

SCCYP

**Scotland's Commissioner
for Children & Young People**

a RIGHT wee blether



Final report

Scotland's Commissioner for Children and Young People
October 2012

a RIGHT WE E blether

Introduction

Tam Baillie is Scotland's Commissioner for Children and Young People. His role is to promote and safeguard the rights of children and young people, and in particular, to:

- Promote awareness and understanding of the rights of children and young people
- Keep under review the law, policy and practice relating to the rights of children and young people with a view to assessing the adequacy and effectiveness of such law, policy and practice
- Promote best practice by service providers
- Promote, commission, undertake and publish research on matters relating to the rights of children and young people.

In doing this he must have regard to the provisions of the United Nations Convention on the Rights of the Child (UNCRC).

The UNCRC sets out the rights children and young people can expect from their parents, their school, their Government and society in general. There are 54 articles in the Convention covering four broad areas: survival rights, development rights, protection rights and participation rights. These rights apply to all children from birth.

All the articles contained within the UNCRC are indivisible, however there are some articles that have over-arching influence. These are:

- Article 2: non-discrimination
- Article 3: best interests of the child
- Article 6: children's right to life, maximum survival and development
- Article 12: respect for the views of the child.

Article 12 says that children have the right to express their views in all matters affecting them. The UNCRC recognises that a child's participation in decision-making must take place in a manner appropriate to the child's age and maturity. It encourages parents, social workers, childcare workers, judges and other adults responsible for children to consider the child's view and to use that information to make decisions based on the best interests of the child.

The following report is about how the Commissioner has worked with professionals, parents and other adults to bring article 12 to life for Scotland's very young children.

Background

In 2010 Scotland's Commissioner for Children and Young People, Tam Baillie, and his team conducted a national consultation with school aged children called a *RIGHT blether*.

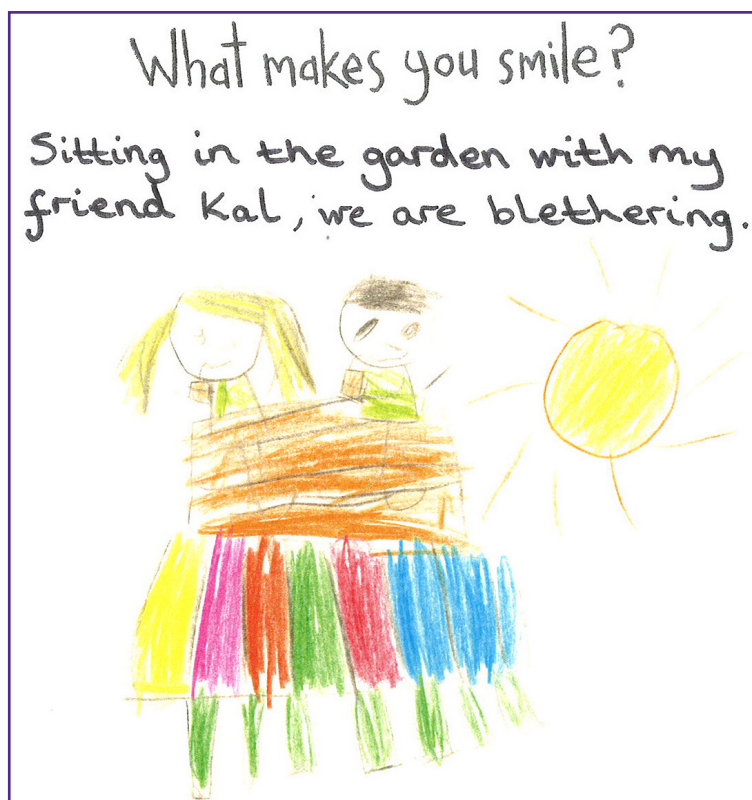
74,059 children and young people took part in a *RIGHT blether* vote, the results of which were used to inform and influence the Commissioner's strategic plan for 2012 to 2016.

Building on this national consultation Scotland's Commissioner for Children and Young People committed to ensuring that younger children would have an opportunity to have their own 'creative conversation' with the Commissioner.

A *RIGHT wee blether* was developed to fulfil this commitment.

The context

The need to improve and transform our approach to children in their earliest years – from pre-birth through to their entry into formal education – is a priority for the Commissioner. Research shows that what happens in the first years of a child's life has a significant impact on the kind of adult that child will grow up to be.¹ Good early years experiences are the foundation for well-adjusted children and young people, and increase their chances to realise their rights throughout childhood. Increasing awareness of the UNCRC with children, and the adults who look after and care for them, enables them to take further steps towards creating environments and interactions which are respectful of these rights.



1 Child Abuse and Neglect: Attachment, Development and Interventions, D. Howe (2005)

The overall aim of improving the lives of children in Scotland is taken forward by the Commissioner through the fulfilment of four interrelated Strategic Aims.

- Strategic aim 1: to maximise the impact of the UNCRC in Scotland.
- Strategic aim 2: to influence and promote the effective and sustainable involvement and widespread participation of children and young people in Scotland's society.
- Strategic Aim 3: to promote and safeguard the rights of children and young people, particularly the rights of vulnerable groups, through policy scrutiny and by supporting good practice.
- Strategic Aim 4: to ensure that the office of Scotland's Commissioner for Children and Young People is efficient, effective and fit for purpose.

In order to deliver on these aims with two to five year olds living in Scotland the Commissioner and his team provided support and guidance for a national conversation.

Children had the opportunity to tell the Commissioner about the things that made them smile, the people and relationships that were important to them and the things they would like to change or make better whether they were in nursery, playgroup, at a childminders, or at home.

The aim of a *RIGHT wee blether* was for the Commissioner to take into account young children's views and for these views to be valued.

More specifically a *RIGHT wee blether* aimed to:

- Raise awareness of the purpose and role of Scotland's Commissioner for Children and Young People with adults who work with or care for young children
- To increase awareness and understanding of children's rights, specifically the United Nations Convention on the Rights of the Child, in particular Article 12, with adults who work with or care for young children
- To highlight the capacity of young children to have opinions about things that matter to them
- To provide an opportunity for children aged two to five to have a conversation about their views with those adults caring for them
- To develop a knowledge base within the office of Scotland's Commissioner for Children and Young People around evidence-based practice on participation with young children
- To build links, networks and partnerships with professionals and organisations working in the early years sector
- To provide a legacy.

Partnerships

In order to provide a firm foundation on which to build when planning a *RIGHT wee blether* the Commissioner's office worked in partnership with a wide range of interested parties and stakeholders.

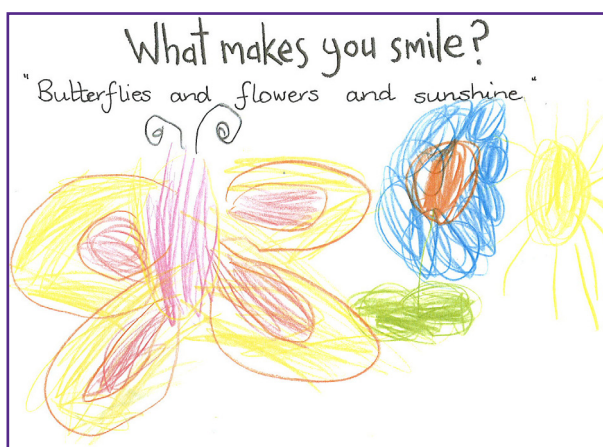
A desk top review of evidence-based practice in participation with young children was commissioned in the first instance. The purpose of this review was to provide a knowledge base to further inform the development of a *RIGHT wee blether*. This work was carried out by the Centre for Research on Families and Relationships (CRFR) at the University of Edinburgh.

To further support the development of a *RIGHT wee blether* a steering group was set up. The purpose of this group was to guide, advise and support the office of Scotland's Commissioner for Children and Young People with the creative planning process and delivery of the national conversation with two to five year olds. Membership of the group included CBeebies Scotland, Fife Council, HM Inspectorate of Education, Learning and Teaching Scotland, Paisley Children's Centre, Scottish Book Trust, Scottish Childminding Association, Starcatchers, the Scottish Pre-School Play Association and Wee Stories.

The steering group played a key role in the development of materials, as did a small number of nurseries, playgroups and childminders who piloted the first drafts. Comments and advice from the children and adults who trialled the process helped shape the final questions in the *Wee Books About Me*.

To ensure as many children as possible could take part, links were made with key people in every local authority in Scotland. The role of these key contacts was to help publicise the project and to support the office with the distribution of materials. The ambition was to generate activity in different settings i.e. private nurseries, local authority nurseries, playgroups, childminders and parents in every local authority area in Scotland.

Education Scotland also supported a *RIGHT wee blether* by facilitating three Glow² meets. Using Glow to connect with a number of different settings at the same time was a useful way of introducing the Commissioner to a wider audience. It also gave very young children the chance to have a conversation directly with Blether Bear and the Commissioner.



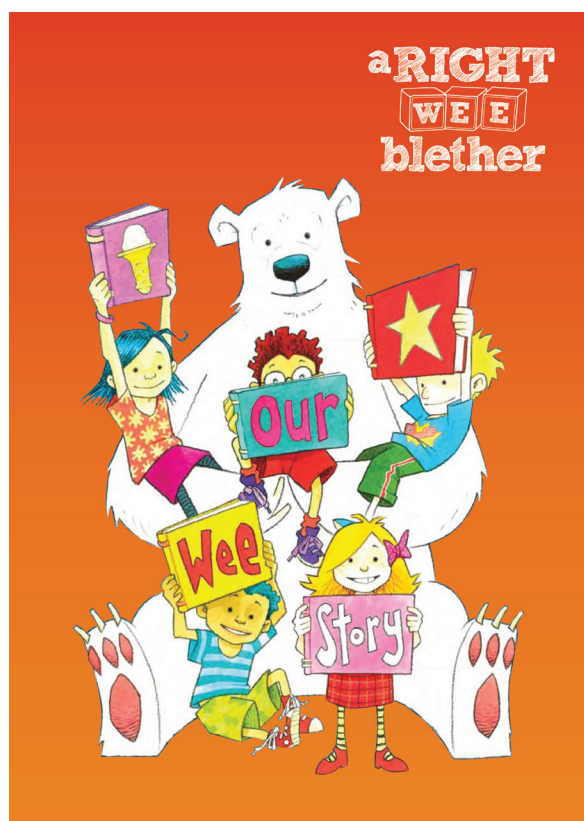
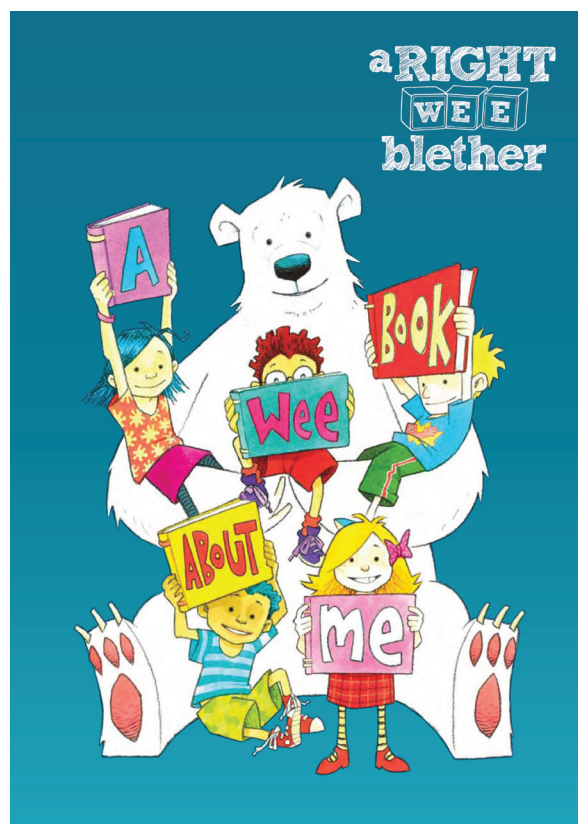
² Glow is the intranet for Scottish schools managed by Education Scotland. Glow meets allow children and young people from any number of schools to take part in events at the same time. They are able to talk to each other and to the Commissioner in a safe online environment.

Materials

To make sure that everyone taking part had all the information and support they needed the Commissioner's office produced the following materials:

For children

- *A wee book about me*
- Blether Bear stickers
- Blether Bear – a large polar bear puppet which 'talked' to children on Glow and accompanied the Commissioner on visits.



For adults

- Guidelines to advise and inform
- Dedicated web pages where all materials could be downloaded
- Posters to advertise and to celebrate
- *Our wee gallery* where adults could upload examples of children's work
- *Our wee story* where adults could feed back to the office.

Ross Collins, a well known children's book illustrator and author, captured the spirit of the project by illustrating the materials.³

Every child who took part was asked to make *A Wee Book About Me*. There were five questions in the wee book and children could answer as many or as few as they liked. They were asked:

How are you feeling today?

What makes you smile?

Who is special to you?

You are given a special star, where would you put it?

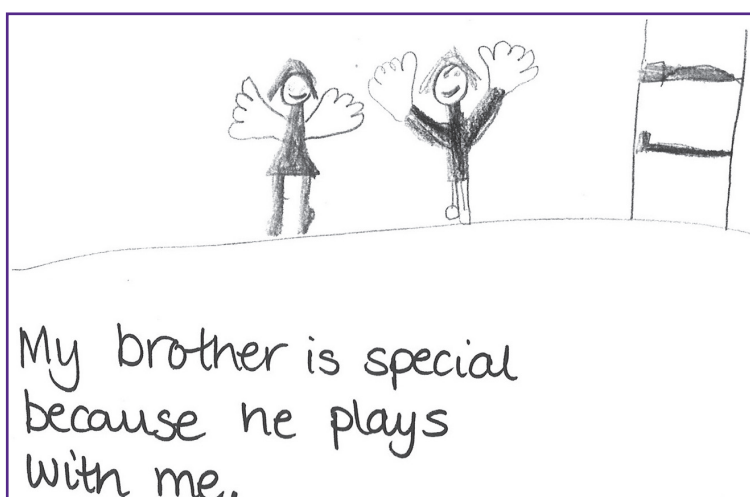
What would you like to change?

We also asked children to tell us what they thought they had learned, if anything, while making their wee books, to tell us who they showed their books to and what they thought about making their wee books.

Children could contribute to their books in whatever way suited them: through conversation with an adult, by creating artwork or through creative play. The wee books were theirs to keep, to display or to take home. Adults were asked to feed back to the Commissioner through *Our Wee Story*. Here they could summarise the conversations they had had with the children they worked with or cared for. There was space to include samples of the children's work or photographs and they could also provide more information about what they themselves thought about the process.

A RIGHT wee blether ran from September 2011 to December 2011 and involved all local authorities in Scotland. In total 612 *Our Wee Stories* were returned. These contained responses from 12,771 children.

The following information is taken from the *Our Wee Stories* that were returned. Some adults summarised several responses from children whilst others included responses from individual children.



All about you

There was equal participation from boys and girls. 45% of participating children were boys and 45% were girls. The remaining 10% of children who took part were not identified by gender.

Participation was spread across the country with some areas involving more children than others.⁴

The ambition was to generate activity in different settings i.e. private nurseries, local authority nurseries, playgroups, childminders and parents. The majority of returns came from nurseries.

78% of *Our Wee Story* books were completed by nursery groups

They were returned from all local authorities in Scotland

North Lanarkshire and Glasgow returned the most *Our Wee Story* books

South Ayrshire and Fife recorded participation from the largest numbers of children.



⁴ See appendix 1 for a detailed breakdown of participation figures.

How are you feeling today?



80% of children were feeling happy when they were doing their *Wee Books About Me*. This was a total of 10,265 children.

"I'm happy because my grandma gave me a fishing rod and we went fishing."

"I'm happy because I'm going to paint with my mummy today."



8% of children were feeling sad when they were doing their *Wee Books About Me*. This was a total of 965 children.

"Josh knocked me off my bike and it was sore."

"When my pet rabbit died it made me sad."

"I get sad when I'm hungry."

"I was angry and sad because mummy had been shouting."



5% of children were feeling cross or grumpy when they were doing their *Wee Books About Me*. This was 701 children.

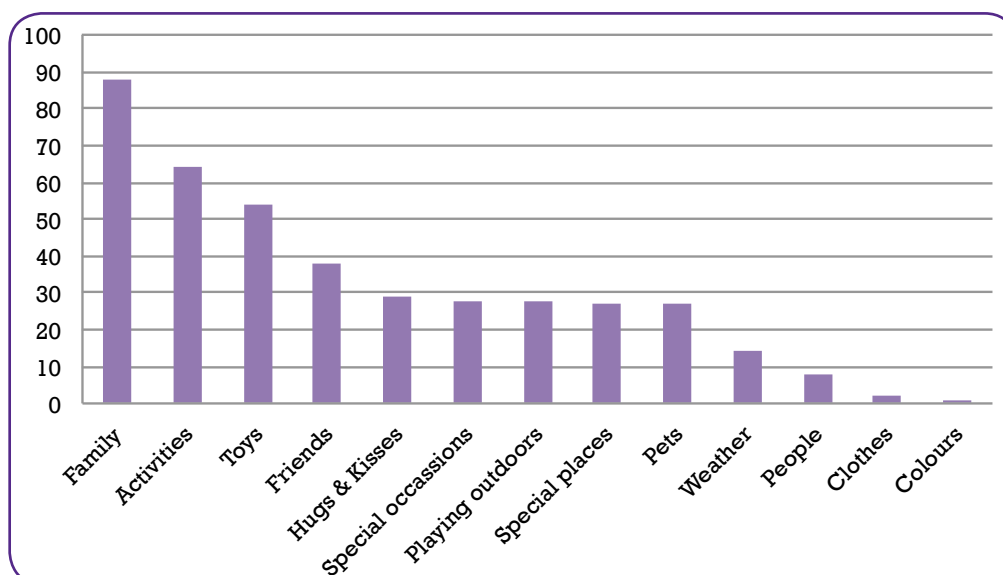
"I'm grumpy because I just can't wait to go home so my dad can make me a paper aeroplane."

"I'm grumpy when someone hits me, that makes me grumpy."

Some children may have been recorded as feeling more than one emotion.

What makes you smile?⁵

- Family was the most common theme with 88% of children mentioning a family member
- Activities/play was mentioned by 64% of children
- Activities/play could be divided into physical activities like swimming and cycling (the top two) and playing games, creative activities, listening to stories, watching television or playing on the computer. Of these, creative activities like drawing, painting and cooking were the top choices
- Toys made 54% of the children smile
- Playing with friends made 38% of the children smile
- Getting hugs and kisses were popular with 29% of the children
- Special occasions made 28% of children smile
- Playing outdoors also made 28% of them smile
- Special places were mentioned by 27% of children
- Pets made 27% of children smile
- The weather, people other than family members, clothes and colours were also mentioned in this section.



“Getting messy makes me smile.”

“I smile when I get up to mischief.”

“Sharing in nursery makes me smile.”

“Granda takes his teeth out and that makes me laugh.”

“Josh loves sausage – brown sausage makes him smile.”

“Going swimming – like going under the water – it’s fun.”

“My hamster, she likes to eat my trousers and my mum’s trousers.”

“My Dad makes me smile when he tickles me. I call him the tickle monster.”

“Hedgehogs make me smile. I like how they sniff at me – that makes me smile.”

“My Mummy and Granny when they say funny things. I love all my family and that makes me smile. Granny is away to the toilet so she isn’t in the picture.”

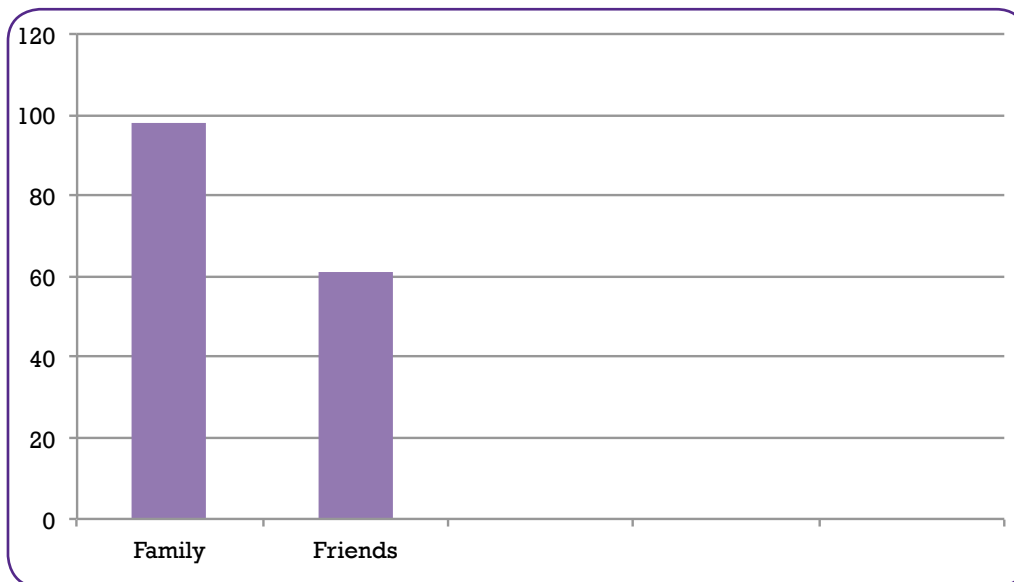
“When I’m watching telly and eating Aero bubbles, I watch the cartoons and Mummy does the Hoovering and polishing and stuff.”

⁵ Children were able to make multiple choices in all sections so totals add up to more than 100%.

Who is special to you?

Family was the most common theme with 98% of all children talking about a family member.

61% of children reported that friends were special to them.



From the adults:

"There were no surprises, they all said family, friends or pets."

"Illustrated the children's understanding of the importance of family and friends."

"Surprises – everyone liked the doctor and the policeman."

From the children:

"Granny is special, I like when I visit her house."

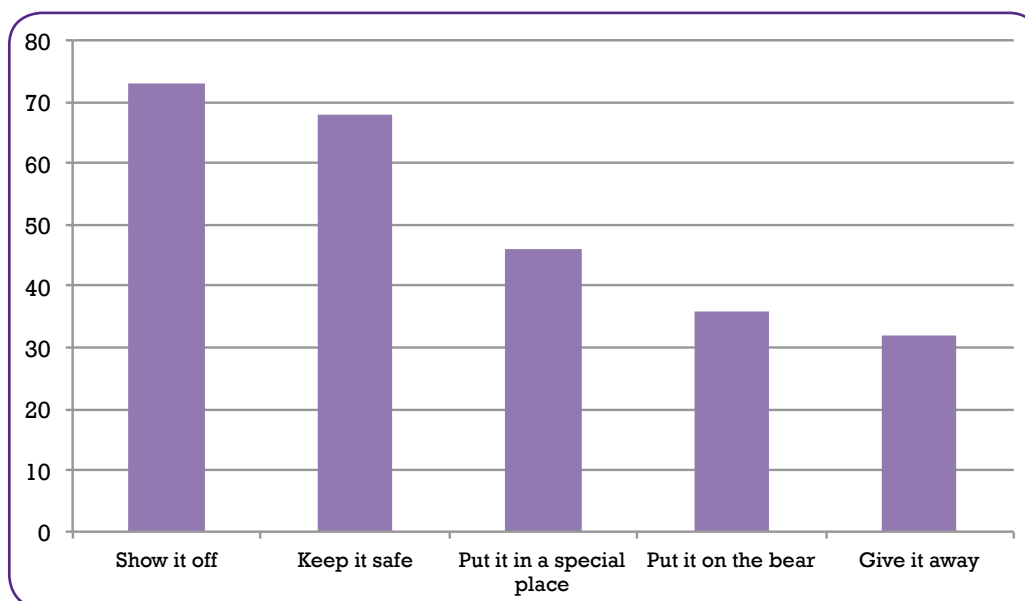
"Daddy because he helps me across the monkey bars at the park."

"My mummy leaves and I cry, but I'm fine now."

"Uncle Billy, he does magic tricks."



You are given a special star, where would you put it?



“I’d put it on Daddy’s back because he would get really itchy!”

“Up in the sky so that I could see it. Just my star in the sky.”

“In my blue toy box to keep my toys safe.”

“I would put it in the garage – because I can get in there and my wee sister can’t.”

“In heaven, so it can be beside my Gran.”

What would you like to change?

Responses from adults indicated that this was one of the most challenging questions in *A Wee Book About Me*. However, many settings used creative approaches to engage the children they were working with. Some narrowed the question in order to make it easier whilst others found flexible ways of allowing for different interpretations to emerge.

“This was the most difficult theme/question to engage the bairns in and to gauge answers for. At times some explanation needed from staff and looking at the bear illustrations helped a little. Most responses centred around things which were not always fair – not being allowed to do things, annoying siblings, being ill or hurt and being able to play or see people (friends). When my brother hits me and makes me greet. My brother annoying me....”

“This question showed who had more developed thinking skills.”

“We mind mapped with the children to ask what they would like to change about our roleplay room, they enjoyed sharing their ideas and adding pictures.”

“A hilarious discussion came about when one child said they’d like to change their room and put flowers in it. The group said why don’t you change it into a garden, you could have a lawnmower, birds, a trampoline, a great big swing and a swimming pool, they all offered suggestions in turn and laughed a lot.”

“It is difficult to summarise the ideas children came up with. Some children used their imagination to create a magical change, others wanted friends to be kinder, to see family more often or to fix or change items they owned. One girl asked, ‘why do we only have three babies (dolls in nursery)?’ We have decided to buy more dolls for the nursery due to this wee girl’s comments and as we have observed that they are popular this year.”

Other settings found it too challenging.

“The children didn’t understand the question, even when we gave them examples.”

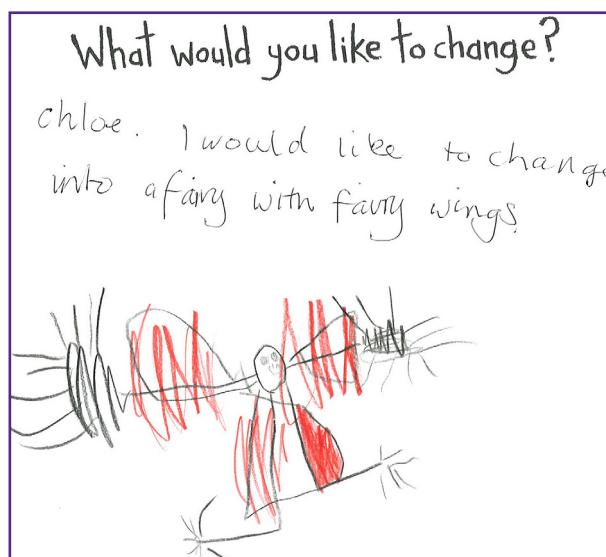
“Younger children struggled with this question in general, even after trying to make it simpler for them on a one-to-one basis.”

“Difficult question for two year olds and younger three year olds – many couldn’t answer.”

“Pre five children didn’t understand the concept of change.”

Those children who responded said:

- 47% identified home as a key theme
- 37% wanted to change their toys
- 33% of all responses were classed as fantasy, changing into a fairy or a superhero, for example
- 29% wanted to change their clothes
- 22% wanted to make changes to their nurseries
- 21% talked about changes they would like to see in their families
- 19% wanted to change the weather
- 18% talked about changing the food they eat
- 11% wanted to change their physical appearance
- 7% mentioned growing up as a change process
- 5% talked about changing their friends
- 4% mentioned health and
- 3% talked about feeling safe.



"I'd like to change my mummy."

"Daddy because he's getting old."

"I would like to be bigger so that I can work with my Daddy."

"I'd like to change my Dad so he doesn't throw peas at me and my mum."

"No more sausages because Daddy said it looks like his big toe and it put me off."

"I would like my granny to put my picture in front of my brother's so that you can see it."

"Winter into summer because it's too dark nights."

"The leaf was green, then it was yellow – it changed."

"I could be a princess and wouldn't make a noise. I would have loads of pretty dresses and high heel shoes. I could magic things, stars to shine and a beautiful prince to marry."

"I fell in mud at the farm and I didn't like the smell so could we make mud that wasn't smelly?"

"I want to change the world!"

There were 129⁶ comments made in *Our Wee Stories* about children wanting to make changes to their family situation. Of those one in five referred to shouting or hitting and one in four talked about wanting to spend more time with parents.

For example:

"One child wanted to move back in with his parents."

"I would like Daddy at Mummy's house."

"Wants to change Daddy because he watches football all day."

"I'd like Mummy and Daddy to be friendly – stop arguing."

"I would change my mummy from going to work because I miss her."



What do you think?

We also wanted to find out what children, and the adults working with them, thought about the process so a series of evaluation questions were included in the *Wee Books About Me* and in *Our Wee Story* books. The following information is a combination of responses themed around key points of interest i.e. enjoyment, listening and learning.

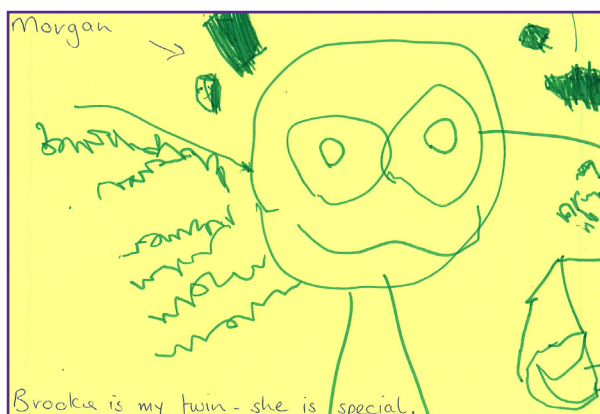
Enjoyment

Adults were asked whether the children they cared for or worked with enjoyed taking part in a *RIGHT wee blether*?⁷ Their responses can be summarised as follows:

- The majority of respondents said that the children had fun completing their *Wee Books About Me*
- A small proportion showed little or no interest in the activities or said that they were bored
- Others gave mixed responses indicating that they enjoyed the activities but that they found it tiring or hard work
- Some younger children found the questions hard to understand.

When asked what children liked about a *RIGHT wee blether* adults responded that:

- Making their *Wee Book About Me*, children liked the fact that the book belonged to them
- Being able to show off their work to others
- Many children enjoyed the art activities related to a *RIGHT wee blether*
- Several respondents indicated that they enjoyed the materials provided. The illustrations of the bear were particularly popular as were the stickers
- Discussions and talking about themselves. Being able to share their thoughts, feelings and ideas and answering questions about themselves
- Spending quality time with an adult in small groups or one-to-one, whether at nursery or at home
- A few indicated they enjoyed having homework – it made them feel grown-up
- The special star activity was mentioned by several respondents as the children's favourite part of the blether.



⁷ The information in this section is a combination of a number of questions and comments which means that it is not possible to quantify how many different respondents made comments.

Listening and learning

Listening to children is one of the most important things we can do to ensure that they are able to experience and enjoy their rights as set out in the UNCRC. It helps to develop respectful and confident relationships, supports and enhances learning and builds sustained thinking. *A RIGHT wee blether* did not set out to advocate one way or method of listening to young children but recognised that many centres would be experienced, with highly knowledgeable staff who already engaged with their children in good participatory practices. It was heartening to find that this was the case and that many respondents talked about their practice, expressing the opinion that;

“the contents of a RIGHT wee blether reinforce what we do on a daily basis in our setting, we as staff already have measures and policies to give the children these types of activities and are open to ideas to continue to build on supporting children and their rights.”

From those who gave us more information we found that circle time, either with or without a toy or special object, was used frequently to start the conversation. People also talked about using talking partners, thinking floor books, story time, talking teds, show and tell and mind mapping amongst others. For those who embraced the opportunity of a *RIGHT wee blether* there were lots of comments on the benefits that creating a listening culture can bring.

“I thought the whole exercise was a great initiative to get children’s point of view. It raised awareness for some staff to not forget to ask the children what they want. Most of the children enjoyed the conversations and having their own ‘book’ which we’ve now added to their individual child profile folders. I’m sure they will enjoy looking back at what they said.”

- Nursery worker

We also asked both children and adults to tell us what, if any, learning took place during a *RIGHT wee blether*. The majority of the responses from adults said that yes, children had learned something new or had continued to develop existing skills and knowledge. Their responses relating to skills focused on five main areas which were:

- Creative skills like drawing, painting and modelling
- Literacy and numeracy
- Social and emotional skills
- Talking, listening and thinking skills and
- Turn taking.

Some of the responses from adults were:

“After some discussion the children decided they had learnt to listen better to each other and discuss what they were thinking.”

“Take turns and form more respect for each other.”

“I think they learned that what they say and their opinion matters.”

“The children’s self-esteem developed by someone listening and valuing their thoughts.”

“They learned that what they have to say is important to us and we will take time to listen to them and help if we can.”

“Scottish words, how to be an author, illustrator and make their own book. Children learned more about themselves and their feelings.”

“They learned about numbers, each other, bears and stars.”

“Not sure about the children, staff certainly did, about how to keep up healthy links with parents.”

Adults also told us that taking part in a *RIGHT wee blether* increased their children’s knowledge and understanding about:

- Children’s rights – they learned about their own value and importance and that adults want to hear what they have to say
- New language or concepts – they learned about naming and identifying different feelings in themselves and others and how to link feelings to reasons. Several said they learned the word ‘blether’
- Other people – they learned new things about their friends and peers including their thoughts, interests and feelings
- Themselves – they learned what they liked doing, what makes them smile, what and who is important to them.

Children also identified learning points as these quotes illustrate:

“To draw proper eyes and that Mummy doesn’t have three legs.”

“That I love my Mum.”

“Sometimes we think the same as our friends and other times we think differently.”

“That I have lots of family around me that love me very much.”

“I have too many toys but if Granny wants me to smile more she needs to buy me more. I really really love my family.”

“How to talk about feelings and how I’m thinking.”

“About what makes me smile and how to share it with others.”

“That I can be happy and sad at the same time.”

“How to draw a turtle, a star and a beautiful smile.”

Despite these responses there are indications that children had some difficulty in answering this question. Verbatim responses from them sometimes appear to be recollections of what they did, not necessarily what they learned. For example:

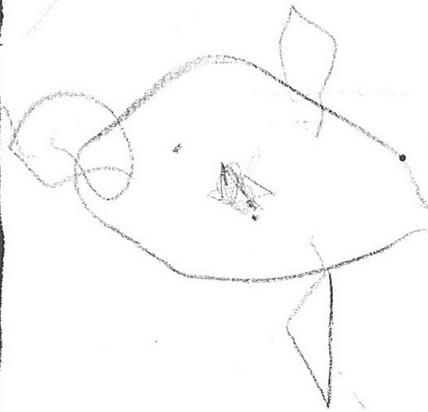
“I’m good at drawing.”

Whereas others thought that they had learned lots.

“I learned loads of stuff, about doing my bears, drawing, doing my star and doing my pictures.”

What would you like to change?

I'd want to change my dog - my mum threw her out and I want to see her all the time.



Unfortunately due to circumstances outwith her control Damian's mum was unable to keep the dog and had to take it to the pound. She was very upset about the situation and concerned about Damian's feelings - the wee Blesher gave him an opportunity to talk his feelings through.



Finally.....

Before a *RIGHT wee blether*...

More than two-thirds of adult respondents had heard of Scotland's Commissioner for Children and Young People.

Most respondents (84%) had heard about the UNCRC.

Getting started on a *RIGHT wee blether*...

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

LA key contact	62%
SCCYP website	11%
Word of mouth	11%
<i>Wee blether</i> postcard	7%
Newspaper or magazine	7%

Other ways respondents heard about a *RIGHT wee blether* included:

- Through a professional organisation. In particular several had heard about it from the Scottish Childminding Association. Stepping Stones for Families was also mentioned.
- At a conference, meeting or other event. Several mentioned the Scottish Learning Festival
- From colleagues – several were told about it by their Headteacher, Deputy Headteacher or other colleagues
- When materials arrived at the school or nursery, for some this was the first time they had heard about a *RIGHT wee blether*.

Was it easy to get a *RIGHT wee blether* materials?

2% of respondents did not find it easy to get the materials.

Taking part in a *RIGHT wee blether*...

Gave children an opportunity to have their views heard and listened to	72%
Fitted with the work I am already doing	61%
Supported me/my staff to have a consultative conversation with very young children	52%
Was easy to adapt to children's level of understanding	42%
Was a useful introduction to children's rights	37%
Was an introduction to Scotland's Commissioner for Children and Young People	37%

38% of respondents made further comments in this section which included:

- For some a *RIGHT wee blether* fitted well with existing work such as Rights Respecting Schools, Talking Round Corners and Paths
- For others it was difficult to fit in with existing work; several commented that a longer lead-in time would have helped them to plan better. Because of difficulties fitting with existing work plans some centres chose to send the *Wee Books* home for parents to do with their children

- Many found a *RIGHT wee blether* very time consuming and considered the length of time for the project too short
- Some people enjoyed the resources, found them easy to use and child friendly
- Several people mentioned that children were distracted by the illustrations and that this often influenced their responses, particularly younger children
- Many commented that it was difficult to adapt the materials to the children's level of understanding.

After a *RIGHT wee blether*...

What might you do in future to build on the conversations you had during a *RIGHT wee blether*?

- Several respondents were planning to repeat this process with the same children in order to measure any differences
- Several respondents were keen to continue encouraging children to talk about their feelings, to make this an integral part of their work with children
- Several respondents were keen to ensure children were more aware of their rights and that they played an active role in Rights Respecting School charters
- Some noted that they are implementing changes based on what the children said during a *RIGHT wee blether*
- Many noted that they already held conversations with their children on a regular basis
- Some would like to involve parents and carers more and support them to have conversations with their children.



Conclusion

Overall the aims and objectives of a *RIGHT wee blether* were achieved. Although awareness of Scotland's Commissioner for Children and Young People and the UNCRC was already high before the project started, we had not anticipated that this would be the case. We are encouraged that awareness of the UNCRC is so high amongst adults who work with very young children. It also generated requests for visits from the Commissioner to early years centres and this helped to raise awareness of the role of the office.

A *RIGHT wee blether* did provide an opportunity for thousands of children to have a conversation with Tam Baillie, Scotland's Commissioner, through their *Wee Books About Me*. The process strengthened connections between the office of the Commissioner, both with some of the key stakeholders in the sector through the steering group and with the sector itself. It also improved knowledge and understanding within the office of the structure and shape of early years provision across the country. This was supported by individuals with key roles in local authorities who acted as the link between the office of the Commissioner and their local area. They were vital in terms of managing the distribution of materials and raising awareness of the project.

One of the aims was to highlight the capacity of very young children to have opinions about the things that matter to them. The wealth of comment through drawings, paintings and interpreted conversation provides both a rich legacy of the project and a clear indication that Scotland's two to five year olds have a lot to say. They have opinions on how their families work, and it is not surprising that the importance of family came through very strongly in the children's responses to questions. The role of the extended family, especially grandparents, was highlighted by many children whose grandparents collected them from nursery, fed them, played with them and generally played an important part in their lives. For instance, nearly all children (98%) said that family members were special to them.

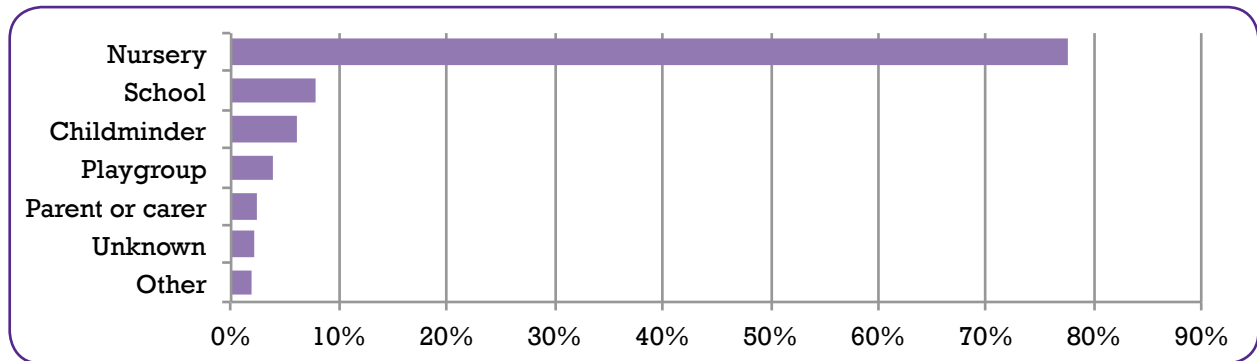
The wealth of material returned also highlights the richness of the dialogue that is possible with very young children, particularly through creative interactions. In some cases where very young children were involved, creative approaches were needed by staff to help the children engage in discussions.

"A RIGHT wee blether gave our children a forum to develop their confidence in expressing their thoughts and feelings in different ways."
- Nursery worker

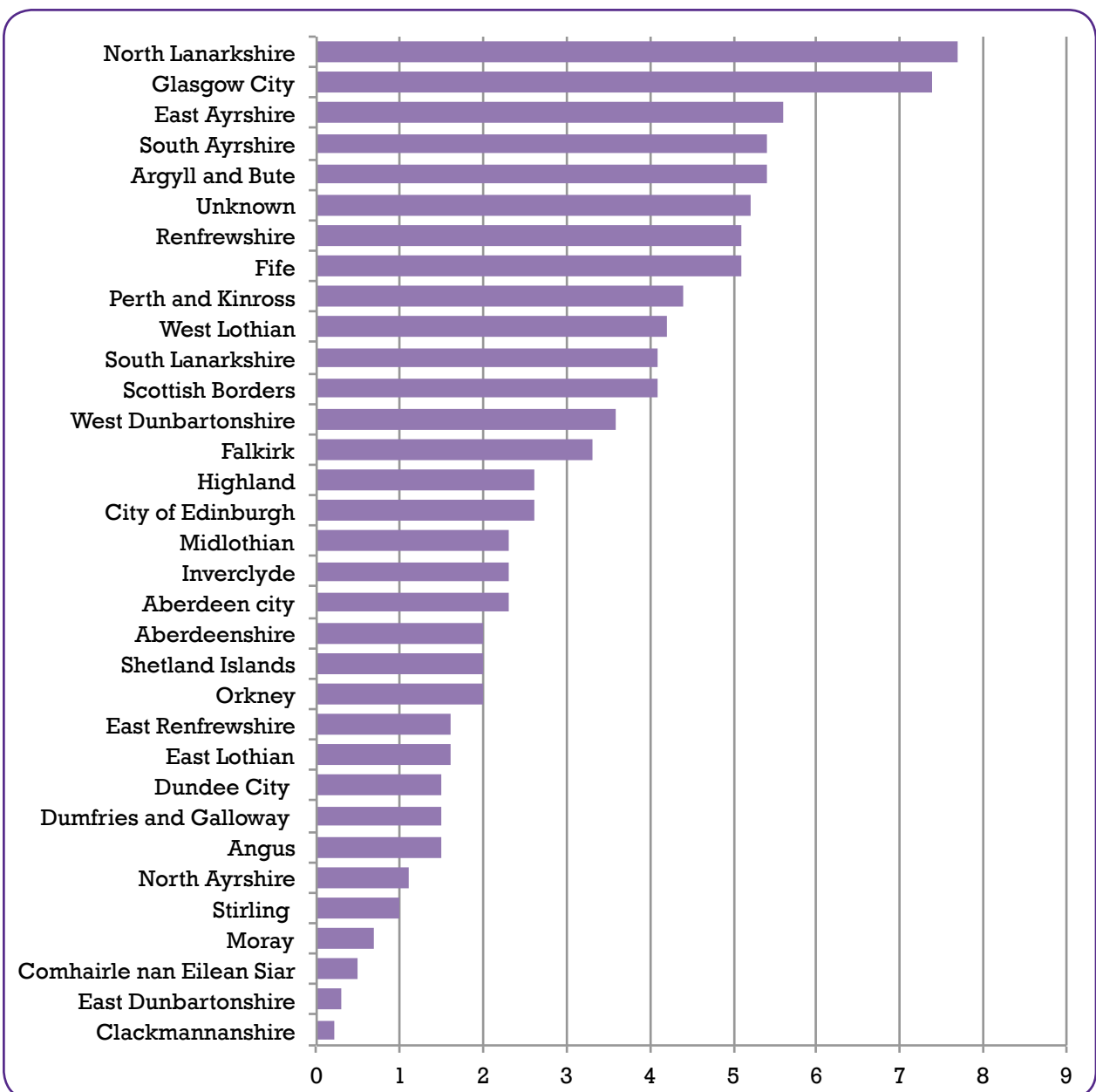
Listening to children is one of the most important things we can do to ensure that they are able to experience and enjoy their rights as set out in the UNCRC. Even very young children have views, opinions, likes and dislikes and a *RIGHT wee blether* was a vehicle for them to express these. We now need to build on the experience gained and reflect on the lessons learned to further young children's participation in Scotland.

Appendix

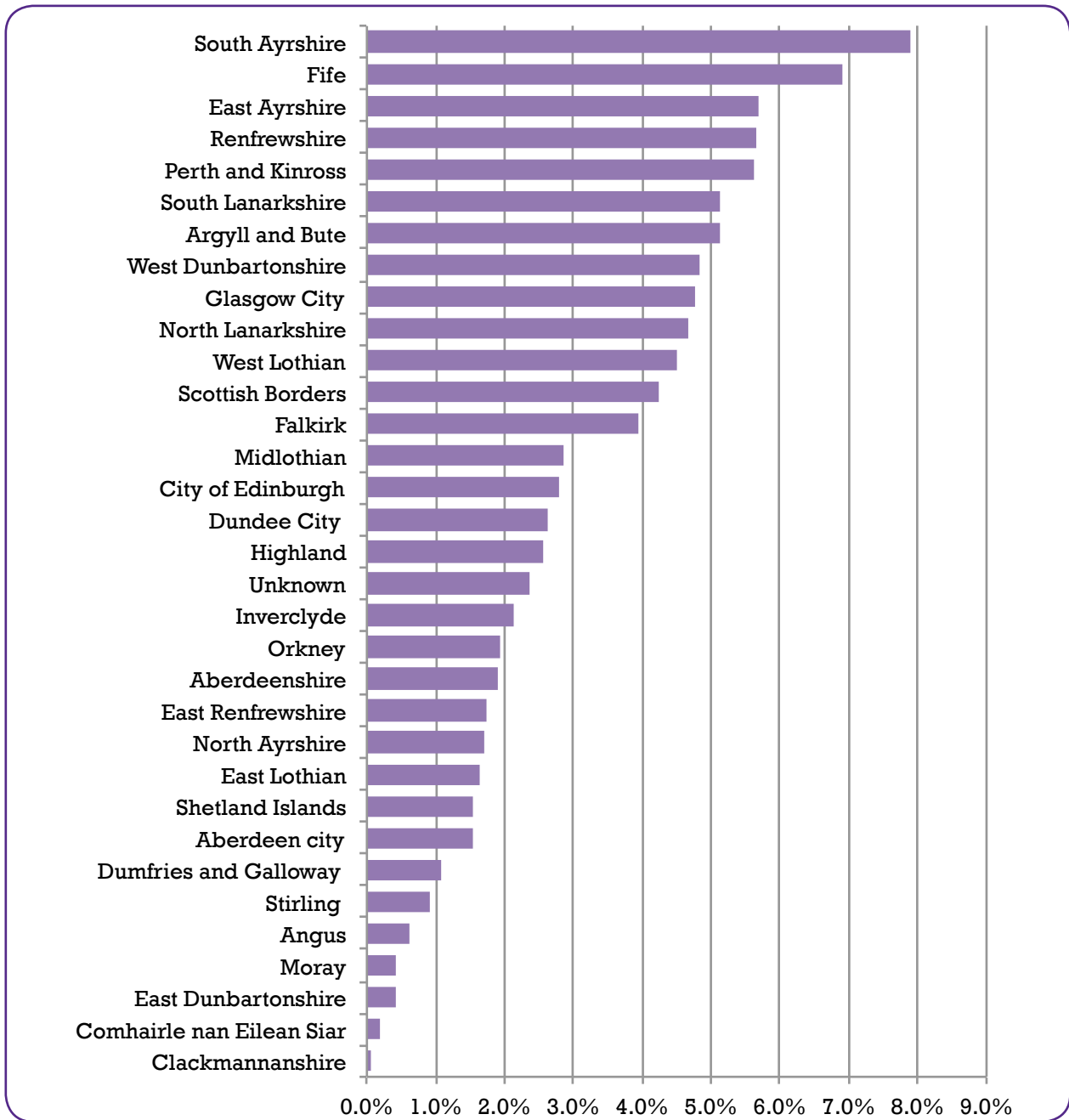
Who are you?



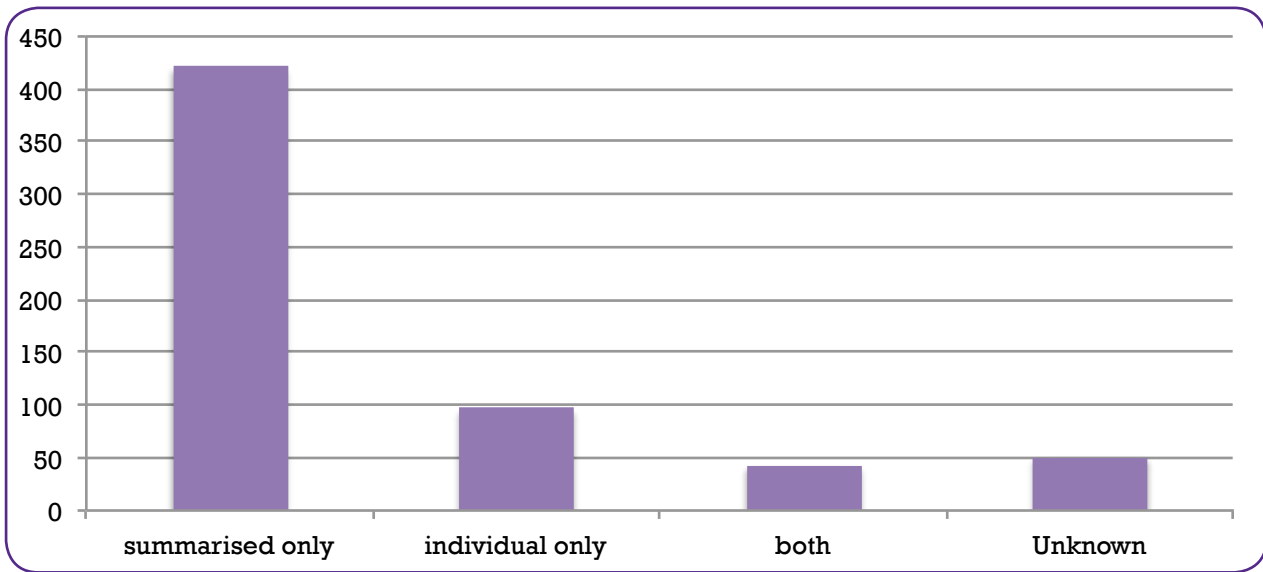
Local authority x number of books



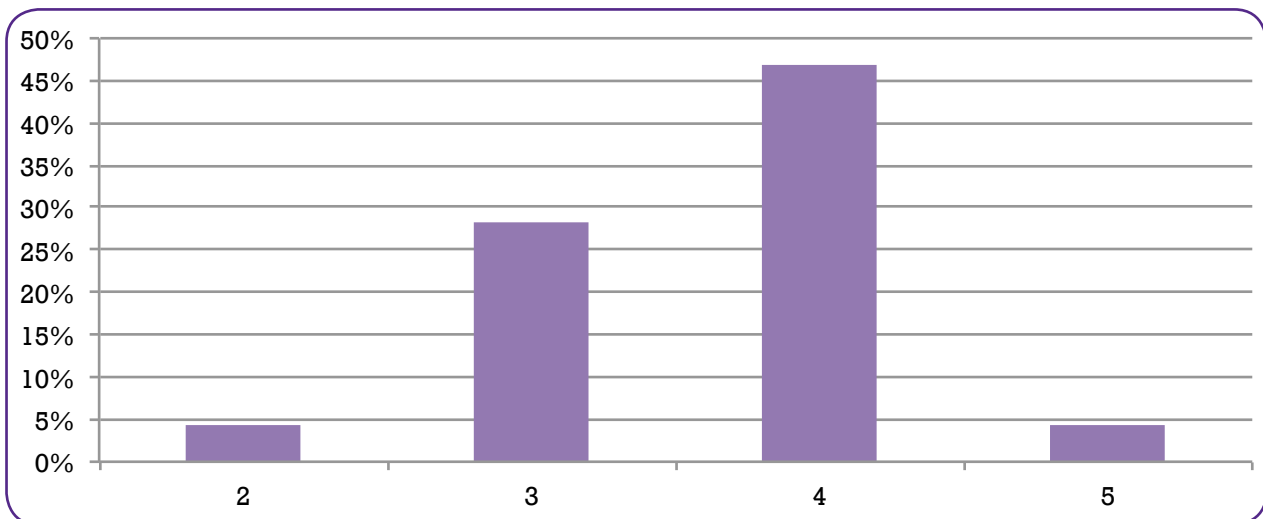
Local authority x number of children



Recording



Ages



SCCYP

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