



The Rights Detectives

Phase 1: mapping recent engagement with children and young people

Introduction

Together (Scottish Alliance for Children's Rights) has been commissioned by Scottish Government to support the 'Children and Young People Lived Experience Board' which will help inform the development of a new Human Rights Bill for Scotland. The group, known as 'The Rights Detectives', is made up of six children aged 10-17, supported by Together and its member organisations.

Children express frustration that adults repeatedly ask them the same questions but do little with what they have heard. This report summarises *what we already know* about children's views and experiences of their human rights. The aim is to help The Rights Detectives as they are planning their investigations. The report follows a mapping exercise of engagement projects conducted with children since the beginning of 2020. It focuses on projects funded by (or delivered in partnership with) public authorities including Scottish Government, Scottish Parliament and executive agencies.

Scope

Age: In line with the definition of a child under Article 1 of the UN Convention on the Rights of the Child (UNCRC), the mapping sets out engagement projects that involved under 18s. Some projects involved a mixture of under and over 18s without disaggregating findings based on age. These projects have been included in the mapping exercise so some quotes may come from young people, rather than 'children'.

Time period: The mapping exercise covered projects that were active between January 2020 and June 2022. This includes projects that were already ongoing at the start of 2020.

Methodology

Information was gathered from our member organisations via an online survey. Members highlighted projects they had supported children to take part in, key findings and any learning/evaluation gathered from staff and children. Additional information was obtained through direct engagement with the Scottish Parliament Community Outreach Team. The resulting mapping exercise is accordingly based on self-reported information. It is not intended to form a comprehensive review of all engagement work with children during this period, but instead offer a 'snapshot' from which general themes can be drawn.

Structure

The report is divided into three sections: **knowledge**, **practice** and **accountability**. Each section explores common themes from the literature, such as: the right to be heard, access to justice, and children whose rights are most at risk.

The **annex** at page 16 shows all the projects included in the mapping.

Knowledge: awareness and understanding of human rights

Knowledge amongst children

Children demonstrated a high level of awareness of their rights across the projects. Common sources of information were schools, parents, support workers, youth organisations and being part of participation projects. Many children were active human rights defenders, although did not always consciously recognise their role as such.

“We learn about rights in class. We are quite respectful to each other at our school. I believe we all respect our beliefs and opinions. I respect people who respect me and other people.”¹

“I ran a campaign called ‘We Want Grass’. It was because our playground was full of concrete and dirt and there was sharp bits of wood on the paths. We wanted grass to play on.”²

Several projects revealed children’s appetite to learn more about their rights. This included calls to strengthen rights-based education from the early years up.³ Children (particularly older children) expressed a desire to learn more about the rights of children belonging to marginalised groups, such as Black and Brown children and those belonging to the LGBTQ+ community.⁴

“There needs to be more about rights in the school curriculum and it should be included in PSE”⁵

“It’s important that children know about their rights so if someone disrespects them, they can stand up for them.”⁶

Participants also spoke about *how* to raise children’s awareness of their rights (and, in several projects, awareness of human rights *laws*).⁷ They said this should be through schools and other education settings (where people come in to tell you about the rights you have), websites, social media and practical workshops. They said information must be easily accessible and easy for *all* children to understand but not too basic or it might not be taken seriously.⁸ A good way to achieve these aims was to include children when designing resources and activities.

¹ Children’s Parliament, Scottish Youth Parliament, Together (2021). Education Reform: consulting with children and young people. <https://www.childrensparliament.org.uk/education-reform/> [Date accessed: 01.08.22].

² Together (2020). UNCRC (Incorporation) (Scotland) Bill: Scottish Parliament Community Outreach Virtual Session with children under 12. https://archive2021.parliament.scot/S5_Equal_Opps/General%20Documents/Under_12s_summary_notes_V2_FINAL.pdf [Date accessed: 01.08.22].

³ Children and Young People’s Centre for Justice (2022). Youth Just Us. <https://www.cycj.org.uk/key-messages-from-youth-just-us/> [Date accessed: 01.08.2022].

⁴ See for example, Children’s Parliament, Scottish Youth Parliament, Together (2021). Education Reform: consulting with children and young people. <https://www.childrensparliament.org.uk/education-reform/> [Date accessed: 01.08.22].

⁵ Together (2020). UNCRC (Incorporation) (Scotland) Bill: Scottish Parliament Community Outreach Virtual Session with 12-18-year-olds. https://archive2021.parliament.scot/S5_Equal_Opps/General%20Documents/12-18s_SummarNotes_FINAL.pdf [Date accessed: 01.08.22].

⁶ Together (2020). UNCRC (Incorporation) (Scotland) Bill: Scottish Parliament Community Outreach Virtual Session with children under 12. https://archive2021.parliament.scot/S5_Equal_Opps/General%20Documents/Under_12s_summary_notes_V2_FINAL.pdf [Date accessed: 01.08.22].

⁷ Together (2021). All Our Rights in Law: Conversation events with children and young people. https://www.togetherscotland.org.uk/media/1910/report_final_md_comments_ns.pdf [Date accessed: 01.08.22].

⁸ Together (2021). All Our Rights in Law: Conversation events with children and young people. https://www.togetherscotland.org.uk/media/1910/report_final_md_comments_ns.pdf [Date accessed: 01.08.22].

“Children and young people need to be involved in developing resources and training about rights.”⁹

“I think there should be an app, especially for children and young people with autism and other disabilities, easy to read and understand, and which also focuses on disability rights”.¹⁰

“I know you could go online to the UN website but it probably would be very difficult to find.”¹¹

Knowledge amongst adults

In several projects, children recognised a disconnect between their own knowledge and understanding of their rights, and the level of knowledge held by the adults around them. They also distinguished between awareness of rights, and knowledge of how to put rights into *practice*.

“If a child doesn’t know how to tie their shoelaces, then people teach them. If a child doesn’t know how to behave, then people punish them. That makes no sense.”¹²

Adults’ role in realising children’s rights was a key theme raised by Members of Children’s Parliament (MCPs) at their annual meeting with the Scottish Cabinet in March 2022. MCPs told the Scottish Government that they wanted adults to listen and build trusting relationships with children, treating all children with respect. They had ideas to raise awareness of children’s rights including opening a children’s rights museum, launching a nationwide children’s rights campaign and running courses for all adults who work with children (e.g. teachers, police, doctors and social workers).¹³ Children in other projects also spoke about the importance of children’s rights training for adults.

“Teachers should be aware of rights to give children the best chance” (Participant, Children in Scotland)¹⁴

“If you need a PVG you should receive training on the UNCRC - you could send them a copy of the UNCRC with their PVG certificate” (Participant, Carers Trust Scotland)¹⁵

⁹ Together (2020). UNCRC (Incorporation) (Scotland) Bill: Scottish Parliament Community Outreach Virtual Session with 12-18-year-olds. https://archive2021.parliament.scot/S5_Equal_Opps/General%20Documents/12-18s_SummarNotes_FINAL.pdf [Date accessed: 01.08.22].

¹⁰ Together (2021). All Our Rights in Law: Conversation events with children and young people. https://www.togetherscotland.org.uk/media/1910/report_final_md_comments_ns.pdf [Date accessed: 01.08.22].

¹¹ Together (2021). All Our Rights in Law: Conversation events with children and young people. https://www.togetherscotland.org.uk/media/1910/report_final_md_comments_ns.pdf [Date accessed: 01.08.22].

¹² Together (2021). All Our Rights in Law: Conversation events with children and young people. https://www.togetherscotland.org.uk/media/1910/report_final_md_comments_ns.pdf [Date accessed: 01.08.22].

¹³ Children’s Parliament (2022). #CabinetTakeover2022. <https://www.childrensparliament.org.uk/cabinettakeover2022/> [Date accessed: 01.08.22].

¹⁴ Together (2020). UNCRC (Incorporation) (Scotland) Bill: Scottish Parliament Community Outreach Virtual Session with 12-18-year-olds. https://archive2021.parliament.scot/S5_Equal_Opps/General%20Documents/12-18s_SummarNotes_FINAL.pdf [Date accessed: 01.08.22].

¹⁵ Together (2020). UNCRC (Incorporation) (Scotland) Bill: Scottish Parliament Community Outreach Virtual Session with 12-18-year-olds. https://archive2021.parliament.scot/S5_Equal_Opps/General%20Documents/12-18s_SummarNotes_FINAL.pdf [Date accessed: 01.08.22].

Some projects identified the need for training on rights issues that impact specific groups of children, such as young carers,¹⁶ autistic children and children with experience of the justice system.¹⁷ See further discussion at page 4 on children whose rights are most at risk.

"Young carer services coming into school and talking to teachers to make them more understanding. They also let the school know on my behalf which was a lot easier."

*"when I was in primary my main teacher was constantly shouting, telling me off. I don't think she understood what autism was and how it affected me."*¹⁸

¹⁶ Carers Trust Scotland (2022). Scottish Young Carers Festival. <https://carers.org/scottish-young-carers-festival/scottish-young-carers-festival>. [Date accessed: 01.08.22].

¹⁷ Children and Young People's Centre for Justice (2022). Youth Just Us. <https://www.cycj.org.uk/key-messages-from-youth-just-us/> [Date accessed: 01.08.2022].

¹⁸ Together (2021). All Our Rights in Law: Conversation events with children and young people. https://www.togetherscotland.org.uk/media/1910/report_final_md_comments_ns.pdf [Date accessed: 01.08.22].

Practice: children's experience of their rights

Across the projects, there was recognition that *knowledge* of children's rights did not always translate to them being respected in practice. Children identified certain groups who were more at risk of having their rights breached. Common themes included non-discrimination, access to justice, the right to be heard and access to information.

Children whose rights are most at risk

"We're all in the same storm but aren't all in the same boat"¹⁹

Children identified a broad range of groups who were at increased risk of not having their rights met. This included children who spoke from their own experience, and children who compassionately recognised that many of their peers faced barriers that they themselves did not, including:

- Disabled children
- Children living in poverty
- Girls and young women
- Young carers
- Black and Brown children
- Children with mental health difficulties
- Refugee and migrant children
- Children with justice experience
- Care Experienced children
- Children who have experienced bereavement
- Children with a family member in prison
- Children in armed forces families
- Children who've experienced or witnessed domestic violence.

Children frequently spoke about *fairness* and ensuring that *all* children are supported to thrive. This discussion often centred around decision-making, schools, healthcare and access to services. There was broad recognition that different children need different things and so rigid, 'one-size-fits-all' approaches can do more harm than good. Children also said that while they were often proud of their identities, being made to feel different could be embarrassing - adults needed to take this into account. There was recognition that decision makers should do more to identify children whose rights are at risk and then speak with these children to find out what they need.

"Yes, the SG have said "here's some money, local authorities use it wisely and get it to people who most need it", but they're targeting 65-year-olds and over, so their targeting the older community, what about the younger community? Especially care experienced young people, people from disadvantaged backgrounds. They're not getting the same access to support."²⁰

The following sections briefly highlight some of the key issues identified for certain groups of children. It must be noted that individuals will often have multiple intersecting identities.

Children with additional support needs

Children with additional support needs spoke about challenges they face in education, such as teachers constantly shouting and bullies. For example, the *Inclusion Ambassadors* felt more needed to be done to reduce stigma around additional support for learning (ASL) and to make classroom environments comfortable places for them so they wouldn't feel so nervous taking part in activities or be put on the

¹⁹ *includem* (2021). *National Childhood Bereavement Project: Year One Interim Report*. <https://includem.org/wp-content/uploads/2021/08/National-Childhood-Bereavement-Interim-Report.pdf>. [Date accessed: 01.08.22].

²⁰ Scottish Youth Parliament, YouthLink Scotland, Young Scot. *Lockdown Lowdown*. <https://syp.org.uk/our-work/political-work/covid-19-lockdown-lowdown/> [Date accessed: 01.08.22].

spot by teachers.²¹ They said adults needed to do more to listen to them, build trust and ask them about what they need. They said adults should take notes during their conversations to help them remember what children said, and make sure they feedback to children about what they are doing with what they have heard.

“Calling on people in class that don’t know the answer is a rubbish way to engage students”²²

Children also spoke about difficulties accessing clubs and recreation activities they are interested in.²³ Often activities suffered through funding cuts. One participant in Together’s *All Our Rights in Law* session said they had been on the waiting list nine years for one support group.

Girls and young women

Gender equality in education was a further issue that MCPs highlighted during their 2022 Cabinet Meeting. They said that stereotyping language such as “strong boy” and “neat girls” had to end and that adults should get rid of gender stereotyping uniforms.

“Adults should treat children with respect and kindness. Listen to their rights.”

“Children want to be happy and want everyone to be treated equally.”²⁴

Discrimination against girls was noted in other projects, including feeling unsafe in certain situations:

“yeah like as a young girl, and I was out and about if I saw a group of boys I would cross the road before I walk past them because I know something would be said to me”²⁵

Young carers

Young Carers advised the *Scottish Parliament’s Health, Social Care and Sport Committee* that they needed more support from schools to help balance their caring role with their education.²⁶ They also spoke about barriers young carers face around work experience placements. Young carers reiterated these issues to decision makers participating in the *Young Carers Festival*.

Black and PoC children

Children from *Intercultural Youth Scotland* said their experience was often overlooked but adults who did not have lived experience of the issues under discussion. In larger, mixed group settings, children said their experiences could often be dismissed, misinterpreted or diluted – accordingly safe spaces were essential for Black and PoC children’s engagement. Importantly, these safe spaces “can only be created by people who have lived experience and understand the marginalisation the young people face.” They said that systematic barriers facing Black and PoC children would need to be dismantled before there could be true access to children’s rights for all children.²⁷

²¹ *Children in Scotland* (no date). *Inclusion Ambassadors*. <https://childreninscotland.org.uk/inclusion-ambassadors/> [Date accessed: 01.08.22].

²² *Children in Scotland* (no date). *Inclusion Ambassadors*. <https://childreninscotland.org.uk/inclusion-ambassadors/> [Date accessed: 01.08.22].

²³ *Together* (2021). *All Our Rights in Law: Conversation events with children and young people*. https://www.togetherscotland.org.uk/media/1910/report_final_md_comments_ns.pdf [Date accessed: 01.08.22].

²⁴ *Children’s Parliament* (2022). “They need to listen to what we’re saying”. <https://www.childreparliament.org.uk/they-need-to-listen-to-what-were-saying/> [Date accessed: 01.08.22].

²⁵ *Children and Young People’s Centre for Justice* (2022). *Thinking about Justice*. https://www.cycj.org.uk/wp-content/uploads/2022/04/Thinking-About-Justice_Report-final.pdf [Date accessed: 01.08.22].

²⁶ From survey responses.

²⁷ *Intercultural Youth Scotland* (2020). *Outreach Virtual Session with Equalities and Human Rights Committee on the UNCRC (Incorporation) (Scotland) Bill*.

Children who took part in the *Education Reform* consultation spoke about the importance of learning about Scotland's colonial past and a greater focus on antiracism:

*"It's really important that Scotland be honest about what they've done to other people. Sometimes it seems as if Scotland hasn't done anything wrong in history, when they have, and especially for a lot of students they might know this but feel like since it isn't being talked about it's not important."*²⁸

"We need to do more about racism and help people who don't have enough money."

Children with mental health issues

Mental health was identified as a key challenge for children – this was exacerbated by COVID-19, the war in Ukraine, climate change and other issues that made children anxious about their safety and future. Children spoke about difficulties in getting the help they need and that this had far-reaching impacts on other aspects of children's lives.

"mental health effects loads of stuff, like your self-esteem and self-control- you are less control of a situation."

MCPs spoke of their frustration that children kept telling adults about these issues but that nothing seemed to get done:

"It isn't getting to the heart of the problem. They need to listen to what we're saying."

Refugee and migrant children

Children supported by the Scottish Refugee Council spoke about difficulties they were facing during the asylum process. This included accessing accommodation, education, ESOL support, healthcare, financial problems and lack of respect for their cultural traditions.²⁹

"This right [to asylum] is very important. It's almost like a tree – a tree without good strong roots is nothing. The right to remain here is the roots to everything else"

"I've been having quite high anxiety, but we've looked for help with the NHS and private stuff and there was nothing really. On the NHS there is a really long waiting list, so I can't really get anything right now."

Children with justice experience

Children with experience of the justice system said they faced a lot of stigma and felt powerless. They felt that justice was something formal that was "done" by adults. Some mentioned that 16- and 17-year-olds were treated as adults and that this wasn't fair. They said they should always go to a Children's Hearing and never be sent to prison.³⁰

*"People always assume we've done something, we get followed around, constantly under suspicion"*³¹

https://archive2021.parliament.scot/S5_Equal_Opps/General%20Documents/UNCRC_Intercultural_Youth_Scotland.pdf [Date accessed: 01.08.22].

²⁸ Children's Parliament, Scottish Youth Parliament, Together (2021). *Education Reform: consulting with children and young people*. <https://www.childrensparliament.org.uk/education-reform/> [Date accessed: 01.08.22].

²⁹ Together (2021). *All Our Rights in Law: Conversation events with children and young people*.

https://www.togetherscotland.org.uk/media/1910/report_final_md_comments_ns.pdf [Date accessed: 01.08.22].

³⁰ Children and Young People's Centre for Justice (2022). *Youth Just Us*. <https://www.cycj.org.uk/key-messages-from-youth-just-us/> [Date accessed: 01.08.2022].

³¹ Children and Young People's Centre for Justice (2022). *Thinking about Justice*. https://www.cycj.org.uk/wp-content/uploads/2022/04/Thinking-About-Justice_Report-final.pdf [Date accessed: 01.08.22].

“I’ll go next, I wrote about the time in McDonald’s. So we were there and we weren’t doing anything, just being ordinary like everybody else. The woman that worked there came over and told us if we were causing any hassle she’d tell us to leave. And we were a bit like why, and we hadn’t done anything. And there was loads of people there but I felt like it was because we were teenagers. And now after that anytime I’m in like a shop or that I always feel like people think I’m gonna be up to no good, but I’m not doing anything wrong.”³²

Participants in the *STARR group* spoke about the need to combat stigma facing children in secure care or on the edges of secure care.³³

Care experience

Care experienced children also spoke about the stigma they face, and the additional barriers that can impact their right to education, privacy, housing and family life. Participants in *Youth Just Us* emphasised that UNCRC rights are for *all* children, including care and justice-experienced children. They had concerns that creating a list of specific rights just for care and justice-experienced children could be counter-productive as could add to the stigma/feeling of being different.³⁴

Children with parent/family member in prison

Participants recognised the mental, emotional and social impacts that imprisonment of a family member could have on children.

*“Mentally it would feel like the loss of someone, if they are going away to jail for a long time, and then you get used to them not being there, and then when they do come back out it will feel really **different, if you’ve got like young children like they might not know who they are**”³⁵*

Poverty

Poverty was frequently identified as a barrier to children accessing their rights. This was evident in all age ranges of participants.

“The right to food has been lost by some children in the holidays. I have four brothers and sisters so it’s very expensive to feed us!”³⁶

“Poverty can prevent some young people from having their rights”³⁷

Poverty was seen as a particular barrier in relation to education – with older children noting the discriminatory impact of changes to exams and appeals made in light of COVID-19.

The main issue for my area is poverty, from where I’m from, a lot of people I know share bedrooms and have small spaces. There’s also no equipment – no art supplies,

³² Children and Young People’s Centre for Justice (2022). *Thinking about Justice*. https://www.cycj.org.uk/wp-content/uploads/2022/04/Thinking-About-Justice_Report-final.pdf [Date accessed: 01.08.22].

³³ Children and Young People’s Centre for Justice (no date). *STARR in Scotland*. <https://www.cycj.org.uk/what-we-do/starr/> [Date accessed: 01.08.22].

³⁴ Children and Young People’s Centre for Justice (2022). *Youth Just Us*. <https://www.cycj.org.uk/key-messages-from-youth-just-us/> [Date accessed: 01.08.2022].

³⁵ Children and Young People’s Centre for Justice (2022). *Thinking about Justice*. https://www.cycj.org.uk/wp-content/uploads/2022/04/Thinking-About-Justice_Report-final.pdf [Date accessed: 01.08.22].

³⁶ Together (2021). *All Our Rights in Law: Conversation events with children and young people*.

https://www.togetherscotland.org.uk/media/1910/report_final_md_comments_ns.pdf [Date accessed: 01.08.22].

³⁷ Together (2022). *Rights Right Now!* <https://www.togetherscotland.org.uk/media/3092/rrn19052022.pdf> [Date accessed: 01.08.22].

no musical instruments. If you only have pen and paper, for the more practice subjects it's not working. ³⁸

Some children noted the difference between services being *available* and them being *genuinely accessible* to children and families living in poverty:

*“disadvantaged families can access it [support]’ – yeah, they can access it, but they need a referral from a 3rd sector organisation, which in turn means that that they need to get in touch with a 3rd sector organisation, and if they don’t have a phone or devices to get on then they can’t do that either. So, you’re still hitting barriers after barriers. There’s not enough targeted work being done especially for YP. I’ve had to get my own laptop and my own phone on finance, where I’m paying double to what it should be.”*³⁹

LGBT

LGBTI children who gave their views in relation to the UNCRC Bill said they did not feel as if their voices were listened to. They spoke about the barriers they face in accessing services. They also spoke about issues they face at school, such as being outed, not called by their chosen name and having their right to privacy breached.⁴⁰

“Information about my status as a transgender person and my dead name was shared unnecessarily and without my permission ”

“I feel there’s not enough done in education to make minorities to feel safe”

“Right to privacy- schools will also talk about using different name saying you need to tell parents first, there needs to be more of a conversation about why that’s inappropriate. It needs to be talked about and it’s not something that’s going to change unless it’s talked about.”

Access to justice

In several projects, children explored what they could do if their rights were breached. By far the most common theme was that children value supportive adults who can help them claim their rights. This was mentioned by young carers, disabled children, Care Experienced children, children with justice experience and more. Children were clear that support needed to be tailored to the needs of the individual child.

*“If you have somewhere to go or someone to talk to, it then does not feel like a big deal.”*⁴¹

Disabled children spoke of trusted teachers and Pupil Support Assistants (PSAs) who they valued highly. However, they said that additional support was not always available due to a shortage of funding.

³⁸ Scottish Youth Parliament (2020). SQA Quality Impact Assessment and Alternative Certification Model: Project Report. <https://syp.org.uk/wp-content/uploads/2021/04/SYP-SQA-ACM-Report-Final.pdf> [Date accessed: 01.08.22].

³⁹ Scottish Youth Parliament, YouthLink Scotland, Young Scot. Lockdown Lowdown. <https://syp.org.uk/our-work/political-work/covid-19-lockdown-lowdown/> [Date accessed: 01.08.22].

⁴⁰ LGBT Youth Scotland (2021). Submission to the Equalities and Human Rights Committee on the UNCRC (Incorporation) (Scotland) Bill. https://archive2021.parliament.scot/S5_Equal_Opps/General%20Documents/LGBT_Youth_Scotland_note.pdf [Date accessed: 01.08.22].

⁴¹ Together (2021). All Our Rights in Law: Conversation events with children and young people.

https://www.togetherscotland.org.uk/media/1910/report_final_md_comments_ns.pdf [Date accessed: 01.08.22].

“We had a lot of PSAs at school, and there was a really really good one who couldn’t work anymore because there was no funding to pay her and that was very sad.”⁴²

“When [my] DCD⁴³ got diagnosed I got an occupational therapist, she was amazing, really understood me, really really nice, really helped me with stuff....Six months or so later, she told me she would really like and should have more time, but we don’t have the time and funding to do so, which made me pretty sad.”⁴⁴

Similarly, children with justice experience reflected that while trusted adults were extremely important, there sometimes wasn’t enough of them.

“I always feel like there’s no enough, like at school there’s never really like a place they say if you have an issue come here.”⁴⁵

Children designed their “justice superhero” and chose what powers they should have:⁴⁶

Child: “My superhero is kind, and her superpower is she can travel in time.”

Facilitator: “Why is it important she is kind?”

Child: “If she is kind...she can listen to what they say...and they might speak up more and trust her...and if she is angry, she may scare them a bit...”

Care Experienced children spoke powerfully about the importance of access to independent advocacy workers, particularly in supporting them to have their voices heard when things weren’t right. One participant said that access to an advocacy worker should be the “first resort” with legal proceedings a “last resort”.⁴⁷

I know my rights well, when I had a care plan review meeting I didn’t feel confident and to be listened to I needed my advocate there to be heard. I have a good relationship with social work as well. I found it hard to speak up. I needed an advocate there to say that I need to be heard. And I can ask them questions. Sometimes services hear too much, and they struggle to hear you.

Having an advocate there makes you ten times louder

Asylum-seeking children spoke highly of their support from the Scottish Guardianship Service. Their Guardian helped them learn more about their rights and exercise them.⁴⁸

Children affected by bereavement spoke about the importance of support that is tailored and appropriate for all ages, noting that babies and young people have different needs. They also spoke about the importance of help finding the child, rather than the child always having to search for the help they need:

⁴² Together (2021). All Our Rights in Law: Conversation events with children and young people. https://www.togetherscotland.org.uk/media/1910/report_final_md_comments_ns.pdf [Date accessed: 01.08.22].

⁴³ DCD is ‘Developmental Co-ordination Disorder’ also known as Dyspraxia.

⁴⁴ Together (2021). All Our Rights in Law: Conversation events with children and young people. https://www.togetherscotland.org.uk/media/1910/report_final_md_comments_ns.pdf [Date accessed: 01.08.22].

⁴⁵ Children and Young People’s Centre for Justice (2022). Thinking about Justice. https://www.cycj.org.uk/wp-content/uploads/2022/04/Thinking-About-Justice_Report-final.pdf [Date accessed: 01.08.22].

⁴⁶ Children and Young People’s Centre for Justice (2022). Thinking about Justice. https://www.cycj.org.uk/wp-content/uploads/2022/04/Thinking-About-Justice_Report-final.pdf [Date accessed: 01.08.22].

⁴⁷ [UNCRCLibrary/SessionWhoCaresScotlandConfirmed.pdf \(parliament.scot\)](https://www.parliament.scot/UNCRCLibrary/SessionWhoCaresScotlandConfirmed.pdf)

⁴⁸ Together (2021). All Our Rights in Law: Conversation events with children and young people. https://www.togetherscotland.org.uk/media/1910/report_final_md_comments_ns.pdf [Date accessed: 01.08.22].

"I wish there was an automatic referral to have someone to speak to after it rather than having to find it yourself"⁴⁹

Participants in one of the All our Rights in Law sessions emphasised the importance of information so that children know their rights, but also *mechanisms and supportive structures* to help children claim their rights in practice. They had the following ideas in relation to claiming their right to a healthy environment:

- Community help – help needs to be “close to you or in community”
- Online advisors – “people online that can help you with advice
- An independent monitoring group – “to ensure the government is keeping to its commitment”. Young people said this group should be available so that children and young people could contact them if they needed to go to court – they felt that otherwise it might be hard to go to court without this help.
- A committee that meets in the Scottish Parliament that includes children and young people and holds Scottish Government to account. If children’s rights aren’t being respected then they could contact the committee.

Most discussions about justice centred on more ‘formal’ notions of justice (police, lawyers, court), but there was some discussion of softer notions (fairness at school, getting an apology). This is an area where more research with children would prove valuable, as well as children’s views on what a child-friendly complaints system should look like.

"I guess schools have a role in justice, like not criminal, but in terms of fairness in the classroom and that..."⁵⁰

Child: "so I've got a voice- so they can see things from my perspective"

Facilitator: "And how did it make you feel, getting an apology? "

Child: "It felt good to know he understood and obviously apologising. So not only did he apologise he acknowledged what he did was wrong and understood the consequences. It was good to hear him apologise and to understand he knew just how bad it was."⁵¹

Right to be heard

"Meaningfully engaging with the views of young people is the only way to ensure that decisions are made with their views and needs at the centre."⁵²

Children were clear about their right to be involved in all decisions that affect them but said adults often failed to uphold this. Challenges included tokenistic approaches, failing to engage seldom heard groups, adults being selective about which children can take part, power imbalance making children feel pressured to say what adults want, adults trying to set the pace rather than children, a tendency to shy away from engaging children on topics perceived as ‘difficult’, and a lack of feedback loop.

⁴⁹ *includem* (2021). *National Childhood Bereavement Project: Year One Interim Report*. <https://includem.org/wp-content/uploads/2021/08/National-Childhood-Bereavement-Interim-Report.pdf>. [Date accessed: 01.08.22].

⁵⁰ Children and Young People’s Centre for Justice (2022). *Thinking about Justice*. https://www.cycj.org.uk/wp-content/uploads/2022/04/Thinking-About-Justice_Report-final.pdf [Date accessed: 01.08.22].

⁵¹ Children and Young People’s Centre for Justice (2022). *Thinking about Justice*. https://www.cycj.org.uk/wp-content/uploads/2022/04/Thinking-About-Justice_Report-final.pdf [Date accessed: 01.08.22].

⁵² Scottish Youth Parliament, YouthLink Scotland, Young Scot. *Lockdown Lowdown*. <https://syp.org.uk/our-work/political-work/covid-19-lockdown-lowdown/> [Date accessed: 01.08.22].

“Ask people who are affected most, ask them what their opinions are instead of speaking for them”⁵³

“Don’t keep sending us surveys”

The *Climate Changemakers* revealed a clear discrepancy in *where* children feel they have a say in decisions. Most children felt listened to and taken seriously at home (78%) and at school (79%). However, this dropped significantly for decisions made about Scotland (16%) and about their local community (26%).⁵⁴

“Only a few children said they feel their views and ideas are listened to and taken seriously by adults in the decisions made for Scotland. This shocked me because we are told [by adults] that we are the future, we are the future...but how do you expect us to do anything if you don’t give us a voice?”

Participants in multiple projects emphasised that *all* children have a right to participate and that the onus is on adults to make sure opportunities are adapted to meet children’s differing needs and interests.⁵⁵ For example, children exploring musical opportunities noted that younger children might need the opportunity to move around and play whilst they listen to the performance, whilst older children might not.⁵⁶ In other projects, children expressed disappointment that adults acted as the gatekeepers to opportunities, sometimes nominating a certain child to take part, to the exclusion of other children who felt silenced as a result. For example, one child speaking about interviews with school inspectors said:

“They tend to pick like...you know like a very specific student. Like one who looks nice and is usually getting really good grades. And I guess I get that, but then you leave all the other students, especially like students who might have a really hard time in school, them. Like they get left out and then maybe the teachers who aren’t teaching the best or students who are struggling they are pushed to the back and they don’t have their voices heard and then it just feels like why are we having inspections anyway? I think if students had an opportunity to be involved in the inspections it would look a lot different and a lot of people who don’t get put in front would be able to, you know, talk about the issues they are having and maybe get them fixed. I don’t know, I think we should be involved, you know?”⁵⁷

On bringing rights into law, *Youth Just Us* participants said children should be involved at each and every stage of incorporation, not just what the law should look like but also how that law is *practically implemented*. They said Scottish Government groups on incorporation should value children and young people as important contributors.⁵⁸

⁵³ Together (2020). *UNCRC (Incorporation) (Scotland) Bill*: Scottish Parliament Community Outreach Virtual Session with 12-18-year-olds. https://archive2021.parliament.scot/S5_Equal_Opps/General%20Documents/12-18s_SummarNotes_FINAL.pdf [Date accessed: 01.08.22].

⁵⁴ Children’s Parliament (2022). *Climate Changemakers*. <https://www.childrensparliament.org.uk/climate-changemakers/> [Date accessed: 01.08.22].

⁵⁵ See for example Together (2022). *Rights Right Now!* <https://www.togetherscotland.org.uk/media/3092/rrn19052022.pdf> [Date accessed: 01.08.22].

⁵⁶ Children in Scotland (2021). *Live Music and Mental Health*. https://childreninscotland.org.uk/wp-content/uploads/2022/01/EM_Workshops-Summary-final-2021.pdf [Date accessed: 01.08.22].

⁵⁷ Children’s Parliament, Scottish Youth Parliament, Together (2021). *Education Reform: consulting with children and young people*. <https://www.childrensparliament.org.uk/education-reform/> [Date accessed: 01.08.22].

⁵⁸ Children and Young People’s Centre for Justice (2022). *Youth Just Us*. <https://www.cycj.org.uk/key-messages-from-youth-just-us/> [Date accessed: 01.08.2022].

This was explored further by *Rights Right Now!* who set out how children should be at the heart of decisions about implementing the UNCRC.⁵⁹ Participants emphasised the importance of a shared mission, agreed at the outset; a clarity on process; remuneration for children’s expertise and time; child-friendly communication and information; the importance of relationships; the importance of creating child-friendly environments for participation; an inclusive, adaptive approach and a strong feedback loop.

“All the adults were really nice and welcoming. They were really conscious they didn't want to be intimidating and were really good”

“In the middle of the big meetings, we went into little breakout rooms, so it is easier to say how we feel.”

The Climate Changemakers also emphasised the importance of a feedback loop from decision makers.⁶⁰

“Children need to hear back from adults making decisions since they have a right to know what is happening.”

“to know what’s happening and if the decisions can actually be done.”

Access to information

A related issue to children’s right to be heard was their right to access information. Specifically, information that is readily accessible and in an appropriate format for children to understand.

Children noted that politicians and experts using “big words could be annoying” and that they needed information “without a lot of the technical terms” in order to get informed.⁶¹ Children said that short lists, images and infographics could all aid their understanding of otherwise complex issues. However, it was also important that adults were sharing information in the right places where children could access them – this included both online platforms and offline locations.⁶²

“Don’t overword things, just say what needs to be said but not in a mean way.”⁶³

“Make it simple to read and if there’s a hard word, explain it and shorten the sentences.”⁶⁴

“Adults should keep positive.”⁶⁵

“Colour and pictures and not long sentences.”⁶⁶

⁵⁹ Together (2022). *Rights Right Now!* <https://www.togetherscotland.org.uk/media/3092/rrn19052022.pdf> [Date accessed: 01.08.22].

⁶⁰ Children’s Parliament (2022). *Climate Changemakers*. <https://www.childreparliament.org.uk/climate-changemakers/> [Date accessed: 01.08.22].

⁶¹ Children in Scotland (2021). *Scotland’s Children’s Strategic Recovery framework: Engagement with Children and Young People (April-July 2021)*. <https://childreninScotland.org.uk/wp-content/uploads/2021/11/CIS130821.pdf> [Date accessed: 01.08.22].

⁶² Scottish Youth Parliament, YouthLink Scotland, Young Scot. *Lockdown Lowdown*. <https://syp.org.uk/our-work/political-work/covid-19-lockdown-lowdown/> [Date accessed: 01.08.22].

⁶³ Children’s Parliament (2022). *Climate Changemakers*. <https://www.childreparliament.org.uk/climate-changemakers/> [Date accessed: 01.08.22].

⁶⁴ Children’s Parliament (2022). *Climate Changemakers*. <https://www.childreparliament.org.uk/climate-changemakers/> [Date accessed: 01.08.22].

⁶⁵ Children’s Parliament (2022). *Climate Changemakers*. <https://www.childreparliament.org.uk/climate-changemakers/> [Date accessed: 01.08.22].

⁶⁶ Children’s Parliament (2022). *Climate Changemakers*. <https://www.childreparliament.org.uk/climate-changemakers/> [Date accessed: 01.08.22].

Accountability: ensuring promises are kept

Children were eager to make sure that promises once made were kept. There was evidence that children had felt let down by adults and wanted more tools to hold them to account. There was some evidence of distrust of those in positions of power. This was particularly evidence amongst certain groups of children such as care and justice experienced children, and children who are LGBT. On adults having (and abusing) their power, justice experienced children said of the police:

Child: "Enforcers, in some cases, not as much as here cos I've not had much to do with [police] but I know they can be seen as corrupt. Like they enforce their own set of rules."

Child: "Yeah [police] make up the rules as they go"

Child: "They are the law"

Child: "They follow the law, but they can tweak it to benefit them or what they see as the law"⁶⁷

Several of the projects were specifically focused on incorporation – either of the UNCRC or wider human rights treaties. In these projects, children spoke about how incorporating rights through a new law might help them and other children. For example:

- **Disabled children** thought the new law might help: improve people's awareness and understanding of disabilities (including teachers); improve teacher training; help protect ASN budgets from cuts; increase support for autistic people especially in mainstream schools; encourage more investment for social and sports groups; protect people with hidden disabilities.⁶⁸
- Participants in an **environmental rights** session said a new human rights law could help empower children to stand up for their rights and have a voice. They thought it could also help reassure children worried about the environment that proper action was being taken by Scottish Government, rather than just talk.

This notion of turning words into action was reflected across several other projects, with children clearly frustrated that not enough was being done with what they had said. They wanted problems to be resolved now, not 'kicked into the long grass'.

"There's been enough debating, what are ministers actually going to do? Claims aren't always met - people's experiences needs to be put at the heart of all laws."⁶⁹

"I find it a big part of my life. I don't want this to be a thing for future people."⁷⁰

"It isn't getting to the heart of the problem. They need to listen to what we're saying."⁷¹

Some participants felt that new human rights laws could go some way to making sure decision makers delivered on their promises, but that it was crucial that the new law was widely known about.

⁶⁷ Children and Young People's Centre for Justice (2022). *Thinking about Justice*. https://www.cycj.org.uk/wp-content/uploads/2022/04/Thinking-About-Justice_Report-final.pdf [Date accessed: 01.08.22].

⁶⁸ Together (2021). *All Our Rights in Law: Conversation events with children and young people*. https://www.togetherscotland.org.uk/media/1910/report_final_md_comments_ns.pdf [Date accessed: 01.08.22].

⁶⁹ Together (2021). *All Our Rights in Law: Conversation events with children and young people*. https://www.togetherscotland.org.uk/media/1910/report_final_md_comments_ns.pdf [Date accessed: 01.08.22].

⁷⁰ Children's Parliament (2022). "They need to listen to what we're saying". <https://www.childrensparliament.org.uk/they-need-to-listen-to-what-were-saying/> [Date accessed: 01.08.22].

⁷¹ Children's Parliament (2022). "They need to listen to what we're saying". <https://www.childrensparliament.org.uk/they-need-to-listen-to-what-were-saying/> [Date accessed: 01.08.22].

“Not a choice anymore, you have to do it, it’s not a blurred area.”⁷²

“It will help us make sure that they do what they say they’re going to do instead of putting it in a manifesto and not delivering on it. It is important to hold people to account and make sure that they are keeping their promises.”⁷³

“By having it in law, it’s much harder for young people to be forgotten about when making laws and decisions. Often young people are forgotten when it comes to human rights.”⁷⁴

“Most laws get forgotten as there are so many of them. Politicians also forget that they exist. Need to remind them that we’re entitled to what is in these laws”⁷⁵

Conclusion

This mapping exercise demonstrates the wealth of information, expertise and calls to action that children have offered decision-makers when it comes to their human rights. Across the projects, children repeatedly call for enhanced efforts to raise **knowledge awareness** of their rights, and that this must be accompanied by practical steps to **implement** their rights and an **accountability** mechanism to ensure these rights are upheld.

Recurring themes include children whose rights are most at risk, access to justice, the right to be heard and the right to access information. Within these, one area where there may be scope for further engagement was children’s notions of *informal* justice and what a child-friendly complaints system should look like.

The mapping exercise has highlighted the sheer scale of participation requests that children have received. It shows that information is frequently sought on the same topics from the same children by different teams within the same organisation. This highlights an urgent need for improved communication and coordination between departments about what projects have been commissioned and what decision makers have already heard from children.

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⁷² Together (2021). *All Our Rights in Law: Conversation events with children and young people*. https://www.togetherscotland.org.uk/media/1910/report_final_md_comments_ns.pdf [Date accessed: 01.08.22].

⁷³ Together (2021). *All Our Rights in Law: Conversation events with children and young people*. https://www.togetherscotland.org.uk/media/1910/report_final_md_comments_ns.pdf [Date accessed: 01.08.22].

⁷⁴ Together (2020). *UNCRC (Incorporation) (Scotland) Bill: Scottish Parliament Community Outreach Virtual Session with 12-18-year-olds*. https://archive2021.parliament.scot/S5_Equal_Opps/General%20Documents/12-18s_SummarNotes_FINAL.pdf [Date accessed: 01.08.22].

⁷⁵ Together (2021). *All Our Rights in Law: Conversation events with children and young people*. https://www.togetherscotland.org.uk/media/1910/report_final_md_comments_ns.pdf [Date accessed: 01.08.22].

Annex

Table sets out engagement projects in reverse chronological order of date of completion.

| Dates | Name/Topic | Organisation(s) | In partnership with | Brief description | Details of participants | Key issues | Key quotes | Link |
|--|---------------------------------------|---------------------------|--|---|--|--|--|---------------------------------|
| Ongoing | The Promise Partnership | Various | Scottish Government | Ensuring Scotland #KeepsThePromise made as part of the Independent Care Review (see entry later) | | | | |
| June 2022-present | CJSWR/Court Guidance Reference Group | CYJ | Scottish Government (Community Justice Division) | | | Full report not yet available. | | |
| 2022-present | National Youthwork Strategy 2022-2027 | YouthLink Scotland | Scottish Government and Education Scotland | National Youth Work Strategy is being led by YouthLink Scotland--> young people and youth workers are leading this. All the information gathered will then be used to present a proposal of Key Themes Emerging to the Scottish Government. | aged 12-25, 1500+ young people and youth workers | Report not yet available | | |
| 2022-present (expected until 2024) | Suicide Prevention | Children in Scotland | Scottish Government; COSLA | Youth Advisory Group launched as part of Scotland's Suicide Prevention Action Plan | twelve 16–25-year-olds | Including: - Right to be heard. - Mental health Full report not yet available. | "Children and young people are under-heard, not listened to and often disbelieved by society due to their age. They are often underrepresented and due to their age not seen as having enough life experience to pass comment on important topics affecting their life. Children and young people have a unique and powerful perspective because of their age and experiences and we need to listen to them now more than ever. Children and young people are our future, they have a voice and need to be heard." | Link to project |
| May 2022-present (expected until March 2023) | Louise Hayward Education Reform | Scottish Youth Parliament | Scottish Government | Independent review of qualifications and assessments led by Professor Louise Hayward. 2 MSYPs sit on the IRG and other young people will engage throughout the term of this project. | 2 MSYPs and other YP from across Scotland. | | | Link to project |
| March 2022-present (expected until March 2023) | The Right Way | Scottish Youth Parliament | Scottish Government | SYP are working to develop a new offer for Government departments and public bodies to support the meaningful participation and engagement of young people in their work. This includes delivering three action-based research projects with three Scottish Government policy areas to look at the process of meaningful participation within their work, creating shadowing opportunities for senior civil servants to shadow MSYPs and discuss participation, informal support for Government departments, and developing a framework for meaningful youth participation within Government. | 14 young people form the core project team, including one trustee of SYP who is leading on the project. Throughout the research projects MSYPs may choose to consult with wider groups of young people, including young people from | | | |

| | | | | | | | | |
|--------------|--------------------------------------|---------------------------|---------------------|--|--|--|--|--|
| | | | | | seldom-heard groups. | | | |
| 2022-present | Evaluation of Mental Health Services | Scottish Youth Parliament | Scottish Government | <p>The Scottish Youth Parliament (SYP) has been commissioned by the Scottish Government to carry out an independent evaluation of mental health and wellbeing community support and services for 5–24-year-olds, their parents and carers.</p> <p>As part of the Scottish Government’s commitment to improve support for children and young people’s mental health and wellbeing in Scotland, £15 million per year has been provided to local authorities to deliver mental health and wellbeing community supports and services. 230 services and supports have been introduced or expanded across every local authority in Scotland.</p> <p>Our evaluation will focus on understanding the experiences of service users and the availability and awareness of services across Scotland. It is being carried out by an Investigation Team which is made up of seven MSYPs who represent regions across Scotland, with support from Children in Scotland, Evaluation Support Scotland, and Penumbra. The Investigation Team currently meets weekly, with four in-person days scheduled to take place before November 2022.</p> | Core Investigation Team of 7 MSYPs, plus four MSYPs (two SYP trustees and the HEA Committee Convener / Deputy Convener) who are supporting. CYP aged 5 - 25 will be consulted through a survey and focus groups / interviews / potential visits to services. | | | |
| 2022-present | Learner Panel | Scottish Youth Parliament | SQA | Learners meet monthly and discuss topics and current issues within education. | MSYPs and other young people have participated in learner panel meetings for the last year. | | | |
| 2022-present | Mental Health Workforce | Scottish Youth Parliament | Scottish Government | MSYPs and other young people have co-created a poster to raise awareness about mental health in workplace settings, such as schools, nurseys and other places where adults work with an support young people. A website is | MSYPs and other young people have taken part in online workshops. | | | |

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|------------------------|-------------------------|----------------|---------------------|---|--|--|--|---------------------------------|
| | | | | being developed to host this poster and other links that adults can use. | | | | |
| January 2021 - present | Young Islanders Network | Youth Scotland | Scottish Government | <p>The Young Islanders Network is established to enable young people to play a meaningful part in making the National Islands Plan work for Young Islanders.</p> <p>Network has its own website where other children and young people can take part in activities - e.g. drawing their own interactive map of their community including what they need.</p> | <p>Children and young people from Scotland's 96 inhabited islands.</p> <p>Currently operates via youth hubs/clubs.</p> | <p>Including:</p> <ul style="list-style-type: none"> - Lack of things for young people to do; - Cost of living as a barrier (e.g. travel to/from the island and housing costs) - Connectivity is an issue (both online and in person) - Education: fewer opportunities and specialisms available locally | | Link to project |
| May 2019-present | Youth Just Us | CYCJ, Staf | Scottish Government | <p>Joint steering group for CYCJ and Staf.</p> <p>Regular meetings using art, fun activities (remote control cars, pizza sessions, bowling).</p> <p>Since 2020, Youth Just Us has been involved in number of requests from Scottish Government, including: Children's Care and Justice Bill, UNCRC incorporation, Bairns Hoose, Impact of COVID, bail remand and release.</p> | <p>Made up of care and justice-experienced children and young people (aged 16-25)</p> | <p>Rights awareness raising:</p> <ul style="list-style-type: none"> - Highlighting the rights and specific needs of care and justice-experienced young people. - calling for national efforts to raise awareness of the UNCRC; - need for rights-based education from Early Years up - need for practical workshops to help CYP learn about their rights - need for rights-based training for adults and professionals who impact their lives; <p>Incorporation:</p> <ul style="list-style-type: none"> - UNCRC rights are for ALL children, including care and justice-experienced children. All of the rights in the UNCRC need to be incorporated. Specific/different rights for care and justice-experienced children could be counter-productive as could add to stigma/feeling of being different. - include CYP at all stages of incorporation (specifically UNCRC but presumably would be same in relation to other treaties); - Also CYP need to have a say in how UNCRC is <i>practically implemented</i> (i.e. not just how the law is written but how people put it into day to day use). - Scottish Government groups on incorporation should value CYP as important contributors; <p>Treat children as children:</p> <ul style="list-style-type: none"> - Need to be able to understand processes they are involved in; - 16 and 17yos are still children. They should go to Children's Hearings rather than adult court and must not go to prison. - Childhood offences should automatically be wiped re. disclosure | <p>Youth Just Us showed me a huge amount of support when facing one of the most challenging periods of my life by making sure some of my basic needs were met and more, such as financial support, positive interaction and acceptance. YJU are always there to offer advice and steer me in the right direction, asking very little in return."</p> | Link to project |

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|--------------------|---|--|-------------------------------|--|---|--|---|--|
| 2018-present | Scottish Young Carers Festival | Carers Scotland | Scottish Government | <p>Scottish Government fund the Carers Festival every year which Carers Scotland const CYP with.</p> <p>Young carers are involved in planning and designing the festival. A group also acts as "media ambassadors" to document what's happening and find out what their peers are thinking and saying so this can reach a wider audience.</p> | <p>Hundreds of young carers each year.</p> | <p>Including:</p> <ul style="list-style-type: none"> - Support and access to young carer services needed to support young carers. - address issues for rural young carers who face specific challenges around transport and connectivity; - greater financial support required - Need for carer awareness training for all school, health and social care staff - Need for online mental health service for young carers. | <p>Support, awareness and understanding:</p> <ul style="list-style-type: none"> - "Young carer services coming into school and talking to teachers to make them more understanding. They also let the school know on my behalf which was a lot easier." | <p>Link to project</p> |
| March 2017-present | Annual Cabinet Meeting with Children and Young People | Children's Parliament (see also SYP below) | Scottish Government (Cabinet) | <p>Annual meeting between Members of Children's Parliament (MCPs), Members of the Scottish Youth Parliament (MSYPs) and the Scottish Cabinet. Children's Parliament conducts research phase with thousands of children across Scotland to gather priority issues. MCPs then distil these issues and convey them to the Cabinet at their meeting.</p> | <p>Research phase: E.g. in 2020, over 2,600 children took part in Children's Parliament activities to gather priority issues. The children shared which ideas they felt would #MakeRightsReal for Scotland's children today and in the future.</p> <p>Meeting attendees: Children are represented at the meetings by approx 8 Members of Children's Parliament (MCPs aged 8 to 14 years).</p> | <p>2022:- Gender equality in education - children's mental health and wellbeing- adults realising children's rights</p> <p>2021: - anti-racist education and support for children who experience racism;- trees for all (right to life, survival and development in clean, healthy environment)- involving children in national decision-making. 2020: - alcohol-free childhood;- right to food;- children's dignity in school - including that all adults and children need to know about children's rights.</p> | <p><i>"It's important that children go to Cabinet so that we can influence how Scotland works and make Scotland a better place."</i> (MCP Age 11)</p> <p>Gender equality: <i>"Boys and girls are not getting equal rights, and that needs to change now."</i> (MCP Age 11) <i>"Girls can do what boys can do, and boys can do what girls can do"</i> (MCP Age 11)</p> <p>Adults realising children's rights: MCPs want adults to listen and build trusting relationships with children, treating all children with respect. They had ideas including opening a children's rights museum , launching a nationwide children's rights campaign and running courses for all adults who work with children (e.g. teachers, police, doctors, social workers).</p> <p>Anti-racism: <i>"Racism hurts children and adults, and it happens too much today."</i> (MCP Age 10) <i>"We should teach younger kids about racism so when they're older they can help stop racism."</i> (MCP Age 10) <i>"If you learn about this early on, it will stick with you for the rest of your life."</i> (MCP Age 12)</p> <p>Trees for all: <i>"Children need to live in environments that are safe and clean. Trees can help with that."</i> (MCP Age 10)</p> <p>Involving children in national decision-making: <i>"Everyone should be heard and kids also have a creative side so you may get some new ideas."</i> (MCP Age 12)</p> | <p>Link to project</p> |

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| | | | | | | | | |
|--------------------|---|---------------------------|-------------------------------|---|---|--|--|--|
| March 2017-present | Annual Cabinet Meeting with Children and Young People | Scottish Youth Parliament | Scottish Government (Cabinet) | <p>Annual meeting between Members of Children's Parliament (MCPs), Members of the Scottish Youth Parliament (MSYPs) and the Scottish Cabinet.</p> <p>SYP conducts consultation with its members (e.g. through annual sitting) and young people across Scotland (e.g. through national survey) to identify key issues to be raised at the meeting.</p> | <p>Young people are represented by approx 8 Members of the Scottish Youth Parliament (MSYPs), aged 14 to 25 years.</p> | <p>2022:</p> <ul style="list-style-type: none"> - UNCRC incorporation, including timeline; - Female safety; - Education, including participation; - Climate emergency <p>2021:</p> <ul style="list-style-type: none"> - UNCRC incorporation; - COVID-19; - Seldom heard groups; - Engaging YP in decision making; <p>2020:</p> <ul style="list-style-type: none"> - Gender recognition; - reducing pollution - suicide awareness training - youth work funding - housing | <p>Speeches from 2021 onwards can be found on SYP website.</p> <p>Josh Kennedy MSYP on UNCRC Incorporation Bill in 2022:</p> <p><i>"...today I'm calling for you to commit to publishing a timeline, imminently, on when this Bill will be re-introduced and made into law. After almost a year since the first version of the Bill passed, it feels only right that children and young people have transparency around when their rights will finally be legally binding."</i></p> | <p>Link to project</p> |
| 2016 - ongoing | Inclusion Ambassadors | Children in Scotland | Education Scotland | <p>Established to help ensure CYP with ASN inform education policy</p> | <p>Secondary school-aged pupils who have a range of additional support needs and attend a variety of school provision.</p> <p>Number varies but in 2020-21 there were 20 participants from across 13 local authority areas.</p> | <p>Including:</p> <ul style="list-style-type: none"> - non-discrimination: need to reduce stigma around ASN; children with ASN can feel nervous taking part in classroom so need to adapt things so they can feel comfortable taking part. Don't put children with ASN on the spot or single them out. - Right to be heard: children often feel that adults/school staff don't listen to them. Said that teachers should ask <i>them</i> what support they need, they should make sure this conversations happens in a comfortable environment so that they feel able to speak out. Adults should take notes to help them remember. - Feedback loop: adults need to follow up with CYP about what they are going to do about what the child has said. - Levels of support: levels of support varies. Needs to be enough specialist staff who can provide tailored, appropriate and consistent support to pupils. - Communication, trust and relationships: needs to be two-way communication. Adults can build trust by taking an interest in children's lives outside of school. - | <p>Right to be heard:</p> <ul style="list-style-type: none"> - "Just talk to us" - "Listen and see what you can do" - "Listen to our needs and problems" - "I found at my last school if I had an issue the staff would just huddle together and decide what was best for me rather than listening to me. If I raised an issue about a teacher, I would just get shot down and told it was a me problem" <p>Non-discrimination:</p> <ul style="list-style-type: none"> - "Calling on people in class that don't know the answer is a rubbish way to engage students" <p>Support:</p> <ul style="list-style-type: none"> - "They're not thinking about people who struggle more ... I really don't get it" - "[Support is] less and less as we get closer to prelims and exams which seems counterintuitive" - "I constantly have teachers coming up and asking, 'How are you doing with this?' It marks me as different" - "Don't read something then go off hoping it'll work for everyone" <p>Feedback loop:</p> <ul style="list-style-type: none"> - "(I) don't even get told when they've spoken to the person" <p>Trust, communication and relationships:</p> <ul style="list-style-type: none"> - "Having a teacher I trust ... makes it a lot easier. If you don't feel like doing work that day you can go to them and | <p>Link to project</p> |

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| | | | | | | | say why. You don't then sit there doing nothing and have people moan at you for it" | |
| Feb-July 2022 | Alcohol Marketing | Alcohol Focus Scotland; Scottish Youth Parliament | Scottish Government (Alcohol Policy team) | Development of workshop for MSYPs as part of SYP National Sitting. Exploring how high levels of alcohol marketing exposure can impact children's rights. | | | | |
| May-June 2022 | Children and Young People's Mental Health and Wellbeing Joint Delivery Board | Children's Parliament, | Scottish Government; COSLA | <p>Toolkit to help CYP to have their say about how they access and get information and support for their mental health and wellbeing. Aim to inform the work of the Children and Young People's Mental Health and Wellbeing Joint Delivery Board, which is jointly chaired by the Scottish Government and COSLA.</p> <p>Toolkit designed for use by teachers, parents, others to support discussions with primary school aged children aged 8-12.</p> | 8 – 12-year-olds | Results not yet published | | Link to project |
| May-June 2022 | Children and Young People's Mental Health and Wellbeing Joint Delivery Board | Scottish Youth Parliament; YouthLink Scotland, Young Scot | Scottish Government | SYP, YouthLink Scotland, Young Scot and Children's Parliament propose to support the Children and Young People's Mental Health and Wellbeing Joint Delivery Board to gauge the thoughts of children and young people about their mental health and supports for mental health and wellbeing. | C&YP have been given an opportunity to take part in a survey and focus groups. | | | |

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| Jun-22 | Gender Equality | Children's Parliament | Scottish Government (Executive Team) | | Seven MCPs | <p>Including:</p> <ul style="list-style-type: none"> - Non-discrimination - Need to end gender stereotyping language like "Strong boy" and "neat girls" - Need to get rid of gender stereotyping uniforms. - Mental health and wellbeing - Importance of listening to children and adults actually doing something with what they've heard. | <p>"ADULTS SHOULD TREAT CHILDREN WITH RESPECT AND KINDNESS. LISTEN TO THEIR RIGHTS." "CHILDREN WANT TO BE HAPPY AND WANT EVERYONE TO BE TREATED EQUALLY."</p> <p>On need for action now: "I FIND IT A BIG PART OF MY LIFE. I DON'T WANT THIS TO BE A THING FOR FUTURE PEOPLE."</p> <p>On work done to date around mental health: - "IT ISN'T GETTING TO THE HEART OF THE PROBLEM. THEY NEED TO LISTEN TO WHAT WE'RE SAYING."</p> | |
| Feb- June 22 | Learning for Sustainability | Children's Parliament | Scottish Government (Learning Directorate) | <p>Commissioned by SG to speak to children about why <i>learning for sustainability</i> is important to them.</p> <p>Children's Parliament ran a series of full-day creative workshops. During these, children created 3D 'happy, healthy and safe' maps and answered the question "what does learning for sustainability mean to me?"</p> <p>From these findings, Children's Parliament worked with 12 Investigators in weekly online calls throughout May-June 2022.</p> | 120 children across five Early Learning Centres, Primary and Secondary Schools. | <p>Children's human rights and climate participation.</p> <p>Full report not yet published.</p> | | Link to project |
| May-22 | Young Carers | Carers Scotland | Health, Social Care and Sports Committee | Supporting MSYP at Health, Social Care and Sport Committee Inquiry into Health Inequalities. | MSYPs | Key messages around impact of caring role on schoolwork and lack of support from school/teachers to balance caring role. Also discussions around barriers to work experience placements. | | |

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| Apr-22 | Children's experience of justice | CYCJ | Scottish Government (Justice Analytical Services) | To explore children's understanding, experiences of, and aspirations for justice in Scotland, which is important for our development of child-friendly justice systems. Mixture of online and in-person workshops. | 32 children and young people (age 8-18) | <p>Including: - Discussion of what "justice" means for children - their answers suggested they view justice as being very "adult led"/"formal". Most saw justice as something sanctioned by adults/professionals rather than more informal, softer notions of justice. - Impact of different backgrounds and upbringing on children's lives. - Discussions of impact of being imprisoned (either as child or for child of parent who is imprisoned) - Impact of upbringing/different backgrounds - Stereotypes and discrimination - including negative attitudes towards teenagers, discrimination faced by girls and young women etc. - Importance of trusted adults, and that there sometimes aren't enough - What their "justice superhero" would look like</p> | <p>Meaning of "justice": - "Your upbringing can impact, like families and that. Because if you do something when you're younger and your parents let you away with it, you're less likely to understand justice..." - "I guess schools have a role in justice, like not criminal, but in terms of fairness in the classroom and that..."</p> <p>Having a say/restorative justice: - Child: "so I've got a voice- so they can see things from my perspective" - F: "And how did it make you feel, getting an apology?" Child: "It felt good to know he understood and obviously apologising. So not only did he apologise he acknowledged what he did was wrong and understood the consequences. It was good to hear him apologise and to understand he knew just how bad it was."</p> <p>Child-friendly complaints/justice superhero: Child: "My superhero is kind, and her superpower is she can travel in time." FG: "Why is it important she is kind?" Child: "If she is kind...she can listen to what they say...and they might speak up more and trust her...and if she is angry, she may scare them a bit..."</p> <p>Stigma/discrimination/stereotypes: - Child: "People always assume we've done something, we get followed around, constantly under suspicion" - Child: "I'll go next, I wrote about the time in McDonald's. So we were there and we weren't doing anything, just being ordinary like everybody else. The woman that worked there came over and told us if we were causing any hassle she'd tell us to leave. And we were a bit like why, and we hadn't done anything. And there was loads of people there but I felt like it was because we were teenagers. And now after that anytime I'm in like a shop or that I always feel like people think I'm gonna be up to no good, but I'm not doing anything wrong." - Child: "yeah like as a young girl, and I was out and about if I saw a group of boys I would cross the road before I walk past them because I know something would be said to me"</p> <p>Trusted adults: - Child: "I always feel like there's no enough, like at school there's never really like a place they say if you have an issue come here." - Child: "some times I feel like there is no where to go"</p> <p>Adults having (and abusing) power: - Child: "Enforcers, in some cases, not as much as here cos I've not had much to do with [police] but I know they can be seen as corrupt. Like they enforce their own set of rules." - Child: "Yeah [police] make up the rules as they go" - Child: "They are the law" - Child: "They follow the law, but they can tweak it to benefit them or what they see as the law"</p> <p>Different backgrounds: - Child: "[inaudible] some one's background and upbringing really does impact the way that they will like react to certain situations and how that will influence life choices they will make." Child: "yeah cos like, how did we learn to speak? Because our parents did</p> | <p>Link to project</p> |
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| | | | | | | | <p>it. So if they are hitting us, we're going to think its ok to hit people."Child: "mental health effects loads of stuff, like your self-esteem and self-control- you are less control of a situation</p> <p>Impact of imprisonment of family member:"Mentally it would feel like the loss of someone, if they are going away to jail for a long time, and then you get used to them not being there, and then when they do come back out it will feel really different, if you've got like young children like they might not know who they are</p> | |
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| Sept 2021 - April 2022 | Rights Right Now! | Together; Aberlour; Carers Trust Scotland; Children in Scotland; Scottish Commission for Learning Disability; Scottish Youth Parliament; Who Cares? Scotland. | Scottish Government (Children's Rights Team) | <p>A pilot project established to ensure that children and young people are at the heart of discussions around UNCRC Implementation through influencing the UNCRC Strategic Implementation Board's (SIB) collective leadership and decision-making.</p> <p>This participation project offered the opportunity to pilot a model for how children and young people can be involved in governance at a national strategic level. Learning and recommendations were made to influence a longer-term project ('ultimate consortium').</p> | <p>Core group of 14 children aged 10-17.</p> <p>One partner organisation extended its reach by involving a wider group of 10 children and young people from two of their services. This included young people over the age of 18 due to their lived experiences.</p> | <p>Learning/recommendations:</p> <ul style="list-style-type: none"> - Importance of shared mission agreed at outset; - Clarity on process; - Remuneration for children and young people; - Building capacity re. understanding of children's rights; - child-friendly communications and information; - Importance of relationships; - Importance of creating child-friendly environment for participation, giving CYP opportunities to lead. - Inclusive, adaptive approach - try different things to find out what works for the children involved; - feedback loop | <p><i>"People being apathetic, not actioning our ideas when we have put a lot of effort into things" (RRN! member during discussion on barriers to achieving the goal of the Consortium. Young people want to know how their views had informed and influenced decision makers)</i></p> <p><i>"Everyone was really nice to talk to and had a really encouraging atmosphere"</i></p> <p><i>"speaking to decision makers who are nice and not in grilling mode"</i></p> <p><i>"Nice people and we got to show and speak our thoughts"</i></p> <p><i>"Everyone was supportive - everyone listened - no one talked over anyone, and we all got opinions heard. You didn't feel guilty because you didn't forget what you wanted to say because no one jumped in"</i></p> <p><i>"In the middle of the big meetings, we went into little breakout rooms, so it is easier to say how we feel."</i></p> <p><i>"Poverty can prevent some young people from having their rights"</i></p> <p><i>"I definitely think so as there were decision makers on the calls and they seemed very interested in what we had to say, as well as participating in our discussions."</i></p> <p><i>"Having decision makers there makes you feel more instrumental."</i></p> <p><i>"I think Scottish Government will use our opinions to help them make UNCRC part of the law." (RRN! member)</i></p> <p><i>"there is a lot that I would change...Development wise it did not work like it should have been".</i></p> <p><i>"Feel like we could have gotten to know each other better first before diving into doing stuff"</i></p> <p><i>"All the adults were really nice and welcoming. They were really conscious they didn't want to be intimidating and were really good" (RRN! member attending the SIB)</i></p> | Link to the project |
| Mar-22 | Fireworks and Pyrotechnics Bill | Blackburn Bonfire Night Action Group | Scottish Parliament (Criminal Justice Committee) | In person meeting with the Committee and other members of the Blackburn Bonfire Night Action Group at Blackburn Partnership Centre | 4CYP aged 12-16. All members of the BBNAG. | | | Link to the project |

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| Feb-March 22 | | Aberlour; Barnardo's | Scottish Parliament (Education, Children and Young People Committee) | The Committee wanted to know how well SAC money has supported children from deprived backgrounds and the impact of the Scottish Attainment Challenge support on the attainment gap. As part of this the Committee heard directly from children and young people. Involved visit to Sidlaw View Primary School in Dundee, visit to Barnardo's Centre in Greenock and online session with care experienced young people | 18 children (aged P2 to school leaver). All in receipt of support through the Scottish Attainment Challenge. | | | Link to the project |
| Feb-March 22 | COVID-19 impact | N/A | Scottish Parliament (Education, Children and Young People Committee) | Online consultation through Your Priorities platform to gather views on the committee's report on the impact of covid on children and young people | | | | Link to the project |
| Feb-22 | National Planning Framework | Scottish Youth Parliament | Scottish Parliament (Local Government, Housing and Planning) | Informal online session with MSYPs to hear views on the National Planning Framework | 8 MSYPs | | | Link to the project |
| Feb-22 | Joint Delivery Board for Children and Young People's Mental Health | Who Cares? Scotland | Scottish Government (Mental Health Directorate) | Input to "Task and Finish Group 3" Included direct engagement with care experienced children and young people. | | Mental health of care experienced children (and adults). Noting the particular trauma and adversity that care experienced people face and the impact this has on mental health. Made 7 recommendations including that every child in care is proactively offered mental health support and that this support should be tailored and lifelong. Also emphasised importance of <i>choice</i> when it comes to mental health support and importance of being able to access help <i>quickly</i> . | | Link to the project |
| Feb-22 | Theory of Change | the Observatory of Children's Human Rights Scotland ("the Observatory"), Matter of Focus and Public Health Scotland v | Scottish Government | The report introduces the outcome maps which make up the Theory of Change and provides guiding principles to consider when applying the Theory of Change to your own work. It will be particularly useful for those who are preparing for their new duties under the UNCRC Incorporation Bill and more broadly to all organisations wishing to draw upon this framework to develop tailored action plans for UNCRC implementation. | Several workshops and sessions were held with a range of stakeholders including children and young people, civil society, public services, teams across Scottish Government and associated strategic groups. | | | Link to the project |
| Feb-22 | One Good Adult | Children in Scotland | Scottish Government (SG Mental Health Directorate) | Resource development with children and young people. | | | | |

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| October 2020 - February 2022 | Climate Changemakers | Children's Parliament | Scottish Climate Assembly (set up by Scottish Government) | Included production of digital toolkit for children's participation, The Moment (opportunity to discuss climate calls with decision makers), and children's participation in COP26. | 100+ MCPs participated in Scotland's Climate Assembly 11 Climate Assembly Investigators 14 Climate Changemakers 2000+ children participated in The Moment | 42 calls to action, including around diet, lifestyle, travel, land and sea use, work and learning. Right to be heard: - survey showed that most children felt listened to and taken seriously at home (78%) and at school (79%). However, few felt that this happened in decisions made about Scotland (16%) and decisions about their local community (26%). Feedback loop - most children emphasised importance of hearing back from Assembly Members about the extent to which their views had been taken seriously. | Right to be heard: - "Only a few children said they feel their views and ideas are listened to and taken seriously by adults in the decisions made for Scotland. This shocked me because we are told [by adults] that we are the future, we are the future...but how do you expect us to do anything if you don't give us a voice?" Feedback loop: - "CHILDREN NEED TO HEAR BACK FROM ADULTS MAKING DECISIONS SINCE THEY HAVE A RIGHT TO KNOW WHAT IS HAPPENING." MCP, AGE 13, EDINBURGH - "TO KNOW WHAT'S HAPPENING AND IF THE DECISIONS CAN ACTUALLY BE DONE." MCP, AGE 11, WESTERN ISLES - "BE KIND IF THEIR IDEAS ARE NOT GOING TO BE USED." MCP, AGE 11, PERTH & KINROSS - "DON'T OVERWORD THINGS, JUST SAY WHAT NEEDS TO BE SAID BUT NOT IN A MEAN WAY." MCP, AGE 10, HIGHLANDS - "MAKE IT SIMPLE TO READ AND IF THERE'S A HARD WORD, EXPLAIN IT AND SHORTEN THE SENTENCES." MCP, AGE 11, HIGHLANDS - "ADULTS SHOULD KEEP POSITIVE." MCP, AGE 13, EDINBURGH - "COLOUR AND PICTURES AND NOT LONG SENTENCES." MCP, AGE 13, EDINBURGH | Link to project |
| March 2020 - February 2022 | Bereavement during childhood | include m | Scottish Government | National Childhood Bereavement Project worked to understand the experiences of infants, children, young people and young adults who have been bereaved under the age of 26 in Scotland. | Over 100 children (but note project defines child as up to age 25) | Exploring the particular needs and experiences of people bereaved during childhood (up to age 25). Included participation with all ages but also 'over 100 children'. Growth and development: - Impact of bereavement at time of rapid brain development and growth - lasting impacts. Information: - Importance of child-friendly information: Scotland tends to shy away from talking about death around children (seen as "difficult topic") result can then be that children are inadequately prepared for the realities of bereavement. Support: - Importance of tailored support appropriate to all ages (babies to young people or all different needs) as and when they required it. - What support does <i>the individual child</i> need? - importance of "not seeing service interventions as the only way to support a young person"- Importance of help finding the child, rather than child having to search for the help. | Information: - "I want it to become normalised to speak about death and for less people to be uncomfortable around the topic so that it's easier to speak about the person who has died" Support: - "We're all in the same storm but aren't all in the same boat"- "I wish there was an automatic referral to have someone to speak to after it rather than having to find it yourself" | Link to project |
| Jan-22 | Young Carers | Carers Scotland | Health, Social Care and Sports Committee | 3 young carers attended Health and Wellbeing of Children and Young People Engagement Session hosted by Health, Social Care and Sport Committee – to discuss school support around health and wellbeing, important issues for young people about mental health and other issues relating to health and wellbeing. Key messages were around waiting times for support, postcode lottery for support, schools having more awareness of young carers and the challenges they can have, availability of different sports on offer out of school, | 3 young carers | | | Link to project |

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| | | | | breaks from caring and more online mental health support. | | | | |
| 2019-2022 | Our Minds Our Future | SYP, SAMH | Youth Access (plus NCB in Northern Ireland and Hafal / Promo Cymru in Wales) | <p>Our Minds Our Future (OMOF) is a UK wide project which is led by Youth Access in England. The Scottish project is supported by the Scottish Youth Parliament and SAMH (Scottish Association for Mental Health). We have other partners in Wales and Northern Ireland. This project is funded by the National Lottery Community Fund.</p> <p>Our Minds Our Future in Scotland calls on decision makers and service providers to take a human rights-based approach to the design and delivery of community based mental health services for young people. A human rights-based approach is important because it will ensure services are available, accessible, acceptable, and of good quality.</p> <p>Since March 2020, the OMOF delivery group in Scotland has been working on developing and communicating recommendations about what we believe should underpin community based mental health services for young people in Scotland. In February 2021, we published a report outlining these recommendations, which you can find here. The delivery group is now creating a 'how to guide' to help practitioners ensure young people are meaningfully involved in decision making around the services and support they receive. This resource is scheduled for publication in September 2022.</p> | Four young people (2 MSYPs, 2 with lived experience of the mental health system) form a core delivery group. Other young people have been consulted in the development of us how to guide. | | | Link to the project |
| Nov-21 | Young Carers | Carers Scotland | Scottish Parliament | <p>3 young carers attended an online session with the Education, Children and Young People Committee – to discuss SQA Assessments and Alternative Certification Model.</p> <p>Key messages what worked well and didn't work, disruption to learning especially for young carers, transitions</p> | 3 young carers | | | |

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| | | | | and including young people in future exam discussions. | | | | |
| October - November 2021 | Education Reform | Children's Parliament, Scottish Youth Parliament and Together | Scottish Government (Learning Directorate) | <p>Supporting children's engagement in Professor Ken Muirs report into replacing SQA, reforming Education Scotland and curriculum changes.</p> <p>Engagement was via child and young person-friendly toolkits to support conversations facilitated by adults and an online survey.</p> | <p>Toolkits:</p> <ul style="list-style-type: none"> - 1210 primary school aged children - 394 secondary school aged children and young people <p>Online survey:</p> <p>3,889 12–18-year-olds</p> | <p>Non-discrimination:</p> <ul style="list-style-type: none"> - Importance of rights-respecting school community where all children's rights are upheld, and children can reach their fullest potential. - Majority of primary aged children felt that school helped them develop respect for human rights. However, secondary children noted the need for sensitive education that takes into account experiences of different groups, e.g. Black/Brown children, LGBTQ+ - Some children felt more could be done in school to learn about other cultures in order to help foster respect for everyone. <p>Enabling all to thrive</p> <ul style="list-style-type: none"> - curriculum could sometimes be too rigid and limiting. Some children need different things to thrive, sometimes school needs to adapt to help them reach their goals. - Some children reported facing additional barriers and that more could be done to support them (e.g. care experienced, disabled, armed forces families, young carer) - Asking for help at school can be embarrassing, environment needs to be such that children feel comfortable doing so. <p>Children's participation:</p> <ul style="list-style-type: none"> - Children reported frustration at lack of genuine opportunities to have a say in decisions affecting their education. - Sometimes they were offered with a choice that wasn't really a choice, or they felt under pressure to pick the "right" option. Sometimes there were formal committees (like pupil councils), but they felt that individual children didn't get a say in day-to-day classroom life. They wanted more opportunities to make decisions about their learning. - Sometimes opportunities were only offered to the "good" pupils - like being put forward to speak to inspectors. | <p>Non-discrimination:</p> <ul style="list-style-type: none"> - "We are all equivalent here no matter where you come from." - "When you learn about people who had their rights removed it deepens your understanding." - "In school, we are taught to treat others how we want to be treated." - "We need to do more about racism and help people who don't have enough money." - "We learn about rights in class. We are quite respectful to each other at our school. I believe we all respect our beliefs and opinions. I respect people who respect me and other people." - "I strongly agree because we have learnt about the human rights and freedoms, and you should never judge people by how they look." - "It's really important that Scotland be honest about what they've done to other people. Sometimes it seems as if Scotland hasn't done anything wrong in history, when they have, and especially for a lot of students they might know this but feel like since it isn't being talked about it's not important." <p>Enabling all to thrive</p> <ul style="list-style-type: none"> - "The curriculum limits us on developing our uniqueness, our own talents and abilities." - "I am more creative at home." <p>Participation</p> <ul style="list-style-type: none"> - "I don't get to pick what I do in a day. We don't often get to pick what we do. We pick topic things and spelling words, we don't choose enough." - "We get asked what topics we want to do. We have a pupil council and an eco committee. I don't get asked my opinion in class. When we play games, the teacher always decides what game." - "I want to be noticed. Some people just come and stare at us for five minutes and then go." - "I don't think children should feel pressured if it's not something they want to do." - "I remember there was an inspector in our class and he was just staring at me, and I looked round and he was staring at me." - "They tend to pick like...you know like a very specific student. Like one who looks nice and is usually getting really good grades. And I guess I get that, but then you leave all the other students, especially like students who might have a really hard time in school, them. Like they get left out and then maybe the teachers who aren't | Link to project |

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| | | | | | | | <p><i>teaching the best or students who are struggling they are pushed to the back, and they don't have their voices heard and then it just feels like why are we having inspections anyway? I think if students had an opportunity to be involved in the inspections it would look a lot different and a lot of people who don't get put in front would be able to, you know, talk about the issues they are having and maybe get them fixed. I don't know, I think we should be involved, you know?"</i></p> | |
| Oct-21 | The Moment | Scottish Youth Parliament (see separate entry for Children's Parliament involvement) | Scottish Parliament | Nation-wide climate meetings with MSPs | MCPs, MSYPs and children and young people across Scotland (2000+) | | | Link to project |
| Sep-21 | SQA Alternative Certification Model | SYP, Who Cares? Scotland, Carers Trust, CYPCS, Children in Scotland plus a number of schools | Scottish Parliament (Education, Children and Young People Committee) | <p>The Committee heard informal evidence from young people on their experience of the 2021 Alternative Certification Model (AMC) used to assess pupils in the Senior Phase of school, and focused on what lessons can be learned from the experience. Members also heard young peoples' ideas on how assessment arrangements could be improved in the coming years.</p> <p>Informal, private sessions online.</p> | 60 pupils from S5 and S6. All with experience of the Alternative Certification Model. | | | Link to the project |

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| May - August 2021 | | Children in Scotland | Scottish Government | <p>Four online workshops to explore the impact of live music experiences on children and young people's mental health.</p> <p>Included using emojis to track how participants felt.</p> | No numbers given | <p>Including:</p> <ul style="list-style-type: none"> - Mental health, live music - importance of child-friendly environments - Barriers to participation - need to reduce cost, adapt for different needs etc. - Different children need different things - e.g., younger children might need the opportunity to move around and play while you listen to the performance, but older children might not. Need to adapt accordingly. | | Link to project |
| April - July 2021 | Children's Strategic Recovery Framework | Children in Scotland | <p>Scottish Government (SG Supporting Maternal and Child Wellbeing - Improving Health and Wellbeing Team)</p> | <p>Four online engagement sessions.</p> <p>Commissioned by Scottish Government as part of development of Scotland's COVID-19 Strategic Recovery Framework. Aim to discover how the framework can best support Scotland's CYP.</p> | 13 children and young people (aged 10-22) | <p>Including:</p> <ul style="list-style-type: none"> - mental health and wellbeing - impact of pandemic on relationships with friends, peer network etc. - barriers faced by certain groups of children: e.g. mental health, rural areas with no transport, poverty; - role of online technology in sharing information to children (but noting limitations) - learning during the pandemic - importance of child-friendly information (example of covid-19 press conferences which could be "scary" or so long that they were "boring") | <p>On online participation/technology/sharing information:</p> <ul style="list-style-type: none"> - "It is useful, and couldn't have gotten along without it, but it was often frustrating when wi-fi went down, and you sometimes wanted to just do things in person." <p>On child-friendly information</p> <ul style="list-style-type: none"> - politicians and experts using "big words could be annoying" and that he "only wanted to know how it would affect me directly – could I go and get a chippy?!" - The group identified the importance of having "information produced in a child-friendly way, that makes it more accessible". They also said that having "child-friendly websites with news" and information "without a lot of the technical terms" would help young people to stay informed. <p>On the future:</p> <p>Looking ahead 10 years and beyond, the group shared their hopes for a fairer, more equal world and highlighted their concerns for climate change. One young person shared that they hoped that as a society we would learn from the pandemic and create more resilient systems.</p> | Link to project |

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| March 2020 - July 2021 | Lockdown Lowdown | SYP, YouthLink Scotland and Young Scot | Scottish Government | LockdownLowdown: what young people in Scotland are thinking about COVID-19 to inform advocacy | Approx. 11'000 responses over three phases: - Phase 1: almost 2,500;- Phase 2: over 6,000- Phase 3: approx. 2,400 | <p>Impact of COVID-19, including: - Responses showed CYP were concerned about their ability to access their rights during lockdown- Information: importance of clear, trusted, accurate and accessible information; also importance of <i>where</i> information is provided (in person, online, which locations etc).- Participation - voice of seldom heard groups (incl focus groups with: Black, Asian and minority ethnic CYP; disabled; care experienced, young carers; and justice-experienced)- Difficulty accessing services (particularly for children whose rights are most at risk)- Right to education: impact on school, college, university- Right to health: immediate impact of COVID-19, mental health impacts, access to mental health support- Relationships and family: barriers to maintaining contact and relationships</p> | <p>Right to be heard: - "Meaningfully engaging with the views of young people is the only way to ensure that decisions are made with their views and needs at the centre."- "My rights are not being accessed as I am being denied both freedom of movement/assembly and freedom of expression."</p> <p>Information: - "More sharing through social media that young people use (Instagram, Snapchat...)"- "Short simple lists or timetable of dates which shows the restrictions."- "I think information has to be laid out simple and clear so it is easy to access."- "Make posters and put them in the street so people have to see them."- "Maybe sending leaflets to everyone just to keep them up to date."</p> <p>Budgeting: - "Yes, the SG have said "here's some money, local authorities use it wisely and get it to people who most need it", but they're targeting 65-year-olds and over, so their targeting the older community, what about the younger community? Especially care experienced young people, people from disadvantaged backgrounds. They're not getting the same access to support."</p> <p>Support: - "young people need more access to] 'mental health services, the local council, the criminal justice system and care workers – support workers.'</p> <p>Barriers in accessing services: - Poverty: "disadvantaged families can access it" – yeah, they can access it, but they need a referral from a 3rd sector organisation, which in turn means that that they need to get in touch with a 3rd sector organisation, and if they don't have a phone or devices to get on then they can't do that either. So, you're still hitting barriers after barriers. There's not enough targeted work being done especially for YP. I've had to get my own laptop and my own phone on finance, where I'm paying double to what it should be."</p> | Link to project |
| Jun-21 | SQA Exams (COVID) | Who Cares? Scotland | SQA | <p>SQA wanted to better understand how alternative certification model and appeals process for 2021 could impact care experienced children and young people.</p> <p>Who Cares set up Helpline to support care-experienced children with concerns.</p> <p>Led to "Supporting Care Experienced People with Certification and Appeals 2021 Briefing" for the Scottish Qualifications Authority (SQA)</p> | Who Cares? Scotland members | <p>Including:</p> <ul style="list-style-type: none"> - Right to education, non-discrimination - Particular barriers faced by care experienced children and young people - Called for 2021 Appeals Process to consider care experienced background as part of decision-making - Called for more tailored information and support for care experienced learners. | <p>"I had a few barriers at school, but the main ones were always when I was moving to a different placement. It was sometimes hard to concentrate whilst thinking about moving."</p> <p>"Education made me feel like I'd found myself, it gave me something to hold on to."</p> <p>"School being closed has meant doing work online, that wasn't good."</p> | Link to project |

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| March 2018 - present | STARR Group | CYJ | Scottish Government | Space for secure care experienced children, young people and adults. CYJ supported STARR's engagement in relation to: review a letter of rights; review of outreach CAMHS for children under 18. | Secure care-experienced children, young people and adults. | Including: - Right to be heard for children in secure care. Ensuring secure care experienced CYP (and adults) are at the heart of discussions and developments around secure care. - Importance of establishing trust - Need for "safe space", emotional and psychological support - combatting stigma and negative attitudes to children in secure care and on edges of secure care. | | Link to project |
| 2020 - July 2021 | Education Recovery Youth Panel | Children in Scotland; Young Scot | Scottish Government (SG Learning Directorate) | Scottish Government established the Education Recovery Youth Panel to make sure children and young people's voices are heard in the COVID-19 Education Recovery Group. | aged 9-18 | | | Link to project |
| Feb-21 | | Reel Time Music Project, SYP, SQA Where's Our Say | Scottish Parliament (Education, Children and Young People Committee) | Online engagement session via Zoom the impact of Covid-19 on the exam diet in 2020 and going forward the possible impact on the exam diet in 2021. | 16 CYP aged 16-18 | | | Link to the project |
| Feb20-Feb21 | | YWCA Scotland: Young Women's Movement | Scottish Parliament | Over several months beginning in February 2020, participants from a range of ethnic minority backgrounds came together in the Scottish Parliament to run their own committee inquiry, focusing on a topic of their choice - the transition from education to employment for young women from ethnic minorities. Meetings in parliament and online. Support to run a committee inquiry. | 23 girls and young women aged 16-30, this element of engagement had focus on minority ethnic girls and young women. | | | Link to the project# |
| Jan-21 | Health and Wellbeing Inquiry | SYP, Barnardos, who Cares? Scotland, Carers Trust | Scottish Parliament (Health, Social Care and Sport Committee) | Online engagement session via Zoom. An inquiry in to the Health and Wellbeing of Children and Young People by the Health, Social Care and Sport committee. | 34 CYP age 12-25. | | | Link to the project |

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| Jan-21 | All our rights in law | Together, Aberlour, SCLD, Scottish Refugee Council, YouthLink Scotland | Scottish Government/National Taskforce for Human Rights Leadership | <p>Three online workshops with children to discuss Scotland's plans to incorporate a range of human rights treaties into law. The workshops explored:</p> <ol style="list-style-type: none"> 1. whether children currently felt their rights were respected, 2. what more was needed to protect their rights, 3. where children got information about their rights; 4. what extra help children might need if their rights were not respected; 5. how the new law might help them and their community (including what needs to be in the new law) | <p>11 children and young people, aged 11-23</p> <p>Three separate workshops each supported by third sector organisation with existing relationship with the participant CYP:</p> <ol style="list-style-type: none"> 1. Rights of Black and Minority Ethnic CYP; 2. Rights of Disabled CYP 3. Right to a health environment. | <p>Children whose rights are most at risk/non-discrimination;</p> <ul style="list-style-type: none"> - particular issues faced by refugee and migrant children - e.g. asylum, respect for cultural traditions, access to accommodation and financial support, access to timely ESOL support. - disabled children - challenges around education, e.g. teachers constantly shouting; access to clubs and recreation activities that they are interested in. - mental health <p>Support, relationships, trusted adults:</p> <ul style="list-style-type: none"> - disabled CYP spoke about their pupil support assistants and certain teachers who they trusted and valued highly. However, concerns about lack of funding/not enough supportive adults. - refugee and migrant children spoke highly of their Guardians (through Scottish Guardianship Service) who helped them learn more about and exercise their rights. - ideas for extra help included: community help, online advisors, independent monitoring groups, Scottish Parliament committees that include children and young people. <p>Things CYP thought should be included in the new Human Rights Law for Scotland:</p> <p>Disabled children said:</p> <ul style="list-style-type: none"> - things that support disabled children's access to clubs, education, activities, support. - things that make sure disabled children get the support they need and are entitled to. - better teacher training and awareness about children's needs and ASN - Protecting ASN budgets - More support for autistic children in mainstream schools - Government investment in disability social groups and sports groups - promoted and improved awareness and understanding about hidden disabilities. <p>Refugee and migrant children said:</p> <ul style="list-style-type: none"> - the right to remain in Scotland <p>Environmental rights defender children said:</p> <ul style="list-style-type: none"> - new law should have CYP's experiences at its heart. - a commitment to reduce fossil fuels "rather than a probably". - Need to make sure new law is actually implemented - need to remind decision makers that it exists and that they have to follow it. | <p>Support and adapting to children's specific needs:</p> <ul style="list-style-type: none"> - "I needed a scribe and a reader, a writer and a reader, and the exam questions weren't really understandable. I knew I could do it, but it was frustrating I couldn't show it." - Lewis - "We had a lot of PSAs at school, and there was a really really good one who couldn't work anymore because there was no funding to pay her and that was very sad." "when I was in primary my main teacher was constantly shouting, telling me off. I don't think she understood what autism was and how it affected me." "My teachers have said really nasty stuff to me, 'that's the worst thing I've seen in my teaching career', 'my 3-year-old daughter can draw much better than you.'" "in primary I needed a lot of support, but unfortunately it was not always there. The teachers didn't really understand my needs except for P7 teacher." <p>Children whose rights are most at risk:</p> <ul style="list-style-type: none"> - "This right [to asylum] is very important. It's almost like a tree – a tree without good strong roots is nothing. The right to remain here is the roots to everything else" - "I've been having quite high anxiety, but we've looked for help with the NHS and private stuff and there was nothing really. On the NHS there is a really long waiting list, so I can't really get anything right now." <p>Action NOW!/children's participation</p> <ul style="list-style-type: none"> - "There's been enough debating, what are ministers actually going to do? Claims aren't always met - people's experiences needs to be put at the heart of all laws." <p>Implementation of the new law:</p> <ul style="list-style-type: none"> - "Most laws get forgotten as there are so many of them. Politicians also forget that they exist. Need to remind them that we're entitled to what is in these laws" - It will help us make sure that they do what they say they're going to do instead of putting it in a manifesto and not delivering on it. It is important to hold people to account and make sure that they are keeping their promises." | Link to the project |
| Nov-20 | UNCRC Incorporation (minority ethnic) | Intercultural Youth Scotland (IYS) | Scottish Parliament (EHRIC) | <p>Online session with the Equalities and Human Rights Committee to hear views from Intercultural Youth Scotland (IYS) Ambassadors to hear their views relating to UNCRC (Incorporation) (Scotland) Bill</p> | <p>Intercultural Youth Scotland (IYS) Ambassadors</p> | | | Link to the project |

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| Nov-20 | UNCRC Incorporation (refugee and migrant) | Aberlour and Scottish Refugee Council | Scottish Parliament (EHRIC) | Online session with the Equalities and Human Rights Committee to hear views from young people involved in the Aberlour and Scottish Refugee Councils' Scottish Guardianship Service to hear their views relating to UNCRC (Incorporation) (Scotland) Bill | CYP receiving support from Scottish Refugee Council and Aberlour. | | | Link to the project |
| Nov-20 | UNCRC Incorporation (justice and care) | Hosted by Children and Young People Centre for Justice (CYCJ) and Scottish Throughcare and Aftercare Forum (Staf) | Scottish Parliament (EHRIC) | Online session with the Equalities and Human Rights Committee to hear views from young from Scottish Throughcare and Aftercare Forum (Staf) and young people from Children and Young People Centre for Justice (CYCJ) | (Staf supporting Young People leaving care and CYCJ work towards ensuring that Scotland's approach to children and young people in conflict with the law is rights respecting, contributing to better outcomes for our children, young people and communities. | | | Link to the project |
| Nov-20 | UNCRC Incorporation (care experience) | Who Cares? Scotland | Scottish Parliament (EHRIC) | Online session with the Equalities and Human Rights Committee to hear views from young people from the Scottish Commission for People with Learning Disabilities views relating to UNCRC (Incorporation) (Scotland) Bill | 17-21 | | | Link to the project |
| Nov-20 | UNCRC Incorporation | Together, LicketySpit, Children's Parliament | Scottish Parliament (EHRIC) | UNCRC Incorporation Bill consultation | <ul style="list-style-type: none"> • 18 children aged under 12 years old.- joined by 2 MSPs | <p>Awareness and understanding of rights (amongst adults and children)The importance of supportive, friendly adults who can help children claim their rightsImportance of making rights the law, instead of a nice idea to think about.</p> | <p>Awareness and understanding of rights: - "It's important that children know about their rights so if someone disrespects them, they can stand up for them."- "I ran a campaign called 'We Want Grass'. It was because our playground was full of concrete and dirt and there was sharp bits of wood on the paths. We wanted grass to play on." "The right to food has been lost by some children in the holidays. I have four brothers and sisters so it's very expensive to feed us!"- "If a child doesn't know how to tie their shoelaces, then people teach them. If a child doesn't know how to behave, then people punish them. That makes no sense."</p> <p>Supportive adults/child-friendly complaints: - "If you have somewhere to go or someone to talk to, it then does not feel like a big deal."</p> <p>Incorporation- "Not a choice anymore, you have to do it, it's not a blurred area."- "Not everyone will follow incorporation, but people will support it."- "Sometimes if a few children have been talking in class, the whole class will be punished. Teachers keep the whole class inside over breaktime so they have no right to play or to buy snacks from the café if they're hungry. This isn't fair and should change when rights are law.- "Set of rules that we need to follow, no longer a guidance, for example like wearing masks, to keep people safe, now UNCRC is something we have to do because it is important."</p> | Link to project |

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| April - November 2020 | "How are you doing" survey (impact of COVID-19) | Children's Parliament | Support from Public Health Scotland | A national wellbeing survey tracked children's experience of the pandemic since April 2020. Four surveys conducted (April 2020, May 2020, June 2020, September/October 2020) | Aged 8-14 12'477 responses in total, split between the four surveys: - April 2020 =4000 responses - May 2020 = 3698 responses - June 2020 = 2810 responses - September/early October =1969 responses | <p>Mental health:</p> <ul style="list-style-type: none"> - decline in mental health during lockdown - anxieties about health, having enough money, worries about the future; - impact on seeing friends and family <p>Education:</p> <ul style="list-style-type: none"> - access to education during COVID-19; <p>Access to information, being heard and experience of rights:</p> <ul style="list-style-type: none"> - importance of child-friendly information - reduction in number of children who felt their rights were respected during lockdown. | | Link to project |
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| <p>Oct-20</p> | <p>UNCRC incorporation</p> | <p>Together, Carers Trust Scotland, Scottish Youth Parliament, Barnardo's Scotland, Youthlink Scotland, Children in Scotland,</p> | <p>Scottish Parliament (EHRIC)</p> | <p>UNCRC Incorporation Bill consultation</p> | <ul style="list-style-type: none"> • 39 children and young people (between 12-18 years old) - joined by 3 MSPs | <p>Awareness and understanding of rights (amongst adults and children)</p> <p>Children whose rights are most at risk - identified long list:</p> <ul style="list-style-type: none"> • Children and young people living in poverty • Young refugees and asylum-seekers • BAME children and young people • Those with care experience • Those with no or limited internet access • Younger children • Disabled children and young people • Children and young people with health problem • Children and young people with additional support needs • Gypsy/Traveller children and young people • Children and young people in contact with the justice system • Children and young people who are home-schooled • Children and young people who've had a negative experience with authority figures • Children and young people who don't learn about their rights until they are older • Children and young people who don't often have their voices heard <p>Right to be heard: - children need to be involved as early as possible in decision-making process; - The importance of supportive, friendly adults who can help children claim their rights</p> <p>Importance of making rights the law, instead of a nice idea to think about.</p> | <p>Awareness and understanding of rights:</p> <ul style="list-style-type: none"> - "Teachers should be aware of rights to give children the best chance" (Participant, Children in Scotland) - "Children and young people need to be involved in developing resources and training about rights." (Participant, Children in Scotland) - "If you need a PVG you should receive training on the UNCRC - you could send them a copy of the UNCRC with their PVG certificate" (Participant, Carers Trust Scotland) - "[The] UNCRC needs to be 'out there' and be known. Unless it is known about it's just 'there'. We need a public conversation about UNCRC and young people in Scotland." (Participant, Carers Trust Scotland) - "If young people don't want to know about their rights then that's ok too – don't force young people, need a culture change so we have a Scotland where young people WANT to know about their rights." (Participant, Carers Trust Scotland) - "There needs to be more about rights in the school curriculum and it should be included in PSE" - "Information about rights in schools needs to be accessible and inclusive" <p>Supportive adults, access to justice:</p> <ul style="list-style-type: none"> - "An advocate can be a go-between person if authority figures let you down" - "Advocacy services are very important to ensure children and young people are supported to claim their rights." <p>Right to be heard (from the very start)</p> <ul style="list-style-type: none"> - "Don't keep sending us surveys" (Participant, Carers Trust Scotland) - "Ask people who are affected most, ask them what their opinions are instead of speaking for them" (Participant, Children in Scotland) - "It's good that they eventually fixed [the exam results situation caused by COVID-19], but bad that they didn't ask young people what they thought from the start – that failure caused a lot of stress for young people." (Participant, YouthLink Scotland) - "[at our local youth centre] we talk about the events that are going on, and issues affecting us, we get to speak out about those things and change what's happening in the local area" (Participant, YouthLink Scotland) <p>Impact of incorporating UNCRC:</p> <ul style="list-style-type: none"> - "The pandemic can be an excuse for doing or not doing something – but the UNCRC being part of the law will mean it can't be used as an excuse for not thinking about children's rights." (Participant, YouthLink Scotland) - "COVID has meant there have been big discrepancies - depending on [children's] background, age and where they live and the school they go to. If the UNCRC had already been incorporated into law, it would have helped to address these discrepancies." (Participant, Children in Scotland) - "By having it in law, it's much harder for young people to be forgotten about when making laws and decisions." | <p>Link to project</p> |
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| | | | | | | | <p>Often young people are forgotten when it comes to human rights." (Participant, Scottish Youth Parliament)</p> <p>- "When young people use their Rights to express their view it can come across as moaning, but we actually want to make Scotland a better place." (Participant, Carers Trust Scotland)</p> <p>"[because of bad things that have happened for children and young people during COVID-19, there is] more and more recognition of the importance of the UNCRC and children's rights because there have been so many issues – such as exam results – that have showed how important it is that these rights are implemented, that we really need them so that these bad things don't happen." (Participant, YouthLink Scotland)</p> <p>- "[the Bill] will help emphasise that children and young people have as much of a right to a say as anyone else in the country" (Participant, YouthLink Scotland)</p> | |
| August 2018 - October 2020 | Children and Young People's Panel on Europe | Children in Scotland; Together | Scottish Government | Formed to ensure children's voices heard in relation to Brexit and Scotland's future after Brexit. | 19 children and young people aged 8-19 | <p>Included focus on children's rights, including:</p> <ul style="list-style-type: none"> - Incorporation of UNCRC - making sure children are included at the heart of decisions that impact them - Right to education (including making sure all children's rights are upheld through e.g. extra help for disabled children and children in rural areas, teachers supporting CYP to learn about politics, rights and the 'big issues' of the day) - Right to health, especially mental health | Link to project | |

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| Oct-20 | UNCRC incorporation (young carers) | Carers Scotland | Scottish Parliament (EHRIC) | 3 Young carers attended an online session with Equalities and Human Rights Committee to talk about UNCRC (Incorporation) (Scotland) Bill and their rights. Key messages lack of awareness around Carers (Scotland) Act 2016 and other rights, what more can be done to make young people aware of their rights, child friendly resources and listening to children and young people. | 3 young carers | | | |
| Oct-20 | UNCRC incorporation (learning disability) | SCLD | Scottish Parliament (EHRIC) | Online session with the Equalities and Human Rights Committee to hear views from young people from the Scottish Commission for People with Learning Disabilities relating to UNCRC (Incorporation) (Scotland) Bill | 12-19 year olds with learning disabilities | | | Link to the project |
| Jun-20 | SQA Assessment | SYP | SQA | Scottish Youth Parliament held a series of focus groups with Members of the Scottish Youth Parliament (MSYPs) to support the Scottish Qualifications Authority (SQA) in its equality impact assessment for the Alternative Certification Model (ACM) for 2020. | 32 young people aged 14-25 | <p>Including:</p> <ul style="list-style-type: none"> - Inconsistencies in approach across Scotland and the real life impact this has on children - Importance of support and relationships as means to uphold CYP rights - children whose rights are most at risk (particularly poverty and deprivation being mentioned, but also young carers, those with ACEs, young homeless people, those who are shielding, those with English as a second language) - non-discrimination and equality (again poverty a key issue here, children in crowded homes without own bedroom for quiet study etc.) - Importance of clear, accurate and timely information so that CYP know what's happening, have sense of control and are able to influence decisions/hold decision-makers to account. | <p>Inconsistencies in approach across Scotland and impact this has on children's lives:</p> <p>- "I see very few positives, this is making the inequality deeper in education, there's no uniformed policy in place so it's not consistent. Even within schools, some teachers are doing things differently with some working really hard to have work up and some are putting up one thing a week." (on learning from home during COVID-19)</p> <p>Importance of support and relationships to uphold CYP's rights:</p> <p>- "Lack of checking in has been an issue. Consistently checking in is key. Homework is not being enforced and if you don't do it there's no fall out or consequences."</p> <p>Children whose rights are most at risk: (Poverty and deprivation)</p> <p>- "The main issue for my area is poverty, from where I'm from, a lot of people I know share bedrooms and have small spaces. There's also no equipment – no art supplies, no musical instruments. If you only have pen and paper, for the more practice subjects it's not working. ";</p> <p>- "SMID areas and those from disadvantaged areas who don't have access to wifi so can't use the ipads to get in touch with teachers or use the ipad to the full potential."</p> <p>- "[Poverty] could have a negative impact on people who are more disadvantaged: there are normally lots of opportunities to progress after prelims, extra support is usually put in place for pupils who haven't done so well to allow them to progress, but now they are suffering by being averaged out/having grades based on estimates.</p> <p>Non-discrimination (appeals process/estimated grades);</p> <p>- "Teacher bias would be an issue here some teachers might say you're going to fail and then you work hard and end up with a B so there's a consistency issue."</p> <p>- "I have an issue with the appeals system. You can only appeal if what your school has put forward. What if I disagree with what my school has put forward. Teachers are professionals, but it's also human nature If you don't like someone or the bad children will get a lesser grade, if you can't appeal against your teachers - it's really not fair</p> | Link to project |

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| | | | | | | | <p>- "Major concern as my school's attainment was so low, which terrifies me if it is going on school averages. School attainment is improving, but we're worried."</p> <p>- "Past estimates shouldn't be used as it totally undermines what students are going now. It's unfair for students in poor attaining schools to be based on previous year groups when attainment has improved dramatically in the last few years."</p> <p>- "If a school has historically had low attainment, this model enables that pattern to continue."</p> <p>- "In my constituency there's lots of deprived areas. In school league tables, the deprived areas don't attain well and those people in these areas will be harder hit in the assessment/accreditation and awarding of exams based on this bias, if the previous results are used and based on previous years attainment levels. This would further the attainment gap and lead to wider issues in Scotland."</p> <p>- "Learners in schools from higher attainment areas will be brought back up, but individuals in schools with lower attainment levels are at risk of being brought down."</p> | |
| Summer 2020 | | Orkney Youth forum, Girlguiding Scotland, Enable, Scottish Youth Parliament | Scottish Parliament (Economy and Fair Work Committee) | Asking young people to share their views on the impact of Covid-19 on their career prospects and access to the labour market. Online consultation through Your Priorities platform supported by various online engagement sessions with the groups named to support them to share their views. | 73 CYP aged 12-25. | | | Link to the project |
| April 2019 - April 2020 | Mind Yer Time | SYP and Children's Parliament | Scottish Government | Created a digital resource for children and young people that covers topics ranging from body positivity to online bullying; providing guidance for children and young people to approach social media in a way that is beneficial for their mental and physical health. | MCPs, MSYPs and wider consultation with peers. | <p>Including:</p> <ul style="list-style-type: none"> - Mental health and wellbeing; - Digital rights; - Body positivity; - Keeping Active; - Relaxing and playing - Sleep | | Link to project |

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| March 2019 - April 2020 | Open Kindergarten | Children in Scotland | Scottish Government and European Social Fund | To explore if the Open Kindergarten model could be adapted to Scotland to improve outcomes for children in the early years. Project involved trialling the model at two early years settings, drop-in sessions (51 families attended) and outreach activities/home visits (18 families) | Parents and very young children aged 0-3 | Access to support: - the free-to-access, open-door approach of project met families' needs in ways that other services did not; - access to peer support from other families was valued. Training; relationship-building: - success of project attributed to skills, experience, knowledge and time of the practitioners involved. - building relationships with families/parents/children helped project spread by word of mouth. Overcoming barriers: - poverty, parental mental health;- open kindergarten helped address mental health needs of parents Right to play; right to development, right to education - young children got to play and interact with one another. Parents felt this could help address linguistic concerns their children face. | "There is people worse off than me but I would put myself on the poverty line... there's just not enough money... I have to pay my rent off universal credits. I pay my council tax and there is weeks where I have to go to the food bank. And it's mortifying. 100% it's mortifying. But this is why it's good why this is free because if it wasn't free I wouldnae be here because I wouldn't be able to afford it." (Parent) "Ar the moment I still struggle with depression, but to have this is a lifeline. It gets me out of the house. These four walls keep closing me in." (Parent) | Link to project |
| 2017- February 2020 | The Independent Care Review | CELCS, Who Cares? Scotland | Scottish Government | The Promise Partnership aims to deliver the Promise | Over 5500 care experienced children, young people, adults and professionals working in the care system. | 'The Promise': setting out what needs to change in the care system to ensure children and young people grow up loved, safe and respected 'The Pinky Promise': a child-friendly version of those recommendations; 'Follow The Money' and 'The Money': the human and financial costs of the care system and future investment; 'The Rules': how the legislation and system must change; and 'The Plan': what must happen now | See https://www.carereview.scot/conclusions/independent-care-review-reports/ | Link to project reports |
| Unkown | Young Disabled People's Forum ('Youth Action Success') | Scottish Government | Scottish Government Young Disabled People's Forum – Youth Action Success | It exists to advise the Scottish Government on issues relevant to the development and implementation of policies which impact upon disabled children, young people and their families. Set up to feed young disabled people's views into work of Disabled Children and Young People Advisory Group. | 60 disabled young people, supported by third sector organisations to take part (age unclear) | Consulted on range of issues including transport. Needs of specific children, non-discrimination: - highlighted that disabled children could find gap between train and platform to be frightening; - It was unfair to have to book 24 hours in advance because you have access requirements - you should just be able to turn up and take the train like everyone else (SG says that the time has been reduced to 2 hours in 2019 and will be further reduced to 1 hour by 2020-21). | | Link to project |
| Unkown | Alcohol Marketing | Children in Scotland | Scottish Government (SG Population Health Directorate) | "currently [Feb 22] in discussion with SG about some consultation with CYP about proposals around alcohol marketing" | | | | |
| Unkown | Impact of COVID-19 | Partners in Advocacy | Scottish Government | CYP with additional support needs' experience of the pandemic. SG funding helped to deliver the participation and engagement activities. | | | | |
| Unkown | GIRFEC refresh and information sharing charter | Partners in Advocacy | Scottish Government | SG funding helped to deliver the participation and engagement activities. | | | | |

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| Unkown | GIRFEC refresh | Children's Parliament | Scottish Government | | | | | |
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| Unkown | Children and young people affected by crime | CYCJ | Scottish Government (ACR Victim Support Subgroup) | Young person with lived experience of the justice system was asked to review a document to help shape a briefing to accessibly explain what the changes to legislation mean to children/young people affected by crime across Scotland. The format of this has yet to be confirmed, but it may be a short booklet, leaflet or electronic document that is pushed out via the partner organisations to the intended audiences. YP with lived experience was paid for her involvement. The young person is now a member and supports the work of the ACR Victim Support Subgroup. This also led to her being recorded for Victim Awareness Week in Feb 2022 where she was interviewed about her experience of being a victim | A young person with lived experience. | Including: - Accessibility of information for children and young people; - Right to be heard. | | |