

Introduction

Good morning my name is and I am joined with my colleagues and

The poster outlines... UNCRC

Throughout this presentation...

history of the UNCRC, Advocacy, Empowerment, Barriers, Participation, The Childrens Commissioner, Social Justice and the Childrens Rights Office. Our presentation will also be supported and linked to the relevant theory and policy that we follow.

Main

What is the UNCRC, and why do we have it?

- In 1989 the first international convention took place around children's rights.
- CRC Ratified by UN 1990.
- CRC brought into force 1991, and was ratified by UK.
- To advocate for Children and young people
- Children are more vulnerable, and less valuable opinions.
- It was felt that children under 18's needed to have special care, and protection.
- inclusive agreed standards and commitments for children and human rights, mini standards observed by all governments included.
- Within this doc 54 Articles were agreed upon.
- To advocate for young people, and protect them.
- Currently all countries around the world are assigned to the UNCRC with the exception of the USA.

(Education Scotland, 2023; Diaz, 2008).

54 Articles in two parts: Article 12 is the gateway to...

- Page 1-41.... * Page 42-54:....
- None are more important however... for example... Article 19

(UNICEF, 1989).

The Gateway Right and Participation...

- This means that you have a Right to be involved, have a voice and opinion, in decisions, planning and any action that might affect you.
- Without Article 12, it is very difficult for young people to exercise their other Rights.
- Participation is often the first step in to raising awareness of these Rights.

.....Example.... Young people making the poster.

(Education Scotland, 2023).

We require this voluntary participation for us to work. Participation means different things to everyone, for some it means taking part in issues and decisions, and activities.

(Sapin, 2013).

- Article 28- Every child has the right to an education. We provide non formal education, that will aim to facilitate your holistic needs.
- 45% of children and young people say that they are worried about school work and exams.

(Child Com Wales, 2023).

- Freire (1972), states that any curriculum which is laid down in advance is incapacitating and disempowering to young people. We offer the alternative. (Freire, 1972).

National Standards states that the Welsh government want to make sure all children and young people:

- Are listened to.
- Are involved in decisions that affect their lives.
- Have the support they need when they need it.
- Have opportunities to reach their goals.

(W. G, 2023).

Seven Core Aims of the UNCRC:

- Flying Start.....
- Education, learning and training opportunities.....
- Health, free from abuse, victimisation, and exploitation.....
- Play, leisure, sporting, and cultural activities.....
- Being listened to, treated with respect and race and culture recognised.....
- Safe community and home which supports physical and emotional wellbeing.....
- Not disadvantaged by poverty.....

(W.A.G, 2008: Investors in Families, 2023).

What is the difference between, Want..... Need..... Rights.....

(Education Scotland, 2023).

Link between the CLD and Rights and Advocacy:

The Rights are intertwined with the values of Youth work, examples...

- Respect young people's knowledge, experience and aspirations so that they can be involved.
- Work with diverse individuals and organisations to support change.
- Good interpersonal and listening skills.
- Critical reflection to integrate knowledge, skills and experiences and use them in our work.
- We work to challenge discriminatory practice.

To enable young people to participate, by acknowledging young people's contributions.

Passing on ideas and opinions without getting in between and inhibiting the young person to express their own opinions for themselves.

How do we advocate:

- Provide support and advice.
- Being knowledgeable to signpost.
- Making time and being available.
- Being diverse, and including all.
- Agreeing on a plan, therefore there is an understanding of roles.
- Listening to the views and opinions of young people.

- Providing young people with opportunities to have a voice.

(CLD, 2019: W.G,2023).

Childrens Commissioner:

- Rocio Cifuentes.
- In 2001, the role of Children's Commissioner for Wales was created. Wales was the first country in the UK to have a Children's Commissioner.

Rocio is an advocator!

- Her job is to tell people why Childrens Rights are so important and to look at how the decisions made by public bodies in Wales, including Welsh Government, affect children's rights.
- Supports, listens and advises children and young people on their Rights and important issues, Rocio also influences government, and holds them accountable.

(Child Com Wales, 2023).

How we empower others...

- Promote, provide and encourage opportunities for young people to reach their potential and empower them. Regardless of their race, sex gender, language, religion, disability, age, background, or personal circumstances.
- Support young people through changes in their lives, and support them in understanding their responsibilities.
- Support young people to understand and exercise their Rights.
- Providing them with information to make an informed choice
- Challenge oppression and inequality.
- Support and enable young people.

(Youth Work in Wales Review Group, 2022).

My colleague Gethin will be following on with more on empowerment and also, about Human Rights and how they link in, along with social Justice.

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