

OUR VOICE MATTERS!

Poster Presentation by – Megan Rogers, Carol Callow and Nicholas Sutton

Figure 3

Definition of Advocacy

Advocacy promotes equality, social justice and social inclusion, it can empower people to speak up for themselves. Advocacy can help people become more aware of their own rights, to exercise those rights and be involved in and influence decisions that are being made about their future. (Lee, 2007, cited in Boylan and Dalrymple, 2009, p .88).



Figure 1

Issues around young people being heard

Advocacy

Advocacy can be defined as “taking action to help people say what they want, secure their rights, represent their interests and obtain services they need” (A4A, 2001). The role of a youth worker includes “initiating, building and maintaining personal relationships with young people”, advocating “with and on behalf of young people” and assisting young people to “recognise, realise and defend their rights” (CLD Standards Council Scotland, 2019).

Issues and barriers around young people having a voice

- The media often portrays young people in a very negative light as they are continuously seen as a “danger to their communities” (Mason, 2011). The media are regularly accused of publishing myths about young people and their crimes (Mason, 2011). Numerous studies over the years have discovered that the portrayal of young people in the media is “biased and unfair” (Mason, 2011).

→ This can make it very difficult for young people to have a voice and be heard

“negative media stereotypes can alienate young people from the rest of society and lead to unfair discrimination” (Mason, 2011).

Participation and non-participation

- Youth participation is essential as it allows young people to “play a vital role in their own development as well as in that of their communities”, helping them to learn important life-skills and “develop knowledge on human rights and citizenship” (United Nations Youth).

- The 3 lowest rungs on Hart’s ladder of participation include **Manipulation, Decoration and Tokenism**.

1. Participation as **manipulation** is when “children and youth do not understand the issues motivating a participatory process or their role in that process”.
2. Participation as **decoration** is when “children and youth are put on public display during an event, performance, or other activity organized for a specific purpose, but they do not understand the meaning or intent of their involvement”.
3. Participation as **tokenism** is “those instances in which children are apparently given a voice” but “have little or no choice about the subject or the style of communicating it”, and ‘little or no opportunity’ to express their own opinions

(Organizing Engagement)

Hart states that “children are undoubtedly the most photographed and the least listened to members of society” (Hart, 1992, p.5).

Who started the UNCRC...

EGLANTYNE JEBB.
The founder of save the children fund.

In 1924 The League Of Nations brought out the **Geneva Declaration on the rights of the child. IN the Declaration it states people owe children the right to their Development, special help, economic freedom, protection and upbringing..**

IN 1946 to 1948 The United Nations General Assembly brought in UNICEF which they pasted the **Universal Declaration of Human Rights „ARTICLE 25 mother and children to special care, assistance and social protection.**

In 1989 The United Nations General Assembly brought in **Convention The Rights of the Child** this became a landmark achieve for Human Rights and UNICEF.

“Words matter. We want to be taken seriously, as equals, rather than a step below. Using words like ‘kids’ or ‘teens’ is disrespectful” (YESS, 2021)

Explaining Advocacy through story telling



Image 1

The Burger story

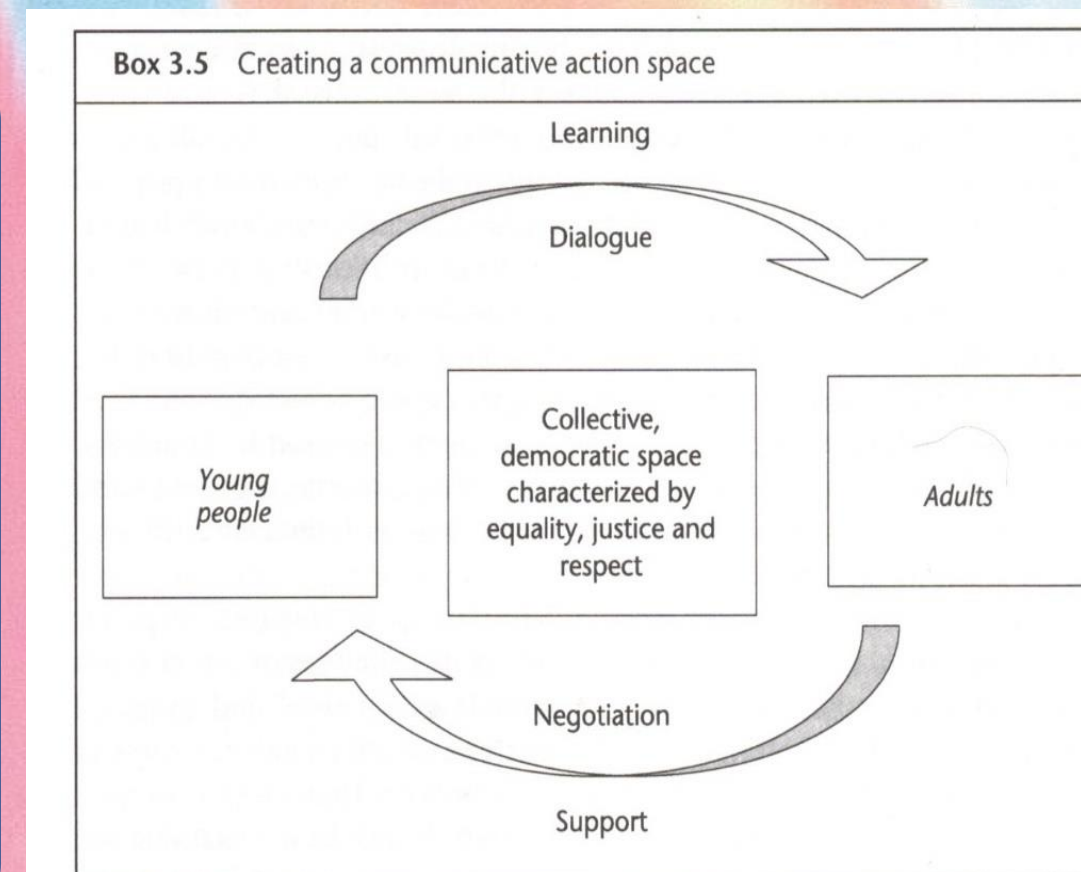
Image 2



Young people are the most disaffected of groups, discriminated against and subject to prejudice like this at every turn. They have less access to civil rights than any other group you care to name and access to almost anything can be only had via adult interventions... Why are we surprised when they rebel? (Belton, 2010, p. 108.)

“Creating a communicative action space.”

Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children. (UNICEF, 1989)



(Boylan et al, 2009, p.71)

Article 12 Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. (UNICEF, 1989)

The young person may be articulating very clearly how they are feeling, what preferences they may want and how they want to participate, but the adult cannot understand and sometimes does not want to hear. This is one role of the advocate, to act as an interpreter, speaking the language of both, until both sides can learn to speak the other’s language (Boylan et. al, 2009, p .88.)

The more radical the person is, the more fully he or she enters into reality so that, knowing it better, he or she can transform it. This individual is not afraid to confront, to listen, to see the world unveiled. This person is not afraid to meet the people or to enter into a dialogue with them. This person does not consider himself or herself the proprietor of history or of all people, or the liberator of the oppressed; but he or she does commit himself or herself, within history, to fight at their side.

Paulo Freire

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Image 1 – Microphone Icon. Available at: <https://www.stockio.com/free-icon/microphone-filo-icon> (Accessed 1st May 2021).

Image 2 – Speaker Icon. Available at: <https://www.vecteezy.com/vector-art/654563-speaker-icon-image> (Accessed 1st May 2021).

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Figure 1 -<http://clipart-library.com/clipart/6irooorBT.htm> (accessed 26th April 2021) (redrawn by Nicholas Sutton).

Figure 2 –Sutton, N. (2021) trumpet and chains.

Figure 3- Rule, C Naldi, S (2020) *Youth Voice Mural*. Tasman District Council. Available at: <https://www.tasman.govt.nz/my-community/heritage/public-art/youth-voice-mural/> (Accessed 1st May 2021).