**Liverpool as a Child Friendly City: Adopting a Child Friendly City approach in practice**

**‘*The true character of a society is revealed in how it treats its children’* Nelson Mandela**

**About this Event**

On Friday 19th November (10am-1pm), the Faculty of Education at Edge Hill University will host an online showcase event. This will highlight a range of research activities taking place at Edge Hill, and at the other universities across the city, which support Liverpool City Council’s (LCC) endeavour to achieve UNICEF Child Friendly City status.

The event provides the opportunity to present, listen to and discuss current research aimed at improving the health, well-being and experiences of children across the city. It will start with contributions from UNICEF and from colleagues at LCC who are leading the Child Friendly City initiative across Liverpool. Other speakers will include researchers from Edge Hill, Liverpool, Liverpool Hope and John Moore’s universities; they will give brief presentations about their research and the potential for the research outcomes to improve the lives of children and young people in Liverpool.

The event is aimed at all LCC partners and other professionals and researchers, at all stages of their careers, with an interest in the Child Friendly City initiative and improving the life changes of young people. We welcome you to attend and to contribute to discussions. The event is free of charge, but advanced booking is required. Please register to attend using the following link: <https://www.eventbrite.co.uk/e/adopting-a-child-friendly-city-approach-in-practice-across-liverpool-tickets-192245921727>

**Brief background to Liverpool’s mission to become a UNICEF Child Friendly City**

In March 2019, Liverpool City Council (LCC) began working towards becoming a UNICEF Child Friendly City. The overarching aim of UNICEF Child Friendly Cities Initiative is to foster child rights at the local level to improve the daily lives of children and young people in the cities and communities where they live. LCC want the experiences of all children across Liverpool to be underpinned by dignity, equality, safety and participation and they want children to feel safe, valued, to be healthy, and to be informed. The City Council is committed to ensuring that children’s voices, needs and rights are integrated into all the services they provide and those of its partners including public services (e.g. local authorities, teachers, health care professionals, police, fire service, social workers, early years education), civil society organisations, businesses, transport as well as further and higher education institutions.

For further information, please contact: Carol Robinson, Professor of Children’s Rights at Edge Hill University carol.robinson@edgehill.ac.uk

**Adopting a Child Friendly City approach in practice across Liverpool**

**Faculty of education, Edge Hill University, Friday 19th November 2021, 10am-1pm**

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| **Programme** |
| **10.00 - 10.10** | **Welcome**Carol Robinson, Professor of Children’s Rights and Dr Jane Moore, Dean of Faculty of Education, Edge Hill University |
| **10.10 - 10.25** | **Unicef Child Friendly City Initiative**Naomi Danuh, Unicef UK |
| **10.25 - 10.35** | **Liverpool becoming a Child Friendly City: progress to date**Steve Reddy, Director of Children and Young People’s Services, Liverpool City Council  |
| **10.35 – 10.50** | **Raising children and young people’s mental health awareness: Tackling the Blues.** Rachel Wilcock and Aston Monro, Edge Hill University**Abstract:** Tackling the Blues (TtB) is a sport, physical activity, arts and education-based mental health literacy programme. It supports children and young people aged 6-16 who are experiencing, or are at risk of developing, mental illness. TtB is delivered in partnership between the Faculty of Education and the Department of Sport and Physical Activity at Edge Hill University (EHU), Everton in the Community (and Tate Liverpool. The programme is currently funded by the Office for Students and Research England with support from the Premier League Charitable Fund. TtB contributes to improved mental health literacy and educational performance among children and young people. It seeks to address the complex social determinants and inequalities associated with mental health and illness by:· Contributing to the prevention and early intervention of mental illness in children and young people · Promoting mental health literacy and support for children and young people · Support schools to develop whole school approaches to mental health and wellbeing · Undertaking systematic, rigorous and robust research activity designed to understand and improve the mental health and wellbeing of children, young people · Developing resources, CPD and other training opportunities to support education professionals |
| **10.50- 11.05** | **What children impacted by parental imprisonment need for their city to be child-friendly** Dr Lorna Brookes, Liverpool John Moores University**Abstract:** Dr Lorna Brookes is the founder of Time-Matters UK https://www.timemattersuk.com/ and a senior lecturer at Liverpool John Moores University. This presentation will consider some of the contemporary challenges faced by children impacted by parental imprisonment. Issues around children's safety and privacy will be highlighted as well as some recommendations for good practice and ongoing improvements in the way this cohort can be better supported will be proffered. |
| **11.05 – 11.20** | **Ensuring success for All Young People – Development of a new Liverpool Pathway to Employment programme** Dr Katie Spall - Liverpool City Council, Children and Young People’s Service**Abstract:** There is significant evidence that certain groups of Young People are more vulnerable than others and more likely to end up NEET, such as young carers, looked after children and those with SEND, young people who have come from many generations of unemployment. Currently the more disadvantaged Young People are not getting the opportunities they deserve. They have highlighted the need for more development life skills, access to wider work experience opportunities, skills for work and managing money, better preparation for adulthood, and more educational trips to open up horizons. The impact of Covid–19 on education, and on employment opportunities has been significant, with the potential to make the current employment and skills problems and inequalities worse. * 1 in 4 young people are extremely worried about getting a job in the next 12 months.
* Over 50% of young people stated that they are not at all or not very confident about building a professional career in the LCR in the next 12 months.

The new White Paper, “Skills for Jobs Lifelong Learning for Opportunity and Growth” outlines that businesses and the education sector need to develop a shared approach to careers education and to develop career management skills and attributes. Currently, the majority of businesses primarily engage with schools as part of their corporate social responsibility. This is generally based upon relationships with school leaders and not systematic. The view held by many employers is that business engagement is predominantly impeded by limited accessibility to schools and the time and resource capacity of their business. The view from the employers is that businesses would value greater coordination and facilitation of engagement opportunities. The research also showed that the employability skills of young people leaving school, is an area that needs addressing and further development. LCC is aiming to address this with ‘A Liverpool Pathway to Work’ which is currently being piloted in 12 schools. |
| **11.20 – 11.35** | **Discussion** |
| **11.35 – 11.50** | **Break** |
| **11.50 – 12.05**  | **Ask, Listen, Act - working together to inform the provision of Special Educational Needs and Disability support for children after the COVID-19 pandemic.**Dr Emma Ashworth (LJMU), Dr Joanna Kirkby (LJMU), Professor Lucy Bray (Edge Hill University) and Professor Amel Alghrani (University of Liverpool)**Abstract:** Prior to COVID-19, the education, health and social care provision for children and young people (CYP) with special educational needs and disabilities (SEND) was underfunded and often overlooked. The COVID-19 pandemic has exacerbated existing health and social inequalities for children and young people with SEND, particularly in relation to their mental health and access to essential services. The specific needs and experiences of children and young people with SEND and their families have been mainly overlooked in COVID-19 related research. The Ask, Listen, Act study is funded by the National Institute of Health Research (NIHR) Policy Research Programme to examine the perceptions, experiences, lessons learnt, and priorities of children and young people with SEND, their parents/carers, and key stakeholders. This presentation will provide a brief overview of the Ask, Listen, Act Study and how we have engaged with children and young people with SEND across the region to develop child-centred priorities to help shape national policy and practice. |
| **12:05 – 12:20** | **Moving towards participation with a purpose: confronting some serious tensions.** Professor Helen Stalford, University of Liverpool**Abstract:** Few would argue with the need to promote children’s voice and engagement in decision-making or in creating a child friendly city. However, there remain some serious obstacles to achieving active, impactful participation. Key questions that limit the extent to which participatory initiatives can result in real change include: how children individual wishes and interests can be reconciled with the wishes and interests of others living in any given community; how children’s wishes and interests can be reconciled with enormous public policy concerns around safety, security and health? Drawing on some concrete examples, this paper will illustrate the difficulties of achieving participation in practice, and suggest ways in which we can use children’s rights to resolve them. |
| **12.20 – 12.35** | **Schools as Sanctuary: Examining resettlement of refugee and asylum seekers through UK education settings.** Dr Carly Bagelman, Liverpool Hope University**Abstract:** In working with displaced peoples in the UK such as asylum seekers, who live with instability and unpredictability as they resettle, educators are called to re-examine learning and teaching so that it is more responsive to this reality. In this session, Dr. Carly Bagelman will draw on the example of Liverpool's council-funded classroom for newly arrived children (ages 4-19) to highlight how learning and teaching can adapt to such precarity. Based on her observations in this space, and reflections of the teachers, she will outline some creative approaches to working with new arrivals. One of the approaches that this talk will focus on is the use of map making to ease resettlement and generate a sense of welcome. |
| **12.35 – 12.50** | **Discussion** |
| **12.50 – 13.00** | **Closing remarks** |