

**aRIGHT
blether**
What's important to you?

Scotland's
Commissioner for
Children and
Young People

Evaluation of *a
RIGHT blether*

September 2011



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EXECUTIVE SUMMARY

1. This report presents the final findings from the evaluation of the national consultation '*a RIGHT blether*' undertaken by York Consulting on behalf of Scotland's Commissioner for Children and Young People.
2. The aims of *a RIGHT blether* were to consult with children and young people in order to: raise the profile and work of the Commissioner, Tam Baillie; inform the Commissioner's strategic workplan 2011–2015; and raise awareness of children's rights, specifically the United Nations Convention on the Rights of the Child (UNCRC) and particularly Article 12.
3. The findings from the evaluation suggest that these aims were met and participation was impressive, with 74,059 children and young people taking part in the VOTE element of the consultation alone.
4. The evaluation methodology comprised of:
 - I. an online census survey of all adults involved in the delivery of *a RIGHT blether*,
 - II. ten qualitative telephone consultations with adults in local authorities, schools and youth settings;
 - III. six focus groups with children and young people (three with children aged under 12 years old and three with young people over 12 years old). The focus groups were either conducted face-to-face or virtually.

Key Findings: Effectiveness of *a RIGHT blether*

5. Adult deliverers felt that the initiative was marketed effectively, with the majority hearing about *a RIGHT blether* via an event run by the Commissioner's team or via their local authority (LA). The main motivation for adults taking part in the initiative was to help teach children and young people about their rights under the UNCRC. The concept of a national consultation to help children and young people learn about democracy and voting was clearly valued and welcomed by adult deliverers.

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6. Survey respondents were most likely to have been involved in delivering the VOTE (79%). The element least participated in was CELEBRATE (27%). Two-fifths (41%) delivered a workshop and just under a third (30%) were involved with the MEET element.
7. Just over two-thirds of survey respondents (68%) agreed that a *RIGHT blether* was well managed and delivered overall. Respondents were less positive about the coordination of the consultation in their local area, with only half rating it 4 or 5 out of 5 and over a quarter (26%) rating it very poor or poor (1 or 2 out of 5). Qualitative comments from adults suggest that greater planning was needed at a local level in order to support those delivering it and enable a greater number of children and young people to access the consultation.
8. Views on whether a *RIGHT blether* was able to reach as many children and young people as possible were mixed, with some uncertainty in this area. Many liked the VOTE element as this was perceived as an activity that could gain views of all children and young people across Scotland. Adults highlighted that: not all children and young people had access to the MEET element; the initiative was not as accessible to children with complex or additional support needs; and not enough community and youth groups were involved to engage children and young people out of school.
9. Children and young people enjoyed participating in a *RIGHT blether*, with 88% of adult deliverers agreeing with this statement. The five elements (where delivered) successfully engaged children and young people. In the view of adults, the VOTE and PARTICIPATE element were the most engaging. Where it took place, children and young people also reported meeting the Commissioner as having a particular impact on them, citing that it made them feel they were being listened to and having their views taken into account.
10. Both adult deliverers and children and young people indicated that the VOTE element could be improved to help engage them fully. This was particularly true for older young people, who felt the questions on the VOTE were too closed and simple, not focused enough or not relevant to the issues they

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were concerned about. Young people were not aware that young people had been canvassed before voting cards were produced about what should go on them.

11. Findings suggest that the initiative has been more engaging of children under 12 years than those over 12 years old. Reasons for this include: challenges associated with coordinating the initiative at a local level have perhaps adversely affected secondary schools; secondary schools require more time to plan activities into the school curriculum; and schools struggled to see which lesson *a RIGHT blether* could fit into.
12. The research has highlighted a number of success factors at a local level associated with effective delivery of *a RIGHT blether*. These include: providing timely feedback to children and young people on the results of the VOTE e.g. through wall displays or use of PPVote (software that enables participants to interact with Microsoft PowerPoint slides using voting pads); aligning the initiative to existing activity or events to reinforce the message about rights e.g. if the school was working towards the Rights Respecting School status; having high-quality, adaptable materials and resources provided to them to help integrate into activities and; delivering more than one element of *a RIGHT blether* over a period of time to achieve greater impact.

Key Findings: Outcomes and Impact

13. Overwhelmingly the two biggest outcomes for those participating in *a RIGHT blether* have been on improving understanding and awareness of the work of the Commissioner and of children's rights under the UNCRC. This has been the case for both adults and young people participating in the consultation. Wider impacts on children and young people include: the development of discussions on citizenship; an increased awareness of how they can exercise their rights on a day-to-day basis; an increase in knowledge of and engagement in decision-making processes; and increased dialogue about human rights in other countries.

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14. *a RIGHT blether* has impacted on adult deliverers and participating organisations positively but to a lesser extent than for children and young people, largely because areas where *a RIGHT blether* could be expected to impact, such as awareness and understanding of children's rights, were already well developed amongst a number of adult deliverers and participating organisations anyway. However the findings have highlighted several examples of impacts which include: schools signing up to UNICEF's Rights Respecting School as a result of their increased awareness of children's rights; using the VOTE results in a local authority to support future activity; and integrating the materials and resources into other activity delivered by the school/youth organisation.

Future Development and Recommendations

15. Nearly four-fifths of survey respondents (79%) would take part in another initiative run by Scotland's Commissioner for Children and Young People. Adults feel that the concept behind the initiative was excellent and important. There are a number of aspects which adults and children and young people feel could be improved if a similar future initiative is delivered. These focus on:
- timing and planning;
 - improving the range, focus and scope of the questions used for the VOTE, particularly for older children and young people;
 - improved coordination at a local level between schools, local authorities, youth groups and community organisations;
 - greater publicity and communication to a wider number of organisations;
 - greater use of GLOW meetings and social media to increase interactivity;
 - timely feedback from the consultation using a range of methods.
-

16. Based on our analysis of the findings we have devised the following recommendations in **Figure 1** which you may wish to consider for future initiatives. We have provided more detail in **Section 4**.

Figure 1: Recommendations

Timing: a longer lead-in time is required to focus on marketing the initiative to LAs, schools and youth/community groups. Feedback to children and young people should be undertaken quickly so they can see the impact of their input.

Promotion and support for LAs: identifying lead contacts within LAs who may require support for local area coordination would aid LA support for the consultation. Informal training events for adults to improve their own knowledge and develop their ideas for using resources effectively and how they link to existing activities would be helpful.

Integration with wider community work: identifying and supporting wider community groups with ideas on how the initiative can be integrated into activities would help get the initiative to children and young people who are part of youth/community groups outside of school.

Annual event: consider how an initiative could become part of the calendar for LAs, youth organisations and schools as an annual event.

Greater utilisation of young people and social media tools: consider how children and young people could be trained as ambassadors or champions to deliver events or peer-to-peer workshops. Use of Facebook, YouTube and Young Scot cards could also be considered, particularly for disseminating consultation results quickly in order to maintain momentum. Consider the use of separate voting cards for the two age groups. Ensuring how the older age category can provide further detail on their votes should also be considered.

1 INTRODUCTION

- 1.1 In June 2011 Scotland's Commissioner for Children and Young People commissioned York Consulting to undertake an evaluation of their national consultation with children and young people, titled '*a RIGHT blether*'. This report presents the findings from the evaluation.

Background Context

- 1.2 Recent years have seen a mounting focus on children's rights (UNICEF 1995) and in practices to involve children and young people more directly in decision-making affecting their lives. The commitment of Scotland to act upon the rights enshrined in the UNCRC has been reflected in both legislation and the advancement of Scotland's Commissioner for Children and Young People as a statutory body. The Commissioner has a remit to promote and safeguard the rights of children and young people and reports directly to the Scottish Parliament.
- 1.3 The participation agenda is a core component of wider children and young people policies in Scotland. Most recently, the Schools (Consultation) (Scotland) Act 2010 has made acting on the UNCRC a legal duty, and local authorities (LAs) must now consult with children and young people regarding school closures or other significant changes affecting their school. In addition, developing young people as 'responsible citizens' and 'effective contributors' are two of the central aims of Curriculum for Excellence¹. Increasingly wider public services and Voluntary and Civil Society Organisations (VCSOs) are also required to take the views of children and young people seriously.

¹ Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The knowledge, skills and attributes learners will develop will allow them to develop four key capacities: to be successful learners, confident individuals, responsible citizens and effective contributors.

- 1.4 Despite increasing support for the principle of young people's involvement, literature shows that children and young people's research is not an uncomplicated good. Translation from theory to practice is not without difficulty. Nevertheless, there is a growing bank of evidence on how organisations and agencies can engage in participation that is effective, inclusive and meaningful rather than tokenistic, with organisational and societal benefits, as well as benefits for young people².

What was a *RIGHT blether*?

- 1.5 a *RIGHT blether* was a national consultation with children and young people under the age of 18 (21 if the young person had experience of Scotland's care system) undertaken by Scotland's Commissioner for Children and Young People, Tam Baillie, in 2010. Participation was impressive, with 74,059 children and young people taking part in the VOTE element of the consultation alone. Its aims were three-fold:
- to capture and utilise feedback from children and young people to inform the Commissioner's strategic workplan 2011-2015;
 - to raise awareness and understanding of children's rights – and specifically the United Nations Convention on the Rights of the Child (UNCRC) and in particular Article 12³ – amongst Scotland's children, young people and adults;
 - to raise awareness and understanding of the purpose and role of Scotland's Commissioner for Children and Young People.

² www.participationworks.org.uk

³ "Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account." Source: <http://www.unicef.org/crc/files/Participation.pdf>.

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1.6 To meet these aims, five key activities were delivered:

- **PARTICIPATE** – packs were distributed to schools and other youth settings to support adults to deliver interactive workshops for children and young people to learn about their rights;
- **CREATE** – children and young people could tell the Commissioner about their ‘RIGHT brilliant thing’, which could have been an idea about their future or examples of where their rights were being respected;
- **MEET** – the Commissioner travelled across all 32 LAs in Scotland to introduce himself to and gain the views of children and young people at schools, youth organisations, GLOW meetings and LA-wide events;
- **VOTE** – in November 2010 children and young people voted on what the Commissioner’s priorities should be, on questions determined by children and young people beforehand⁴ under four headings: 1) In The Home, 2) Where We Learn, 3) In The Community, and 4) In Scotland;
- **CELEBRATE** – parties were held to mark the 21st anniversary of the United Nations Convention on the Rights of the Child.

Evaluation Aims

1.7 The overall aim of the evaluation was to report on the processes and outcomes of *a RIGHT blether* for its participants and to assess its impact across Scotland. In particular, the objectives of the evaluation were to focus on:

- children and young people’s involvement;
- stakeholder and key partners’ involvement;
- general outcomes;
- impacts on participants and adults who facilitated their involvement;
- key areas of learning for future projects/consultations.

⁴ More detail on the process for determining the VOTE questions is in paragraph 0.

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1.8 Not all aspects of the development of *a RIGHT blether* were covered by the evaluation. Areas not assessed as part of the evaluation include: the design of the promotional materials (other than where these played a part in children and young people's involvement); the design and format of the voting card used for the VOTE element; the consultation on the topics that made up the voting card; and feedback subsequently delivered by the Commissioner on the results of *a RIGHT blether*.

Evaluation Approach

1.9 The evaluation and this report utilises mainly primary research but also refers to secondary research such as: the results from the VOTE⁵ and CREATE elements; details on the Commissioner's tour as part of the MEET element; and national data on primary and secondary age pupils in Scotland. The methodology for our primary research comprised:

- **an online census survey** of adults involved in the delivery of *a RIGHT blether*⁶ (see **Annex A**);
- **ten qualitative telephone consultations** with adult deliverers from LAs, schools and youth organisations;
- **six focus groups** with children and young people.

⁵ Source: *a RIGHT blether* – Vote Results. Available here: <http://www.sccyp.org.uk/infoforadults/a-right-blether/vote-results>

⁶ Adults involved in the delivery of *a RIGHT blether* were those who delivered actual activities and/or those who facilitated *a RIGHT blether* so children and young people could take part (e.g. by promoting *a RIGHT blether*, even on a small scale). In this report we refer throughout to adults as “adult deliverers” to distinguish them from being ‘participants’ of the actual activities themselves.

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Online Census Survey

1.10 A link to the survey was circulated to approximately 1,300 adults on the database held by the Commissioner's team. 195 responses⁷ were received from all 32 LAs in Scotland, with numbers of respondents per LA broadly reflecting the levels of participation in the VOTE element of a *RIGHT blether*⁸. Given the timing of the survey had to take place during the summer holidays, and was some time after the end of the consultation, this is a positive response rate. It is also likely that a number of adult deliverers on the database may have had limited involvement in a *RIGHT blether* and therefore may not have felt able to complete the survey fully.

1.11 **Table 1** shows that the largest number of responses came from either local authority (LA) personnel or school staff, most of whom were from a primary school. Most respondents were either a class teacher, school headteacher or senior leader, or Children's Rights Officer/Community Education Officer (**Figure 2**).

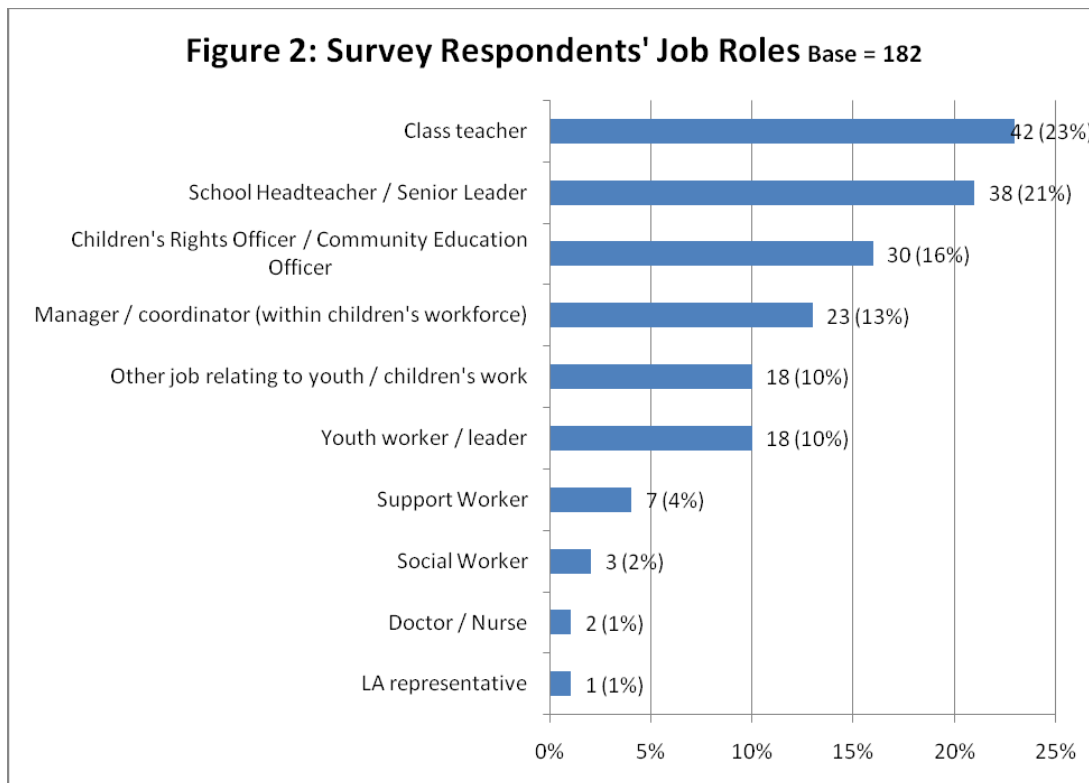
Table 1: What type of organisation do you work for?		
<i>Base = 195</i>	% ⁹	Responses
Primary or secondary school	31%	61
Local authority	24%	46
Youth work	12%	23
National organisation/charity	10%	20
Community learning	9%	17
Special school	4%	8
Uniformed group	2%	3
Other	9%	17

⁷ Due to some questions being non-compulsory, some omitting of Don't Know or N/A answers, and 11 respondents only partially completing the survey, base numbers (i.e. the number of respondents that answer the question) differ.

⁸ Available in Appendix One of a *RIGHT blether* - Vote Results. Available here: <http://www.sccyp.org.uk/infoforadults/a-right-blether/vote-results>

⁹ Percentages throughout the report may not sum to 100% due to rounding.

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Qualitative Telephone Consultations

1.12 Ten qualitative telephone consultations were conducted with adult deliverers across four LA areas. Areas were selected to provide a mix of both LA type (e.g. city/rural and location across Scotland) and level of participation in the VOTE element of a *RIGHT blether* (high; high-medium; medium-low; low). For each area a contact from the LA, participating school and youth organisation was identified. In total, consultations were undertaken with representatives from four schools, three youth organisations and three LAs.

Focus Groups

1.13 Six focus groups were conducted with children and young people in primary and secondary schools and youth organisations, who were known to have participated in several elements of the initiative, as identified by the Commissioner's team. These incorporated:

- three groups with primary age children (two primary schools and a YMCA–YWCA) and three with secondary age young people (two academies and one with the Scottish Youth Parliament);
- the groups conducted with schools were face-to-face and the groups with children and young people from the Youth Parliament and the YMCA–YWCA were conducted successfully online using specialist virtual focus group technology.

Overview of Report

1.14 The remainder of the report draws from our primary and secondary research and is structured as follows:

- **Section 2:** Effectiveness of a *RIGHT blether*:
 - delivery;
 - engagement of children and young people;
 - success factors and challenges;
- **Section 3:** Outcomes and Impact;
- **Section 4:** Future Development and Recommendations.

2 EFFECTIVENESS OF *a RIGHT blether*

2.1 In this section we discuss the delivery of *a RIGHT blether* and how effective it was under three headings:

- delivery;
- engagement of children and young people;
- success factors and challenges.

Delivery

2.2 We discuss the delivery of *a RIGHT blether* under the following headings:

- initial set-up;
- marketing and promotion;
- participation;
- management and coordination;
- representation and reach;
- the five elements of *a RIGHT blether*.

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Initial Set-Up

2.3 **Table 2** suggests that respondents to the survey of adult deliverers mostly heard about the initiative either via an event run by the Commissioner (31%) or via their local authority (31%). Being notified via a marketing email sent directly from the Commissioner's team or forwarded by a manager were also commonly cited by respondents.

Table 2: How did you first hear about <i>a RIGHT blether</i>?		
<i>Base = 195</i>	%	Responses
An event run by Scotland's Commissioner for Children and Young People	31%	61
My local authority	31%	61
My school	15%	29
A colleague in another school/youth organisation	6%	12
A related event or conference	6%	11
Marketing materials (paper-based or electronic)	4%	8
Other (please specify) ¹⁰	7%	13

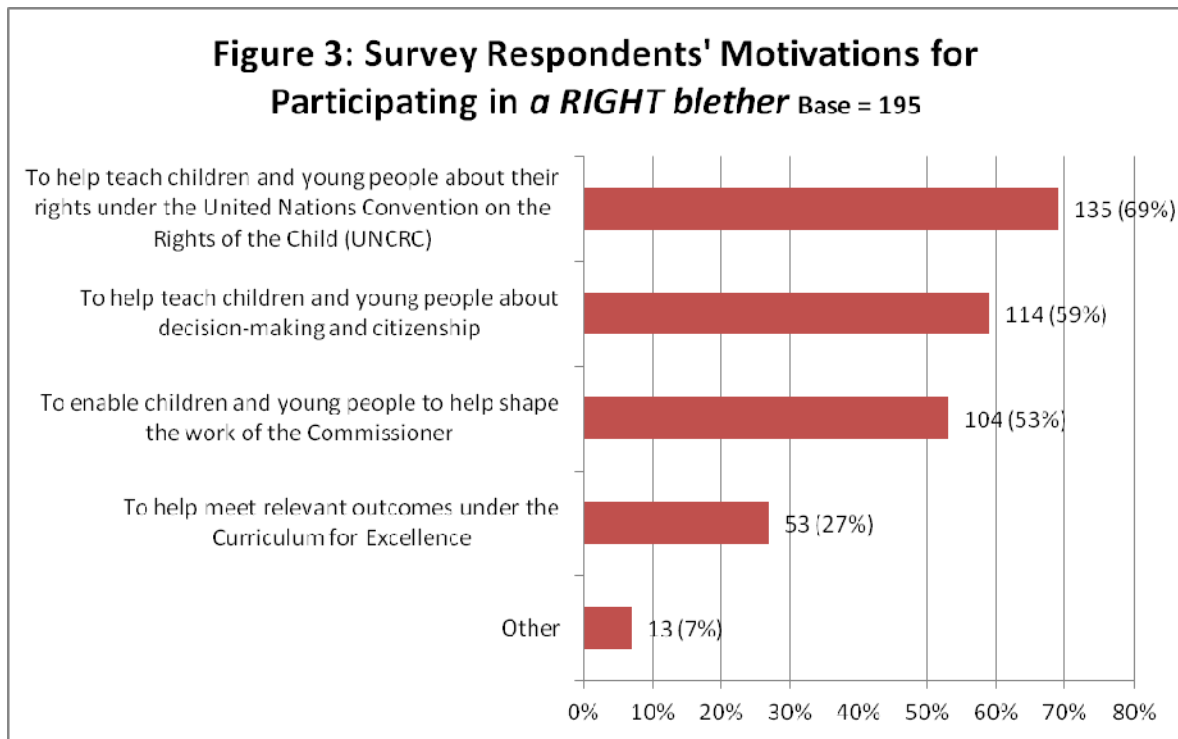
2.4 The main motivations for deciding to take part in *a RIGHT blether* (**Figure 3**) were to:

- help teach children and young people about their rights under the United Nations Convention on the Rights of the Child (UNCRC) (69%);
- help teach children and young people about decision-making and citizenship (59%);
- enable children and young people to help shape the work of the Commissioner (53%);

2.5 However only just over a quarter of adult deliverers (27%) got involved to help meet relevant outcomes under the Curriculum for Excellence. Qualitative comments also suggest this was not a common motivator.

¹⁰ Table has some re-assigned responses from the 'Other' category.

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2.6 A number of the 'Other' responses to this question focused on the desire to enable children and young people to take part in a wide-ranging national consultation. It was clear from these and other qualitative comments that the concept of a national consultation to help children and young people learn about democracy and voting was also clearly valued and motivated adults to use the initiative to develop children's awareness. The opportunity for adult deliverers to reinforce existing messages about rights was welcomed: for example if the school was working towards the UNICEF Rights Respecting School Award; or if pupils had been learning about the voting system and the Scottish Parliament:

"Our main motivation for getting involved was to pick up on the young people's interest in the elections. We wanted to raise awareness of the voting system and how this relates to citizenship" (Youth worker).

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Marketing and Promotion

2.7 **Table 3** shows that the majority of respondents to the survey (74%) rated the marketing of a *RIGHT blether* as good or very good (4 or 5 out of 5). Views on the marketing materials and resource packs were positive with respondents perceiving them to be high-quality, well presented and appealing to young people.

Table 3: Marketing of a <i>RIGHT blether</i>					
<i>Base = 186</i>	Rating (5=very good and 1=poor)				
	1	2	3	4	5
The marketing of a <i>RIGHT blether</i> (e.g. logo, images, website)	3 (2%)	7 (4%)	39 (21%)	73 (39%)	64 (34%)

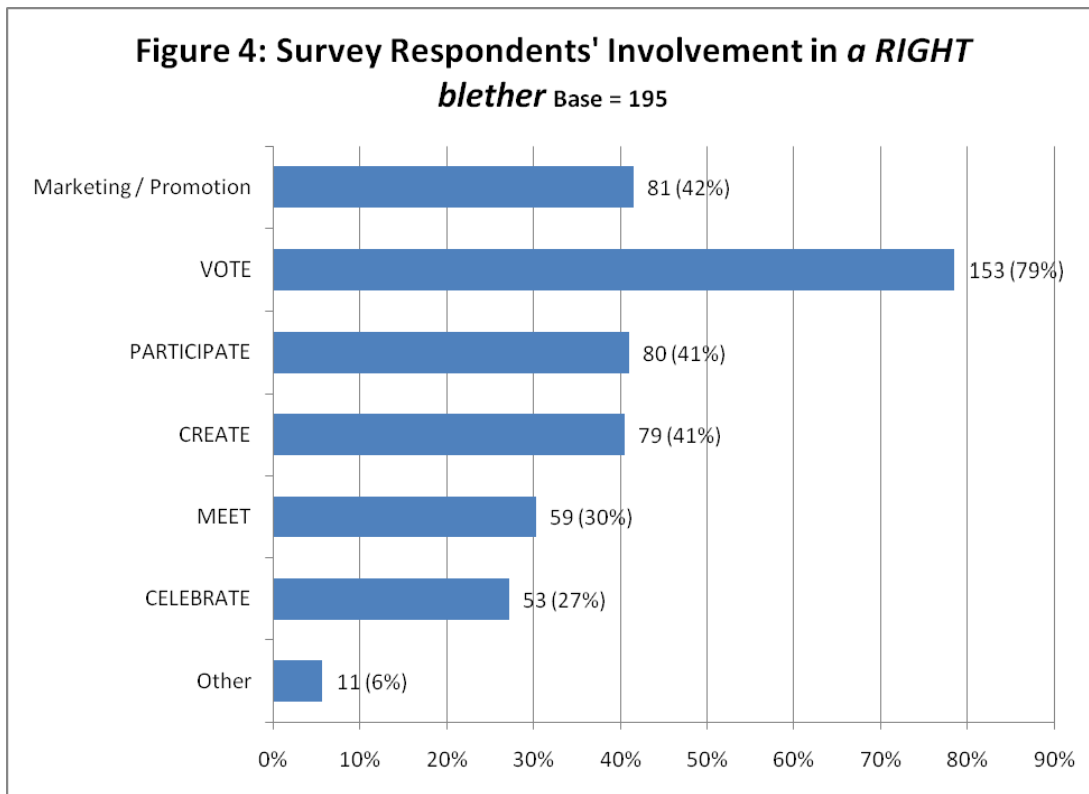
2.8 Views on the consistency and reach of the initial marketing campaign are more mixed. Qualitative comments emphasise that not all adult deliverers could recall much marketing or had only seen a poster 'by chance'. A number of adult deliverers felt the marketing to be ad-hoc and that information about the initiative should have reached a greater number of organisations at a much earlier point.

2.9 The name '*a RIGHT blether*' was well received by children and young people, though a small number of adult deliverers stated that they did not like the name or felt that it did not make clear what *a RIGHT blether* was.

Participation

2.10 The majority of survey respondents (79%) were involved with the VOTE element of a *RIGHT blether* (**Figure 4**). The element least participated in was the CELEBRATE element (27%). Just over two-fifths of respondents (41%) delivered a workshop (PARTICIPATE) to children and young people and just under a third (30%) of respondents were involved with MEET (coordinating a visit/event with the Commissioner). A number of the 'Other' responses related to participation in a youth event relating to UNCRC rights or a GLOW event.

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2.11 The most commonly delivered workshops were 'Me and my Community' and 'Me and My Rights', both delivered by over 90 respondents to the survey and often delivered on more than one occasion. 'Me at Home' was delivered the least, by 79 respondents (**Table 4**).

Table 4: How many workshops did you deliver for the PARTICIPATE element of a *RIGHT blether*, if any?

	1	2	3	4	5	More than 5	<i>Number of adults who delivered a workshop</i>	Did not use
Me and My Rights (Base = 148)	47	16	9	9	3	11	95	53
Me and My Community (Base = 143)	52	15	7	6	4	8	92	51
Me and My Learning (Base = 144)	46	15	8	5	2	9	85	59
Me and My Scotland (Base = 144)	42	12	9	5	3	9	80	64
Me at Home (Base = 144)	42	14	6	5	3	9	79	65

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Management and Coordination

2.12 Just over two-thirds of survey respondents (68%) agreed that a *RIGHT blether* was well managed and delivered overall (Table 5).

Table 5: Management and Delivery					
<i>Base = 186</i>	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<i>a RIGHT blether</i> was well managed and delivered overall	35 (19%)	91 (49%)	41 (22%)	13 (7%)	6 (3%)

2.13 Respondents were less positive about the coordination of a *RIGHT blether* in their local authority area with only half (50%) rating it 4 or 5 out of 5 (Table 6) and over a quarter (26%) rating it very poor or poor (1 or 2 out of 5).

Table 6: Coordination of a <i>RIGHT blether</i>					
<i>Base = 167</i>	Rating (5=very good and 1=poor)				
	1	2	3	4	5
The coordination of a <i>RIGHT blether</i> in your local authority area	13 (8%)	30 (18%)	40 (22%)	46 (28%)	38 (23%)

2.14 A number of comments from adult deliverers suggested that greater planning was needed at a local level in order to support those delivering it and enable a greater number of children and young people to access the consultation.

“Some LAs need more support than others. Perhaps those with less capacity or resources could have been supported once the initiative started to ensure more equal representivity across Scotland. Buy-in from the LA is important if participation in an area is to be significant. Somebody in the LA needs to be identified and support provided” (LA rep);

“Much more cohesive coordination amongst staff could be in place. As an outside organisation this is something that we felt wasn't present” (PR for residential childcare client).

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Representation and Reach

2.15 Views on whether *a RIGHT blether* was able to reach as many children and young people as possible across all areas of Scotland were mixed (Table 7). Over half of survey respondents (58%) rated this aspect as good or very good (4 or 5 out of 5). There is evidence of some uncertainty amongst some respondents as just over two-fifths (41%) rated this aspect 2 or 3 out of 5.

Table 7: Reach of a <i>RIGHT blether</i>					
<i>Base = 172</i>	Rating (5= very good and 1=poor)				
	1	2	3	4	5
The ability of <i>a RIGHT blether</i> to reach as many people as possible across all areas of Scotland	3 (2%)	17 (10%)	53 (31%)	61 (35%)	38 (22%)

2.16 For many adult deliverers, as well as children and young people, the VOTE element was perceived as an activity that could gain the views of all children and young people across Scotland and therefore had the most 'reach'. Other points raised include:

- the initiative could have been made more accessible to those outside of schools, young people who are excluded or those with additional learning needs;
- not all children and young people had access to the MEET element;
- knowledge of *a RIGHT blether* was not widespread enough across wider community groups. This is further corroborated by the fact that 78% of votes were cast in schools, with only 9% cast in "*other voting centres*"¹¹.

¹¹ Source: *a RIGHT blether* – Vote Results. Available here: <http://www.sccyp.org.uk/infoforadults/a-right-blether/vote-results>

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2.17 Around 150,000 voting cards were distributed to schools and youth centres to enable children and young people to take part in the VOTE element. The actual level of participation in the VOTE was 74,059 across 460 voting centres, which was nearly 11% of the number of pupils in public funded schools across Scotland¹². The proportions of votes by children up to age 11 and those 12 and above (**Table 8**) broadly reflect the proportions of primary and secondary age pupils in Scotland.

Table 8: Participation in the VOTE Element		
Age group	Number of votes cast	% of votes cast
up to 11	40,555	54.8%
12 to 17	33,063	44.6%
18 to 21 ¹³	233	0.3%
Unknown	208	0.3%
Total	74,059	100.0%

The Five Elements of a *RIGHT blether*

2.18 The five elements that comprised a *RIGHT blether* were clearly well received by adult deliverers and children and young people. **Table 9** presents the prevailing views of each of the five elements.

¹² *ibid.* There were 676,740 pupils in 2009 based on table 5.3 in Pupils in Scotland, 2009, Statistical Bulletin Education Series ISSN 1479-7569.

¹³ Under 21s were included if they had ever been 'looked after' or in care.

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Table 9: Views on the Five Elements of a <i>RIGHT blether</i>	
PARTICIPATE	<p>This element was valued by young people, and adults especially. It is effective for all ages – incorporating “<i>great illustrations and graphics</i>” that were vibrant, fun and accessible – and children indicated it felt different to usual classroom activities. Adults suggested that it was most effective if the workshop and resource packs are known about in advance, so they could be planned into new or existing activities to support the VOTE element.</p> <p style="text-align: center;"><i>“I will definitely use some of the workshop materials in the future with different classes”</i> (Primary school teacher);</p> <p style="text-align: center;"><i>“They were really nice – pupils were given more time and space than a classroom situation”</i> (Primary headteacher);</p> <p style="text-align: center;"><i>“Young people were made more aware of what they were voting on beforehand via an assembly and the workshops”</i> (Primary headteacher);</p> <p style="text-align: center;"><i>“My favourite part was the workshop”</i> (Primary age child).</p>
CREATE	<p>This element has been effectively employed by (primary) schools as a class activity and later as part of a wall display. Children and young people liked the fairness of this element in that it gave everybody a chance to contribute. Receiving a reply from the Commissioner was especially valued by children in primary schools. The effectiveness of this element was less evident for older young people however.</p> <p style="text-align: center;"><i>“We liked the fact that everyone in the school was able to give their ideas. It was fair”</i> (Primary age child).</p>

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Table 9: Views on the Five Elements of a <i>RIGHT blether</i>	
MEET	<p>This was viewed as a valuable and influential strand, particularly by children and young people. Linking the Commissioner's office and UNCRC to a real person helped young people to remember the rights and the role of the Commissioner: the vast majority could recognise the Commissioner instantly and knew who he was. Suggestions were made that use of YouTube, videos and chat rooms, together with well-coordinated, area-wide events, could be more effectively employed for the Commissioner to interact with young people without the need to be there in person. Some children and young people expressed disappointment that they were unable to meet the Commissioner and a small number of adults highlighted that some visits were arranged at short notice or that not all young people could go who wanted to.</p> <p style="text-align: center;"><i>"Tam was interested in us"</i> (Primary age child);</p> <p style="text-align: center;"><i>"We got to be on a video broadcast!"</i> (Primary age child).</p>
VOTE	<p>This element was by far the most commonly employed strand. It was perceived as a national, influential and fair activity by both children and young people and adults as it gave a large number of children and young people a voice. It was most effective when prior work was undertaken (e.g. with the PARTICIPATE element) to inform children and young people about the purpose and meaning behind the questions.</p> <p style="text-align: center;"><i>"I think it provided an opportunity for real voting power for children"</i> (Primary deputy headteacher).</p> <p>Young people didn't like the pre-determined nature of the questions and were not aware that young people had been canvassed before voting cards were produced about what should go on them. There was the perception that questions could have been more relevant, especially for older young people.</p> <p style="text-align: center;"><i>"I felt that some of the questions did not address the issues young people face, or didn't give them an option to suit them – perhaps questions and answers would have been better suited than tick boxes of answers"</i> (Community Learning and Development Worker).</p>

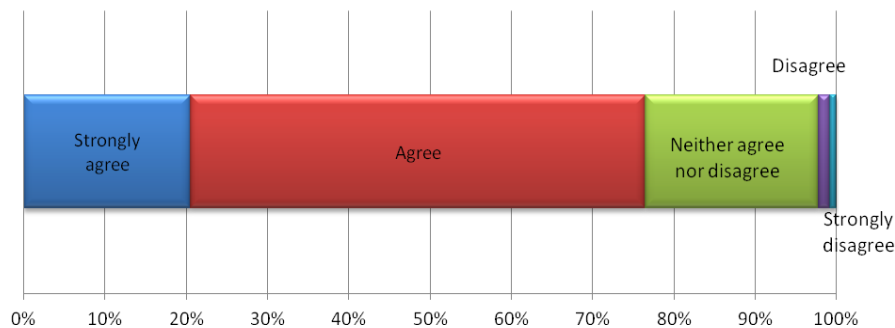
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Table 9: Views on the Five Elements of a <i>RIGHT blether</i>	
CELEBRATE	<p>This was the least employed strand of a <i>RIGHT blether</i>. Where it was used, it contributed to the fun element of the consultation and was enjoyed by children. It also helped to reinforce the message about children's rights and gave them a sense of importance.</p> <p style="text-align: center;"><i>"We held a whole school party in school time, directed by children themselves, which gave importance to the event, where children organised games and took photos which were later displayed around the school"</i> (Primary headteacher).</p>

Engagement of Children and Young People

2.19 **Figure 5** shows that adults consider that, where they have been delivered, the five elements of a *RIGHT blether* have successfully engaged children and young people. Agreement with the statements about the five elements in the following graph indicates that the VOTE and PARTICIPATE were most engaging in the view of adults who participated in the survey, with over 80% of them agreeing that these elements are an interesting and engaging way for children and young people to get their views across and to learn about their rights respectively.

Figure 5a: Survey Respondents' Views on the Five Elements of a *RIGHT blether*:
To what extent to you agree or disagree that the CREATE element enabled children and young people to get their views across in an interesting and engaging way? Base = 136



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Figure 5b: Survey Respondents' Views on the Five Elements of a *RIGHT blether*:
To what extent to you agree or disagree that the *MEET* element enabled children and young people to get their views across in an interesting and engaging way? Base = 135

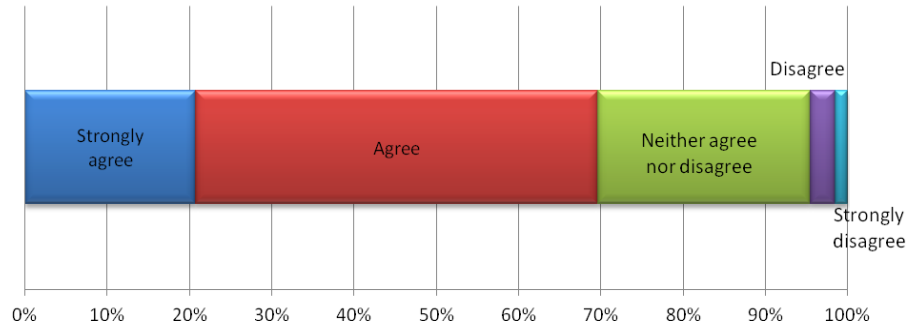


Figure 5c: Survey Respondents' Views on the Five Elements of a *RIGHT blether*:
To what extent to you agree or disagree that the *VOTE* element enabled children and young people to get their views across in an interesting and engaging way? Base = 177

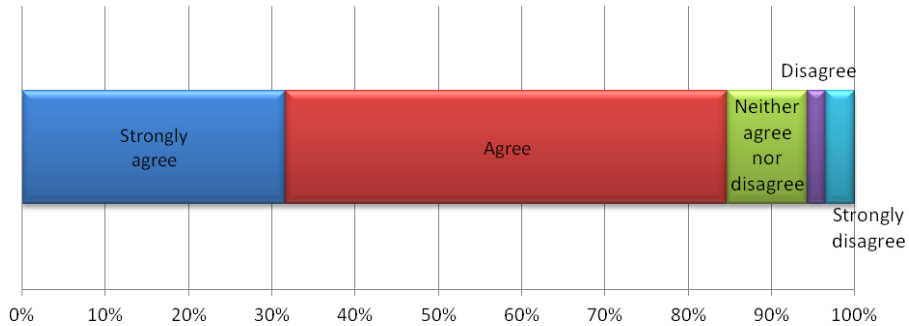
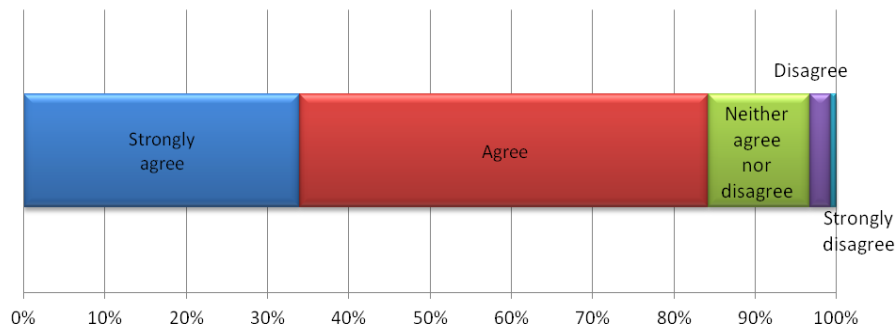
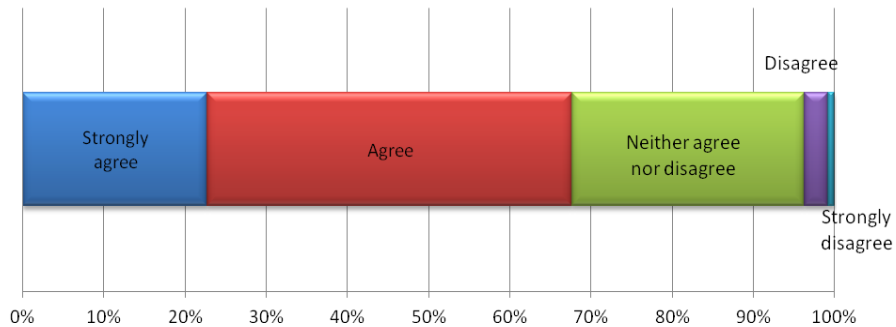


Figure 5d: Survey Respondents' Views on the Five Elements of a *RIGHT blether*:
To what extent to you agree or disagree that the *PARTICIPATE* element enabled children and young people to learn about their rights in an interesting and engaging way? Base = 153



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Figure 5e: Survey Respondents' Views on the Five Elements of a *RIGHT blether*:
To what extent to you agree or disagree that the *CELEBRATE* element enabled children and young people to learn about their rights in an interesting and engaging way? Base = 136



2.20 It was apparent from speaking with children and young people who participated in a *RIGHT blether* that the vast majority enjoyed taking part in the consultation. **Figure 6** shows some examples of the reactions of children and young people to the consultation:

Figure 6: Views of Children and Young People on a *RIGHT blether*

"my favourite part was the workshop and learning about the voting. I was a bit disappointed that Tam couldn't come" (Primary age child)

"I liked meeting Tam as he's important and famous. It made us feel like he was listening to us" (Primary age child)

"I enjoyed meeting Tam. Being able to meet the person and the top is good. It lets us get our points across without wondering if it'll be lost in an office somewhere" (Secondary age young person)

"I thought the workshops were good and I understood rather than just sitting down at a desk and being talked at" (Primary age child)

"workshops are a better way of learning...they are useful and interactive" (Secondary age young person)

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2.21 This finding is reflected in the survey of adult deliverers, where 88% of adults agreed that children and young people enjoyed participating in a *RIGHT blether* (Table 10). Only 4 adult deliverers out of 174 (2%) who responded to the question disagreed.

Table 10: How has a <i>RIGHT blether</i> affected the children and young people you work with?					
<i>Base = 174</i>	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Children and young people enjoyed participating in a <i>RIGHT blether</i>	58 (33%)	95 (55%)	17 (10%)	3 (2%)	1 (1%)

2.22 The findings from the evaluation suggest that a *RIGHT blether* has been more engaging of younger children than those of secondary school age. The reasons for this include:

- the challenges associated with coordinating the consultation at a local authority area level have perhaps adversely affected secondary schools more than primary schools;
- secondary schools require more time to plan to integrate initiatives into an already crowded curriculum, particularly for students doing their Highers (for example the VOTE took place during a period where secondary pupils were undertaking their preliminary exams);
- challenges in seeing where a *RIGHT blether* could sit in a school: there were difficulties in integrating the consultation with Modern Studies or PSE lessons or adopting a cross curricular approach.

2.23 Future developments of the initiative could focus on engaging young people in the older age groups to maximise the potential of a *RIGHT blether*. The main criticisms adults and young people related to the VOTE element (see Figure 7) and the need for more opportunities for interactivity.

Figure 7: Views on the VOTE Element of a *RIGHT blether*

"The questions were closed and too simple. The questions were not well explained to us."
(Secondary age young person)

"We should have had more information on what we were voting for" (Secondary age young person)

"It didn't seem to make robust enough links with the issues the children were really interested in."
(LA rep);

"The questions in the VOTE could be better designed to actually capture the views of children and young people in more tangible ways – the areas were so broad it is difficult to use the vote to influence policy." (LA rep)

"It would be more effective if young people could be more involved in running and participating in the events where Tam is involved." (LA rep)

"It's more effective when young people are actively involved in running the activities: setting up the ballot boxes, creating posters. They also respond better to their peers." (Secondary school teacher)

2.24 Young people felt that more could have been done to make the questions relevant to them. They were unaware that a consultation exercise had been held with children and young people before the voting cards were produced to generate question topics they voted on. 185 topics were identified through a range of events that included: the Scottish Youth Parliament's 'Picture the Change' consultation; the creation of a Children's Manifesto by the Children's Parliament; the 'Hear Me' Youth Debate, part of the 2010 Festival of Politics; and during the MEET element of a *RIGHT blether*. These topics were narrowed down to the final voting choices by a group of young people who considered and prioritised issues against key criteria including relevancy, level of understanding to children and young people and actions which the Commissioner could prioritise and achieve within the timeframe of the Commissioner's strategic workplan 2011–2015.

2.25 Young people also felt there was no mechanism for them to provide further detail on their responses to the Commissioner. The CREATE element was designed to enable children and young people to provide their ideas and thoughts to the Commissioner in a creative way. Our findings suggest that this has been found to be more appropriate for the younger age group, highlighted further by the fact that disproportionately more primary age children returned their 'RIGHT brilliant thing' than secondary age young people. In the future it may be worth considering how older young people could more effectively engage in the CREATE element, perhaps linking it to a separate voting card for this age group.

Success Factors

2.26 Based on our analysis there are common factors at a local delivery level that aided effective delivery of a *RIGHT blether* or led to high levels of engagement amongst children and young people. These include:

- **Timely feedback from adult deliverers to children and young people** in a format they understand: e.g. wall displays highlighting the results, or the use of PPVote (software that enables participants to interact with Microsoft PowerPoint slides using voting pads):

"We ran the VOTE at the youth event we were delivering anyway which also featured workshops on areas such as housing and domestic abuse. We used PPVote to do it which meant we could show the results to young people straightaway and collate the results in Excel to send to the Commissioner" (LA rep);

- **Aligning the initiative to wider events and ongoing work** in schools and youth organisations e.g. working towards the Rights Respecting School status, lessons on democracy and undertaking mock elections, education on human rights across the world, older children helping younger children with the VOTE:

"Our pupils completed their responses in mixed-stage groups, with older pupils assisting younger pupils. This cross-stage working model was so successful in our school we now have a weekly 'get-together session' with this format, and it has been beneficial to both pupils and staff" (Primary school depute headteacher);

- **High-quality and adaptable materials and resources** for schools and youth organisations to use immediately;
- **Delivering more than one element of a *RIGHT blether*** over a period of time: findings from the evaluation suggest that the individual elements have more impact when delivered together.

Challenges

2.27 A number of issues were faced at a local level that presented challenges for effective delivery. These include:

- **Short lead-in time** prior to the consultation and VOTE: some LAs and schools found it difficult to integrate the initiative into their existing plans and activity:

"It was quite rushed – it came from nowhere. We needed more time to get organised. We didn't use the packs as effectively as we could have done due to time" (Primary headteacher);

- **Limited resources and capacity within a LA to take it forward:** LAs with no lead person to take it forward and coordinate others are more likely to struggle to promote the consultation and provide support to schools and organisations:

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"Too much reliance on individuals taking it forward and on their good will rather than a consistent and systematic approach. I could only really use my links - in my work I have no contacts with primary schools for example so in their case it was up to the education officers to take forward. It goes from being a national drive to being dependent on one youth sessional worker" (LA rep);

"In my view the resource packs could have been used across subject areas in several areas of the curriculum but it is not clear how they were disseminated to reach subject leaders" (LA rep);

- **Providing feedback, such as VOTE results, to children and young people as soon as possible after the consultation:** although feedback was sent to higher level staff (e.g. Directors of Education within the LA) by the Commissioner's team we have found that it did not always filter down to those who delivered a *RIGHT blether*. Feedback is important to 'close the loop' i.e. show how the Commissioner plans to act upon the views of children and young people, which in turn shows that their views are taken seriously. It also maintains momentum of the initiative:

"Children often complain they are consulted but then receive no feedback" (LA rep);

*"[Some young people] did not engage with [a *RIGHT blether*] because there was nothing tangible happening quickly or nothing that they could see that would directly affect them"* (Primary school teacher);

- **Heavy snow** meant attendance at organised external events was lower than anticipated.

3 OUTCOMES AND IMPACT

3.1 This section discusses the outcomes and impacts arising from *a RIGHT blether* under the following headings:

- understanding and awareness of the role of the Commissioner, children's rights and UNCRC;
- wider outcomes and impacts on children and young people;
- wider outcomes and impacts on adult deliverers and participating organisations.

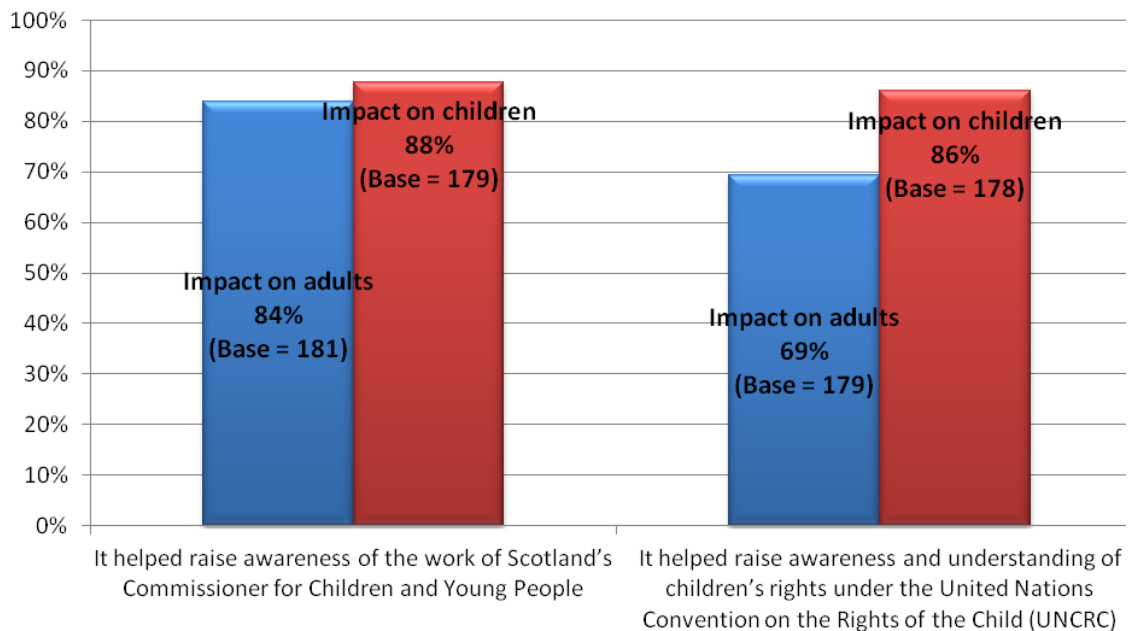
3.2 Overwhelmingly the two biggest outcomes for those participating in *a RIGHT blether* have been on improving understanding and awareness of the work of the Commissioner, Tam Baillie, and of children's rights under UNCRC. This has been the case for both adults delivering *a RIGHT blether* and for children and young people participating in the consultation.

3.3 However a number of qualitative comments from adult deliverers suggest that this impact will diminish over time unless there are tangible outcomes arising from the consultation and visible influence of children and young people's views from the consultation on the work of the Commissioner over the long-term.

Understanding and Awareness of the Role of the Commissioner, Children's Rights and UNCRC

3.4 The vast majority of adult deliverers agreed that a *RIGHT blether* had helped raise awareness of the Commissioner and raise awareness and understanding of children's rights amongst both themselves and children and young people. Over 80% of adults agree that a *RIGHT blether* has helped raise awareness of the work of Scotland's Commissioner for Children and Young People amongst both themselves and the children and young people they work with. In addition, over 80% of adults agree that it helped raise awareness and understanding of children's rights under UNCRC amongst children and young people and 67% of adults agree that it helped raise awareness and understanding of children's rights under UNCRC amongst themselves (Figure 8).

**Figure 8: Views of Survey Respondents on the Impact of a *RIGHT blether*:
How has a *RIGHT blether* affected you? How has a *RIGHT blether* affected
the children and young people you work with?**



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3.5 Children and young people also had good recollections of the Commissioner, children's rights and UNCRC. Given that the evaluation took place several months after children had participated in activities, it is impressive that children and young people (especially those of primary age) could discuss the Commissioner and children's rights, as shown by the following comments:

"Tam is there to make sure everyone has a fair say" (Primary age child);

"He listens to your opinion" (Primary age child);

"I learnt what Tam Baillie does and stands for" (Primary age child);

"I learnt a lot about the different rights" (Primary age child).

3.6 Children's and young people's clear recollections of the Commissioner, children's rights and UNCRC were also reflected in qualitative comments from adult survey respondents:

"Several months after the teaching took place the children were able to describe their learning about children's rights to a visitor to school. They showed great pride in running the voting centre and felt that their views were listened to and important" (Primary school teacher).

3.7 There was strong recognition of the Commissioner, Tam Baillie, personally amongst children and young people: they recognised his image immediately and could explain his role, suggesting that marketing the Commissioner's image and cartoon was effective in promoting awareness of the Commissioner and his role. The Commissioner was seen as an "*important*" and "*famous*" person and it impressed the young people that such an influential person was spending time to listen to their views.

Wider Outcomes and Impacts on Children and Young People

3.8 Where children and young people participated in several activities relating to a *RIGHT blether* and were able to link them to wider initiatives and events, the outcomes and impacts as a result of their participation in a *RIGHT blether* were more evident.

3.9 In addition to raising awareness of the Commissioner and developing knowledge of their rights, wider outcomes and impacts on children and young people, gathered from the views of adults and children and young people, include:

- **development of discussions on citizenship** and increased awareness amongst children and young people of how they can exercise their rights on a day-to-day basis:

"One boy wrote a letter to Tam after meeting him to say that it was their right to have better toilets in school and that it wasn't fair this was only the law for staff and not for pupils. He received a letter back from Tam and was really pleased" (School headteacher);

"I learnt a lot about my rights in Citizenship Studies and I've kept up with developments since, like the Equality Act 2010, the UNCRC..." (Secondary age young person);

"I enjoyed hearing other young people's views as well as my own being expressed" (Secondary age young person);

"I enjoyed being able to have a discussion on the issues of today" (Secondary age young person).

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- **promoted dialogue in the classroom about human rights** in other countries:

“a RIGHT blether did extend their understanding that rights are a global issue and that what is seen as the norm in some countries has to be hard fought for in others” (Primary school teacher);

- **children and young people felt their views were being listened to and could be used to shape future policy:** in addition to the views of children and young people from focus groups, three-quarters (75%) of survey respondents agreed as a result of *a RIGHT blether* children and young people felt their views were being listened to, and 69% agreed that children and young people feel *a RIGHT blether* has enabled them to tell the Commissioner how to shape future policy concerning them (Table 11);

- **increase in knowledge of and engagement in decision-making processes** amongst children and young people: 70% of survey respondents agreed that *a RIGHT blether* developed confidence amongst children and young people that they have a right to say if they are not happy with something (Table 11). Other qualitative responses included:

“The young people now use the ballot boxes to make decisions about their café and they abide by the results” (Youth worker);

“It has helped lay the foundations for other citizenship activities later in school life e.g. the nominations for the Scottish Youth Parliament” (Secondary school teacher).

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Table 11: How has a *RIGHT blether* affected the children and young people you work with?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Children and young people felt their views were being listened to (<i>Base = 174</i>)	46 (26%)	85 (49%)	38 (22%)	3 (2%)	2 (1%)
Children and young people feel a <i>RIGHT blether</i> has enabled them to tell the Commissioner how to shape future policy concerning them (<i>Base = 170</i>)	35 (21%)	83 (49%)	39 (23%)	12 (7%)	1 (1%)
It developed the confidence amongst children and young people that they have a right to say if they are not happy with something (<i>Base = 171</i>)	39 (23%)	80 (47%)	43 (25%)	8 (5%)	1 (1%)

Wider Outcomes and Impacts on Adult Deliverers and Participating Organisations

3.10 The findings on how a *RIGHT blether* has impacted on adults and participating organisations are positive and the examples of how the initiative has impacted on organisations working with and for young people are encouraging. These include:

- motivation to undertake further initiatives relating to children's rights;
- use of the VOTE results within the LA;
- continued use of the resource packs.

"A number of schools have signed up to UNICEF's Rights Respecting School following awareness of Children's Rights and the UNCRC" (LA Children's Rights Officer);

"We will incorporate the VOTE results for our area into our Children's Rights Strategy" (LA rep);

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“We will incorporate the resource packs into future lessons on the Scottish Parliament” (Primary school headteacher);

“It was useful to have a tool to ‘hang’ lots of citizenship activities onto and enabled a more focused discussion” (Youth worker).

3.11 However, it is apparent that *a RIGHT blether* has impacted on adults and participating organisations to a lesser extent than for children and young people. Qualitative responses from the survey suggest that this may be due to ‘adverse selection’: that is that those who agreed to take part in *a RIGHT blether* were more likely to do so if they already have well-developed mechanisms for which children and young people can have their views taken into account and learn about their rights and citizenship.

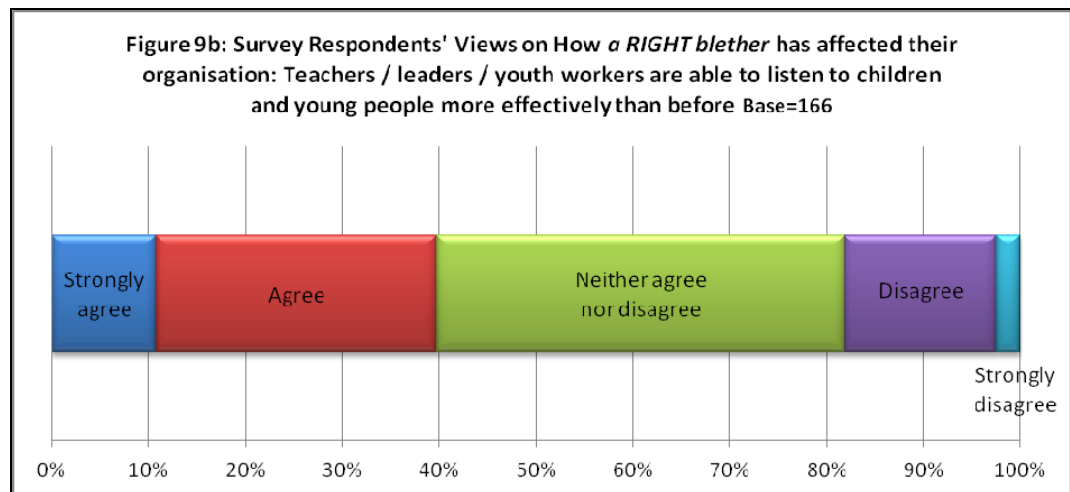
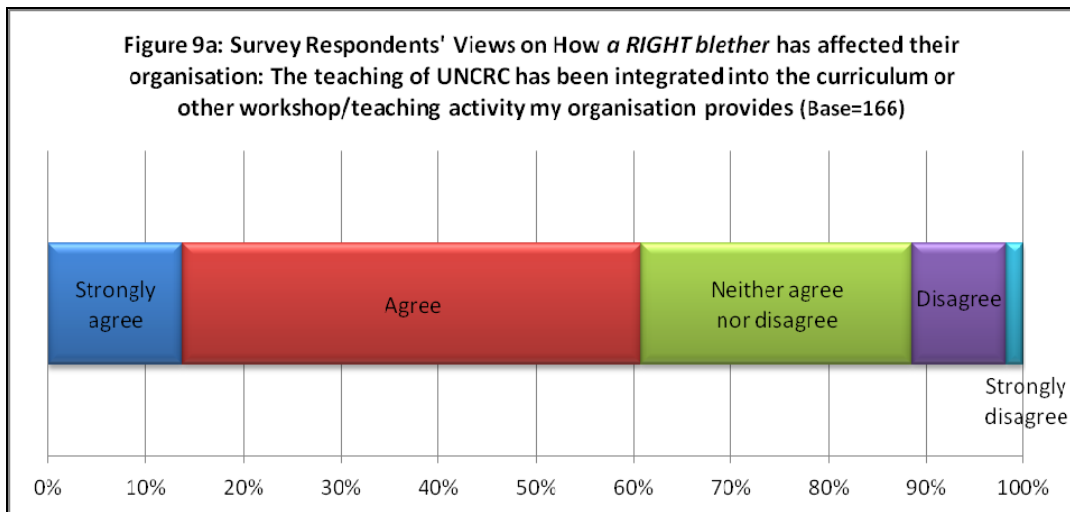
3.12 For example, those schools that were working towards Rights Respecting School status found it difficult to attribute outcomes and impacts solely to *a RIGHT blether* as wider activity on children’s rights has also contributed to increased knowledge and awareness. However, where organisations have been participating in and delivering other learning events and activities on rights, they were positive about the ability of *a RIGHT blether* to help them reinforce the message.

3.13 Nevertheless, *a RIGHT blether* has clearly impacted on adult deliverers and participating organisations. A majority of respondents (n=106, 63%) agree that *a RIGHT blether* helped develop their skills in teaching children and young people about their rights (Table 12).

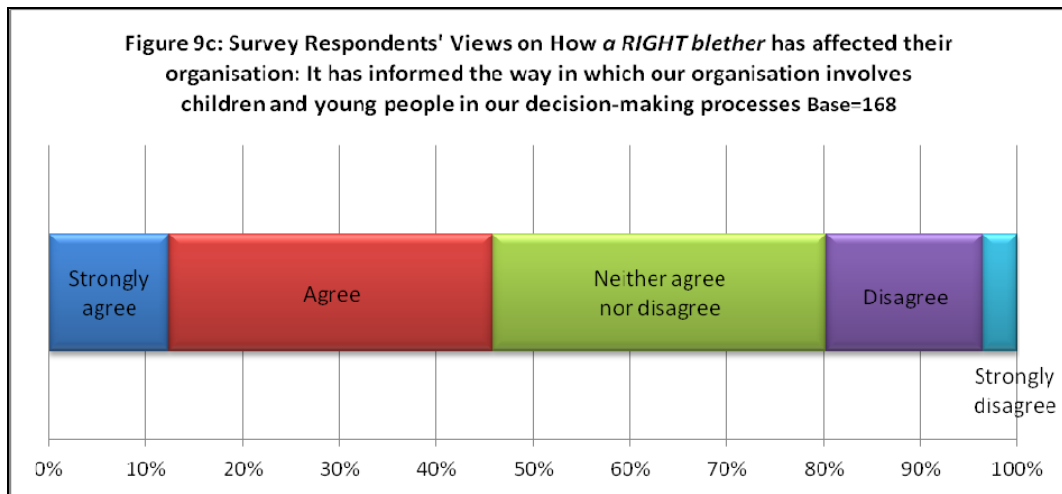
Table 12: How has <i>a RIGHT blether</i> affected you?					
<i>Base = 167</i>	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
It helped develop my skills in teaching children and young people about their rights	34 (20%)	72 (43%)	43 (26%)	11 (7%)	7 (4%)

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3.14 Likewise, **Figure 9** illustrates that a number of adult deliverers agree that a *RIGHT blether* has informed the way in which the organisation involves children and young people in decision-making processes (n=77, 46%) and that teachers/leaders/youth workers are able to listen to children and young people more effectively than before (n=66, 40%).



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3.15 However, although three-fifths of respondents (60%) agree that they have been able to integrate the teaching of UNCRC into the curriculum or other workshop/teaching activity (Table 13), a significant number (n=84) were not able to (including 18 who selected 'Don't know or N/A'). The qualitative comments highlight that, in some cases, adult deliverers, and particularly those working in or with secondary schools, felt it was not clear where a *RIGHT blether* could sit in the curriculum or found difficulties integrating it into the existing timetable. This was largely due to time constraints, which affected forward planning.

Table 13: How has a <i>RIGHT blether</i> affected your organisation?					
<i>Base = 167</i>	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The teaching of UNCRC has been integrated into the curriculum or other workshop/teaching activity my organisation provides	23 (14%)	78 (47%)	47 (28%)	16 (10%)	3 (2%)

4 FUTURE DEVELOPMENT AND RECOMMENDATIONS

Future Development

- 4.1 Nearly four-fifths of survey respondents (79%) would take part in another initiative run by Scotland's Commissioner for Children and Young People. Likewise children and young people said they would be happy to take part in future initiatives. Qualitative comments from adult deliverers and children and young people indicate that the concept and principles behind a *RIGHT blether* were valued and welcomed. The overwhelming majority of adult deliverers and children and young people who took part in the evaluation clearly want the initiative to be continued and developed in order to achieve greater impact.
- 4.2 Ideas for improving future consultations were wide-ranging. The most frequently suggested improvements focus on:

Timing and Planning

- 4.3 A longer lead-in time would provide LAs with more opportunity to promote the consultation, communicate with key partners and integrate a *RIGHT blether* into existing activities to reach a wider audience:

"It would be good for the schools to know what was planned well in advance, so they could include the initiative in their School Improvement Plan to enable it to be embedded rather than it being led by one person who had an interest" (Primary headteacher);

"Reaching out to those who are non-attenders and by informing local charities of such events so we can pre-plan and prepare to involve and participate fully" (Mentoring coordinator at a national charity).

VOTE Element

- 4.4 More focused questions for the VOTE element which are relevant to older children and teenagers:

"I would have given more focus on the particular issue facing young people e.g. jobs, the future, school cutbacks" (Secondary age young person);

"Let the young people answer questions with their own thoughts not predetermined thoughts of others which they are to agree or disagree with" (Community Learning and Development Officer).

Improved Coordination at a Local Level

- 4.5 Improved coordination at a local level between schools, LA, youth councils and other community organisations:

"Local coordination and leadership, particularly for LAs outwith the central belt, is needed. The concept was excellent, the materials amazing but feel the initiative would benefit from an appointed leader who would guide, inspire and bring schools and organisations together" (Primary headteacher);

"It would be helpful to have an approach for the whole of our local authority area, again this needs a bit of planning and time" (Community Learning and Development Officer);

"It might be better to narrow the focus over a shorter time. One authority at a time perhaps to allow Tam time to visit other areas" (Primary depute headteacher).

Greater Use of GLOW Meetings/Blogs/Social Media Tools

- 4.6 Adults and children and young people consider that the initiative could be improved by using a greater range of social media tools. It is thought that this would make the consultation process more interactive as well as ensuring a speedier feedback loop:

"There should be a Facebook page with information"
(Secondary age young person);

"Perhaps Tam could interact with us more online or via video"
(Secondary age young person);

"Perhaps providing a blog where facilitators can swap ideas and get support, getting to know others locally who are doing the same as yourself" (LA rep);

"To make a difference this has to be on a yearly agenda. Interactive sessions with Tam that children could be involved in, in their classrooms. Possibly through GLOW" (Primary headteacher);

"Perhaps making more use of the internet: schools linking together through Flash meetings, GLOW etc" (Secondary headteacher).

Timely Feedback

- 4.7 Timely feedback using a range of methods to children and young people showing how their views have led to tangible outcomes:

"There needs to be a way of feeding back to children and young people using creative methods, so that they understand the impact that their participation has either had or can have"
(LA Children's Rights Officer);

"Letting children know what will happen next, reflecting on what they have said and promising some action" (Children's Rights Coordinator at a charity);

"Make it more concrete, relevant and with a tangible outcome. It's good to garner opinions but what are you actually going to do with them?" (Class teacher, special school).

Recommendations

- 4.8 Based on our analysis of the findings you may wish to consider the following points when developing similar initiatives or consultations in future:

Timing

- A longer lead-in time and strong focus on marketing the initiative to LAs, schools and youth/community groups prior to key events (i.e. the MEET and VOTE elements) could increase participation.
- Organisations could also be encouraged to deliver two or more elements of a consultation in order to reinforce the messages, which would require a longer lead-in time in order to plan.
- Ensuring that the results and arising actions are fed back to children and young people as quickly as possible is also vital so they can see the impact of their voice.

Promotion and support for LAs

- Identifying and following up lead contacts within LAs who may require training or support for local area coordination, particularly where there is less capacity, would aid LA support for the consultation.
- Informal training events for those delivering and leading the consultation may be helpful to support their own knowledge, generate ideas on how the resources can be used and support the coordination of area-wide events.
- Emphasising how the consultation links to the Curriculum for Excellence and initiatives such as Rights Respecting School status could be useful.

Integration with wider community work

- Consultations fit well with activities delivered within youth groups and settings outside of school.
- Providing ideas on how the consultation can be integrated and delivered with wider activities and events could be part of promotional activity to encourage take-up and participation for children and young people who may be excluded or in non-participating schools.

Annual event

- Consider how the initiative could become part of the calendar for LAs, youth organisations and schools as an annual event, such as an annual VOTE day or children's rights week.

Greater utilisation of young people and social media

- To help engage older children and young people, consider using young people to act as ambassadors or champions to deliver events or peer-to-peer workshops.
- Use of Facebook, YouTube, Young Scot cards and an increased use of GLOW meetings could be considered, particularly for disseminating consultation results as quickly as possible to maintain momentum.
- The use of separate voting cards for the two different age groups could be a way of focusing questions more effectively for an older age group.
- Ensuring there is a mechanism for the older age group to add detail to their views should also be considered.

ANNEX A: QUESTIONNAIRE USED FOR THE ONLINE SURVEY OF
ADULTS INVOLVED IN THE DELIVERY OF *a RIGHT blether*

Evaluation of a *RIGHT blether*

York Consulting is undertaking a survey of adults who helped to deliver a *RIGHT blether*: a national consultation with children and young people by Scotland's Commissioner for Children and Young People, Tam Baillie, in 2010-11. More information on a *RIGHT blether* is available here: www.arightblether.co.uk

We would be grateful if you could spend a few minutes to complete the survey so we can gain views on a *RIGHT blether*. Responses are confidential and anonymous and, as feedback will inform future development, we encourage you to complete all questions as fully as possible.

If you have any queries regarding the survey, please contact James Whitley at: james.whitley@yorkconsulting.co.uk or 0113 222 3545.

Thank you in advance for taking the time to provide us with valuable feedback.

Set-up and Promotion

What type of organisation do you work for?

- Local authority
- National organisation/charity
- Primary school
- Secondary school
- Special school
- Community learning
- Youth work
- Out of school care
- Peer led learning
- Uniformed group
- Other (please specify)

In which local authority area is your organisation?

- Aberdeen
- Aberdeenshire
- Angus
- Argyll and Bute
- Clackmannanshire
- Dumfries and Galloway
- Dundee
- East Ayrshire
- East Dunbartonshire
- East Lothian
- East Renfrewshire
- Edinburgh
- Falkirk
- Fife
- Glasgow
- Highland
- Inverclyde
- Midlothian
- Moray
- North Ayrshire
- North Lanarkshire
- Orkney Islands
- Perth and Kinross
- Renfrewshire
- Scottish Borders
- Shetland Islands
- South Ayrshire
- South Lanarkshire
- Stirling
- West Dunbartonshire
- West Lothian
- Western Isles

What is your job/role in your organisation?

How did you first hear about a *RIGHT blether*?

- An event run by Scotland's Commissioner for Children and Young People
- My local authority
- My school
- A colleague in another school / youth organisation
- Other (please specify)

What was your motivation for getting involved in a *RIGHT blether*? (Please tick all that apply)

- To help teach children and young people about their rights under the United Nations Convention on the Rights of the Child (UNCRC)
- To help teach children and young people about decision-making and citizenship
- To help meet relevant outcomes under the Curriculum for Excellence
- To enable children and young people to help shape the work of the Commissioner
- Other (please specify)

Please describe any examples you have which illustrate the statements above.

Future Improvements

Would you take part in another initiative run by Scotland's Commissioner for Children and Young People?

- Yes
- Maybe
- No
- Don't know

How could a similar initiative be improved in the future?

If you have any other comments on a *RIGHT* blether please provide them below.

Thank you for your time. Please click 'Done' to submit your responses.