



Strategic plan review

Consultation exercise – Analysis of the Findings

Technical report

January 2018

Dr Briega Nugent

Research consultant

Contents	Page
Introduction and Methodology	3
Findings	
Part 1: The Role and Job of the Commissioner	5
Part 2: Qualities and Skills of the Commissioner	16
Part 3: The Views of Children and Young People on Key Issues	19
Final messages	25
Appendices	26

Introduction and Methodology

This report presents findings from consultation exercises and survey with children and young people from across Scotland. The aim of the consultation was to find out what children and young people thought the Commissioner's job should be, the skills and qualities he should have and the issues he should focus on. Their views and opinions will help to inform the Commissioner's Strategic Plan.

Structure of the Report

The findings of this report are in three main parts:

- **Part 1** presents what respondents felt the Commissioner's job should be, how he should spend his time and money, and how children and young people could be involved in the work that he does.
- **Part 2** is an analysis of the qualities and skills respondents wanted him to have.
- **Part 3** outlines 'the issues' respondents wanted the Commissioner to focus on. The final sections of this report are an analysis of the 'other data' captured at the consultation visits.

In this introduction the methodology and details on the demographics of participants are reported on.

Methodology

This report brings together findings from a consultation involving hearing from 16 different groups from across Scotland and a survey filled in by 70 respondents.

Consultation visits

The Commissioner and his team drew up a list of groups they wanted to consult with, for example, black, minority and ethnic groups and children and young people from rural areas or those who had experience of being in care or were currently in care. This resulted in **16 visits**¹ made across Scotland and the following table summarises the breakdown of these:

Table 1:

Group Description	Number
Youth Groups	6
Primary Schools	4
MSYPs	2
Secondary Schools	2
Special Schools	2
Number of groups	16

¹ The Young Advisers' group who also worked with the Commissioner's office during the consultation process also did the activity at one of their meetings and their comments are included in some of the narrative.

The numbers involved were:

- **247 young people** (127 girls and 120 boys)
- 36 adults (i.e. those who were present at the group visits such as teachers, leaders etc.),
- The main age groups that took part were those over the age of 11 years old.

The events were planned to be as interactive as possible with attendees taking part in a number of activities as part of the workshops, namely:

- **what the Commissioner does** and also what **skills and qualities** he should have. The information was gathered in an interactive way, with children asked to write on 'bodies', using the idea of '**outside**', that is what they thought his role was, and '**inside**' what qualities they would like him to have.
- How he should allocate his **time and money**.
- How can children and young people **help the Children's Commissioner do his job?**
- In addition, they were asked to write on cards **what was the one key issue** they would like to talk to the commissioner about.

A small number of adults also gave their thoughts on the day of the visits through 'speech bubbles'. All group attendees were invited to contribute to a 'graffiti wall' so that any additional comments could be made.

Survey

In addition to these group visits, there was an opportunity for children and young people to complete an online survey focusing on similar question themes to the group activities. This was publicised via social media and the Commissioner's website. There were 70 respondents.

The breakdown of the ages of those who took part in the surveys are as follows:

Table 2:

Age Group of survey respondents	Total
Age 12 to under 18	47
Age 18-21 and care experienced	4
Age 5-11	7
Not given	1
Other	11
Total	70

As with the consultation, the main age group taking part in the survey was those aged 12-18 years olds. This may be a reflection of the survey being publicised via Young Scot.

Part 1:

The Role and Job of the Commissioner

Overview

The following section explores what respondents felt the role of the Commissioner should or could be and how he should do his job (**1a, 1b,1c**). This is then followed by an analysis of how children and young people felt they could help him do his job (**1d and 1f**) and how he should spend his time and money (**1e**). This highlights that above all else young people want the Commissioner to be an advocate and protector of rights, and to listen to the views of children and young people to understand the issues that affect them.

The findings below are gathered from two sources namely, the consultation visits and the online survey.

1a. The Commissioner's Job - Findings from the Consultation Visits

The following is an analysis of the 641 statements made on the '**outside of the bodies**' as part of the consultation visits exploring the role of the Commissioner.

The analysis to create these three key themes involved working through these statements and grouping into categories. The coding framework of how themes were categorised and the detailed analysis is provided in **Appendix 1**. The following table provides a breakdown of the **top three themes** followed by a more detailed analysis with selected qualitative comments to illustrate what was meant.

Table 3:

Themes – 'outside' bodies	Number of comments	%
Listening to and representing the views of children and young people to improve their lives	296	46
Making sure children and young people's rights are protected and respected	225	35
Promotes and advocates for children and young people to have access to equal opportunities and services	120	19

Listening and representing the views of children and young people to improve their lives

The majority of statements on the 'outside bodies' expressed views that the Commissioner should listen to the views of children and young people. Forty-six respondents also said that he should use his position to help young people be heard. This highlights the importance of the Commissioner being regarded as someone who seeks and represents the views of children and young people.

Some of the older young people discussed the idea of the Commissioner making contact with those who might not necessarily initiate contact, but would appreciate having their views elicited and taken into account. This was mainly in relation to children who were 'having a hard time', going to hospitals, local communities and one young person suggested having online surgeries.

There were specific comments highlighting that it was hoped that by the Commissioner understanding the problems that affected children and young people, this would help to improve their lives.

'make sure the things I've said make my life better and change the things that need to be changed.'

As well as listening to children, adults and namely parents and teachers were listed as being important to consult with.

'go into schools and talk to teachers and pupils about issues they may be facing.'

A few wrote about the need to work with other services and specifically mentioned the police, government, local council and social workers.

'get social workers, community workers, police, school teachers and anyone else who works with children and young people, on board.'

Making sure children and young people's rights are protected and respected

A large proportion of comments were directly related to the Commissioner's role being seen as a protector of rights and of making adults and children aware of children's rights. These comments were made across all age groups.

'to know young people's rights and making sure they are kept in place.'

'work with children's rights officers.'

'help people get their rights.'

'ensure government legislation adheres to the UNCRC and other Bills of Rights (and advise the government on this).'

'promote equality, LGBT rights.'

'decide on policy concerning children's rights.'

'a commissioner stands up for children's rights.'

Some comments (22) from older young people mentioned that the role of the Commissioner should be to hold organisations and the government to account.

‘making sure local councils are on board with issues young people in their areas face.’

‘has powers to investigate organisations not following children's rights.’

Younger children in particular felt the role of the Commissioner was to keep children safe and this could be viewed again as a rights issue.

Some older young people reported that they felt the main role should be to make children aware of their rights.

A small number wrote that the Commissioner should be accountable, treat others with respect and act as a role model.

Promotes and advocates for children and young people to have access to equal opportunities and services

This theme emerged from a range of statements around children and young people thinking more widely around what the Commissioner might do.

Many young people felt that the Commissioner should use his role to ensure that young people have access to equal opportunities and services. For example,

‘equal opportunities for those with disabilities.’

‘give all young people the same opportunities.’

‘provide money for schools for supplies.’

‘provide materials and stationary for pupils.’

‘not enough computers.’

‘give kids what they do not have (some things).’

There were a small number of statements about the Commissioner helping young people to prepare for life after education ending, improving mental health services and activities for young people. It could be said that the young people see the Commissioner as someone who can and should make a material difference to their lives. For example,

‘improve the mental health services for young people, take us seriously and end patronising services.’

‘provide mental health services for young people within schools, uni etc.’

‘increase amount of activities available of young people (Shetland specific).’

‘more affordable out of school activities like more youth clubs.’

1b. The Commissioner's Job and Role - Findings from the Survey

In the survey children were presented with six options about what the Commissioner does and asked to rank them from 1 to 6, 1 being the most important and 6 being the least. The options given were as follows:

- Helping children and young people know about their rights.
- Making sure that children and young people have their rights respected.
- Making sure children and young people's rights are protected.
- Listening to the views of children and young people.
- Looking into problems that affect children and young people.
- Making sure all adults understand children's rights.

It is important to recognise that the survey was more structured than the group visit activities and therefore did not elicit the same 'open' responses as the consultation event.

Based on the survey, children felt the most important thing for the Commissioner to do above all else, was to make sure that children and young people have their rights respected.

The remaining four options were ranked as follows:

- listen to the views of children and young people
- look into the problems that affect children and young people
- help children and young people know about their rights
- make sure that rights are protected
- make sure all adults understand children's rights.

1c. The Commissioner's Job and Role: Bringing the Data Together

Looking at both the consultation findings and survey findings outlined above, **Figure 1** summarises what children and young people think the Commissioner does or should do, based on some 693 comments or statements. These are categorised into the three wide themes.

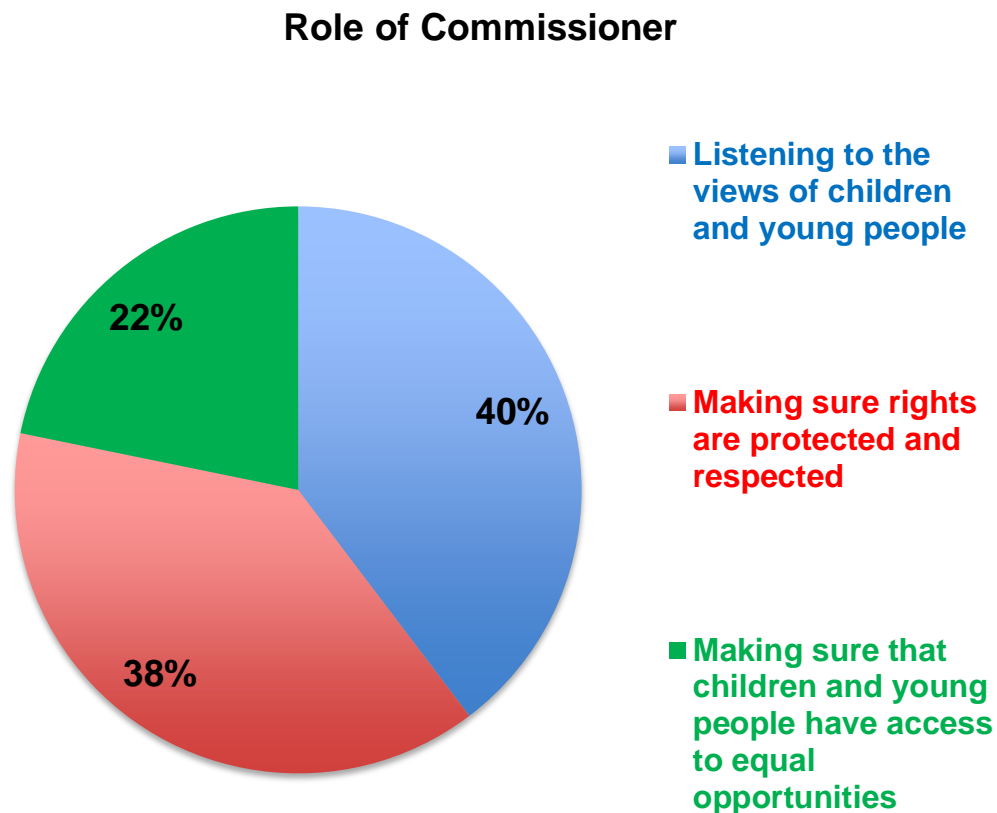


Figure 1

1d. How can children and young people help him to do his job? Findings from the Consultation Visits

Figure 2 presents findings from the consultation visits about how children and young people could help the Commissioner do his job.

How can children and young people help the Commissioner do his job?

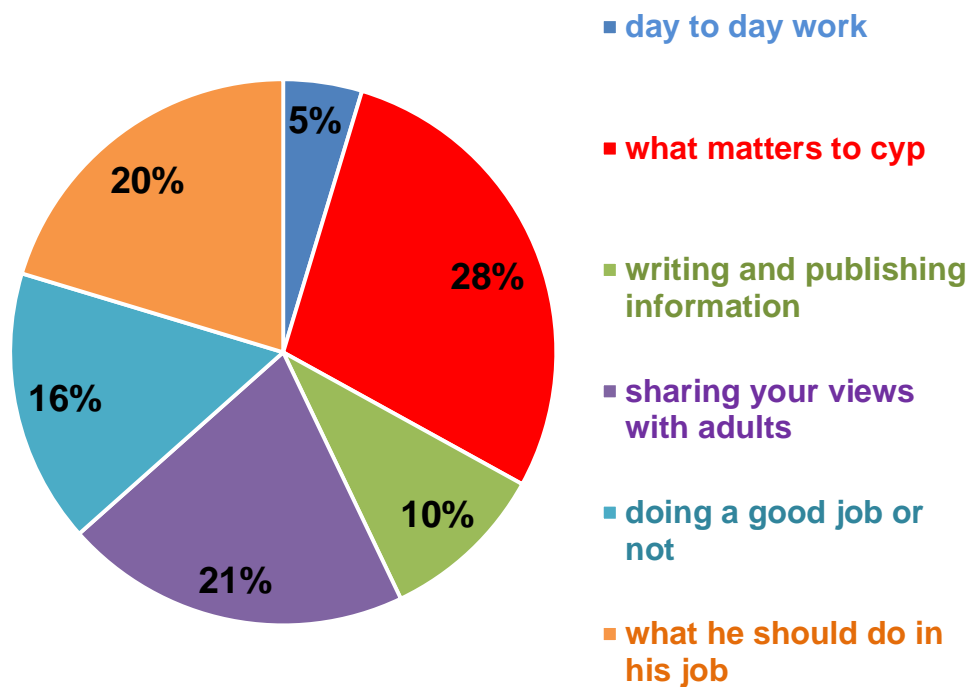


Figure 2

Helping the commissioner understand what matters to children and young people accounted for 28% of responses and 20% also said that they wanted to help him know what he should do in his job. In short, almost half of the group wanted the Commissioner to involve them in understanding the issues that affect children and young people. Also 21% said that they wanted to support the Commissioner by sharing their views with adults, and therefore involving them in taking action.

1e. How can children and young people help him to do his job? – Findings from the Survey

The young people were asked to state from a list of categories what children and young people should be involved in. The highest response was that they should be involved in finding out what matters to children and young people. (90%)

The top three from the survey are:

- **finding out what matters to children and young people (90%)**
- **sharing their views with adults who make decisions (74%)**
- **letting the Commissioner know if he's doing a good job or not. (39%)**

This figure then drops as follows:

- 36% said that they would like to be involved in writing and publishing information about children's rights and
- 36% deciding what he should do in his job.
- 29% wanted to be involved in his day-to-day work, such as going to a meeting.

1f. How can children and young people help him to do his job? Bringing the data together

It is clear that across both sets of comments and statements children and young people have said that they mainly want to be involved in **finding out what matters to children and young people** and also in **helping to make their views heard to the people who matter**.

1g. How should the Commissioner use his time and money? Findings from the Consultation

This question about how the Commissioner should spend his time and money was unique to the consultation groups. The children and young people were given counters representing 'time' and fake notes for 'money' and asked to allocate them to the following four categories:

- **Involving** children and young people in his work.
- Providing **information** about rights on his website or in leaflets and posters.
- Making sure **laws are fair**. ('He must make sure that laws that are made by the government are fair for children and young people').
- **Collecting evidence** ('about what life is like for children and young people living in Scotland today'.)

Time

In terms of how the Commissioner should spend his time, Figure 3 provides a summary of the findings from across the groups.

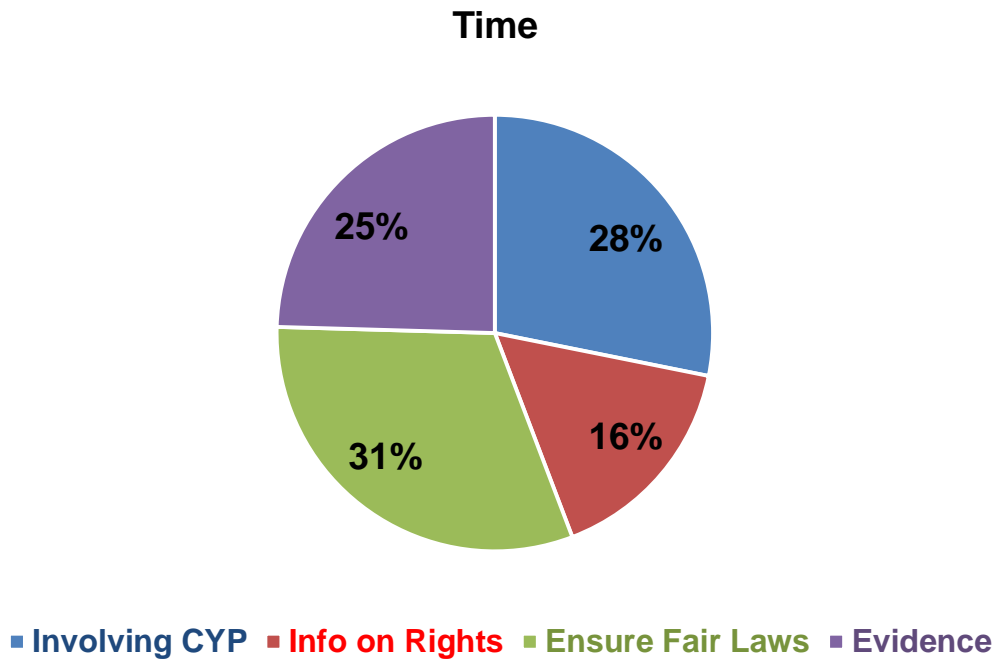


Figure 3

Most young people (31%) felt that the Commissioner should spend most of his time on making sure laws are fair. Some 28% also said that he should involve children and young people in his work, and 25% in collecting evidence.

When looking at the breakdowns, the only difference among the groups is that the MSYPs wanted the Commissioner to more or less split his time evenly between all four categories, whereas in the primary and secondary schools there was a stronger emphasis placed on him ensuring that laws are fair.

Money

Figure 4 provides a summary of how the groups felt the Commissioner should spend his money.

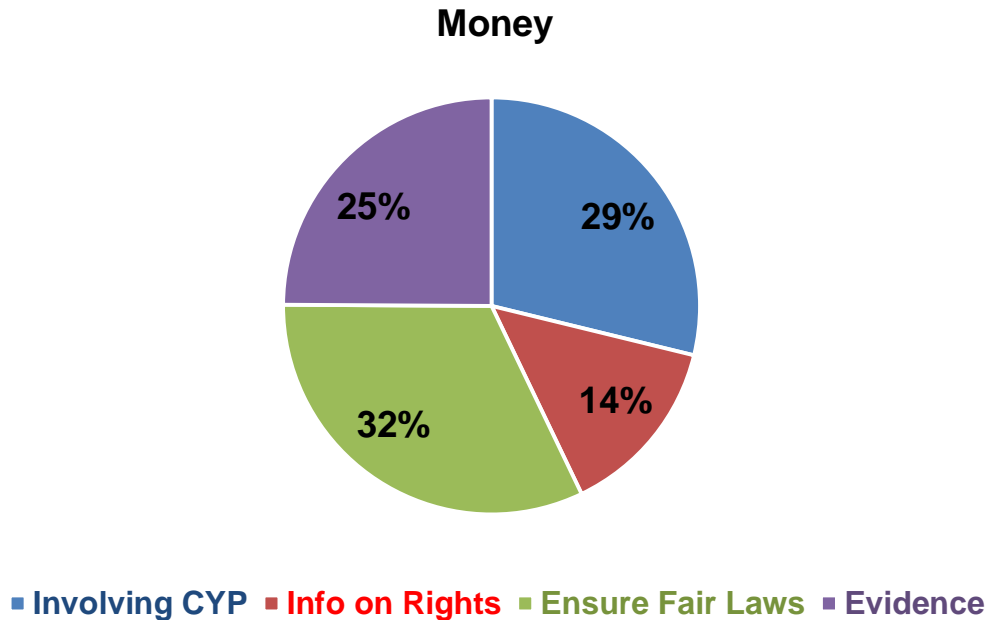


Figure 4

There was very little difference across the groups in terms of how the Commissioner should spend his time and money, with the creation of fair laws reported the most important priority. Involving young people and collecting evidence were respectively the second and third priorities. It is interesting to note that generally the groups responded similarly, except that in the Special School visited there was a stronger view that he should involve children and young people in his work. It could be suggested that this highlights how important 'reaching out' by the Commissioner and that engaging with those who may find it difficult to engage on their own is imperative.

1h. A feedback activity: Findings from the Consultation Visits

A smaller activity carried out with some of the groups and which included 141 comments was to establish how they wanted to receive feedback from the Commissioner around the review of the Strategic Plan.

Young people were asked to put one dot each against the options given. It was noted that a small number of children recorded a number of options. There were no high schools or special schools that carried out this exercise and therefore Figure 5 is predominantly based on the views of Primary School children.

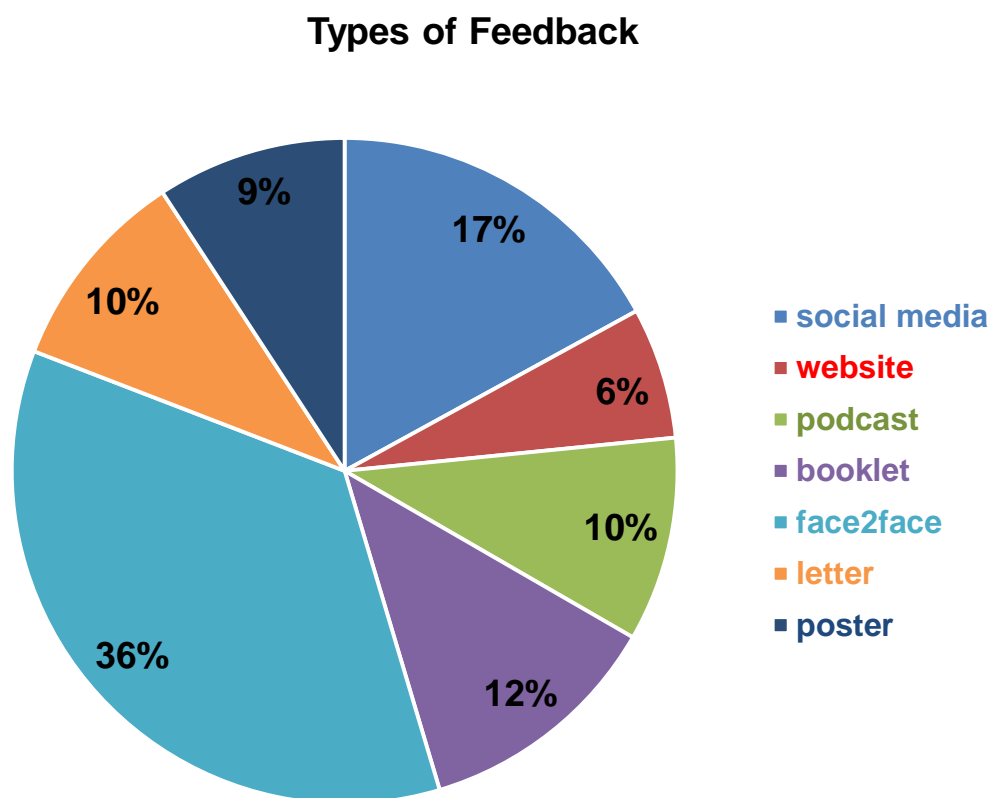


Figure 5

The majority said that they would like communication to be face to face and it could be inferred that this could potentially also be because of the success of the consultation visits.

The young advisers' group also gave their feedback separately and the majority indicated that they would prefer to give their feedback through face-to-face contact or through social media.

This particular question will be a useful focus of the weekend event because it will mean that more views of young people can be gathered. It is suggested that it would be helpful to further unpack what young people specifically mean when they say 'social media', for example is this through Snapchat, Facebook or another means of communication.

1i. The Commissioner's job/role: some concluding comments

- Across all the data the main priority according to the children and young people is to **listen to their views and create fair laws**.
- Children and young people also made it clear that they would like to **have more opportunity to be involved in helping to understand the views of children and young people** today. A small but important observation is that across this data, those aged under 12 are under-represented and there could be potential for peer support researchers.
- Of almost equal importance is that children want the Commissioner to **make sure that their rights are protected**.
- Based on the consultation visits and through the open responses, it emerged that many felt that the Commissioner should **help to ensure that all young people should have access to equal opportunities** mainly in relation to education, employment and mental health services. Those in rural areas also felt that there should be more done to help improve access to public transport.
- The preferred way of getting feedback for younger children was face-to-face and social media.

Part 2: Qualities and Skills of the Commissioner

Introduction

In the same way as the previous section, the following presents findings firstly from the consultation visits, followed by findings from the survey, before then bringing the data together about what respondents felt the qualities and skills of the Commissioner should be.

2a. Qualities and Skills of the Commissioner: Findings from the Consultation

In the consultation visits the children and young people were asked to state what qualities or skills they thought the Commissioner should have and to list these 'inside' the body. The detailed analysis and background to the following summary of the 631 comments is provided in **Appendix 2a**. Overall there were three top qualities and skills as noted in **Table 4**.

Table 4.

Qualities or Skills	Number of comments (631)	%
Kind and Caring Personality	362	57
Good communicator	112	18
Knowledgeable and hard working	109	17
Appearance	44	7
Other	4	Less than 1%

Kind and Caring Personality

By far the most popular theme was having a 'kind and caring personality' with 57% of children and young people giving responses under this category, broken down as follows:

- kind, caring, compassionate and understanding (20%)
- enthusiastic and inspiring (9%)
- good humoured (7%)
- open minded and inclusive (7%)
- strong (5%) and calm (3%)
- honest and trustworthy (2%) and adaptable (2%),
- supportive; positive, realistic and humble (2%)

Good communicator

12% felt that he should be approachable, friendly and relatable. 6% wanted him to be a good listener and a good communicator.

'good people skills'

'listen to what people want'

Knowledgeable and Hardworking

Thirteen per cent of comments from children and young people wanted the Commissioner to be intelligent, 'knowledge of the issues young people face' and be hard working.

Appearance

Only 7% of the 'inside body' comments related to appearance. Some 44 comments from young people focused on the importance of his appearance. 13 comments wanted him to dress smartly and a smaller number wanted him to be distinguished or stand out.

'dress in a classy way.'

Thirteen comments from young people on the other hand wanted him to dress casually.

'in a shell suit.'

'unicorn onesy.'

Nine other comments were that they wanted him to dress appropriately.

'dress according to audience - smart for teenagers + more casual for primary aged people'

'not to over dress when meeting with young people (this makes us feel less pressured).'

'if you're going to a youth club don't wear a suit.'

'Other'

There were a small number of comments made by young children from the same group that could be said to be out of keeping with the rest of the comments, namely these were that the commissioner should be 'afraid', 'tired' and 'sad.'

2b. Qualities and Skills of the Commissioner: Findings based on the Survey

Sixty-five of the 70 survey respondents filled in a reply to the open question 'what qualities or skills does the Children and Young People's Commissioner need to do his job? What one word or phrase comes to mind?' (See also Appendix 2b)

Table 5.

Qualities or Skills	Number of responses	%
Kind and Caring Personality	24	3
Good communicator	33	51
Knowledgeable and hard working	7	10
Other	1	2

In the same way as the consultation visits, a lot of emphasis was placed on the Commissioner being kind, caring, compassionate and a good listener who is able to use his position and skills to share the views of children and young people so that they are heard and considered. It should be noted here that this is a slightly different order to the 'inside body' analysis with more emphasis on being a good communicator.

2c. Qualities and Skills of the Commissioner: Bringing the Data Together

Figure 6 brings together the findings from the consultation and the surveys to show what respondents felt were the qualities and skills the Commissioner should have.

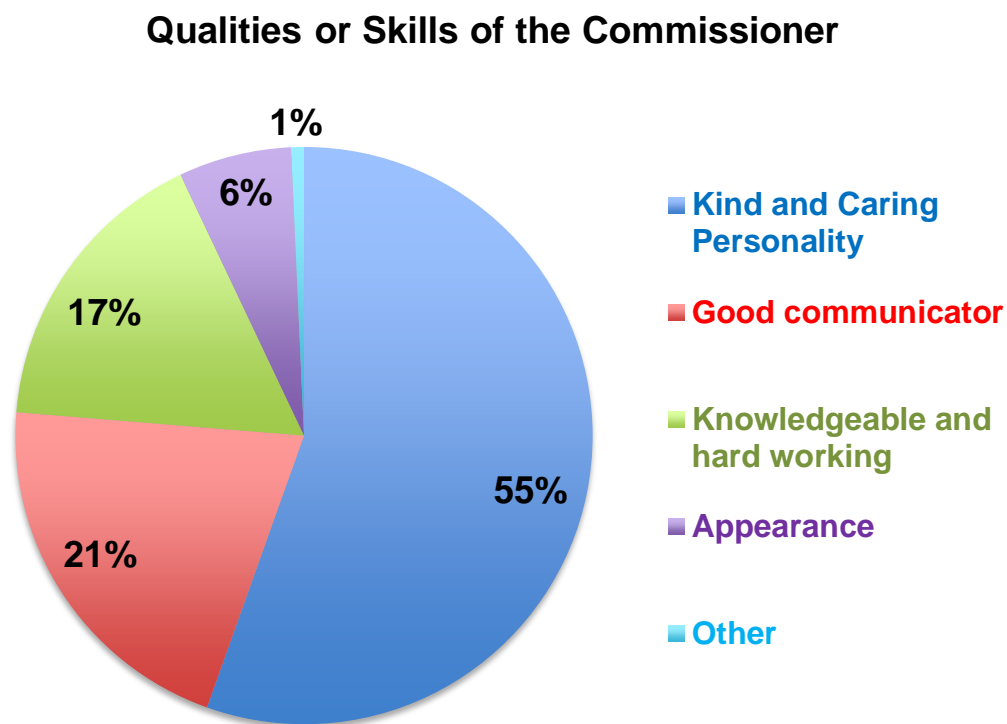


Figure 6

This shows that children and young people feel that the commissioner should be kind, intelligent, hardworking and taken seriously as a representative of children and young people. He should be understanding and able to relate the views of children and young people to people who can make changes, and help them be heard.

Part 3: The Views of Children and Young People on Key Issues

The following firstly presents the findings from the consultation and secondly the responses from the survey about what was the key issue that they would wish to talk to the Commissioner about or what they thought that key issue should be.

3a. Analysis of 'Issues' reported in the Consultation Visits

The young people were asked in the consultation to write one issue on cards and this has been analysed. It was noted that there was some overlap with the previous discussions and there were many of the cards that were more words of encouragement than actual 'issues.'

Table 6.

Theme	Number of comments/statements (136)
Listen to the views of children and young people	26
Child Safety	17
More employment opportunities	15
Leisure poverty	15
Better facilities and services for young people	13
Equal access to good education	12
Better and cheaper travel	8
Better support for those disabled	5
Children's Rights awareness	5
Equal access to sport	5
Equality	4
Child Poverty	3
Mental health awareness and support	3
Internet connection	2
Better policy	1
Change voting age	1
Stop discrimination	1

Listen to the views of children and young people

Comments (19%) from young people reaffirmed the need to listen to the views of children and young people:

‘effectively engage with young people and ensure they are happy with any decisions made about them.’

‘listen to youths on the problems of today.’

‘getting the real low down picture overall on the realities of life for children and young people in Scotland in order to be able to work effectively.’

‘find out more about home and school lives of children and young people.’

Keep Children Safe

Other comments (13%) were about the Commissioner keeping children safe:

‘safety for young people, care for those that are vulnerable.’

More employment opportunities and equal access to education

Other responses (19%) wanted the Commissioner to help improve opportunities for young people to get into work and have a good education.

‘help young people get more opportunities when they leave education.’

‘work on making sure all children have the same opportunities e.g. university.’

‘education, education, education without the pressure on the government from the Commissioner to improve the state of education we will be unable to secure a strong future for Scotland.’

‘or to have a specific focus on groups that at present it was felt were not able to access similar services.’

More opportunities for fun, better services and cheaper travel

There were specific concerns raised by those who lived in the more rural areas, that they wanted to have more things to do for young people, defined here as addressing ‘leisure poverty’, cheaper travel and a better internet connection.

‘more opportunities for young people especially in rural communities i.e. workshops, trips, places to meet other young people, dance workshops.’

‘cheaper travel to the mainland.’

‘I would like to see ferry fares put down to get to the mainland for sports competitions.’

‘I want him to improve Internet connection in Shetland.’

‘get more entertainment for kids or family to go to.’

‘more affordable out of school activities like more youth clubs.’

Address inequalities

Inequalities relating to poverty and disabilities were also key priorities.

‘please look at the inequalities that children live in depending where they live. Every child should have the right to a decent home.

‘focus on providing more for disabled kids.’

‘greater focus on tackling inequalities within sport.’

‘increase female participation in sports - this will improve health and wellbeing (mentally and physically).’

‘allow trans children and young people to live and prosper in their affirmed gender.’

Keep doing a good job

Some of the comments from one particular group were not about issues but support for the Commissioner to continue to do his job, (incidentally, they also thought that he looked like Lionel Messi).

‘keep helping children around Scotland and it will make a difference to me and my friends.’

‘keep helping children. It makes you very important and special. We appreciate how you want to help me and my friends in school. You're an amazing person!! Thanks.’

‘keep going and keep children HAPPY. Don't stop caring keep going! Have fun in your job! Are you Lionel Messi?’

3b. Analysis of ‘Issues’ based on the Surveys

In the survey, there were 57 responses to the question *‘if you were able to meet the Children and Young People’s Commissioner, what is the one issue that you would want to talk to him about?’* The following provides a summary of the themes.

Table 7.

Issues – Themes	Number of comments / statements (57)
Improve education	11
Mental health awareness and support	6
Listen to children	6
Children's Rights awareness	6
Better support for those disabled	5
World issues	3
Risk behaviours	3
Leisure poverty	3
More employment opportunities	2
Child Poverty	2
Better and cheaper travel	2
Young Carers	5
Equality	1
Change voting age	1
Bullying	1

The main issue reported by young people was that they hoped education and equal access to opportunities would improve.

‘improving facilities for young people in education.’

‘how can we support the needs of young people in education who lives in high SIMD areas.’

Two young people also discussed how they were treated by teachers and wanted this to change.

‘I would want to talk to him about horrible teachers and how children get punished when they say a teacher is horrible.’

‘the education system and how there is sometimes not enough support while doing exams, also how teachers sometimes do not respect students yet expect to be respected back.’

Mental health is also a priority. Other specific groups mentioned are young carers and those with disabilities.

Poverty and addressing leisure poverty

A small number related the importance of his role being about addressing inequalities, poverty and leisure poverty.

'what he is doing to try and help children in deprived/underprivileged backgrounds.'

There were only six 5–11 year olds who completed the survey and five who suggested issues they would talk to the Commissioner. One person said that they would like to see the commissioner look into staff in care homes, one on children's rights, another on the crisis in Syria and finally one on the limited places to play. They stated:

'children & young people don't get considered much in safe places to play and hang out / be together.'

Considering the wider research showing the drop in the number of young people taking part in sport and activities and rise in obesity this is a particular issue to note.

3c. Analysis of 'Issues' based on bringing the data together

The following presents the comments and statements of both the survey and the consultation visits on the issues that children and young people wanted the Commissioner to know about.

Table 8.

Theme	Number of comments/ statements (193)
Listen to children	32
Improve education	23
Leisure poverty	18
Child Safety	17
More employment opportunities	17
Better facilities and services for young people	13
Children's Rights awareness	11
Better and cheaper travel	10
Better support for those disabled	10
Mental health awareness and support	9
Child Poverty	5
Equal access to sport	5
Equality	5
Young Carers	5
Risk behaviours	3
World issues	3
Change voting age	2
Internet connection	2
Better policy	1
Bullying	1
Stop discrimination	1

3d. The 'Top 5' issues

It is important to note that not all of the groups who took part in the consultation visits did this activity and attributing proportions to this particular aspect of the analysis is not useful. However, the top five issues identified are as follows:

- **To listen to children and young and find out what matters to them**
- **Improve education**
- **Improve leisure poverty so that young people have more fun things to do**
- **Children's safety**
- **More employment opportunities**

Final messages

One of the activities children and young people did during the consultation visits was to leave messages on a Graffiti wall. Many of the comments made on the wall were to wish Bruce well and thank him for taking time to meet with them and hear from them. A key message underlying the statements made is how important it is to listen to young people and that they are grateful that the position of Commissioner exists.

Their messages include:

'Keep calm and listen to the youths.'

'Be the change you want to see in the world.'

'Show the world that young people are the best'

APPENDICES

Appendix 1: The Commissioner's Role and Job

The Coding Process

Each of the statements were read and coded, so that key messages were deduced and recorded separately. For example, the statement 'Bruce has to work closely with 'high' up people (important) to make sure he is giving young people's views' was given two codes: firstly, 'listening to the views of children and young people'; and secondly, 'using his position to make young people heard.'

The coding framework and findings

The following table shows the original analysis and these were further re-analysed into three groups.

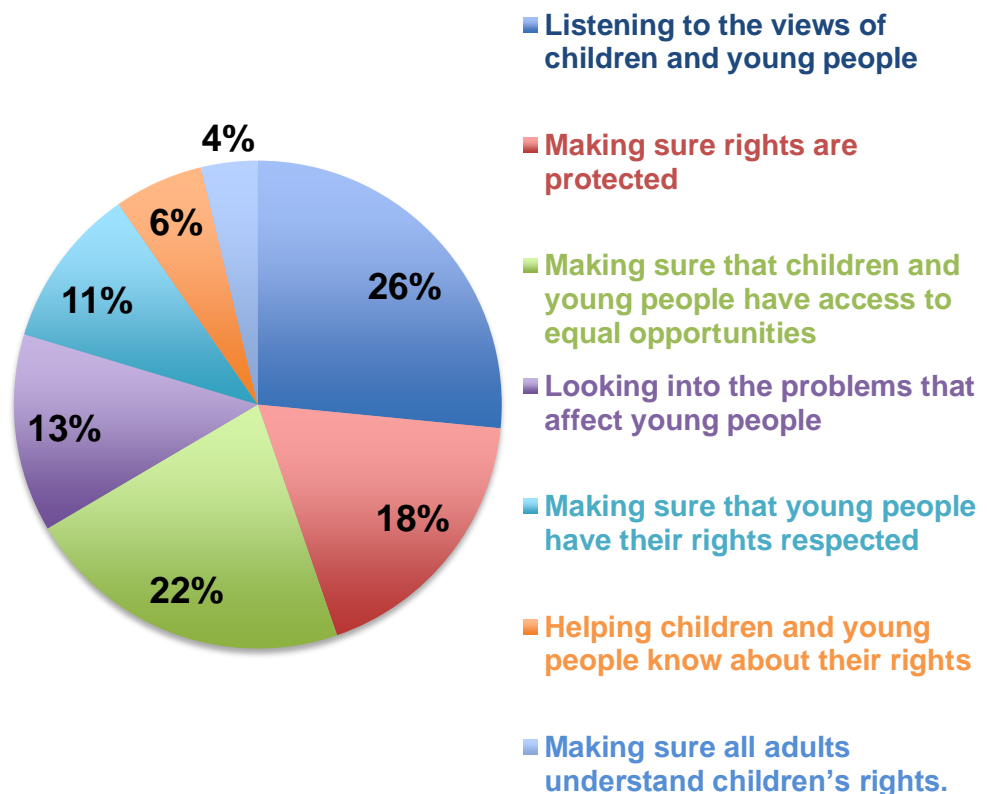
- The themes in grey were defined as 'making sure children and young people's rights are protected and respected'
- The themes in yellow were grouped to become 'listening to and representing the views of children and young people to improve their lives';
- The themes in green became 'promotes and advocates for children and young people to have access to equal opportunities and services, improving young people's lives.'

Job/Role of Commissioner - consultation groups	Number of statements	%
Making sure children and young people's rights are protected	147	23
Listening to the views of children and young people	145	23
Making sure that children and young people have access to equal opportunities	93	14.5
Improves lives of children and young people, understanding their problems	48	7.5
Using his position to make young people heard	46	7.5
Making sure that young people have their rights respected	21	3
Reaching out to young people	19	3
Hold Government/Organisations to Account	20	3
Keep Children Safe	18	3
Looking into the problems that affect children and young people	14	2
Help children know about their rights	13	2
Listen to the views of adults	9	1
Make sure all adults understand children's rights	8	1
Working with other services to promote wellbeing of young people	8	1
Give advice and support	7	1
Help children understand what the commissioner does	6	1
Treat all with respect	4	0.5
Be a Role Model	3	0.5
Be accountable and explain decision making process	3	0.5
Help young people prepare for the transition out of education	3	0.5
Improve mental health services	3	0.5
More activities	3	0.5

Note: see colour legend on previous page.

The following chart illustrates this table showing the distribution across the thematic categories including the 6 options from the survey and the additional themes which emerged from the consultation visits.

Role of the Commissioner



In analysing this further in the main report, the above chart was simplified to highlight three particular roles.

'Listening to the views of children and young people' and 'looking into problems that affect young people' as highlighted yellow in the table became one category, which is 'listening to the views of children and young people.'

The categories highlighted in green in the table relate to rights, namely 'Making sure rights are protected', 'Making sure that young people have their rights respected', 'Helping children and young people know about their rights', 'Making sure all adults understand children's rights', were brought together to form 'Making sure rights are protected and respected'.

See also the summary chart in Part 2 of the report.

Appendix 2a: The Qualities and Skills of the Commissioner: Findings based on the Consultation

The following provides a detailed list of the responses and comments.

Analysis of 'Inside' Bodies	Number (631)	%
Kind, Caring, Compassionate and Understanding	126	20
Approachable and Relatable	74	12
Enthusiastic, Inspiring, Influential, Role Model	56	9
Intelligent, knowledgeable	52	8
Good humoured	44	7
Open Minded, Fair and Inclusive	42	7
Good Listener and Communicator	38	6
Strong	33	5
Hardworking	33	5
Advocate for children's rights	23	4
Calm and Patient	21	3
Honest and Trustworthy	14	2
Dresses smartly	13	2
Dresses casually	13	2
Flexible and adaptable	12	2
Dresses Appropriately	9	1
Supportive	6	1
Positive	5	0.5
Distinguished or stands out	5	0.5
Young	3	0.5
Realistic	2	0.3
Worried	1	0.1
Tired	1	0.1
Sad	1	0.1
Rich	1	0.1
Humble	1	0.1
Believe in what he is doing	1	0.1
Afraid	1	0.1

Appendix 2b: The Qualities and Skills of the Commissioner: Findings based on the Survey

The following is list of the themes from the survey which formed the basis of further analysis.

Count of Responses	No of Statements
Good communicator and making young people be heard	14
Good listener	13
Kind, Caring, Compassionate and Empathetic	9
Passionate, Driven, Inspiring	7
Approachable	6
Integrity and passion for children's rights	4
Aware of issues children face	2
Understanding of people's situations	2
Honest	1
I'm not sure	1
Thinks young	1
Objective	1
Patient	1
Knowledgeable	1
Understands rights	1
Co-operative	1

The following table provides an overview of the coding framework for the skills and qualities respondents wanted the Commissioner to have.

Coding Framework

Personality	Communication	Work Ethic	Appearance	Others
Kind, Caring, Compassionate and Understanding	Approachable and Relatable	Knowledgeable	Dresses smartly	Tired
Enthusiastic, Inspiring	Good Listener and Communicator	Hardworking	Dresses casually	Sad
Good humoured		Advocate for children's rights	Dresses Appropriately	Afraid
Open Minded, Fair and Inclusive		Believe in what he is doing	Distinguished or stands out	Worried
Strong			Young	
Calm and Patient			Rich	
Honest and Trustworthy				
Flexible and adaptable				
Supportive				
Positive				
Realistic				
Humble				
TOTAL: 362	112	109	44	4