Children and Young People and their Data
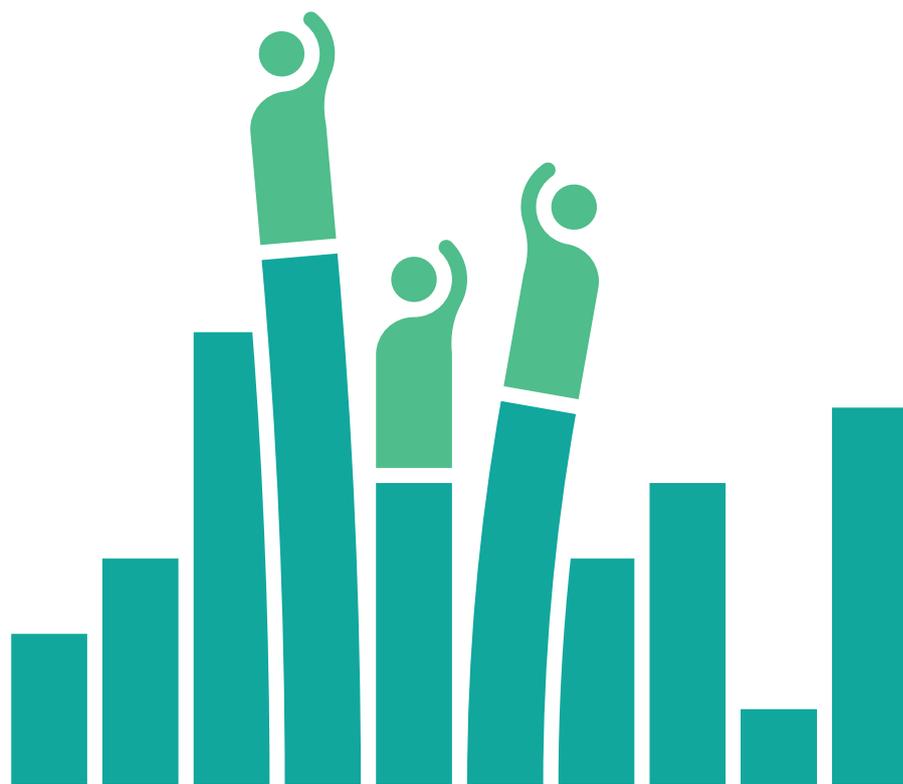## (January - April 2022)

Pilot Project Report

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June 2022

Children in Scotland

SCOTTISH CENTRE FOR ADMINISTRATIVE DATA RESEARCH

Contents

Introduction

About SCADR

The Scottish Centre for Administrative Data Research (SCADR) looks at data from across the public sector to better understand people's lives and experiences, and explore what improvements can be made in national and local policy for the delivery of public services. The centre comprises researchers from a range of leading institutions across Scotland including Edinburgh Napier University, Heriot-Watt University and the universities of Edinburgh, Glasgow, St Andrews and Strathclyde.

Together with the Scottish Government's **Data for Research Unit**, SCADR forms the **ADR Scotland partnership**, which is part of **ADR UK (Administrative Data Research UK)** and funded by the Economic and Social Research Council. To learn more about ADR Scotland's strategic goals and objectives, please read **ADR Scotland's strategy**.

Administrative data is information created when people interact with public services, such as education, health, welfare, social care, the courts or the benefits system. SCADR uses administrative data to examine issues across society in Scotland and the UK and proposes changes and solutions that would benefit as many people as possible.

Aims of the project

SCADR is working to embed the principles of the United Nations Convention on the Rights of the Child (UNCRC) in its work and has a children's rights approach to its daily practice. In particular, SCADR is committed to children and young people's right to be heard, informed and involved in how their data is collected, stored, shared and used.

This pilot project, delivered by Children in Scotland, aims to help SCADR explore and understand young people's views about their data to inform their future work. Alongside this project, Children in Scotland will be delivering training to SCADR staff to improve staff knowledge and confidence around children's rights and the UNCRC.

Context

Data in Scottish society

Data is a big part of our daily lives – from how individuals live, work and shop, to its use across public services. Data is also becoming an increasingly important part of the public policy jigsaw as the Scottish Government and public bodies move towards more outcomes-focused policymaking that builds on data, research and evaluation.

The importance of data in policymaking is outlined in the Scottish Government's 2018 publication 'Evaluation for policymakers: A straightforward guide for policymakers'.[1] This document states that "evidence-based policies are more likely to work" and explores the Scottish Government's approach to policymaking for public bodies.

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[1] https://www.gov.scot/publications/evaluation-policy-makers-straightforward-guide/documents/

The document also references Scotland's National Performance Framework (NPF),[2] which outlines Scotland's vision for national wellbeing across a range of economic, social and environmental factors. The NPF comprises 11 strategic 'National Outcomes' which are underpinned by a range of 'National Indicators' and focuses on continuous improvement rather than time-limited targets. One of the National Outcomes is that children grow up "loved, safe, and respected so that [they can] realise their full potential". The NPF uses data to track progress towards achieving the National Outcomes, highlighting the importance of data collection and analysis in improving outcomes.

In addition to this, the coronavirus pandemic has highlighted the vital importance of data research, from supporting nations to deliver effective public health interventions, to helping us understand the impact of the pandemic in exacerbating existing inequalities within our society. Research and evaluation data will continue to be crucial to help us identify policy challenges and solutions as we recover from the pandemic.

Children and young people's data

Children and young people's data is collected in a wide range of places – through public services including education (school attendance data, assessment data, etc) and health and social care (immunisations, social services data, etc). As young people get older, they increasingly interface with private companies who collect data about banking, online shopping habits and social media use. The UK General Data Protection Regulation contains provisions to protect children's personal data and to ensure that children are addressed in plain clear language that they can understand.

How children and young people's data is gathered and managed is a sensitive issue. The recent media attention[3] over the Health and Wellbeing Census, issued by the Scottish Government and shared with pupils in primary and secondary schools across the country, reminds us that data collection must be seen to be appropriate, proportionate, purposeful and based on informed consent.

Children's rights

The United Nations Convention on the Rights of the Child (UNCRC) is an international agreement setting out the civil, political, economic, social and cultural rights of every child under the age of 18. The UNCRC sets out children's basic needs and what governments and public bodies must do in order to support them to flourish.

The UNCRC lays out children's rights in 54 articles. Articles 1 - 41 explain the rights children have and the remaining articles detail the obligations states have. These are underpinned by four general principles:

- Children should not be discriminated against (Article 2)

- Children's best interests should be the primary consideration in all actions and decisions affecting their lives (Article 3)

- Children should have the right to survive and develop (Article 6)

- Children have the right to have their views listened to and taken seriously (Article 12).

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[2] https://nationalperformance.gov.scot/

[3] https://www.tes.com/magazine/news/general/student-sex-survey-will-not-be-withdrawn-says-sturgeon

In 2021, the Scottish Parliament underlined its commitment to incorporating the United Nations Convention on the Rights of the Child (UNCRC) into Scots Law with a unanimous vote to pass the UNCRC Incorporation (Scotland) Bill.

Although the UK Supreme Court ruled last year that aspects of the legislation were outside the competence of the Scottish Parliament, the Scottish Government is progressing with plans to ensure the UNCRC is firmly embedded within Scottish society and public services and has developed a three-year implementation plan to support this work.

The implementation of the UNCRC presents an opportunity for all researchers, especially those working with children and young people's data, to consider how they can strengthen their practice and ensure the rights of children and young people are upheld.

Approach

During initial conversations, SCADR and Children in Scotland discussed the purpose and approach to be taken in the workshops. This discussion incorporated the desired objectives and purpose of the workshops from SCADR, alongside the expertise and experience of Children in Scotland in engaging children and young people in discussions about complex and sensitive topics.

As a result, Children in Scotland worked with a group of six children and young people aged 12-17 years to capture their views on administrative data and how researchers can work in a rights-respecting way. Due to the changing nature of Covid-19 restrictions, the entire project took place online over Zoom.

Recruiting young people to be involved

In December 2021, Children in Scotland launched a recruitment campaign looking for children and young people to join this project. Project information and a short film was shared on Children in Scotland's website and via social media. Children in Scotland also targeted a range of schools and charities through our extensive networks to promote the opportunity. The final group included young people aged 12 – 17 years old from four different local authority areas (Edinburgh, North Lanarkshire, West Lothian and the Orkney Islands). Despite a wide range of activity, it was challenging to recruit young people for the project. This is covered in further detail in the 'Challenges' section of this report.

Delivering the engagement sessions

The group met over five sessions between January and April 2022. Children in Scotland has an established approach to engagement work with children and young people, which has been adapted to an online environment. The panel developed a 'group agreement' at the start of the project which helped to create a safe, enjoyable and respectful environment for all participants. Throughout the project, staff helped to foster trusting relationships through icebreakers, discussions and games.

Our aims for these sessions were to:

- Support the participants' knowledge and understanding of administrative data
- Explore how children and young people's data is collected, stored and used for research and how this is communicated with them
- Understand participants' views about how SCADR and other organisations should share data research findings with children and young people.

Establishing the group and introducing the project

We spent the first session getting to know each other and introducing the topic. Participants shared some information about themselves and why they had joined the project. Some young people had joined because they had collected data from children and young people for previous projects and wanted to explore this topic in more detail, and others joined because they had enjoyed working with Children in Scotland in the past. One young person highlighted their concerns about how children and young people's data is used, commenting: *"I would really like there to be more communication with young people … I would like to figure out how to keep young people in the loop."*

The session took place in the same week as Burns Night so, to introduce the topic of data in a fun and engaging way, staff delivered an interactive Mentimeter quiz featuring different types of data about Scotland. The quiz involved a range of multiple choice questions ranging from questions about the population size of Scotland to which area eats the most haggis per person per year.

Figure 1: Still from Scottish data quiz created by CiS staff

This led on to a discussion about the definition of the term 'data' with Children in Scotland staff using a Jamboard (an online interactive whiteboard tool) to record the participants' views (see Figure 1). This exercise helped to identify the group's knowledge and understanding of this topic. When advertising the opportunity for children and young people to join this project, Children in Scotland emphasised that there was no need for them to have any prior knowledge about data. However, each of the participants had a good knowledge about data and were able to raise points from their own experiences. It is unknown whether this is widespread or particular to the members of this group, but this demonstrates that organisations should not underestimate the existing knowledge and interest of children and young people.

As part of the discussions, the group pointed out the different ways that children and young people's data could have a positive impact on their lives. One member gave the example that population or birth data could for used for planning services (eg a high number of births would mean that you need more school places in the future). Another participant pointed that schools hold a great deal of data about young people and suggested this could be helpful for identifying clear patterns (such as poor attendance or low grades) and creating solutions.

The group seemed to have a good awareness of the large amount of data being kept about children and young people's lives. In addition to data collected by public services, participants highlighted the significant amount of digital data being collected about children and young people (including online purchasing habits and social media usage).
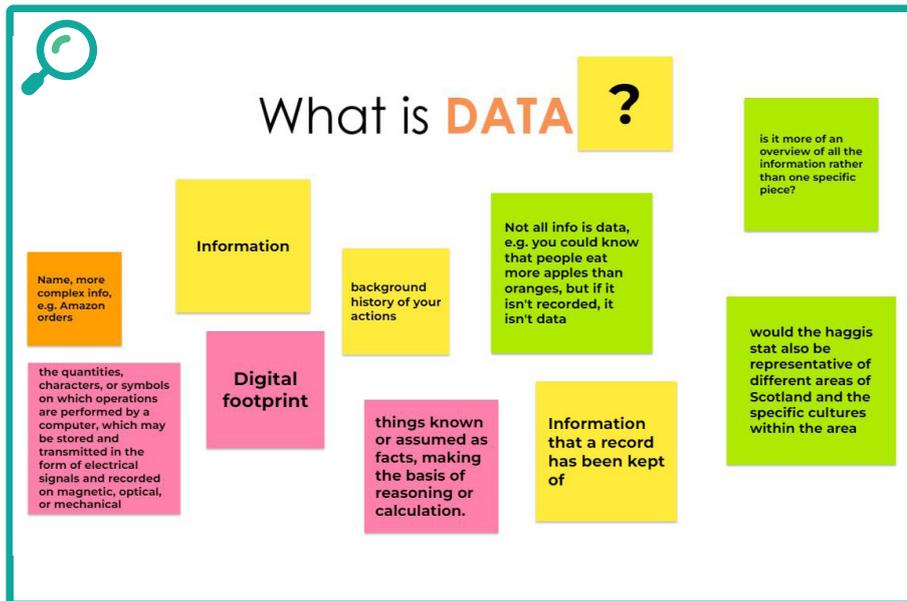

Figure 2: Jamboard used to discuss what data is with the group

Exploring different types of data

In the second session, the group explored data in more detail. We looked at different types of data – personally identifiable, de-personalised data and anonymous data.

We began by asking the group to list all the different types of data that could be used to identify a person. The group identified a wide range of data that could be used to identify someone, including basic information such as someone's name, age, date of birth and fingerprints. They also identified more sophisticated types of information such as behaviour patterns, hobbies, social media accounts and the data contained within algorithms. We discussed how multiple sources of data could be used to build a picture of a person's life.

Figure 3: Jamboard on what data could be used to identify someone

This led on to discussions about how data is collected and stored. The group pointed out the various ways this information is collected including education records, medical records, the census, online (website cookies, social media, Google analytics), and surveys and consultations. One participant commented: *"I didn't think there would be so much."*

The group recognised that this information can be stored physically (in files, records, paper) and digitally (databases, the web and servers). They were very clear that it was important that people's data was stored securely.

Figure 4: Jamboard used to discuss how data is collected

The group felt there is a lack of awareness amongst most children and young people about how their data is collected and stored. One reason identified was a lack of information from the organisations who collect the data. One participant commented: *"organisations are not very good at telling people about it – both children and adults."*

The group said it was important for children and young people to know how their data is being used, but that not everyone is interested. One participant highlighted online data collection saying: *"most [children and young] people just click 'agree' to the pop-up notice to access the page without reading through how their information will be stored and used … people don't think about it."*

The group then continued the discussion about personally identifiable, de-personalised and anonymous data. In general, the group were not particularly concerned about anonymous and depersonalised data being collected and stored, but there had to be a clear reason for this data being collected. One participant said: *"The information collected is often not very personal, so if the information can be of benefit then that's a good thing."* This shows that the young people were aware of data being used for public good and happy for this to happen if not intrusive for the data-holders.

Using data for research and communicating findings

In our third session, we welcomed two staff members from SCADR, Robert and Morag, to share how researchers use data and why, and to discuss how they communicate their findings. The SCADR team shared several real-life examples of how children and young people's data has been presented and the group gave their thoughts on these.

In the first example, the young people felt Figure 5 was *"very confusing"*, contained *"lots of lines"* and was *"very difficult to read"*. They highlighted how busy and *"cramped"* the information is, although some members did like the inclusion of pictures – one participant commented *"the pictures help me to understand"*. The group also felt the coloured coding was hard to work out.
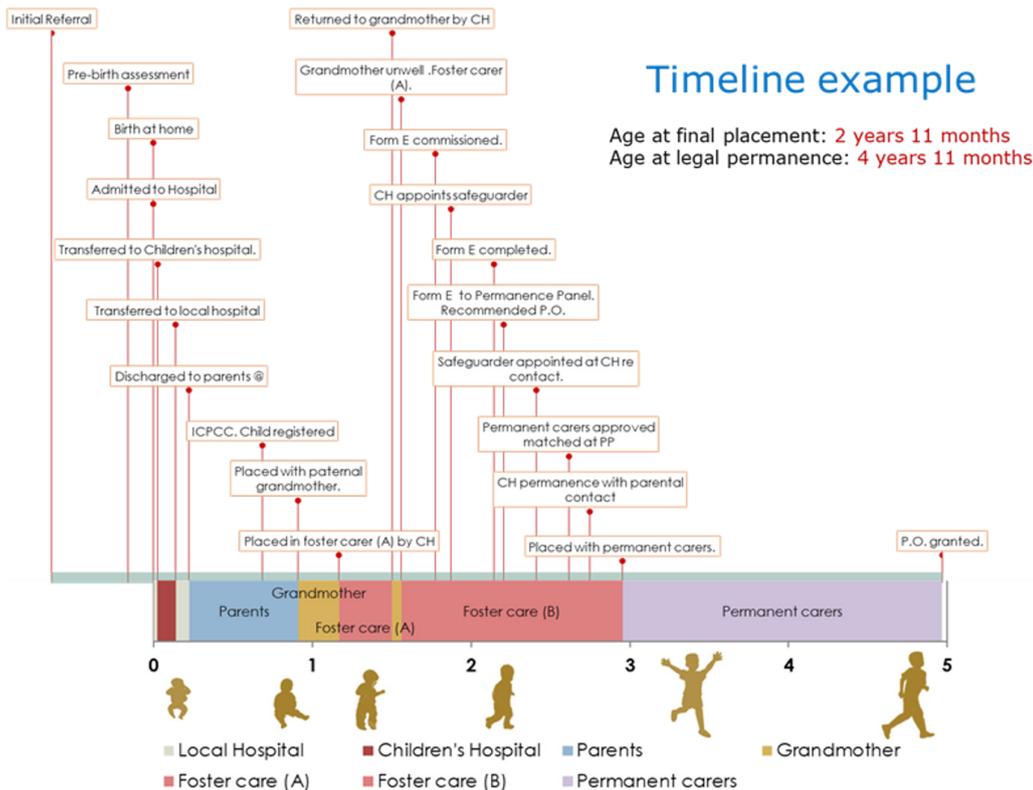

Figure 5: Example timeline with complex information. Image credit: Permanence And Care Excellence (PACE) Programme, CELCIS

In contrast the group said the simplified figure that drew out the important information, Figure 6, was *"a lot easier to read"* and *"makes more sense"*. One member commented that *"fewer words makes it actually more effective"*. Some members pointed out that one drawback of it being simpler was that it showed less detailed information.

The group began discussing accessibility at this point with one participant highlighting fonts specifically designed for dyslexic people, like Open Dyslexic.
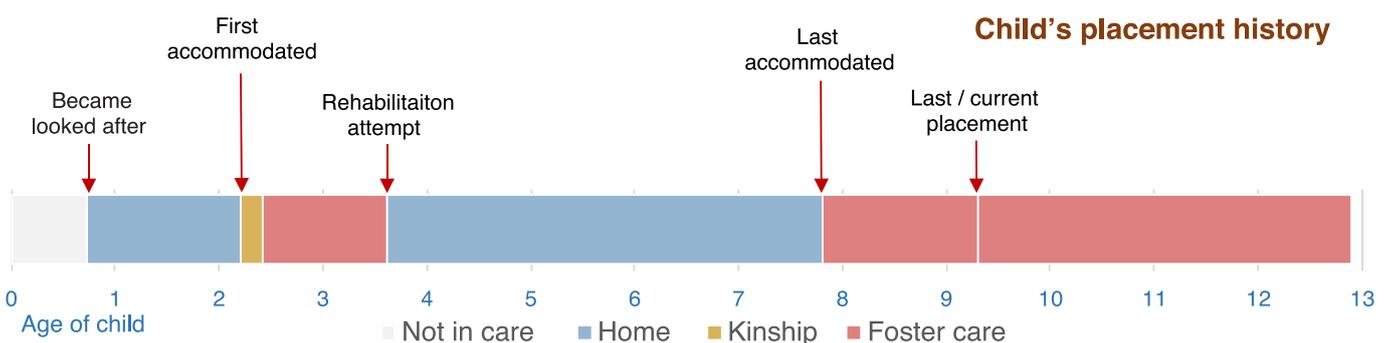

Figure 6: Example timeline with simplified information. Image credit: Permanence And Care Excellence (PACE) Programme, CELCIS

The group then discussed survey results about young people that were used in a children's rights seminar in 2016 (Figure 7). Participants liked the bar chart and commented that it was a familiar way of presenting data that was easy to understand straight away. One participant said: *"[I] use them a lot in source questions in modern studies."* The group's comments included: *"I think this graph is good"*, *"I personally quite like bar charts"* and *"the contrasting colours make it easier to differentiate between girls and boys."*
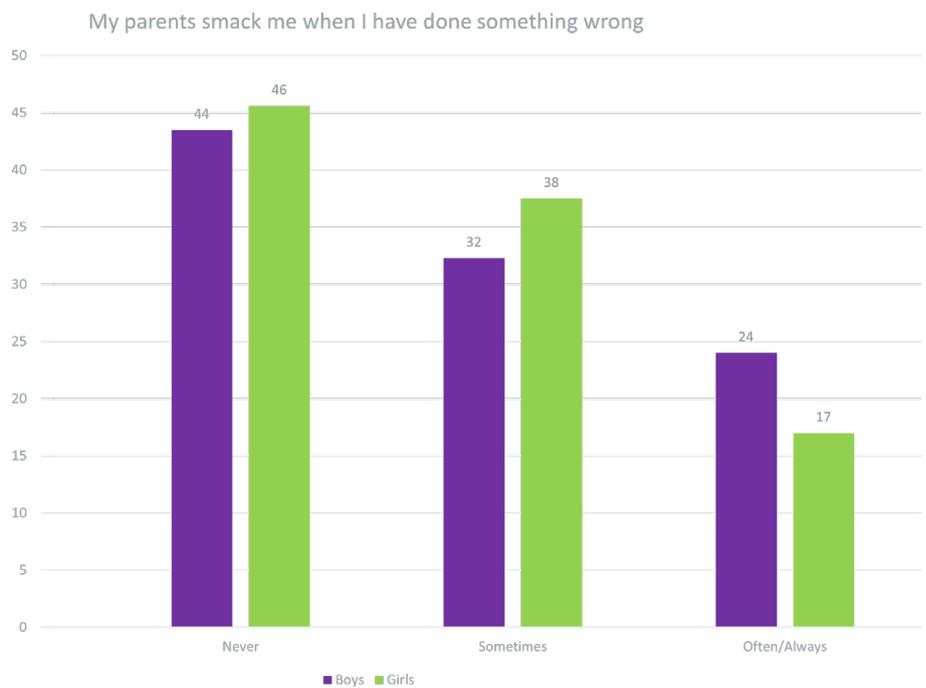

Figure 7: Analysis of Growing Up in Scotland data by Prof Morag Treanor for Together Scotland's 2017 UNCRC seminar series

The group also highlighted that *"there is some information missing – it was not specifically stated that this was showing percentages"*.

Finally, the group discussed data being presented in a graphic comic-style format (Figure 7). The group felt this approach was *"more readable and more inviting than a graph"*. They said, *"the information is much more memorable as you have to properly read through it to understand"*. Although one person commented: *"it's entertaining but might be skipped past thinking it is not as important as the graphs."* The group also said that you don't necessarily pick up on every detail. One young person said: *"I didn't really notice the house was showing 95%."*

Figure 8: Visual representation of data from the Scottish Household Survey [4]

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[4] https://www.gov.scot/collections/scottish-household-survey/

After seeing these examples, the group discussed how SCADR and other researchers could share their findings with children and young people. The group said to avoid large chunks of text as this makes it difficult to read, to use different media and to make materials engaging by using colour. The group also felt researchers should be aware of the age range and accessibility requirements of the young people they are hoping to share information with and design their materials with these in mind. Comments from the discussions can be found on the Jamboard below (Figure 8).
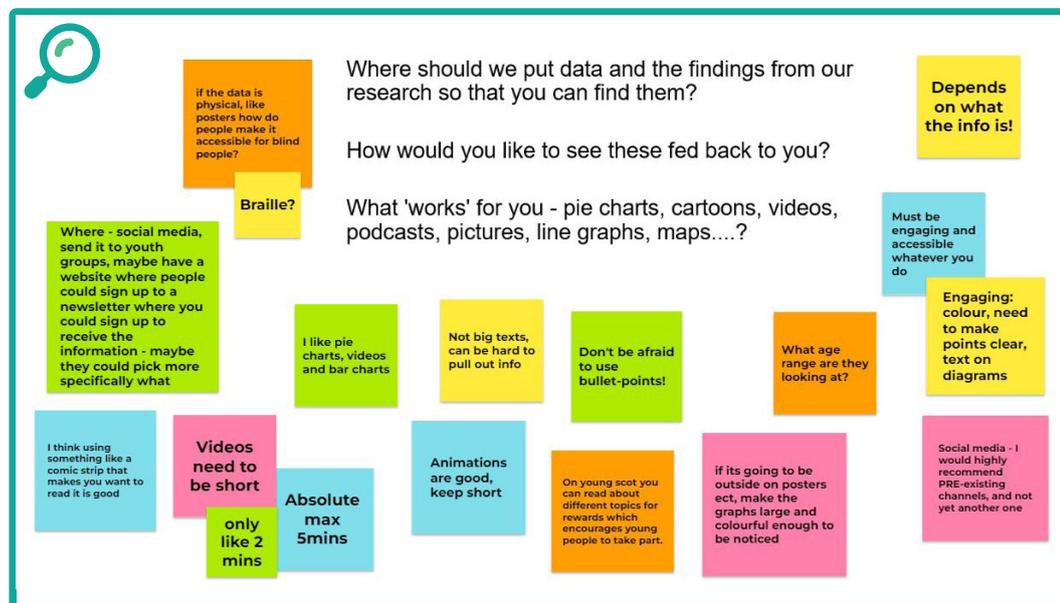
Figure 9: Jamboard of group discussion on communicating data

In session four, the group continued to explore how data is communicated. The group had been given a 'homework' exercise to think about how a two-page information sheet about the United Nations Conventions on the Rights of the Child (UNCRC) with mock survey data could be summarised and communicated. The group shared their ideas and some showed storyboards or infographics they had created.

Figure 10: Comic strip created by Gaëlle

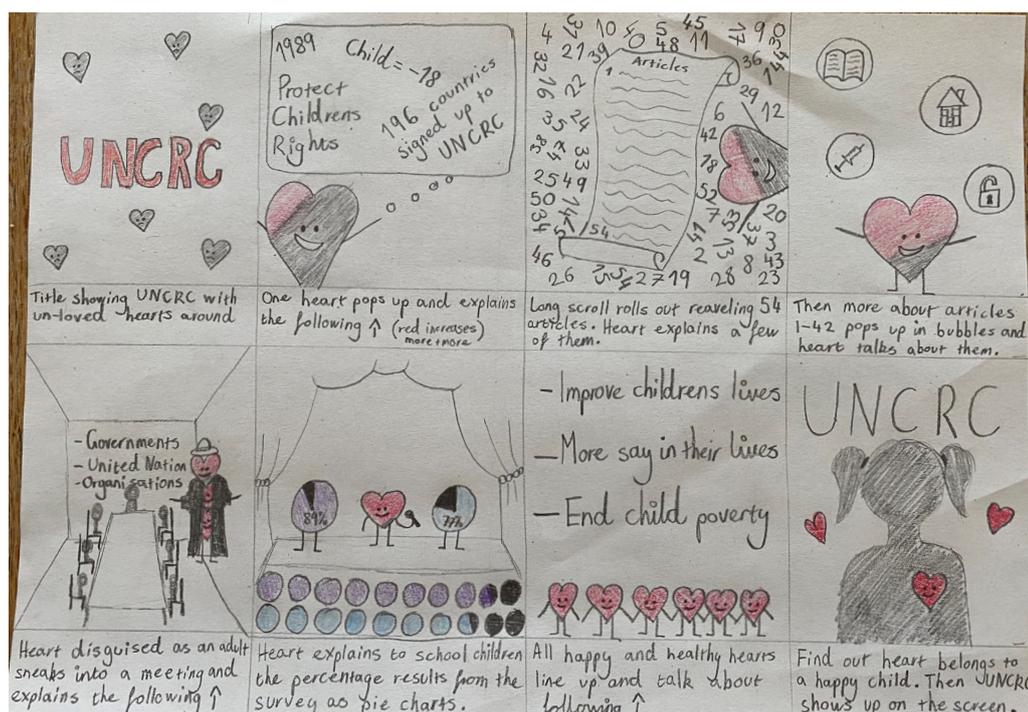One young person created a storyboard for an animation *"so the information would be fun and engaging"* (see Figure 10). She had aimed this specifically at younger children so included a heart character running through the animation. The group felt the idea of storytelling was important for children and young people to help them feel excited by the information and help them understand it. One participant commented: *"the information can't just be thrown at children, they need to understand how this effects them and by showing them this through stories, it will help them fully synthesise what the information means and understand how it will affect their daily lives."*

Another participant created an infographic with text, icons and charts (Figure 11). A key feature of the infographic was splitting the information into different sections so *"it isn't just paragraphs"*. She said this *"makes it easier to read and it grabs your attention more"*. The participant also chose to use different types of charts to show the different statistics to *"keep it varied, interesting and easy to remember"* and she carefully chose her colours to make it engaging and *"nice to look at"*.

The group felt it was important to have *"bright colours"* to *"catch your eye but also make the information more memorable"*. They also said it was important to make surely the *"information is nicely spread out"*.

We discussed how participants broke the information down. Participants said they tried to pick out all the important information rather than show everything as this could be overwhelming. Participants said it was important to consider what information was most interesting and relevant to young people.

The group also discussed the need for accessible language with *"no jargon"* so it is easy for children and young people to understand and *"so that everyone has access"* to the information.

Finally, we discussed the importance of including *"citations and references to where the information comes from"*. The group felt some children and young people would only be interested in the summary, but others might want to find out more. The group suggested that including website links or QR codes would allow young people to access more information or find out how to get involved in the research. They also said it would help to show the information sources were trustworthy and to *"show the facts are verified"*.
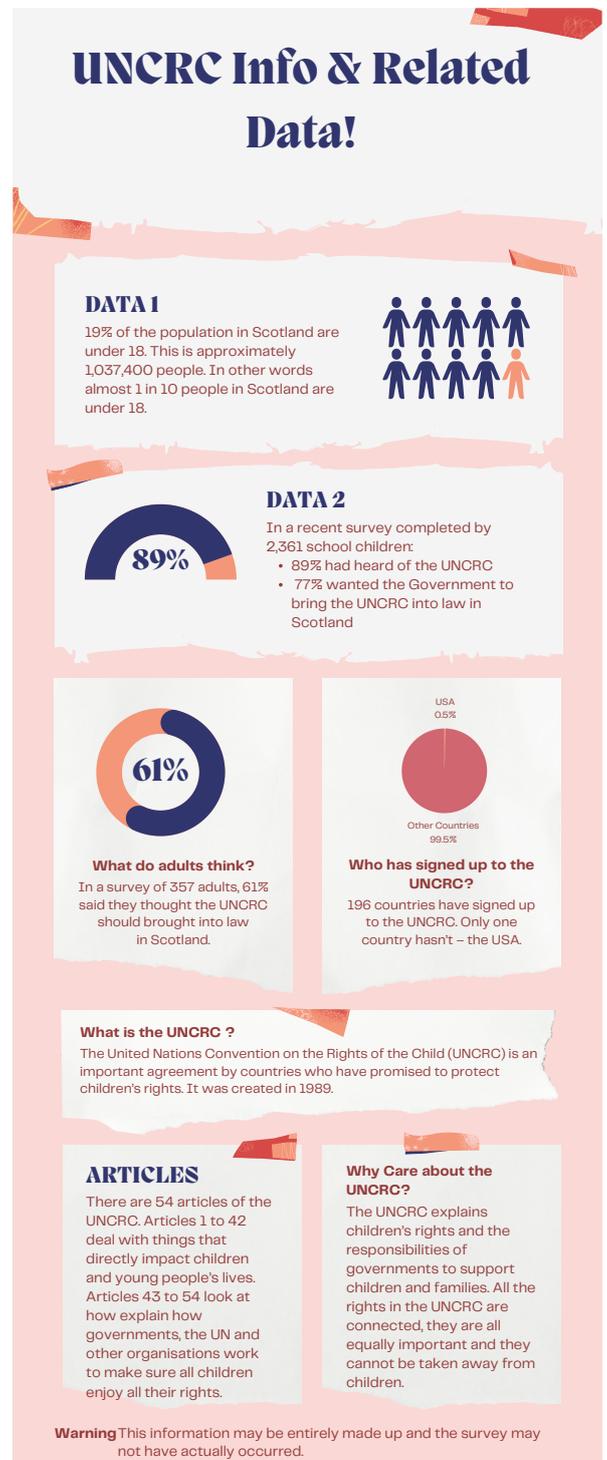

Figure 11: Information graphic created by Kaydence

✅ What to do

- Make information easy to read
- Pick out the important information
- Make it engaging and use colour
- Include images, illustration and graphics where possible
- Use fewer words if possible
- Consider using creative formats if suitable, such as comics or animations
- Make the presentation age appropriate
- Include references to show the data is trustworthy
- Include links so people can find out information if they want to
- Must be accessible.

❌ What to avoid

- Busy or cramped images
- Not including the information needed to make sure the audience understands what you are trying to say, eg specifying that numbers given are %
- Do not just use lots of text on its own
- Avoid using jargon!

Data research and children's rights

Following on from this activity, we then discussed children's rights and how these relate to children and young people's data and data research. Most of the group had a good knowledge of children's rights and the United Nations Convention on the Rights of the Child (UNCRC). With the Scottish Government's commitment to incorporate the UNCRC in Scots Law, we thought it was important to consider how different UNCRC articles linked to data research.

The group discussed the key themes covered by the Convention – Provision, Participation and Protection – and the individual UNCRC articles.

The group highlighted that the themes of Participation and Protection were particularly relevant. They said it was very important that children and young people had a chance to share their views about how their data was gathered, stored, analysed and used for research and policy development. Participants said Protection was really important because children and young people's privacy needs to be protected.

The young people identified numerous individual UNCRC articles that they thought were relevant to SCADR and other researchers working with children and young people's data. Key articles identified were:

Article 3: **Best interests of the child – the best interests of the child must be a top priority in all decisions and actions that affect children.**

The group said that, as with all adults, this should be in the front of data researchers' minds – whether that is collecting data, working with data or sharing the findings.

Article 12: Respect for the views of the child – every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

The group said that children and young people want to be heard properly. Their opinions about how their data is used matters. Organisations and companies need to remember that.

Article 13: Freedom of expression and access to information – every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Researchers need to consider how to share information about children and young people's data so that children and young people can engage with it and express their views. Researchers need to consider how to share this information sensitively.

Article 16: Right to privacy – every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

Children and young people's data is important and lots of information about children and young people is collected. Their data should be kept safe and secure. The group highlighted how this also linked with their digital rights. Children and young people need to know how to access their own information.

Article 42: Knowledge of rights – governments must actively work to make sure children and adults know about the Convention.

The group made it clear that all adults, including staff at SCADR, need to know about children's rights and how these impact their work.

The group also identified articles where data research could help to uphold children's rights and deliver improvements for children, young people and their families. This included improvements for:

- Children who are refugees, helping to deliver projects like the Homes for Ukraine scheme (Article 22)

- Children with a disability and the support they receive and reducing stigma and bullying (Article 23)

- Children accessing health care services by looking at data linked to medicines and treatments (Article 24)

- Children and young people in care by finding how the care system is working (Article 25)

- Children and families experiencing poverty by gathering data to find out how they can be supported (Article 26)

- Children's access to education (Article 28)

- Children's access to play opportunities and hobbies by helping adults to understand how this is good for them (Article 31)

- Children who have experience of neglect, abuse or exploitation – by improving children's services (Article 39).

Legacy of the project

The work with the group concluded with the fifth session which was dedicated to ensuring that all the topics discussed were fully covered.

We asked the group what they wanted the legacy of the project to be and the key messages they wanted to share with SCADR and organisations working with children and young people's data. This was broken down into four key themes.

What are the important things to tell researchers who are using children and young people's data?

Capturing children and young people's data

> **!**
> - *"Be honest and upfront"*
> - *"It should be done in compliance with law and in a moral way"*
> - *"It should be done in a non-intrusive, non-personal way"*
> - *"It shouldn't be done in a way that makes people feel uncomfortable"*
> - *"Tell young people upfront who their data is shared with."*

Storing children and young people's data

> **!**
> - *"It can only be accessed by certain trusted people and is kept safe"*
> - *"Children and young people should have access to their own data, have a right to their own information and see what it is other people are accessing about them"*
> - *"[Children should be able to access their data] so you know what data they have on you and you can correct data or ask for things to be removed"*
> - *"Children and young people should know how long their data is stored for"*
> - *"It needs to be secure, accessible through GDPR"*
> - About access to data: *"Organisations can be notorious for delaying these things."*

Using children and young people's data for research

> ⚠
> - *"You need to be respectful!"*
> - *"It's important to remember that these are not just numbers – these are real people"*
> - *"Be transparent"*
> - *"Keep things anonymous unless you have permission to do otherwise"*
> - *"They collected the data for one thing so they shouldn't use it for another without you knowing"*
> - *"Can't use for everything, have to have your permission"*
> - *"Give you the opportunity to say you don't want your data included."*

Communicating findings of research

> ⚠
> - *"Make it accessible to everyone"*
> - *"Be transparent and respectful"*
> - *"Respect people – everyone has feelings – they come first"*
> - *"Always need to be respectful no matter what the situation and understand the impact it may have on people"*
> - *"You need to think about your audience when presenting info"*
> - *"Provide context as to why they need it and what they are doing with the information"*
> - *"I think they need to think about it but at the same time researchers need to be able to give information even if it isn't always very nice which may unavoidably cause harm"*
> - *"Need to be constructive with research."*

Sharing our project findings

The group suggested a range of ways to share the findings of this project with SCADR. This included sharing direct quotes from the group and images of our Jamboards as part of the report.

Participants suggested additional ideas for resources that SCADR could produce to share information about children and young people's data research. This included producing a short summary (1-2 pages) and creating a video or animation about the topic. The group highlighted that *"simplicity is key"* and that it should be *"short, concise and understandable for everyone"*. The group said they would be happy to help develop these resources if SCADR was interested in taking this forward.

The group recognised that not all children and young people would be interested in finding out more about how their data is used. They said, *"some people think it is boring"* and *"some people will care, but some won't"*. However they felt it was important that there is more information available for children and young people. One participant said, *"at least the information is there to view if they feel it is important"*.

For future work with children and young people about their data, the group thought it was important to encourage *"active participation and involvement with those who have actual interest in it"*. One young person suggested creating an interactive online platform so children and young people could engage with it on an ongoing basis: *"I think it would be good to have on websites always open so people can choose to answer it... Not just a one-off."* The group also discussed reaching out to schools and through organisations like Young Scot, however they mentioned the reach for both these options can sometimes be limited.

Challenges

Recruitment of children and young people

Children in Scotland found it more challenging than anticipated to recruit children and young people to join the design panel. We believe that this is because our recruitment period for this project overlapped with the December school holidays. Additional time in the project set-up phase would have allowed greater time for children and young people to apply.

Covid-19 restrictions

Covid-19 restrictions were in place for the duration of the project, so all the project meetings took place online. Although the panel achieved a lot within a small number of online sessions and were able to work well with young people from different parts of Scotland, some aspects of the discussions would have been more enjoyable, organic, and collaborative if we had been able to meet in-person.

! Conclusion

Children in Scotland was pleased to have had the opportunity to work with SCADR on this pilot project. The project has been successful in supporting children and young people to learn about administrative data and to share their views effectively.

The group identified clear connections between administrative data research and children's rights and shared some key recommendations about how SCADR should be working with children and young people's data and communicating their findings.

The participants made it clear that children and young people need to be at the forefront of researchers' minds when they are working with children and families' data. They also highlighted the importance of storytelling and communicating data visually. The children and young people involved in the project also identified that accessibility of information was very important, both in terms of design and language.

In general, the children and young people involved in the project were positive about the potential for effective administrative data research to improve children's lives and pleased that SCADR had chosen to undertake this pilot project. They felt that if researchers were taking children's rights-based approaches to how they were working this would have a positive impact.

Both Children in Scotland and the project participants hope this work will have a positive legacy in how SCADR works with children and young people's data in the future. We also hope this information will influence other decision-makers who are working with children and young people's administrative data.

Recommendations

Children in Scotland staff analysed the discussions from the five workshops held and have come up with the following recommendations:

Recommendation 1: SCADR should ensure all staff members including researchers, management staff and board members or trustees have a strong knowledge and understanding of children's rights as described in the United Nations Convention on the Rights of the Child. Organisations working with children and young people's data must ensure children's rights knowledge is embedded across the workforce so all staff members can respect and uphold these rights in their daily work. We recommend that all existing SCADR staff (and any future staff) should undertake children's rights awareness training.

Recommendation 2: All researchers at SCADR should work in a children's rights-based way. Researchers should remember that children and young people are real people and not just a number that is a part of collected data. Researchers should always keep children and young people's best interests in the forefront of their minds and work in a respectful and sensitive way. Researchers must be transparent with children and young people about what their data is being used for.

Recommendation 3: SCADR should create a short child-friendly public-facing document outlining how their work respects and upholds children's human rights. This would outline SCADR's commitment to embedding children's rights throughout its work and help to promote the importance of children's rights across the research sector. This document could include a summary of this project, details of staff training, a statement of how their work aligns with the UNCRC and details of future work the organisation is planning to undertake.

Recommendation 4: SCADR should explore opportunities to develop new resources to explain to children and young people how their data is used for research to improve public services. Our pilot project highlighted that not all children and young people understand how their data is used and that wider awareness raising would be beneficial. Our group identified several ways this could be done including through a short film, an animation or an infographic. The important thing highlighted by our participants was that "simplicity is key". SCADR should consider its existing partnerships with the Scottish Government and ADR UK in discussions about possible new resources to identify opportunities for collaboration.

The thoughts and concerns children and young people have about data mean that organisations like SCADR have an obligation to communicate with children and young people, work with them and develop their knowledge further. It is possible that knowing that lots of data is collected without direct engagement could make children and young people apprehensive about what is done with their data.

Recommendation 5: SCADR should consider the best way for children and young people to directly influence their work moving forward. ADR Scotland (the Scottish element of the Administrative Data Research UK (ADR UK) partnership) currently has a Public Panel that meets four times a year to discuss the development of research projects and provide feedback on the way ADR Scotland communicates. However, this opportunity does not currently exist for those under the age of 18.

> 🌐 In line with guidance from the UN Committee on the Rights of the Child, children and young people's participation should be an ongoing process and not a one-off activity. SCADR should explore opportunities to create an ongoing dialogue with children and young people.

Recommendation 6: SCADR should ensure the information they work with has been collected legally and ethically and is stored appropriately. Our group was clear that organisations must be *"honest and upfront"* when capturing children and young people's data so they know how it will be used and who it will be shared with. This is not only a legal necessity, the group said it was a moral obligation. SCADR must ensure the data they work with has been captured legally and ethically, in ways that aren't harmful to children and young people. SCADR must also ensure children and young people's data is safe and complies with regulations.

Recommendation 7: SCADR should explore creative and engaging ways of communicating their data research findings with a key emphasis on storytelling to make them understandable and interesting for children and young people. The group provided a range of different ideas for how to communicate data research findings and make them engaging and accessible. SCADR should consider how to take these on board as part of wider communication development work across the organisation. SCADR should also consider co-production opportunities with children and young people to ensure findings are communicated sensitively and effectively.

Recommendation 8: SCADR should build links with national and community organisations to support them to share their findings with more children and young people. The group suggested sharing research findings through youth groups and websites such as Young Scot. They also highlighted the importance of using existing social media channels for sharing research findings. Building meaningful relationships with national and community-based organisations will support SCADR to share their findings more effectively. Different routes would need to be considered for younger children (aged 11 and under).