

STATES OF JERSEY



PROMOTION OF POLITICAL EDUCATION (P.1/2025) – CHILDREN’S RIGHTS IMPACT ASSESSMENT

Presented to the States on 7th January 2025
by Deputy M.B. Andrews of St Helier North

STATES GREFFE

CHILD RIGHTS IMPACT ASSESSMENT (CRIA)

PART 1: SCREENING

Name and title of Duty Bearer:	Max Andrews
Type of Duty Bearer: (Minister, Elected Member or States Assembly Body)	States Member
Assessment completed by (if not completed by duty bearer):	
Date:	18/12/2024

<p>1) Name and brief description of the proposed decision The subject of your CRIA may be a proposed law, policy or proposition and in accordance with the Law is referred to in this template as the 'decision'</p> <ul style="list-style-type: none"> • What is the problem or issue the decision is trying to address? • Do children experience this problem differently from adults? <p>This proposition is seeking to promote more from education visits to schools to assist with States members in promoting political engagement and the work of the Assembly. If adopted, this position will improve political engagement amongst Jersey's young people as well as showing the importance of Jersey politics.</p>
<p>2) Which groups of children and young people are likely to be affected? Groups of children could include early years, primary or secondary education; young adults; children with additional learning needs; disabled children; children living in poverty; children from particular ethnic backgrounds; migrants; refugees; care experienced children and LGBTQ+ children</p> <p>All children and young people will be impacted by this proposition as it targets both primary and secondary schools</p>
<p>3) What is the likely impact of the proposed decision on children and on their rights?</p> <ul style="list-style-type: none"> • Identify any potential positive OR negative impacts and include indirect impacts on children and their rights as described in the UNCRC • Will different groups of children be affected differently by this decision? <p>This proposition will positively impact children and young people's level of education on politics in Jersey.</p>
<p>4) Is a full Child Rights Impact Assessment required? If you have identified impacts on children and their rights, a full CRIA should be completed. If no impacts are identified then a Full CRIA is not required, but please explain your rationale and how you reached this conclusion</p> <p>Yes</p>

If screening determines that a full CRIA is needed, complete Part 2

Part 2: FULL CHILD RIGHTS IMPACT ASSESSMENT

5) What will be the impacts (positive or negative) of the proposed decision on children's rights?			
For each of the UNCRC articles described below, click to identify any that may be relevant <input checked="" type="checkbox"/>			
Category	UNCRC Article	Impact? YES NO	
Guiding Principles	Non-discrimination (Art 2)	<input type="checkbox"/>	NO
	Best interests of the Child (Art 3) to be a top priority	YES	<input type="checkbox"/>
	Right to Life survival and development (Art 6)	<input type="checkbox"/>	NO
	Respect for the child's views (Art 12)	YES	<input type="checkbox"/>
Civil Rights & Freedoms	Right to birth registration, name and nationality (Art 7)	<input type="checkbox"/>	NO
	Right to an identity (Art 8)	<input type="checkbox"/>	NO
	Freedom of expression (Art 13)	YES	<input type="checkbox"/>
	Freedom of thought, conscience, and religion (Art 14) Every child has the right to think and believe what they choose	YES	<input type="checkbox"/>
	Freedom of association (Art 15) Every child has the right to meet with other children and to join groups and organisations	YES	<input type="checkbox"/>
	Right to Privacy (Art 16) including family and home life	<input type="checkbox"/>	NO
	Access to information from the media (Art 17) Right to access reliable information from a variety of sources, in a format that children can understand	YES	<input type="checkbox"/>
	Protection against torture or other cruel, degrading or inhumane treatment or punishment (Art 37(a))	<input type="checkbox"/>	NO
Family Environment and Alternative Care	Respect for the responsibilities, rights and duties of parents (or where applicable, extended family or community) to guide their child as they grow up (Art 5)	<input type="checkbox"/>	NO
	Responsibilities of both parents in the upbringing and development of their child (Art 18)	<input type="checkbox"/>	NO
	Children must not be separated from their parents against their will unless it is in their best interests (Art 9)	<input type="checkbox"/>	NO

	Family reunification (Art 10)	<input type="checkbox"/>	NO
	Abduction and non-return of children abroad (Art 11)	<input type="checkbox"/>	NO
	Right to a standard of living that is good enough to meet the child's physical and social needs and support their development (Art 27)	YES	<input type="checkbox"/>
	Special protection for children unable to live with their family (Art 20)	<input type="checkbox"/>	NO
	Best interests of the child in the context of Adoption (Art 21)	<input type="checkbox"/>	NO
	Review of treatment whilst in care (Art 25) If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.	<input type="checkbox"/>	NO
	Protection from violence, abuse or neglect (Art 19)	<input type="checkbox"/>	NO
	Recovery from trauma and reintegration (Art 39) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.	<input type="checkbox"/>	NO
Basic Health and Welfare	Rights of disabled children (Art 23)	<input type="checkbox"/>	NO
	Right to health and health services (Art 24)	<input type="checkbox"/>	NO
	Right to social security (Art 26)	<input type="checkbox"/>	NO
	Right to adequate standard of living (Art 27)	<input type="checkbox"/>	NO
Education, Leisure and Cultural Activities	Right to education (Art 28)	<input type="checkbox"/>	NO
	Goals of education (Art 29) Education must develop every child's personality, talents and abilities to the full	<input type="checkbox"/>	NO
	Leisure, play and culture (Art 31) Every child has the right to relax, play and take part in cultural and artistic activities	<input type="checkbox"/>	NO
Special Protection Measures	Special protection for refugee children (Art 22)	<input type="checkbox"/>	NO
	Children and armed conflict (Art 38 and Optional Protocol #1) Governments must do everything they can to protect and care for children affected by war and armed conflict.	<input type="checkbox"/>	NO

Children and juvenile justice (Art 40) Right to be treated with dignity and respect, right to legal assistance and a fair trial that takes account of age.	<input type="checkbox"/>	NO
Inhumane treatment and detention (Art 37 (b)-(d)) Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible.	<input type="checkbox"/>	NO
Recovery from trauma and reintegration (Art 39) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life	<input type="checkbox"/>	NO
Child labour and right to be protected from economic exploitation (Art 32)	<input type="checkbox"/>	NO
Drug abuse (Art 33)	<input type="checkbox"/>	NO
Sexual exploitation (Art 34)	<input type="checkbox"/>	NO
Abduction, sale and trafficking of children (Art 35)	<input type="checkbox"/>	NO
Protection from other forms of exploitation including for political activities, by the media or for medical research (Art 36)	<input type="checkbox"/>	NO
Children belonging to a minority or an indigenous group (Art 30)	<input type="checkbox"/>	NO
Optional Protocol on the sale of children, child prostitution and child pornography	<input type="checkbox"/>	NO
Optional protocol on the involvement of children in armed conflict	<input type="checkbox"/>	NO

6) Information and research What evidence has been used to inform your assessment?		
Evidence collected (include links to relevant publications)	What did the evidence tell you?	What are the data gaps, if any?
I spoke to one member of the PSHE Council and I also had a meeting with the engagement officer to discuss arrangements for school visits.	The evidence shows me that more work has to be done to increase political awareness among school aged students. With the exception of year 5 school visits and democracy week there is very little engagement with school aged students to ensure they are aware of the importance of the States Assembly.	I received data from the engagement officer regarding school visits. There is a definite need for States members to promote the work of the States Assembly with school aged children. As Jersey has a low voter turnout and therefore States members should do more to engage students

		about politics to increase political engagement.
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<p>7) Engagement with children What groups of children and young people (or those who speak on their behalf, such as social workers, teachers or youth workers) have been directly or indirectly involved in developing the decision?</p>		
Groups consulted	How they were involved	What were the findings?
The engagement officer and once PSHE teacher from the PSHE Council.	I arranged meetings with the PSHE teacher and the engagement officer to ascertain what level of engagement currently takes place.	It was evident that more work has to be done to engage school aged children about politics in Jersey.

<p>8) Assessing Impact on children's rights Based on the information collected and analysed above, what likely impact will the proposed decision have on the specific children's rights identified in question 5)?</p>		
Relevant UNCRC Articles (rights) identified in Q5	Describe the positive or negative impacts on these rights	Which group(s) of children are likely to be affected?
School aged children's freedom of expression is critical. Students should be able to predicate their opinions on matters which directly or indirectly relate to them.	It will be positive as school aged children are taught about the importance of the States Assembly.	Both primary and secondary school children will be given the opportunity to engage with States members.

<p>9) Weighing positive and negative impacts</p> <ul style="list-style-type: none"> • If a negative impact is identified for any area of rights <u>or</u> any group of children and young people, what options are there to modify the proposed decision to mitigate the impact? • Could any positive impacts be enhanced? 		
<p>The current proposals are sufficient. There could be enhanced proposals in time once the school visits has been trialled.</p>		

<p>10) Conclusions</p> <p>In summary, what are your key findings on the impact of the proposed decision on the rights of Jersey children?</p>		
<p>The proposal will give school aged children the opportunity to be politically engaged which will provide them with the opportunity to recognise the importance of their right to understand the role and structure of the States Assembly.</p>		