



Children's Rights Skills and Knowledge Framework Training Plan

For the public authority workforce in Scotland



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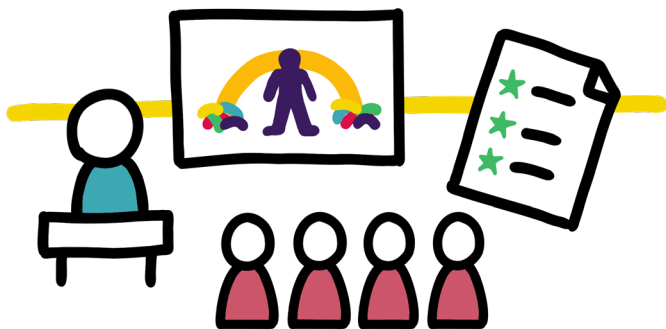
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About the Training Plan

1.1 The purpose

“I don’t think adults need to know all the individual children’s rights, but how to respect the child is the key.”

[Children and Families Panel \(1\)](#) member



The Training Plan is designed to help workforce development leads to create training and learning activities for their organisation about using a children’s human rights approach. It accompanies the [Children’s Rights Skills and Knowledge Framework \(2\)](#).

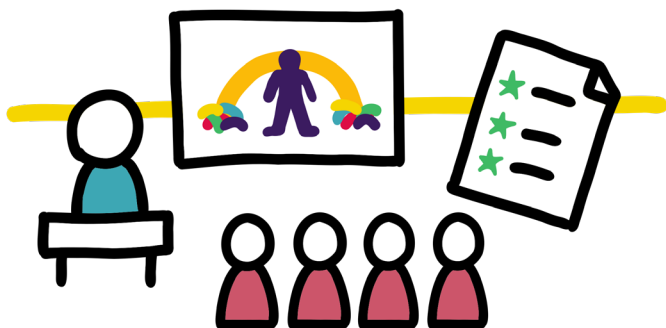
Workforce training and learning can bring a children’s human rights approach alive by being playful and fun. The Training Plan will support trainers to help workers understand and apply a children’s human rights approach at the three levels of the Framework: Informed, Skilled, and Enhanced.

The Training Plan was funded by the Scottish Government. It was created by JRS Knowhow, JustRight Scotland, Together (Scottish Alliance for Children’s Rights), Children’s Parliament, and the Observatory on Human Rights of Children in Wales. The [design approach \(3\)](#) was highly collaborative. The project team worked with a Professional Panel and a Children and Families Panel, alongside a group of trainers and wider engaged stakeholders.

The Training Plan has sections for planning, designing, delivering and evaluating training. It will be relevant for generalists, including those new to children’s rights, as well as children’s rights specialists, so it includes a variety of materials from an introduction to the [United Nations Convention on the Rights of the Child \(UNCRC\) \(4\)](#), to a series of questions to help training commissioners and trainers reflect on how they can develop and improve their approach.

About the Training Plan

1.1 The purpose



The purpose of this Training Plan is to enable all public authorities and those carrying out public functions to effectively develop and sustain a workforce that respects, fulfils and protects children's rights. It is designed to support the implementation of the [Children's Rights Skills and Knowledge Framework](#) throughout Scotland. The aim is to support Scotland's public authority workforce in the important role they play in ensuring that children and young people experience their rights all of the time.

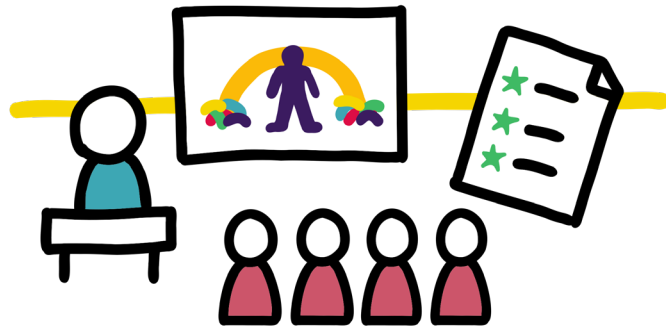
The Training Plan will explain how the five children's rights principles of embedding, equality and non-discrimination, empowerment, participation, and accountability can be made practical for the workforce across Scotland. Skills and knowledge building will be more effective when the UNCRC and a children's human rights approach are mainstreamed and woven into existing training.

“Rights have underpinned a lot of what is already out there, so there is no need to panic. It can feel overwhelming, like a new thing to learn and prioritise, but if they work with young people, it is what they should already be doing.”

[Professional Panel \(5\)](#) member

About the Training Plan

1.2 The audience



The Training Plan is designed primarily for people with workforce learning and development responsibilities and people who organise or deliver training for their workforce. It will also be useful for people evaluating training. It can be adapted and used in sector-specific training programmes.

Training on children's rights and a children's human rights approach will be useful for all public authorities and those carrying out public functions as the duties of the [UNCRC \(Incorporation\) \(Scotland\) Act 2024 \(6\)](#) apply to them specifically.

Public authorities are wide ranging and include the Scottish Government, local authorities, and inspectorates. Those carrying out public functions would include organisations commissioned by public authorities to undertake work that will impact on children and young people. Throughout the Framework and Training Plan, people involved in public service delivery in Scotland are referred to as the 'workforce' or workers. The word 'learners' is used interchangeably in this document for 'workers'.

Reflection question: Who needs to be involved in creating children's rights training in your organisation?

About the Training Plan

1.3 Levels of skills and knowledge



Informed level

Everyone should aim to get to this level, whether or not they are working directly or indirectly with children and young people.

The learner might be new to children's rights.

Informed is not a static foundational level of knowledge and will involve constantly developing and building new skills and knowledge.



Skilled level

Learners who want to put their knowledge into practice to make sure that children's rights improve over time.

The learner is implementing children's rights in their day-to-day role.

Skilled involves ongoing improvement by reflecting and building on practice.



Enhanced level

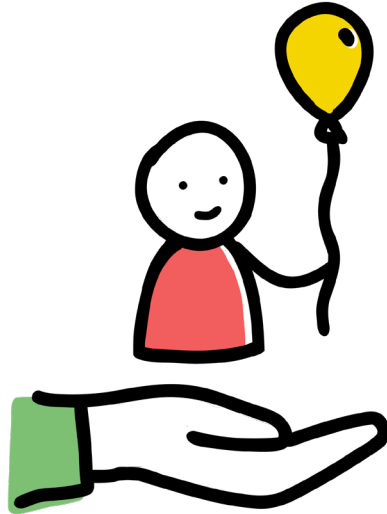
Learners who need to engage with challenging concepts and require specific children's rights expertise.

The learner supports others and shares their learning to improve their practice using children's rights.

Enhanced requires continual analysis of the opportunities and challenges of putting children's rights into practice. It is open ended and not a 'final' level. It involves leading others and being a children's rights champion.

About the UNCRC

2.1 About the UNCRC in Scotland



The [UNCRC](#) sets out what children and young people need to grow up happy, healthy, and safe, and ensure their views are taken into account in decisions that affect them.

The UNCRC applies to everyone under the age of 18. Its aim is to ensure that children and young people grow up in a spirit of peace, dignity, tolerance, freedom, equality and solidarity.

The UNCRC was drafted in 1989 and is the most widely ratified human rights treaty in history. As of 2024, 196 countries have ratified it, including the United Kingdom on 16 December 1991.

The UNCRC has long been the foundation for legislative and policy development in Scotland. The goal is the full realisation of children's rights for every child and young person in Scotland. Many public authority workers in Scotland will already be experienced in making decisions guided by legislation and policies that are grounded in the UNCRC, for example when applying the [Children \(Scotland\) Act 1995 \(7\)](#) in decisions relating to child welfare and protection, or conducting Child Rights Impact Assessments. Whether it is made explicit or not, many internal policies and procedures relating to children and young people within public authorities and those carrying out public functions are also founded on the principles of the UNCRC.

About the UNCRC

2.1 About the UNCRC in Scotland

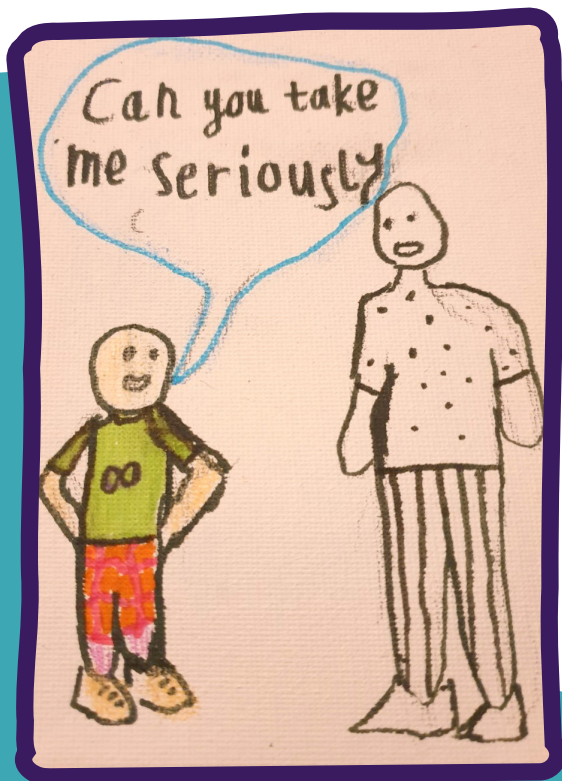


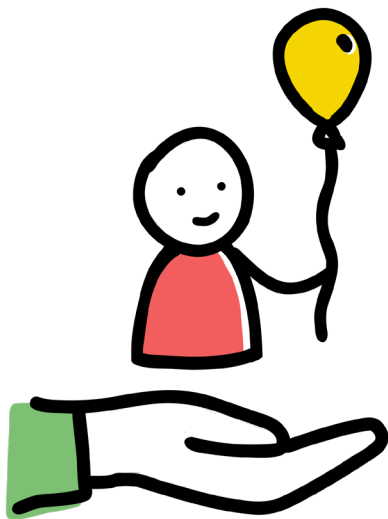
Figure 1:
Artwork from
the Children and
Families panel.

With the [UNCRC \(Incorporation\) \(Scotland\) Act 2024](#) coming into force on 16 July 2024, the links between everyday decision making and the UNCRC will be solidified. Incorporation of the UNCRC means that there is a legal duty on public authorities and those carrying out public functions not to act incompatibly with the UNCRC requirements. This includes failures to act that would result in an incompatibility with the [UNCRC requirements \(8\)](#). This means action could be taken by a court against a public authority in respect of a breach of their duties if they act incompatibly when the duty applies.

For [incorporation of the UNCRC \(9\)](#) to work to its full potential in Scotland, all public authorities and those carrying out public functions must be supported to embed children's rights into their services. This Training Plan is designed to ensure that strategic, sustainable and structured support for the implementation of a children's human rights approach is available across the Scottish public authority workforce.

About the UNCRC

2.2 A values-led approach



The Children's Rights Skills and Knowledge Framework and Training Plan are structured around the principles of a [children's human rights approach \(10\)](#) and are grounded in a values-led approach. Being aware of values helps workers to become aware of what is important and what drives their decisions. Professional values speak to the culture of public services.

The importance of values within everyday decision making was explained by one of the Professional Panel members, who described how dignity is a helpful lens through which child protection training and practice should be viewed:

“When doing child protection there is panic from professionals. But the one thing to keep in their mind [is the child’s] dignity; [then] people felt calmer and able to approach disclosure situations. Dignity must permeate everything, every action, [it is] a value that underpins every principle.”

Professional Panel member

All staff should have opportunities through support and supervision, coaching and mentoring, and professional learning and training to understand and build a set of professional values suited to their role. Within training programmes, it is helpful to begin by referencing where the values of a children's human rights approach already weave through existing organisational values, for example, through the [Civil Service Code \(11\)](#), the [Common Core \(12\)](#), [Getting It Right For Every Child \(13\)](#) and the [Competent Practitioner Framework \(14\)](#).

About the UNCRC

2.2 A values-led approach



Important values for a children’s human rights approach include:

- Human dignity.
- Kindness.
- Empathy.
- Trust.
- Love.

A full description of these values, and how they interlink with a children’s human rights approach, can be found in the [Children’s Rights Skills and Knowledge Framework](#).

Useful resource to learn more about a values-led approach:

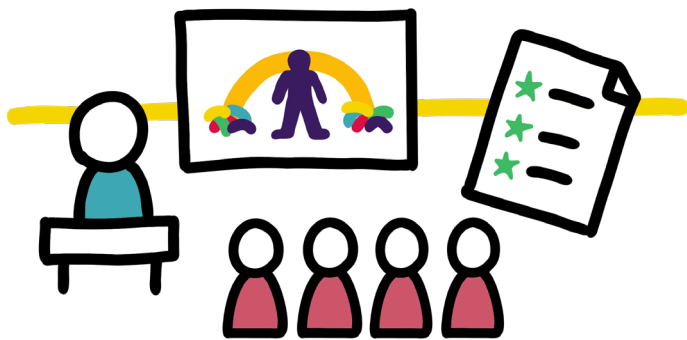
Page 9–10 of the [theory of change for making children’s rights real in Scotland capacity building paper \(15\)](#).

Reflection question:

Where do your organisational and professional values already reference or include children’s rights values?

Planning training

3.1 How to use the Training Plan



The Training Plan accompanies the [Children's Rights Skills and Knowledge Framework](#) and should be read alongside it. It explains how the principles of a children's human rights approach can be made practical for the workforce across Scotland. These principles are embedding, equality and non-discrimination, empowerment, participation and accountability.

The Framework is designed to be followed in a path from Informed, through Skilled, to Enhanced level. An organisational training plan about the UNCRC and delivering a children's human rights approach should be created alongside wider workforce training initiatives and updates, and mainstreaming the UNCRC into existing wider training on relevant issues.

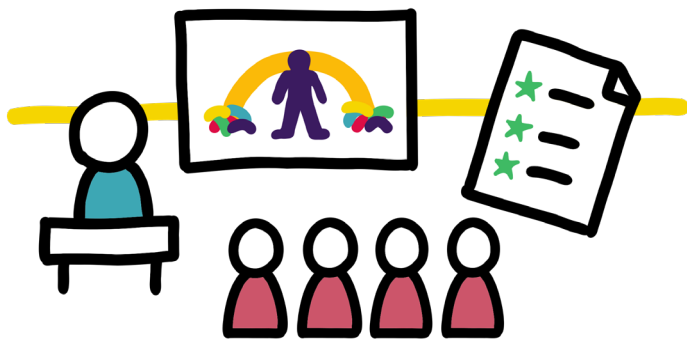
Reflection question: What are the upcoming opportunities to weave the UNCRC into training updates, existing training plans and wider workstreams?

Areas that the Professional Panel and workers highlighted as opportunities to integrate the UNCRC include:

- Recruitment and induction training with new staff.
- Support and supervision processes, including appraisal processes.
- Renewing corporate parenting plans.
- Internal newsletters and standing meeting agenda items.
- Child protection training.

Planning training

3.2 Prompts for planning training



It is important to prioritise who needs to know what and benchmark levels of existing skills and knowledge. When planning training, every effort should be made to avoid categorising roles, people, professionals and sectors into levels of the Framework.

The Skills and Knowledge levels are grouped around how people will share their knowledge and practice within their work, communities and lives.

Individuals might be at different levels of the Framework for different principles and practical tasks. This is encouraged and acknowledges the complexity of the environment and existing knowledge, varied careers, and the learning that takes place in informal spaces outside the workplace.

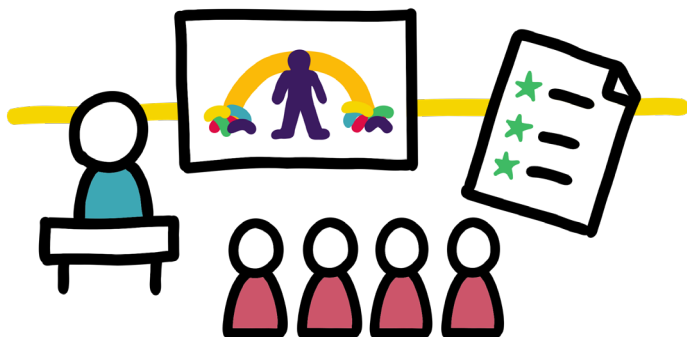
Bespoke training might be useful for specific audiences based on their pre-existing knowledge and skill level, and their desired knowledge and skill level within the Framework.

Refreshing training and ensuring consistent inductions at the Informed level of knowledge will be key for knowledge to be used and skills to be gained.

Consider how to foster an [effective learning environment \(16\)](#).

Planning training

3.2 Prompts for planning training



Questions to consider within your organisation:

Where are workers now and where do you need them to be?

This might be informed by the legal duties of the organisation, wider accreditations, and feedback from specialist Scottish Government teams and the Children and Young People's Commissioner Scotland. It also needs to take account of children, young people and families' feedback on where people's knowledge and practice could be improved.

Where do people feel they are and where do they need to be?

This could be shaped by self-reflection, such as training needs analysis surveys and discussions, as well as work with line managers on professional development plans.

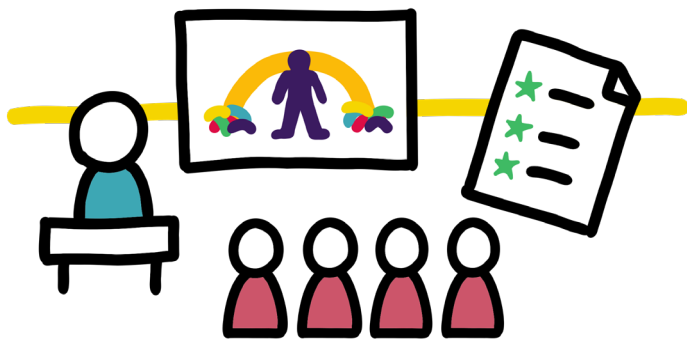
Where do decision makers need to be within the Framework?

These might include:

- Training commissioners.
- Training providers.
- Senior leaders.
- Children's rights topic experts.
- People involved in strategies and planning.
- People involved in budgets and procurement.
- People evaluating services and programmes.
- Legal teams.

Planning training

3.2 Prompts for planning training



Where would these individuals ideally and feasibly be within the Framework?

- Workers in public facing service delivery roles who might interact with children and young people, but whose role is assumed to work only indirectly with children and young people.
- Workers who engage directly with children, young people and their families.
- Workers who engage directly with children and young people whose rights are at risk.
- Workers who do not engage directly with children and young people but whose work impacts on children and young people.

It is vital to understand the Framework's levels of skills and knowledge ([Informed, Skilled and Enhanced](#)) to ensure the training meets the needs of the participants.

Reflection question: How can you use this opportunity to improve the training planning processes in your organisation to ensure that it uses a children's human rights approach?

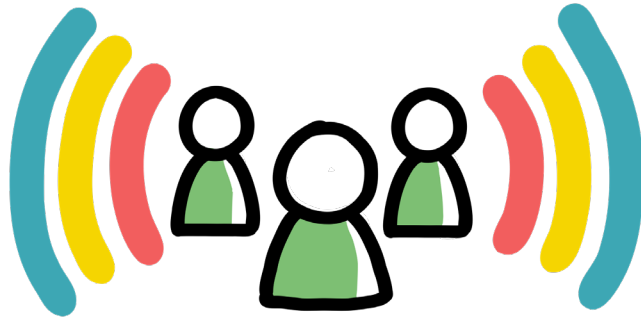
The full list of reflection questions are available in [Appendix A](#).

Key steps for planning training are available in [Appendix B](#).

Ideas for how training can reach everyone are available in [Appendix C](#).

Designing training

4.1 What the training should cover

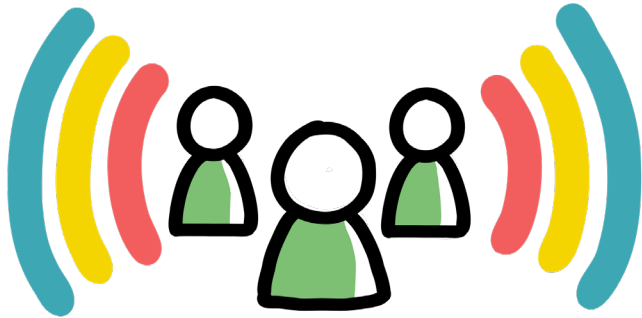


Training content will vary to meet learners' needs and level of knowledge, but could cover:

- Children and young people's experiences and what family life looks like in Scotland.
- What improvement in children's rights looks like in practice.
- Why the UNCRC is important and what it can help do.
- Legal requirements of the UNCRC.
- What a children's human rights approach means in practice.
- Children and young people's participation, including how to create the best space and environment for their meaningful engagement both face to face and on-line.
- Themes such as leadership, accountability and resources.
- Scenarios of children's rights at risk.

Designing training

4.1 What the training should cover



Top tips from workers about making the UNCRC more accessible:

- Start with a [child friendly version of the UNCRC articles \(17\)](#), then use the original text, as the repetition helps with comprehension.
- Use examples of UNCRC articles in practice to help bring them to life.
- Use resources which share the views of children and young people about their experiences with children's rights.
- Contextualise learning through case studies which highlight how the workforce can implement children's rights in real situations, encourage discussion about the ways in which the work they do already supports or implements children's rights.

Designing training

4.2 Creative methods

Children's rights

Definitely not left

As I write

I think of all the things

That have been done wrong

All the lefts

Instead of rights

Children's rights are important

Figure 2:
A poem by a
member of the
Children and
Families Panel

The Children and Families Panel emphasised the importance of creativity while learning to get information across in a fun and effective way. They felt that an effective way for workers to learn the importance of children's rights was to ask workers to imagine a scenario from the perspective of a child or young person. An example of something that might help achieve this is the [Sandy's story activity \(18\)](#), which was co-produced with children and young people.

Different creative methods than can be used in training include:

- Storytelling.
- Drawing, using visuals and doing activities like painting.
- Staging scavenger or treasure hunts.
- Using discussion activities instead of just reading text.
- Making learning noisy, colourful and not static.
- Creating unstructured time and space.
- Placing workers in immersive environments where children and young people spend time.
- The [Children and Young People Commissioner Scotland's website \(19\)](#) has activities, games and challenges for children and young people which can also be used for training activity planning.

Designing training

4.3 Training leadership roles



Workers shared that engaged and motivated leadership is a key factor in the success of organisations embracing a children's human rights approach, so training for leadership is crucial. Key messages that leaders should receive are that:

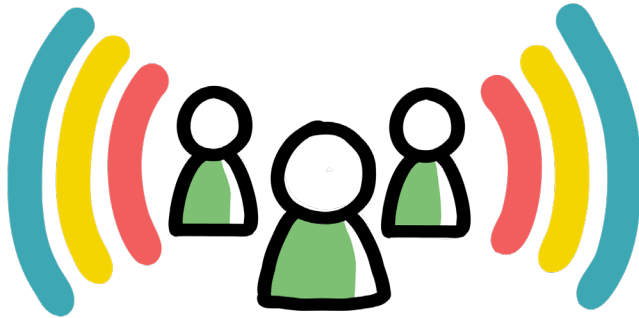
- Children's rights are the basis for good practice and link to existing work, policies, frameworks and laws.
- Accountability and responsibility already exist under the [UNCRC \(Incorporation\) \(Scotland\) Act 2024 \(20\)](#), [Children and Young People \(Scotland\) Act 2014 \(21\)](#), [Equality Act 2010 \(22\)](#) which includes the [public sector equality duty \(23\)](#) and the [Scotland specific duties \(24\)](#).
- A children's human rights approach can assist in realising service goals and improving outcomes for children and young people, as a key part of preventative practice.
- Children's rights are an issue for all departments, and should not be left only to specialists and those working directly with children and young people.
- There needs to be changes in policy and practice to realise children's rights, including mechanisms for challenge if something isn't working within an organisation.

The Improvement Service has specific resources and expertise to help local authority leadership: [UNCRC Implementation Project: Putting children's rights at the heart of local government \(25\)](#).

UNICEF UK has training for leadership in local authorities as part of their [Child Friendly Cities and Communities programme \(26\)](#).

Designing training

4.4 Framing training messages



There are a range of tactics for framing training for people who don't think the UNCRC relates to their work:

- Messaging about how children's rights is everybody's responsibility.
- Tapping into peoples' motivations for their own work.
- Working with champions and existing membership networks to spread messages.
- Using positive examples of where UNCRC has led to change or already underlies existing practices in Scotland.
- Using plain and accessible language and formats.
- Linking the work to existing standards, curricula, frameworks, legislation and linked duties.
- Working within existing narratives such as diversity, equality and inclusion.
- Reiterating how now, more than ever, is an important time to focus on children's rights to help tackle poverty and inequality.
- Undertaking general awareness raising activities about children's rights and the UNCRC.

Reflection question: How can you effectively frame UNCRC training for people who are not already familiar with it?

Delivering training

5.1 Collaboration



The Training Plan was informed by a Children and Families Panel, Professional Panel, stakeholders, and training specialists.

Their top tips include:

- Use creative and play-based activities to make learning fun.
- Think differently about using technology and space to learn on tablets, interactive boards, and outside.
- Make sure learning design is [flexible \(27\)](#).

Children and families said that when children and young people's views and experiences are included in the content of training, children's rights are more likely to be fully understood. Children and young people's views could be included in training through:

- Sharing children and young people's words about how they feel when they have and don't have rights.
- Using video and multimedia to share the life and experiences of a child or young person, and to share the impact of children's rights being breached.

“In education and across the public sector we (children) need more opportunities to take part. We have so much energy and enthusiasm and we want to make cool things happen.”

Children and Families Panel member

A list of project resources and how to use them in training are available in [Appendix D](#). Wider useful resources are listed in [Appendix E](#).

Delivering training

5.1 Collaboration



Children and young people participating in training is an activity that should be supported by workers who have passed a Protecting Vulnerable Groups (PVG) Scotland check, had child protection training, who plan and allow time for appropriate support to participants, and are aware of all safeguarding procedures.

Where appropriate, and the required time, training and checks are in place, options for involving children and young people include:

- Co-designing resources for the training, such as videos or guides, with children and young people.
- Working with children and young people in an advisory group to design the training.
- Involving children and young people in the training modules by inviting them to attend and speak to specific topics, such as their favourite UNCRC article.
- Working with children and young people to evaluate the impact of the training.

If children and young people are involved, thank them for all their hard work!

Examples of the collaborative design of training materials include:

[I am me \(28\)](#) animated video about UNCRC Scotland.

[What \(not\) to do \(29\)](#) a video created by children working with Children's Parliament.

Further collaboration ideas are available in [Appendix F](#).

Delivering training

5.2 Using technology



Technology can be used to enhance and enrich training and learning experiences. It should be planned carefully to ensure it is as accessible as possible. It should also be accompanied by alternative formats and offline versions.

Different uses of technology might involve:

- Making use of innovative technology like smartboards, tablets, and phones for online learning.
- Fun games in online learning spaces.
- Using apps that gamify learning into small chunks.

Examples of innovative technology include:

- [Thinglink \(30\)](#) an interactive learning overview of UNCRC information created by Education Scotland.
- The digital tool Padlet, used to collect [UNCRC and Gaelic resources \(31\)](#).
- The digital tool Wakelet, used to collect [UNCRC resources for local authorities \(32\)](#).

Embedding the learning

6.1 Measuring change



When supporting workers to understand and apply a children's human rights approach, what does success look like? That all children and young people growing up in Scotland have their rights respected, protected and fulfilled, and live free from discrimination, regardless of their postcode, background or circumstances. The goal is for children and young people to grow up loved, safe and respected so that they realise their full potential.

Members of the Children and Families Panel described improvement as:

“All professionals would understand children's rights. It wouldn't depend on the standards of individuals and there would be consistency across organisations and public authorities.”

Embedding the learning

6.2 Evaluation



What stage can you measure success? The [theory of change for making rights real in Scotland \(33\)](#) suggests that evaluation of skills and knowledge capacity building could take place across two stages:

1. Initial outcome monitoring:

Narrative evidence collection: Gather narrative evidence during the delivery phase to assess the activity, engagement, and reactions of participants, including what skills and knowledge the workforce gains, and how the training incorporates the views of children and young people.

2. Long-term integration and evaluation:

Assessment of practices and frameworks: After the capacity building phase, evaluate the integration of a children's human rights approach into processes and practice. This includes a presence in workers' inductions and professional development processes like annual appraisals, as well as its inclusion into key quality frameworks and processes.

Professional practice and feedback: Monitor any changes and improvements in workers' practices and gather feedback from children and young people on what they think of the changes in practice.

For more information on evaluation and indicators, see [Appendix G](#) and also information on [fostering change in a complex system \(34\)](#) and [human rights education \(35\)](#).

Embedding the learning

6.2 Evaluation



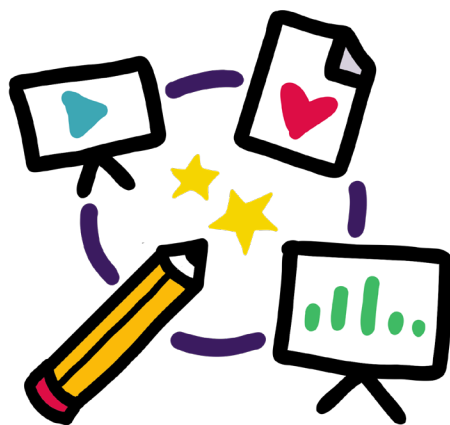
Evaluating training in a meaningful way can be challenging, especially gathering examples of changes in behaviour, attitudes and practice. It is important to collect data across different levels of the system and disaggregate data to ensure that marginalised learners' needs are met.

Case studies and qualitative evaluation methods like [most significant change \(36\)](#) are powerful ways of evaluating change. Personal stories from children and families about the impact that workers have had on their lives go a long way to illustrate the importance of the training. Here is one example shared by a member of the Children and Families Panel, which illustrates the change that one professional using a children's human rights approach had on a family who moved to Scotland.

“When we first moved here the only [child] I had under five was Zoey, and so we got a health visitor. She was everything, she came, she helped to settle in, and when we were willing to just settle for having a roof over our head, and the basics, she insisted that no, the girls had a right to toys and games, and pink curtains and all the things we couldn't do at the time. It was something we didn't really think would happen, especially not after we first got here, it was a bit rough. She was a godsend for sure because she was able to advocate for the kids in a way that I couldn't because I was new, so I didn't know who to talk to or what to do or anything like that. She was the voice of my children, she helped us to get settled and sorted, and she was everything.”

Embedding the learning

6.2 Evaluation



Meaningful evaluation includes data collection and disaggregation of data to understand changes in behaviour, attitudes and practice. Case studies can be one of the qualitative evaluation methods to demonstrate changes. Disaggregating data can help analyse whether training is effective for particular groups of learners and if their needs are met.

Data should also be gathered in an intersectional way, to analyse whether training is effective for marginalised learners and to explore whether the plan needs to be amended in future. For example, indicators could explore the experience of marginalised groups and individuals within the organisational workforce monitoring data. This might relate to a combination of protected characteristics included in the Equality Act 2010, as well as factors like digital confidence, contract type, highest previous educational level, or specific contextual factors relevant to the organisation.

Useful resources to learn more about evaluating training:

- Evaluation Support Scotland's resources about [asset-based approaches \(37\)](#) and [young people taking the lead on evaluation \(38\)](#).
- Better Evaluation's resources about approaches including [most significant change](#) and themes like [complexity \(39\)](#).

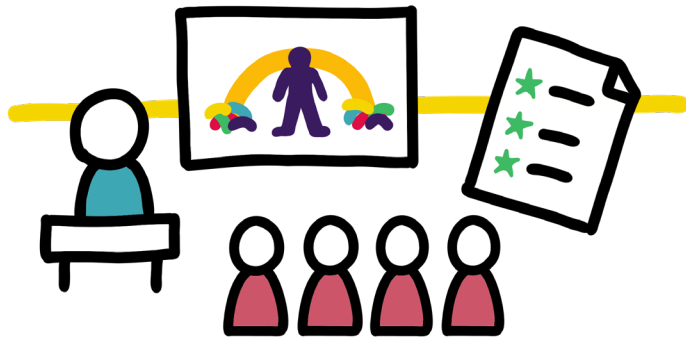
Reflection question: How will you know if you have designed good training?

Appendix A: Reflection questions for training planners

Reflection question	Your thoughts
Where is the UNCRC already evident in your organisation's strategies, policies, processes and training?	
Where do your organisational and professional values already reference or include children's rights values?	
How can you use the values of a children's human rights approach to guide your training plans?	
Who needs to be involved in creating UNCRC training in your organisation?	
What is your organisational training design approach and where can you build on existing good practice?	
What groups are already doing work on the UNCRC in your organisation, and do you have or use any existing materials?	
What are the upcoming opportunities to weave the UNCRC into training updates, existing training plans and wider workstreams?	

What types of wider and complementary capacity building about the UNCRC will ensure that the training created will be successful?	
How can creating UNCRC training in your organisation be an opportunity to model a children’s human rights approach to training that goes beyond one-way models of traditional learning?	
What is already working to create positive learning environments for children’s rights, human rights, or equality related topics in your organisation?	
How can you use this opportunity to improve your training planning process in your organisation to ensure that it uses a children’s human rights approach?	
How will you know if you have designed good training?	
How can you design a training plan that reaches everyone you are hoping to reach, including those who might not see how their work links to children’s rights?	
How can you effectively frame UNCRC training for people who are not familiar with it already?	

Appendix B: Key steps for planning training



1. Understanding the workforce roles and remits.
2. Scoping existing knowledge of the UNCRC and a children's human rights approach.
3. Assessing training needs. What are the skills and knowledge gaps? Refer to the Framework.
4. Agreeing on learning aims, outcomes and objectives.
5. Identifying quality trainers and training.
6. Developing local training structure and programmes.
7. Designing training delivery plans.
8. Testing the plans.
9. Delivering the training.
10. Evaluating the training.

Appendix C: Planning to reach everyone



Discussions with workers identified that some colleagues may be harder to reach, including those who have been in post a long time who have received conflicting or different training already; those who don't work directly with children and young people; those under intense workplace pressure; and those who don't have easy access to the internet through work.

It is important that the Framework and Training Plan link to job descriptions, contracts, performance assessments and skills audits.

Reflection question: How can you design a training plan that reaches everyone you are hoping to reach, including those who might not see how their work links to children's rights?

Workers suggested that elements of an inclusive training plan design would include:

- Knowing your audience and designing materials and activities that are accessible to all.
- Ensuring protected time for meaningful engagement.
- Having a flexible approach.
- Using examples of what the UNCRC means for your organisation.
- Using scenarios that demonstrate what rights respecting responses look like.
- Allowing reflection time for personal experiences.
- Offering different formats and online or in person options.

Appendix D: Project resources and how to use them in training

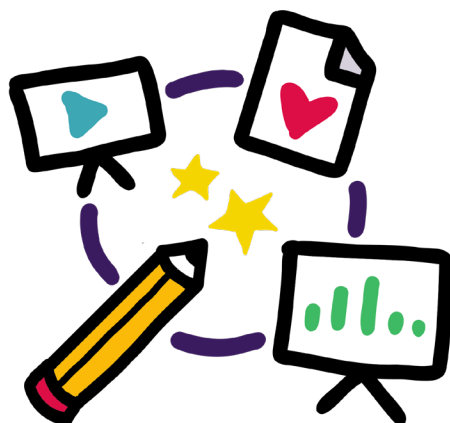
Resource	Description
Children and Families Panel case studies	<p>The following case studies were co-produced with children and young people, gathering their lived experiences to bridge the gap between theory and practice.</p> <p>The case studies illustrate what life is like for children and young people across Scotland. They will allow workers to reflect on the impact of aspects of their own practice that they may not have previously considered.</p> <p>The Children and Families Panel said how important it was that the workforce considered all aspects of a child’s life, including those beyond their own areas of work. A teacher may find learning in the case study on fostering and adoption, or a bus driver might find empathy in understanding issues affecting children seeking asylum.</p> <p>Learners can use the stories to conduct self-reflective exercises. Trainers can use the case studies as discussion activities for specific learning outcomes.</p> <p>What makes the right environment for a children’s human rights approach</p> <p>The holistic and long term effects of participation</p> <p>What does it feel like to be an asylum seeking child</p> <p>Fostered and adopted children</p> <p>Neurodivergent support needs in school</p>

Resource	Description
Professional Panel case studies and scenarios	<p>The following case studies and scenarios illustrate good practice across the five principles of a children's human rights approach. Trainers can use them as a prompt for discussion activities, or create their own scenarios adapted to the roles they are training.</p> <p>Accessible local authority budget</p> <p>Bus driver building relationships</p> <p>Child Impact Assessment toolkit for children with a parent/carer in the criminal justice system</p> <p>Children's rights awareness raising</p> <p>Children's rights in cultural spaces</p> <p>Children's rights in housing allocation policy</p> <p>Designing a child friendly feedback process</p> <p>Embedding children's rights across South Ayrshire schools</p> <p>Embedding children's rights and promoting participation</p> <p>Impact of Rights Respecting School award</p> <p>Improving children and young people's involvement in social work</p> <p>Inclusive communication training</p> <p>Inclusive practice in schools</p> <p>Involving children and young people in recruitment</p> <p>Local authority commissioning services</p> <p>NHS board using data to improve practice</p> <p>Partnership working to support young people</p>

Resource	Description
Professional Panel case studies and scenarios (continued)	Recording ‘voice’ and including non-verbal communicators The Impact Assessment process at Children’s Hearings Scotland The Voice of the baby: A Reflective Guide for the arts
Questions and answers	These questions and answers were co-produced with the Professional Panel. They can be used to create introductory training activities, or could be sent to learners in advance of training as part of a resource pack.
UNCRC timeline	The timeline can be used to create introductory training activities as part of training or e-Learning, or it could be sent to learners in advance of training as part of a resource pack. Learners could be asked to reflect on where key milestones in their organisation or professional career fall within the timeline, as a way of contextualising the progressive realisation of children’s rights over time.
UNCRC introductory video	The short video explains the history of the UNCRC, why children’s rights are important and describes what the UNCRC contains.
UNCRC implementation videos	These short videos explain what respecting, protecting and fulfilling human rights means for organisations across Scotland.
Children’s human rights approach video	The short video explains what a children’s human rights approach means in Scotland. It describes the five principles of a children’s human rights approach.

Resource	Description
Child rights budgeting videos	The budgeting videos can be used to further explain the learning outcome under the principle embedding.
Child Rights Impact Assessments videos	The Child Rights Impact Assessment videos can be used to further explain the learning outcome under the principle embedding.
Rights at risk videos	The rights at risk videos can be used to further explain the learning outcome under the principle equality and non-discrimination.
Participation resources	Participation tips – Professionals involved in participatory practice with children and young people will find this resource useful as a checklist, in addition the wider workforce will find it useful in understanding children’s rights practice generally. The Children and Families Panel said they felt some workers did not know how to engage with children and young people therefore this resource shows how to treat children and young people respectfully when engaging with them on a daily basis, as well as when seeking their views in direct participation work.
Making decisions using a children’s human rights approach	The resource can be used as a discussion activity to work through scenarios where rights are perceived to be in conflict, and to strengthen learners’ understanding of using a children’s human rights approach. The resource comes with example scenarios but they can be swapped with sector specific examples provided by an organisation.

Appendix E: Useful resources



Search the [Learning Library \(40\)](#) for examples of existing training, training materials and e-Learning from the third sector, public authorities and those carrying out public functions.

Project resources also include a [workshop template \(41\)](#), a sample programme for an [hour long workshop \(42\)](#), a [case study of existing training in Aberdeen \(43\)](#), and [information from the two project panels on what workers need to know \(44\)](#).

Scottish Social Services Council (SSSC) has a [Learning Plan Framework \(45\)](#).

Education Scotland has a [UNCRC self-reflection toolkit \(46\)](#).

You can sign up to [Children's Parliament's learning resources \(47\)](#).

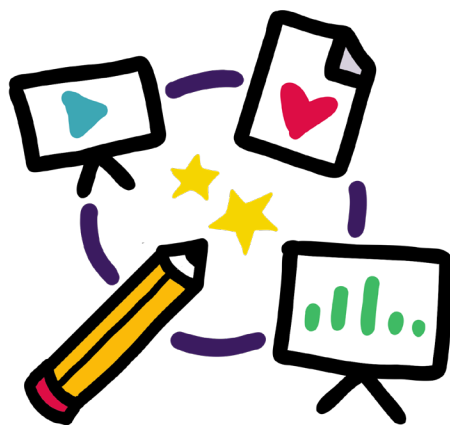
The Right Way – a Children's Rights Approach from Wales includes sector specific [training plans \(48\)](#) and case studies for teachers, undergraduates, and professionals in social care and health care.

Workforce surveys can be used as part of training needs analysis activities. There is a [form for workers \(49\)](#) and a [form for learning leads \(50\)](#).

Education Scotland self-evaluation toolkit [on Thinglink \(51\)](#).

SSSC's use of [Open Badges \(52\)](#) and [CYPCS and Scouts certificate \(53\)](#).

Appendix E: Useful resources



Scottish Government's guidance on [taking a children's human rights approach \(54\)](#).

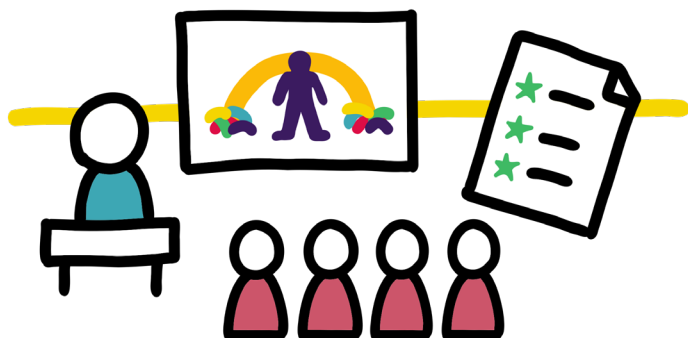
Together (Scottish Alliance for Children's Rights) publishes an annual [State of Children's Rights Report \(55\)](#) which explains where practice can be improved to fulfil children's rights in Scotland.

The [UN Committee on the Rights of the Child \(56\)](#) is made up of 18 experts appointed by the UN to monitor compliance with the UNCRC and provide governments with guidance on implementation. The UN Committee has issued over 25 [General Comments \(57\)](#) which have practical value in helping public authorities and those carrying out public functions to better understand how the UNCRC should be applied in daily practice.

The Committee holds periodic sessions to review progress made by states in fulfilling their obligations under the UNCRC. The Committee then issues recommendations in documents which are referred to as 'Concluding Observations.' These can help public authorities and those carrying out public functions when planning future improvements to their services. The last three UK Concluding Observations were [2023](#), [2016](#) and [2008 \(58\)](#).

Academic articles about leadership and policy developments can be found in the [International Journal of Children's Rights \(59\)](#).

Appendix F: Collaborative training design



Suggestions from the Professional Panel and workers on who they would like to see involved in creating training include:

- Children's and education services.
- Children's rights steering groups.
- Employee staff networks.
- Representatives from different departments.
- Specialists in topic areas like gender.
- Children and young people with additional support needs and care experience.
- Children and young people.
- Human resources.
- Senior management.
- Communications specialists.
- Frontline staff for testing.

Appendix G: Sample evaluation

Pre training questions	Post training questions	Impact survey
<ul style="list-style-type: none">Confidence levels on learning objectivesTraining undertaken to dateWhat workers hope to learnQuestions	<ul style="list-style-type: none">Confidence levels on having met learning objectivesChanges predictedBarriers to implementing learningFurther learning identified	<ul style="list-style-type: none">Changes in practiceWhat worked to overcome the barriers to implementation

Workers may have very different roles to play depending on the sector they work in and their position. Success could be measured by adapting the Framework learning outcomes to create bespoke child rights indicators that suit the roles of different learners. For example:

Learning outcome	Suggested indicator
Embedding	
I want to ensure that children’s rights are taken into account when commissioning services and developing partnerships with wider organisations and services.	Children’s rights are embedded into the commissioning of services and partnerships.
Equality and non-discrimination	
I want to learn how to support children and young people to have equal access to their rights, with a focus on those children and young people whose rights are at risk.	Equality and non-discrimination is at the forefront of service delivery with a dedicated focus on children whose rights are at risk.
Accountability	
I want to ensure that decisions are effectively communicated as part of accountable practice.	Children and young people report that actions and decisions are effectively communicated to them.

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Development team



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