

Children, Young People and Families (BMHP5004)

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Introduction

This essay explores views about children and young people in different civilisations and fields and emphasises differences in children's and adolescents' concepts and experiences throughout different periods and cultures. In many studies, the experiences of young people who grow up in societies oriented towards interdependence bring attention to a distinction. Historians helped the studies of children by showing the concept's fluctuation across time. They have demonstrated modifications (Appleton,2021). According to Jean Piaget has been and continues to be highly important in paediatric cognitive development in universal phases indicated by chronological age. Piaget's study describes how the children learn sensory motor, linguistic and numerical capabilities successively and then advance to the formal stage of operations, including independent and rational thinking (Piaget and Valsinen,2017). According to Lawrence Kohlberg,

Children's moral capacities grow in phases as well. This concept underlies young children's judgments of their lack of abstract understanding as moral and political incompetence (Wahidah and Maemonah,2020). According to LeVine, more studies on children were published in the 1990s than in any preceding decade. These studies are founded on the idea that understanding different models of infancy requires a deep understanding of the culturally and economically organised circumstances that give them significance (Wells,2017).

Generally, everybody knows what a child is, as everyone was a child once in a lifetime and experienced childhood. Everybody has a bag of childhood, with memories, information, attitudes, sensory and cognitive mentalities, which have been around for a long time. Some people are caught in them, while some want to get rid of them. Regardless of the situation, you don't escape the reality that you were a child. According to (Piaget, and Valsinen,2017), childhood is not an abstract concept, though this familiarity is a challenge for the most understanding of a child. He further explains that a child is just a matter of physical dimensions and growth for most individuals. However, children and infancy are much more than that. A child and a childhood are numerous aspects that cannot be seen. The artistic portrayals of children increased significantly throughout the European Renaissance, although they did not substantially influence the social attitude of children (Appleton,2021). During the 1600s, Europe started to develop the idea of childhood. Children have been considered by adults as separated, innocent and adult-protected, and educated. Childhood is recognised in many cultures and communities as the first stage of human life. A child is frequently seen as an improvement to attain perfection; maturity. A researcher believes that a child develops as a socially responsible class, especially in currently industrialised nations with an education and health plan. It also agrees that imperfection and adulthood are packaged to indicate that the child is seen as the ultimate point of autonomy and fault (Taylor-Robinson, Straatmann and Whitehead,2018).

In contemporary advanced economies, many laws have been enacted to support the concept of childhood. This article focuses on how rules governing "child labour" have been upheld. These developments led to a sentimentalised childhood vision, which should nurture and protect youngsters. But children should earn in certain civilisations worldwide from an early age and be seen as members of a family and society fiscally accountable. In these civilisations, childhood as a notion is viewed entirely different from modern industrialised society (Verdoodt,2019). This

makes it very challenging that the UN Conventions on child rights in all countries should be implemented equally. The UNCRC is a component of both the liberationist and guardian viewpoints that causes tension between 'asserting children's autonomy and self-determination rights, while at the same time emphasising that these must be protected from negative effects. This led to various perceptions of children's rights, where freedoms could encourage children to promote their right to work (Theobald,2019). At the same time, caregivers were committed to protecting children against economic oppression. Although adults choose not to listen to children, Article 5 of the UNCRC lays out the idea of the child's 'developing abilities.' This notion means that "the need for guidance and the ability to assume responsibilities for decision-making about their lives are lessened when youngsters are given improved competency.

Furthermore, while the UNCRC specifies all children under age 18, it is not in many areas of the globe that this definition reflects social understanding for children and maturity. It is necessary to look at the many diversified elements (biological, socio-cultural, economic and political) influencing the lives of children, based on the strength of the social constructivist model of childhood (Fenton-Glynn,2019). This requires a multidisciplinary approach to improve our knowledge of the independence and responsibility of young people. Childhood is turned on dependent conditions, and it is not just setting, culture, time. In the same culture, different expectations of similar-age children are seen in terms of their situations. A child from a poor socio-economic background may be forgiven as reckless (Dell'Aglio and Koller, 2017).

In contrast, a middle-class child at the same age is more accountable in school assignments and other growth elements in the same community. It also refers to the various experiences of children's lives that make it necessary to place them in society. It is essential to view children as a uniform and uniform characteristic of any community (Hua,2020).

A helpful technique to show the social building of children is to use a comparative perspective – namely, to examine how children in other eras and locations are perceived and treated. In different nations, three rather famous instances of how childhood may vary include, In less advanced countries, children frequently perceive themselves as the source of cheap employment, on-farm, at household, and in sweatshop conditions where the salary might contribute to increasing the family's income. In some cultures, children have seen economic assets and are expected to take paid labour (Shapira,2020). Child soldiers - Pre-adolescent males are usually

recruited to fight in battle and take on essential, adult duties several years less than in western civilisations. Forced marriage - Pre-adolescent girls are often forced to marry without their permission in some jurisdictions, assuming the obligations of a young woman or mother. This has been widely established, for example, in India and Ethiopia. In Western Africa, a practice termed 'trokosi' has enslaved thousands of girls and women (Jacobsen, Laursen and Kildedal,2017). Girls as young as seven are handed away for the misdeeds of family members by their relatives. They are forced to labour as "servants of God" and may be sent to shrines in a foreign nation that has removed their identity. However, it does not show any such perspective is "equal" to our concept of Western childhood - it shows that adults do not think that children require protection and so forth, and many hundreds of millions feel that children are much younger than 16-18.

To target preventive, early intervention or mitigation strategies, however, evidence of this is scarce. Adverse childhood experiences have been proposed or should be examined frequently in adult, paediatric or family settings. The Early Intervention Foundation stresses restrictions and concerns regarding the use of unfavourable early-intervention results" and that it is not acceptable to utilise "scores" to establish the priority requirements for early intervention services (Holmes,2017). A trauma-informed strategy tries to recognise that many accessors to the service suffer a trauma that providers do not regularly take into consideration. This unconsciousness may lead to social isolation, lack of assistance or referral and the prospect of trauma. It can relate trauma, often from childhood, to the potential for a variety of negative consequences. For example, studies have found that homeless persons are more prone to trauma, often during infancy. Education for people and the communities are aligned with the establishment of trauma-informed services and communities and informs people about the "adverse childhood experience (ACE) so that people's needs may be addressed (Åkerlund,2017). For instance, in the West Midlands, the Early Trauma Online education package was created in conjunction with Public Health England (PHE), The West Midlands Preventive Violence Alliance, the West Midlands Police, the Western Midlands Combined Authority using money from Home Office Early Intervention Youth Fund. The health social factors in which children and young people are born, live, educate, and develop substantially influence their physical, mental, and emotional wellness (Appleton,2021). There is a complicated connection between both the circumstances of a child in a family and those of a larger society. Negative experience, in both the family and community,

may mean that children are more likely not just to have inferior results but also to engage in dangerous behaviours as they reach adulthood which raises their risk even more. This can sustain life-long inequity from one generation to the next. It stresses the significance of tackling the risk factors that make children more sensitive to their problems and the sources of more significant risk factors within families and communities (Dobson,2020). Social determinants of risk are further examined in this study later when considering the possibilities for implementing a multi-agency preventive strategy. PHE's interpretative updates on improved health outcomes for vulnerable children and youth are a helpful tool that offers local information for identifying and prioritising the size of risks and safeguards. It is also better for local authorities to implement a local perception across organisational boundaries such as voluntary sector services and early help services (Theobald,2019). Local authorities play an essential role in addressing the social determinants of health like housing, earning, resilience, jobs, education and widespread environment local government, troubled families programme that emphasises the fundamental reasons for susceptibility and the results.

Shapira (2020) explains that childhood is usually constructed by thoughts and beliefs of people which turns to create differences within the community. These thoughts and beliefs must be looked into an adequate depth to ensure that social differences between children and different families are addressed and hence the inequalities are removed. Inequalities in terms of children refer to unequal access towards basic needs like food, clothing, housing and shelter (Hua., 2020). On the other hand, differences between educations among children of different groups. Fenton-Glynn (2019) explains that bullying creates another major social difference among children thereby making them vulnerable to social stigma. On the other hand, disability among children is also seen to create difference among them as healthy children are seen to look at disabled children like abnormal or alien beings which eventually affects their overall well-being thereby affecting their psychology mainly. The factors thus discussed above were successful in exploring different aspects of children's lives that may lead the healthcare professionals to identify the inequalities. Appleton (2021) explains that children are usually vulnerable to face inequalities as the differences in the community lead them to suffer its consequences in some way or the other. One of the major positive aspects of evaluating these factors was to ensure that the differences are highlighted in the community. Shapira (2020) explains that socio-economic differences are some of the major aspects which create a sense of difference among children and their parents.

As a result of these children of middle and lower socio-economic groups are seen to be discriminated on the grounds of schooling, education, medical facilities and other such aspects. Another positive aspect of identifying these factors is it led to develop different policies for the betterment and welfare of children. Fenton-Glynn (2019) explains that initiating certain programs which emphasised on developing equality among children was helpful in boosting their confidence and allowing them to socialise with others.

Looking at the increased differences within the community, the UNICEF under their Sustainable development goal 10 emphasised on reducing inequalities among children. Theobald (2019) explains that reducing inequalities among children would help in shaping a better environment thereby providing them with a space where they can flourish and lead better lives. Providing children and vulnerable families with equal opportunities will be beneficial in raising the issue as this would further provide them the chance to test their potential (Hua., 2020). Providing equal opportunities to children and young adults ensure that they are regarded equal in front of the community and also help in reducing social stigma. Looking after vulnerable children mainly the ones who are disabled or orphan will also be helpful as they are the ones who are prevented from enjoying their rights.

RECOMMENDATIONS TO IMPROVE LIVES OF THESE CHILDREN

To improve the quality of life of these children there are certain measures which should be implemented within the country. Implementing adequate laws and policies for the betterment of children and vulnerable adults and families.

Social spending on these people must be safeguarded and should not be provided in hands of corrupt officers as this may lead to spend their budget on different areas thereby keeping them at their place. Dobson (2020) explains that the government of UK generates funds for the welfare of these children and implementing different tasks and programs would help in improving their overall condition. There are some areas that are sometimes misled by people and hence prevent the officials from using these funds. Hence, the children cannot be benefitted and are hence seen to suffer from problems like child poverty, etc.

Removing the policies that may create discrimination in the community. On the other hand, the legislation should implement laws and programs emphasising on these people which may also provide lesson to people of different socio-economic groups (Dobson., 2020).

Adequate measures and alternative means should be provided for children having disability. For an instance- children who are blind must be provided with Braille script that would help them in receiving the necessary education. Adhering to the specific needs of these children would set an example for others and hence will ensure that children are provided equal attention irrespective of any bias or difference within the community.

The schools must teach children about the social differences and should also make children resilient to survive in different and tough situations (Appleton., 2021). On the other hand, anti-bullying laws must be implemented as this may help in encouraging poor children to grow in different dimensions. Appleton (2021) explains that preparing children to live in all the circumstances would help them in understanding the problems faced by people of poor and middle socio-economic groups. Therefore the implementation of mid-day meal program in many schools have been started to make sure that children of different socio-economic groups have similar meal and no one feels discriminated.

These children should also be involved in the process of decision-making. Theobald (2019) explains that decision making skills of a child would help the latter in overcoming toughest situations and therefore the schools and community programs should involve different activities that may help in improving the decision-making skills of children.

Providing universal access to children will also be helpful as this may allow brighter students from poor socio-economic groups to gain scholarships and receive education in different parts of the world. This would on the other hand motivate other children and would also set example of reducing inequalities within the country (Dobson., 2020).

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