

# Pol-Soc Podcast Episode 10 – Listen Along Guide

Listen to the episode here and download and engage with lots of additional resources on the 'Episode Notes' page: <https://polsocpodcast.com/ep-10-childrens-rights-and-policies/>

1. (2:15) When and why was the Office of the Children's Ombudsman (OCO) set up?

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2. What are some of the 'statutory' (under law) responsibilities of the Office of the Children's Ombudsman?

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3. What kind of relationship exists between the OCO and their counterpart in Northern Ireland, the Commissioner for Children and Youth People? (give some specific example that illustrates that relationship)

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4. (6:15) Vindication of Children's Rights) What should children who feel that their rights have been denied do to gain redress of those rights?

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5. (from your own perspective...) Why is it important to explain children's rights in simple language and by using gimmicks like digital games? \_\_\_\_\_

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6. (7:45) How does the Ombudsman explain the relationship between the UNDHR, the ECHR, and the Irish Constitution (Bunreacht na hÉireann)? \_\_\_\_\_

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7. (9:05) Why was the passage of the 2012 Children's Referendum such a 'triumph'?

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8. What is a 'Periodic Review'? (return to this question at the end of the episode) \_\_\_\_\_  
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\_\_\_\_\_

**Untangle the Terminology**

9. (10:10) Give a definition of the following terms:
- a. A Right's Holder: \_\_\_\_\_  
\_\_\_\_\_
  - b. A Duty Bearer: \_\_\_\_\_  
\_\_\_\_\_
10. How does the European Commission explain the responsibilities of the various groups involved in Children's Rights? \_\_\_\_\_  
\_\_\_\_\_

**Articles 28 & 29 of the UNCRC (Right to Education)**

11. How does the Ombudsman explain the inequalities that have arisen out of the Covid-19 crisis in the area of Education? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. (13:10) How did Lockdown particularly impact students with Special Educational Needs?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. How does the Ombudsman explain the structure of the 'Decision-Making Process' on policies impacting children, focussing on his role in that process and how he works with different NGO and agencies?  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
14. (15:45) What role does the OCO have when it comes to the UN Committee on the Rights of the Child?  
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\_\_\_\_\_  
\_\_\_\_\_
15. What kinds of bills have traditionally NOT been seen as being relevant to children?  
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\_\_\_\_\_  
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16. (17:05) What warning does the OCO give about how difficult it can be to bring about significant change?

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17. (17:45) How does the OCO explain the differences between his office and TUSLA?

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18. What are the kinds of areas that TUSLA are responsible for does the OCO oversees and raises issues around?

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**Quote of the Day**

19. What does Stacia Tauscher say about how we view children?

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**The Students' Strike Back – Holly Farrell**

20. (20:45) How did Holly Farrell get involved with Children's Rights?

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21. (23:30) Briefly outline the research that Holly completed about Teachers' knowledge of Children's Rights?

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22. How is it that Holly came to form her ideas about Teachers and Children's Rights?

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23. (25:30) What specific 'quantitative' results does Holly mention came out of her research? What specific Children's Rights does she mention? \_\_\_\_\_

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24. (27:05) What specific recommendations does Holly make in terms of how trainee teachers are taught about Children's Rights?

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25. (28:20) How was Holly's research impacted by the Covid-19 Lockdown?

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26. (29:35) How did Holly go about developing her questionnaire for her survey? What specific areas in that process does she highlight?

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27. (from your own perspective) What similarities and differences can you see between how Holly carried out her research and how you developed your own 'Citizenship Project'?

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**Minister Roderic O'Gorman**

28. (31:20) What is the formal title of the new Ministry?

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29. (31:40) What are the FOUR areas of responsibilities of the Minister when it comes to Children? Give a **specific example** of each of these areas that the Minister identifies.

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ii. \_\_\_\_\_

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iii. \_\_\_\_\_

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iv. \_\_\_\_\_

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30. Identify one specific way in which court cases happen, since the passage of the 2012 Children's Referendum, when a child is involved in the case? What is the name of the legal officer involved?

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31. How does the Minister explain his role in the Policy making process? (At the end of the episode return to this section and ask: Does Minister O'Gorman broadly agree or broadly disagree with the process as explained by the Ombudsman for Children?)

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**Remaining Challenges in the work of the Ombudsman for Children**

32. (39:30) How did the OCO make a strategic plan, over his 6-year term, to deal with deficits (gaps) in Children's Rights that he identified?

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33. What THREE specific area did the OCO identify as areas that need focus? What additional issues were added to that list after the first three years?

a. Initial 3 areas

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b. Two Areas added after the 1<sup>st</sup> plan was completed

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**Rounding Up**

34. What THREE suggestions does the podcast suggest that you keep in mind about Children's Rights in the future? Do you agree with this suggestion? Explain why or why not...

a. 

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- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

35. When was the UNCRC passed originally and ratified by Ireland?

- a. Passed: \_\_\_\_\_ b: Ratified by Ireland: \_\_\_\_\_

36. When was the first statement on Children's Rights first attempted, and by whom?

- a. When: \_\_\_\_\_ b. By whom (including her position) \_\_\_\_\_

**Mind Map:** See if you can draw a "Mind Map" of the ways in which different elements of Children's Rights and the Policy-Making process relating to Children interact and overlap.

Where would the following groups fit into that overall diagram?

**Minister for Children    Ombudsman for Children    Children's Rights NGOs    TUSLA    Activists    IHREC**

Below each group in your mind map, identify what the specific responsibilities each group has.