

# Children's Parliament Investigates: **Learning for Sustainability**

September 2022



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### Children's Parliament

Children's Parliament  
Summerhall  
Edinburgh

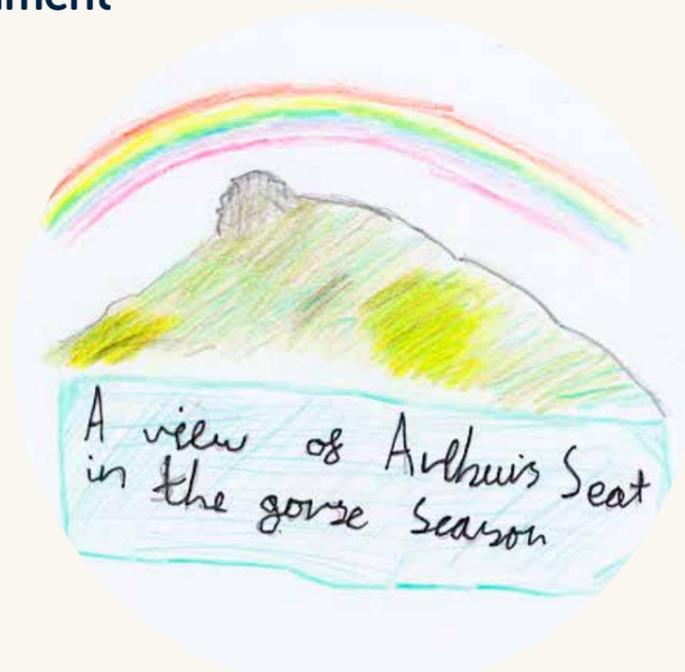
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**“We should have Learning for Sustainability because if people learn about it, they will act, and it’s true that just a few people can make a change, and more children can have their voices heard.”**

- Member of Children's Parliament, age 10, Edinburgh

# Introduction

The Learning for Sustainability curriculum across schools and early years settings embeds social justice and children’s human rights in educational practice. Connecting outdoor learning, sustainable development (encompassing climate change and the climate emergency), and global citizenship, Learning for Sustainability supports children to understand the world and the types of communities they wish to live in.

Though the curriculum has been a success, including achieving UNESCO Green Flag status, it is acknowledged that there is a need to refresh our delivery of Learning for Sustainability, to ensure there is consistent and meaningful delivery for every learner. As a part of this, Children’s Parliament was commissioned **to capture the views of children across Scotland on why Learning for Sustainability is important to them and what they would like to see improved or changed about the current offer.** This work will be used to inform the new Learning for Sustainability Action Plan. We were also asked to produce a creative output, alongside the children, to inspire educators to deliver a curriculum that meets the needs and hopes of their learners.

During the process, we consulted with 132 children aged 2 to 13, to find out what they think needs to happen for every learner to have a consistent and meaningful Learning for Sustainability education. These became our Calls to Action from children, detailing the areas where they think provision can and should be extended in the education system. Our work also captures the experiences of educators and what they need to feel supported to deliver a modern and dynamic Learning for Sustainability curriculum. You can find our [companion adult report here](#).

This report shares our journey with the 120 Members of Children’s Parliament (MCPs) and 12 Investigator MCPs, who shared their visions and hopes for an education on sustainable development, global citizenship and outdoor learning.

**“My school teaches about climate change and sustainability, but some of us learn more than others, when every person should be learning a lot about it”**

- Investigator, age 11, Perth and Kinross



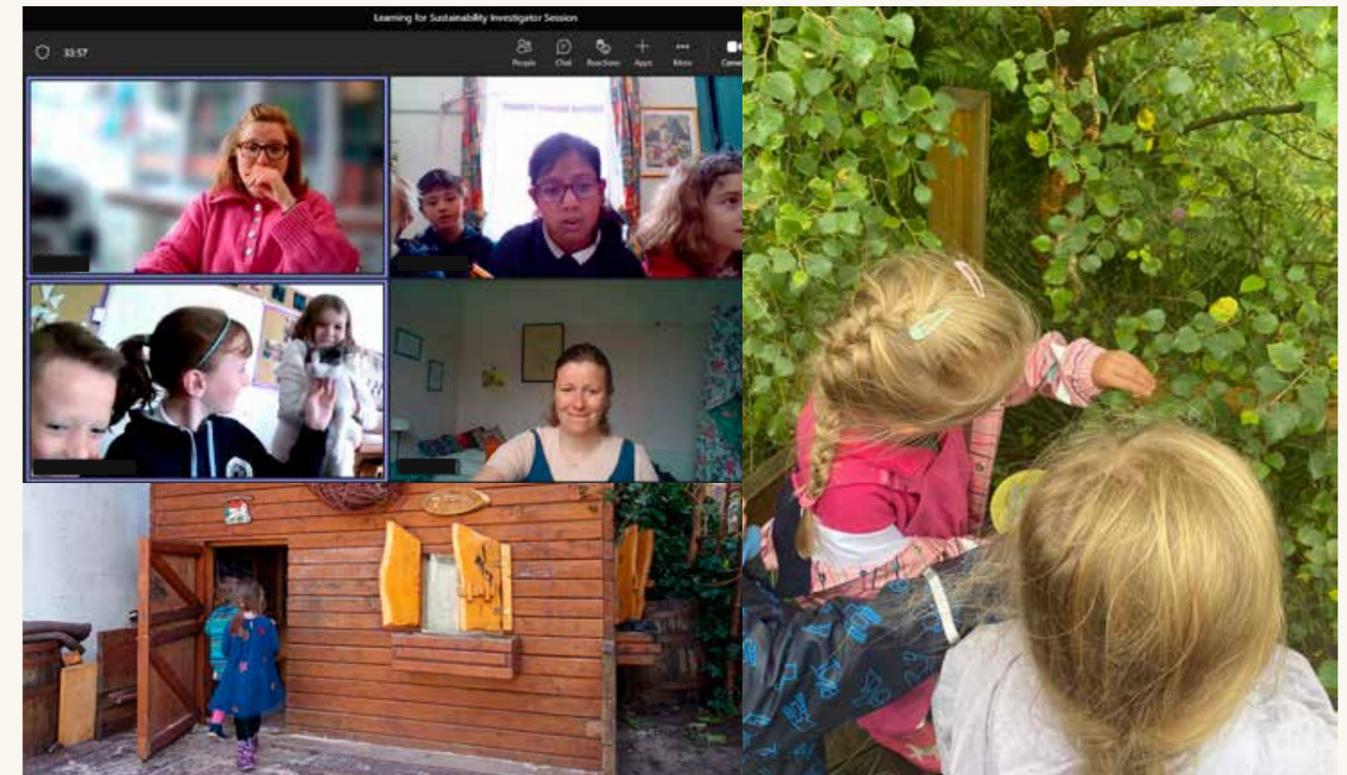
# A children’s human rights approach to learning for sustainability

Children’s Parliament takes a children’s rights approach, meaning our work is guided by the principles and furthers the realisation of the rights of all children as outlined in the United Nations Convention on the Rights of the Child (UNCRC). We use a participatory approach, engaging with children through the early years up to age 14.

As Scotland moves towards legal incorporation of the UNCRC, children’s participation in designing and engaging in their educational experience is a step towards ensuring their meaningful engagement and fulfilment of an education that supports them to live in a healthier, happier, and safer Scotland, with dignity. This includes the improvement of their physical environment, and meaningful input into what they learn, and any decisions

made around their futures. Children’s human rights belong to every child in the world as an entitlement, they do not need to be earned and they cannot be taken away.

The UNCRC states that children have the right to an education that supports them to develop respect for the natural environment, as well as the opportunity to have their voices heard in decision making. It is important to emphasise the opportunity that the new Learning for Sustainability action plan presents for the fulfilment of children’s human rights in Scotland. Involving children’s views and Calls to Action into the curriculum will strengthen its delivery, as well as bringing together both children and adults in educational settings to engage with the content and reflect on their own practice.



# 1. The investigation

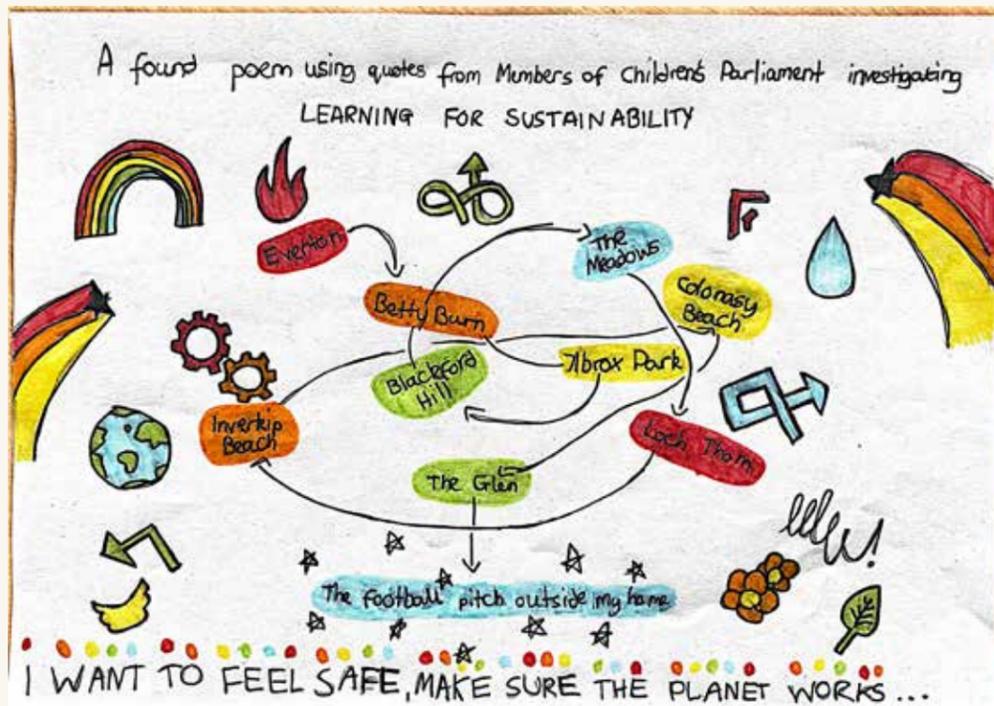
To capture children's views on their Learning for Sustainability education, we worked with 132 MCPs across five settings from Early Years to S1/S2 learners. The settings were selected to represent a wide range of urban and rural experiences, and a mix of socio-economic and ethnicity groups.

When selecting our 12 Investigators from this cohort- the children who would dive deeper into our exploration of Learning for Sustainability - we endeavoured to work with children who had few or no prior experiences of participation. Their journey through the project supported them to grow in confidence and agency through relationship building and knowledge of their rights under the UNCRC.

We also sought to work with children who had little or no experience of climate activism or involvement in their school's pupil voice groups. We went on a learning journey together as an Investigator group, exploring changes that could be implemented in each MCP's unique educational setting and community. We focused on building relationships through our weekly online calls and mission activities sent to each setting through the post.

**"Thanks for all the work that has gone into these sessions – the [MCPs] have enjoyed them immensely and I have seen their self-confidence and understanding of Learning for Sustainability and the consultative process improve throughout the weeks."**

- Supporting teacher, Perth and Kinross



## 2. Methodology

We adopted our Children's Parliament's Investigator Model for this work. This involves a hybrid approach of engaging a large group of children with initial, in person workshops, followed by online sessions with a smaller group of selected 'Investigators'.

### Introductory workshops

We worked with 132 children, who became Members of Children's Parliament, in five different educational settings across Scotland from Early Years up to secondary school, through our initial in-person introductory workshops.

Each workshop supported the MCPs to learn about their rights as children under the UNCRC. We spoke about children's human rights ensuring that all children are healthy, happy and safe. We also explored their current knowledge and understanding of the Learning for Sustainability curriculum.

### Investigators

Following our initial workshops in the five settings, we invited 12 children aged 8-12 to be Investigators.

### Missions

Each week the Investigators received in the post creative, art-based activities to complete with their classmates with support from adults in their school.



### Early Years engagement

To ensure that children of all ages were involved in the development of the new Learning for Sustainability Action Plan, we worked with two Early Years settings, one in an urban environment in Edinburgh and one forest nursery in Perth and Kinross. Across two in-person visits at each site, we gathered quotes, drawings, and creative input from 30 children aged two to five years old.

In our Early Years workshops, we asked the children to show us, through art and play activities, what makes them feel healthy, happy and safe in their nursery, including their outdoor spaces.



### Dodger

Central to rights-based practice is the building of relationships and friendships through the process. As the Investigators could not come together in one place due to COVID and travel difficulties, we adopted a 13th member of our team - Dodger the red squirrel!



Dodger is our Learning for Sustainability mascot, travelling to each setting by post to meet the MCPs. Dodger represents our connection through the project, and us as a group.

### Output

Our work with children built towards the production of a [Thinglink](#). This digital space brings together all the views of our MCPs and Investigators about the different elements of Learning for Sustainability as well as their Calls to Action to improve the curriculum. The Thinglink is illustrated by children's illustrator, Emily MacKenzie.



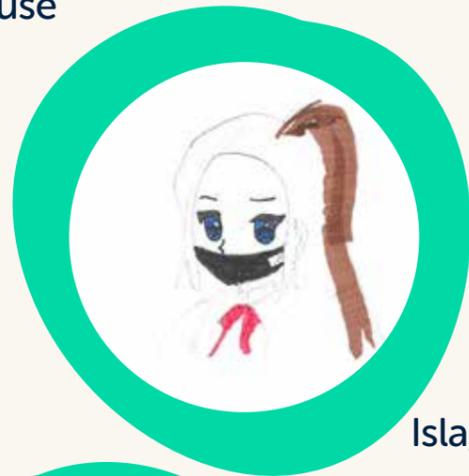
# Meet the investigators

The Investigators explored their rights and the Learning for Sustainability curriculum in their settings in more detail by undertaking weekly missions with the other MCPs in their schools and presented their findings to Children's Parliament workers during weekly online meetings.

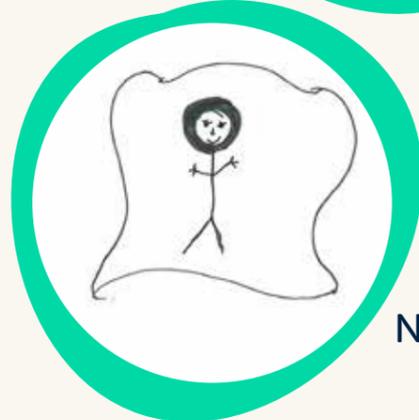
**"Digital connections really help a lot because we can be together without travelling and there's no pollution"**  
-MCP, age 11, Edinburgh



Holly, age 12



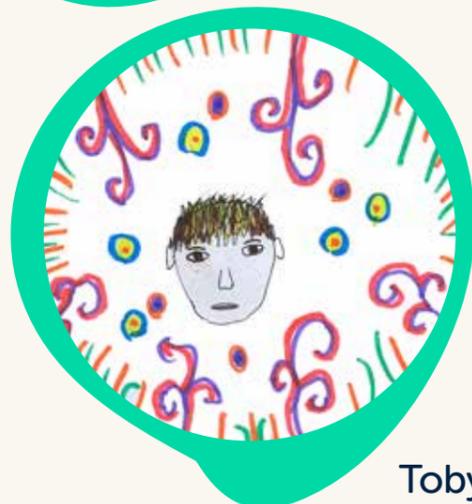
Isla, age 12



Nour, age 13



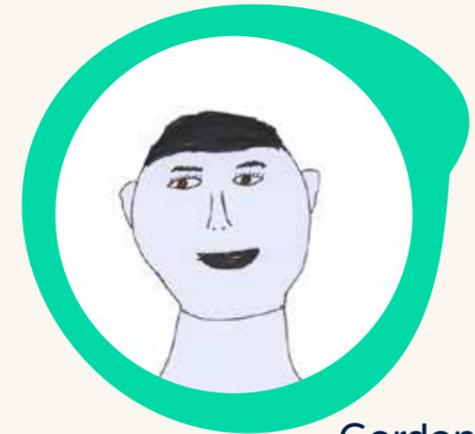
Angus, age 11



Toby, age 10



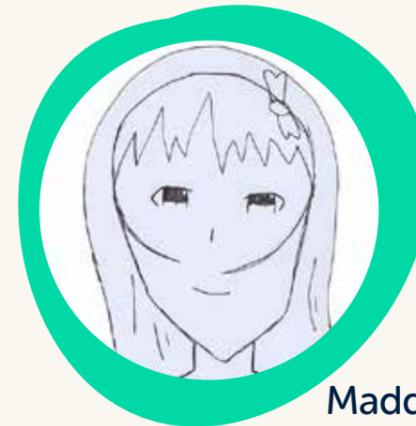
Flynn, age 8



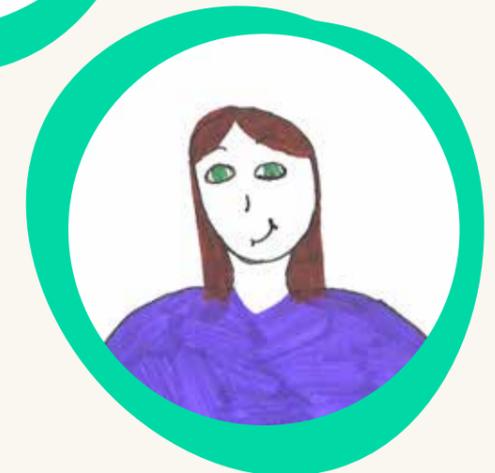
Gordon, age 10



Charlie, age 12



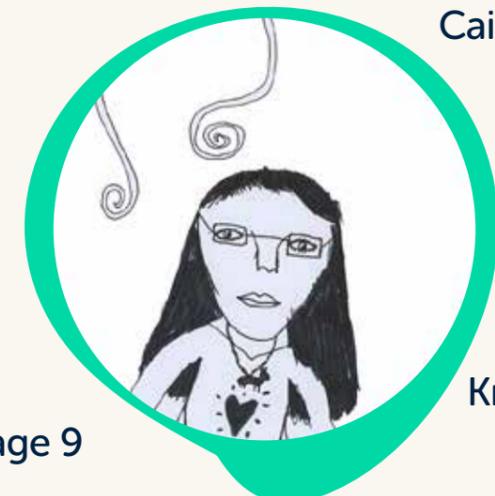
Maddy, age 10



Caitlin, age 11



Poppy, age 9



Krithi, age 10

# Part 1: Exploring Learning for Sustainability with children

## 1. Outdoor learning

### What we did

We began our Investigation by looking at what the MCPs value about being outside. We asked them to record their favourite outdoor space; some used collage, some drew, some wrote.

To explore their outdoor play spaces in the Early Years, the children gave us a tour of their nurseries by taking us on a 'squirrel hunt.' We were able to observe the opportunities they had at nursery to develop their decision-making skills, and the positive benefits of their free access to outdoor areas and materials for creative play. We also conducted an activity with the children to explore their feelings in connection to their spaces, asking them to choose a happy or a sad 'emoji' to stand on when asked the question "how does playing outside at nursery make you feel?" In response to this question children shared their positive feelings for their outdoor learning.

### What we found

Being outside keeps children feeling healthy, happy and safe. Children felt this was a key part of their positive experience of Learning for Sustainability and would have benefits for their mental health. They spoke about feeling calm and relaxed when they were in natural spaces. This finding was true from Early Years up to our secondary pupils.

**"It is calm and relaxing to go play outside and to go on walks. It makes me feel happy a lot. It also has a refreshing smell of leaves, grass and flowers up ahead!"**

- MCP, age 10, Edinburgh

**"Plants and nature make me happy, it is so beautiful"**

- MCP, FossoPLAY nursery

The MCPs highlighted the need for outdoor learning across the curriculum, both for these benefits and for greater understanding of their physical environment through interactive learning. This included the need for provision of accessible outdoor spaces that were fit for purpose and practical. It was also apparent that not every school had these easily available, especially those in more urban areas.

**"Sustainable nature spaces are really important for learning, all schools should have these places"**

- MCP, age 10, Edinburgh

Children also wanted to be able to choose when they learned outside, rather than having small, time-constrained windows. The children felt that planning aspects of outdoor learning across the whole curriculum was beneficial, rather than having it siloed into Learning for Sustainability curriculum periodically. This would support their engagement with Learning for Sustainability in a sustained, meaningful manner, as well as ensuring they received the benefits of being outdoors across their school calendar.

**"Outdoor learning is sometimes just one week in the school year, it should be in every subject"**

- MCP, age 10, Edinburgh

They highlighted the importance of exploration and play within their outdoor learning, such as having benches to sit on socially and areas of plants and wildlife that could be used to teach eco-skills throughout their subjects. This was especially crucial in the Early Years. As younger children, they benefitted from physical interactions in the outdoors and learning through creative activities.

**"I like the sandpit [at my nursery] because I can dig and think about the earthworms that are there"**

- MCP, Cowgate Under 5's

**"[At nursery] We can stand in the sun and photosynthesise like plants"**

- MCP, FossoPLAY nursery

Children across both Early Years settings also connected their play outside with their interest in learning about their physical environment. Both nurseries are child-led, so the children had learned about nature and wildlife through exploring their outdoor spaces and asking the adults around them. While outdoor spaces are vital, outdoor learning and positive development through play and exploration is also crucial to the delivery of Learning for Sustainability in the Early Years.

**"If you didn't learn about plants and nature, you wouldn't know a lot of things"**

- MCP, FossoPLAY



## 2. Sustainable Development / The Climate Emergency

Sustainable Development is one of the three subject areas of the Learning for Sustainability curriculum. UNESCO frames this as how we use our education system to address the urgent and dramatic challenges the planet faces. The children and educators we worked with clearly expressed their interest and desire to engage with the climate emergency/climate change as the main focus of the Sustainable Development subject area, and so this formed the focal point for the participation process.

### What we did

In our introductory workshops, we explored children's feelings around Learning for Sustainability, climate change, and their education using our 'Head, Heart and Feet' activity.

In our Investigator session, we expanded on the learning from our introductory workshops by encouraging the children to create 'climo-meters.' These are moving scales that depict hypothetical futures, ranging from climate crisis to their hopeful visions for a sustainable future, such as ways that their schools could support climate action.

### What we found

Scotland has declared itself in a state of climate emergency, and children in Scotland are already experiencing the adverse effects of climate change. The MCPs were aware of the negative impact already affecting Scotland's biodiversity, nature, children's health, and their future lives. This was a theme in both rural and urban settings, with children expressing concern and disappointment over the current situation.

**"Will sheep survive climate change? I don't know and we have sheep on our farm at home"**

- MCP, age 11, Perth and Kinross

These worries included confusion over how children could make a difference in their schools, especially if they felt adult decision makers were not acting fast enough to instigate change. Almost every child we spoke to was passionate and interested in the subject and wanted to see a more holistic climate education, reflecting their drive and passion.

**"We learn about climate change in school, and it is interesting, but sometimes I start to not care because I don't know what to do about it"**

- MCP, age 12, Inverclyde

**"If you didn't have sustainability, you would have pollution"**

- MCP, FossoPLAY nursery

Children wanted to feel connected to the changes that need to be made and be consulted in a meaningful way in how they could contribute to climate action in their school. Some of the current climate education the MCPs had already experienced included elements of climate action such as learning eco-skills and litter-picking on the school grounds. They saw this as a positive experience, but not going far enough.

**"My school has good recycling in the classrooms, but I can see that when it goes outside, it all gets put together in one bin again and I don't know who to talk to about it"**

- MCP, age 12, Inverclyde

**"Our school has a polytunnel to grow food like radishes and a hippo bag to help save water, which I really like."**

- MCP, age 9, Perth and Kinross



The Investigators highlighted the power of education and school settings to combat climate change. They were passionate about the need for everyone to be informed on the topic, especially educators. This should include adults across the school, not just those involved directly in teaching the Learning for Sustainability curriculum. Children want passionate and informed adults to support their learning and help them navigate these important and, at times, concerning topics.

**"Adults in Scottish Government and teachers should have climate education for them planned into every school year"**

- MCP, age 12, Inverclyde

The MCPs also felt it was important to be connected to other children and schools on tackling the climate emergency through their education and activities, highlighting the importance of a curriculum that values connectivity and community. However, they repeatedly reminded us of the importance of adults taking urgent, tangible action, and their frustrations when this did not happen.

**"Adults need to stop talking about it [climate change] and actually do something"**

- MCP, age 12, Inverclyde

There was a careful balance to be struck between the children wanting to learn how they could contribute to tackling the climate emergency, and their worries and anxieties around an issue that is structural and stressful. The key emphasis they shared was around the importance of children being involved in meaningful climate action that made a difference, such as sharing their Calls to Action with adult decision makers who could enact changes. Individual action through Learning for Sustainability activities or eco-groups in schools must be an opportunity for children to connect and feel hopeful.

Children felt that their Learning for Sustainability curriculum was important because without it they would not be informed on the climate emergency. Without that knowledge they would not be empowered to join discussions or take action on a subject that directly affects them and which they shared a passion for being engaged with.



### 3. Global citizenship

#### What we did

To show the power of global connections, we created a digital map with the Investigators displaying all our links around the world. This showed how interconnected they all were, despite having not met each other in person and having a range of backgrounds and ages.

Using food miles as a powerful example of our global connectivity, Investigators calculated the travel and air miles of their favourite meals and were surprised by the huge distance imports had travelled, especially for foods that can be and are grown in Scotland.

**“Why do cucumbers come from so far away when we grow them in Scotland, in my garden?”**

- MCP, age 10, Edinburgh

#### What we found

A key part of the Learning for Sustainability curriculum is for children to learn about global citizenship, and their positions as citizens of the world. The MCPs shared that they enjoyed learning about other places and wanted to ensure that children’s human rights were fulfilled everywhere. The MCPs also noted the importance of learning about how climate change and access to outdoor learning impacts children worldwide. They placed a strong emphasis on equity and fairness when they talked about other children’s experiences.

**“Learning for Sustainability is important because even if other children aren’t doing anything to harm the planet, they don’t deserve to be harmed by climate change”**

- MCP, age 10, Edinburgh

**“It’s good that we learn about other cultures and beliefs, so that we can better understand and potentially help them.”**

- MCP, age 12, Inverclyde

As such, the Investigators knew they weren’t alone in their experiences of the climate emergency in their communities and acknowledged that this was a global issue. It was important to them that all schools had the same access to positive climate education and outdoor spaces in which to learn the subject. Children spoke about the benefit of creating networks of schools that could come together and share their learning and different perspectives around issues that affect them.

**“I think it would be a good idea for [our primary school] to work with other schools on climate change.”**

- MCP, age 8, Perth and Kinross

We noted that the children had a wide variety of experiences and exposure to global connections, such as travel and language learning. There was a clear difference between educational settings, even within the small range of settings we worked with. Children acknowledged this and felt it was important that all children have the same quality of experience when it came to learning about global citizenship. Their suggestions to improve provision across the board included resourcing schools in Scotland to engage with international celebrations and days of climate action so that every child is able to participate.

**“We have a clean air day on the street our school is on, but not all schools have that, and they should”**

- MCP, age 10, Edinburgh



## Part 2. Children's Calls to Action

"I am excited to be a part of this project because I can actually do something now"

- MCP, age 12, Inverclyde

At the end of our Investigation, the 12 Investigators came together to share their visions for Learning for Sustainability in the future. Together, they developed nine key Calls to Action. These should inform the upcoming Learning for Sustainability Action Plan to be developed by Scottish Government in Autumn 2022.

### Outdoor learning

**1. All children should have the chance to learn outdoors throughout the school year.**

- Children should be able to regularly learn about climate change and sustainability outside in nature.
- Being able to learn outdoors should not depend on where your school is based: every school in Scotland should have outdoor spaces to learn and play in.
- All children should have the opportunity to go to an annual outdoors school camp.

**2. Outdoor learning should be part of every school subject.**

- Teachers should plan outdoor learning into all their subjects at the start of each term.

### Sustainable Development / Climate Emergency

**3. Adults in school and adults who decide what we learn, need to learn about the climate emergency too.**

- Training should be planned into every school year so that all adults in school are aware of the climate emergency and can help children learn about it.
- Adult decision makers should also receive regular training on the climate-emergency.

**4. Children are passionate about climate change; their views, ideas and opinions should be included in how and what they learn about this subject.**

**5. Scottish Government should take urgent action to protect and respect trees and the natural environment.**

- When building and maintaining school buildings and grounds, care should be taken to respect nature

**6. Children and adults should have opportunities to work together on children's rights, climate change and sustainability.**

- Scottish Government should help to set up groups to tackle the climate emergency that include children and adults. These groups should have regular opportunities to influence decision making.

### Global citizenship

**7. Scottish schools should have links to other schools around the world.**

- When children are connected around the world, they can learn how they are affected by climate change and share ideas on how they can make a difference together.
- Scottish Government should support schools to work with other schools around the world.

**8. Schools should support children to take part in learning, protests and action on the climate emergency as part of global events.**

- Schools should take part in international celebrations and days of action such as Earth Day. Schools will need resources to be able to do this and Scottish Government should provide those resources so that all schools can take part.

**9. Children and adults around the world should have their human rights respected. This means being able to live in a healthy, happy, and safe environment.**

- All adults, especially Scottish Government, should take urgent action to provide a healthy, happy, and safe environment and planet for children now and in the future.



# Reflections from Children's Parliament

Over the course of our project, several key messages arose for us from our observations and from what the children said across our range of settings. These messages feed into the wider conversation around the Learning for Sustainability curriculum and where it could be improved.

## Learning for Sustainability as curriculum area

We found that most children we worked with were experiencing aspects of good practice in outdoor learning, global citizenship and sustainable development/the climate emergency; however, it wasn't always clear to them that these elements fell under the umbrella of Learning for Sustainability. Some struggled with the word 'sustainability', in terms of saying it or understanding its meaning, especially in the younger age groups.

Of all the areas discussed, children were most motivated and informed about climate change. This is understandable considering the focus on COP 26 which many schools used as a prompt for talking and learning about the issues.

In our Early Years sessions, where the younger children mainly responded to the outdoor learning aspects of our work together, there are challenges in terms of children's cognitive understanding of naming other Learning for Sustainability strands. This means that ideas of global citizenship and sustainable development are more difficult to introduce or observe. Our partner Early Years settings are very much based on play and child led learning, so we do understand these are the basis for a growing awareness and engagement with Learning for Sustainability more broadly. Looking to the development of the next iteration of the Learning for Sustainability action plan, the use of outdoor spaces and play-based approaches as a grounding in the Learning for Sustainability curriculum should be explored further.

## Climate change and responsibility

When sharing their experiences of the Learning for Sustainability curriculum in their schools, the children repeatedly drew discussions back to the climate emergency. This was at the forefront of their minds and took priority over other Learning for Sustainability themes in our discussions.

**"We should have Learning for Sustainability because if people learn about it, they will act, and it's true that just a few people can make a change, and more children can have their voices heard."**

- MCP, age 10, Edinburgh

They also pointed out that their lessons often focused on individual action and the responsibility children have to reduce their emissions and carbon footprint, such as by recycling more. However, Learning for Sustainability is a holistic approach and should encompass topics beyond individual climate action, including education on children's human rights. This includes ensuring that adults

are informed themselves and take responsibility to tackle the climate emergency urgently, so that children in Scotland are protected from the already harmful effects of climate change. They should also be supported by adults to have the time and space free from feelings of anxiety and worry around the climate emergency. At Children's Parliament we are constantly urging adults to untangle the notion that rights are tied to responsibilities. Responsibility lies with adults to tackle the climate emergency with urgency, not with children.

**"We have nature right now, but it's already going away"**

- MCP, age 12, Inverclyde

## Rights and action

When considering the outcomes and aims of a Learning for Sustainability education, we need to ensure that the content and methods of delivery respect both children's human rights and the planet. This includes ensuring that children have a say in matters that affect them. It is a vital curriculum area to be delivered from a children's human rights perspective, and adults have a responsibility to consistently and thoroughly implement it.

However, the children shared that they didn't always have input into what they learned, how they learned, and what their school grounds were like. They wanted to be engaged in their curriculum, their school grounds and outdoor spaces, and for adult decision makers to be informed on children's participation and climate education.

**"We have an eco-club, but we don't always know what is happening in school. They cut down trees and we didn't find out until it was too late"**

- MCP, age 10, Edinburgh

It is vital that children are heard and taken seriously, including in their education and the Learning for Sustainability curriculum. They should also be given updates and feedback on their demands, regardless of the outcome. The MCPs often didn't know who they could speak to or when they would hear back about suggestions or asks they had made. Closing the feedback loop is a vital element of rights-based practice and necessary for meaningful participation.

**"We should know what's happening with adults and if it will actually be done"**

- MCP, age 12, Inverclyde



# Conclusion

Reflecting on the impact of the project on the children, we have seen the MCPs grow in agency and understanding of both Learning for Sustainability and their rights under the UNCRC. Over the course of the project, we observed many of the MCPs increase in confidence as they were more able to take ownership of their rights and share their opinions on why Learning for Sustainability is important to them. One MCP who had previously being fairly quiet in sessions spoke up with force in a later session, sharing why she was so passionate about children's participation in the Learning for Sustainability curriculum.

**"Climate change is important to children! We have to do something now!"**

- MCP, age 9, Forgandenny.

Children have repeatedly shared with us that the Learning for Sustainability curriculum is important to them because it can support more engaging learning, greater wellbeing, and inspire climate action across Scotland, while fostering connections with other children around the world. Underpinning this is the passion that children show which should be matched by the adults driving their education. Children have the right to experience a curriculum that reflects their needs, interests and opinions.

The new curriculum needs to be consistently implemented, well resourced, accessible to children of all ages, and include opportunities for them to have a say in how and what they are taught. A meaningful Learning for Sustainability curriculum should not be limited to settings in specific geographic areas and age groups or with particularly engaged adults.

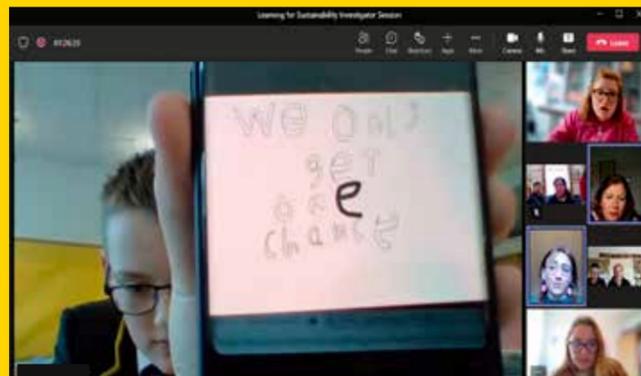
Throughout the project, the children shared their Calls to Action with passion and urgency.

It is now critical for adults to take them on board and understand why this area of the curriculum inspires such an emotional response from children. Children shared their worries and anxieties with us over the course of the project as many had concerns over the climate emergency, the effects it is already having on them, and what the future will look like globally, including in their education. However, the Investigators were also hopeful in their outlook, bringing inspiring solutions and ideas to our discussions across all three strands of the curriculum. Ultimately, they want to be involved in shaping what their learning looks like within Learning for Sustainability, a subject that has a huge impact on their future lives. They emphasised the great importance of education in realising children's human rights in Scotland.

**"Learning about climate change is important to me because I want to feel safe and make sure that the planet works and stays sustainable."**

- MCP, age 11, Perth and Kinross

We are excited to share our creative output on Thinglink with education practitioners across Scotland and spark their enthusiasm for a rights-based approach to Learning for Sustainability. We also look forward to seeing the new Action Plan and the continuation of the good practice carried out in educational settings across Scotland.



# Thank you

We would like to say a huge thank you to our wonderful Members of Children's Parliament and their supporting educational staff who have made this Learning for Sustainability Investigation possible.

An extra special mention to our 12 Investigators who have dedicated their time to our weekly online calls: we have loved seeing your passion, creativity, and curiosity for this project. You have been amazing ambassadors for children's education in Scotland, but we've also had so much fun getting to laugh and get to know each other both in person and online!

To the 120 MCPs who supported the Investigators: thank you for your artwork and amazing ideas you submitted during our weekly Missions. We can't wait for you to see our Thinglink for Scottish Government and educators in Scotland, and to see where your ideas take the new Learning for Sustainability curriculum in Scotland.

Thank you as well to the staff at our five settings, Inverclyde Academy, Forgandenny Primary School, Sciennes Primary School, Cowgate Under 5s and FossoPLAY Outdoor Nursery. They all did a brilliant job supporting our in-person delivery and coordinating weekly Missions and Zoom calls. Your partnership and dedication made this project possible.

Finally, thank you to Emily Mackenzie, our amazing illustrator who brought the project to life for us all through her beautiful drawings and the creation of our project mascot, Dodger the red squirrel.

Scottish Government has also been invaluable in its support and engagement with our work, diving into Investigator sessions and supporting us to engage with adult educators in our partner settings.

*Sophia, Katie, and Beth*

Children's Parliament  
September 2022



# About Children's Parliament

Established in 1996, Children's Parliament is dedicated to the realisation of children's human rights in Scotland. Our dream is that children grow up in a world of love, happiness and understanding. Our mission is to inspire greater awareness and understanding of the power of children's human rights and to support implementation of the United Nations Convention on the Rights of the Child (UNCRC).

Through our rights-based practice, we provide children up to 14 years of age with opportunities to share their views, experiences, and ideas so that they can influence positive change in their lives at home, in school and in the community. We use creative, participatory and play-based methods to support children to meaningfully engage in decisions that affect them.

With over 25 years of experience and our growing, dynamic and passionate team, we demonstrate children's rights in action, we support children to influence policy, practice and legislation, and we build the capacity and win the hearts and minds of adults to realise children's rights.

For more information, please contact [info@childrensparliament.org.uk](mailto:info@childrensparliament.org.uk)

## Unfearties

Unfearties are individuals who are courageous in discussing children's issues, are making a difference in children's lives, and who are willing to speak up for, and stand alongside, children. This Children's Parliament initiative has attracted more than 1,000 people to join, including doctors, nurses, teachers, parents, carers, civil servants, local authority workers, third sector practitioners, United Nations deputy high commissioners, and even the First Minister of Scotland.

Visit [childrensparliament.org.uk/unfearties](http://childrensparliament.org.uk/unfearties) to find out more and join the brave band of Unfearties!

