punishment. Smacking should be done in</i>	

<i>consideration to best discipline</i>	
<b>CHILDREN WITH DISABILITIES</b>	
<i>Children should not be discriminated against and should all be treated equally and have the same opportunities</i>	<i>For disabilities I know people who have fought for rights and won so it is not hard to have viewpoints heard and action to be taken</i>
<i>Children with disabilities must be able to have access to play facilities and these facilities should be integrated as much as possible into 'man stream' play areas</i>	<i>Everyone in schools should understand disabilities and integration into mainstream schools (with extra support) should be encouraged</i>
<b>STANDARD OF LIVING</b>	
<i>Gives them more opportunities &amp; safe environment, having a good standard of living helps with other factors like education</i>	<i>If they had a good standard of living when they are younger they might have a better future</i>
<i>Having a good standard of living decreases your chances of becoming ill and therefore unable to do things</i>	<i>Makes you have better health/mental health</i>
<i>It gives a better chance of opportunities if the standard of living is good</i>	<i>It can increase your chance of having a more stable mental/physical health which can lead to stronger life chances, <b>LARGE INFLUENCE</b></i>
<i>Without this right children are going to grow up disadvantaged when it comes to education and leisure</i>	<i>Good standard of living can help them in future life, also makes other things easier to do knowing that you don't need to worry about home life, less stressed</i>
<i>Having a good standard of living means you are less likely to stress and worry about that aspect of your life which in turn makes other aspects more manageable</i>	<i>With a better standard of living people are not going to be involved in more of the issues, people from poorer backgrounds tend to be involved in gang culture etc</i>
<i>Have mental health problems and could face education issues! 😊</i>	<i>So that children have a better chance in life and are able to have a good life</i>
<i>Make sure opportunities are open to all</i>	<i>Everyone is entitled to a fair/healthy living, everyone should be entitled to a clean life</i>
<i>Encouragement needs to be put in also everyone needs to have the same opportunities and options in life</i>	<i>Poverty is a vicious cycle, we have to provide opportunity for people to escape poverty</i>
<i>Children should be given equal opportunities regardless of background and should not be stopped in achieving their ability</i>	
<b>MENTAL HEALTH</b>	
<i>More information presented properly to people to eliminate ignorance</i>	<i>I feel that PSE should emphasise the point on mental health, <b>NO ONE UNDERSTANDS!</b></i>
<i>More education on mental health</i>	<i>There is too much 'you don't have this', 'you don't have that', if a person feels they have a problem check it out – don't ignore them</i>
<i>1 in 4 people have a mental health issue. Too much stigma attached, clearer points of what mental health is would be useful</i>	<i>Young people should never be told that they are not in they are just going through a rough point in their life, everyone can be ill and medical staff can discriminate</i>
<i>More awareness is definitely necessary – when people understand they will be less likely to</i>	<i>I don't know a lot about mental health and think it should be discussed more in schools</i>

<i>judge and continue ignorance</i>	
<i>More information and support materials to educate people about mental health problems to reduce stigma and discrimination</i>	<i>Needs more awareness of mental health for the young people who do suffer should be given help to get them better</i>
<i>Lack of knowledge about mental health doesn't help societies views of mental health</i>	<i>More information regarding mental health issues need to be put into schools. Stereotyping needs to be sorted, awareness in schools to be done!!</i>
<i>Some people are categorised and given a common solution which masks the problem not helps it</i>	<i>Without giving all children an understanding of conditions and needs it disadvantages both sufferers and others</i>
<i>A good support network within schools should be in place to help</i>	<i>If we had a better education about mental health we'd better understand it if we have those problems, not knowing what was happening to you if you had depression would make it more terrifying making you more along</i>
<i>Stable mental health affects ones life choices + chances, if they cannot be provided or access help then the right level of standard of living is affected</i>	<i>If people don't recognise mental health problems it will make it harder for young people to have a normal life</i>
<i>People will find it harder to understand what is wrong with them, this will make it harder for them to socialise and interact with other people</i>	<i>Not enough is done to stop the stigma related to mental health, more should be done to educate the public</i>
<i>If only a ¼ of diagnosed children are treated perhaps more infrastructure is needed to ensure that people get the treatment they require</i>	<i>The government should provide more care for kids but by telling people things eg stress it could make them think they are stressed when they are not, people should be made aware of mental health to understand other people</i>
<i>If people were more informed about mental health they could live with a better tolerance of others as they understand the issue</i>	<i>Mental health problems should become more known within children, also more help should be given to those with mental health problems to help them understand what is going on</i>
<i>They should all get the help required because if they are not they may still be the same when they are adults so they may not be able to have a proper life</i>	
<b>EDUCATION*</b>	
<i>This is important as it teaches so much more than just subjects but learn morals and how to interact with people. With this it can lead to gateways into different things eg getting out of poverty</i>	<i>Important right but the individual must take responsibility for using this right, education in any form develops people emotionally, socially and mentally</i>
<i>It is important that everyone gets the same chance in life, chance to improve quality of life, learn how to interact with other children better</i>	<i>Children should be educated so that they can learn to be social, learn how to share and how to act around others, the uneducated children will not understand everyone else so they will not be very social so they won't be very successful in life</i>
<i>Perhaps more should be done to promote life-long learning</i>	<i>Helps young people to socialise</i>

<i>Education provides a gateway out of social problems, bad standards and gives children hope, excluded students should receive individual support</i>	<i>Education doesn't need to be formal</i>
<i>Education gives everyone a start in life, your life will be based round the things that you learn at school</i>	<i>The education system prepares children for adult life so can build manners, people skills etc</i>
<i>School gives us a better opportunity, however school doesn't suit everyone so another way would work for other people, say at youth groups or something</i>	<i>If people don't have an education they find it hard to interact with people and it won't give people a better chance in life</i>
<i>Education and standard of living are heavily linked, education should provide support in order to go to both college and university or just to find work</i>	<i>Education is the key to life but it should not be forced upon people</i>
<i>Should be more help for people who want to go straight into a job at 16. Showing people what to do after uni &amp; college would also be helpful as not many actually know what to do once they have the degree</i>	<i>Education gives children a chance to move vocational courses are seen as course for people who university is not an option which is a wrong view as vocational courses should be pushed as well</i>
<i>Education is for all, skills are no less important than degrees, we should unlock everyone's talents</i>	<i>Don't force specialisation – allow a broad choice at school then provide adequate support to allow students to follow their choice</i>
<i>Education is important, both academic and vocational so as not to limit peoples choices</i>	<i>Everyone is entitled to an education, we have to broaden the horizons of young people, no one should be put down for the path in life</i>
<b>RIGHT TO LEISURE AND PLAY</b>	
<i>I love going out to play but hate when I get stopped for apparently drinking but I am naturally hyper</i>	<i>There should be more freedom in the community for the children to play and not be stopped in their play</i>
<i>Age old comment "there's nothing to do!" – may be not nothing but certainly not <b>enough</b></i>	<i>This is important as children need to socialise in order to move on in life</i>
<i>ASBOs are there to restrict because of bad behaviour and therefore shouldn't be viewed as infringing on their rights, if anything those under ASBOs infringe on other childrens, leisure provides the chance to develop and grow</i>	<i>Helps young people learn new skills and develop and create social network</i>
<i>Chance to relax and have a worry free childhood, helps children get out and not get stressed</i>	<i>Children will become more social if they are able to go out and play</i>
<i>This allows children how to function in a social environment, very important</i>	<i>They will be more social, they should just be a child and not in a hurry to grow up, they get to understand more while playing and they start to think more whilst playing</i>
<i>Stress relief! Helps children to understand independence and how to keep themselves physically fit</i>	<i>It gives people the childhood they need to develop and learn from your mistakes! Children need the chance to be children</i>
<i>As you get older life gets more and more serious, as a child you should be aloud to enjoy that time and experience things</i>	<i>Leisure allows young people to relax do so school stress etc is forgotten for a period of time</i>

<p>We should have some kind of area for ourselves as we can't stay in the streets as its threatening, we can't go to parks because teens have ea reputation for drinking &amp; gangs</p>	
<p><b>ASYLUM SEEKING AND MIGRANT CHILDREN</b></p>	
<p>Teach children and young people about asylum seekers and why they came here then it would be easier for them to be accepted</p>	<p>It is important to understand other cultures, they have a right to move away to a safe place, they have a right to be safe</p>
<p>There are rights against discrimination, rights to have our own beliefs, refusing asylum would contradict these rights</p>	<p>Integration with other yp helps but older generation shave different views</p>
<p>The children are not accepted because of where they come from, they should not be discriminated and the education system should introduce asylum seeking so that we can understand why they have chosen to come here</p>	<p>People will find it hard to be accepted, by teaching people and making them understand over time it will be a united world</p>
<p>Asylum seekers, <b>DON'T LOCK THEM UP</b> be more welcoming they <b>can</b> be accommodated there are so many empty houses in some areas</p>	<p>Teaches children about global citizenship</p>
<p>It's going to be difficult to change attitudes as just now people are losing their jobs which may lead to scapegoating asylum seekers</p>	<p>The government teach us to be open minded but don't accept asylum seekers so contradict themselves</p>
<p><b>ADMINISTRATION OF JUVENILE JUSTICE</b></p>	
<p>Soft touch needs to go, if someone commits a crime – prosecute. Justice is the <b>correct</b> prosecution not no prosecution</p>	<p>Very grey areas, children are very different at age 8 some very naïve and trusty so easily led, others not so and make their own decisions</p>
<p>Young people must be treated fairly in the justice system and prison is not the answer when someone has their whole life ahead of them</p>	<p>By having the police involved youngsters will hopefully be scared into not doing bad things, by teaching them it will save trouble when they grow up, it could help future generations in crime waves that is increasing</p>
<p>8 is too young strong punishment could lead to blurring of right + wrong, could lead to mental health issues, parents are responsive carers</p>	<p>I think 8 is a good age as people do not give kids credit for how aware they are, an 8 year old should understand that right is good and wrong is bad even if it doesn't become more complex than that until later</p>
<p>Help develop a set of behavioural guidelines, children should be held accountable for their actions depending on their awareness of the effects of their actions</p>	<p>I don't think that you should be responsible for your actions at 8, it should be older because at 8 you are still a child and they still don't understand what will happen</p>
<p>Children don't understand properly what they have done at the age of 8</p>	

## APPENDIX H

### Save the Children LIT Questionnaire

Think about the things are important to you-

*what you want, what you need or what would just make life better.*

This is a list of things that we have already thought of...but there may be others.

Which things are **most** important to you? **You can only pick TWO!**

- Being healthy
- Getting an education
- Having a home
- Being able to travel
- Having fun
- Being able to keep some things private
- A life!
- Staying safe
- A place to play
- Being able to be who you want to be
- Something else.....

What would that be????



## APPENDIX I

### **Improving the lives of children in Scotland: A report from the Children's Parliament (CP) Local Investigation Team (LIT) on Education**

The CP LIT is part of a consultation being coordinated by Young Scot for Scottish Government and part of listening to children and young people's views in relation to the UNCRC Concluding Observations on the implementation of children's rights in the UK.

The issue of concern which was addressed by the CP LIT is **Education**. Education is a concern because the UN Committee has recognised that significant inequalities exist in children's experience of school and because some children and young people still do not or are not able to access the education which is their right. Other issues such as bullying persist and make learning difficult.

The purpose of the CP LIT was to enable 18 children, all in P7, to explore experiences of school through the lens of children's rights. As with all CP approaches the tone is positive and about achieving change.

The children participated in an initial 4 hour workshop, a follow up 2 hour workshop and then undertook a task in their own school. They also recorded key messages on video which form part of the Young Scot report to the Scottish Government.

The LIT activity was framed around 6 themes which provided a structure for discussion and learning; these themes are based on the

CP thematic approach and are adapted to support children to explore the interface between children's rights and the experience of school. The themes are:

- 1. Everyone is safe, cared for and included**
- 2. Everyone is happy and healthy**
- 3. Everyone has their say**
- 4. Everyone is important and special**
- 5. Inside and out: The school environment everyone wants**
- 6. Everyone is learning**

The children discussed and explored what each theme means to them and working together they identified the characteristics of a school which successfully delivered on each theme. In other words, for example: *what would we see, feel or experience in a school in which where everyone is safe, cared for and included?* The CP uses creative arts approaches in all its work, on this occasion the CP LIT used drama to capture feelings and experiences which in turn allowed the children to articulate and record their views and aspirations for education and for Scotland's schools.



The views of the CP LIT children and their classmates have direct implications for implementation of the UNCRC in the context of Scotland's schools.

### Locating the work of the CP LIT children in the context of the UN Committee concluding observations:

As part of their discussions the children engaged in the CP LIT were keen to ensure that adults heard and responded to their views with one child asking: “Do you really think they’ll listen?” This issue relates directly to the UNCRC Committee concluding observations in relation to both adopting a comprehensive plan of action for implementation of the UNCRC in Scotland (**concluding observation 15**), but also in relation to bringing legislation into line with the Convention (**concluding observation 11**). As long as children’s experiences of rights are dependent on the goodwill or generosity of adults – whether that be parents or professionals such as teachers – adoption of the rights in to law on an issue by issue basis (the stated intention of Scottish Government) gives a feel of a rather ad hoc approach to children’s human rights.

Of course the CP LIT focus on education relates directly to the **UN Committees concluding observations on Education**.

- Supporting the Committee’s observation concerning the right of the child whatever their background to enjoy an inclusive education with “full enjoyment” the CP LIT members have identified the importance of every child engaging in learning. The CP LIT children have identified in one of their themes the characteristics which a school will have when indeed ‘everyone is learning’.
- Across the work of the CP LIT members it is evident that ethos and relationships underpin a positive experience of school, where children’s rights are understood and ‘lived’. Because the CP LIT work is framed as a set of positive statements bullying is not named specifically because children have identified that in a school where children’s rights are understood then children experience constructive and respectful relationships where diversity is understood and accepted.
- This LIT process with these primary school age children evidences the value and importance of strengthening children’s participation in all matters of school, classroom and learning as the UN Committee proposes. It is the responsibility of Government and Local Authorities to ensure this happens.

Further matters relating to the concluding observations which we draw for the CP LIT work are as follows:

- **Concluding observation 19:** The committee recommends that child rights impact statements should be regularly conducted; this is seen largely in terms of policy and legislation. This model needs to be better understood and embraced within all public bodies, and this means schools too where decisions impact on children and their rights daily.
- **Concluding observation 21:** Knowledge of children’s rights in Scotland and the UNCRC is poor. (See our additional comments on the last page of this report). The Committee view that the UNCRC should be part of the school curriculum, that professionals need training, and that the UNCRC must have its “principles and values integrated into the structures and practice of all schools” is absolutely central if we are to achieve what the children in the CP LIT have identified.
- **Concluding observation 27:** The concern of the Committee for ensuring article 3 is adequately integrated into legislation and policies is of course much needed, but does not take us far enough in our thinking. The CP LIT members have identified the characteristics of schools which show us exactly what the *experience* of schools can be like if we are genuinely, and practically, committed to the best interests of the child.

- **Concluding observation 33:** This consultation exercise shows the commitment of the Scottish Government to hearing the views of children and young people. What this CP LIT has shown is that the views of younger children in the primary school must also be heard and that to facilitate views creative and inclusive approaches are required; when there is a commitment to engagement with children in early years and primary school rights based practice in Scotland's schools is more likely to be achieved. The Committee calls for 'meaningful engagement' and this must be our intent and our achievement.
- **Concluding observation 42:** The UN Committee highlights the explicit and implicit commitment in the UNCRC to the child's "equal right to human dignity". Much of what the CP LIT has identified relates to the quality and nature of children's relationships with adults and speaks of their desire for relationships in schools which reflect respect for rights and dignity.
- **Concluding observation 53:** The CP LIT members show an interest in all children and adults behaving in ways which are respectful and allow learning to take place. Supporting the Committee's concern for children with additional support needs the CP LIT children also recognise that some children require support; where support is available learning for all children will be enhanced.
- **Concluding observation 57:** Supporting the Committee's observation the CP LIT members have identified the importance of mental health and wellbeing. The children identified that if you have feelings which are strong, or you don't understand, you can get into trouble. The CP LIT members saw the need for schools to be a place where children can get confidential, non stigmatising help and support.
- **Concluding observation 69:** Within their reflection on education the CP LIT children agree with the Committee that play has an important part to play in the experience of school, and this includes their desire to be outside and interact with and learn from the natural environment. The playground environment is identified as important by the Committee, and the children too have considered what outdoor place in school should be like in order to respect their right to play.

The tables which follow detail the essential characteristics which every school should have as identified by the CP LIT. The children then identified what is **most important** to achieve, and what will be **most difficult** to achieve in Scotland's schools. The video footage which forms part of the full Young Scot submission to Government captures children talking about these characteristics and choices. The third column is feedback from classmates of the CP LIT children about their priorities and what would be difficult to achieve. Finally we offer some thoughts about what this means for implementation of the UNCRC in Scotland's schools.

<b>Everyone is safe, cared for and included:</b> Essential characteristics identified by the children are:	<b>The LIT priorities</b>	<b>The consultation with other children</b>	<b>What does this mean for implementation of the UNCRC in Scotland's schools?</b>
1. <b>Children and adults are respectful toward each other</b> 2. <b>Adults and children are treated equally</b> 3. <b>Everyone understands different cultures, religions and beliefs</b> 4. <b>Everyone has their right to personal privacy</b> 5. <b>Teachers understand children</b> 6. <b>Teachers trust children</b> 7. <b>Lessons are interesting for everyone.</b>	<p><i>Most important:</i> The LIT decided that there were 3 characteristics of equal importance: <b>Numbers 1, 3 and 7</b></p> <p><i>Most difficult to achieve:</i> The LIT decided that this would be <b>Number 2</b>, closely followed by <b>Number 7</b></p>	<p><i>Most important:</i> The children reported that <b>all</b> the characteristics had pretty much equal importance.</p> <p><i>Most difficult to achieve:</i> The children reported that the most difficult to achieve will be <b>Number 7</b>, followed by <b>Number 6</b>.</p>	<p>Children have identified that underpinning the experience of rights in the context of school, family or community are the <i>relationships</i> which exist between children and adults.</p> <p>Children have a strong sense of fairness and social justice and identify that in school lessons should not only be interesting, something they identified as being a challenge to achieve, but that a school where children's human rights are respected is a school where in every classroom there is trust and understanding.</p>

<p><b>Everyone is happy and healthy:</b> Essential characteristics identified by the children are:</p>	<p><b>The LIT priorities</b></p>	<p><b>The consultation with other children</b></p>	<p><b>What does this mean for implementation of the UNCRC in Scotland's schools?</b></p>
<p>1. <b>Children have a wide range of books and computers that are working</b></p> <p>2. <b>There is variety of choice of healthy, good, enjoyable food that is cooked in the school</b></p> <p>3. <b>There is active school work in and out of class; children work in teams to make learning fun (this includes in sports and music)</b></p> <p>4. <b>School is clean and there are welcoming views all around</b></p> <p>5. <b>Playgrounds are large, clean and safe; they have some soft surfaces and nice features (like ponds)</b></p> <p>6. <b>Children have someone they can talk to about their feelings, no-one else will find out, and you won't get into trouble for what you say.</b></p>	<p><i>Most important:</i> The LIT decided that there were 3 characteristics of equal importance: <b>Numbers 2, 3 and 5</b></p> <p><i>Most difficult to achieve:</i> The LIT decided that this would be <b>Number 5</b>, closely followed by <b>Number 1</b></p>	<p><i>Most important:</i> The children reported that the most important characteristic was <b>Number 6</b>, followed by <b>Number 3</b></p> <p><i>Most difficult to achieve:</i> The children reported that the most difficult to achieve will be <b>Number 5</b>, followed by <b>Number 6</b>.</p>	<p>Whilst all characteristics are important to the children two themes emerged in discussion:</p> <p>Playgrounds and outdoor spaces are important to children and should be expected to clean and safe . The reality is however that many playgrounds in Scotland's schools remain stark and uninspiring places.</p> <p>Children can have strong feelings and worries and they can sometimes struggle with who to go to. Children see that schools have the potential to be a setting where adults can listen and help. But these primary school age children also want support to be confidential and non stigmatising.</p>

<p><b>Everyone has their say:</b> Essential characteristics identified by the children are:</p>	<p><b>The LIT priorities</b></p>	<p><b>The consultation with other children</b></p>	<p><b>What does this mean for implementation of the UNCRC in Scotland's schools?</b></p>
<p>1. The school has a pupil booklet about rights and responsibilities to give to every child in the school</p> <p>2. The school has a suggestion box for ideas to improve the school</p> <p>3. At least once a year everyone gets together to have a discussion about the school community – everyone takes part including parents, the janitor, the cook, the teachers and the pupils</p> <p>4. The school makes opportunities for adults to see the pupils' work</p> <p>5. Pupils have their voice heard on topics like spending money and picking books and games</p> <p>6. Teachers respect pupils and pupils respect teachers.</p>	<p><i>Most important:</i> The LIT decided that this would be <b>Number 6</b>, closely followed by <b>Number 3</b></p> <p><i>Most difficult to achieve:</i> The LIT decided that there were 3 characteristics of equal difficulty to achieve: <b>Numbers 1, 5 and 6</b></p>	<p><i>Most important:</i> The children reported that the most important characteristic was <b>Number 6</b>, followed by <b>Number 4</b>.</p> <p><i>Most difficult to achieve:</i> The children reported that the most difficult to achieve will be <b>Numbers 3 and 6</b>, followed by <b>Number 5</b>.</p>	<p>Reiterating the theme of relationships the children identify that to 'have your say' is actually as much about being listened to – and this requires respect for the views of the other.</p> <p>The children have identified an exciting idea about discussion about the experience of school across the whole school community – they also think this would be one of the things most difficult to achieve in Scotland's schools.</p>

<p><b>Everyone is important and special:</b> Essential characteristics identified by the children are:</p>	<p>The LIT priorities</p>	<p>The consultation with other children</p>	<p>What does this mean for implementation of the UNCRC in Scotland's schools?</p>
<p>1. <b>Everyone starts school with a chat and breakfast</b></p> <p>2. <b>Everyone's achievements are recognised, however small</b></p> <p>3. <b>People find ways to encourage others</b></p> <p>4. <b>There are chill out and time out rooms</b></p> <p>5. <b>Everyone has time to talk</b></p> <p>6. <b>Everyone concentrates on the positives.</b></p>	<p><i>Most important:</i> The LIT decided that this would be <b>Number 2</b></p> <p><i>Most difficult to achieve:</i> The LIT decided that the most difficult to achieve is <b>Number 3</b></p>	<p><i>Most important:</i> The children reported that the most important characteristic was <b>Number 2</b>, followed by <b>Number 4</b>.</p> <p><i>Most difficult to achieve:</i> The children reported that the most difficult to achieve will be <b>Number 6</b>, followed by <b>Numbers 4 and 5</b>.</p>	<p>The children have identified that recognition and praise are fundamental to building confidence and success in the learner.</p> <p>Across the LIT and back in the classroom they also identify that many characteristics on the theme of 'everyone is important and special' will be difficult to achieve.</p> <p>This is of concern because until Scotland's schools value the individual child for who they are, what they contribute and what they achieve, it is difficult to imagine how they can – in the language of A Curriculum for Excellence - become confident individuals and successful learners.</p>

<p><b>The school environment everyone wants - inside and out:</b> Essential characteristics identified by the children are:</p>	<p><b>The LIT priorities</b></p>	<p><b>The consultation with other children</b></p>	<p><b>What does this mean for implementation of the UNCRC in Scotland's schools?</b></p>
<p>1. <b>Equal:</b> everyone at school has the same chances and opportunities no matter where they live, no matter their age or race, religion or background</p> <p>2. <b>Warm:</b> the school is well heated, maintained and looks cared for inside and out</p> <p>3. <b>Colourful:</b> children are asked their opinions about colours for decorating and so the school is bright, cheery and warm</p> <p>4. <b>Welcoming:</b> all staff are friendly, helpful and respectful to children and to each other</p> <p>5. <b>Safe:</b> there are cameras, playground supervisors and safe and secure gates and doors. Everyone in the school is known</p> <p>6. <b>Eco-friendly:</b> the school recycles and educates children about the environment and how to be eco-friendly.</p>	<p>Most important: The LIT decided that this would be <b>Number 1</b>, closely followed by <b>Number 2</b></p> <p>Most difficult to achieve: The LIT decided that this would be <b>Number 1</b>, closely followed by <b>Number 4</b></p>	<p><i>Most important:</i> The children reported that the most important characteristic was <b>Number 1</b>, followed by <b>Numbers 3 and 6</b>.</p> <p><i>Most difficult to achieve:</i> The children reported that the most difficult to achieve will be <b>Number 1</b>, followed by <b>Number 3</b>.</p>	<p>The children have given some focus to the physical environment; recognising that physical aspects impact on emotional wellbeing and social relationships.</p> <p>Again children recognise the power of adults to create a positive ethos in school.</p> <p>The children's identification of the need for everyone to be <i>equal</i> – and to see this as both most important and most difficult to achieve – reflects their concern and experience even as 11 year olds of inequalities in Scottish society.</p>

<p><b>Everyone is learning:</b> Essential characteristics identified by the children are:</p>	<p><b>The LIT priorities</b></p>	<p><b>The consultation with other children</b></p>	<p><b>What does this mean for implementation of the UNCRC in Scotland's schools?</b></p>
<p>1. <b>There is an even level of noise because that can be constructive</b></p> <p>2. <b>Children are given responsibilities and allowed to be independent</b></p> <p>3. <b>Pupils with special needs like dyslexia, behaviour problems or who are behind in work get more attention</b></p> <p>4. <b>Teachers and adults find out about children's interests</b></p> <p>5. <b>There are times to be serious and times to have fun</b></p> <p>6. <b>Children go outside for lessons and are free to explore nature</b></p> <p>7. <b>Children meet role models to show learning is fun and worth doing.</b></p>	<p><i>Most important:</i> The LIT decided that there were 3 characteristics of equal importance: <b>Numbers 1, 3 and 6</b></p> <p><i>Most difficult to achieve:</i> The LIT decided that there were 3 characteristics of equal difficulty to achieve: <b>Numbers 1, 6 and 7</b></p>	<p><i>Most important:</i> The children reported that <b>all</b> the characteristics had pretty much equal importance.</p> <p><i>Most difficult to achieve:</i> The children reported that the most difficult to achieve will be <b>Number 6</b>, followed by <b>Numbers 3 and 7</b>.</p>	<p>In all our work with children about their experience of school children always identify the importance of learning, and their commitment to doing their best. These characteristics show their interest in being stretched, in schools tapping into their interests, in both fun and a serious aspect for learning.</p> <p>Children were positive in their discussion about some children needing extra or additional support.</p> <p>The children have identified the use of role models to inspire them in their learning but also saw this as an aspiration schools may find it most difficult to achieve; this may point to more use of peer educators and the use of external adults in the classroom.</p>

**Some further context: children's priorities for Government action on children's rights**

We are aware that the consultation is interested more widely in what children and young people know about the UNCRC and is interested across their lives what children see as priorities for action in terms of rights. We are directing Young Scot and Government to the October 2006 consultation conducted by the Children's Parliament for further information about these issues. To summarise that report identified:

From a cohort of 356 children who were not part of the Children's Parliament network only 15 said they know about the UNCRC. Of the 40 CP children involved 38 reported knowing about the UNCRC

The children identified that the most important things that negatively impact on children's lives are

- Unhappy families
- Problems about schools and teachers
- Not enough to do and being unsafe in the community
- Bullying.

They identified that action should be taken to improve understanding and action on children's rights in relation to

- Being cared for and protected
- Family life and relationships with adults
- Freedom
- Education
- Health and environment
- Play
- Respects and having a say.

The priorities which children identified for Government included:

- Make school enjoyable and safe. Give children more respect. Stop shouting. Give children more of a say about school life.
- Protect children from adults who might hurt them. Children should never be scared at home, at school or in the community.
- Stop bullying by children and adults wherever it happens.

Help parents to provide children with a happy home; and where families split up make sure children keep contact with parents equally (where they want to).