



Comisiynydd
Cenedlaethau'r
Dyfodol
Cymru

**Future
Generations**
Commissioner
for Wales



The Right Way



**A Wales future
fit for children**

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Simon Hoffman of the Wales Observatory on the Human Rights of Children and Young People based in Swansea and Bangor Universities, has collaborated with the two commissioners' teams to help develop the Children's Rights Approach. Many thanks are due to Simon and his colleagues for their commitment to this work.

Foreword

Sally Holland

The Children's
Commissioner
for Wales

Sophie Howe

The Future
Generations
Commissioner
for Wales

As Wales' independent commissioners for Children and Future Generations we have distinct roles but common interests. We want to enable public bodies to put children's rights to be safe, healthy and to flourish here and now at the centre of their planning and delivery. We also want to ensure that they plan for the long-term – for the rest of the lives of children living in their communities now, and for future generations still unborn. We have worked together to consider how Wales' commitment to internationally recognised children's rights can work with the groundbreaking Well-being of Future Generations Act to meet children's needs – now and in the future.



Sally Holland
The Children's
Commissioner
for Wales

Sally says: My role is to safeguard and promote children's rights under the United Nations Convention on the Rights of the Child (UNCRC). Wales has made a strong commitment to children's rights from Government to individual schools and children's services. There are excellent examples of practice all over Wales where children and young people's rights to be listened to, to take part in decisions and to receive the services and opportunities that they need to thrive are acknowledged and acted upon.

However, many public sector organisations, including the new Public Services Boards are faced with many competing needs and expectations from their local population and may need support to ensure that the children and young people they serve are focused on and engaged with as active citizens. I am urging all public bodies in Wales to take a Children's Rights Approach in their planning and delivery of services. Taking a Children's Rights Approach will enable public bodies and their partners to reach international standards while also supporting Wales' commitment to children's rights.



Sophie Howe
The Future Generations
Commissioner
for Wales

Sophie says: Sally and I are committed to working together in the best interests of children now and into the future and to ensuring that the way we work with public bodies is joined up. Ensuring a rights-based approach to planning and delivering public services for children aligns completely with the requirements of the Well-being of Future Generations Act and will set public bodies on the right path to delivering their well-being objectives. This practical guide and the accompanying interactive and easy-to-use self-assessment tool has been created to assist public bodies in Wales to consider how they can put children and young people's rights to participation in decisions that affect them, protection from harm and the provision of the services they need to fulfil their potential at the heart of their planning and delivery. By following the principles and practical steps in the guide, organisations will make huge steps towards fulfilling the principles and requirements of the Well-being of Future Generations Act- especially in relation to children and young people.

We do not assume that any organisation will be starting from scratch with this work – that's why we have included many practical case examples from public bodies who are already on the journey to implementing a Children's Rights Approach. We also do not assume that all of the steps are easy – and we both offer help and support from our teams as you travel along this road.

Introduction

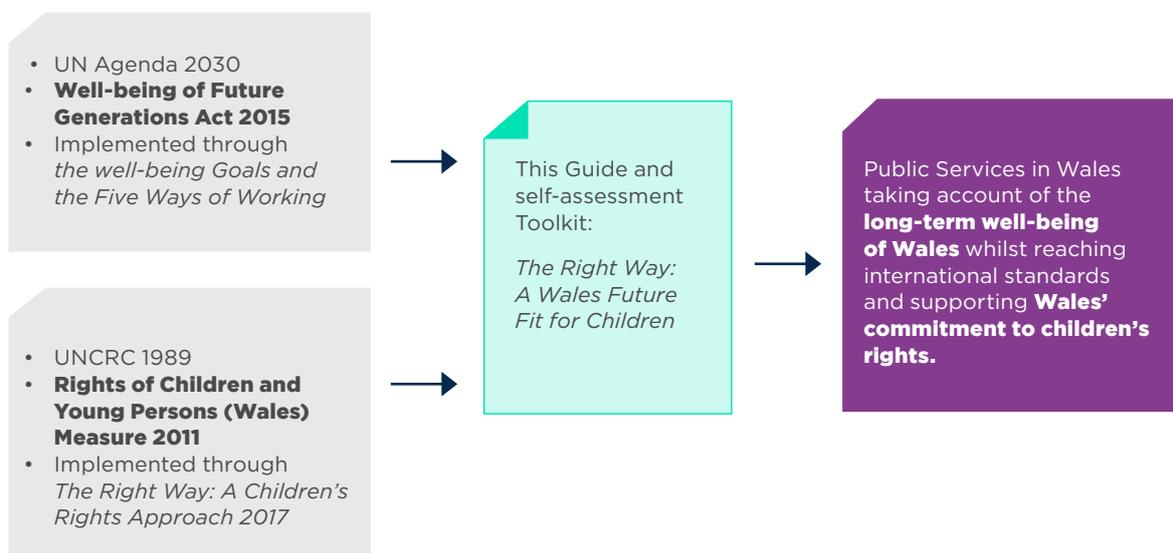
The Well-being of Future Generations (Wales) Act 2015 ('the Act') gives a legally-binding common purpose – the seven well-being goals – for national government, local government, local health boards and other specified public bodies. It details the ways in which specified public bodies must work, and **work together to improve the well-being of Wales.**

The Act provides for better decision-making by ensuring that those public bodies take account of the long-term, help to prevent problems occurring or getting worse, take an integrated and collaborative approach, and consider and involve people of all ages. This supports existing commitments such as the Welsh language, equalities and the UN Convention on the Rights of the Child.

This guide has been specifically designed to help public bodies take account of the economic, social, cultural, and civil circumstances specific to children and young people. It will help public bodies adopt a Children's Rights Approach in their work. The guide takes account of the requirements laid down by the Well-being of Future Generations (WFG) (Wales) Act 2015 and aims to support bodies to maximise their contribution to securing the long-term well-being of children and young people in Wales.

The guide is directed towards the forty four public bodies listed in the WFG Act, those public, third sector and private organisations involved with the Public Services Boards (PSBs) and any others with an interest in achieving the well-being goals.

Developed in collaboration with the public sector in Wales, the guide contains a range of practical tools and examples that will help public bodies to consider children's rights across each of the Well-being Goals and the Act's Five Ways of Working. It has been designed to help maximise contributions to children and young people's well-being and should be read as a detailed continuation of [The Right Way: A Children's Rights Approach in Wales](#).



The Right Way provides a principled and practical framework to support organisations across Wales, demonstrate and realise their commitments to the [United Nations Convention on the Rights of the Child \(UNCRC\)](#). It sets out a Children's Rights Approach that supports:

Embedding children's rights

Putting children's rights at the core of planning and service delivery. On page 18 you will find an example of how one local authority has signed up and made a direct corporate commitment to the UNCRC and how this is influencing their planning and delivery processes as a result.

Equality and non-discrimination

Ensuring that every child has an equal opportunity to be the best they can be. Page 26 provides a case study of how universal and targeted services have been coordinated to meet children and young people's escalating or de-escalating needs.

Empowering children

Enhancing children's capabilities as individuals so they're better able to take advantage of rights, and engage with and hold accountable the institutions and individuals that affect their lives. On page 30 you will find an example of how children have been supported to learn about their rights in the UNCRC.

Participation

Listening to children and taking their views meaningfully into account. Page 29 details an example of how children and young people's participation could be incorporated into PSB structures.

Accountability

Authorities should be accountable to children for decisions and actions which affect their lives. Page 33 provides an example of how children and young people have been supported to be involved in scrutiny processes and directly hold services to account.

This guide places a Children's Rights Approach within the context of the Well-being of Future Generations Act (WFG Act). Reference is made to the Children's Rights Approach framework: Embedding Children's Rights, Equality and Non-discrimination, Empowering Children, Participation and Accountability throughout this document.

The Children's Commissioner for Wales (CCFW) and the Future Generations Commissioner for Wales (FGCW) have also developed an online benchmarking tool www.afutureforchildren.wales to support public bodies and Public Services Boards to think about children's rights across the Five Ways of Working and the common corporate governance functions. In line with the spirit of the Well-being of Future Generations Act, the self-assessment mechanism has been developed in collaboration with public bodies in Wales and [Hall Aitken](#).

It is important to recognise that this process has been developed to drive organisational learning and improvement for children and young people rather than organisational compliance. Its primary objective is to work towards the long-term by recognising and celebrating existing work and to empower public bodies to own and further develop the contribution they make to children's rights in Wales. Essentially, it should act as a diagnostic tool and help enable public bodies to share promising practice and to offer a baseline of information, advice and support from the CCFW and FGCW Offices.

Children's rights and the Well-being of Future Generations (Wales) Act 2015

The WFG Act lays down a new duty for public bodies to improve the economic, social, environmental and cultural well-being of Wales. Section 3 of the Act requires public bodies to carry out sustainable development and maximize their contribution to each of the Well-being Goals.

[Shared Purpose, Shared Future: Core Guidance \(SPSF1\)](#) sets out that the WFG Act:

“Provides for better decision-making by ensuring that those public bodies take account of the long-term, help to prevent problems occurring or getting worse, take an integrated and collaborative approach, and considers and involves people of all ages. This supports existing commitments such as the Welsh language, equalities and the UN Convention on the Rights of the Child.”

Both the Children's Commissioner for Wales and the Future Generations Commissioner for Wales are of the view that securing children's rights lays the foundations for positive, long-term and inclusive sustainable development. The WFG Act upholds the spirit of the UNCRC and brings a fresh impetus to building prosperous, resilient and inclusive communities. Working towards the realization of children's rights now will help to secure the long-term well-being of Wales.

It is therefore important for public bodies to acknowledge the relationship between the UNCRC and the WFG Act. By understanding this relationship and maximizing their contributions to children and young people in Wales, key opportunities exist to align and integrate the implementation of approaches.

Children's rights and the Well-being goals

Every child in Wales has the right to grow up in a Wales that supports them to be the very best they can be. This means that every child should be provided with the best possible conditions to thrive.

Section 4 of the WFG Act requires public bodies and Public Services Boards to set well-being objectives and takes steps that maximise their contributions to each of the seven Well-being Goals. It is important to recognize that children's rights apply across each of the Well-being Goals and the UNCRC should be used as a frame for public bodies and PSBs to maximise their contribution to children and young people's well-being across the each of the Goals. Considering children's rights in this context can support public bodies and PSBs to approach children's well-being in an integrated manner, to recognize and draw out the important role that each public body plays in children's lives. For example:

- Whilst we know sporting activities can make a direct contribution to the goal "A Healthier Wales" by promoting children's health and access to leisure activities (Articles 6 and 31 of the UNCRC respectively), consideration can also be given as to how sport also contributes to the goal of "A More Cohesive Wales" by providing opportunities for children and young people to join in groups and develop friendships (Article 15 of the UNCRC);

- Decisions taken to improve air quality, promote public transport and car-free zones can make a direct contribution to the goal "A Resilient Wales" by improving children's health and environment (Articles 6 and 24 of the UNCRC). Such a decision could also contribute to children's rights to live in safer communities (A More Cohesive Wales), promote active travel (A Healthier Wales) and might promote economic well-being by improving access to jobs and cheaper fares (A Prosperous Wales).

When taking account of the well-being assessment (and other relevant data), the CCFW and FGCW encourage public bodies and PSBs to give priority to children and young people and understand how their well-being objectives and plans might contribute to realising children's rights across each of the Well-being Goals. Although not a definitive list, the table in [Appendix 1](#) provides an example of how children's rights can be mapped across each of the Well-being Goals.

Decisions taken to improve air quality, promote public transport and car-free zones can make a direct contribution to the goal "a Resilient Wales"

Children's rights and the Five Ways of Working

As well as recognizing how children's rights can apply across each of the Well-being Goals, it is also important for public bodies and PSBs to recognize how the UNCRC applies to the sustainable development principle which the Five Ways of Working are designed to achieve.

Long-Term

The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs

Prevention

How acting to prevent problems occurring or getting worse may help public bodies meet their objectives

Integration

Considering how the public bodies' well-being objectives may impact upon each of the well-being goals, on their objectives, or on the objectives of other public bodies

Collaboration

Acting in collaboration with any other person (or different parts of the body itself) that could help that body to meet its well-being objectives

Involvement

The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body services.

Applying the Five Ways of Working is intended to create a step-change and empower the public sector in Wales to improve the effectiveness of our public services, to be visionary and to be innovative. However, this does not come without its challenges. It requires cultural organizational shifts in how public bodies and PSBs plan, deliver and evaluate together.

Both the CCFW and FGCW are of the view that applying the UNCRC can help public bodies and PSBs to overcome some of these challenges and can act as a catalyst to drive forward the improvements needed in decision-making.

For example, paying due regard to children’s rights could create the economic and social case to prioritise long-term investment in early intervention services for children and young people, identify opportunities for integration and collaboration across sectors and create opportunities for children and young people

to be involved in creating the solutions for change. Therefore, public bodies and PSBs are also encouraged to reflect on how they promote the UNCRC across the Five Ways of Working and practically consider how well their corporate governance procedures respect, protect and give further effect to children’s rights:

| Governance procedures | Some examples of consideration of a Children’s Rights Approach | What might this look like for children’s rights |
|----------------------------------|--|---|
| <p>Corporate Planning</p> | <ul style="list-style-type: none"> • Has corporate planning taken account of the UNCRC? (<i>Embedding</i>) • What commitment is made to the UNCRC in plans? (<i>Embedding</i>) • How have children and young people’s views been sought and taken account of in the planning process? (<i>Empowerment, participation, accountability</i>) | <ul style="list-style-type: none"> • The Well-being Assessment provides a clear analysis of children’s rights and well-being needs in the area • There is a clear high-level commitment to children’s rights in Well-being Objectives/ Plans • Priority setting and plans take account of children and young people’s views • Plans have been assessed for their impact on children • Clear arrangements are in place to help all children and young people learn about their rights |
| <p>Financial Planning</p> | <ul style="list-style-type: none"> • Is spend directly associated with children and young people clear in the budget statement? (<i>Accountability</i>) • Is the allocation of resources sufficient to secure children’s rights for the long-term? (<i>Accountability</i>) • How have children and young people’s views been sought and taken account of in budget setting? (<i>Empowerment, participation, accountability</i>) | <ul style="list-style-type: none"> • Children’s budget statements are published annually • Children and young people have been actively involved in budget and resource decisions • CCFW would encourage budget decisions take account of children’s rights by using a children’s rights impact assessment |

| Governance procedures | Some examples of consideration of a Children's Rights Approach | What might this look like for children's rights |
|-----------------------------------|---|---|
| Workforce Planning | <ul style="list-style-type: none"> Do our staff feel confident and competent to apply children's rights to their practice? (<i>Embedding</i>) | <ul style="list-style-type: none"> Recruitment practices protect and promote children's rights Staff awareness of children's rights is regularly monitored Staff have access to a comprehensive range of professional development opportunities to learn and apply children's rights to their practice Organizational support has been introduced to strengthen an integrated approach to children's rights |
| Commissioning /Procurement | <ul style="list-style-type: none"> Do procurement practices actively respect and protect children's rights? (<i>Embedding</i>) What safeguards are in place to ensure children's rights are upheld in commissioned and procured services? (<i>Accountability</i>) | <ul style="list-style-type: none"> Children and young people are involved in the design and commissioning of services Services work towards all children's rights without discrimination. In working across the age range, services achieve a balance between crisis and preventative support Demonstrable contributions to children's rights are built into service design and contract arrangements Clear, accessible information arrangements in place that support children and young people to access services and claim their rights The commissioning body regularly monitors services' contribution to protecting and fulfilling children's rights |
| Asset Management | <ul style="list-style-type: none"> Have physical and skills assets been assessed to identify and develop new approaches that maximise the realization of children's rights? (<i>Embedding</i>) | <ul style="list-style-type: none"> Partnership arrangements clearly identify how services between organisations will benefit children's rights Training arrangements are in place to support partnership working The pooling of budgets/resources has been considered and strengthens contribution to children's rights |

| Governance procedures | Some examples of consideration of a Children's Rights Approach | What might this look like for children's rights |
|--------------------------------------|---|--|
| <p>Risk Management</p> | <ul style="list-style-type: none"> • How have children's rights and inequalities experienced by children and young people been identified? (<i>Equality and non-discrimination</i>) • How have identified risks to children and young people been addressed and mitigated? (<i>Equality and non-discrimination</i>) | <ul style="list-style-type: none"> • Children's rights impact assessments are regularly carried out and influence decision-making • Children's rights are included in strategic equality planning |
| <p>Performance Management</p> | <ul style="list-style-type: none"> • What measures should the organization use to track the progress it has made on securing children's rights? (<i>Accountability</i>) • Is progress clearly communicated to children and young people, adults and communities? (<i>Empowerment and Accountability</i>) | <ul style="list-style-type: none"> • Monitoring and evaluation are informed by children's rights • Reporting is in an accessible language and format • Children and young people are involved in scrutiny arrangements and enabled to hold services to account • Children and young people are regularly kept up-to-date about progress made |

More detail of how public bodies and Public Services Boards can practically secure and integrate children's rights across the Five Ways of Working is available in [Appendix 2](#).

The rest of this guide will provide practical examples of how public bodies are already making contributions to children's rights in the Ways of Working under the WFG Act and the common corporate governance

procedures. It will follow the approach outlined in [Appendix 2](#) and will make reference to the Act, the statutory guidance, the UNCRC and other relevant documentation published by the UN Committee on the Rights of the Child. The Committee on the Rights of the Child (CRC) is the UN body that advises and monitors how well countries respect, protect and fulfil children's rights.

Applying children's rights and the Five Ways of Working:

Working to the long-term

Assessment

What is important to children and young people?

Section 5(2)(a) of the Well-being of Future Generations (Wales) Act 2015 sets out a public body must take account of:

“the importance of balancing short term needs with the need to safeguard the ability to meet long-term needs, especially where things done to meet short term needs may have a detrimental long-term effect”

To act in accordance with the sustainable development principle public bodies and PSBs will need to work towards securing the long-term well-being of current and future generations. An important part of this function will be to identify important factors that have an impact on the economic, social, cultural and environmental well-being of the local area. Whether carrying out the Well-being Assessment or any other population assessment, special consideration should be given to children and young people and any analysis should give prominence to their well-being across each of the seven Well-being Goals.

Section 37 of the WFG Act requires PSBs' Well-being Assessment to include analysis of children and young people's current and future well-being needs. To implement a [Children's Rights Approach](#), public bodies' and PSBs' data collection should cover the whole of childhood (up to 18 years old) and, as far as possible, to be disaggregated to identify discrimination or potential discrimination against children and young people. This should give a particular focus to the most vulnerable, marginalised and disadvantaged groups of children and young people.

To help develop the clearest possible picture of children and young people's well-being, public bodies and PSBs could consider:

- What do we already know about children and young people and what information do we already hold on them? Who else has data on children and young people's well-being?
- Is there a balance between quantitative and qualitative data on children and young people? What are children and young people telling us and how are we taking account of this in our analysis?
- What does the information tell us about children and young people's well-being across each of the seven Well-being Goals? What might it tell us about the future trends of childhood? Are there data gaps? Do we have sufficient provision in place to help improve children and young people's well-being?

Using these questions as a framework for enquiry can enable public bodies and PSBs to demonstrate their commitment to children's rights and provide a supportive framework to assess children's rights and well-being in the context of climate change, education,

employment, community development and planning, health and social care, substance misuse and crime reduction. This will enable the publication of data and analysis to clearly communicate the state of children and young people's well-being in the local area.

Case study:

Empowering children and supporting participation

Senedd yr ifanc: Our future – The Wrexham we want

Wrexham's Public Services Board (PSB) approached its local Youth Parliament 'Senedd yr Ifanc' to discuss how they might become involved (and support other young people's involvement) in identifying key aspirations for Wrexham, now and in the future. Senedd yr Ifanc decided to carry out its own research project to capture the views of young people and contribute its findings to Wrexham's Well-being Assessment.

Young people on the Senedd received training on the WFG Act, research ethics, research methods and communications. The young researchers carried out quantitative and qualitative research with young people aged 11-25 who live, work, socialise or are educated in Wrexham on issues that included education, health, employment and transport. Along with face-to-face interviews, the research survey received 340 responses.

The research findings were fed into the PSB group, and used to ensure that the voice of young people was represented throughout Wrexham's Well-being Assessment. Young people will remain engaged in the process of developing its Well-being plan. The findings were also reported to the Customers, Performance, Resources and Governance Scrutiny Committee within Wrexham Council, and as a result of this presentation, the Chairs of each scrutiny committee are discussing ways to involve young people more regularly in their work.

Along with face-to-face interviews, the research survey received 340 responses.

Well-being planning

Make children and young people a priority

Article 4 of the UNCRC sets out that:

“Undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.”

The WFG Act requires public bodies and PSBs to develop and set Well-being Objectives. These objectives should clearly outline the steps public bodies and PSBs intend to take to maximise their contribution to each of the seven Well-being Goals. Public bodies should publish these objectives in a Well-being Statement via their Corporate Plan and PSBs in a Well-being Plan.

To help develop the best possible set of well-being objectives for children and young people, public bodies and PSBs could consider:

- How well do children feature in your well-being objectives? How have you taken account of the key messages emerging from the current and future data trends for children in developing your well-being objectives? Do children feature prominently across your contribution to each of the Well-being Goals?
- What do your well-being objectives aim to achieve? What is their intended impact on children? Which UNCRC articles are most relevant?

- What are the risks to children? How do your well-being objectives intend to facilitate positive trends or mitigate negative trends for children – paying special attention to the most vulnerable/marginalised groups?
- How will you monitor and evaluate the benefit for children as you take steps to meet your well-being objectives? What measures will help you monitor and assess progress?

The WFG Act enables public bodies and PSBs to discharge duties under the Children and Families (Wales) Measure 2010 to tackle child poverty, to provide childcare and family support and to improve children and young people’s participation and play in their Well-being Statements and Well-being Plans. Therefore, the CCFW and FGCW believe that the Well-being Statements and Well-being Plans should be rooted in the principles of the UNCRC. They should form the “basis of a unifying, comprehensive and rights-based”¹ strategy for improving children and young people’s well-being and coordinating services across the area.

¹ Committee on the Rights of the Child (2003) General Comment No. 5: General Measures of Implementation on the Rights of the Child (arts. 4, 42 and 44, para. 6) [pdf] Available online at: <http://docstore.ohchr.org/SelfServices/FilesHandler>. Accessed on: 28/02/2017

Using the UNCRC as a framework for decision-making will enable public bodies and PSBs to recognise children and young people as a diverse part of the population and use their assessment data to take account of the differing vulnerabilities

affecting children and young people throughout childhood. It will enable public bodies and PSBs to draw out some of the vulnerabilities that are specific to children and young people². For example:

| Age period | Vulnerabilities |
|---|--|
| Antenatal | <ul style="list-style-type: none"> • Malnutrition and poor maternal health – affecting brain and physical development • Parental vulnerability |
| Early Years (0-7 years) | <ul style="list-style-type: none"> • Malnutrition – affecting brain and physical development • Health – greatest vulnerability to disease; access to adequate health care most critical at this age • Inadequate stimulation, loving care and attachment to main carers – essential for physical, emotional, social and cognitive development; vulnerability to abuse • Inadequate access to early learning opportunities |
| Middle Childhood (7-11 years) | <ul style="list-style-type: none"> • Malnutrition – affecting growth, health and ability to learn • Health – vulnerability to disease and access to adequate health care • Inadequate loving care – essential for emotional, social and cognitive development; vulnerability to violence and abuse • Inadequate access to quality education |
| Youth (11-18 years) | <ul style="list-style-type: none"> • Inadequate access to quality education and information on risky behaviour • Social – ability to socialize with peers and build social capital; risk of developing social bonds with older youth who draw them into dangerous or criminal activity; absence of supportive adult guidance; vulnerability to violence and abuse • Health – risky sexual activity and substance abuse, access to maternal and reproductive health-care services affecting both young women and next generation • Risk of child labour endangering health and education • Exposure to exploitation through Internet activities • Early pregnancy • Transition to work – high youth unemployment rates and poor working conditions • Opportunities for voice and to exercise citizenship rights and access to justice |

² EU-UNICEF (2014) Child Rights Toolkit: Integrating Child Rights in Development Cooperation. [pdf] Available online at: <https://www.unicef.org/eu/crtoolkit/downloads/Child-Rights-Toolkit-Web-Links.pdf> Accessed on: 28/02/2017

The CCFW and FGCW encourage public bodies and PSBs to give specific consideration to children's rights, taking into account their particular vulnerabilities when setting their Well-being Objectives. Both the Well-being Statements and Well-being Plans should seek to embed children's rights and make a direct, high-level commitment to the UNCRC. It should outline the steps they will take to act in the best interests of children and young people and maximise their contribution to improving children and young people's well-being across each of the Well-being Goals. This should filter down through the organization to ensure that service plans and systems reflect its commitment to the realization of children's rights.

The CCFW and FGCW recognize that public bodies and PSBs may have to carry out a number of impact

assessments to help inform their decision-making. In doing so, public bodies and PSBs have adopted a number of different approaches to meet these requirements. Some have continued to carry out individual thematic impact assessments, some have incorporated children's rights into equality impact assessment requirements and others have taken an integrated approach. Public bodies and PSBs are strongly encouraged by the CCFW and FGCW to give due regard to children's rights in their approach. A children's rights impact assessment may support public bodies and PSBs to demonstrate how they have paid due regard to the UNCRC when developing their Well-being Objectives and Well-being Plans. Welsh Government's [Children's Rights Scheme](#) offers a children's rights impact assessment template which could support public bodies and PSBs in this.

Case study:

Embedding children's rights

Pembrokeshire County Council - A corporate commitment to the UNCRC

Following an independent review of participation and advocacy in Pembrokeshire, a new rights and participation strategy was developed in order to meet the needs identified in the review, ensure young people's involvement in decision-making and also to establish local authority priorities for developing participation and rights, and embedding the UNCRC into our work.

The strategy was associated with a performance-managed action plan and sets out 5 different priority areas as follows:

- 1.** Committing Pembrokeshire to the UNCRC via a [Children's Rights Pledge](#);
- 2.** Strengthening our representative bodies;
- 3.** Supporting and improving school councils;
- 4.** Increasing adults' awareness of children's rights;
- 5.** Promoting the active citizenship of children and young people.

The Council reports that the action plan was successfully delivered, and the strategy is currently under review in order to renew local priorities according to current identified needs and priorities. A multi-agency monitoring group reviews the progress according to priorities.

Case study:

Embedding children's rights

Abertawe Bro Morgannwg – Children's rights charter

Abertawe Bro Morgannwg Health Board has adopted a Children's Rights Charter, which was developed in consultation with children and young people. It sets out 10 overarching commitments to children's rights, all of which reflect different articles of the UNCRC. The charter has been endorsed by the leadership of the Health Board and is to be used as a guide for all staff, planning and operational, to provide a framework for working with children and young people.

Since introducing the charter, the Board has appointed a lead on children's rights who works closely with senior management on implementing its commitment. The Health Board has started work on procedures to give effect to children's rights, working closely with the Wales Observatory on Human Rights of Children and Young People.

These procedures will include information packs and training for all staff, and policy tools to monitor and evaluate progress on putting children's rights at the heart of services. The Health Board has also established a Children's Panel to advise the authority on children's issues in healthcare.

“Applying the Children's Rights charter to all aspects of care and ensuring that children and young people are aware of their rights will enable them make informed decisions and empower them to take responsibility for their health and well-being. The charter will also allow all children and young people an equal voice in informing stakeholders of services and of the support they require to grow up health and happy.

“ABMU will need to ensure that the charter is shared widely with partner agencies to assist them in developing sustainable services through using the principle of co production. This will then also help to deliver the Well being Goals of the WFG Act ” Chair of ABMU

Workforce planning

The commitments made to children and young people by public bodies and PSBs in their Well-being Statements and Well-being Plans cannot stand in isolation and should be supported by a sufficiently resourced, well-equipped and skilled workforce.

Public bodies and PSBs will therefore need to ensure that the coordination of human and technical resources is comprehensive enough to secure the long-term well-being needs of children and young people in the local area.

To do this effectively, public bodies and PSBs should at a minimum take account of the most recent sufficiency assessments (e.g. sufficiency assessments for play, childcare and nursery provision) detailed under Section 38 of the WFG Act and give consideration to any pertinent future trends identified during the assessment process (p.19).

Organisational processes concerning recruitment, induction, staff retention and development should be supportive of the obligations laid down by the UNCRC and enable all staff to learn about, promote and apply children's rights to their practice. This sits in line with the Embedding Children's Rights and the Participation principles outlined in the Children's Rights Approach. Staff and leadership should be supported to recognise and understand their contribution to each of the seven Well-being Goals through the lens of the UNCRC. Public bodies and PSBs might need to consider identifying where the skills, knowledge and competencies for children's rights sit within the organization and to prioritise the targeting of dissemination resources.

Case study:

Embedding children's rights

Swansea - Children's rights and workforce planning

The City and County of Swansea has recognized the importance of embedding children's rights into workforce development planning. To support their commitment to children's rights, the UNCRC has been integrated into the Strategic Equality Plan. In 2016, all service areas were required to set three UNCRC objectives that focused on supporting children's rights training, promoting awareness of the UNCRC and supporting children's rights compliance in the Equality Impact Assessment processes. To support this work, the

UNCRC has been incorporated into mandatory staff training programmes on corporate safeguarding, corporate induction and customer services and equalities work.

"Our Equality and Engagement protocol continues to be successful in ensuring that equality issues and children's rights are considered and addressed within the decision making processes." Officer of Swansea Council

Financial planning

Article 4 of the UNCRC sets out that public authorities should:

“Undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.”

Section 5 of the WFG Act requires public bodies and PSBs to take account of how best they can deploy resources to prevent problems from happening or getting worse. A significant part of this approach will be for public bodies and PSBs to take account of the UNCRC and prioritise sustained investment in children and young people.

The life chances of children and young people who are affected by poverty, abuse, discrimination or other forms of disadvantage are severely blighted if they do not receive the right care or support³. This can have a significant, long-lasting and sometimes irreversible impact on children and young people’s future economic, health or social well-being. For example, research suggests that some children and young people who have experienced a multiple adverse childhood experience are 4 times more likely to consume high amounts of alcohol, 6 times more likely to smoke and 20 times more likely to be incarcerated during their lifetime⁴.

Childhood is a key window of opportunity and the interventions or policy decisions we make today will determine whether Wales’ children and young people will be able to fulfil their potential or face

growing up in Wales with worsening economic, social, cultural and environmental prospects. Therefore, public bodies and PSBs will need to consider how best to prioritise early intervention and prevention when allocating their finances and resources. Public bodies and PSBs should recognize children and young people as assets, as guardians and as leaders of the economic, social, cultural and environmental future of Wales. They will inherit tomorrow’s Wales but the success of that inheritance will depend on the long-term investment we commit to children’s rights today. The [Early Intervention Foundation](#) offers tools, resources and evidence to help public bodies and PSBs develop their approach.

The WFG Act upholds the spirit of the UNCRC and brings a fresh impetus to building healthy, prosperous, resilient and inclusive communities. It therefore makes sound economic and social sense for public bodies and PSBs to take account of children’s rights when planning their finances and allocating budgets. Each of the principles outlined in The Right Way are especially applicable here. The CCFW and FGCW strongly encourage public bodies and PSBs to use the UNCRC and its Guiding Principles as a framework for financial decision-making:

³ Public Health Wales (2015) Adverse Childhood Experiences and their impact on health-harming behaviours in the Welsh population. [.pdf] Available online at: <http://www.cph.org.uk/wp-content/uploads/2016/01/ACE-Report-FINAL-E.pdf> Accessed on: 28/02/2017

| | |
|---|--|
| <p>Article 2: Non-discrimination</p> | <ul style="list-style-type: none">• How well do children and young people feature in our budgets?• Have we considered and given priority to children and young people in the development of our budget?• Do our financial processes give a special consideration to the most vulnerable, marginalised and disadvantaged groups of children and young people? |
| <p>Article 3: Best Interests of Children</p> | <ul style="list-style-type: none">• How much of our financial resources have we allocated and spent directly on children and young people?• Are we allocating and spending the right amount of financial resources on children and young people?• Have we identified the benefits and risks to children and young people? Where risks have been identified, how will these be mitigated? |
| <p>Article 6: Survival and Development</p> | <ul style="list-style-type: none">• Is our budget sufficient to maximise our contribution to improving children and young people's well-being across each of the seven Well-being Goals?• How will we monitor allocation, spend and outcomes for children and young people? |
| <p>Article 12: Right to be Heard</p> | <ul style="list-style-type: none">• How do we take account of children and young people's views in setting our budgets?• How do we take account of children and young people's views when we commission/procure substantial services? |

Public bodies and PSBs should work towards being able to demonstrate how every effort has been made “to mobilize, allocate and spend budget resources to fulfil the economic, social and cultural rights of all children.” (p.9)⁵ A children’s rights impact assessment could be a useful tool to help public bodies and PSBs articulate this and to ensure

appropriate read across between the Well-being Statements or Plans and their financial decision-making. For example, a children’s rights impact assessment could help draw out the contribution a Well-being Objective can make across a number of Well-being Goals:

| | | |
|--|---|--|
| Well-being Objective: | Road and transport infrastructure programme | |
| Potential Positive Impact on the UNCRC | <ul style="list-style-type: none"> • Article 27: Good standard of living - May increase adult employment opportunities and contribute to economic growth. Improvements in reducing the impact of poverty and household livelihoods. • Article 6: Survival and Development – May improve access to health facilities and long-term benefits identified for improvements in air quality • Article 28: Access to Education, Article 31: Rest, Leisure, Cultural, Sport and Play – May facilitate and increase children and young people’s access to school and leisure facilities | |
| Potential Negative Impact on the UNCRC | <ul style="list-style-type: none"> • Article 6: Survival and Development – Children and young people may be at greater risk of accidents. Short-term to medium-term health risks associated with poor air quality. • Article 18: Parental responsibilities and state assistance – May increase demand for appropriate childcare. | <p>Well-being Objective:</p> <p>In the short term, use childcare sufficiency assessment to identify capacity and redeploy resources to affected areas. Support join-up between nursery provision and identify funds for longer-term investment.</p> |
| Contribution to Well-being Goals: | Example National Indicators: | |
| <ul style="list-style-type: none"> • A Prosperous Wales • A Resilient Wales • A Healthier Wales • A Cohesive Wales | <ul style="list-style-type: none"> • Levels of nitrogen dioxide (NO2) pollution in the air • Gross Disposable Household Income per head. • Percentage of people in employment. • Percentage of people satisfied with their ability to get to/ access the facilities and services they need. | |

⁵ UN Committee on the Rights of the Child (2016) General Comment No. 19: Public budgeting for the realization of children’s rights (art. 4) Available online at: <http://www.cph.org.uk/wp-content/uploads/2016/01/ACE-Report-FINAL-E>. Accessed on: 28/02/2017

Having a Children and Young People's Budget Statement can also enable public bodies and PSBs to better facilitate children and young people's involvement in the planning, implementation and scrutiny of financial decision-making. In line with Article 12 of the UNCRC, public bodies and PSBs will need to guarantee children and young people's participation throughout the budget cycle and demonstrate how they have taken account of this in decision-making. This could include involving

children and young people in the budget-setting phase, supporting children and young people to be involved in delivering the budget (for example, being involved in the commissioning and procurement of services) or supporting children and young people to be involved in scrutiny mechanisms. All participatory budget programmes should be informed by and uphold the [National Participation Standards for Children and Young People.](#)

Case study:

Empowerment, Participation And Accountability

Cardiff (Young Commissioners)

An historical example of empowering children is provided by a partnership project between Cardiff Youth Service and Barnardos Cymru. 30 children and young people, aged between 8-21 years old, were supported to become AQA-trained Young Commissioners. The young people were involved in commissioning Families First projects and were able to directly influence decisions on how some of the £25 million on services (Youth Engagement, Mental Health, Disability Focus, Early Years, Healthy Lifestyles and Sustainable Employment) was spent. To support their involvement in the decision-making, the children and young people carried out their own research in different commissioning models, received training and helped to develop the tender criteria.

The authority reported that the Young Commissioners model helped to provide better decision-making, save money on services that were not needed and improved local accountability.

The group of young people will continue to work beyond the initial commissioning process and will be involved in inspecting services against the National Participation Standards for Children and Young People.

“The young commissioners made an outstanding contribution through their articulate and confident participation in the process to ensure services appropriately reflected their needs and preferences. This was exemplified in the clarification question and answer session which the children and young people attended along with their adult, professional counterparts. Their extremely thorough approach to evaluation of the submissions helped them to ask probing, challenging questions and hold providers to account.” Corporate Operational Manager for Communities and Partnerships

Case study:

Empowerment, Participation

Swansea – Annual big budget conversation

As part of their ongoing commitment to pay due regard to the UNCRC since 2013, Swansea Council has held an ‘Annual Big Budget Conversation’ with children and young people to take account of their views in the budget-setting process. Over 350 children and young people have taken part so far and in the last 4 years have taken part in a range of financial decisions relating to education services, play services, care services for older people and disabled adults, cultural services, highways and transport services and future spending.

At each event, workshops were facilitated to support children, young people, officers and Cabinet members to work together to explore budget proposals. All contributions were reported back to the Council for full consideration and participants were provided with feedback about how their views had been taken into account.

“The sessions provide a valuable opportunity for all parties to consider each other’s points of view and discuss preferred or best ways forward. Young people have been able to work collaboratively with adults to reverse proposals such as youth club closures and increased school meal prices”

Officer, Swansea Council

Children's rights and the Five Ways of Working

Early intervention and prevention

Partnership arrangements should emphasize the importance of collaboration and maximise all possible efforts to ensure provision pathways guarantee seamless transitions as children's well-being needs escalate or de-escalate.

Case study:

Embedding children's rights and equality and non-discrimination

Ceredigion - Children, young people and families' support continuum

In 2015, Ceredigion issued new [Team Around the Family Guidance](#) for practitioners working with children, young people and their families based on the Department of Health Child & Family assessment framework i.e Child's Development/ Family & Social Relationships/Community. The development of the continuum model was designed to assist service-users to consider aspects of their own well-being

rather than relying on a worker to undertake this on their behalf. Each support service (universal and targeted) has been mapped against the continuum and is coordinated in response to the service-users' self-identified well-being score. The model has enabled more effective coordination of services in response to escalating and de-escalating needs.

Children's rights and the Five Ways of Working

Involving children and young people

Listen to children and young people and take account of their views

Shared Purpose, Shared Future 1 (Core Guidance) sets out clear expectations for public bodies and PSBs to ensure that:

“Effective involvement of people and communities is at the heart of improving well-being currently and in the future”.meeting the body’s well-being objectives, or another body’s objectives.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

The WFG Act enables public bodies and PSBs to discharge their duties under Section 12 of the Children and Families (Wales) Measure 2010 and to facilitate children and young people’s participation and involvement in decision-making. The scope of the duty to promote and facilitate children and young people’s participation is wider than involvement in the local well-being plan.

A Children’s Rights Approach recognises the importance of empowering children and young people and supporting them to have their views placed at the centre of policy and practice for all local partners.

There is an expectation from the CCFW and FGCW that all public bodies and PSBs adopt the [Children and Young People’s National Participation Standards](#)⁸ and secure the structures, systems and resources needed to meaningfully embed children and young people’s participation throughout the organisation and enable as many children and young people as possible to be involved in all aspects of planning, delivering and evaluating services.

Public bodies and PSBs should ensure that children and young people are supported to influence leadership structures and play a lead role in decision-making. From a local government perspective, public bodies are expected to establish a representative County Youth Council/Forum and ensure that this is sufficiently supported and linked to local democratic structures. All the other public bodies and PSBs are encouraged to consider how children and young people are enabled to strategically influence the work of their own organisation and this supports the establishment of a County Youth Council/Forum.

⁸ Young Wales (2016) Children and Young People’s National Participation Standards. [pdf] Available online at: http://www.youngwales.wales/images/ParticipationStandards_Poster_9.pdf Accessed on: 07/03/2017

To be clear, the establishment of a County Youth Council/Forum should not be the only mechanism which enables children and young people to be involved in decision-making. Public bodies and PSBs are encouraged to ensure that children and young people are provided with as many opportunities as possible to be part of identifying the challenges and to play a lead role in improving local well-being. The opportunities should be integrated into day-to-day-services as well as specific participation structures such as forums for children, forums for young people, or groups/forums which represent children and young people who are marginalised, vulnerable or have a special interest in a particular issue.

These forums and groups have a key role to play in supporting children and young people to have a voice and to access their rights as set out in the UNCRC. In line with a Children's Rights Approach of Embedding Children's Rights and Participation, public bodies and PSBs are encouraged to be innovative in how they approach this, to recognise how different participation programmes support one another (for example, how school councils and/or youth inspection programmes link and inform the County Youth Council/Forum) and ensure that children and young people's participation filters through the culture of the organisation. Public bodies and PSBs should clearly publish these arrangements either in a [Children and Young People's Participation Strategy](#)⁹, via their Corporate Plan or in the PSBs' Terms of Reference.

Case study:

Involving children and young people

Caerphilly – Local participation action plan for children and young people 2013-16

An historical example of how a Caerphilly Local Service Board developed a Local Participation Action Plan 2013-2016 (LPAP) and is a multi-agency document which set out how it intended to promote and facilitate children and young people's participation in decision-making and how they would work together to achieve a number of key outcomes.

The LPAP was fully integrated in the previous SIP arrangements and the requirements of Annex B in Shared Purpose, Shared Delivery. Work is now underway to review the LPAP and identify how the new PSB arrangements can continue to support and involve children and young people in decision-making of the local authority and their partners.

⁹. The Children and Young People's Participation Consortium for Wales (2007) Blast Off Guides to increasing participation of children and young people: Participation Strategies. [.pdf] Available online at: http://www.youngwales.wales/images/STC_E_blast_off_guide_3.pdf
Accessed on: 07/03/2017

Case study:

Involving children and young people

Sport Wales – Young Ambassador Programme

The Young Ambassador programme was introduced to Wales in 2009 with the principle of young people driving opportunity, engagement and change for other young people.

The programme is run in primary and secondary schools, colleges and more recently universities and offers a progression pathway allowing young people from all backgrounds to move up from Bronze level in primary school, to Silver level in secondary school then Gold and Platinum once they gain more experience. All 22 Welsh local authorities offer the programme, which can be tailored to meet local need.

Young Ambassadors are tasked with increasing awareness and opportunities to improve the health, well-being and physical activity levels of other young people, whilst also developing themselves to be the best that they can be through learning valuable leadership skills such as communication, influencing and team work, that are fundamental in supporting them on becoming confident, resilient and employable young people.

Sport Wales, the Youth Sport Trust and our partners regularly engage with Young Ambassadors to aid decision making from a young person's perspective. The power of the young person's voice has inspired more sports organisations to offer opportunities for young people to become decision-makers through forming school councils, youth panels and becoming board members.

In addition, public bodies and PSBs could also consider how effectively their organisation receives and responds to complaints made by children and young people. Complaints can often drive changes in organisations but often the processes can be difficult or confusing to navigate. The CCFW and

FGCW will be encouraged to see public bodies and PSBs making efforts to develop child-friendly complaints systems and processes¹⁰. You can refer to CCFW's [Telling Concerns: Practice Guide](#) for more information on child-friendly complaints procedures.

¹⁰. CCFW (2004) Telling Concerns: Practice Guides. [pdf] Available online at: <https://www.childcomwales.org.uk/wp-content/uploads/2016/04/Complaints-Practice-Guide.pdf> Accessed on: 07/03/2017

Tell children and young people about their rights and provide appropriate information

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Children and young people should be able to learn, access and claim their rights outlined in the UNCRC. This includes children's right to have their voices heard and to be involved in decision-making. Local authorities are expected to empower children and

play a lead in supporting as many children and young people as possible to access rights-based learning opportunities. This could include running workshops, peer-campaigns or education programmes.

Case study:

Empowering Children

Rhondda Cynon Taf - Rights respecting schools

In 2015 Rhondda Cynon Taf (RCT) carried out a large scale consultation with children and young people across the county. Over 5000 children and young people took part. The results of the survey indicated that only 3% of young people in RCT knew about the UNCRC. In June 2016, RCT made a clear commitment to raising children's awareness and knowledge of the UNCRC. Led by the Youth Engagement and Participation Team, The Youth Service funded a UNICEF programme for all of their 21 secondary schools, including 4 special schools, to complete the Rights Respecting Award (RRSA).

The RRSA is a UNICEF initiative that supports schools to embed children's rights into school's leadership and management structures, its

curriculum, its ethos and values, and its decision-making processes. 2 members of staff from each school have received 3 full days' training on children's rights and a day's expert support from UNICEF. In March 2017, almost 100 members of staff from the wider Youth Engagement and Participation Service also received training. This has meant that staff working in both schools and the community now feel competent and confident when discussing and educating children and young people on their rights.

The RRSA programme has helped to facilitate partnerships between schools and the Youth Service, jointly contributing to the schools' action planning processes and further developing whole-school approaches across the authority.

Article 13

The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

Publishing and disseminating appropriate information about their arrangements for children and young people's participation is an important step to empowering children and public bodies which PSBs will need to take to meaningfully support children and young people's involvement. As previously stated, public bodies and PSBs could present these arrangements in a Children and Young People's Participation Strategy, via their Corporate Plan or in a PSB's Terms of Reference. [Annex B of SPSF3](#) requires all information aimed at

children and young people to be accurate, clear, up-to-date and easy to understand. It should uphold the Children and Young People's National Participation Standards by answering children and young people's questions and by being published in a format and language that is appropriate to children and young people's needs. This could include newsletters, youth information websites and social networking sites.

**SPSF3 requires all information aimed
at children and young people to be
accurate, clear, up-to-date and
easy to understand**

Be open, honest and transparent with children and young people

All well as supporting children and young people to play a key role in planning and delivering public services, public bodies and PSBs should also consider how accountable they are to children and young people. Public bodies and PSBs should support children and young people to play an active role in monitoring the progress made in relation to their rights and well-being.

On a day-to-day basis, public bodies and PSBs should support children and young people to be involved in evaluating the effectiveness of delivery and use this information to drive service improvements. From a more strategic perspective, public bodies and PSBs are encouraged to establish

leadership structures that enable children and young people to be involved in the governance and scrutiny of progress. Child-friendly information and feedback are essential to this. This does not have to be in the form of producing lengthy reports and documents. Public bodies and PSBs are encouraged to think innovatively about how they communicate information and facilitate this arrangement. For example, consideration could be given to supporting representation from the County Youth Council/Forum on local scrutiny panels or running youth inspection programmes or even establishing scrutiny committees made up entirely of children and young people.

Case study:

Being accountable to children

Pembrokeshire Children's Rights Committee

Pembrokeshire Council established a 'UN-style' reporting process, with a representative body of children and young people playing the role of the UN Committee on the Rights of the Child. The young people evaluated the local authority's Estyn self-evaluation against the standards of the UNCRC. A public hearing was then organised with the Authority's Director of Education, the Head of Performance and Community and the Cabinet Member for Education and Safeguarding. The young

people asked questions of these senior managers and the elected member in front of an audience of 50 delegates. After the public hearing the young people met to finalise their report. They linked all of their Concluding Observations to the relevant articles of the UNCRC and came up with 30 recommendations for the local authority to deliver on. Their recommendations have been the catalyst for many changes within Education Services at the Local Authority since their report was issued.

Children's rights and the Five Ways of Working Integration

Align

Section 5 of the WFG Act requires a public body to take account of:

- (b) the need to take an integrated approach, by considering how—**
- (i) the body’s well-being objectives may impact upon each of the well-being goals;**
- (ii) the body’s well-being objectives impact upon each other or upon other public bodies’ objectives, in particular where steps taken by the body may contribute to meeting one objective but may be detrimental to meeting another.**

The WFG Act requires public bodies and PSBs to take an integrated approach to planning and working towards their Well-being Statements and Plans. This means public bodies and PSBs should look beyond their primary responsibility and ensure that their actions complement, rather than compete with, the well-being objectives of other departments and agencies.

To do this effectively, public bodies should ensure that there is consistency and alignment between organisational structures, systems and processes. In line with the Children’s Rights Approach’s Embedding Children’s Rights principle, public bodies and PSBs should establish a high-level cross-discipline forum or Children’s Rights Unit to advise leadership structures on matters concerning children. This would enable public bodies and PSBs to ensure that commitments made to children’s rights in the Well-being Statements or Plans are shared between partners and are filtered down and integrated into the day-to-day business of service delivery. Again, a Children’s Rights Impact Assessment on Well-being Statements and Plans can help public bodies and PSBs to identify how best to coordinate their actions on children’s rights and consider how contributions can be made across the Well-being Goals.

Establishing a Children’s Rights Unit or a high-level leadership forum for children and young people could help public bodies and PSBs to identify organisational challenges and identify practical solutions that secure positive outcomes for children and young people. For example, we know that the lack of integration between organisational processes and communication systems mean that some children might experience a number of different ‘unified’ or ‘single’ assessments required by the Social Services and Well-being (Wales) Act 2014, Part 1 of the Mental Health (Wales) Measure 2010, the Together for Mental Health Strategy or the Team Around the Family approach. It has remained unclear’ as to which of these assessment frameworks takes precedence.

A high-level leadership forum for children and young people could help public bodies and PSBs make a rights-based case for alignment between organisations and establish shared provision pathways that help to secure seamless transitions for children and young people as they move between services according to their escalating or de-escalating well-being needs.

Case study:

Embedding children's rights

Pembrokeshire Council's children and young people's rights office

Before taking the step of formal adoption of the UNCRC, the Authority first sought to demonstrate in practical and measurable terms its commitment to the advancement of children's rights, by establishing the Children and Young People's Rights Office (CYPRO).

CYPRO works to ensure that the voices of disengaged and vulnerable young people are not only heard but are central to the workings of the organisation. This is achieved in a number of different ways, e.g by working closely with schools to develop pupil participation, through facilitating youth forums and by extensive children's rights training of staff and young people.

Following a launch event, where Pembrokeshire formally adopted the UNCRC, a Pledge for Children and Young People was produced (by working together with young people) and sent to every school pupil in Pembrokeshire to re-affirm Pembrokeshire's commitment to up hold their rights under the UNCRC. All schools were also visited by CYPRO team members to assess their practice regarding pupil voice and children's rights and where required supported to improve by receiving bespoke training.

Learn together, work together

In line with the Embedding Children's Rights principle outlined in The Right Way, staff and leadership should be supported to recognise and understand their contribution to the each of the seven Well-being Goals through the lens of the UNCRC. In addition to supporting staff to recognise where their own primary contribution can be made to children rights, they should be supported to recognise where their own contributions to children's well-being can support or be supported by the actions of others.

Therefore, public bodies and PSBs should ensure that the language of children's rights acts as a golden thread throughout partnership discussions and arrangements. The facilitation of cross-department or cross-partnership comprehensive learning opportunities can help practitioners to make real changes at the front-end of service delivery and collaboratively put into practice the commitments made in their Well-being Statements or Plans. Both staff and leadership should be provided with tools, guidance and training opportunities to build capacity for children's rights practices in and across all departments and organisations.

Case study:

Embedding children's rights

Swansea Council – Children and young people's rights scheme – children's rights and workforce development

To support the effective implementation of their own commitment to pay due regard to the UNCRC, Swansea Council established a Children and Young People's Rights Scheme. Part of this Scheme involves providing training and supporting services to think about how the UNCRC applies to their day-to-day running and how children's rights can be practically applied or embedded into service infrastructure. The suite of training programmes have included a UNCRC-specific online training course, bespoke training for staff, partners and other stakeholders to support schools to achieve UNICEF's Rights Respecting status. To date, 1654 people from across the council (senior leadership, Cabinet and scrutiny members, early years, schools, youth services and PREVENT) have participated in children's rights workforce development opportunities.

Children's rights and the Five Ways of Working Collaboration

Taking action together

Section 5 of the Act states:

A public body must take account of ... (d) How acting in collaboration with any other person (or how different parts of the body acting together) could assist the body to meet its well-being objectives, or assist another body to meet its objectives.

The WFG Act provides public bodies and PSBs with the mandate for collaboration and recognises that no single agency or organisation can meet the increasingly complex needs of citizens on its own. The Embedding Children's Rights principle outlined in The Right Way also recognises the importance of partnership and collaboration in securing positive outcomes for children and young people.

Public bodies' and PSBs' Well-being Statements and Plans are expected to clearly set out how they intend to improve the lives of children and young people in the area. The Well-being Statements and Plans should be rooted in the principles of the UNCRC and give priority to children and young people. Drawing on contributions made by the NGO community, the Well-being Statements and Plans should form the basis of a unifying and comprehensive strategy for securing children rights and for coordinating public bodies' individual and collective actions across the area.

It is important to recognise there are few, if any, government departments that have no effect on children's lives. There are a number of legislative

provisions (for example, Section 123 of the Learning and Skills Act 2000 and Section 25 of Children Act 2004) that require local authorities to cooperate and collaborate with partners to support children and young people's well-being. To support join-up and collaborative action across the area, public bodies and PSBs will need to consider how well their organisational structures reflect the priority status given to children and young people in their Well-being Statements and Plans.

When working towards their Well-being Objectives, the commitment to children's rights should be clearly visible and the Well-being Statements and Plans should clearly set out where the strategic lines of responsibility and accountability for children and young people sit in the organisational arrangements. Doing so will enable an integrated approach that wraps around the well-being needs of children and young people and enable public bodies and PSBs to identify joint opportunities to pool budgets, resources and skills to take collective action across each of the Well-being Goals.

Case study:

'Our Vale' - Vale Of Glamorgan Public Services Board Structure

In establishing their partnership structures, the Vale of Glamorgan's PSB agreed to adopt the former Local Service Board Plans/ Strategies, Partnership Structures and performance management arrangements in order to ensure continuity whilst work on the Well-being Assessment and Well-being Plan is being undertaken. The PSB has adopted the former LSB plans and strategies and its [key partnerships](#), the PSB is now responsible for delivering the Community Strategy 2011-21 priority outcomes and the Delivery Plan 2014-18 workstreams. In doing so, the PSB has maintained a priority focus for children by integrating its former Children and Young

People's Partnership Board into its PSB Structures. The Children and Young People's Board (CYPB) works to ensure that children and young people in the Vale are well informed and supported to access a broad range of quality services that enable them to take full advantage of the life opportunities available in their local communities and beyond. The PSB has also established a Poverty Alignment Group to sit under the CYPB to bring together Families First, Flying Start, Communities First and Supporting People to increase alignment between programmes and avoid duplication.

Reviewing and improving together

The WFG Act provides a significant level of flexibility when it comes to reviewing and amending Well-being Objectives. In essence, this enables public bodies and PSBs to drive a culture of continuous organisational reflection and improvement. In doing so, public bodies and PSBs can assess whether or not their well-being objectives enable them to continue taking all reasonable steps to contribute to the achievement of the well-being goals and whether or not they remain consistent with the sustainable development principle.

Public bodies and PSBs should proactively take steps to remain accountable to children and actively monitor how well progress is being made in relation

to children's rights across each of the Well-being Goals. Over time public bodies and PSBs are to be expected to build up evidence and approaches that enable them to make a clear assessment of whether their well-being objectives are fit for children, including whether the steps taken have been reasonable in the context of the WFG Act. This could draw on information from the performance measures that they have adopted, the Future Trends Report, national indicators or the nature of progress against the well-being goals that will emerge through the milestones when set by Welsh Ministers.

When monitoring and evaluating progress made in relation to children and young people's well-being, it

can often be easy for public bodies and PSBs to rely on the presentation of statistics and figures. Whilst statistical analysis does play a substantial role in monitoring outcomes and impacts, it does not offer the sole evidence-base. The CCFW and FGCW have previously expressed their concerns about how the National Indicator Set under the WFG Act relies heavily upon the data captured as part of the National Survey. This survey excludes the views, opinions and experiences of children aged 0-15 years old, a substantial proportion of Wales' child population.

As a matter of priority, children and young people should be involved in the day-to-day monitoring and evaluation of public service provision. Public bodies and PSBs should recognise the right of children to be heard and make considerable efforts to capture the social realities and lived experiences of children and young people¹¹. Tied into the benefits of making the case for investment in children and prioritizing early intervention and prevention approaches across the whole of childhood, the CCFW and FGCW encourage public bodies and PSBs to think innovatively about how they capture and measure the long-term progress made in relation to children's rights across each of the seven Well-being Goals. Whilst there may be some difficulties in demonstrating the causality of their intervention, public bodies and PSBs are encouraged to capture how their intervention has secured positive outcomes for children and young people and demonstrate the individual and social returns of their investment.

Social Return on Investment (SROI) is a framework for measuring and accounting for this much broader concept of value; it seeks to reduce inequality and environmental degradation and improve well-being by incorporating social, environmental and economic costs and benefits. Social Return on Investment (SROI) measures change in ways that are relevant to the people or organisations that experience or

contribute to it. It tells the story of how change is being created by measuring social, environmental and economic outcomes and uses monetary values to represent them. This enables a ratio of benefits to costs to be calculated. For example, a ratio of 3:1 indicates that an investment of £1 delivers £3 of social value. SROI is about value, rather than money. Money is simply a common unit and as such is a useful and widely accepted way of conveying value. More information on using SROI as a framework is available here.

**As a matter of priority
children and young people
should be involved in the
day-to-day monitoring and
evaluation of public
service provision.**

¹¹. IDS (2017) The Social Realities of Knowledge for Development: Sharing lessons of improving development processes with evidence. [pdf] Available online at: https://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/12852/Social_Realities_of_Knowledge_for_Development_FullIssue.pdf?sequence=1&isAllowed=y Accessed on: 10/03/2017

Appendix 1

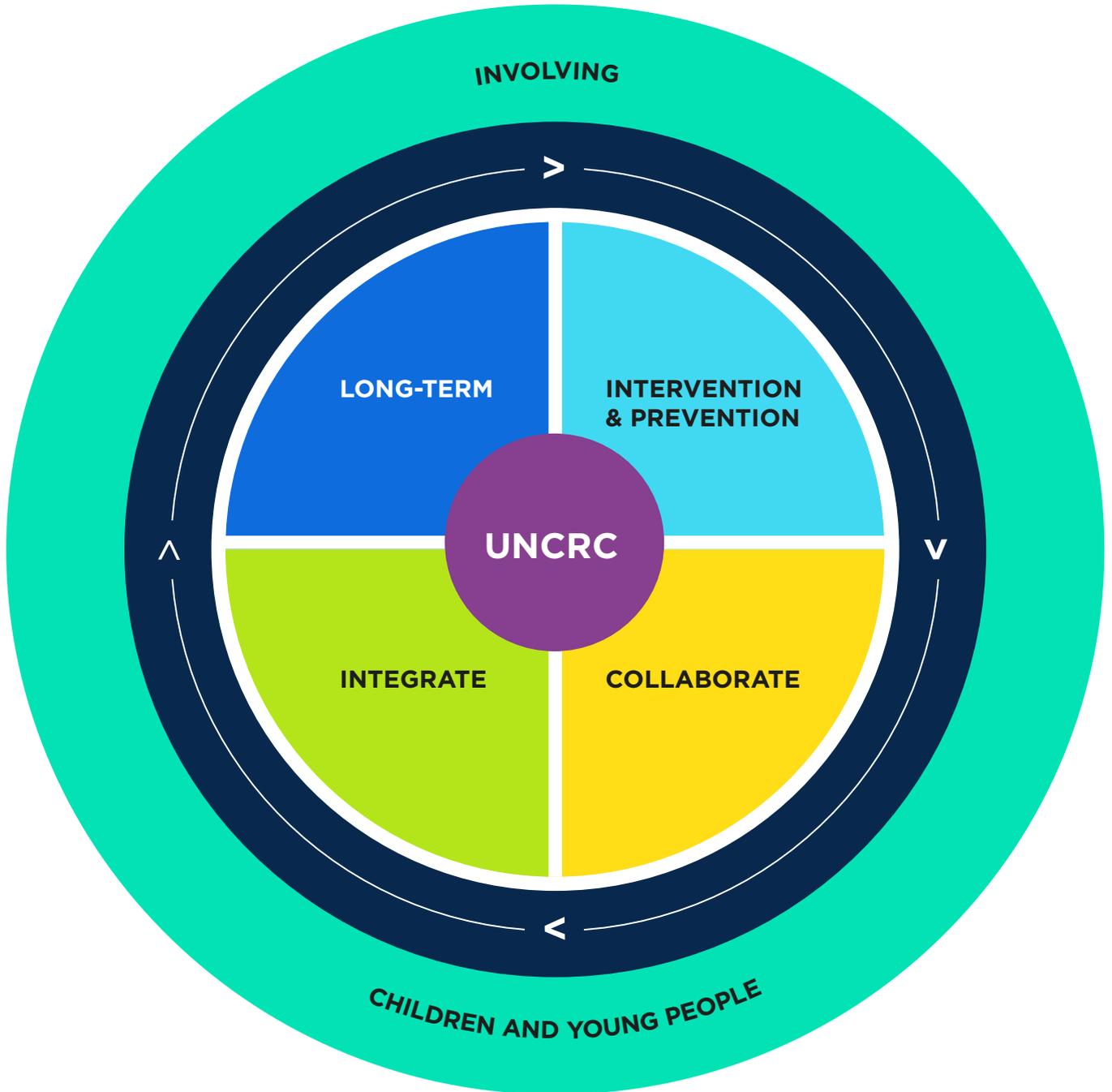
The following table provides an example of how each of the articles in the UNCRC can be mapped across each of the Well-being Goals. This is not a definitive list and the articles may move between the Well-being Goals depending on your own professional remit or programme of work.

| Well-Being Goal | Description of the goal | Relevant articles: The United Nations Convention On The Rights Of The Child |
|----------------------------------|--|---|
| <p>A Prosperous Wales</p> | <p>An innovative, productive and low carbon society which recognizes the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p> | <p>(4): Governments must do all they can to make sure every child can enjoy their rights. Governments must establish systems that promote and protect these rights.</p> <p>(5): Parental guidance and children's evolving capacities</p> <p>(6): Life, survival and development</p> <p>(18): Parental guidance and state responsibilities</p> <p>(26): Social security</p> <p>(27): Adequate standard of living</p> <p>(28): Access to education</p> <p>(29): Goals of education</p> <p>(42): Knowledge of rights</p> |
| <p>A Resilient Wales</p> | <p>A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p> | <p>(4): Governments must do all they can to make sure every child can enjoy their rights. Governments must establish systems that promote and protect these rights.</p> <p>(13): Freedom of expression</p> <p>(15): Freedom of association</p> <p>(17): Access to information; mass media</p> <p>(24): Health and health services</p> <p>(26): Social security</p> <p>(27): Adequate standard of living</p> |
| <p>A Healthier Wales</p> | <p>A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p> | <p>(3): Best interests of children</p> <p>(6): Life, survival and development</p> <p>(24): Health and health services</p> <p>(31): Rest, leisure, play, recreational activities, cultural life and the arts</p> <p>(33): Drug abuse</p> <p>(39): Recovery and rehabilitation of child victims</p> |

| Well-Being Goal | Description of the goal | Relevant articles: The United Nations Convention On The Rights Of The Child |
|---|---|---|
| <p>A More Equal Wales</p> | <p>A society that enables people to fulfil their potential no matter what their background or circumstances (including their socioeconomic background and circumstances).</p> | <p>(1): Definition of the child (2): Non-discrimination: enjoyment of the Convention should be experienced by every child (7): Name and nationality (8): Protection and preservation of identity (12): Respect for the views of the child (20): Children deprived of a family (21): Adoption (22): Refugee children (23): Children with disabilities (25): Review of treatment in care (26): Social security (27): Adequate standard of living (30): Children of minorities</p> |
| <p>A Wales of Cohesive Communities</p> | <p>Attractive, viable, safe and well-connected communities.</p> | <p>(9): Separation from parents (10): Family reunification (11): Freedom from kidnap and trafficking (12): Respect for the views of the child (13): Freedom of expression (14): Freedom of thought, conscience and religion (15): Freedom of association (16): Right to privacy (19): Freedom from violence, abuse and exploitation (22): Refugee children (25): Review of treatment in care (32): Protection from child labour (33): Drug abuse (34): Sexual exploitation (35): Abduction, sale and trafficking (36): Other forms of exploitation (37): Inhumane treatment and detention (38): Protection from war and armed conflicts (39): Recovery and rehabilitation of child victims (40): Juvenile justice</p> <p><i>*Articles 1 to 10 on Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography</i></p> <p><i>*Articles 1 to 7 on Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict, except Article 6(2)</i></p> |

| Well-Being Goal | Description of the goal | Relevant articles: The United Nations Convention On The Rights Of The Child |
|---|---|---|
| <p>Wales of Vibrant Culture and Welsh Language</p> | <p>A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation</p> | <p>(29): Goals of education (30): Children of minorities (31): Rest, leisure, play, recreational activities, cultural life and the arts</p> |
| <p>Globally Responsible Wales</p> | <p>A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being</p> | <p>(1): Definition of the child (2): Non-discrimination: enjoyment of the Convention should be experienced by every child (3): Best interests of the child (4): Governments must do all they can to make sure every child can enjoy their rights. Governments must establish systems that promote and protect these rights. (6): Life, survival and development (12): Respect for the views of the child (41): Respect for better national standards (42): Knowledge of rights</p> |

Appendix 2



Well-being assessment - what is important to children?: The data clearly outlines the specific well-being needs of child. Disaggregated data is available on the basis of children's protected characteristics and differing socioeconomic needs. There is ownership of the data and is available to partners. Relevant links to the National Indicator Set have been made. The data has been used to determine future trends for children. Data gaps identified. Children and young people's views have been captured in assessment.

Well-being planning - make children a priority: Children's rights and well-being needs have a high-level of prominence in priority setting. Children and young people's views have been captured and taken account of. Plans make a direct commitment to furthering children's rights and are appropriately impact assessed. Special consideration given to the most vulnerable children.

Workforce planning: Children's rights and wellbeing needs have informed workforce planning requirements. Arrangements are in place to ensure the workforce is able to respond the current and future wellbeing needs of children.

Financial planning - children's budgeting: Budgets are appropriately analysed and assessed for their long-term impact on children's rights. The maximum extent of available resources has been committed to furthering children's wellbeing. Information on the direct spend on children is made clearly available. Children and young people are involved in budget setting, procurement and commissioning processes.

Prioritising early intervention and prevention: Early Intervention and Preventative support is given a priority focus in service design and planning for children. However, balance should be achieved to ensure effective child protection, safeguarding and crisis support is secured.

Listen to children and take account of their views:

Appropriate arrangements are in place to support children's active involvement in decision-making that might affect them. A wide range of mechanisms (including the establishment of/linkages to a representative Youth Council) are in place to involve children and take account of their views in assessments, planning and reviewing processes. The National Participation Standards for Children and Young People have been adopted.

Tell children about their rights and provide appropriate information: Information arrangements are in place to help children know about and claim their rights in the UNCRC. The information provided clearly sets out what services are available to children and how they can have their voices heard. Information is made available in a way that is appropriate to children's needs.

Be open, honest and transparent with children: Appropriate arrangements are in place to provide feedback to children and tell them what has happened as a result of their involvement. Children are regularly kept up-to-date on progress and mechanisms are in place to involve children in scrutiny.

Learning together, work together: The workforce feels confident and competent in children's rights. Staff and organisations recognise their individual/joint contribution to children's well-being and understand how the UNCRC applies to their work.

Integrate: Children's rights and well-being needs have been considered across each of the Well-being Goals. Working arrangements maximise contributions to improving children's well-being within and between organisations. There is coherence between organisational objectives and plans.

Review and improve together: Appropriate monitoring arrangements are in place to clearly identify progress made/outcomes achieved on children's rights and well-being. This monitoring information is regularly used to provide an up-to-date picture on the state of children's well-being and informs the reviewing of well-being objectives and plans. This is clearly communicated to children in a way that is appropriate to their needs.

Take action together: Partnership arrangements give a clear focus to children and clearly set out responsibility for how organisations will work together to improve children's rights and well-being.