

The Prince's Trust - Children's Rights and Wellbeing Impact Assessment (CRWIA)

1. Introduction

As a partner organisation of the Cashback for Communities Phase 5 portfolio, The Prince's Trust is required to assess the anticipated impact our funded project has on the human rights and wellbeing of children and young people. This document details our initial screening and subsequent assessment, identifying and analysing our impact to ensure children's rights are embedded within our funded project and meet the standards required across all partner organisations.

2. What is a CRWIA?

A CRWIA is a purpose built policy and legislation impact assessment (IA) originally developed for use by Scottish Government officials. It was launched on 15 June 2015 as part of the implementation strategy for Ministerial duties under Part 1 of the Children and Young People (Scotland) Act 2014. A CRWIA covers individual children, groups of children, and all children up to age 18. It has been developed as an approach, a tool, and a published output, championing the interests of children in policy development and design.

Scottish Ministers committed to CRWIAs as a means of delivering their children's rights duties under the Children and Young People (Scotland) Act 2014 which embeds UNCRC rights in Scottish legislation. The reach of the UNCRC is far wider than Equalities legislation although some categories of individuals may be covered by both, for example those with protected characteristics under the Equality Act 2010: disability, race, religion or belief, sex, sexual orientation. The UNCRC considers all individual children or groups of children, for example by age band or setting, or those who are eligible for special protection or assistance, e.g. preschool children, children with additional support needs, children in hospital, children in rural areas, looked after children (children in care), young people who offend, children affected by violence, drugs or alcohol, poverty or deprivation, homelessness, victims of abuse or exploitation (trafficking, economic or sexual), child asylum-seekers or refugees.

3. CRWIA initial screening

- General description of the project/programme and its aims

Cashback for Communities funds our Development Awards (DAs) programme, which helps disadvantaged young people overcome financial barriers in order to enter work, education or training. The programme provides small grants of up to £500 to cover a range of expenses, including course fees, travel to work or new equipment.

- What aspects affect under 18s

Individual DAs can be provided to young people 16 years and over, therefore 16- and 17-year-olds can benefit from an award should they be referred and eligible. Additionally, DAs can be utilized to support innovative enterprise and community projects within schools in high SIMD areas – known as Achieve Project Awards (APAs). APAs support small groups of young people with poor attendance or identified as at risk of disengaging with school, to launch and lead enterprise and community projects. APA participants can complete SCQF Level 5+ qualifications as well as participate in volunteering and/or work experience.

- Anticipated impact

The intended positive outcomes of our programme align with the six standardised outcomes identified as a priority for the Cashback for Communities phase 5 portfolio.

- Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk taking behaviour
- Outcome 2: Young people develop their physical and personal skills
- Outcome 3: Young people's health and well-being improves
- Outcome 4: Young people participate in activity which improves their learning, employability and employment options (positive destinations)
- Outcome 5: Young people contribute positively to their communities
- Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system

- The young people impacted

Young people under 18 impacted by our individual DAs are aged 16 and 17 years old facing a financial barrier in progressing into a positive outcome. We target our awards to young people who reside in high SIMD areas. They are accessible to all young people in Scotland as part of our online offer for young people.

Young people involved in APAs can be aged between 11-17 years old, although most school partners aim them at pupils in S3 and S4 (aged 14-16). We target schools in high SIMD areas and encourage schools to identify pupils with poor attendance or identified as at risk of disengaging with school to participate.

- Screening conclusion

A full assessment of our programme is required as it directly supports and impacts on children and young people aged 18 and under. By completing the assessment and any subsequent actions we can support the realisation of children's rights, safeguarding and promoting the wellbeing of children and young people in Scotland.

4. Assessment

- Which UNCRC rights will be affected

Reviewing the rights indicated in the UNCRC we believe our work can affect the following:

- Article 2 non-discrimination
- Article 3(1) best interest to be a primary consideration
- Article 28 right to education
- Article 29 aims of education

- Our assessment of the programmes impact on those rights

Article 2 non-discrimination – As an organisation, we understand we must respect and ensure the rights of all children irrespective of their race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status. We positively impact on this general principle by ensuring our DAs and APAs are accessible to all young people aged 11-30. We engage with a diverse range of lived experience in our user research which informs our programme design. Committed to continuous improvement, we seek feedback from young people with protected characteristics to ensure our programmes are relevant and accessible. All content relating to our DAs and APAs (including our marketing / communications) must meet our accessibility guidelines regards design / layout, font / text, language / sentence structure, contrast / colour, graphs, numbers, and readability. These guidelines also encompass digital accessibility, which has been so important during the pandemic.

To ensure our staff are non-discriminatory in their approach, we provide annual EDI training to all frontline staff. Bespoke training from external partners helps address any identified gaps in our knowledge and skills. This ensures our staff feel well equipped to identify particular barriers and needs, mitigate their own bias where possible, and understand how and when to tailor support for young people.

Article 3(1) best interest to be a primary consideration – As a leading youth organisation, The Prince's Trust believes that involving young people helps us innovate and improve the services that we offer. We listen to what young people want and ensure their best interests are our biggest consideration. Across all our delivery, The Trust is committed to:

- Developing a culture of participation
- Listening to young people's feedback and incorporating it to drive quality and improvement
- Ensuring that young people's voices are heard by key decision-makers – both internally and externally
- Enabling our young people to be leaders for their generation

Our DA programme supports the rights of young people as they identify for themselves (with support from our staff) what financial barriers they need to overcome to progress into a positive outcome. The programme is completely young person-led, encouraging them to consider their own best interests when thinking about their future. To ensure we achieve this, we detail minimum standards for staff within our DA toolkit, ensuring a consistent and quality service. The needs and safeguarding of young people are therefore our primary consideration.

Article 28 right to education – APAs offer alternative education within schools by providing funding and guidance on enterprise and community projects. This positively impacts on section d ‘make educational and vocational information and guidance available and accessible to all children’. APAs allow schools to offer alternative vocational information and training, depending on the nature of the enterprise or community project.

Additionally, we know through our evaluation that participation in APAs improves attainment and attendance; reduces exclusions; contributes to young people staying in school beyond S4; and bolsters community relationships. These projects are proven to be effective as early interventions for young people most at risk of becoming completely disengaged from education and developing anti-social behaviours. This evidences a positive impact against section e, showing that we support schools to ‘take measures to encourage regular attendance at schools and the reduction of drop-out rates’.

Article 29 aims of education – APAs allow pupils to identify vocational avenues they are interested in exploring, while developing additional skillsets around enterprise, people skills, and community liaison. It positively impacts Article 29 which details that it is a child’s right for their education to support the development of their personality, talents, and mental and physical abilities to their fullest potential. APAs encourage education beyond the current curriculum by enhancing soft and socio-emotional skills. For many young people, conventional schooling can prove challenging. APAs encourage a more practical approach to learning, where many less academically-focused young people flourish.

- **Anticipated negative impact identified**

We have not identified any negative impact to children’s rights and well-being. However, we must continue to ensure we maintain a positive impact. Maintaining and monitoring quality standards and providing appropriate and refresher training to all frontline staff will be critical. By continuing these aspects, we will maintain our standards and ensure young people are treated without discrimination and with their best interests central to delivery. Additionally, we will ensure that staff feel confident to offer the best possible service to young people.

- **Our promotion of the wellbeing of children and young people through public bodies**

By delivering APAs in partnership with schools, we are supporting participating schools to positively impact against the same rights identified in our own assessment. Our

previous 2019/20 annual evaluation from our Cashback for Communities phase 4 grant showed:

- 88% of young people increased their confidence. This was 4% ahead of our target.
- 96% of young people increased their soft or hard skills. This was 16% ahead of our target and shows how effectively Development Awards can help young people gain useful new skills and knowledge.
- 91% of young people report positive changes in their own behaviour. This was 21% ahead of our target for this outcome.

These indicate the promotion of well-being as a result of our DAs and APAs which subsequently help our partner schools to protect and promote well-being of children and young people through their involvement with the project.

- Evidence base for the assessment

- Children and young people volumes and demographics

We have reflected on our young person survey data from phase 4 which included the views of over 1,000 young people, 62% of which were under 18.

From our data collection, 12% of young people identified as having no faith or a different faith to Christianity, 8% were from a non-white background, 30% had mental health support needs, 9% were care experienced and 44% of young people came from the 20% most deprived areas in Scotland.

- Views and experiences of participants

In addition to survey data collation, we also gather individual case studies from those benefitting from DAs and group case studies from those school groups participating in an APAs to gather more detailed feedback from participants. Our Cashback phase 5 contract allows us to work with an evaluator who will run focus groups and interviews with participants to gather more qualitative feedback.

- Views and experienced of stakeholders

During our phase 4 Cashback for Communities grant, we received data from participating schools that indicated an increase in attainment and attendance of the young people participating. These reports from schools also provided qualitative data from teachers providing their own personal feedback from the programme. Moving forward we will continue to gather this data from schools during phase 5.

- Involving children and young people in programme development

Across our organisation we are committed to involving young people in developing our activities and gathering feedback in order to continuously improve the services we offer.

We foster a culture of participation which includes formal young person involvement as well as an informal continuous feedback loop through our specific programmes. Nationally, formal user engagement includes our National Youth Advisory Board (NYAB). The Board has 12 members from across the UK, including two from Scotland, and represents a mix of young people who have and have not participated in our programmes. The NYAB members share their views and ideas, working closely with our Senior Leadership Team on three or four key issues per year.

Specifically for our DA and APA programme, feedback is gathered via through survey data and case studies, ensuring insight from young people guides and develops the future development of the programme .

5. Ongoing review/follow up action

- We will continue to gain insight into our impact to the rights of children and young people through the evaluation of the programme. This will include surveys, case studies and focus groups with participants and stakeholders – supported by our independent programme evaluators, Blake Stevenson.
- We will find opportunities to highlight the UNCRC with our operational teams across Scotland, ensuring all staff have digested the available training module created by Scottish Government.
- All Trust policies, where appropriate, will take account of the UNCRC as they are reviewed. Policies are reviewed on a rolling basis.

6. Sign off by senior manager/board

Approved by:

A handwritten signature in black ink, appearing to read 'Mark Dougan', written in a cursive style.

Mark Dougan
Interim Scotland Director at The Prince's Trust

Date of approval: 15/07/2022