

STATES OF JERSEY



GOVERNMENT PLAN 2021–2024 (P.130/2020) NINTH AMENDMENT

Lodged au Greffe on 30th November 2020
by Deputy R.J. Ward of St. Helier

STATES GREFFE

1 PAGE 2, PARAGRAPH (i) –

After the words “Appendix 2 – Summary Table 9 to the Report” insert the words –

“, with the remaining balance from the Fund to be made available for use by the Minister for Infrastructure to provide for the establishment from 1st April 2021 of a bus pass scheme for all people eligible to pay fares under the age of 21 (for which a charge of £20 per annum should be levied on the individual), with the overall cost of, take-up of, and customer satisfaction with the scheme to be subsequently reviewed by the Minister and the outcome of the review to be published by the end of the third quarter of 2021”

DEPUTY R.J. WARD OF ST. HELIER

Note: After this amendment, the proposition would read as follows –

THE STATES are asked to decide whether they are of opinion –

to receive the Government Plan 2021 – 2024 specified in Article 9(1) of the Public Finances (Jersey) Law 2019 (“the Law”) and specifically –

- (a) to approve the estimate of total States income to be paid into the Consolidated Fund in 2021 as set out in Appendix 2 – Summary Table 1 to the Report, which is inclusive of the proposed taxation and impôts duties changes outlined in the Government Plan, in line with Article 9(2)(a) of the Law;
- (b) to approve the amounts to be transferred from one States fund to another for 2021, in line with Article 9(2)(b) as set out in Appendix 2 – Summary Table 2 to the Report;
- (c) to approve the proposed borrowing to be obtained for 2021, in line with Article 9 (2)(c), up to and including the amount set out in Appendix 2 – Summary Table 3 to the Report;
- (d) to approve each major project that is to be started or continued in 2021 and the total cost of each such project and any amendments to the proposed total cost of a major project under a previously approved government plan, in line with Article 9(2)(d), (e) and (f) of the Law and as set out in Appendix 2 - Summary Table 4 to the Report;
- (e) to endorse the efficiencies and other re-balancing measures for 2021 contained in the Government Plan as set out in Appendix 2 Summary Table 6 and reflected within each gross head of expenditure in Appendix 2 – Summary Table 5(i);

- (f) to approve the proposed amount to be appropriated from the Consolidated Fund for 2021, for each head of expenditure, being gross expenditure less estimated income (if any), in line with Articles 9(2)(g), 10(1) and 10(2) of the Law and set out in Appendix 2 – Summary Tables 5(i) and (ii) of the Report;
- (g) to approve the estimated income, being estimated gross income less expenditure, that each States trading operation will pay into its trading fund in 2021 in line with Article 9(2)(h) of the Law and set out in Appendix 2 – Summary Table 7 to the Report;
- (h) to approve the proposed amount to be appropriated from each States trading operation’s trading fund for 2021 for each head of expenditure in line with Article 9(2)(i) of the Law and set out in Appendix 2 – Summary Table 8 to the Report; (i) to approve the estimated income and expenditure proposals for the Climate Emergency Fund for 2021 as set out in Appendix 2 – Summary Table 9 to the Report;
- (i) to approve the estimated income and expenditure proposals for the Climate Emergency Fund for 2021 as set out in Appendix 2 – Summary Table 9 to the Report, with the remaining balance from the Fund to be made available for use by the Minister for Infrastructure to provide for the establishment from 1st April 2021 of a bus pass scheme for all people eligible to pay fares under the age of 21 (for which a charge of £20 per annum should be levied on the individual), with the overall cost of, take-up of, and customer satisfaction with the scheme to be subsequently reviewed by the Minister and the outcome of the review to be published by the end of the third quarter of 2021;
- (j) to approve, in accordance with Article 9(1) of the Law, the Government Plan 2021-2024, as set out at Appendix 3 to the Report.

REPORT

Overview

This amendment creates a bus pass system for young people up to the age of 21, which will enable all Islanders under 21 years old to unlimited free access to the bus network. There is to be a single annual charge of £20 to cover the administration costs of the scheme. This initiative targets the younger generation in order to instil a lasting behavioural shift away from the reliance on private vehicles, and ensures that there are minimal barriers to mobility and accessibility around the Island.

The cost to travel

The bus pass would make a significant difference to families. Currently a single fare with a student Avanchicard is 85p. For a week of return fares that is £8.50. For a year of school travel (I estimate 33 weeks) would be £280 per child. This card would therefore save families £260 per year on school bus travel alone.

We recently issued an extra £100 for families on income support and £100 for every Islander. This proposed change to bus fares for a significant number is targeted, timely and has time limited review for the success and impact of the project.

For other young people, bus fares are a minimum of £1.75 per single journey with a pre-paid Avanchicard. If all Islanders under 21 years of age could have a £20 bus pass it would significantly reduce living costs for those starting out in their career, at the point in time when their salary is likely to be relatively low.

Demand for bus travel

The Minister for Infrastructure's answer to WQ.186/2019 on the cost of school bus travel stated –

“The cost of introducing free bus travel for young persons is not simply the value of the current fare revenue that would be foregone, as the elasticity of demand for bus travel amongst this group is unknown, therefore it is impossible to determine a figure.”¹

The introduction of bus passes would mean that it becomes possible to assess the demand. It is the intention that this scheme will be reviewed by the Minister after a year, so that costs, take-up and customer satisfaction can be assessed and improved as necessary. Offering free access to the bus network at this point in time will also work as a stimulus for bus use as we recover from the Covid-19 pandemic.

The benefits of free bus travel

Aside from a significant reduction in living costs for young people and families, the introduction of this scheme will support the aims of the Sustainable Transport Policy² by enabling a mode of travel to school and college that reduces car use and congestion

¹ [WQ.186/2019](#)

² [P.128/2019 – Sustainable Transport Policy](#)

around schools at drop-off and collection times, thereby reducing carbon emissions from idling cars and improving air quality. Should more school buses be needed to meet service demand, then this will demonstrate a success in the project. The issue of diesel buses can be solved by use of RD100 renewable diesel in school buses.

Free access to the bus network also means that young people will have easier access to existing Island amenities and future developments, such as the skate park at Les Quennevais, thus encouraging exercise and active lifestyles.

Children's Rights Impact Assessment (CRIA)

Whilst CRIAs are not yet mandatory, the opportunity has been taken to provide additional support to this amendment in the form of a CRIA, which is provided as an appendix to this report.

Financial and manpower implications

The Government Plan levies significant funds to LibertyBus totalling £3.75 million between 2021 to 2024 as detailed in the annex to Government Plan pages 37 and 38. This is an opportunity to include this project in this funding.

Any additional costs can be taken from future climate change funds. This allows recovery of known costs after the review should this be necessary.

Appendix

Children's Rights Impact Assessment (CRIA)

Providing subsidised bus transport

November 2020

a. Project overview

1	Working title for this project:	<i>Subsidised bus travel for children and young people</i>	
2	What type of project is this?	Policy development	
		Primary legislation	
		Secondary legislation: Regulations	
		Secondary legislation: Orders	
		Secondary legislation: Bye-laws	
		Secondary legislation: Appointed Day Act	
		Secondary Legislation: Rules of Court	
		Secondary legislation: Order in Council	
		Proposition	x
		Amendment to a Proposition	
<i>Please answer question 3, OR question 4:</i>			
3	Government of Jersey CRIAs: Development of policy, legislation, propositions and amendments		
	Does this project appear in the Government of Jersey's Policy Pipeline? ¹	Yes / No	
	Lead Minister:		
	Lead Department:		
	Senior Manager responsible:		
	Lead Officer(s):		
	CSP Priority:		
4	States Assembly CRIAs: Development of propositions and amendments		
	Name of States Member / Committee / Panel / Board developing the proposition or amendment:	Deputy Rob Ward	
5	Project timeframe/key dates:	Jan to April 2021	

b. Screening for potential impacts

1	Background and rationale
Briefly describe the drivers for this project, why this work is happening now and how it connects to the CSP / Government Plan.	
To ensure that all children and young people have affordable access to public transport	
2	Policy Ambition/Aims
Briefly describe what this project is intended to achieve and how this is expected to take effect.	

Children and young people (including those older young people living independently) find transport costs a particular barrier to accessing their rights. This includes accessing a school of choice, being active accessing play and cultural spaces, and even a barrier to taking up a course at college or training that they may have wanted to pursue, due to the need to budget their finances to pay for bills and living costs as well as transport and the costs of the course materials.

Equally we have heard that children are unable to access play opportunities across the island because of the cost of bus travel. This includes being able to stay on after school to access clubs and activities.

The costs of bus travel for children and young people is a barrier to travel, particularly in relation to accessing education and leisure. Young people often express difficulties with transport in the more rural parts of Jersey.

Young people under 17 are particularly dependent upon buses as they are unable to drive and even at age 17 and over the costs of learning to drive and maintaining a car with insurance and running costs can be prohibitively expensive.

Some children find it difficult to access services that are predominantly located in St Helier.

The most common barriers to accessing structured activities for children are finances, lack of variety and transport. Transport and getting to places including the beach are identified as a significant challenge in all contexts; going to play or hang out with friends or to take part in more structured activities. Lack of local provision for play, cultural and leisure activities meant that public transport becomes a necessity for many.

For families experiencing food poverty, and relying on donations from food banks, public transport can also be absolutely essential in order for them to access food.

The cost and availability of transport was something that children and young people feel passionate about. This is particularly the case for children and young people in rural areas but is evident for those living in the town.

This proposition seeks to support those children and young people by offering subsidised bus travel.

Before answering question 3 below, you should familiarise yourself with the scope and content of Part I of the UNCRC (Articles 1 – 42)^{2,3} with particular reference to the Articles recognised as its four ‘guiding principles’:

Article 2 – Non-discrimination

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s or his or her parent’s or legal guardian’s race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the

status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3 – Best interests of the child

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 6 – Life, survival and development

1. States Parties recognize that every child has the inherent right to life.

2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 12 – Respect for the views of the child

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.

3a	Will this project, directly or indirectly⁴, positively or negatively, affect the lives of children and young people in Jersey and the enjoyment of their rights as set-out in the UNCRC?
	Yes. The proposition will have a positive direct impact on a significant number of children and young people in Jersey
3b	If 3a = yes, briefly describe:
	<ul style="list-style-type: none"> i. The aspects of this policy/law which are pertinent to the lives of children and young people ii. How this policy/law will affect, either positively or negatively, all children and young people or specific groups of children and young people⁵ iii. Any differential impacts that are anticipated between particular groups of children and young people
	i. The proposition is to provide subsidised bus transport to all children and young people up to the age of 20
	ii. They will have subsidised bus costs
	iii. No
3c	If 3a = no, briefly describe why you believe this to be the case.

c. Outcome of CRIA screening step

<ul style="list-style-type: none"> • If you answered ‘Yes’ to question 3a above, you now need to complete section 2, unless you are developing an Amendment to a Proposition. • If you answered ‘No’ to question 3a, you do not need to do anything further. 	
Is a full CRIA required?	
Yes	
Any further comments:	
Decision date:	
Government of Jersey Senior Manager / States Member responsible:	
Signature:	

1. **Full Children’s Rights Impact Assessment**

Children’s Rights Impact Assessment (CRIA) is a formative process which should ideally commence at the outset of policy development. The key function of CRIA is to highlight children’s rights when designing and selecting policy options. As with other impact assessment processes, the proposed Jersey CRIA will commence with an initial ‘screening’ step to quickly establish if the policy area in question has any potential impacts on children. If the likelihood of impacts is identified, this step is followed by detailed assessment and prediction of the way in which the identified policy options are expected to impact children and children’s rights; thus allowing potential enhancements or mitigations to be devised.

The full CRIA process should include consultation with children and other stakeholders including the Children’s Commissioner. Undertaking CRIA enables policy officers to advise Ministers and other duty-bearers about the potential impact of policy choices. Completed CRIA also provide evidence of compliance with the duty to have due regard and demonstrate accountability and transparency when published. Although CRIA represent a best-practice approach, it should be borne in mind that duty-bearers can comply with the duty in a range of ways; CRIA will not always be appropriate or feasible in relation to the time and resources available.

As an iterative process, CRIAs should be reviewed and updated along with the law or policy they apply to. There is potential for the Jersey CRIA process to also form part of an integrated impact assessment (IIA) tool as part of a shared model of government policy development, along with a number of other types of impact assessment already in use or under consideration.

a. **UNCRC Clusters and Articles**

The Articles in Part I of the UNCRC are grouped into eight thematic clusters. The UN Committee’s periodic reporting cycle, which examines the progress state parties have made in implementing the convention, is structured using these Clusters to aid consideration of these issues.

In this section you should indicate where your project is expected to positively or negatively impact children's rights as set-out in specific articles or clusters of articles from the UNCRC.

UNCRC Clusters	Tick all that apply
I - General measures of implementation (General Comment No.5 , General Comment No. 19)	
Article 4 implementation obligations	x
Article 41 respect for existing standards	
Article 42 making Convention widely known	
Article 44(6) making reports widely available	
II - Definition of a child	
Article 1	
III - General principles	
Article 2 non-discrimination	
Article 3(1) best interest to be a primary consideration (General Comment No.14)	x
Article 3(2) State's obligations to ensure necessary care and protection	
Article 3(3) standards for institutions services and facilities	
Article 6 the right to life, survival and development (<i>See also: Cluster VI - Basic health and welfare</i>)	x
Article 12 respect for the views of the child	x
IV - Civil rights and freedoms	
Article 7 right to name, nationality and to know and be cared for by parents	
Article 8 preservation of child's identity	
Article 13 freedom of expression	
Article 14 freedom of thought, conscience and religion	
Article 15 freedom of association and peaceful assembly	x
Article 16 protection of privacy	
Article 17 child's access to information, and role of mass media	
Article 37(a) right not to be subjected to torture or other cruel, inhuman or degrading treatment or punishment (General Comment No. 8)	
V - Family environment and alternative care	
Article 5 parental guidance and child's evolving capacities	
Article 18(1) and (2) parental responsibilities and State's assistance	
Article 9 separation from parents	
Article 10 family reunification	
Article 11 illicit transfer and non-return	
Article 27(4) recovery of maintenance for the child	
Article 20 children deprived of their family environment	
Article 21 adoption	
Article 25 periodic review of placement and treatment	
Article 19 protection from all forms of violence (General Comment No. 8) (General Comment No. 13)	
Article 39 rehabilitation and reintegration of victims of violence (<i>See also: Cluster VIII - Special protection measures</i>)	
VI - Basic health and welfare	

Article 6 right to life, survival and development (See also: Cluster III - General principles)	
Article 18(3) support for working parents	
Article 23 rights of disabled children (General Comment No. 9)	x
Article 24 right to health and health services (General Comment No. 15)	
Article 26 right to social security	
Article 27(1)-(3) right to adequate standard of living	
VII - Education, leisure and cultural activities	
Article 28 right to education (General Comment No. 8)	x
Article 29 aims of education (General Comment No. 1)	
Article 31 right to leisure, play and participation in cultural and artistic activities (General Comment No. 17)	x
VIII - Special protection measures	
<i>A - Children in situations of emergency</i>	
Article 22 refugee children	
Article 38 children and armed conflict	
Article 39 rehabilitation of child victims (See also: Cluster V - Family environment and alternative care)	
<i>B - Children involved with the system of administration of juvenile justice</i> (General Comment No. 24)	
Article 40 administration of juvenile justice	
Article 37(a) prohibition of capital punishment and life imprisonment	
Article 37(b)-(d) restriction of liberty	
Article 39 rehabilitation and reintegration of child victims (See also: Cluster V - Family environment and alternative care)	
<i>C - Children in situations of exploitation</i>	
Article 32 child labour	
Article 33 drug abuse	
Article 34 sexual exploitation	
Article 35 sale, trafficking and abduction	
Article 36 other forms of exploitation	
<i>D - Children belonging to a minority or an indigenous group</i> Article 30 (General Comment No. 11)	

The UN Committee on the Rights of the Child issues ‘General Comments’ from time to time on particular themes, subjects or specific UNCRC Articles. An index of the General Comments is accessible from the [OHCHR UN Treaty Body Database for the UNCRC](#). Links to General Comments pertaining to specific Articles have been included in the table above.

b. Children’s Plan Outcomes and Indicators

The vision of the Children’s Plan is that, “All children should have an equal opportunity to be safe, flourish and fulfil their potential.” This will be achieved by working to reduce or increase the trendline for 16 key indicators which are grouped under the Plan’s four headline outcomes.

In this section you should indicate where your project is expected to positively contribute to or negatively impact achievement of the outcomes and indicators set-out in the Children's Plan and how you expect this to take effect.

Jersey's Children and Young People's Plan 2019-23	Tick all that apply
Outcome 1: All Children in Jersey Grow Up Safely	
Indicator 1: Reduce the number of children being bullied	
Indicator 2: Reduce the number of children involved in the most serious domestic abuse cases	
Indicator 3: Safely reduce the number of Looked After Children	
Indicator 4: Reduce the number of under 18s who become victims of crime	
Outcome 2: All Children in Jersey Learn and Achieve	
Indicator 1: Reduce the number of pupils who are recorded as persistently absent from school	x
Indicator 2: Increase the number of four and five year olds achieving the expected level in the Early Learning Goals	x
Indicator 3: Increase the number of pupils achieving five or more good GCSEs including English and Mathematics	
Indicator 4: Reduce the number of young people who are not in education, employment or training (NEET)	
Outcome 3: All Children in Jersey Live Healthy Lives	
Indicator 1: Increase the number of Year 6 pupils who are a healthy weight	x
Indicator 2: Increase the number of two year olds who reach their developmental milestones in all domains	x
Indicator 3: Reduce the number of under 18s who require a dental extraction	
Indicator 4: Increase the number of pupils who report they have a good quality of life	x
Outcome 4: All children in Jersey are Valued and Involved	
Indicator 1: Increase the number of children who believe their community would act on their ideas	x
Indicator 2: Increase the number of children who believe they can influence what happens in their school	
Indicator 3: Increase the number of children who are aware of their rights under the UNCRC	
Indicator 4: Reduce children's experience of poverty and the impact of living in a low-income family	x

Please describe how you expect your project to positively contribute to achieving the outcomes and indicators from the Children's Plan that you have selected above.

Putting Children First is a priority for the Government of Jersey. That means putting children's rights first. The prohibitive cost of bus transport is resulting in some children not being able to realise their rights.

A good, reliable, affordable bus network which is punctual will assist young people to meet with friends and join groups and clubs. It is acknowledged that if young people start using public transport independently at a young age, and they have a positive experience, they are more likely to continue to use public transport as they grow into adulthood. The proposals seek to improve the accessibility of bus services through the provision of subsidised travel. This will encourage and improve access to opportunities for children to relax and play.

Affordability of bus transport will determine whether children and young people can make the most of the opportunities that improved bus transport offers them. Individuals and families living in poverty often rely on the bus to access services, health, education, leisure and other community services. If the cost of the bus is prohibitive then children and young people will find it more difficult to take advantage of their rights.

Overall it is anticipated there would be positive effects on children and young people as a result of the proposition.

If you anticipate that your project will negatively impact progress towards any of the Children’s Plan’s outcomes and indicators, please describe this below.

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c. Jersey’s Performance Framework – Sustainable Wellbeing

The Government of Jersey has made a strong commitment to sustainable wellbeing. The Public Finances (Jersey) Law 2019 requires the Council of Ministers to take into account the sustainable wellbeing of current and future generations when they develop the Government Plan. This change means that sustainable wellbeing is now central to the way Government makes decisions and designs public services.

In this section you should indicate where your project is expected to positively contribute to or negatively impact the sustainable wellbeing of children and young people as measured by the Performance Framework and how you expect this to take effect.

Outcomes and indicators from Jersey’s Performance Framework	Tick all that apply
Community Wellbeing: Children - All children in Jersey have the best start in life	x
Community Wellbeing: Children - All children in Jersey live healthy lives	x
Community Wellbeing: Children - All children in Jersey learn and achieve	x
Community Wellbeing: Children - All children in Jersey grow up safely	
Community Wellbeing: Children - All children in Jersey are valued and involved	x
Community Wellbeing: Health and wellbeing - Islanders benefit from healthy lifestyles	x

Community Wellbeing: Health and wellbeing - Islanders are protected against social and environmental health hazards	
Community Wellbeing: Health and wellbeing - Islanders can access high quality, effective health services	
Community Wellbeing: Health and wellbeing - Islanders with long-term health conditions enjoy a good quality of life	
Community Wellbeing: Health and wellbeing - Mental health and wellbeing are fundamental to quality of life in Jersey	x
Community Wellbeing: Safety and Security - Islanders are safe and protected at home, work and in public	
Community Wellbeing: Vibrant and inclusive community - Islanders enjoy living in a vibrant and inclusive community	
Community Wellbeing: Vibrant and inclusive community - Islanders engage in the public decisions that affect their Island	
Economic Wellbeing: Affordable living - Islanders are able to afford a decent standard of living	
Economic Wellbeing: Jobs and growth - Islanders benefit from a strong, sustainable economy and rewarding job opportunities	
Environmental Wellbeing: Built environment - St Helier is an attractive town to live in, work in and visit	
Environmental Wellbeing: Built environment - Islanders live in secure, quality homes that they can afford	
Environmental Wellbeing: Built environment - Jersey benefits from a safe, sustainable transport system	x
Environmental Wellbeing: natural environment - Jersey's unique natural environment is protected and conserved for future generations	
Environmental Wellbeing: Sustainable resources - Jersey's natural resources are managed and used responsibly	

<p>Please describe how you expect your project to <u>positively</u> contribute to the sustainable wellbeing indicators from Jersey's Performance Framework that you have selected above.</p> <p>The cost of bus travel is a barrier for some children to access leisure and play and to take part in activities. This in turn may have a negative impact on their health and wellbeing. Families who are able to travel throughout the island will have access to a broader network of support and access to services that will support mental health and wellbeing.</p> <p>Increasing the ability to travel across the island provides choice for children and young people in their education provision and enables access to key services often provided only in St Helier e.g. CAMHS, YES.</p>
<p>If you anticipate that your project will <u>negatively</u> impact any of the sustainable wellbeing indicators from Jersey's Performance Framework that you have selected above, please describe this below.</p>

- d. Children and young people's views
- Use this section to describe how you have taken the views of children and young people into account. If you identified in Step 1 (initial screening) that specific groups of children and young people will be affected by this project, you should

try ensure that they have been included in the consultation and engagement activities you are planning. These may include:

- Direct engagement activities with children and young people
- Engaging with children and young people via a third party, or an established process
- Consulting published sources of information about the views of children and young people in Jersey.

NB: the engagement described in this section does not have to be arranged specifically for purpose of completing your CRIA, you should describe any relevant engagement activity which has taken place during the development of your project. You may wish to duplicate this table to record your work with different groups of children and young people.

<p>What have you done to understand the views of children and young people in relation this project/subject?</p> <p>Please describe what you did, who you engaged with and why – this can include imagery of activities, but these should not identify children and young people unless you have explicit permission to take and potentially publish photographs or video footage. Any such consent should be recorded.</p>
<p>The Commissioner for Children and Young People carried out an island wide survey in 2018. Children asked for more frequent and affordable buses. Better public transport featured in the top 11 of children’s priorities.</p>
<p>What do children and young people think about this project/subject? (NB: these views are unlikely to be homogenous and may vary between specific groupings of young people; try to capture the range of views)</p>
<p>"Where I live there are not many regular bus routes for a link to town. The only bus that passes my area is the 4 and it is very irregular. By not having a regular bus route and not being able to drive it is very difficult to meet people in town or other parts of the island."</p>
<p>How have the views of children and young shaped or changed your project?</p> <p>Please describe where you have or plan to amend your project in response to the views of children and young people.</p>
<p>How will you continue your dialogue with the children and young people or provide them with feedback about the progress/outcome of your project?</p> <p>Children and young people are often asked for their views but are not consistently informed about how their contributions were taken into consideration or came to impact the outcome.</p>

e. **Engagement with relevant stakeholders**

Use this section to describe how you have engaged with relevant stakeholders, including the Children’s Commissioner, in relation to the impact of this project on children’s rights. If you identified in Step 1 (initial screening) that specific groups of children and young people will be affected by this project, you should try ensure that key organisations, professionals, community leaders and family

members who support these groups are included in the consultation and engagement activities you are planning. These could include:

- Direct engagement activities with relevant stakeholders
- Discussions with professionals who work closely with children and young people
- Consulting information published by relevant stakeholders about the experiences of children and young people in relation to the issue your project addresses.

Where a CRIA relates to the development of “any enactment directly concerning children or young people”, Ministers [and their delegates] have a legal duty to consult with the Children’s Commissioner as set out in Article 25 of the [Commissioner for Children and Young People \(Jersey\) Law 2019](#).

NB: the engagement described in this section does not have to be arranged specifically for purpose of completing your CRIA, you should describe any relevant engagement activity which has taken place during the development of your project. You may wish to duplicate this table to record your work with different stakeholders.

<p>What have you done to understand the views of relevant stakeholders in relation this project/subject?</p> <p>Please describe what you did, who you engaged with and why – this can include imagery of activities, but these should not identify individuals unless you have explicit permission to take and potentially publish photographs or video footage. Any such consent should be recorded.</p>
<p>Engagement with the Office of the Children’s Commissioner</p>
<p>What do relevant stakeholders think about this project/subject? (NB: these views are unlikely to be homogenous and may vary between specific groupings of young people; try to capture the range of views)</p>
<p>The Children’s Commissioner supports the proposition as it supports children to access their rights where currently for some children cost is prohibitive.</p>
<p>How have the views of the stakeholders you engaged with shaped or changed your project?</p> <p>Please describe where you have or plan to amend your project in response to the views of the stakeholders consulted.</p>
<p>How will you continue your dialogue with the stakeholders or provide them with feedback about the progress/outcome of your project?</p>

f. **Data, research and other evidence consulted**

Use this section to summarise key evidence which is pertinent to your project.
Please duplicate this table to record details of each source you wish to describe.

<p>Publication details – including a link where available:</p>
<p>Summary of the evidence and its relevance to your project:</p>

How has this evidence informed your project or shaped your approach to addressing its impacts on children’s rights?

Publication details – including a link where available:

Summary of the evidence and its relevance to your project:

How has this evidence informed your project or shaped your approach to addressing its impacts on children’s rights?

Publication details – including a link where available:

Summary of the evidence and its relevance to your project:

How has this evidence informed your project or shaped your approach to addressing its impacts on children’s rights?

Publication details – including a link where available:

Summary of the evidence and its relevance to your project:

How has this evidence informed your project or shaped your approach to addressing its impacts on children’s rights?

Publication details – including a link where available:

Summary of the evidence and its relevance to your project:

How has this evidence informed your project or shaped your approach to addressing its impacts on children’s rights?

g. Impact Assessment

Use this section to draw together your consideration of how children’s rights will be impacted by your project.

1. Please describe how you expect your project to have a direct or indirect⁶ POSITIVE impact on children and young people’s enjoyment of their rights, as set-out in the Articles/Clusters of the UNCRC, which you have selected in section a) above. You should also explain how you propose to appropriately enhance these positive impacts. (Add as many rows as you need)	UNCRC Article/ Cluster
The right to meet with friends and to join groups	<u>15</u>
The right to an education	<u>28</u>
The right to relax and play	<u>31</u>
Right to be supported to live and grow	<u>6</u>

<p>2. Please describe how your project may have a direct or indirect⁷ NEGATIVE impact children and young people’s enjoyment of their rights, as set-out in the Articles/Clusters of the UNCRC, which you selected in section a) above. You should also explain how you propose to appropriately mitigate these negative impacts. (Add as many rows as you need)</p>	<p>UNCRC Article/Cluster</p>

h. References

[Please detail the sources you have consulted here.]