The Child Impact Assessment (CIA) Tool aims to help government and non-government organisations in   
New Zealand to assess whether policy proposals will improve the wellbeing of children and young people.

It will enable organisations to explicitly examine the impact of their policy proposals and take appropriate steps based on this analysis. Undertaking a CIA supports our obligations under the United Nations Convention on the Rights of the Child and will help ensure that the best interests of the child are a primary consideration (Article 3) and that the views of children are respected and given due weight (Article 12).

Use the steps below to carry out the CIA.

Complete the Screening Sheet

Initial analysis of a proposal and its impacts on children and young people up to the age of 18.

Based on the Screening Sheet analysis, are the impacts assessed to be distinct and significant?

**No** Impacts are neither distinct nor significant: **Screening Sheet analysis is sufficient.**

**Yes** Impacts are distinct and significant: Carry out the full CIA analysis**:**

* Step 1: Proposal details
* Step 2: Data collection, evidence gathering, stakeholder consultation
* Step 3: Summary of impacts

For further information about completing the tool, please refer to the ‘Child Impact Assessment Guide’.

Note: This template has been adapted for use by New Zealand officials from the Scottish Government model: *Child Rights and Wellbeing Impact Assessment (CRWIA*). This usage and adaptation is allowed by the Scottish Government through the Open Government Licence for public sector information. This encourages the use and re-use of public information where the Scottish Government is the copyright holder. This licence allows usage by other jurisdictions providing there is acknowledgement of the source of the information, and that the information is not used in a misleading context. The Ministry of Social Development has worked with the Office of the Scottish Commissioner for Children and Young People in adapting this template and acknowledges their assistance.

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| Screening Sheet |
| 1. What is the proposal?  Describe the policy proposal, including its intent, timelines and implementation. Consider what the aims of the policy proposal are and who it is intended to reach. Will the policy proposal impact on access to services that children and young people may use? Are children and young people the intended audience of the policy proposal changes or are they more likely to be indirectly impacted, eg because of impacts on their wider family, community, or environment? |
| **[insert text here]** |
| 1. What are the impacts on children and young people of this proposal?  Outline the positive, neutral or negative impacts that the proposal may have and how distinct or significant they are.Consider immediate and/or longer term impacts. For example proposals impacting early years, education (attendance and engagement), youth justice, or children in care contexts, may have obvious, immediate impacts. Policies such as housing, environmental, transport or benefit receipt proposals may have less obvious, longer term impacts on children and young people.Consider whether there will be different levels of positive or negative impacts on different groups of children. How many, or which groups of children and young people, are likely to be affected by the proposal? |
| **[insert text here]** |
| 1. What are the likely impacts on Māori children and young people of this proposal?  Outline the positive, neutral or negative impacts that may be specific to Māori children or young people.Consider how the proposal may impact or affect a child or young person and their whānau, hapū, iwi.Will the proposal strengthen cultural identity? Does it accord with tikanga (a correct way of doing things according to Māori protocols and customs) and Te Ao Māori (a Māori world view)?For advice on considering the impacts on Māori children and young people, see Appendix 1 of the Child Impact Assessment Guide. |
| The full CIA template can be used for a deeper analysis if required. |
| **[insert text here]** |
| 1. Have children and young people had a say and their voice heard in this proposal?  Provide information on whether consultation has occurred or is required to further develop the proposal. |
| **[insert text here]** |
| 1. Do the impacts identified require further analysis?  Based on the completion of this screening process, if it is assessed that the impacts on children and young people from this proposal are distinct and significant then a full CIA should be completed. If not, a screening analysis alone is sufficient. |
| **[insert text here]** |

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| Child Impact Assessment: Step 1 Proposal details |
| 1. Summarise the proposal  Provide the details of the proposal. |
| **[insert text here]** |
| 1. What is the broader, cross-sector context of this proposal? Consider how the proposal may impact on and/or be impacted by broad social, political and cultural issues, and on issues of particular relevance to children and young people, such as:  * well-being * child poverty * youth development * school engagement and attendance * cultural participation * participation in leisure and recreation.  Consider and state where this proposal sits in relation to other existing and/or planned governmental policies and work programmes. *Are there particular constraints or is there other background information that is relevant, for example previous Ministerial decision-making; manifesto commitments or coalition agreements?* |
| **[insert text here]** |
| 1. Does the proposal advance children’s rights and comply with the Children’s Convention, including the general principles?  You can test your proposal against the relevant articles of the Children’s Convention and assess whether or not it will meet our obligations. A good starting point is consideration of the following general principles:  * **Article 2 – The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, no matter what type of family they come from** * **Article 3 – All organisations concerned with children should work towards what is best for them** * **Article 4 – Governments should make the Children’s Convention rights available to all 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 – Children have the right to life. Governments should ensure that children survive and develop healthily** * **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.** |
| **[insert text here]** |

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| Child Impact Assessment Tool: Step 2 Data collection, evidence gathering, stakeholder consultation |
| 1. What evidence do you have of how your proposal will impact on children and young people?  Use a combination of qualitative and quantitative evidence to assess and build a picture of the broad impacts of policy proposals on children. This should include assessing:  * how the proposal is likely to impact children and young people (including numbers, and the impacts on different groups of children and young people); where possible your assessment should include a differential impact analysis and disaggregated data * direct and indirect, short, medium and long-term, and positive, negative, neutral and differential impacts * if the proposal involves a new area of policy, service delivery or a significant change in the law * impacts for other portfolios, such as a social impact (eg access to recreation/nature for children) arising from an environmental proposal (such as fencing off waterways).  Consider the quality of the evidence – is the evidence up to date, robust and relevant to what is being proposed? What does it tell you about children and young people’s views and experiences of relevant services, what does it tell you about children and young people’s views in relation to the proposal? |
| [insert text here] |
| 1. What are the most significant impacts that the proposal will have on children and young people?  Outline the potential benefits or positive impacts of the proposal. Consider if the mana and resilience of children and young people will be enhanced and if the proposal will contribute to the wellbeing of children and young people.Outline neutral or negative impacts. Consider if unintended consequences have been identified for children and young people. For negative impacts, consider options to modify the proposal, mitigate the impacts or suggest alternatives. If there are no clear ways to mitigate negative impacts, this should be clearly stated. |
| [insert text here] |
| 1. How will the policy proposal impact on different groups of children and young people?  Which groups of children are impacted? This could include considering: children of different age groups, Māori, Pacific peoples, those rurally isolated, children in care/youth justice system, children and young people with disabilities, LGBTI, refugee and migrant populations, gendered groups, etc.Has your assessment identified competing interests between different groups of children and young people, or between children and other groups? Have you also considered the other groups of people, such as whānau, parents and caregivers?Where the proposal targets a specific group of children, is there a rationale for a group of children or young people being targeted over other groups?Are there unintended consequences for the children being targeted or those left out? (For example, stigma or perception of unfair advantage) – and what are the potential mitigations? Does the proposal consider whakapapa and respect whanaungatanga of all children and young people?   * Whakapapa refers to the kinship relationships that help to describe who a person is in terms of their mātua (parents), and tūpuna (ancestors). * Whanaungatanga refers to carrying out responsibilities based on obligations to whakapapa. This includes the kinship that provides the foundations for reciprocal obligations and responsibilities to be met and the wider kinship ties that need to be protected and maintained to ensure a sense of belonging, identity, and connection. |
| [insert text here] |
| 1. ****Are there particular implications for Māori from the policy proposal?****  **The Treaty of Waitangi is a source of rights for all people living in New Zealand, including children and young people. Proposals must comply with the rights and interests that are protected by the Treaty of Waitangi.****You can consider the implications and impacts of policy proposals in terms of particular Articles within the Children’s Convention, including**:  * **Article 8** - Governments should respect a child’s right to a name, a nationality and family ties. * **Article 30** - Children have a right to learn and use the language and customs of their family whether or not these are shared by the majority of the people in the country where they live. * **Article 31** - Children have a right to relax, play and participate freely in cultural life and the arts**.**   **You may want to consider:**  Are their impacts specific to Māori children and young people?  Does the proposal support the benefits derived from a child or young person belonging to a whānau, hapū, iwi, or family group? |
| **[insert text here]** |
| 1. ****What are the impacts of the policy proposal on whānau and the wider hapū, iwi and community?****  **Refer to Appendix One in the Child Impact Assessment Guide for further information.** |
| **[insert text here]** |
| 1. Have you ensured that the views of children and young people are part of the evidence base of your CIA? Have you consulted with diverse groups of children and young people?  The input of children and young people’s views in the development of the proposal will provide for better policy advice by enabling their views to be heard about how the proposed changes may affect them.The guidance document provides further information about incorporating the views of children  and young people as part of your analysis. |
| **[insert text here]** |
| 1. How have you consulted with other stakeholders to identify the potential impacts of the proposal beyond your agency?  Consulting with others may reveal other impacts of the proposal not yet considered, particularly from the perspective of those with expertise in other areas.**Children and young people**  * Have you consulted with different groups of children and young people? * Are there different ways for children and young people to provide their viewpoints? The communication materials and mechanisms used will impact the likelihood and ability of young people to participate. Offering a range of ways to participate will support greater engagement from young people.  **Whānau, hapū, iwi**  * How have you consulted with whānau, hapū and iwi to further consider how your proposal will impact children and young people?  **Other stakeholders and interested groups**What other interested groups have required targeted consultation? How have you consulted with them? This could also include contacts in central and/or local government, NGOs or relevant Crown entities (such as the Human Rights Commission, Office of the Children’s Commissioner or the Office of the Privacy Commissioner). |
| **[insert text here]** |

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| Child Impact Assessment: Step 3 Summary of impacts |
| 1. What are your conclusions about the policy being proposed as a result of your assessment?   *Provide your conclusions of the impacts of the policy proposal on a child or young person’s wellbeing. You may want to consider the key factors considered at step 2, including:*   * *the most significant impacts that you identified* * *differential impacts on diverse groups of children and young people* * *impacts that may be specific to Māori children and young people* |
| **[insert text here]** |
| 1. What are your recommendations about the policy being proposed as a result of your assessment?  State whether you are recommending any changes to the proposal based on your assessment.State whether or not the CIA shows that the policy proposal should be supported or not (based on a child-centred perspective). |
| **[insert text here]** |