

# Using Rights in Reality

## Session on the UNCRC for pre-qualified education practitioners

### Trainers' notes

*To be used in conjunction with the generic introduction training on the UNCRC to create a full day training*



Children in Wales  
Plant yng Nghymru



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## Appendices

Appendix 1: Some tips for those new to training

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Appendix 5: Briefing on the Rights of Children and Young People Measure (Wales) 2011

## Additional resources

Audio visual resources on website

Practice examples on website

## Overall aim of the UNCRC training and resources

When implemented, the training and resources will help to ensure that key professionals across Wales, who work with children and young people:

- Are aware of and understand the principles of the UNCRC
- Are able to support children and young people to access their rights
- Are able to apply their knowledge and understanding through their practice.

## Principles underpinning the UNCRC training and resources

The resources:

- Cover all of the principles and themes of the UNCRC, emphasising their interdependence and mutual importance
- Ensure that key professionals have had the opportunity to learn and understand more about the UNCRC, the Human Rights context it sits within and the importance of it to their practice
- Enable practitioners to demonstrate and explore implementation of the UNCRC in practice
- Be consistent with the skills, understanding and knowledge required for the children and young people's workforce in Wales
- Use a common language based on the UNCRC and make explicit links with Welsh policies and strategic frameworks where appropriate and wherever possible.

## The three courses

The 3 courses are:

- **An introduction to the UNCRC** - A non-sector-specific introduction (the generic core module) – this forms the morning session for this training but it can be used as a stand-alone half-day session or two sessions, one of 90 minutes and one of 110 minutes to raise awareness of the UNCRC amongst professionals
- **Pre qualification training**– A half day training to follow on from the introduction half day and build on the learning. This training contains Sector specific modules through use of specific groups of slides and case examples. It has been developed to be suitable for use within initial professional training for any of the key professions. **This is the training guide provided here.**
- **Post qualification training**– A half day training to follow on from the introduction half day depending on the existing level of knowledge and understanding of the participant group. The training contains Sector specific modules through the use of specific sets of slides and case examples. It has been developed to be suitable for use within Continuous Professional Development (CPD) for newly qualified staff and those who have been employed in the sector for a longer period of time. It also contains materials for use by those who have leadership and strategic responsibility.

## The purpose of this trainers' guide

This guide has been developed to support trainers in Wales in their delivery of the UNCRC training programme. The trainers' guide should not be seen as rigid– it is intended to give guidance and suggestions to trainers on the approach to use, suitable slides to present and activities to undertake. Make your own decisions about the order in which to present the slides, the manner in which to run the activities and the amount of discussion to undertake.

It is important that you endeavour to fulfil all the learning outcomes of the training. However, the learning outcomes do not necessarily have to be fulfilled in the exact way suggested in this guide. Trainers bring both skills and experience to the training process – use these to adapt the training to ensure that it meets the needs of your training group and of the local area in the most appropriate way.

## The participant activity sheets

Master copies of the participant sheets needed for all suggested activities are in the Appendices. Participant sheets will need to be copied for use by participants on training sessions. It may not be essential to have a sheet for each participant – one per group may suffice.

However, some participants might like to keep their own copy of the participant sheet. The participant sheets needed for the training day are listed on the materials page. However, trainers will need to judge the number of copies needed, depending on the size and requests of the group.

## Explanation of the format for the trainers' notes

### Slides

Each of the slides has notes – these provide suggestions for discussion where appropriate and include a miniature version of the slide. The content of the slide may not be clear from this miniature, so you will need to look at the PowerPoint file to decide how you would present the content. The notes provide background information to help trainers become more informed about the areas they are covering. The notes should not just be read out. The notes inform the trainer – it is the trainer's job to decide how best to use the notes to inform participants.

### Activities

Each activity has a clearly stated aim. It also has the following:-

- Timing – Approximately how much time the activity will require
- Materials – The materials needed for the activity.
- Method – Suggested approach to running the activity. Where applicable, a master copy of the participant sheet(s) and any other materials needed to undertake the activity will be provided in the Appendices – alternatively, a slide with all of the instructions for the activity will be available.

## Useful additional resources

- ⇒ For those who are not used to delivering training, you will find some useful training and facilitation tips in Appendix 1.
- ⇒ There is a list of useful resources and websites, including acknowledgements of resources used to help develop this trainers' guide, in Appendix 2. You might want to provide participants with a copy of this because it is likely that they will find it useful for areas they would like to know more about. This Appendix also has suggestions for specific resources for the different professional sectors.
- ⇒ There is guidance on involving young people and parents/carers in the training in Appendix 3.
- ⇒ **NOTE: There is a selection of audio visual resources available to download that address a variety of rights issues for children and young people. The trainer can choose to use one of more of these to explore issues relevant to the participant group.**

## Learning outcomes and training overview

### Learning outcomes

<b>Learning outcomes</b> By the end of this session, participants will be able to:	<b>Evaluation criteria</b> Participants can:
1. Understand the concept and importance of children's rights within their sector	1.1. Critically analyse the importance and impact of children's rights in their sector 1.2. Explain why it is important for professionals to promote and assure children's rights
2. Understand the role of other sectors in implementing the UNCRC	2.1. Identify key priorities of other sectors in promoting and assuring children's rights 2.2. Compare and contrast the role of other sectors with their own sector
3. Critically assess how the UNCRC impacts on their work sector	3.1. Explain how specific UNCRC Articles might impact on their professional role, once they are qualified 3.2. Critically analyse how the UNCRC impacts on their sector
4. Discuss the benefits of and barriers to putting the UNCRC into practice	4.1. Identify benefits of and barriers to putting the UNCRC into practice in their sector 4.2. Critically analyse what their role will be in promoting children's rights
5. Discuss how rights can be put into action	5.1. Critically analyse examples of rights in action 5.2. Reflect on what their own role might be in putting children's rights into action
6. Outline next steps in promoting the UNCRC	6.1. Reflect on and explain the next steps they are going to take in promoting the UNCRC

### Training overview

#### Target audience

Those training to work as professionals in the fields of [health education](#)

#### Time

Half a day or its equivalent

## Timesheet

The timing below are based on a session which starts at 1.30, ends at 4.30 and has a 15 minute break. Timings can be adjusted as necessary – this is just an example.

Time <sup>1</sup>	Session	Resources	Slides	Comments
13.30	Introduction to the session. <b>10 minutes max</b>	PP	1-4	Explain that they could be ambassadors to promote the UNCRC to their colleagues, introduce new assembly measure
13.40	Why is it important for professionals to promote and assure children's rights? <b>15 minutes</b>	PP Film clip (downloaded from Let's get it right website) Speakers for audio (if using film clip)	5-13	Mainly presentation, but make sure it's as interactive as possible Encourage discussion throughout this section – the idea is to ensure the participants are agreed that it is important for professionals to promote and assure rights – and that they are beginning to have some idea of what that means.
13.55	The benefits of the UNCRC and the barriers to putting it into practice <b>55 minutes</b>	Case studies	14-17	Section with two activities – one on establishing benefits and barriers and one focused on case studies – each activity is 30 minutes Make sure you summarise the outcomes from the activities clearly and draw out key learning points.
14.50	Break			
15.05	The role of all sectors in implementing the UNCRC <b>20 minutes</b>	PP	17- 20	Important to have a discussion about work priorities of other sectors – relate it to the case studies from the previous section
15.25	The impact of the UNCRC on professionals' work <b>45 minutes</b>	PP UNCRC Articles	21	Try to pick out Articles relevant to their work sector and encourage participants to do the same – the important thing is to enable them to really think about how children's rights will impact on their specific role – what will it look like in action for them?
16.10	Next steps in promoting the UNCRC and conclusions <b>20 minutes</b>	PP Post-its	22	The aim of this section is to get participants to think about how they are going to put what they have discussed and learned into action when they get back to work. Also, try to conclude the day in a way that encourages them to take things forward and to consider how they will monitor the difference they can make.

<sup>1</sup>This assumes the session will be delivered in the afternoon – if you deliver it in the morning adjust the times accordingly

## List of materials needed for the day

### What should each participant be given on the day?

- Any relevant participant sheets.
- A copy of the slides used for the day.

### What general materials will trainers need?

- Their own copy of all materials
- A means of projecting slides and a suitable screen
- A flipchart stand, sheets and pens (or a whiteboard, if possible)
- Note paper
- Post-it notes
- Sticky labels for name badges
- Other materials that may be useful, e.g. scissors, pens, note paper, Blu-Tack®.

### Which specific materials will be needed for the day?

- Slides for the day in a powerpoint format on a computer set up for projection
- Speakers to play any audio visual clips with sound
- The 42 substantive articles in a format appropriate for use, i.e they are available in abbreviated or full versions. **These can be downloaded from Appendix 6 of the general introduction training**
- Film clips and printed resources to promote discussion
- Case studies to explore rights issues – appendix 4
- Evaluation form(s)

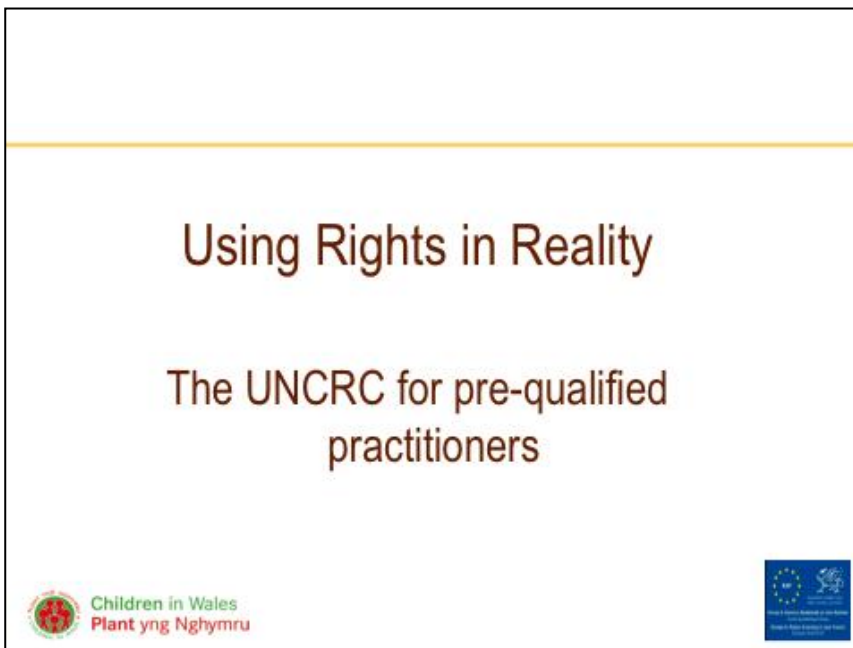
# 1. Introduction to the training

**Time:** 10 minutes

**Materials:** Slides

- ⇒ If you are delivering this during the afternoon following the generic introductory session you will simply need to do a livening up activity after lunch, to make sure the group are energised.
- ⇒ If you are delivering this as a stand-alone session then you will need to do at least some of the following:-
  - Do introductions, using a suitable introductory activity – there is little time available for this, so you will need to make sure that whatever activity you choose is brief – if you are stuck for suggestions there are some in the trainers' notes for the generic introductory session
  - Take this opportunity to briefly explore participants' expectations for the session and to develop a working agreement for the session – record these on flipcharts, which should be placed on the wall to be referred to during the session where needed – or you could use the slide that follows to establish the learning principles for the session (some tips on this are provided in Appendix 1)
  - Also, go through domestics for the day, such as fire drills etc.

## Session slide



## Notes



- ⇒ Use this to introduce the session and explain that it will give them the opportunity to explore what their role might be in implementing the UNCRC.



## Slide: Aims of the session

### Aims of the session

- To explore why it is important for you to promote and assure children's rights when you enter professional practice
- To discuss the benefits of and barriers to putting the UNCRC into practice
- To explore rights in action
- To explore how the UNCRC impacts on your sector
- To discuss the role of all sectors in implementing the UNCRC
- To consider next steps in promoting the UNCRC



## Notes

- ⇒ Go through the aims for the session and invite any questions and suggestions
- ⇒ Make sure you link this to the morning session if you have delivered the introduction first

## Slide: Rights of Children and Young Persons (Wales) Measure (2011)

### Rights of Children and Young Persons (Wales) Measure (2011)

Became law on March 17<sup>th</sup> 2011

- "This is a ground breaking Measure and places Wales ahead of the UK in making the UNCRC part of its domestic law. Once again this shows our ongoing commitment to children and young people" – Huw Lewis, Deputy Minister for Children.
- "This is indeed a landmark piece of legislation... We should be very proud that Wales and its Government are leading the way yet again in securing children and young people's rightful place as full citizens of our nation. We must now ensure this legislation makes a practical, positive difference to children and young people's lives." Keith Towler, Children's Commissioner for Wales



## Notes

- ⇒ This slide could be used in the morning, if you deliver the introductory session first
- ⇒ It outlines the 2011 Measure that puts children's rights in Wales into law
- ⇒ It emphasise the importance that WAG places on children's rights
- ⇒ It's worth going through this with them and asking them if they were aware of it, what they think about it and how they feel it might impact on their practice in the future – particularly in terms of evaluations of their services and how their services are delivered

## Slide: What the measure means in practice

### What the measure means in practice

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- The Measure places a duty upon the Welsh Ministers to have due regard to the substantive rights and obligations within the UNCRC
- In the future Welsh Ministers will have to consider the UNCRC (and how they could give further or greater effect to the rights and obligations within it) when they are making decisions or using their legal powers or duties.
- In effect this makes the UNCRC part of the decision making framework or process of Ministers



### Notes

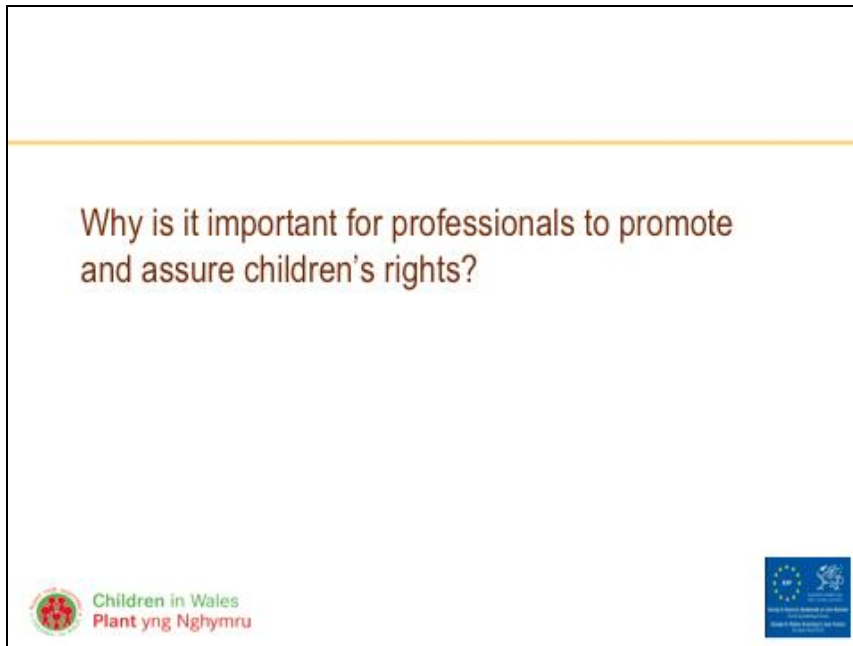
- ⇒ This slide outlines what the measure means in practice. **Appendix 5 Briefing paper on the Rights of Children and Young People's Measure (Wales) 2011** can be photocopied and used as a handout.

## 2: Why is it important for professionals to promote and assure children's rights?

**Time:** 15 minutes

**Materials:** Slides and flipchart & pens

### Section slide





### Notes

- ⇒ Ask participants to briefly discuss why they think it's important for professionals to promote and assure children's rights – flipchart key responses
- ⇒ Then go on to show the following slides and discuss their content with participants, encouraging them to share their thoughts and the difference they feel a rights based approach would make to their practice.
- ⇒ The slides provide some of the professional and policy context for professionals to take a children's rights-based approach – note that there are different slides for each sector and you will need to select which is the most appropriate for the participants you are training
- ⇒ Some brief notes are provided below each slide.

## Slide: Needs vs Rights

Needs / welfare based approach	Rights based approach
Children need help	Children have a right to help
Short Term Intervention	Right to intervention as long as needed
Needs met by charity or concession – emotional response	Rights are associated with 'being' – not focussed on perceived deficits of children
No obligation on government	Obligation on the part of government
One way relationship perpetuating dependence	Two way relationship promoting empowerment
Outcome stressed over process	<u>Process</u> is equally important


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 United Nations Convention on the Rights of the Child  
 Cytundeb Hysbysu Hysbysu a Chyhoeddiadau  
 Cytundeb Hysbysu Hysbysu a Chyhoeddiadau

### Notes

- ⇒ This slide provides the opportunity to discuss the different approaches that they could take as professionals – ask them to consider whether they can recognise the key differences and emphasis between a needs based approach or a rights based approach and what they feel has been the major emphasis in their training thus far
- ⇒ Encourage them to discuss this and ask them to give examples of how they think practice would look if they took a rights based approach compared with how it would look if they took a needs based approach
- ⇒ If you have time and if you think it would be useful to participants, you could make this into a short activity, where you split participants into four smaller groups and ask half of the groups to take a needs based approach and half a rights based approach. Then ask them to select something that they know will be part of their practice responsibilities and ask them to explain it from the perspective they've been asked to take (needs or rights based). Suggest they make it more extreme than would actually happen in practice, so that the differences between the two approaches can be emphasised
- ⇒ Take feedback and sum up key learning points.

## Slide Joint Review of Youth Offending Services in Wales Feb 2011

### Joint Review of Youth Offending Services in Wales Feb 2011

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- Review was carried out by CSSIW, HIW, ESTYN
- Work with children and young people in the community was hampered by the poor quality of YOS premises and a lack of attention to physical health, education and safeguarding.
- Children and young people in custody were supported well by visits from YOS staff, even though this was often in England
- However, when children and young people were released, partner agencies such as health, education and social services did not always co-ordinate to provide the services needed.



### Notes

- ⇒ This slide highlights the fact that many issues are of equal importance across sectors and when agencies fail to see that it is their responsibility, **it is difficult to provide effective services and outcomes for young people in vulnerable circumstances. Encourage people undertaking pre-qualification training in all sectors to consider who they think they may be working in partnership with in the future.**
- ⇒ Joint Review of Youth Offending Services in Wales 2011, undertaken by CSSIW, HIW and ESTYN, contains research and recommendations on the roles of health, education and children's services in addressing the needs of young offenders. For the full document go to <http://www.hiw.org.uk/Documents/477/Joint%20review%20of%20Youth%20Offending%20Services-e.pdf>

## Slide: Children's rights are not just relevant for professionals providing services to children

### Children's rights are not just relevant for professionals providing services to children

- 46,172 children were referred to local authority social services in the year ending March 2009, an increase of 9.4 per cent increase on the previous year.
- 2,320 children on child protection registers at the end of March 2008 which is a rate of 36 children per 10,000 population.
- Many children who suffer abuse or neglect also experience problems associated with parental mental health, substance misuse or domestic violence.
- The report noted substantial barriers between adult and child services. Some barriers were organisational but others were part of a tendency for practitioners to focus on individual needs without examining their impact on others in the family.



## Notes

- ⇒ This slide shows information drawn from the 2009 report by CSSIW (Care Social Services Inspectorate Wales). It highlights how children fail to be protected by the services working with their parents due to barriers in communication and by workers in adult services recognising that it is their responsibility to safeguard children. See the following link for details: <http://wales.gov.uk/cssiwsite/newcssiw/publications/ourfindings/allwales/2009/3509433/?lang=en>
- ⇒ Revised data from the Children and Young People's Monitor 2011 show that on 31 March 2010, 5,162 children were looked after, an increase of 10% over the previous year and a rate of 82 per 100,000 population aged under 18. The number of looked after children has increased by 44% over the last decade. One of the most remarkable findings reported in the Monitor is that the number of looked after children has increased by 44% over the last decade. 25,000 children were receiving services from social services as of end of March 2010. There were 2,700 children (including unborn children) on child protection registers in Wales as at 31st March 2010. This represents an increase of 9% compared with a year earlier and gives a rate of 43 children per 10,000 population aged under 18.

**IMPORTANT NOTE**

**There are different training guides for**

- **Health,**
- **Youth justice,**
- **Law and Police**
- **Education**
- **Social work**
- **Multiagency**

**Although this guide is intended for training education professionals, as practitioners from all sectors are increasingly using a partnership approach to their work the trainer will need to carefully consider the areas of cross over. If there is an opportunity to provide this training across sectors or across disciplines please go to the multiagency guide for additional material.**

## Education

### Slide: Why do education professionals need to know about children's rights?

#### Why do education professionals need to know about children's rights?

- "Participation should be an essential part of the learning culture of an organisation and has, at its heart, the productive relationship between teacher and learner". Estyn, February 2009
- Estyn state that they would like to see providers involve learners more in the self-evaluation process.
- They propose to include learners much more in the inspection process, for example by talking to focus groups of learners during the course of inspection.
- Rights Respecting School Award RRSA - recognises achievement in putting the Convention at the heart of a school's ethos and curriculum.



### Notes

- ⇒ As you go through this slide, discuss how this works in practice in educational settings – what do they know about it already and what do they think they might be able to do to make participation real.
- ⇒ You could ask participants the following questions:-
  - What opportunities should school pupils have to have a voice and actively participate at all levels of school life?
  - What different ways could schools use to consult with pupils and take on board their experiences and needs?
  - What role could they play in ensuring that a school council is inclusive, representative and effective?
  - How much of their current training is based on children's rights?
  - To what extent and how do they think pupils should be involved in the school Self-assessment processes?
  - You could point out the pupil's voice website has resources to undertake self-assessment of the participation standards within schools (see Appendix 2 for website)
  - You could show the video clip of 'We have the Right' at this point demonstrating the in some schools the UNCRC has been put at the heart of school curriculum and activities .
- ⇒ Point out that there are a range of other school based issues that have implications for children's rights. Below is just a small selection that you may choose to discuss with the group.
- ⇒ **School toilets** – this is an issue that affects the right of children to the best possible standard of health. The basic principles are that children should be allowed to go to the toilet when they want and should have the best possible facilities available to them. However, lots of children say that they do not use the toilet in school all day as they are fearful of bullying and the conditions are very poor. In 2010 when the Commissioner asked children about their school toilets he found that only a third of respondents feel that their school toilets are always clean, around a third reported that soap and hot water is always available, only forty per cent said that



soft toilet paper is always or most of the time available to them. More than half of the children reported that their toilet doors do not close and lock and almost half did not have seats on their toilets. **See cartoon of school toilets in appendix 4 of introduction to UNCRC training.**

- ⇒ **Discipline in school** - Part (2) of Article 29 of the UNCRC states that: States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention. But this can be an area where some believe that there can be 'conflict' between children's and adults rights. However, if positive relationships are promoted in the classroom then the right of the teacher to teach in a safe classroom is very much in line with the child's right to be respected and treated with human dignity.
- ⇒ **School uniform policies** - These can have a considerable impact on children from families living in poverty, for example by requiring purchase from a single supplier and requiring a school logo on all items of school clothing. This also links to participation of the pupils - how much of a say do the pupils have on their school uniform policies?
- ⇒ **Bullying** – This can be seen as a rights issue in terms of the child being protected from violence (Article 19) and also freedom from discrimination (article 3). It is one of the issues that children regularly raise with adults and they feel that adults do not understand the impact of the issue on children and their emotional wellbeing. Research from the Equality and Human Rights Commission has found that bullying based on students' identities remains a widespread problem and is limiting the achievements of those who are bullied. More than eight in ten disabled pupils have been bullied at school. Two in three lesbian, gay or transgender secondary school pupils said they had been bullied and nearly one in six of them had received death threats.

## Slide: ESTYN Common Inspection Framework 2010

### ESTYN Common Inspection Framework 2010

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A key outcome that inspectors will be looking for is the wellbeing of pupils in a school, these include;

- Attitudes to keeping healthy and safe
- Participation and enjoyment in learning
- Community involvement and decision-making
- Social and life skills



## Notes

- ⇒ Since 2010 an important aspect of schools inspections has been the wellbeing of the pupils, this approach is based in the UNCRC as if many articles of the convention are not being met the pupils well being is affected as well their readiness to learn. As a universal service schools play a vital role in safeguarding children in the widest sense and in being the link to signpost children to other more specialist services they may need to help and support them.

## Slides: Concluding Observations of the UN committee 2008 – Elements of particular relevance for education practitioners

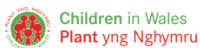
### Concluding Observations of the UN committee 2008 – Elements of particular relevance for education practitioners

- There must be training on the UNCRC for all adults working with children
- Make the UNCRC part of the compulsory national curriculum
- Make sure the UNCRC principles are central to what happen in all schools
- Raise awareness about and prevent discrimination against children, especially minorities
- Promote the principle of respect for the child's views in proceedings such as an exclusion hearing or an appeal against a statement of SEN



### Concluding Observations of the UN committee 2008 – Elements of particular relevance for education practitioners

- Ensure restraint is only used as a last resort and ban physical punishment
- Make sure laws that protect disabled people and allow for services to be provided for disabled children are put into practice properly
- Provide training for those who work with disabled children
- Make sure that sex education is taught in schools and provide clear information about drugs and alcohol
- Do more to prevent bullying
- Only use exclusion as a last resort and do more to reduce exclusions



## Notes

- ⇒ The UN Committee on the Rights of the Child examined the UK Government in September 2008 to see how well it is protecting children's human rights. The Committee meets every four to five years to review the progress that has been made. Information on the progress that had been made in the UK since the last reporting period was provided by the four UK Governments. The main Welsh Assembly Government report was called Rights in Action. . This included information from the Welsh Assembly Government and a number of other organisations in Wales who have an interest in Children's Rights (e.g. Non-Government Organisations who monitor progress, the Children's Commissioner and Funky Dragon the Children and Young Peoples Assembly for Wales). Having considered this evidence and in some cases visited the country concerned, the Committee made **124 concluding observations** (recommendations) about where the Government must do more to put the UN Convention on the Rights of the Child fully into practice in the UK.
- ⇒ As noted in the generic introductory training, The WAG Action Plan in response to the recommendations is called *Getting it Right*.
- ⇒ The WAG document *Concluding observations for the UK* available from <http://www.childcom.org.uk/en/uncrcconcludingobservations/> looks at the concluding observation from a Welsh perspective. It is this document that has been used to inform the summary given on the slide.

- ⇒ The slide identifies a selection of the concluding observation that are most specifically relevant to education professionals. **These are edited and just a selection. Participants should be encouraged to look at the full document in their own time.**
- ⇒ Discuss the elements on the slide with participants and link them to children's rights - why are these important issues to address from a rights perspective?
- ⇒ It will add value to include a good practice example of an approach taken by schools who apply a rights based approach to inclusion.
- ⇒ Highlight the advocacy services that are available to help challenge decisions about provision, i.e SNAP Cymru.

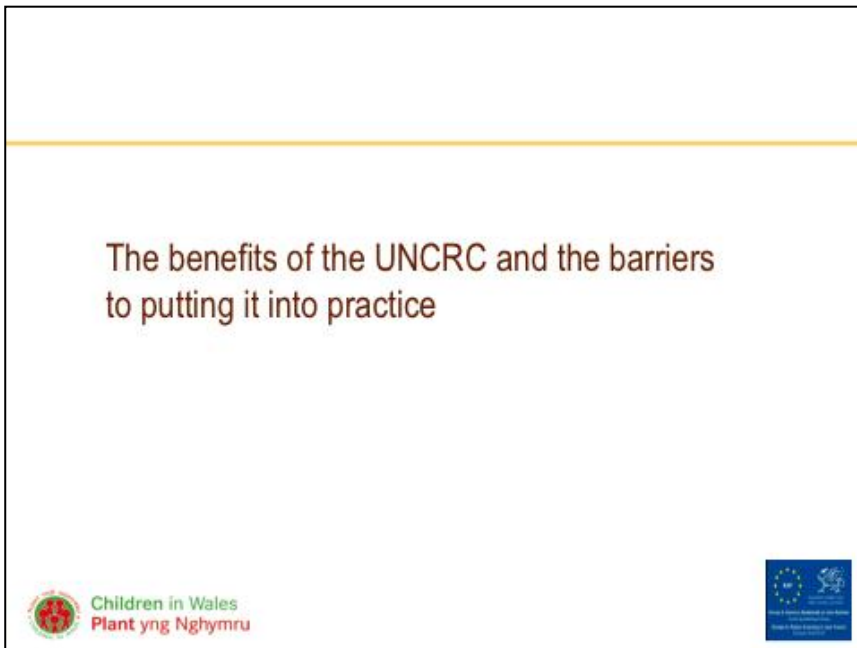
### 3: The benefits of the UNCRC and the barriers to putting it into practice

**Time:** 55 minutes

**Materials:** Flipchart & pens

Case studies – a range of case studies is provided in Appendix 4, aimed at exploring issues affecting different professional sectors, but you could also use DVD footage from the audio visual resources if you feel that would work better.

#### Section slide



#### Notes

⇒ Use this slide to introduce the section, if you wish

## Activity: Benefits and barriers

### Aim

To help participants explore the benefits of the UNCRC and the barriers to putting it into practice

**Timing:** 25 minutes

### Materials

Flipchart and pens – and slide, if appropriate

### Method

- ⇒ Show slide below for instructions
- ⇒ Divide participants into groups of 4 or 5
- ⇒ Ask them to identify the following:-
  - a. One benefit of promoting children's rights
  - b. One benefit of implementing the UNCRC in your sector
  - c. One barrier to promoting children's rights and fully implementing the UNCRC within your sector
- ⇒ Ask each group to swap their benefits and their barriers with another group
- ⇒ Each group should then discuss and refine their ideas to:-
  - a. Spread and build on the benefits
  - b. Minimise or begin to remove the barrier
- ⇒ Participants should be encouraged to 'put themselves in the shoes of a child or young person' to really start seeing the potential barriers and what they as adults can do to break these down.
- ⇒ When they have done this, ask them to feed back what they consider to be the two most important points that have emerged from their discussions
- ⇒ Sum up their discussions and draw out the key learning points.

**Examples of some benefits**, related to participation (if they are stuck, you could suggest some of these)

- ⇒ Children and young people have much to offer in terms of their experiences and knowledge of issues
- ⇒ Projects, policies and people can all benefit from the enthusiasm and energy that children and young people can bring through participation
- ⇒ Children can think laterally and have lots of creative and practical ideas or solutions to problems
- ⇒ The effectiveness and efficiency of services targeted at young people will be improved if they participate in the design
- ⇒ Facilitates the personal development and skills of children and young people
- ⇒ Encourages active participation and citizenship now and in the future and also promotes democratic ways of working
- ⇒ Children and young people have a good understanding of sustainability issues and the protection of resources for the future.
- ⇒ Highlight the National Participation Standards here to help people starting out on involving children and young people to manage this process well.

### Instructions for the benefits and barriers activity,

to be carried out in small groups:-

- Identify one benefit of promoting children's rights
- Identify one benefit of implementing the UNCRC in your sector
- Identify one barrier to promoting children's rights and fully implementing the UNCRC within your sector
- Swap your benefits and your barriers with another group
- Discuss and refine ideas to:-
  - Spread and build on the benefits
  - Minimise or begin to remove the barrier



## Activity: Case studies

### Aim

To help participants explore what rights might look like in action and to discuss benefits and barriers

**Timing:** 30 minutes

### NOTES on materials for this activity

- ⇒ A range of case studies have been provided in **Appendix 4**. Use these, however if you wish to address issues that are pertinent to several of the different sectors then click on multiagency training for more options.
- ⇒ You could choose use your own case studies or some film footage, if you feel it would open up more discussion. You will need to be aware that the key purpose of this activity is to make sure participants have considered a range of issues around the UNCRC in action. Some of the case studies are quite challenging, so select carefully on the basis of what you know about your group – some case studies might be too advanced for trainees, but the decision should be led by your group.

**Note: Children in Wales have developed some audio visual case studies which could be used instead of these written examples.**

### Method

- ⇒ Divide participants into 3 or 6 groups
- ⇒ Give each of the groups one or more of the case studies from Appendix 4 – make sure there are enough for each person in the group to have their own copy of the allocated case study and make sure the case study has been carefully selected to suit the group
- ⇒ Ask participants to read through the case study they have been given and consider the following questions:
  1. What are the main issues in this situation?
  2. What UNCRC articles are most relevant to this case study? Try to consider Articles from all three Ps - Participation, Provision and Protection
  3. What other people and/or services could help this situation?

4. What could be done to ensure the UNCRC was implemented effectively for the child/young person in the case study?

- ⇒ Trainers can use the following slide
- ⇒ Once they have considered one of more case studies sum up their discussions and draw out the key learning points.

### IMPORTANT NOTE

Bear in mind when undertaking this activity with participants that:-

- ⇒ There are rarely right and wrong answers to the issues raised by the case studies – they are designed to generate discussion and possibly some debate
- ⇒ You will need to make sure you are very familiar with the case studies before using them and that you have thought through the issues carefully
- ⇒ You will need to monitor discussions to make sure that the participants are not getting distracted by issues that are not to do with rights
- ⇒ You will need to summarise the key learning points from this activity at the end and make sure that everyone feels their contributions have been valued and that you can summarise what the key points of their debates.

#### Instructions for the case study activity,

In small groups;

- What are the main issues in this situation?
- What UNCRC articles are most relevant to this case study? Try to consider Articles from all three Ps - Participation, Provision and Protection
- What other people and/or services could help this situation?
- What could be done to ensure the UNCRC was implemented effectively for the child/young person in the case study?

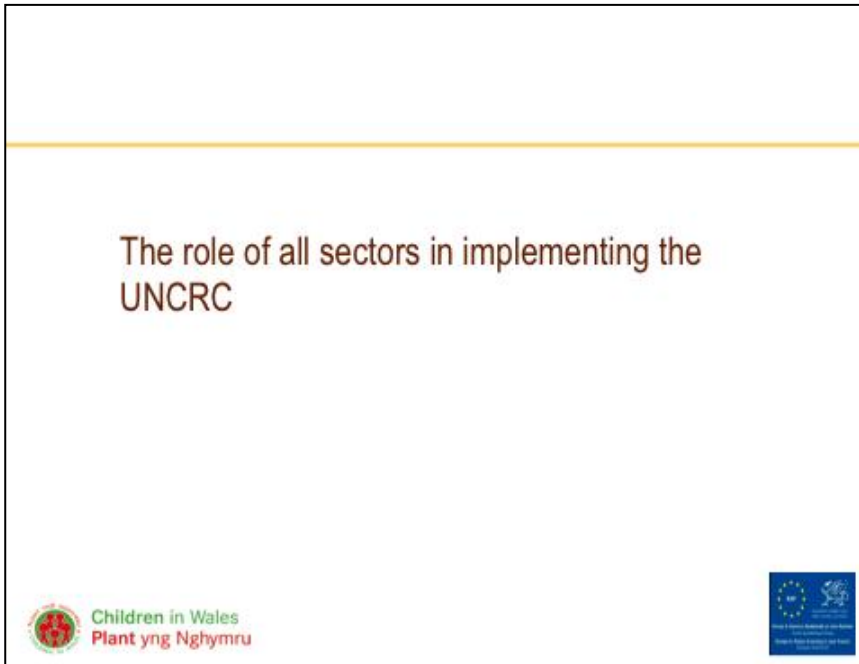
## 4: The role of all sectors in implementing the UNCRC

**Time:** 20 minutes

**Materials:** Slides and flipchart & pens

Appendix 6

### Section slide



### Notes

- ⇒ Tell participants that you are going to ask them to briefly consider the role other sectors and professionals might play in promoting children's rights and implementing the UNCRC

### Slide: Key sectors and professionals

#### Key sectors and professionals

- Health
- Youth justice, law and the police
- Education
- Social work




## Notes


- ⇒ This slide shows some of the key sectors and professionals working with children and young people (and who are involved in this training)
- ⇒ Ask participants to briefly call out what each of these sectors do – should be fairly easy, but try to get participants to consider the broader roles of each sector and how they contribute to ensuring that children and young people can access their rights. Focus also on their key role in terms of ensuring children achieve the WAG seven core aims

## Slide: The Munro review

The Munro Review of Child Protection: Interim Report -  
The Child's Journey 2011

- Giving professionals - health, police and family support services - easier access to social work advice when they have concerns about abuse and neglect
- Developing social work expertise by keeping experienced, more senior social workers on the front line so they can develop their skills and better supervise more junior social workers
- Revising and reducing the statutory guidance Working Together to Safeguard Children so that core rules are separated from professional advice.

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## Notes

- ⇒ This is a review focused around access to social work advice when there are concerns about abuse and neglect – suggestion that access should be easier and that professionals need to work together on this
- ⇒ It should be noted that this was an England based review and some of the language used may not always reflect the language used in WAG documents – but the findings have relevance for practitioners in Wales.
- ⇒ It emphasises a multiagency/ multi-professional approach as best practice – with the sharing of information as a key element
- ⇒ Point out that this certainly applies when professionals are upholding the rights of the child and implementing the UNCRC.

## Activity: Understanding the role of other sectors

### Aim

To help participants explore how other sectors and professionals address the UNCRC

**Timing:** 15 minutes

### Materials

Flipchart and pen – and slide, if appropriate; participant sheet on next page

### Method

- ⇒ Put participants into 4 groups
- ⇒ If you think it's useful, provide the handout on the following page - it contains the instructions for the activity focused on getting participants to consider work priorities of different sectors in detail and consider how they implement the UNCRC.
- ⇒ You might already have drawn out these points from participants in the previous discussion – if you have done so and if you are short of time you could miss out this activity.
- ⇒ Give each of the small groups a piece of flipchart paper with a body shape drawn on it
- ⇒ Ask them to write which professionals the group of children they work with are most likely to come into contact with (ask them to write these on the OUTSIDE of the body)
- ⇒ Ask them to indicate in some way what they envisage the nature of this involvement to be and whether it is a positive or negative for the child from a rights perspective (e.g. green circle around it for positive, red for negative)
- ⇒ Ask them to record on the inside of the body, what other services or departments of the Welsh Assembly may impact on this group of children/young people, i.e housing, transport, rural affairs.
- ⇒ When they have finished, ask them to move around the room and see what others have written
- ⇒ Encourage them to add any ideas they have on to the other groups' sheets in a different coloured pen.
- ⇒ When the groups have finished looking at the work the other groups have done, if you have the time you could ask them to do the following:-
  - Take two of the key sectors/professions and outline what they think their work priorities are in terms of improving outcomes for children and young people
  - How do these work priorities relate to the UNCRC?
  - What are the similarities and differences between these sectors/professionals and their own sector in terms of their priorities and how they relate to the implementation of the UNCRC?
  - Ask participants to feed back two key points from their discussions
- ⇒ Sum up the whole activity and draw out the key learning points.

## Participant sheet for work priorities activity

These are the instructions for the case studies activity, to be carried out in small groups:-

1. On the piece of flipchart paper with a body shape drawn on it, please write which professionals the children and young people you work with are most likely to come into contact with (please write on the OUTSIDE of the body)
2. Please indicate in some way what you envisage the nature of this involvement to be and whether it is a positive or negative for the child from a rights perspective and why.
3. On the inside of the body, please record what other services or departments of the Welsh Assembly may impact on this group of children/young people
4. On completion, you will have an opportunity to move around the room and see what others have written
5. Please add any ideas you have on to the other groups' sheets in a different coloured pen.

## Slide: The importance of joint working

### The importance of joint working

- Section 25 of the Children Act 2004 places a duty on services working with children, including the police, to promote co-operation with a view to improving the well-being of children
- This includes working together to promote and assure children's rights



## Notes

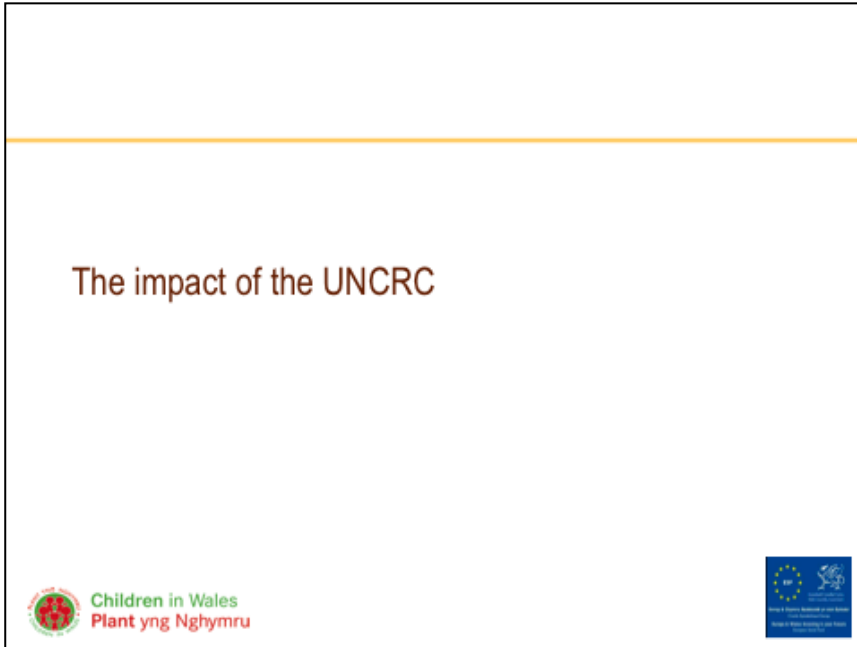
- ⇒ This slide outlines the statutory duty that services working with children in Wales have in terms of cooperating
- ⇒ This needs to be related to children's rights
- ⇒ Encourage participants to identify why it is important for sectors and professionals to work together to promote and ensure children's rights – not just because it is a statutory duty, but because it could lead to better outcomes for children and young people
- ⇒ For example, you could suggest that if we listened more to children and all professionals took account of what children were asserting and then we shared that information, situations like baby Peter and Victoria Climbié might not happen. But it needs all of us to do this, together, to provide an effective approach to working towards the implementation of the UNCRC.
- ⇒ Relate this back to some of the case studies that they have just considered.

## 5: The impact of the UNCRC

**Time:** 45 minutes

**Materials:** UNCRC Articles, slides and flipchart & pens

### Section slide



### Notes

- ⇒ Use this slide to introduce the section, if you wish

## Activity: The impact of the UNCRC on your sector

### Aim

To help participants explore the impact of the UNCRC on different sectors

**Timing:** 45 minutes

### Materials

UNCRC Articles, flipchart and pens – and slide, if appropriate

### Method

- ⇒ If you would find it useful, give participants the handout provided on the next page – it contains the instructions for the activity. Alternatively, you could write the instructions on a flipchart.
- ⇒ Divide participants into four groups and make sure they have a copy of the UNCRC Articles available to them – you could use either the full Articles or the young person friendly version that has been provided in the trainers' notes for the introductory session. Alternatively, you could print out one of the versions available on the internet (eg. see [www.uncrcletsgetitright.co.uk/documents/UNCRC%20Poster%20\(English\).pdf](http://www.uncrcletsgetitright.co.uk/documents/UNCRC%20Poster%20(English).pdf) for a young person and child friendly version)
- ⇒ Ask them to select two articles that have most relevance to their training and work sector – for example, Articles 6, 18-20, 24, 26-29, 2-35, 37 and 40 are the most relevant to the health sector, so you might want to restrict their choices to two of these. You might want to spend a few minutes discussing which might be the most relevant to them
- ⇒ Ask them to be prepared to explain why they have chosen the Articles they chose
- ⇒ Check that they haven't all chosen the same articles – if they have, encourage some of the groups to select different ones
- ⇒ Ask them to consider, for each of their chosen articles:
  - a. Who, specifically, has responsibility for putting it into action
  - b. How it would impact on their professional practice
  - c. What issues it raises for them
- ⇒ After they have discussed the above, ask them to decide what their Articles would look like in action
- ⇒ Ask each group to present this to the whole group - tell them that they can present their outcomes in a number of ways – including a short presentation, a newspaper headline, a drawing, a song, a mime etc. Encourage them to have fun with this and to be as creative as possible
- ⇒ Discuss the outcomes of the activity, summarising their key thoughts and emphasising the important role they can play in implementing the UNCRC.

## **Participant sheet for impact of the UNCRC activity**

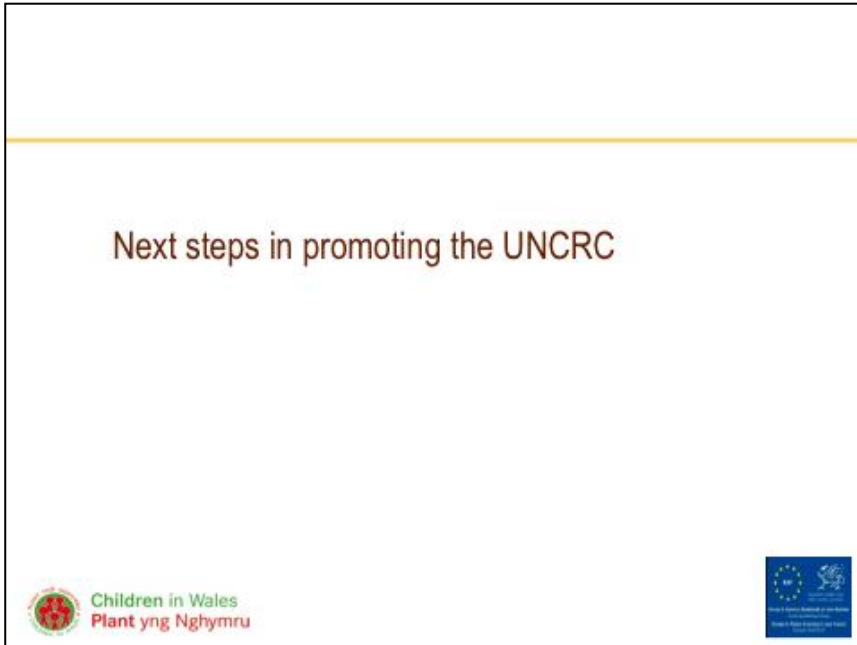
1. Look through the UNCRC Articles and select two articles that have most relevance to your work
2. Be prepared to explain your choices
3. For each of your chosen articles you need to consider:
4. Who, specifically, has responsibility for putting it into action
5. How it impacts, or will impact, on your professional practice
6. what your Articles would look like if completely realised in action
7. You can present your outcomes in a number of ways – including a short presentation; a drawing/ collage ; a newspaper headline – be creative!

## 6: Next steps in promoting the UNCRC and conclusions

**Time:** 20 minutes

**Materials:** Post-its, flipchart and pens and action plan format (provided below)

### Section slide



### Notes

- ⇒ Use this slide to introduce the section, if you wish

### Activity: Next steps

#### Aim

- To get participants to think about how they can promote children and young people's rights within their own practice

**Timing:** 15 minutes

#### Materials

- Action plan format – on next sheet

#### Method

- ⇒ Put participants into groups of between 3 and 7 people
- ⇒ Ask each group to come up with, and agree on, two actions they can take to help raise awareness of the UNCRC and promote children's rights within their sector.
- ⇒ Ask them to put all of the agreed actions on their individual action plan
- ⇒ Trainer may choose to ask different groups to focus on different areas – ie Fellow students; Professionals; Tutors; Parents/carers; Young people; Children
- ⇒ Ask them to share their actions with the rest of the group.
- ⇒ Also discuss and share any ideas and resources that they are aware of that support awareness raising and rights promotion.



- ⇒ Ask participants to note on their action plan what they will do to implement the action within the next three months
- ⇒ Ask them to also note on their action plan what they will do to monitor the impact the action is having –how will they know it is making a difference?
- ⇒ Give them some blu-tac and ask them to put their action plans on a wall and encourage participants to wander round and have a look at them so that they can see what everyone has said they will do
- ⇒ At the end of the session, ask participants to take their action plans with them and tell them it is their responsibility to make sure they put their words into action
- ⇒ Summarise their actions and sum up the learning from the day

Note there are practice examples which can be used to demonstrate how different organisations have promoted and implemented the UNCRC in their setting.

e.g

- We Have the Right – child right song Gwyrosydd Primary
- Rights Respecting Group – Gwyrosydd Primary talk about how a whole school approach to rights.
- Sam and Laura’s Story – Looked After young people talk about their experiences of being in care and the positive role school has had in their lives
- CVUHB - Child Rights days in hospital

### **Alternative suggestion**

When it comes to participants saying what they will do to monitor their action plan, you could give each participant a blank postcard and ask them to put their name and address on the postcard, together with the actions they are going to do and how and when they will do it. Then offer to post these out to participants within the next 3 months so that they can have a reminder, from themselves, to move things forward with children’s rights in their sector.

### **Finally**

As a final activity, ask each person to say one thing that they are taking away from the training

- ⇒ Thank them for their participation
- ⇒ In future, there may be an assessment tool that participants will take away with them (or that they will be encouraged to do online).
- ⇒ Hand out certificates of completion, if you have them
- ⇒ You could finish with a closing activity of your own choice, to send participants away enthused and determined to take this forward.

A good way to finish the day is to play one of the audio visual clips that highlights positive implementation of children’s rights.

**Audio visual - Fe Fi Forum – Looked After Children from Swansea have created artwork and comments about their experiences to upbeat music (4 mins)**

## Action plan for next steps

Action	By when?	Who else needs to be involved?	Monitoring?