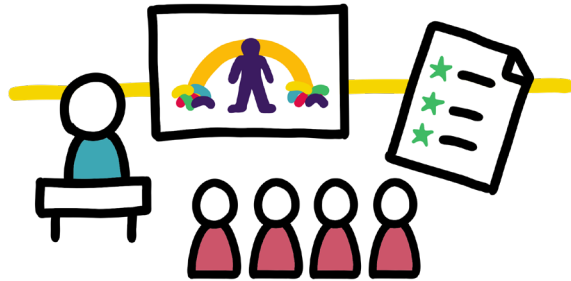# Approach to training

The design approach taken in the Children's Rights Skills and Knowledge Training Plan is strengths-based, meets people where they are, and values everyone's learned, lived and professional experience. It focuses on a continual or lifelong learning journey and takes an approach that builds upon existing good practice. Effort should be particularly focused on improving practice where children's rights are at risk.

A collaborative approach to training using a children's human rights approach must start with and centre the views and experiences of children and young people, alongside topic experts and workers. The Framework and Training Plan use a progressive learning journey. The levels of practice and specific learning outcomes should be consolidated over time, with gradual and continual improvements. This echoes the focus on lifelong learning which is one of the three core principles in the Scottish Government's adult learning strategy 2022 to 2027.

The digital design process aims to be inclusive and acknowledges the barriers to accessing training and embedding learning in work. Challenges include: the time to attend training; feeling overwhelmed and stressed about high workloads; the complexity of creating change; the importance of leadership buy-in; and sustainable training resourcing.

It is critical to acknowledge the importance of a care-based, trauma-informed approach to training that prioritises learners' mental health and prevents re-traumatisation, vicarious traumatisation, or triggering reactions in learners when discussing circumstances in which children's rights are at risk. We also need to acknowledge that not everyone is paid to learn. Training needs to be appropriately developed and resourced for volunteers, self-employed contractors and people with insecure work status.

Approach to training

Creative activities and making learning fun are key themes children and young people said made learning effective. The children's rights training created through this plan is an opportunity to model good human rights approaches. Making learning fun is a way to engage learners and to counteract feelings of stress and apprehension about formal training.

Reflection question: What is your organisational training design approach and where can you build on existing promising practice?

Promising practice gathered from the Professional Panel and workers includes:

- Having an organisational children's rights action plan.
- Bringing in specialist organisations.
- Designing training in-house with support from different departments.
- Facilitating working groups to develop training.
- Working in partnership with wider organisations to share good practice.
- Commissioning bespoke training based on need.
- Creating peer support groups and online discussion spaces.
- Delivering learning modules and e-Learning which can be revisited.
- Having an agreed learning and development framework and strategy.