

Ai deceleration

Within this scrapbook will be an evaluation of two contested issues surrounding education that date back to the year 1981. There will be specific attention drawn to my developing knowledge of the Education Act 1981 and information on how this act has had an evolving impact on today's learning and education. Additionally, the contrast of viewpoints regarding this specific act will be discussed.

Children's Rights and their implementation in the education setting

Children's rights are essential for ensuring that every child has the chance to flourish and achieve their full potential. In education, these rights are put into action through policies and practices designed to establish a safe, inclusive, and supportive learning environment for all. This includes ensuring all children, no matter their gender, race, religion or disability have access to high quality education, promoting their well-being and involvement in school decisions. Incorporating children's rights into education is crucial for building a fair and equitable society. Schools must provide a safe and inclusive environment, protecting children from violence, bullying, and abuse and providing adequate support to those with additional needs. Additionally, children's participation in educational decisions is crucial, empowering them to express their opinions and for their voices to be heard. By incorporating the knowledge of children's rights into educational systems, it is possible to create an environment that not only educate but also empower children to become active, informed, and responsible individuals. This essay will evaluate the application of children and young people's rights programs and how they develop the individuals understanding of a rights-based approach within various educational contexts. Key areas explored will include relevant legislation, policy and practice, as well as potential barriers and issues.

The United Nations convention on the rights of the child is an international organisation that outlines the rights of children and the responsibilities of the government to protect these rights. In 1989 the UNCRC was developed and since then has protected various aspects of children's lives, with the 54 articles that protect their education, health, protection from abuse, alongside ensuring they are aware of their entitlements and can advocate for themselves. In Wales, the United Nations Convention on the Rights of the Child plays a vital role in shaping policies and practices to protect and promote children's rights. The Welsh Government formally incorporated the UNCRC in 2004, making it the foundation for all legislation and policy development related to children and young people's rights. This adoption created a significant

shift towards a rights-based approach alongside developing principles that can intergrade into national policies, ensuring that children's rights were at the forefront of legislative decisions. According to Gov.Wales (2022), the Rights of Children and Young Persons Wales Measure 2011, further solidified this commitment by placing a duty on Welsh Ministers to consider the UNCRC in their decision-making processes. The placing of this law resulted in the minister's gaining a duty to ensure all children and people of Wales had strengthened knowledge and respect for the rights that the United Nations convention of the rights of the child had in place.

The UNCRC delivered the role and responsibility of drawing awareness and recognition towards the rights of children and successfully completed this by developing the seven core aims. ChildrensrightsWales.org.uk (n.d) states the further embedding of the seven core aims in 2004 demonstrated a strong commitment from Wales to creating an environment where children's rights were understood and respected. The 7 Core Aims in Wales serve as a practical application of the United Nations Convention on the Rights of the Child into actionable goals, embedding children's rights into everyday policy and practice. These aims cover essential aspects of children's lives, including ensuring a flying start in life, a wide access to education, adequate health, opportunities for play and leisure, having a voice that is listened to and respected, living in a safe home and community, and not being disadvantaged by poverty. By aligning these aims with the articles of the UNCRC, Wales ensures that children's rights are not only recognised but also actively promoted and protected. This approach enhances children's understanding of their rights by integrating them into educational programs, community initiatives, and policy frameworks, empowering children to advocate for themselves and promote a culture of respect and inclusion.

Outlined by Investors in families (2025), all seven aims have a specific focus on the range of rights provided by the UNCRC allowing the purpose of these rights to be mirrored in a form that children will understand and gain the highest quality of care and support. Core Aim 1 has a specific focus on a Flying start, ensuring that children receive the necessary support during the transitions to primary school, secondary school, further education and additional provisions allowing them to build a foundation of academic success. This aim emphasises the importance of early childhood development and receiving necessary support, which links to article 6 of the UNCRC, the right to life, survival and development.

Furthermore, stated by Investors in families (2025), Core Aim 2 specialises in education, learning opportunities and training, encouraging children to enhance their education with extra-curricular activities, extending their opportunities beyond the classroom. This is successfully

linked with the UNCRC article 3 of considering the best interests of the child, as the second core aim emphasised that the best interests of the child must be considered within educational policies and practices, ensuring all decisions have the child's well-being at thought.

Core Aim 3's primary concentration is the right to ensuring children and young people maintain superior physical and mental health alongside being free from abuse, victimisation, and exploitation, implementing several key children's rights as outlined in the United Nations Convention on the Rights of the Child. This aim aligns with Article 24, which guarantees the right to the highest attainable standard of health and access to healthcare services. UNICEF (2019) suggests that Article 24 highlights the right of children to access high-quality healthcare, clean water, nutritious food, and a safe environment, all of which should be provided by the government. It's evident here that having this core aim implemented into daily practice will enhance the acknowledgement that children have on the fundamental necessities they have a right to have. Additionally indicated by UNICEF (2019) Article 19, which protects children from all forms of physical or mental violence, injury, abuse, neglect, and exploitation is also supported by Core aim 3. By promoting inclusive health education, access to healthcare, and safeguarding measures, Core Aim 3 ensures that children are protected from harm and can thrive in a safe and supportive environment. Schools and communities can work together to provide resources and support systems that address both physical and mental health needs, reinforcing a holistic approach to well-being.

Core aim 4 ensures that children and young people can access play, sport, leisure, and cultural activities, supporting article 31 of the UNCRC. Article 31 is stated by UNICEF (2019) to recognise children's right to rest, play, and engage in activities appropriate to their age, as well as participate in cultural aspects of life. By offering diverse and inclusive opportunities for play and recreation, Core Aim 4 supports children to develop physically, mentally, and socially. Education settings and communities work together to create safe spaces for these activities, allowing children to explore their interests and talents. The aim also focuses on providing opportunities for children with disabilities and additional needs, ensuring they can participate and reach their full potential. Through these efforts, Core Aim 4 promotes children's rights in everyday life, enhancing their enjoyment of play, leisure, and cultural activities.

Core aim 5 has a strong emphasis towards ensuring that all children and young people are listened to, treated with respect, and have their race and cultural identity recognised, in which links to multiple rights that have been set by the UNCRC. This aim aligns with Article 12, which gives children the right to express their views freely on matters that affect them. Additionally, it

connects to Article 30, which identifies the rights of children from ethnic minority groups to enjoy their culture, religion, and language. By incorporating these rights, Core Aim 5 ensures that children are involved in decisions that affect them, their opinions are respected, and their cultural identities are valued. This creates an inclusive environment where children feel empowered and confident in advocating for their rights.

As mentioned by Investors in families (2025) Core aim 6 is dedicated to having a safe community and home supporting physical and emotional wellbeing. Article 27 of the United Nations Convention on the Rights of the Child highlights the right of every child to a standard of living that supports their development for their physical, mental, spiritual, moral, and social aspects of life. This is closely connected to Core Aim 6, "living in a safe Community and Home Supporting Physical and Emotional Wellbeing," which focuses on creating environments that promote the overall holistic health and safety of children. By ensuring access to adequate food, clothing, and shelter, Core Aim 6 supports the overall development of children, as outlined in Article 27. This alignment guarantees that children's basic needs are met, providing a solid foundation for their growth and well-being.

Core Aim 7 has a significant focus on minimising the impact of poverty which supports Article 19 of the United Nations Convention on the Rights of the Child by addressing the socio-economic factors that contribute to neglect and abuse. According to UNICEF (2019) Article 19 highlights the importance of protecting children from all forms of physical or mental violence, injury, abuse, neglect, or exploitation. By focusing on poverty reduction, Core Aim 7 assists stable and supportive environments for children, reducing the possibility of exposure to harmful situations. This aim ensures that families have access to necessary resources and support, reducing the stress and challenges that may lead to neglect and abuse. By promoting economic stability and providing essential assistance, Core Aim 7 helps to protect children's rights to safety and well-being.

By using the seven core aims the UNCRC have successfully implemented children's rights in a practical manner that allows children to gain access and knowledge of the rights they withhold. Implementing the 7 core aims in schools can greatly improve the understanding and awareness of children's rights. Schools can incorporate these aims into their curriculum and everyday activities by promoting respect, participation, and inclusivity. For example, Core Aim 1 can be addressed by nurturing a supportive learning environment where every child feels valued. Core Aim 2 can be put into practice through providing access to high quality education and extracurricular resources for all children within and beyond the classroom setting. Core Aim 3

can focus on nurturing positive relationships and emotional well-being through providing counselling sessions and emotional support schemes for all. The initiation of core aim 4 can promote a healthy lifestyles and physical activity through providing opportunities that encourage children to play and activate their physical lifestyle. Core Aim 5 can encourage community involvement and social responsibility. Core Aim 6 can create safe spaces where children feel protected and able to express themselves. Lastly, Core Aim 7 can tackle socio-economic inequalities by offering support to those who are disadvantaged by poverty. By incorporating these aims into school policies and practices, practitioners can support students to understand and advocate for their rights, encouraging a culture of respect and empowerment.

Aswell as the proposal of the UNCRC and 7 core aims, the Commissioner for Wales provided the approach 'The Right way', a proposal influenced by the UNCRC to embed children's rights into policy and procedure. Following this establishment Murphy (2022) displays a survey carried out nationwide in 2018, conveying that 75% of children were aware of their rights as a result of the Right way approach. Nonetheless it is yet suggested by Murphy (2022) that this survey was carried out within Children's commissioner's schools only, meaning the extent of rights-based knowledge in average schools could be argued.

According to Murphy (2022) it is evident that the Commissioner for Wales 2022 developed a proposal to interlink the Curriculum for Wales 2022 with articles from the UNCRC, highlighting how recent and relevant practice can incorporate the key elements of human rights education. This proposal was seen to advance the knowledge and respect towards all rights, promoting a rights-based approach way of learning. However, ESTYN (2020) reports, after carrying out investigations across schools in Wales it was visible that staff and lead management where not equipped with a necessary knowledge on the aims of the New curriculum, limiting the approach and teachings that would be delivered to the children. As of a case study released by the Child commissioner for Wales (2025) , it is evident that a method of conquering the barrier regarding lack of training is to attend further education training that is held in Neath Port talbot and Powys. This external training is held annually and delivers training and information regarding the rights of children and young people and the essential skills needed to deliver education around children's rights.

ESTYN (2020) case study elaborates with barriers that schools are facing with the implementation of the new curriculum, and that is the struggle of having limited teaching resources and extensive training in preparation to deliver the new curriculum and children's

rights effectively. In the foreseeable future it would be sufficient for all schools to have a mascot who is dedicated to the children's rights education. As displayed by [wales.children.legal.admin \(2024\)](#) Ysgol Gymraeg Pontardawe uses their children's rights mascot 'Harri Hawliau' as a learning resource to enforce the importance of Children's rights. Each child will gain an opportunity to take the mascot home alongside sharing with their peers the activities they enjoyed with the mascot and what rights they have. This activity is an enjoyable method to engage children in learning about the rights they have, additionally parents can be familiarised with the rights their child has as an individual alongside the rights they have as care givers.

As mentioned by [wales.children.legal.admin \(2024\)](#) the collaboration of working closely with parents can significantly influence the implementation of children's rights in schools in Wales, positive parental support can improve the effectiveness of children's rights initiatives by promoting a cooperative environment between schools and families. Whilst parents are informed and engaged, they can advocate for their children's rights and support school policies that promote inclusivity, respect, and participation and that can then be absorbed and mirrored by the child. Alternatively, the opinions of parents can negatively affect the implementation of children's rights in schools in Wales in several ways. When parents are resistant to or unaware of children's rights initiatives, it can create significant barriers to the implementation of the child's rights, creating possible upcoming challenges for both teachers and children.

Bronfenbrenner's Ecological Systems Theory is relevant to implementing children's rights in schools, as it highlights the influence of various environmental systems on a child's development. According to this theory, a child's growth is shaped by various systems, including the microsystem (immediate environment such as family and school), mesosystem (interactions between microsystems), exosystem (external environments that indirectly affect the child, such as government policies), macrosystem (social and cultural factors), and chronosystem (the changes over time). As of implementation in schools, this theory stresses the need for a holistic approach to children's rights. For example, the microsystem emphasises the importance of developing a supportive and inclusive school environment where children's voices are valued and heard. The mesosystem highlights the multi-agency work between schools, families, and communities in supporting children's rights. The exosystem and macrosystem urge practitioners to consider the broader society and policy factors that impact children's rights, ensuring that school practices coordinate with national and international

standards such as the UNCRC. By applying Bronfenbrenner's theory, schools can develop a rights based approach that protects and promotes children's rights across multiple levels.

In conclusion, incorporating children's rights into educational settings is crucial for creating an environment where every child can thrive to their highest potential. By cooperating school practices with the principles of the United Nations Convention on the Rights of the Child, practitioners can ensure that children's voices are heard, their needs are addressed, and their rights are safeguarded. Taking the 7 core aims into consideration within practice, such as promoting respect, participation, and inclusivity, develops a supportive and caring atmosphere, enabling children to receive education where they are actively involved in decision making, empowering them to take ownership within their learning. Overcoming challenges like resource shortages and resistance to change is key to successfully implementing these rights. By embracing future developments, including enhanced professional training, mental health support, and technological advancements, schools can strengthen children's ability for future challenges. Ultimately, a rights-based approach in education will allow children to recognise their rights and empower them to advocate for themselves. This awareness will enhance a generation of responsible and informed individuals who embed principles of equality and justice within their daily practice.

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