



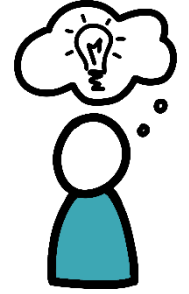
Making decisions using a children's human rights approach

For the public authority workforce in Scotland

This resource was developed as part of the Children's Rights Skills and Knowledge Framework project funded by Scottish Government.



How to use this resource



Do you have a decision or issue that will impact children and young people that needs to be addressed?

This resource can support you to use a children's human rights approach when making decisions:

- The tables and questions can be used to support decisions and address issues that impact children and young people, individually or in groups, on all levels of decision making.
- At each step, there are key questions to consider and links to relevant resources that can support you.
- By step four, you will have a list of key actions to take to centre children's rights and the views of children and young people in your decision or response to an issue.
- This resource is very flexible - it can be used in many different ways. For example, it can be used to support individual decisions, in training, for complex cases, and in reviews or supervision.

For decisions that involve significant changes to policies, services, or programs with a direct and substantial impact on children, a full Child Rights Impact Assessment (CRIIA) will support you to comprehensively evaluate and address potential impacts on children's rights. However, for routine or minor decisions where the impacts on children are expected to be limited or indirect, this resource provides a streamlined, 'light touch' approach to ensure children's rights are still thoughtfully considered without the extensive process of a full CRIIA.

To get the most from this resource, you should be familiar with:

- [The United Nations Convention on the Rights of the Child \(UNCRC\)](#).
- These videos on [introduction to the UNCRC](#), and [UNCRC Incorporation and Implementation](#) give useful background information.
- The [Children's Rights Skills and Knowledge Framework](#).

1. Choose the issue or situation you want to work through.	Notes
<p>You can use this resource multiple times to assess and compare the impact of making a number of different decisions.</p>	

2. Who is impacted or involved?	Notes
<ul style="list-style-type: none"> • An individual infant, child or young person. • More than one infant, child or young person. • A group of infants, children and young people. • More than one group of infants, children and young people. <p>Gather the views and experiences of the infants, children and young people involved and take their views meaningfully into account. Resources on Participation could be helpful here. You could do this by:</p> <ul style="list-style-type: none"> • Speaking directly with the children and young people involved. • Drawing from previous evidence which centres the views and experiences of children and young people on this issue. • Drawing from other evidence on this issue such as quantitative or qualitative evidence, research and reports. <p>This will help you fill in column 2 of the table below.</p> <p>Have you made sure that you have heard from and considered infants, children and young people whose rights are at risk.</p>	

3. Identify which children's rights are involved.

Notes

Helpful resources:

[The UNCRC Articles](#)

[Easy to understand versions of the UNCRC rights](#)

[General Comments of the Committee on the Rights of the Child](#)

These documents help people understand the rights set out in the UNCRC.

[UN Committee on the Rights of the Child's Concluding Observations](#)

These documents set out how and where countries signed up to the UNCRC improve the situation of children's rights.

Include children and young people in identifying the rights involved. To do this, you must provide them with accessible information to increase their understanding of children's rights. Resources on [Empowerment](#) will be useful here.

Use the table below to write down your answers. Use another sheet if needed.

<p>1. Which rights are involved? Take a new row for each right</p>	<p>2. Who is impacted? Will one infant, child, young person or group be more impacted than others? Resources on Equality and Non-Discrimination can help here</p>	<p>3. What actions can you take or suggest to others to ensure this right is better respected, protected and fulfilled? Resources on Embedding can help here.</p>	<p>4. Are there likely to be any positive impacts to these rights? Note what the potential impacts are.</p>	<p>5. Are there likely to be any negative impacts to these rights? Note what the potential impacts are.</p>	<p>6. What action can be taken to mitigate the negative impacts? For example, service delivery, programme guidelines, policies and budgets.</p>	<p>7. What evidence have you used to fill in this row? For example, direct communication with children, quantitative or qualitative evidence, research and reports.</p>	<p>8. Is there any key missing information or evidence that would have been beneficial?</p>

4. Note the actions you will take. You can get inspiration from columns three and six of the table above.

Are there any areas where you want to gather more evidence or data in the future to support decision making?
Get inspiration from column eight of the table above. What actions do you need to take to ensure this happens?

Explain your decision making to the children and young people involved, in a way that they can understand.
Take on board their feedback and think about any changes you need to make to the proposed actions.
Resources on [Accountability](#) can help here.

5. Choose a date when you will review the decision you have made. Go through the same process again.

Consider the following questions:

- Are any additional rights being impacted?
- Are there any additional children, young people or groups being impacted?
- Are there any unforeseen or additional impacts on children's rights?
- Have the actions agreed been taken?
- Have the actions taken been successful?
- Do we need to change or update the actions?
- Do we need new actions?
- What are children and young people's views on the actions taken?

Remember to involve children and young people in the process.

Review Date: