Taking Children’s Rights Seriously
The Children’s Rights and Well-being Framework

Tuesday October 23, 2012
The National Conference of Research Data Centres on Evidence Based Policy Making
Christian Whalen – Acting Child and Youth Advocate for New Brunswick
Overview

• the UN Convention on the Right of the Child
• The Committee on the Rights of the Child and its challenging advice to Canada this month
• How New Brunswick is meeting that challenge
• Rights enforcement and data measurement
• The Framework
  – How it works
  – How it could be used
• Child Rights Impact Assessments
UN Convention on the Rights of the Child

- Adopted November 20, 1989
  - Ratified in Canada December 13, 1991
  - 193 state parties- most universally ratified HR treaty ever

- Extends human rights to children (54 Articles)

- Guiding Principles:
  - Non-discrimination
  - Best interests of the child
  - Right to life, survival and development
  - Respect for the views of the child
UN Convention on the Rights of the Child

Secretary General Ban Ki-Moon

UNOHCHR

Security Council
5 permanent members with the power of veto
10 non-permanent members elected for 2-year terms

Decides

General Assembly
192 members
1 country = 1 vote

Recommends

Programs and Funds
UNDP
UNICEF
UNEP

Specialized Agencies
FAO
UNESCO
WHO
WTO

International Court of Justice

International Criminal Court

Peacekeeping Forces

Economic and Social Council

UN Committee on the Rights of the Child
UN CRC Concluding Observations

On October 5th 2012 the UN CRC told us: « Canada can do better »:
- when reporting to UN follow the guidelines
- Establish a National Plan for Children
- Give us a children’s Budget to show what you’re spending
- Do a better job of data collection and dissemination
- Train Canadians on Children’s rights
- Keep the rights and outcomes in mind when you make policy
- Have someone keep you accountable
1. Establishment of a central agency responsible for the coordination and integration of services to children and youth within the Province.
2. Establishment of a Provincial Children’s Plan to guide the implementation of the CRC.
3. Establish a System of Child Impact Assessments for all provincial legislative, regulatory and policy changes.
4. Conduct an analysis of the Province’s budget process and the impact of the Core Services Review in relation to services to children.
5. Year over year reporting on Children’s rights and well-being.
6. Increased emphasis on child rights training, education and awareness.
7. Supporting child rights and well-being research and dialogue between researchers and policy-makers.
## Child and Youth Rights and Well-being Framework
### The questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – How diverse are children and youth in New Brunswick?</td>
<td>Diversity</td>
</tr>
<tr>
<td>2 – How well are children and youth expressing themselves in New Brunswick?</td>
<td>Expression</td>
</tr>
<tr>
<td>3 - What kinds of families and communities do New Brunswick's children and youth live in?</td>
<td>Family and Community</td>
</tr>
<tr>
<td>4 - How healthy are New Brunswick's children and youth?</td>
<td>Health</td>
</tr>
<tr>
<td>5 - How well are we promoting healthy child and youth development?</td>
<td>Healthy Development</td>
</tr>
<tr>
<td>6 - How well are New Brunswick's children and youth learning?</td>
<td>Learning</td>
</tr>
<tr>
<td>7 - What factors can affect children and youth adversely?</td>
<td>Adverse Factors</td>
</tr>
<tr>
<td>8 - How safe and secure are New Brunswick's children and youth?</td>
<td>Safety and Security</td>
</tr>
<tr>
<td>9 - How is New Brunswick performing in regards to the Rights and Well-being of children and youth?</td>
<td>System Performance</td>
</tr>
</tbody>
</table>
The story......

Non-healthcare determinants
- Demographic factors
- Socioeconomic factors
- Healthy Behaviours
- Healthy Environment

Sustainable Health Care
- Access
- Effectiveness
- Appropriateness
- Efficiency
- Safety
- Equity
- Patient satisfaction

Population Health
- 90% contribution
- 10% contribution

Primary Healthcare
Acute Healthcare
Supportive/specialty care
Palliative/end of life care

Population Health

Business & Industry
Schools and colleges
Local Institutions
Citizen Associations
Social Group
Gifts of individuals

Social Services
Economic Development
Parks

Cultural
Churches
Block clubs
Health services

Occupational
Recreation
Networking
Training
Talent

Expenditure
Physical resources
Human resources
### 3 - What kinds of families and communities do New Brunswick’s children and youth live in?

**UN Convention on the Right of the Child: Article 2, 3, 4, 5, 6, 9, 12, 18, 27, 31**

<table>
<thead>
<tr>
<th>Family Economic Situation</th>
<th>Age or Grade</th>
<th>Male</th>
<th>Female</th>
<th>NB Average</th>
<th>Canadian Average</th>
<th>Rank (NB to Canada)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Living in low-income family (under 17 years old) (2006, %)</td>
<td>Under 17 years old</td>
<td>X</td>
<td>X</td>
<td>16</td>
<td>17.5</td>
<td>3/10</td>
</tr>
<tr>
<td>2 - Unemployment rate (2010, %)</td>
<td>15 and over</td>
<td>X</td>
<td></td>
<td>9.3</td>
<td>8</td>
<td>7*10</td>
</tr>
<tr>
<td>3 - No high school diploma (25 years and older) (2006, %)</td>
<td>25 and over</td>
<td>23.1</td>
<td>19</td>
<td>21</td>
<td>15.4</td>
<td>8/13</td>
</tr>
<tr>
<td>4 - Living in a single parent family (2006, %)</td>
<td>Under 18 years old</td>
<td>X</td>
<td></td>
<td>16.3</td>
<td>15.9</td>
<td>5/13</td>
</tr>
<tr>
<td>5 - Family receiving Social Assistance or Welfare benefits (2010, % out of all families with children at home)</td>
<td>All families</td>
<td>X</td>
<td>X</td>
<td>5.88</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6 - Family support payments received (2009-2010, %)</td>
<td>All population</td>
<td>X</td>
<td>X</td>
<td>89</td>
<td>83</td>
<td>3/7</td>
</tr>
<tr>
<td>7 - Aboriginal on Social Assistance or Welfare benefits as source of income (2006, %)</td>
<td>15 and over</td>
<td>X</td>
<td></td>
<td>10</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>8 - Food insecurity in homes with children 0 to 5 present, moderate and severe (2007-2008, %)</td>
<td>0 to 5 years old</td>
<td>X</td>
<td>X</td>
<td>5.2</td>
<td>4.9</td>
<td>5/13</td>
</tr>
<tr>
<td>9 - Food insecurity in homes with children 6 to 17 present, moderate and severe (2007-2008, %)</td>
<td>6 to 17 years old</td>
<td>X</td>
<td>X</td>
<td>8.7</td>
<td>5.2</td>
<td></td>
</tr>
<tr>
<td>10 - Food insecurity in homes with children less than 18 years old, moderate and severe (2007-2008, %)</td>
<td>Less than 18</td>
<td>X</td>
<td>X</td>
<td>7.3</td>
<td>5.1</td>
<td></td>
</tr>
<tr>
<td>11 - Household spending 30% or more of their income on housing cost (2006, %)</td>
<td>All population</td>
<td>X</td>
<td>X</td>
<td>12.6</td>
<td>17.8</td>
<td>4*13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parental Health Behaviours</th>
<th>Age or Grade</th>
<th>Male</th>
<th>Female</th>
<th>NB Average</th>
<th>Canadian Average</th>
<th>Rank (NB to Canada)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 - Parents who eat 5 or more fruits or vegetables a day (2010-2011, %)</td>
<td>Parents - K to S</td>
<td>X</td>
<td>X</td>
<td>47</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>13 - Parents who did not consume sweetened non-nutritious beverages day before (2010-2011, %)</td>
<td>Parents - K to S</td>
<td>X</td>
<td>X</td>
<td>54</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>14 - Parents being very physically active at least 30 minutes 3 or more times per week (2010-2011, %)</td>
<td>Parents - K to S</td>
<td>X</td>
<td>X</td>
<td>58</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>15 - Parents who spend 2 hours or less per day in sedentary activity [in front of a screen] (2010-2011, %)</td>
<td>Parents - K to S</td>
<td>X</td>
<td>X</td>
<td>90</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>16 - Parents who participate in leisure activities [crafting, singing, listening to music, playing the piano, etc] (2010-2011, %)</td>
<td>Parents - K to S</td>
<td>X</td>
<td>X</td>
<td>86</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>17 - Parents who say they ate breakfast yesterday with children (2010-2011, %)</td>
<td>Parents - K to S</td>
<td>X</td>
<td>X</td>
<td>55</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>19 - Parents who did not eat at a fast food restaurant in the last week (2010-2011, %)</td>
<td>Parents - K to S</td>
<td>X</td>
<td>X</td>
<td>47</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>20 - Adults who watched TV more than 15 hours in the last week (2007, %)</td>
<td>20 and over</td>
<td>X</td>
<td>X</td>
<td>32.4</td>
<td>29.2</td>
<td>10/10</td>
</tr>
<tr>
<td>21 - Youth sense of belonging to their community, somewhat strong or very strong (2009-2010, %)</td>
<td>12 to 19 years old</td>
<td>81.8</td>
<td>82.1</td>
<td>81.9</td>
<td>74.4</td>
<td>4/13</td>
</tr>
<tr>
<td>22 - Youth satisfaction with mental fitness needs related to friends (2009-2010, %)</td>
<td>Grade 6 to 12</td>
<td>77</td>
<td>85</td>
<td>81</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>23 - Youth satisfaction with mental fitness needs related to family (2009-2010, %)</td>
<td>Grade 6 to 12</td>
<td>70</td>
<td>82</td>
<td>83</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>24 - Families receiving subsidies for adopted children with special needs (2010-2011, count)</td>
<td>Under 18 years old</td>
<td>X</td>
<td>X</td>
<td>309</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>25 - Infants placed for adoption [public adoption] (2010-2011, count)</td>
<td>Under 18 years old</td>
<td>X</td>
<td>X</td>
<td>10</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>26 - Private adoptions (2010 - 2011, count)</td>
<td>Under 18 years old</td>
<td>X</td>
<td>X</td>
<td>31</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>27 - International adoptions (2010-2011, count)</td>
<td>Under 18 years old</td>
<td>X</td>
<td>X</td>
<td>73</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
### Adverse Factors

**7 - What factors can affect children and youth adversely?**

**UN Convention on the Rights of the Child: Article 2, 6, 12, 17, 18, 29, 32**

<table>
<thead>
<tr>
<th>Negative Behaviours of children or youth</th>
<th>Zone 1</th>
<th>Zone 2</th>
<th>Zone 3</th>
<th>Zone 4</th>
<th>Zone 5</th>
<th>Zone 6</th>
<th>Zone 7</th>
<th>NB Average</th>
<th>Canadian Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teen pregnancy</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Teen pregnancy rate (2009, rate per 1,000 females)</td>
<td>26.1</td>
<td>29.7</td>
<td>21.0</td>
<td>15.0</td>
<td>30.7</td>
<td>26.6</td>
<td>37.1</td>
<td>25.9</td>
<td>X</td>
</tr>
<tr>
<td>2 - Teens who gave birth (2008, crude birth rate 1,000 females)</td>
<td>16.6</td>
<td>27.6</td>
<td>22.8</td>
<td>16.2</td>
<td>14.8</td>
<td>10.7</td>
<td>19.8</td>
<td>20.8</td>
<td>14.3</td>
</tr>
<tr>
<td>Drug Use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 - Youth who have used marijuana within the last year (2007, %)</td>
<td>22.3</td>
<td>30.9</td>
<td>28</td>
<td>21.1</td>
<td>26</td>
<td>21.6</td>
<td>24.5</td>
<td>25.1</td>
<td>X</td>
</tr>
<tr>
<td>Tobacco use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4 - Youth who have smoked in the last 30 days (2009-2010, %)</td>
<td>9</td>
<td>13</td>
<td>14</td>
<td>10</td>
<td>16</td>
<td>7</td>
<td>18</td>
<td>12</td>
<td>X</td>
</tr>
<tr>
<td>5 - Youth who have a family member [parent, step-parent, guardian, brother or sister] who smokes (2009-2010, %)</td>
<td>77</td>
<td>71</td>
<td>71</td>
<td>87</td>
<td>83</td>
<td>83</td>
<td>78</td>
<td>76</td>
<td>X</td>
</tr>
<tr>
<td>6 - Youth come in contact with second-hand smoke at home (2009-2010, %)</td>
<td>18</td>
<td>20</td>
<td>23</td>
<td>30</td>
<td>34</td>
<td>21</td>
<td>27</td>
<td>23</td>
<td>X</td>
</tr>
<tr>
<td>7 - Child who lives with people who smoke or use tobacco (2010-2011, %)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>31</td>
<td>X</td>
</tr>
<tr>
<td>8 - People are allowed to smoke inside home as reported by parent (2010-2011, %)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
<td>X</td>
</tr>
<tr>
<td>9 - Youth come in contact with second-hand smoke in the past week in a vehicle (2009-2010, %)</td>
<td>25</td>
<td>29</td>
<td>33</td>
<td>39</td>
<td>44</td>
<td>32</td>
<td>41</td>
<td>32</td>
<td>X</td>
</tr>
<tr>
<td>Alcohol use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 - Youth heavy drinking (getting drunk) in the last 30 days (2007, %)</td>
<td>25.7</td>
<td>26.0</td>
<td>22.2</td>
<td>22.4</td>
<td>23.9</td>
<td>19.6</td>
<td>23.3</td>
<td>23.9</td>
<td>25.8</td>
</tr>
<tr>
<td>Other Negative Behaviours of children or youth</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 - Youth who consume sweetened non-nutritious beverages (2009-2010, %)</td>
<td>56</td>
<td>36</td>
<td>36</td>
<td>61</td>
<td>63</td>
<td>55</td>
<td>69</td>
<td>61</td>
<td>X</td>
</tr>
<tr>
<td>12 - Child who consumes any sweetened non-nutritious beverages yesterday (2010-2011, %)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>57</td>
<td>X</td>
</tr>
<tr>
<td>13 - Youth have high levels of oppositional behaviours [being defiant, disrespectful, rude, etc.] (2009-2010, %)</td>
<td>13</td>
<td>17</td>
<td>16</td>
<td>14</td>
<td>17</td>
<td>16</td>
<td>18</td>
<td>16</td>
<td>X</td>
</tr>
<tr>
<td>14 - Child has high levels of oppositional behaviours [being defiant, disrespectful, rude, etc.] (2010-2011, %)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>22</td>
<td>X</td>
</tr>
<tr>
<td>15 - Youth who always wear a helmet when using a bicycle (2009-2010, %)</td>
<td>38.8</td>
<td>53.7</td>
<td>60.8</td>
<td>35.4</td>
<td>X</td>
<td>28</td>
<td>40.1</td>
<td>46</td>
<td>31.2</td>
</tr>
<tr>
<td>16 - Youth who rarely or never use protective mouth equipment (for hockey) or protective head gear (for skating, rollerblading, downhill skiing, or snowboarding) (2009-2010, %)</td>
<td>10.8</td>
<td>11.6</td>
<td>8.7</td>
<td>13.2</td>
<td>7.2</td>
<td>12.1</td>
<td>16.8</td>
<td>11.04</td>
<td>11.81</td>
</tr>
<tr>
<td>17 - Youth who have been a passenger with an impaired driver within the last year (2007, %)</td>
<td>21.5</td>
<td>20.0</td>
<td>14.5</td>
<td>24.7</td>
<td>21.1</td>
<td>22.2</td>
<td>21.1</td>
<td>19.8</td>
<td>18.9</td>
</tr>
<tr>
<td>18 - Youth safe sex - those that engaged in sexual activity and used a condom (2007, %)</td>
<td>61.4</td>
<td>62.5</td>
<td>58.4</td>
<td>70.5</td>
<td>23.9</td>
<td>66.5</td>
<td>63.5</td>
<td>62.6</td>
<td>61.3</td>
</tr>
<tr>
<td>19 - Violent crime done by youth (2010, rate of 100,000 youth population)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2,606</td>
<td>1,388</td>
</tr>
<tr>
<td>20 - Property crime done by youth (2010, rate of 100,000 youth population)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>4,372</td>
<td>3,155</td>
</tr>
</tbody>
</table>
Accountability Framework: Alignment of Indicators

**Macro**
- Outcomes

**Meso**
- System performance

**Micro**
- Programs & services

**Description**
- High level indicators of ultimate sector outcomes
- Middle level indicators of intermediate outcomes/outputs of programs (that lead to changes in ultimate outcomes)
- Operational indicators of specific to programs/initiatives/projects/processes/enablers/resources (that lead to changes in intermediate outcomes)

**Examples**
# Accountability Framework: Youth Mental Health

<table>
<thead>
<tr>
<th>Aims</th>
<th>Macro (Outcomes)</th>
<th>Meso (System)</th>
<th>Micro (Programs and Process)</th>
</tr>
</thead>
</table>
| **Mental Health Outcomes** | *Premature deaths from Suicides*  
*Quality of life (satisfaction in life)*  
*Self-rated health and mental health* | *Prevalence of mental health conditions*  
*Suicide rates* | *Prevalence of risk factors (mental fitness, oppositional behaviour, substance abuse, bullying, domestic violence, perceived stress, etc.)* |
| **System Performance** | **Health** | **Education and Early Childhood Development** | **Social Development & Public Safety & Justice** |
| | *Self injury hospitalization*  
*Hospitalization rates for mental health*  
*Youth who saw or talked to a health professional about emotional or mental health*  
*Satisfaction with mental health services* | *Satisfaction with mental fitness needs related to school*  
*Satisfaction with mental fitness needs related to friends* | *Sense of community belonging*  
*Satisfaction with mental fitness needs related to family & friends*  
*Youth crime severity/Youth crime rate* |
| | *Children receiving CMH treatment within 30 days*  
*% of people who know what their meds are for*  
*Mental health screening within 48 hours*  
*Readmission rates* | *Kindergarten school readiness*  
*Youth who feel safe at school*  
*Special needs who feel safe* | *Child seeking refuge in transition housing*  
*Rate of reintegration leaves for youth in secure custody*  
*Rate of escorted leaves for youth in secure custody* |
| | **Cost & Resources** | **FTE CMHCs / 10000 population**  
**EHR** | **EMR**  
**Technology costs & utilization** |

Equity based on gender, language of service, aboriginal identity, special needs and geography.
Mental Health Outcomes (Examples)

Potential Years of Life Lost from Suicide 2006-2010,
rate/10 000 youth 0-19 yrs

<table>
<thead>
<tr>
<th>Region</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region 1</td>
<td>31</td>
</tr>
<tr>
<td>Region 2</td>
<td>12</td>
</tr>
<tr>
<td>Region 3</td>
<td>18</td>
</tr>
<tr>
<td>Region 4</td>
<td>32</td>
</tr>
<tr>
<td>Region 5</td>
<td>40</td>
</tr>
<tr>
<td>Region 6</td>
<td>8</td>
</tr>
<tr>
<td>Region 7</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
</tr>
</tbody>
</table>
Children Receiving Community Mental Health Assessment within 30 days (% CSDS)

- Zone 1 B: 22
- Zone 1 SE: 10
- Zone 2: 40
- Zone 3: 43
- Zone 4: 64
- Zone 5: 53
- Zone 6: 55
- Zone 7: 51
- NB: 41
What are we reporting on?

Population Health Snapshots

Child & Youth Advocate Report

Frameworks

New Brunswick Health Council’s - 2011 Child and Youth - Rights and Well-being Framework
Mapping the indicators for knowledge translation and use

- Child and Youth Rights and Well-being Framework

1 = Diversity
2 = Expression
3 = Family and Community
   - Family Economic Situation
   - Parental Health Behaviours
   - Family and Community Connectedness
   - Children in Non-Parental Care
4 = Health
   - Mortality
   - Disability
   - Child and Youth Health
   - Mental Health
   - Unhealthy Weight
5 = Healthy Development
   - Pre and Post Natal
   - Early Learning
   - Vision Health
   - Children and Youth Perceptions of Healthy Living
   - Children and Youth Health Behaviours
6 = Learning
   - Transition to Primary School
   - Literacy and Numeracy
   - Social and Emotional Development
   - School Connectedness
7 = Adverse Factors
   - Teen Pregnancy
   - Drug Use
   - Tobacco Use
   - Alcohol Use
   - Other Negative Behaviours of Children or Youth
8 = Safety and Security
   - Injuries
   - Child Abuse and Neglect
   - Violence to Children
   - Social Assistance
   - Youth Admission to Correctional Services
9 = System Performance

Over 200 Indicators
9 Categories

Health Determinants

- HealthCare
  - Access to care
  - Quality of care
  - Satisfaction of care
- Health Behaviours
  - Diet and exercise
  - Alcohol use
  - Tobacco use
  - High-risk sexual behaviour
- Socioeconomic Factors
  - Education
  - Income
  - Violence
- Physical Environments
  - Air quality
  - Built environment

Health Status

- General Health Status (50% of outcomes)
  - Self-reported good or excellent health
- Premature Mortality (50% of outcomes)
  - Years of potential life lost

Programs and Policies

5 Categories
CHILD RIGHTS IMPACT ASSESSMENT
Impact Assessment

“Impact assessment is the systematic analysis of the potential changes, positive or negative, intended or not, direct or indirect, short-term or long-term, in people’s lives brought about by a given decision or action.”

Examples of Types of Impact Assessment:

- Gender Impact Assessment
- Health Impact Assessment
- Environmental Impact Assessment
- Privacy Impact Assessment

CRIA can be incorporated into other assessments
Why Undertake Child Rights Impact Assessment?

- It is an expectation of Convention implementation (General Measure, art. 4; Concluding Observations, General Comment No. 5): the UN Committee recommends a CRIA on decisions that will have an impact on children.
- Grounded in a specific, widely ratified, international legal framework.
- Provide a structured process to implement the obligation to take actions in the best interests of the child.
- Make decisions more transparent and accountable, including through the participation of affected stakeholders.
Considering the Convention in Policy Making

- The Convention should be an integral part of the policy development process
- Identify relevant articles, including the four Guiding Principles and what their requirements entail
- Weigh and balance various rights under relevant Convention articles
- Consider UN Committee’s Concluding Observations and General Comments
<table>
<thead>
<tr>
<th>Selection &amp; Screening</th>
<th>Determine if a full Child Rights Impact Assessment is necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define Problem &amp; Objective</td>
<td>Identify the problem that the proposal aims to address, and its causes and effects on children and their rights</td>
</tr>
<tr>
<td>2. Outline Proposal &amp; Options</td>
<td>Describe the proposal/alternatives intended to address the problem; the subject of the assessment</td>
</tr>
<tr>
<td></td>
<td>Identify stakeholders to consult, including children</td>
</tr>
<tr>
<td>3. Assess Impacts of Different Options</td>
<td>Forecast the impacts (types, significance) of the proposal and any policy alternatives on children (including specific groups) and their rights</td>
</tr>
<tr>
<td>4. Compare Options</td>
<td>Make recommendations related to the adoption or implementation and mitigation of the proposal</td>
</tr>
<tr>
<td>5. Monitor &amp; Evaluate</td>
<td>Measure the impact of the proposal on children and their rights during or after implementation</td>
</tr>
</tbody>
</table>
### Different Purposes for Different Users

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Government: Executive</th>
<th>Government: Legislative</th>
<th>Child and Youth Advocate</th>
<th>Civil Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor Convention</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Hold duty-bearers accountable</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Advocacy &amp; awareness</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Evidence-based decisions</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Due diligence</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Do no harm</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Include the most vulnerable</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Coordinate across government</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When Should a CRIA be Done?

As early as possible → greatest influence

Ex ante

• Embed Convention standards and principles from start
• Avoid unintended consequences

Ex post

• Determine if potential impacts accurately predicted
• Determine if projected impacts have expected effects
• Address unforeseen impacts/developments
Benefits of Child Rights Impact Assessments

- Provide a structured, consistent and evidence-based methodology to assess the impact of a proposed policy, law, program or action
- Improve ‘best interests’ outcomes for children in policy and legislation
- Help governments and others build consideration of children into their decision-making processes
- Improve cross-departmental coordination to facilitate holistic approach
- Improve policy actions (of government and others) and make them defensible through evidence-based and consultative decision-making
- Improve transparency and accountability and provide a common language that can build better working relationships between government and others
- Provide an efficient process to verify that government is meeting its international obligations under the Convention on the Rights of the Child
Benefits of Child Rights Impact Assessments - Continued

- Make children more visible and ensure that their rights are fully considered
- Facilitate a more effective balancing of various (competing) interests
- Increase participation of children/youth and the consideration of their views
- Strengthen consideration of not just short-term but also longer-term effects of policy and legislation, including inter-generational effects
- Deepen the analysis of indirect and second- and third-order effects of policy and legislation
- Avoid or mitigate unintended harmful effects on children – doing no harm
- Minimize inequalities among children and maximize equity for most vulnerable and disadvantaged child populations