

# STATES OF JERSEY



## **SUPPORT SCHEME FOR INDIVIDUALS QUALIFYING TO REPRESENT JERSEY IN OFF-ISLAND COMPETITIONS (P.82/2024) – CHILDREN’S RIGHTS IMPACT ASSESSMENT**

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**Presented to the States on 19th November 2024  
by Deputy R.S. Kovacs of St. Saviour**

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**STATES GREFFE**

## CHILDREN'S RIGHTS IMPACT ASSESSMENT (CRIA)

### PART 1: SCREENING

Name and title of Duty Bearer:	Deputy R.S. Kovacs of St. Saviour
Type of Duty Bearer: (Minister, Elected Member or States Assembly Body)	Elected Member
Assessment completed by (if not completed by duty bearer):	Members' Resources
Date:	1/11/2024

<p>1) Name and brief description of the proposed decision</p> <p>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 '<b>decision</b>'</p> <ul style="list-style-type: none"> <li>• What is the problem or issue the decision is trying to address?</li> <li>• Do children experience this problem differently from adults?</li> </ul> <p>The decision would allocate funding to a new scheme to support individuals participating in off island competitions, including, but not limited to sports, arts and STEM activities. The scheme will implement subsidies for attendance at off island and can be applied towards uniform, competition fees, accommodation and travel costs up to a maximum of £2,000 per individual per annum.</p> <p>Children will be affected differently as these events will contribute to their social and physical development, and as they do not have control over finances to attend such events.</p>
<p>2) Which groups of children and young people are likely to be affected?</p> <p>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>Children in primary or secondary education</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"> <li>• Identify any potential positive OR negative impacts and include indirect impacts on children and their rights as described in the UNCRC</li> <li>• Will different groups of children be affected differently by this decision?</li> </ul> <ul style="list-style-type: none"> <li>• Non-discrimination (Art 2)</li> <li>• Best interests of the Child (Art 3) to be a top priority</li> <li>• Freedom of association (Art 15)</li> <li>• 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)</li> <li>• Leisure, play and culture (Art 31)</li> <li>• Goals of education (Art 29)</li> </ul>

Children living in poverty, disabled children, and children with additional learning needs could feel higher positive impacts as a result of this decision
4) Is a full Children’s 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
Yes

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

## Part 2: FULL CHILDREN’S 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 ( <a href="#">Art 2</a> )	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Best interests of the Child ( <a href="#">Art 3</a> ) to be a top priority	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Right to Life survival and development ( <a href="#">Art 6</a> )	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Respect for the child’s views ( <a href="#">Art 12</a> )	<input type="checkbox"/>	<input type="checkbox"/>
Civil Rights & Freedoms	Right to birth registration, name and nationality ( <a href="#">Art 7</a> )	<input type="checkbox"/>	<input type="checkbox"/>
	Right to an identity ( <a href="#">Art 8</a> )	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of expression ( <a href="#">Art 13</a> )	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of thought, conscience, and religion ( <a href="#">Art 14</a> ) Every child has the right to think and believe what they choose	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of association ( <a href="#">Art 15</a> ) Every child has the right to meet with other children and to join groups and organisations	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Right to Privacy ( <a href="#">Art 16</a> ) including family and home life	<input type="checkbox"/>	<input type="checkbox"/>
	Access to information from the media ( <a href="#">Art 17</a> ) Right to access reliable information from a variety of sources, in a format that children can understand	<input type="checkbox"/>	<input type="checkbox"/>

	Protection against torture or other cruel, degrading or inhumane treatment or punishment ( <a href="#">Art 37(a)</a> )	<input type="checkbox"/>	<input type="checkbox"/>
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 ( <a href="#">Art 5</a> )	<input type="checkbox"/>	<input type="checkbox"/>
	Responsibilities of both parents in the upbringing and development of their child ( <a href="#">Art 18</a> )	<input type="checkbox"/>	<input type="checkbox"/>
	Children must not be separated from their parents against their will unless it is in their best interests ( <a href="#">Art 9</a> )	<input type="checkbox"/>	<input type="checkbox"/>
	Family reunification ( <a href="#">Art 10</a> )	<input type="checkbox"/>	<input type="checkbox"/>
	Abduction and non-return of children abroad ( <a href="#">Art 11</a> )	<input type="checkbox"/>	<input type="checkbox"/>
	Right to a standard of living that is good enough to meet the child's physical and social needs and support their development ( <a href="#">Art 27</a> )	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Special protection for children unable to live with their family ( <a href="#">Art 20</a> )	<input type="checkbox"/>	<input type="checkbox"/>
	Best interests of the child in the context of Adoption ( <a href="#">Art 21</a> )	<input type="checkbox"/>	<input type="checkbox"/>
	Review of treatment whilst in care ( <a href="#">Art 25</a> ) 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"/>	<input type="checkbox"/>
	Protection from violence, abuse or neglect ( <a href="#">Art 19</a> )	<input type="checkbox"/>	<input type="checkbox"/>
Recovery from trauma and reintegration ( <a href="#">Art 39</a> ) 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"/>	<input type="checkbox"/>	
Basic Health and Welfare	Rights of disabled children ( <a href="#">Art 23</a> )	<input type="checkbox"/>	<input type="checkbox"/>
	Right to health and health services ( <a href="#">Art 24</a> )	<input type="checkbox"/>	<input type="checkbox"/>
	Right to social security ( <a href="#">Art 26</a> )	<input type="checkbox"/>	<input type="checkbox"/>
	Right to adequate standard of living ( <a href="#">Art 27</a> )	<input type="checkbox"/>	<input type="checkbox"/>
Education, Leisure and Cultural Activities	Right to education ( <a href="#">Art 28</a> )	<input type="checkbox"/>	<input type="checkbox"/>
	Goals of education ( <a href="#">Art 29</a> ) Education must develop every child's personality, talents and abilities to the full	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	Leisure, play and culture ( <a href="#">Art 31</a> ) Every child has the right to relax, play and take part in cultural and artistic activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Special Protection Measures	Special protection for refugee children ( <a href="#">Art 22</a> )	<input type="checkbox"/>	<input type="checkbox"/>
	Children and armed conflict ( <a href="#">Art 38</a> and <a href="#">Optional Protocol #1</a> ) Governments must do everything they can to protect and care for children affected by war and armed conflict.	<input type="checkbox"/>	<input type="checkbox"/>
	Children and juvenile justice ( <a href="#">Art 40</a> ) Right to be treated with dignity and respect, right to legal assistance and a fair trial that takes account of age.	<input type="checkbox"/>	<input type="checkbox"/>
	Inhumane treatment and detention ( <a href="#">Art 37 (b)-(d)</a> ) Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible.	<input type="checkbox"/>	<input type="checkbox"/>
	Recovery from trauma and reintegration ( <a href="#">Art 39</a> ) 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"/>	<input type="checkbox"/>
	Child labour and right to be protected from economic exploitation ( <a href="#">Art 32</a> )	<input type="checkbox"/>	<input type="checkbox"/>
	Drug abuse ( <a href="#">Art 33</a> )	<input type="checkbox"/>	<input type="checkbox"/>
	Sexual exploitation ( <a href="#">Art 34</a> )	<input type="checkbox"/>	<input type="checkbox"/>
	Abduction, sale and trafficking of children ( <a href="#">Art 35</a> )	<input type="checkbox"/>	<input type="checkbox"/>
	Protection from other forms of exploitation including for political activities, by the media or for medical research ( <a href="#">Art 36</a> )	<input type="checkbox"/>	<input type="checkbox"/>
	Children belonging to a minority or an indigenous group ( <a href="#">Art 30</a> )	<input type="checkbox"/>	<input type="checkbox"/>
	<a href="#">Optional Protocol</a> on the sale of children, child prostitution and child pornography	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Optional protocol</a> on the involvement of children in armed conflict	<input type="checkbox"/>	<input type="checkbox"/>	

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?
<a href="#">Arts Strategy for Jersey</a> <a href="#">Arts Strategy (gov.je)</a>	“The lack of consistently excellent arts and creative education across every part of a child's education	N/A

	presents a serious barrier to long-term personal development, social vitality and wellbeing”	
Arts Strategy for Jersey <a href="https://www.gov.je">Arts Strategy (gov.je)</a>	Need to level the playing field – can only be done through funding assistance.  “There is a large disparity in the quality of life and opportunities for children - including access to extra-curricular activities in the arts.”	N/A
<a href="https://www.gov.uk">An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)</a>	There is a significant gap in the quality of life and opportunities available to children in the UK, particularly regarding access to extracurricular activities.	Data relating to UK, not Jersey
Children’s Commissioner for Jersey Island wide consultation <a href="#">island-wide-consultation-findings-full-report.pdf</a>	“Play as a theme was mentioned strongly in all of the surveys. This right is really important and impacts on children and young people’s health. I am committed to working with Jersey Sport and the Government to improve play and leisure provision for children and young people. This will mean championing the development and improvement of play environments, leisure time facilities and programmes to encourage children and young people to become active. Evidence from studies tells us that sport is a strong building block of resilience for children who are experiencing adversity in childhood. ‘Regular participation in	N/A

	sports during childhood was associated lower levels of mental illness”	
Children’s Commissioner for Jersey Island wide consultation <a href="#">island-wide-consultation-findings-full-report.pdf</a>	“Child Poverty in Jersey is a serious issue. Children growing up in Jersey have rights to have their needs met. This includes education, safe housing of a good standard to meet human dignity and needs, food that nourishes them, access to play and healthcare. Families living in poverty should receive the help they need regardless of their status. Poverty fundamentally undermines both adults’ and children’s rights.”	N/A
<a href="#">ID English Jersey Premium Fact Sheet.pdf</a>	Some children don’t go on to achieve at the levels that would normally be expected for their ability. The introduction of Jersey Premium has enabled schools to review their approach to teaching and learning, ensuring that all pupils are able to achieve their very best.	Data not evidenced

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?		
Groups consulted	How they were involved	What were the findings?
No direct engagement was undertaken		

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)?		
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?

Non-discrimination ( <a href="#">Art 2</a> )	Financial subsidies would remove barriers to access for cultural and sporting activities, particularly for children from low socioeconomic status households	Children in primary or secondary education
Best interests of the Child ( <a href="#">Art 3</a> ) to be a top priority	This decision would be of particular benefit to children, who are not able to fund their own opportunities	Children in primary or secondary education
Freedom of association ( <a href="#">Art 15</a> ) Every child has the right to meet with other children and to join groups and organisations	The decision would allow increased possibility for children to take part in group or organisational activities	Children in primary or secondary education
Right to a standard of living that is good enough to meet the child's physical and social needs and support their development ( <a href="#">Art 27</a> )	Physical and social development can be supported by the opportunity to take part in the funded activities.	Children in primary or secondary education
Goals of education ( <a href="#">Art 29</a> ) Education must develop every child's personality, talents and abilities to the full	Additional educational opportunities are available off-island and this decision would allow students to reach a higher educational potential.	Children in primary or secondary education
Leisure, play and culture ( <a href="#">Art 31</a> ) Every child has the right to relax, play and take part in cultural and artistic activities	The decision would allow increased possibility for children to take part in cultural and artistic activities	Children in primary or secondary education
<p>9) Weighing positive and negative impacts</p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• Could any positive impacts be enhanced?</li> </ul>		
<p>No negative impacts have been identified.</p> <p>Positive impacts could potentially be enhanced with specific provision for children with extra needs, or children living in poverty.</p>		

10) Conclusions



In summary, what are your key findings on the impact of the proposed decision on the rights of Jersey children?

The proposed decision would likely enhance the rights of Jersey children, by improving access to cultural and sporting activities that will support their development.