

## Checklist for conducting CRIA and CRIE

This checklist is based on experience and the developing knowledge of those doing CRIA and CRIE in different contexts. It invites you to consider the following questions:

- In which areas do you feel well-prepared and organised?
- Are there any areas which need more attention?
- What will you do to fill any gaps?

Completing the checklist will help you consider what you still need to make your CRIA successful, and how you are going to get what you need. For example, you might need time to read more on children's rights, follow up the resources and explore the websites pointed to in this guide. You might want to prepare training and team development plans, seek external expertise or get advice from colleagues with experience.

Following the checklist will help you lay the groundwork for carrying out your CRIA and CRIE more effectively.

### Get ready.

#### **Preparation. Is this in place? What needs further attention?**

- A team to coordinate and lead on the CRIA and CRIE processes.
- Familiarity with children's rights and the UNCRC.
- A way to check your point of view is fair and balanced (perhaps with external support).
- A relevant and realistic timescale (so the CRIA can inform the new law, policy or practice).
- A clear focus for the CRIA or CRIE.
- Tools or templates that can help you carry out the CRIA or CRIE.

#### **Insight and evidence. Is this in place? What needs further attention?**

- Knowledge of existing evidence and data sources that can be drawn on.
- Overview of strengths and limitations of available evidence.
- Time and ability to consider evidence from a children's rights perspective (and to consider its usefulness and relevance to children whose rights are most at risk).

## Plans for engagement and participation. Is this in place? What needs further attention?

- Sufficient time to involve children and young people (so that it is done properly and early enough to influence the new law, policy or practice).
- A plan for opportunities and activities to involve children and young people.
- A plan to document and record these activities.
- A plan to feedback to children on what has happened or changed as a result of their involvement.
- A way to keep checking your processes are inclusive, representative and not missing children who will be affected.
- A list of who might help you gather evidence and provide insight (e.g., individuals, organisations, networks).
- A list of other key stakeholders (who are part of developing or implementing the law, policy or practice) and how you want to involve them.

## Consolidating the assessment. Things to remember as you bring the assessment together. Does your CRIA or CRIE...

- Suggest action such as changes or refinements to law, policy and practice to ensure they are rights respecting?
- Draw on the whole UNCRC rights framework, and any other relevant treaties?
- Identify and consider themes? (e.g., children with particular characteristics or

circumstances, provisions such as health, education or protection.)

- Clearly identify the sources of data and information used?
- Separate out your summary analysis and conclusions?
- Have clear, actionable recommendations?

## Continuing progress

- Have you published the CRIA and CRIE?
- Have you prepared and published a child-friendly version?
- Have key policy makers and decision makers adopted the completed CRIA and following CRIE?
- How will you keep a focus on the areas of law, policy or practice that the CRIA suggests need closer attention?
- How will you learn from the CRIA and CRIE process to improve your practice and approaches?

This checklist is derived from the Observatory of Children's Human Rights Scotland's practice note, Conducting Child Rights Impact Assessment: Learning in Action.<sup>1</sup>

<sup>1</sup> Observatory of Children's Human Rights Scotland (2021) Conducting Child Rights Impact Assessment: Learning in Action. Edinburgh, Scotland: University of Edinburgh. URL: <https://www.ed.ac.uk/sites/default/files/atoms/files/mh-cys-observatory-cria-practice-note-2021.pdf>