Guide for Trainers

Building Children's Futures

Child Rights Impact Assessment Training

Programme Outline

This guide is for trainers who are facilitating training on the use of the Child Rights Impact Assessments as part of the Building Children's Futures: Using Children's Rights to Recover from the Global Pandemic project. This project is funded by the EU Commission. It is being led by the Children's Rights Alliance in partnership with the Department of Children Equality Disability Integration and Youth, Tusla, Ireland's Child and Family Agency and Children and Young People's Services Committees (CYPSC), Eurochild, UNESCO Child and Family Research Centre University of Galway, and Foróige. Using Ireland as a case study, the project's overall aim is to explore how a child rights-based approach, utilising Child Rights Impact Assessments (CRIAs), can be embedded in decision-making in times of emergency.

We use the letter "T" to mean "trainer" and "Ps" to mean the training participants. "SO" means the specific objective of each session. Detailed notes are also provided for trainers setting out activities and exercises that can be used with Ps.

Sections	Title and Training Objectives	Resources
1	Introduction SO: T meet P, objectives and expectation shared	PowerPoint
2	Overview of Children's Rights SO: P's are refreshed on the pre-training video on the key principals of the UNCRC and key rights and where Children's Rights Impact Assessments sit in the Framework	Training Pack Game PowerPoint
3	Child Rights Impact Assessments – Theory and Best Practice SO: P's gain an in-depth knowledge of Children's Rights Impact Assessments (CRIAs),	PowerPoint Video
4	How to Use Children's Rights Impact Assessments SO: P's gain are given step by step guidance on how to use the CRIA toolkit.	Toolkit Group work
5	Wrap up SO: P's give feedback on training	Evaluation form

Section 1 – Introduction (15 mins)

Objective: Everyone meets, learning objectives and expectations are shared.

1. *Welcome (10 mins)*

   - T introduces themselves
   - T introduces the project:

     o This training is a key part of the *Building Children's Futures: Using Children's Rights to Recover from the Global Pandemic* project. This project is funded by the EU Commission. It is being led by the Children's Rights Alliance in partnership with the Department of Children Equality Disability Integration and Youth, Tusla, Ireland's Child and Family Agency and Children and Young People's Services Committees (CYPSC), Eurochild, UNESCO Child and Family Research Centre University of Galway, and Foróige.

     o Using Ireland as a case study, the project's overall aim is to explore how a child rights-based approach, utilising Child Rights Impact Assessments (CRIAs), can be embedded in decision-making in times of emergency.

     o The project comprises of:
       - [Building Children's Futures: Using Children's Rights to Recover from the Global Pandemic- The Children's Report](#)
       - Child Rights Impact Assessment Training Video
       - Child Rights Impact Assessment Research Report

   - Round Robin with attendees each asked to give name and role.

2. *Training aim and objective and agenda (5 mins)*

   The training aims to give participants:
   - Overview of Children's Rights
   - An in-depth knowledge of Children's Rights Impact Assessments (CRIAs)
   - Practical step by step guidance on how CRIAs can be used in everyday work.

Section 2 – Overview of Children's Rights (30 mins)

Objective: Participants recap on the learning from the training video

1. *UNCRC*
   - Through an interactive quiz with the entire group establish:
     - What the sources of children's rights are
     - What is the UN Convention on the Rights of the Child
     - The four guiding principles of the UNCRC and why they are important
     - Examples of rights under the UNCRC

   - Using Power Point slides go through:
     - Ireland signing up to the UNCRC and how it is applied in Irish law.
     - Explain how Ireland is a dualist legal system and as such an Act of the Oireachtas has to be passed in order for an international treaty to form part of our domestic law. This is why the UNCRC is not directly part of our domestic law – because we have not taken this extra step.
     - The review of Ireland under the UNCRC
     - Know Your Rights Guide

2. *Recap on where Child Rights Impact Assessments sit in the UNCRC Framework*

   - The UNCRC is the foundation on which Child Rights Impact Assessments (CRIAs) are developed.[1] Article 4 of the UNCRC sets out that 'implementation is the process whereby States parties take action to ensure the realisation of all rights in the Convention for all children in their jurisdiction.'[2]
   - When Ireland ratified the UNCRC in 1992, the State agreed to be reviewed every five years on its progress in implementing the rights in the Convention. Ireland was last examined by the Committee in 2023. In its Concluding Observations the Committee recommended that:

> "the State party fully incorporate the Convention into national legislation, conduct a comprehensive review of all its legislation to align it with the Convention and address any inconsistencies, and develop systematic child-rights impact assessment procedures for national and subnational legislation and policies relevant to children."

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[1] Payne L., *ENOC Synthesis Report* (ENOC 2020) 11.
[2] UN Committee on the Rights of the Child (2003) General Comment No.5 on General measures of implementation of the Convention on the Rights of the Child (arts. 4, 42 and 44, para. 6), paras.45-47. CRIA is listed as one of the 'administrative and other' measures of implementation under Article 4.

Section 3 – Child Rights Impact Assessments – Theory and Best Practice (25 mins)

Objective: Participants' gain an in-depth knowledge of Children's Rights Impact Assessments (CRIAs)

1. *Theory on CRIAs (15 mins)*

   - Using Powerpoint go through the theory on CRIA covering:

What is a CRIA?

A child rights impact assessment (CRIA) is a framework that helps decision makers understand how children's rights, needs, and best interests, as laid out in the United Nations Convention on the Rights of the Child (UNCRC), and other international human rights treaties, may be affected by a proposed law, policy or decision.[3]

A Child Rights Impact Assessment (CRIA):

   - A framework that helps decision makers understand how children's rights, may be affected by a proposal to change law, policy service or decision.

   - A framework for considering actions that you can take to mitigate any potential negative impacts of a decision

   - A tool for aiding transparency in decision making

   - A tool to encourage hearing directly from children and young people when making decisions that effect them.

   - A tool to help encourage better data collection and reporting.

What are the aims of a CRIA?

   - To help government and non-governmental organisations, civil servants, and decision makers in assessing whether policy/legislative proposals improve or negatively impact on the rights and wellbeing of children and young people.
   - To strengthen and deepen the understanding and importance of Children's Rights, and the UNCRC.
   - To encourage hearing directly from children and young people when making decisions that effect them.
   - To help encourage better data collection and reporting.

Why are CRIAs important?

CRIAs offer a proactive approach to upholding children's rights, by considering children's rights as part of the decision-making process.[4] This helps support early identification of potential issues and allows for preventative changes to be made to a law, policy, service, programme etc. in development, to ensure and uphold children's

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[3] Payne L., *ENOC Synthesis Report (*ENOC 2020) 11.
[4] ibid

rights. [5] It can also strengthen the understanding of children's rights in decision making, and can reduce the risk of breaching children's rights, instead creating a proactive and protective mindset. [6]

According to the UN Committee on the Rights of the Child, having a CRIA process in place improves decision making for children and young people.[7] CRIAs mainstream international children's rights principles and standards into national and local planning, service design and delivery.[8] CRIAs identify which rights could be impacted by a decision, whether the impact will be positive, negative or neutral, what evidence or data are available, and what changes are needed to mitigate the negative impacts and maximise the positive impacts. CRIAs provide a child rights-based approach for strengthening decision making, which can in turn reduce the likelihood of rights violations and can limit the need for revision further down the line.[9]

When should a CRIA be used?

A CRIA should be conducted to inform any decision being made that could affect children and young people. This could include:

- The development of a new local play policy
- Decisions about whether to close or merge local services
- Decisions about how to provide services in a new premises
- Development of new legislation or policy at national level

2. *Best Practice International Examples*

- Start with local level case studies in the UK CRIA_June-2022.pdf (unicef.org.uk)
- Using video of Scotland discuss the best practice example.

Break - (15 mins)

[5] ibid
[6] ibid
[7] Payne L., *ENOC Synthesis Report* (ENOC 2020) 8.
[8] ibid
[9] Together, Scottish Alliance for Children's Rights, State of Children's Rights In Scotland (Together 2022) 167.

Section 4 - How to Use Children's Rights Impact Assessments (1 hour and 25 mins)

Objective: Participants are provided with step-by-step guidance on how to use CRIAs

4	How to Use Children's Rights Impact Assessments SO: P's are given step-by-step guidance on how to use the CRIA toolkit.	Toolkit Group work

1. *Go through the Steps of a CRIA (10 mins)*
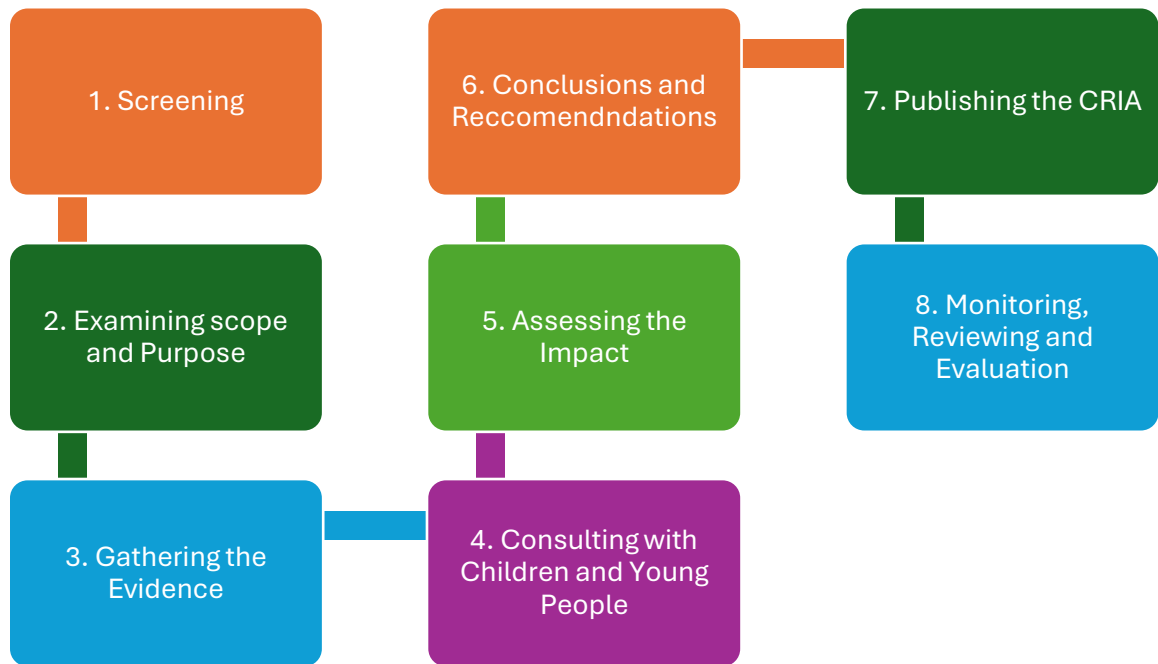
2. *Introduce the tool (5 mins)*

- Using the handout of the tool, talk participants through the tool and refer them to the training toolkit guidance.

3. *Break into groups and apply the CRIA to a scenario (50 mins/ 1 hour)*

The Covid 26 pandemic has hit Ireland. The medical professionals have said that this variant does not spread among children under the age of 8 but spreads quickly among children over the age of 15 and can have serious medical consequences for this group. It is also deadly for people over the age of 60.
- *Group 1: You are a community early years' service and need to decide whether or not to close.*
- *Group 2: You are a youth service for children in inner city Dublin and you need to decide do you open, close or change how you deliver your service.*
- *Group 3: You are in the Department of Education and need to decide the policy should primary school stay open.*

- *Group 4: You are the Government and you are considering should social distancing and restrictions on movement be introduced.*

4. *Report back to the wider group (15 mins)*

   Prompt questions:
   - How did you find using the tool?
   - What decision did each group make and why?

Section 5 – Wrap Up (10 mins)

- T asks Ps to complete post-evaluation forms
- Ask for feedback on session