

The purpose of this essay is to demonstrate a critical understanding of the drivers of advocacy provision in Wales, UK and beyond. This essay will focus on young people and their right to education and discuss the various services available to support them. Furthermore, this paper will discuss what are the drivers to advocacy provision, why advocacy provision is needed, and how advocacy is implemented through charities and non-profit organizations (Donnison, 2009). The Organizations that will be reviewed throughout the paper include, UNICEF and Save the Children UK. The paper will assess the barriers and benefits of both organizations and dive deeper into the advocacy provision within these services. The paper will also look at key pieces of policy and legislation, which is in place to minimise child poverty. Finally, the paper will also discuss areas of interest through a sociological perspective and refer to Karl Marx Conflict Theory and review Karl Marx perspective on the relationship between poverty and social class (Levinson et al. 2002).

The aim of this chapter is to introduce Advocacy and to learn how advocacy can positively influence individuals to fight for their rights to be upheld.

Advocates are the catalysts for change. Advocates recognise global injustices and work towards social justice by using strategic interventions and resisting dominance on behalf of their clients or cause (Wilkins, 2014). Advocates support vulnerable individuals to express their needs and have their voices heard by society. Without advocacy, vulnerable individuals could be at risk of facing difficult challenges alone (Lonbay and Brandon, 2017). There are many causes for advocacy, some of which include advocating for individuals with learning difficulties, individuals with mental health issues or individuals suffering from a physical impairment requiring support. However, this essay will focus on Advocacy provision for children living in poverty. More specifically, how this effects their education and future (Rhodes, 2007).

The next section of this paper will examine the importance of a child's education and study the impact education has on a child's development.

Education is the process of learning in which an individual develops the essential skills, which are needed for day to day living. Education helps young people to gain an understanding of social norms and also to develop and understanding of what is right from what is wrong (Dewy, 2008). Education allows an individual to become a functioning

member of society and determines how they will contribute to society in the future. Typically, a child's education develops through teaching institutions such as school. However, existing research recognises the critical role of home education. Several studies have documented the impact a child's environment can have on their potential to succeed and become a functioning member of society. For example, a child who is exposed to unhealthy family dynamics such as abuse or neglect; is more likely to develop mental health disorder such as anxiety or depression (Thompson and Invinson, 2020).

There are various barriers to education which can have a detrimental impact on a child's learning. Some examples of barriers include, social and cultural barriers, the child's ability to learn due to physical and intellectual disabilities or even lack of self-esteem. However, this paper will focus on the profound effect that poverty has on a child's education (Hannum and Adams, 2009). Education can be adversely affected by poverty. Research has consistently shown that poverty is a clear barrier to a child's education and has been identified as a human rights issue, which effects children globally (McKinney, 2014). Poverty has been closely linked to negative educational outcomes across the world. In their detailed study, Tackey et al. (2011) explored the relationship between social class and poverty and how this effects education. Their study acknowledges the importance that qualification and study has in addressing child poverty. They state that child poverty, and its association with low educational attainment, will inevitably lead to low household incomes in the future or result in total unemployment. Hierarchal regressions were significantly associated with the feelings of stress, feelings of burden and depression and result in restrictions on learning and development for young children living in the household (Ladd, 2012).

Children who grow up in economically disadvantaged backgrounds, do not always have the advantage of a positive home learning environment. A strong home learning environment can encourage children to engage in activity and have a positive attitude towards learning and education (Stipek and Rosaleen, 1997). However, poverty can cause a considerable amount of stress for families and young children and can cause conflict in the family dynamic. The economic pressure can impact the child's family and therefore indirectly impact the child's wellbeing. Previous studies have reported that children living in poverty often live in poor living conditions and overcrowded homes (Murnane, 2007). Overcrowded homes have been reported to negatively affect relationships in the home and have a negative influence on a child's education. Education is an extremely important part of a child's development. Without education the possibility of poverty increases (Ferguson et al 2007).

The following part of this essay will examine poverty from a sociological perspective using Conflict Theory, which was developed by Karl Marx during the 19th century. The theory describes poverty as a power struggle in which differences between social classes are highlighted through the fight for limited resources. Conflict theory suggests that poverty is present due to social stratification and the inequality between social classes (Coser, 1957). The theory imposes that competitiveness between the rich and the poor is caused by social stratification and results in a competition for resources. However, various theories propose that the highest paid jobs in society can only be filled by highly qualified individuals. This concept has been challenged by Conflict Theory as it demonstrates the importance of different roles, and claims that it is not up to society to determine which roles are important and which roles are not (Torrance, 1995). Conflict Theory suggests that all roles are paramount for a functioning society. According to conflict theorists, stratification is damaging to society because it promotes the rich at the expense of the poor, by highlighting the difference between high-status individuals from low status individuals. Conflict theorists do not agree with the functional perspective which claims that highly skilled people will be rewarded with economic gain (Block, 1982).

The aim of the following chapter is to introduce laws and legislation in relation to child poverty in Wales, UK and beyond.

The Child Poverty Act (2010) was created with a goal of eradicating child poverty in the UK. The act aimed to reach its targets of abolishing child poverty by 2020. The Act of the parliament requires local authorities to assess the needs of children, living in poverty, in their area. The act requires them to have strategies in place which support said children and their families. By 2020 the act aimed to: have less than 10% of children to live in low-income households, less than 5% to live in material deprivation and to diminish persistent poverty, ultimately resulting in fewer children living in poverty for extended periods of time.

The Childrens Act (2004) is an act of parliament of the United Kingdom. The act is a development of the previous Childrens Act of 1989. The principles of the act state that every person or organisation who work with children, have a responsibility to safeguard and protect them. The act reinforces the importance of children's welfare. The principles within the act aim to positively impact areas such as Childrens health, Childrens safety, Academic attendance and achievement and economic wellbeing. A fundamental part of the act is the aim to minimise child poverty. The act recognises the hardships faced by children who live in

economically deprived households. Section 52 of the act imposes the duty of local authorities to promote educational achievement. This includes a fund which was created to ensure that financial circumstances do not affect a child's education. The fund is said to help children aged 5-13 maintain a good attendance.

The next section of this paper will review two advocacy provisions, UNICEF and Save the Children UK. Both Provisions share a common goal, which is to end child poverty in Wales, UK and beyond.

Collaborative advocacy occurs when a number of individuals who share the same goal, come together to advocate for a cause. Throughout their study, Day (2006) emphasis the important of collaborative working. The authors referred to collaboration as a necessary tool for advocacy. Commenting on collaborative advocacy Peterman (2004) argues that advocacy planning and collaboration have the potential to empower communities.

Together these studies indicate that Organizations such as UNICEF and Save the Children UK can use collaborative advocacy to their advantage and see benefits such as increasing reach and increasing fundraising potential. In order to successfully complete their work, charities rely heavily on funding and resources. Collaborative advocacy allows professionals to share best practice and gain new knowledge from different perspectives, resulting in successful more outcomes (Lu, 2015). However, a considerable amount of literature has been published on the barriers of charitable giving. According to Wiepking et al. (2023) charitable organizations and advocacy services can expect to give up a lot of their time, effort, and attention in order for their mission to be successful. The authors note the hardships faced by non-profit organizations such as wealthy individuals not donating to the cause because they have no control over how their money will be used. Other barriers include reduced ability to meet demand, pressures of the financial economy, and inconsistent donations.

UNICEF is a global organization which works alongside children, families, and partners with other organisations in more than 190 countries. Their mission is to defend the rights of children and help them to fulfil their potential regardless of their circumstances or disadvantages. The organisation works with other organisations around the world to promote policies and makes services that protect children more accessible (Fountain, 1999). UNICEF cover all aspects of child safety including child protection, children's right's, children's disabilities, and early childhood development. However, this section will review UNICEF's work in relation to child education. UNICEF state that one of the main barriers to a child's

education is poverty. The organisation highlights the disadvantages faced by children who live with economic instability, children who live in countries that are subject to natural disasters, and even recognises the inequality of educational opportunities between genders, in other countries. Other fundamental barriers to education include insufficient learning materials and resources, inadequate teacher training and services being inaccessible due to travel. By the year of 2022 UNICEF supplied learning materials to over twenty-eight million children. The organisation also procured over seven point four billion US dollars which aided in supplies and services for children during 2022. However, it has been argued that UNICEF education lacks policy clarity and lacks operational effectiveness, which negatively impacts UNICEF's contribution to the development of education for children (Jones, 2006). In their detailed study Pigozzi (1999) brought attention to UNICEF's mandate for children. The author described other challenges faced by UNICEF's mission. These challenges included the impact of natural disaster on neighbouring countries. The study identifies issues such as accommodating refugee children after a natural disaster, international aid struggles and insufficient numbers of volunteers.

Save the Children is a UK and global organization which aims to keep children safe, healthy and in education, all around the world. In terms of educational support, the charity claims to support children in education who are recovering from natural disasters, at risk of violence or facing child marriage. Save the Children advocates campaign for UK governments to progress with sustainable development goals to support children in the UK and beyond (Save the Children, 2023) . Poverty has been extensively studied by the organization and they have determined that today almost four hundred million children of primary age, do not have the ability to read and write. The organization states that without a basic education the likelihood of escaping poverty in the future continues to decrease inevitably. The organization provides economically deprived families with resources and materials so that children can continue to learn from home when school is not accessible. The charity works alongside communities to provide safe learning environments and develop programs which encourage the development of numeracy and literacy skills. However, a study formulated by Mortensen and Montgomery (2018) listed numerous barriers faced by organizations, such as Save the Children. Some of the challenges noted were lack of financial funding due to funding being distributed by urgency, technical capability, being unable to facilitate large projects or being unable to provide the adequate support needed.

In summary, this paper has explored advocacy provision and discussed types of advocacy provision used to support children living in poverty, with limited access to education. The findings of this paper were as follows; There are many different types of Advocacies which can be used to create social and political change organizations (Donnison, 2009). The paper discussed the uses of advocacy such as access to services, helping individuals to express their views and to fight for changes in policy. In particular, this paper focussed on group advocacy, also known as collaborative advocacy. The findings suggest that non-profit organisations reap many benefits from collaborative advocacy but not without barriers. The organizations discussed throughout the essay were UNICEF and Save the Children UK. Both organizations advocate for children living in poverty in Wales, UK and beyond (Jones, 2006). It can be said that both organizations advocate for change, in different ways. This paper specifically focused on the education of young children and discovered that children living in poverty were less likely to have access to an appropriate education. Both Organizations have proven to be successful however, the organizations have faced challenges such as fundraising and managing finances. This paper also viewed poverty through a sociological perspective using the Karl Marx Theory, in which it was concluded that Karl Marx believed poverty was present, due to the hierarchy of social classes and the fight for limited resources (Levinson et al. 2002).

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