



Children’s Rights Impact Assessment (CRIA) Template

Title / Piece of work:	Refreshed Digital Inclusion Strategic Framework for Wales
Related SF / LF number (if applicable)	N/A
Name of Official:	Andrew Jacobs
Department:	Education & Public Services
Date:	1st March 2016
Signature:	Andrew Jacobs

Please complete the CRIA and retain it for your records on iShare. You may be asked to provide this document at a later stage to evidence that you have complied with the duty to have due regard to children’s rights e.g. Freedom of Information access requests, monitoring purposes or to inform reporting to the NafW.

Upon completion you should also forward a copy of the CRIA to the Measure Implementation Team for monitoring purposes using the dedicated mailbox CRIA@wales.gsi.gov.uk

If officials are not sure about whether to complete a CRIA, they should err on the side of caution and seek advice from the Measure Implementation Team by forwarding any questions to our mailbox CRIA@wales.gsi.gov.uk

You may wish to cross-reference with other impact assessments undertaken.

NB. All CRIs undertaken on legislation must be published alongside the relevant piece of work on the WG website. All other CRIs must be listed in the WG CRIA newsletter and must be made available upon request. Ministers are however, encouraged to publish all completed CRIs.

Six Steps to Due Regard



Step 1. What's the piece of work and its objective(s)?

You may wish to include:

- A brief description of the piece of work
- What the time frame for achieving it is?
- Who are the intended beneficiaries?
- Is it likely that the piece of work will specifically affect children?
- Will the piece of work have an effect on a particular group of children, if so, describe the group affected?
- Provide links to any supporting evidence, data or research which support your proposal.

The refreshed [Strategic Framework](#) and Delivery Plan which underwent a revision in 2014 sets out targets and actions to reduce Digital Exclusion, amongst specified priority groups, by 2017. WG has committed to maintaining the delivery plan as a living document with annual updates against progress. Amalgamating the two documents is intended to simplify key messages.

Objective & aims: The refreshed Strategic Framework will reinforce the importance of tackling digital exclusion at a time when more services, including vital public services, are going online. The new document will set a further 5 year commitment, provide an update on activities undertaken and progress achieved in tackling digital exclusion since 2010, and simplify the key messages currently contained over two documents. The aim is for everyone who wants to be online, can get online by 2020.

Timing: The Strategic Framework will run until 2020.

Intended beneficiaries: Organisations working with digitally excluded priority groups, i.e. older and disabled people, unemployed and economically inactive and social housing tenants. These groups have been identified through the National Survey for Wales. The 2014-15 survey results showed that 35% of those aged 50 and over, 31% of social housing tenants and 38% of Disabled People (those with a limiting long-standing illness, disability or infirmity) make up the majority of the total 19% of Welsh Adults who are digitally excluded.

Is it likely to specifically affect children?

The policy is about getting those who are digitally excluded to use digital technologies like

the internet. The National Survey for Wales 2014-15 results¹ show 93% of two person households with children and 87% of single parent households have access to the internet. Households with no children are far less likely to have access to the internet therefore initiatives and activities forming part of this policy will not specifically focus on children, although the success of multi-generational approaches to tackling digital exclusion (using younger people to help get grandparents get online; linking with the Welsh Baccalaureate for example) is recognised by the policy. Although the focus of Digital Inclusion provision and the refreshed Strategic Framework is on adults (18+), it is recognised there is a need for parents to have the skills to protect their children online. There is also a role in ensuring children have sufficient access to online learning resources such as Hwb and Hwb+.

Step 2. Analysing the impact

- What positive impacts will this piece of work have on children, young people or their families?
- What are the negative impacts and what compensatory measures may be needed to mitigate them?
- How will you know if your piece of work is a success?
- Have you considered the short, medium and long term outcomes?
- Have you developed an outcomes framework to measure impact?
- Do you need to engage with children & young people and/or stakeholders to seek their views using consultation or participatory methods?
- If yes to above, how have their views influenced your work?
- Do you need to produce child friendly versions of proposals/consultations?
- Does the piece of work have any links to delivering the key objectives of the [Child Poverty Strategy for Wales?](#)
- If so, state how the work may impact on child poverty.

Positive impact on children, young people or their families:

The impact of this policy on children or young people will be positive as parents, grandparents, careers and family members will be better placed to provide the support to children or young people for online activities. Many of the best financial management tools such as budget calculators are available online and significant savings can be made from the use of price comparison websites. It is estimated that an average household who are online can benefit from annual savings of around £744², putting low-income households without access at a serious disadvantage. As mentioned above, the National Survey for Wales 2014-15 results³ show 93% of two person households with children and 87% of single parent households have access to the internet. Households with no children are far less likely to have access to the internet.

Although the strategy is not aimed at children and young people, there is potential to benefit child poverty. Digital exclusion reinforces poverty and restricts opportunities for individuals to enhance their lives and life chances. Lacking the necessary basic digital skills to go online can mean missing out on often cheaper online goods and services, better fuel tariffs and financial products. It also compounds the difficulties of searching, securing and progressing in work and developing the skills essential to work and live in the 21st century.

¹ <https://statswales.wales.gov.uk/Download/File?fileId=460>

² [Lloyds Bank UK Consumer Digital Index 2016](#)

³ <https://statswales.wales.gov.uk/Download/File?fileId=460>

While the policy may not directly be aimed at children and young people, it will highlight the benefits to individuals and families of being online. This will include recognition for the need of children and young people to have sufficient access to online learning resources. It will also recognise the importance for parents, careers, family members and grandparents to have the skills to protect and help their children online, since an increase in children using the internet could lead to an increase in online safety issues including online bullying.

How will this be achieved: The refreshed Strategic Framework will set out a shared vision and reinforce Welsh Government's commitment to this cross cutting agenda. It will seek the buy-in of organisations across the public, third and private sectors and wider society. The document will highlight the main digital inclusion activities taking place across Wales, enabling organisations to learn of exemplar initiatives and make links where possible.

What will the measure of success be: The document will set out targets to reduce digital exclusion, based on internet use figures from the National Survey for Wales.

Engaging with Stakeholders

Digital Inclusion Unit are members of the Wales Internet Safety Partnership (WISP), which promotes safe use of the Internet by children and young people, and explores ways in which evolving technologies can add value to teaching and learning. Members of WISP include South Wales Police, NSPCC, Foster Care Co-Operative, Children's Commissioner for Wales and Barnados. Several Welsh Government departments also have membership including Digital Learning leads on Hwb and Hwb+, Social Services and Integration Division, and the Pupil Wellbeing Branch. Sangheet Bhullar, chair of WISP is also a member of the Welsh Government digital inclusion programme board. DIU will engage with stakeholders from WISP at appropriate stages whilst developing this policy.

Step 3. How does your piece of work support and promote children's rights?

Dependant upon the impact of your piece of work, use balanced judgement to assess:

- Which UNCRC articles are **most** relevant to the piece of work? Consider the articles which your piece of work impacts upon. <http://childrensrights.wales/images/PDF/UNCRCRights.pdf>
- Explain why these articles are relevant and how the piece of work promotes them.
- How are you improving the way children and young people access their rights?
- What aspects of children's lives will be affected by the proposal?
- What are the main issues that the CRIA should focus on?
- Does the piece of work help to maximise the outcomes within the articles of the UNCRC?
- If no, have any alternatives to the current piece of work been considered?
- Include any evidence from consultation(s), if applicable, here.

The following UNCRC articles are most relevant to having access to the internet:

Article 13

Children have the right to get and to share information as long as the information is not damaging to them or to others.

The Wales Internet Safety Partnership (WISP), for which Welsh Government Digital Inclusion Unit are a member, promotes safe use of the Internet by children and young people, and looks at ways in which to explore evolving technologies and how these can add value to teaching and learning.

Other members include the South Wales Police, who through a partnership with Get Safe Online (UK), work with the All Wales School Liaison Core Programme to embed online safety to school children. The NSPCC, another member, through partnership with O2 promote online safety of children, with resources tailored not only to youth but parents, relatives and carers.

Article 15

Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

The policy would promote aspects of this Article since staying in touch with friends is increasingly possible through the use of Social Media. Many organisations, groups or community activities are largely (often solely) promoted, and can be joined over the internet. Children without the access and basic skills to get online could have restricted opportunities of meeting together, joining groups and organisations.

Article 16

Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

The policy highlights the importance of children staying safe online. National campaigns run by organisations such as NSPCC and Share Aware, which offer guidance, advice and free phone services for parents, relatives, carers, to discuss the best ways to talk about online privacy with Children will be supported through the policy. DIU will continue to monitor developments in UK legislation on online privacy for both Children and Adults.

Article 17

Children have the right to reliable information from the mass media. Television, radio and newspapers should provide information that children can understand, and should not promote materials that could harm children.

Media channels are increasingly moving online with news and information published online often updated in real time. In addition a wider choice of media, often at no cost, is available online. The importance of staying safe online and making informed decisions about where to access reliable information is promoted by our dedicated digital inclusion programme, Digital Communities Wales.

Step 4. Advising the Minister and Ministerial decision

When giving advice and making recommendations to the Minister, consider:

- Outlining the ways in which the piece of work helps to maximise the outcomes within the articles of the UNCRC?
- Has any conflict with the UNCRC articles within the proposal been identified?
- Outlining the wider impact; does the proposal affect any other policy areas?
- With regard to any negative impacts caused by the proposal; can Ministers evidence that they have allocated as much resources as possible?
- What options and advice should be provided to Ministers on the proposal?
- In relation to your advice on whether or not to proceed with the piece of work, is there any additional advice you should provide to the Minister?
- How undertaking this CRIA has influenced your advice to the Minister.
- Is it appropriate to advise the Minister to reconsider the decision in the future, in particular bearing in mind the availability of resources at this time and what resources may be available in the future?
- Have you provided advice to Ministers on a LF/SF and confirmed consideration of the UNCRC at the

- relevant paragraph i.e. statutory compliance?
- Is the advice supported by an explanation of the key issues?

Officials, by completing the CRIA, were able to inform the Ministerial appropriately of how the policy affects children and children's rights but how it this had to direct impact on advice as the policy is not aimed at children.

DIU attendance at WISP (detailed in section 3) helps mitigate against the possible negative impacts (online safety) of the proposal and this will be briefly covered within the advice, along with an outline of how the policy may affect or support children's rights (the articles covered above).

Step 5. Recording and communicating the outcome

Final version to be retained on i-share

Evidence should be retained that supports:

- How the duty has been complied with **(Steps 1-3 above)**
- The analysis that was carried out **(Steps 1-3 above)**
- The options that were developed and explored **(Steps 1- 3 above)**
- How have the findings / outcomes been communicated? **(Step 4 above)**
- 'Tells the story' of how the assessment has been undertaken and the results **(Step 4 above)**
- Include any hyperlinks to additional background information which may be of relevance.
- All CRIAs undertaken on legislation must be published alongside the relevant piece of work on the WG website. All other CRIAs must be listed in the WG website CRIA newsletter and must be made available upon request. Ministers are however, encouraged to publish all completed CRIAs.

The final policy document will be developed in accordance with the information provided in sections 1-3 and therefore will form the evidence requested here.

The Ministerial advice will evidence how the findings/outcomes have been communicated. No hyperlinks are of relevance.

This CRIA will be published as necessary.

Step 6. Revisiting the piece of work as and when needed

In revisiting the piece of work, consider any monitoring, evaluation or data collection that has been undertaken:

- Has your piece of work has had the intended impact as set out in Step 2.
- Have you engaged with stakeholders to discuss how the policy or practice is working.
- If not, are changes required.
- Identify where improvements can be made to reduce any negative impact.
- Identify any opportunities to promote children's rights, bearing in mind any additional availability of resources at this time.

Budgets

<p>Does the piece of work have any associated allocation of budget?</p> <p>Can you identify how much of this budget will be used for children and young people?</p> <p>It is important that where any changes are made to spending plans, including where additional allocations or savings have been made, that this has been assessed and evidenced as part of the CRIA process.</p> <p>Has any additional spend been identified to ensure children and young people have been given an opportunity to contribute to the piece of work and have their opinions heard? If so, how much?</p>	<p>No</p> <p>No</p>
<p>Please give any details: n/a</p>	

Monitoring & Review

<p>Do we need to monitor / review the proposal?</p>	<p>No</p>
<p>If applicable: set the review date</p>	<p>n/a</p>

Please forward a copy of this CRIA to CRIA@wales.gsi.gov.uk for monitoring purposes



THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

www.uncrcletsgetitright.co.uk

The United Nations Convention on the Rights of the Child is an international agreement that protects the human rights of the children under the age of 18. On 16 December 1991, the United Kingdom of Great Britain and Northern Ireland formally agreed to make sure that every child in the UK has all the rights as listed in the convention. The Welsh Government has shown its commitment to the convention by adopting it as the basis for policy making for children in Wales.

Altogether there are 54 articles in the convention. Articles 43-54 are about how adults and governments should work together to make sure all children are entitled to their rights. The information contained here is about articles 1-42 which set out how children should be treated.



**Llywodraeth Cymru
Welsh Government**

www.cymru.gov.uk

Article 1

Everyone under 18 years of age has all the rights in this Convention.

Article 2

The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.

Article 3

All organisations concerned with children should work towards what is best for each child.

Article 4

Governments should make these rights available to children.

Article 5

Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 6

All children have the right to life. Governments should ensure that children survive and develop healthily.

Article 7

All children have the right to a legally registered name, the right to a nationality and the right to know and, as far as possible, to be cared for by their parents.

Article 8

Governments should respect children's right to a name, a nationality and family ties.

Article 9

Children should not be separated from their parents unless it is for their own good, for example if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10

Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact or get back together as a family.

Article 11

Governments should take steps to stop children being taken out of their own country illegally.

Article 12

Children have the right to say what they think should happen, when adults are making

decisions that affect them, and to have their opinions taken into account.

Article 13

Children have the right to get and to share information as long as the information is not damaging to them or to others.

Article 14

Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15

Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16

Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17

Children have the right to reliable information from the mass media. Television, radio and newspapers should provide information that children can understand, and should not promote materials that could harm children.

Article 18

Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19

Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Article 20

Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 21

When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born or taken to live in another country.

Article 22

Children who come into a country as refugees should have the same rights as children born in that country.

Article 23

Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

Article 24

Children have the right to good quality health care and to clean water, nutritious food and a clean environment so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 25

Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

Article 26

The Government should provide extra money for the children of families in need.

Article 27

Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

Article 28

Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30

Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31

All children have a right to relax and play, and to join in a wide range of activities.

Article 32

The Government should protect children from work that is dangerous or might harm their health or their education.

Article 33

The Government should provide ways of protecting children from dangerous drugs.

Article 34

The Government should protect children from sexual abuse.

Article 35

The Government should make sure that children are not abducted or sold.

Article 36

Children should be protected from any activities that could harm their development.

Article 37

Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

Article 38

Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article 39

Children who have been neglected or abused should receive special help to restore their self respect.

Article 40

Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41

If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

Article 42

The Government should make the Convention known to all parents and children.

For further information on the United Nations Convention on the Rights of the Child please visit: The Welsh Government's UNCRC Website: www.uncrcletsgetitright.co.uk/

Cic - The National Information and Advice Service for Young People www.ciconline.co.uk/news/

