

**REQUEST FROM: FINANCE COMMITTEE – DALO READOUT - MEETING
WEDNESDAY 10 September 2025**

Point 7 – Members considered the enclosed correspondence from the NI Commissioner for Children & Young People and would ask the Department of Finance for a detailed response to the points and suggestions put forward by the Commissioner.

Response –

In relation to the Administrative & Financial Provisions Bill, the Department of Finance has noted the correspondence received from Chris Quinn, the Commissioner for Children & Young People, in which it has been recommended that a screening exercise should be undertaken on relevant clauses of the Bill to ascertain any impact on children's rights that a particular clause may have

As the Committee will be aware, the Administrative and Financial Provisions Bill contains some 20 substantive Clauses from 7 Ministerial Departments. In developing Clauses for inclusion, it was the responsibility of each Department to consider their proposals and determine which Impact Assessments should be considered. With respect to Children's Rights, the relevant clauses would be as follows;

- Clause 3. Higher education funding
- Clause 7. Asylum and immigration integration support services
- Clause 9. Ending violence against women and girls

Taking these in turn, Clause 3 will widen the power of the Department for the Economy (DfE) to support higher education institutions, by permitting the department to provide loans or other payments. DfE undertook a Child Rights Screening Exercise and determined that of the total of 11,435 students who had their applications to higher education accepted in 2024, only 15 were under 18 years old. Further to this, the additional powers the Bill provides to DfE would have no direct impact. As such DfE determined that it would not be proportionate to complete a full Child Rights Impact Assessment.

Under Clause 7, asylum and immigration integration support services, TEO determined that a Child Rights Impact Assessment is not applicable at this point. The Clause does not seek to change how funding is used and therefore has no impact on existing Children's rights. The Clause instead will regularise the spend already in place, removing the reliance on the Sole Authority of Budget Act thereby allowing TEO to continue to provide its asylum and immigration support services.

In relation to Clause 9, ending violence against women and girls, TEO completed a full Child Rights Impact Assessment. This has been published on the TEO website, and a copy has been included as a separate Annex.

Child Rights Impact Assessment

STAGE 1: SCOPING (Background and Rights Framework)

Question 1: Name the measure / proposal being assessed and describe the overall aim

Draft Strategic Framework to End Violence Against Women and Girls and Draft Foundational Action Plan

The Draft Strategic Framework to End Violence Against Women and Girls (EVAWG) envisions a changed society where women and girls are free from all forms of violence against women and girls (VAWG), abuse and harm including the attitudes, systems and structural inequalities that cause them.

The overall strategic aim of the draft Strategic Framework is to work together with partners across every sector of society to prevent and eradicate all forms of VAWG with a focus on root causes.

To achieve this, the draft Strategic Framework is designed around four themes, which are, Prevention, Protection & Provision, the Justice System, and Working Better Together.

Within these themes six big changes that need to happen in our society were identified. These form the six outcomes of the draft Strategic Framework, which are:

- **Outcome 1: Changed attitudes, behaviours, and social norms** – Everyone in society understands what violence against women and girls is, including its root causes, and plays an active role in preventing it.
- **Outcome 2: Healthy, respectful relationships** – Everyone in society is equipped and empowered to enjoy healthy, respectful relationships.

- **Outcome 3: Women and girls are safe and feel safe everywhere** – Organisations and institutions across government and society embed the prevention of violence against women and girls in all that they do, so that women and girls are safe and feel safe everywhere.
- **Outcome 4: Quality frontline services, protection, and provision for victims and survivors of violence against women and girls** – Provision of high-quality services for women and girls who are victims and survivors of violence against women and girls.
- **Outcome 5: A justice system which has the confidence of victims, survivors and the public in its ability to address violence against women and girls** – In the context of violence against women and girls, a system that considers and addresses the needs of people who come into contact with it, holds perpetrators to account, while challenging and supporting them to change, gives victims a voice and a place in the process, and has the confidence of the public.
- **Outcome 6: All of government and society working better together to end violence against women and girls** – A whole system approach with collaboration and cooperation by default across government departments and with, within, and between the community, voluntary, and other sectors.

Question 2: Which children’s human rights instruments and articles are relevant to the measure / proposal?

<u>Human Rights Instrument</u>	<u>Article</u>	<u>Further analysis on the expected / actual effect</u>
<p>UN Convention on the Rights of the Child (UNCRC) (external link opens to a new window / tab)</p>	<ul style="list-style-type: none"> i. Non-discrimination (Article 2) ii. Best interest of the child (Article 3) iii. Right to life, survival and development (Article 6) iv. Right to be heard (Article 12)¹ v. Freedom of expression (Article 13) vi. Access to information from the media (Article 17) vii. Parental responsibilities and state assistance (Article 18) 	<ul style="list-style-type: none"> i. Article 2 – this draft Strategic Framework strives to eliminate discrimination against young women and girls, and the principle of non-discrimination will underpin the work we do to achieve this. ii. Article 3 – this draft Strategic Framework places the best interests of the child as a primary consideration in the development of actions and priority areas that concern children. iii. Article 6 – this draft Strategic Framework seeks to ensure, through the elimination of violence against women and girls, that children and young people survive and develop to their full potential. iv. Article 12 – this draft Strategic Framework and its associated Draft Foundational Action Plan will embed structures and processes which give space for young people’s voices to participate and influence decision makers in EAWG work. To do so, we are seeking to be Lundy model² compliant. We are working with the Education Authority (EA) to establish a range of youth panels and advisory groups to review materials and develop language and tone for a child-friendly draft

¹ [General Comment No. 12 \(2009\) The right of the child to be heard | Save the Children’s Resource Centre](#)

² [Enabling the meaningful participation of children and young people globally: The Lundy Model \(qub.ac.uk\)](#)

	<ul style="list-style-type: none"> viii. Protection from violence, abuse and neglect (Article 19) ix. Goals of education (Article 29) x. Sexual exploitation (Article 34) xi. Recovery from trauma and reintegration (Article 39) xii. Knowledge of rights (Article 42) 	<p>Strategic Framework that will appeal to the youth audience, and to support its wide circulation during consultation.</p> <ul style="list-style-type: none"> v. Article 13 – this draft Strategic Framework and associated Draft Foundational Action Plan intend to support people and organisations who work with those at risk of using violence or those at higher risk of becoming victims of violence against women and girls. One of the priority areas to achieve this may be through campaigns and information sharing to raise awareness of the links between risk factors and violence against women and girls. To help women and girls be safe online, a priority area of ours is promoting media literacy skills and providing information to help users to keep themselves safe online and develop critical skills in regard to online material. These actions would positively impact the child’s right to seek, receive and impart information and ideas (as well as encouraging respect for the rights of others). vi. Article 17 – this draft Strategic Framework and associated Draft Foundational Action Plan seek to develop a society wide communications and engagement strategy and campaigns to change attitudes, behaviours and social norms, so that everyone can have access to the information they need to develop and enjoy healthy relationships. This may include a communication platform that will provide signposting and advice for services relating to violence against women and girls. The EVAWG/Education Authority youth panels will be involved in developing,
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		<p>engaging and dissemination activities, for e.g., campaigns, launch events, seminars, media. We intend to also work with media to ensure responsible reporting of VAWG issues and with Ofcom to develop training on online media literacy and safety.</p> <p>vii. Article 18 – this draft Strategic Framework and its associated Draft Foundational Action Plan seek to coordinate work on equipping and supporting families, parents, carers, guardians, children and young people to enjoy healthy, respectful relationships, and a trauma informed approach will be taken.</p> <p>viii. Article 19 – this draft Strategic Framework and Draft Foundational Action Plan will support the creation of safe spaces across government, society and online so that women and girls are safe and feel safe everywhere. The draft Strategic Framework will also support the provision of quality services that protect victims and survivors of VAWG, and will support the work of justice agencies to ensure the justice system has the confidence of victims, survivors and the public in its ability to address violence against women and girls.</p> <p>ix. Article 29 – this draft Strategic Framework seeks to work with the education sector to encourage schools, Further and Higher education settings, and youth and community groups to support empowerment of children and young people to develop healthy and respectful relationships.</p>
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		<ul style="list-style-type: none">x. Article 34 – this draft Strategic Framework supports initiatives to prevent and protect young women and girls, from sexual exploitation and abuse.xi. Article 39 – an outcome of this draft Strategic Framework and associated Draft Foundational Action Plan, with a trauma-informed approach, is the provision of high-quality services for women and girls who are victims and survivors of VAWG.xii. Article 42 – this draft Strategic Framework and Draft Foundational Action Plan will work with the EVAWG/EA youth panels and advisory groups to support empowerment of children and young people to understand their rights. Working with the education, youth, faith, and community sectors, this draft Strategic Framework will support initiatives to empower young women and girls to understand their rights.
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Question 3: Which groups of children are most likely to be affected by the measure / proposal?

<u>Group of children</u>	<u>How are they likely to be affected?</u>	<u>How will you engage with them?</u>
Girls & young women	Positively; this draft Strategic Framework’s ultimate aim is to end all forms of violence against women and girls, of which, girls are a group of children that are statistically evidenced to be predominately affected (see Question’s 8 & 11) and are likely to experience the greatest positive impact.	<p>We are employing the Lundy Model of Child Participation³ to include children and young people in advisory groups, so they can work with us on developing and disseminating the draft Strategic Framework.</p> <p>We are actively engaging with stakeholders including specialist agencies working with young people generally (e.g., Guides), children with specific needs (e.g., looked after young people, migrant young people), and voluntary groups run by and for young people, e.g., Secondary School Students Union of NI, Pure Mental. We will also engage with young people through these groups.</p> <p>Youth panels and advisory groups are being established to hear the valuable views of girls and young women, including those from LGBT+ and minority ethnic communities, children with disabilities as well as children from rural communities, and traveller communities.</p>
Boys & young men	Positively; this draft Strategic Framework aims to change attitudes, behaviours, and social norms that have a harmful impact on boys. For	<p>Youth panels and advisory groups are being established to hear the valuable views of boys and young men.</p> <p>We are actively engaging with stakeholders including specialist agencies working with young people generally</p>

³ [Enabling the meaningful participation of children and young people globally: The Lundy Model \(qub.ac.uk\)](http://qub.ac.uk)

	<p>example, by reducing violence against women and girls and its effects suffered by parents, and equipping them with the skills and knowledge to develop and enjoy respectful & healthy relationships, boys will experience positive impacts.</p>	<p>(e.g., Guides), children with specific needs (e.g., looked after young people, migrant young people), and voluntary groups run by and for young people, e.g., Secondary School Students Union of NI, Pure Mental. We will also engage with young people through these groups.</p>
<p>Early Years</p>	<p>Positively; a priority area of this draft Strategic Framework is for parents, carers and early years providers to support children to develop and enjoy healthy, respectful relationships.</p>	<p>Youth panels and advisory groups are being established to hear the valuable views of children, including girls and boys from ages of 8 -11yrs. We intend to also engage with groups who work with young children (e.g., Sure Start, NSPCC, Barnardo's) to find ways to engage with children under the age of 8.</p> <p>We will work together with children and young people and the education sector to strengthen and mainstream education on strong and healthy relationships throughout the curriculum for all ages and learning needs.</p>
<p>Primary age children</p>	<p>Positively; a priority area of this draft Strategic Framework is for schools and education providers to support children to develop and enjoy health, respectful relationships.</p>	<p>As mentioned above, youth panels and advisory groups are being established to hear the valuable views of children and young people, including girls and boys aged 8 -11yrs.</p> <p>We will work together with children and young people and the education sector to strengthen and mainstream education on strong and healthy relationships throughout the curriculum for all ages and learning needs.</p>

<p>Post-primary (or secondary) age children and young people</p>	<p>Positively; a priority area of this draft Strategic Framework is for schools and Further Education providers to support children and young people to develop and enjoy healthy, respectful relationships.</p>	<p>Youth panels and advisory groups are being established to hear the valuable views of young people, including girls and boys aged 11 - 17yrs.</p> <p>Together with partners in the education sector, the draft Strategic Framework will introduce whole school approaches to developing healthy and respectful relationships, within a wider safeguarding framework and culture, including interventions that equip and support young people to address harmful attitudes and behaviours.</p> <p>EVAWG, in collaboration with the education sector and young people, will work to design relationship and sexuality education which is accessible, inclusive, and age and developmentally appropriate.</p>
<p>Children from ethnic minority groups</p>	<p>Positively; the draft Strategic Framework will take an intersectional lens through all its actions to address violence against girls, focusing on supporting empowerment of girls across a diverse socio-cultural spectrum.</p>	<p>Youth panels and advisory groups are being established to hear the valuable views of a range of young people, including, girls and young people from LGBT+ and minority ethnic communities, children with disabilities as well as children from rural communities.</p> <p>In addition, it is intended for groups to be set up, bringing together lived experience and other subject matter experts, to complete prioritised tasks for short periods of focused work which will investigate particular barriers and inequalities faced by children from ethnic minority groups and how these impact their experience of VAWG and access to information and services. This would include the co-creation of potential solutions.</p>

<p>Children from rural communities</p>	<p>Positively; the intersectional lens applied to the draft Strategic Framework will address additional barriers, inequalities and needs of children from rural communities.</p>	<p>Youth panels and advisory groups are being established to hear the valuable views of a range of young people, including, girls and young people from LGBT+ and minority ethnic communities, children with disabilities as well as children from rural communities.</p> <p>In addition, it is intended for agile work groups, using task group sprint methodology, to be set up to bring together lived experience and other subject matter experts, to allow for short periods of focused work to investigate particular barriers and inequalities faced by children from rural areas and how these impact their experience of VAWG and access to information and services. This would include the co-creation of potential solutions.</p>
<p>Children from traveller communities</p>	<p>Positively; the intersectional lens applied to the draft Strategic Framework will address additional barriers, inequalities and needs of children from traveller communities.</p>	<p>Youth panels and advisory groups are being established to hear the valuable views of a range of young people, including, girls and young people from LGBT+ and minority ethnic communities, children with disabilities as well as children from rural and traveller communities.</p> <p>In addition, it is intended for agile work groups, using task group sprint methodology, to be set up to bring together lived experience and other subject matter experts, to allow for short periods of focused work to investigate particular barriers and inequalities faced by children from traveller communities and how these impact their experience of VAWG and access to information and services. This would include the co-creation of potential solutions.</p>

<p>Looked after children</p>	<p>Positively; the intersectional lens applied to the draft Strategic Framework will address additional barriers and inequalities experienced by looked after children.</p>	<p>Youth panels and advisory groups are being established to hear the valuable views of a range of young people, including, girls and young people from LGBT+ and minority ethnic communities, children with disabilities as well as children from rural communities.</p> <p>In addition, it is intended for agile work groups, using task group sprint methodology, to be set up to bring together lived experience and other subject matter experts, to allow for short periods of focused work to investigate particular barriers and inequalities faced by looked after children and how these impact their experience of VAWG and access to information and services. This would include the co-creation of potential solutions.</p>
<p>Children with disabilities</p>	<p>Positively; the draft Strategic Framework's intersectional lens applied to address violence against girls will give consideration to the barriers and inequalities faced by children with disabilities.</p>	<p>Youth panels and advisory groups are being established to hear the valuable views of a range of young people, including, girls and young people from LGBT+ and minority ethnic communities, children with disabilities as well as children from rural communities.</p> <p>In addition, it is intended for agile work groups, using task group sprint methodology, to be set up to bring together lived experience and other subject matter experts, to allow for short periods of focused work to investigate particular barriers, vulnerabilities and inequalities faced by children with disabilities and how these impact their experience of VAWG and access to information and services. This would include the co-creation of potential solutions.</p>

<p>LGBTQIA+ children</p>	<p>Positively; the intersectional lens applied to the draft Strategic Framework will address the barriers and inequalities faced by LGBTQIA+ children.</p>	<p>Youth panels and advisory groups are being established to hear the valuable views of a range of young people, including, girls and young people from LGBT+ and minority ethnic communities, children with disabilities as well as children from rural communities.</p> <p>In addition, it is intended for agile work groups, using task group sprint methodology, to be set up to bring together lived experience and other subject matter experts, to allow for short periods of focused work to investigate particular barriers and inequalities faced by children who identify as LGBTQIA+ and how these impact their experience of VAWG and access to information and services. This would include the co-creation of potential solutions.</p>
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Question 4: Which stakeholder groups should be engaged during the policy development process? (e.g., parents/carers, NGOs, unions, NICCY, academics, etc.)		
<u>Stakeholder group</u>	<u>What can they contribute to the process?</u>	<u>How will you engage with them?</u>
Service users	Experiences and views of this stakeholder group will inform the development of messaging, campaigns, and programmes. Service users, because of their experience, can provide valuable insight into the needs of children and young people.	<p>Service users have been active participants in the co-design group that have worked together to develop the draft Strategic Framework and Draft Foundational Action Plan.</p> <p>Lived experience panels and advisory groups are to be established for the duration of the draft Strategic Framework period to hear the views of stakeholders, members of the public and vulnerable groups, including children and young people.</p> <p>Responses from services users to our consultation are encouraged.</p>
Parents and carers	Parents and carers of young children and early years providers have a very important role in helping to prevent violence against women and girls by modelling respect and equality in their relationships, addressing rigid and harmful gender norms and stereotypes, and providing holistic support in a child's	<p>Partnering with parenting, carer organisations, and early years providers to ensure that families and carers have access to the tools, knowledge, and support that they need to promote healthy relationships from a young age.</p> <p>We have met with Parenting NI to receive their input and engagement with parent groups, which will be addressed under Priority Area 2.1 of the draft Strategic Framework.</p>

	early years.	
Public sector organisations (Departments and Agencies)	Collaborating with these key stakeholders will help to achieve mutual strategy objectives and sustainable and innovative solutions to complex VAWG issues. These stakeholders can also provide insight into the needs of children and young people to aid in ensuring that the proposed draft Strategic Framework to End Violence Against Women and Girls has the desired, optimum effect.	<p>Departments and statutory agencies have been active participants in the co-design group that have worked together to develop the draft Strategic Framework and Draft Foundational Action Plan.</p> <p>Joined-up governance and whole system approach with collaboration and cooperation by default across government departments will be essential.</p> <p>Establishment of mechanisms which allow for cooperation and coordination with other intersecting strategies, especially where there are interdependencies will be necessary.</p> <p>In addition, it is intended for agile work groups, bringing together lived experience and other subject matter experts, to be set up to allow for short periods of focused work to investigate particular challenges and co-create potential solutions.</p>
Business groups	Collaborating with these stakeholders will build capacity to achieve sustainable and innovative solutions to meet EVAWG's strategic aim. These stakeholders can provide industry expertise, as well as insight into the needs of children and young people	<p>Business group representatives have been active participants in the co-design group that have worked together to develop the draft Strategic Framework and Draft Foundational Action Plan.</p> <p>Facilitating a co-design process that enabled all stakeholders to work together on an equal footing to get to the heart of the issue being addressed, and to develop a draft Strategic Framework and tangible recommendations</p>

	<p>to aid in ensuring that the proposed draft Strategic Framework to End Violence Against Women and Girls has the desired, optimum effect.</p>	<p>for the theory of change (the how) relating to the core challenge.</p> <p>In addition, it is intended for agile work groups, bringing together lived experience and other subject matter experts, to be set up to allow for short periods of focused work to investigate particular challenges and co-create potential solutions.</p>
<p>Community and voluntary sector organisations</p>	<p>Collaborating with these key stakeholders will build capacity to achieve sustainable and innovative solutions to meet EVAWG's strategic aim. These stakeholders can provide industry expertise, as well as insight into the needs of children and young people to aid in ensuring that the proposed draft Strategic Framework to End Violence Against Women and Girls has the desired, optimum effect.</p>	<p>Community and voluntary sector organisations are key stakeholders and have been active participants in the co-design group that have worked together to develop the draft Strategic Framework and Draft Foundational Action Plan.</p> <p>Facilitating a co-design process that enabled all stakeholders to work together on an equal footing to get to the heart of the issue being addressed, and to develop a draft Strategic Framework and tangible recommendations for the theory of change (the how) relating to the core challenge.</p> <p>In addition, it is intended for agile work groups, bringing together lived experience and other subject matter experts, to be set up to allow for short periods of focused work to investigate particular challenges and co-create potential solutions.</p>
<p>Unions e.g., Students' Unions</p>	<p>Experiences and views of this stakeholder group will inform</p>	<p>Unions, including Student Unions have been active participants in the co-design group that have worked</p>

	<p>the development of messaging, campaigns, and programmes and will provide opportunity for engagement and potential training with children and young people.</p>	<p>together to develop the draft Strategic Framework and Draft Foundational Action Plan.</p> <p>Facilitating a co-design process that enables stakeholders to work together on an equal footing to get to the heart of the issue being addressed, and to develop a draft Strategic Framework and tangible recommendations for the theory of change (the how) relating to the core challenge.</p> <p>In addition, it is intended for agile work groups, bringing together lived experience and other subject matter experts, to be set up to allow for short periods of focused work to investigate particular challenges and co-create potential solutions.</p>
<p>Northern Ireland Commissioner for Children & Young People (NICCY)</p>	<p>This stakeholder is best placed to advise on how to conduct a Child Rights Impact Assessment effectively and properly, so that the rights, interests and views of children and young people are taken into account during the development of this Strategic Framework.</p>	<p>We have had an initial meeting with the Commissioner. NICCY will be kept informed on the progress of our Child Rights Impact Assessment, and their expertise will be sought during the development of the Strategic Framework.</p>
<p>Members of the public</p>	<p>Experiences and views of this stakeholder group will inform the development of messaging, campaigns, and</p>	<p>Lived experience representatives have been active participants in the co-design group that have worked together to develop the draft Strategic Framework and Draft Foundational Action Plan.</p>

	programmes.	<p>Lived experience panels are to be established for the duration of the Strategic Framework period to hear the views of stakeholders, members of the public and vulnerable groups, including children and young people.</p> <p>Responses from individual members of the public to our consultation are encouraged.</p>
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STAGE 2: CONTEXT AND COLLABORATION

Question 5: Which Programme for Government⁴ outcomes does this policy aim to impact on?	
<u>PFG Outcome</u>	<u>Way in which the policy will have an impact</u>
We have a more equal society	<p>The draft Strategic Framework to End Violence Against Women and Girls supports this PFG outcome and its foundations for progress, which are, measures to end discrimination and to make sure people are safe from violence and other attacks motivated by their identity.</p> <p>The draft Strategic Framework will have a positive impact and direct contribution to this PFG outcome as its vision to end violence against women and girls acknowledges where harmful inequalities exist and seeks to support people who face serious issues as a result of them.</p>
We have a safe community where we respect the law, and each other	<p>In the context of ending violence against women and girls, this draft Strategic Framework aligns with this PFG outcome and its key priority areas, such as initiatives to prevent offending and reoffending through early intervention, engaged children and young people, and the creation of social conditions that reduce the risk and likelihood of violent behaviour.</p> <p>We are working with the justice sector to ensure we have a justice system which has the confidence of victims, survivors, and the public in its ability to address violence against women and girls.</p> <p>The draft Strategic Framework will enable the delivery of, and have a positive impact on, this PFG outcome.</p>

⁴ [Draft Programme for Government Framework 2016-21 and Questionnaire | Northern Ireland Executive](#)

<p>We care for others and we help those in need</p>	<p>The draft Strategic Framework will enable the delivery of, and have a positive impact on, this PFG outcome as it engages with the role and contributions of the Executive. In particular, to ensure that people’s essential needs are met and to build the confidence and abilities of communities and individuals to provide support for people who need it. Early mapping of general and specialist services is designed to ensure that pathways to help are available and work well.</p>
<p>We are a shared society that respects diversity</p>	<p>The draft Strategic Framework will have a positive impact and contribution to this PFG outcome as its vision to end violence against women and girls, through an intersectional approach, is also about tackling barriers to opportunity that arise for people as a result of particular aspects of their identity.</p> <p>We engage with the following Executive contributions to this PFG outcome: creating a community where everyone feels safe and where life choices are not inhibited by fear, improving attitudes, and challenging discrimination and prejudice.</p>
<p>We have high quality public services</p>	<p>The draft Strategic Framework will enable the delivery of, and have a positive impact on, this PFG outcome as it engages with the role and contributions of the Executive. In particular, to build services around the needs of users, to support the delivery of services through the most appropriate channel, and to use preventative approaches to reduce the future demand for public services as a result of incidents of relationships of VAWG.</p> <p>We will map general public services in NI to ensure that pathways to specialist services are accessible and effective for those who are at risk of VAWG, victims of VAWG, at risk of using violence or are perpetrators.</p>
<p>We give our children and young people the best start in life</p>	<p>The draft Strategic Framework will enable the delivery of, and have a positive impact on, this PFG outcome as its vision to end violence against women and girls has a strong focus on protecting children and young people from violence and harm and reducing and ultimately ending the harm caused by VAWG to future generations.</p>

	<p>EVAWG engages with the Executive contributions to this PFG outcome which seek to ensure that all of our children and young people grow up in a society that provides the support they need to achieve their potential, including the ability to form and maintain safe and healthy relationships. Delivery methods also align, including Early Years provision, excellence in education, as well as work which supports families, parents and adults who care for children to build their confidence and capabilities.</p>
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Question 6: Which Children and Young People’s Strategy⁵ outcomes does this policy aim to impact on? Resource: CYPS

<u>Children’s Strategy Outcome</u>	<u>Way in which the policy will have an impact</u>
<p>Children and young people are physically and mentally healthy</p>	<p>By ending violence against them, the mental and physical health of girls who are direct victims of VAWG and all children who are affected by VAWG within their families will improve, and it is expected to positively impact those who are no longer at risk, or whose future families are violence free because of the work we do now.</p> <p>This draft Strategic Framework will have a positive impact on and will complement this CYPS outcome, which recognises that proactive investment at particular stages of a child’s or young person’s life will bring maximum benefit in later years (6.14). Our priority areas will positively impact the work undertaken within this CYPS outcome, which is – in part – to raise awareness of the likely harmful impact of domestic violence on the physical and emotional wellbeing of children and young people (6.19).</p> <p>The first positive impact is in the support all children and young people will receive through early years, schools, youth services and in the community to develop safe and healthy relationships, a strong protective factor for physical and mental health.</p> <p>The second positive impact is that for women and girls at risk of VAWG or who have already experienced it there will be accessible, quality frontline services, protection, and provision for victims and survivors of violence against women and girls, which address current gaps in service provision.</p>
<p>Children and young people learn and achieve</p>	<p>The draft Strategic Framework links directly with this CYPS outcome, which states that by teaching respect for others we will help to address bullying and violence in educational</p>

⁵ [Children and Young People’s Strategy 2020-2030 | Department of Education \(education-ni.gov.uk\)](https://www.education-ni.gov.uk)

	<p>settings and relationships (6.43), and by providing a safe, nurturing environment, the child can learn to develop positive and trusting relationships (6.60).</p> <p>We will be working with youth, faith, and sport sectors on programmes that support the empowerment of girls to understand their rights, and an outcome of ours is for all children and young people to be equipped and empowered to enjoy healthy, respectful relationships. By engaging boys in a common goal – to end violence against women and girls – we create space for them to consider how they are negatively impacted by gender inequality and equip them with the skills to reach their fullest potential and lead enriched lives.</p> <p>Actions undertaken through EVAWG’s healthy relationships outcome will take a preventative approach which will complement and augment this CYPS outcome.</p>
<p>Children and young people live in safety and stability</p>	<p>This CYPS outcome states an awareness of the need to have in place a full range of integrated services from prevention and early intervention support for families, to protective and authoritative safeguarding, through to helping children and young people in their recovery from instability, violence and abuse (6.72).</p> <p>The draft Strategic Framework aligns with this awareness (with a focus on the safety of girls), and in this context is concerned with online safety, protecting those children and young people who are victims or at risk of sexual exploitation, preventing bullying, providing effective support and services, and embedding healthy relationships education into curriculum. Actions undertaken will make a positive contribution to meeting this shared outcome.</p>
<p>Children and young people make a positive contribution to society</p>	<p>Both the draft Strategic Framework and CYPS recognise that it is important that children and young people are supported to develop socially and emotionally (6.109), and that youth organisations and clubs provide value and opportunities in this area.</p> <p>An action point within the draft Strategic Framework is for youth and community sectors to empower children and young people to develop healthy, respectful relationships. CYPS will continue to promote and support a thriving youth sector here (6.115), and</p>

	<p>EVAWG intends to positively reinforce work already being done in this sector and scaling it up for increased impact through programmes that empower girls and engage boys.</p> <p>The draft Strategic Framework recognises expertise by lived experience, including that of young people. Our work will be informed by the input of Youth Panels, set up on a Lundy-compliant basis, which will provide valuable input from young people with a range of identities and experiences, and will give those young people an opportunity to make a positive contribution to this draft Strategic Framework and build their active citizenship. Our focus on bystander training will also give young people (and adults) the confidence and skills to intervene safely when they witness poor behaviour towards women and girls, and to help change social norms about acceptable behaviour.</p>
<p>Children and young people live in a society which respects their rights</p>	<p>CYPS recognises that some groups of children and young people are at greater risk of not having their rights respected or enforced (6.126). The draft Strategic Framework focuses on girls as one of these groups, and will therefore, supply support to this CYPS outcome. It also identifies boys as a group who can help to end VAWG and work will include supporting boys and young men in relation to this.</p> <p>Children and young people with intersectional needs, such as LGBTQIA+, those with disabilities, and members of ethnic minority communities, are recognised within the draft Strategic Framework as facing additional barriers and inequalities in their access to services and the justice system and which place them at higher risk of violence committed against them. Ensuring their rights are respected and that they have access to specialist services is a central focus.</p>
<p>Children and young people live in a society in which equality of opportunity and good relations are promoted</p>	<p>An action of the CYPS is to ensure that children and young people who fall within Section 75 groups are treated fairly and equally (6.133). As above, the draft Strategic Framework focuses on girls as one of these groups, and will therefore, supply support to this CYPS outcome.</p> <p>CYPS understands that a child or young person may be vulnerable to discrimination on the basis of one or more of their characteristics (6.130), and as above, the draft Strategic</p>

	<p>Framework will embed an intersectional lens, in order to identify girls and young women who may face additional barriers or obstacles and to ensure support meets their needs, in the outworking of all its outcomes. Therefore, this CYPS outcome will be positively impacted.</p>
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Question 7: What opportunities are there to promote joined up outcomes for children? Resource: CSCA⁶		
<u>Department and policy area</u>	<u>Shared outcome / cross cutting issue</u>	<u>How will you engage with them? (eg joint working, keep informed, consultation, etc)</u>
The Executive Office	Lead Department	Partnership and collaboration, joint-working, consultation, campaigns, and communications as appropriate.
Department of Agriculture, Environment and Rural Affairs	Women and girls feel safe everywhere.	Partnership and collaboration, joint-working, consultation, campaigns, and communications as appropriate.
Department for Communities	Women and girls feel safe everywhere; Quality frontline services, protection and provision for victims and survivors of VAWG.	Partnership and collaboration, joint-working, consultation, campaigns, and communications as appropriate.
Department for the Economy	Women and girls feel safe everywhere.	Partnership and collaboration, joint-working, consultation, campaigns, and communications as appropriate.
Department of Education	Early years education; Secondary school education; Further education; Higher education; Changing attitudes, behaviours and social norms;	Partnership and collaboration, joint-working, consultation, campaigns, and communications as appropriate.

⁶ [Children's Services Co Operation Act \(Northern Ireland\) 2015](#) | [Department of Education \(education-ni.gov.uk\)](#)

	Supporting people to develop and enjoy healthy, respectful relationships.	
Department of Finance	Women and girls feel safe everywhere.	Partnership and collaboration, joint-working, consultation, campaigns, and communications as appropriate.
Department of Health	Quality frontline services, protection and provision for victims and survivors of VAWG; Supporting people to develop and enjoy healthy, respectful relationships.	Partnership and collaboration, joint-working, consultation, campaigns, and communications as appropriate.
Department of Justice	A justice system which has the confidence of victims, survivors and the public in its ability to address VAWG; Changing attitudes, behaviours and social norms.	Partnership and collaboration, joint-working, consultation, campaigns, and communications as appropriate.
District Councils	Women and girls feel safe everywhere.	Partnership and collaboration, joint-working, consultation, campaigns, and communications as appropriate. Society of Local Authority Chief Executives and Senior Managers (Solace).

Health and Social Care Trusts	Quality frontline services, protection and provision for victims and survivors of VAWG; Supporting people to develop and enjoy healthy, respectful relationships.	Partnership and collaboration, joint-working, consultation, campaigns, and communications as appropriate.
The Health and Social Care Board	Quality frontline services, protection and provision for victims and survivors of VAWG; Supporting people to develop and enjoy healthy, respectful relationships.	Partnership and collaboration, joint-working, consultation, campaigns, and communications as appropriate.
The Public Health Agency	Quality frontline services, protection and provision for victims and survivors of VAWG; Supporting people to develop and enjoy healthy, respectful relationships.	Partnership and collaboration, joint-working, consultation, campaigns, and communications as appropriate.
The Education Authority (EA)	Early years settings; Secondary school education; Further education; Higher education; Changing attitudes,	Partnership and collaboration, joint-working, consultation, campaigns, and communications as appropriate. Working with EA youth to establish youth panels and advisory groups to inform and disseminate messaging, information, campaigns, and communications.

	<p>behaviours and social norms; Supporting people to develop and enjoy healthy, respectful relationships; Ensuring children and young people participate and influence decision making.</p>	
<p>The Northern Ireland Housing Executive</p>	<p>Women and girls feel safe everywhere; Quality frontline services, protection and provision for victims and survivors of VAWG.</p>	<p>Partnership and collaboration, joint-working, consultation, campaigns, and communications as appropriate.</p>
<p>The Police Service of Northern Ireland (PSNI)</p>	<p>A justice system which has the confidence of victims, survivors and the public in its ability to address VAWG.</p>	<p>Partnership and collaboration, joint-working, consultation, campaigns, and communications as appropriate.</p>
<p>The Probation Board for Northern Ireland (PBNI)</p>	<p>A justice system which has the confidence of victims, survivors and the public in its ability to address VAWG.</p>	<p>Partnership and collaboration, joint-working, consultation, campaigns, and communications as appropriate.</p>

STAGE 3: EVIDENCE GATHERING

Question 8: What quantitative evidence have you used to inform your assessment? What does it tell you?		
<u>Evidence collected</u>	<u>Evidence source</u>	<u>Explanation of the importance</u>
<p>ARK YLT is an annual survey of 16-year-olds in Northern Ireland. With funding from The Executive Office, questions were included around the experience of different kinds of violent and aggressive behaviours, and levels of acceptability towards different types of violence against women and girls, among 16-year-olds.</p>	<p>ARK. Young Life and Times Survey, Gender Based Violence, 2022(external link opens in a new window / tab)</p> <p>ARK Research Update(external link opens in a new window / tab)</p>	<p>Findings include:</p> <ul style="list-style-type: none"> • 75% of young women have experienced street harassment at least once in their lifetime, compared to 30% of boys. • Almost one in five young males aged believe posting jokes or nasty comments of a sexual nature on social media (19%) or cat calling, wolf whistling and shouting at someone in the street (18%), are acceptable behaviours. • 45% of surveyed 16-year-old girls and boys know someone who has verbally harassed a girl or a woman, for example, by cat calling, wolf whistling or shouting at her in the street. • Almost 3 in 5 girls (59%), aged 16, have been sent unwanted sexually explicit pictures photos or videos online at least once in their lifetime.
<p>Survey of over 3000 girls and young women aged 7 to 21 on how they feel about the pressures they face</p>	<p>Girlguiding (2022) Girls' attitudes survey 2022. London: Girlguiding.(external link opens in a new window / tab)</p>	<p>Findings include:</p> <ul style="list-style-type: none"> • The majority (83%) of girls aged 7 to 10 say they learn about respect and relationships at school. This is similar across the countries and regions of the UK,

<p>today, and what these mean for their happiness, wellbeing and opportunities.</p>		<p>however it's much lower in Northern Ireland with only 3 in 5 (61%) girls saying they do.</p> <ul style="list-style-type: none"> • In Northern Ireland, only 24% of girls and young women can remember learning about sexual harassment in school. • 16% of girls aged 11 to 21 in Northern Ireland say gender stereotypes hold them back at school. • Over half (53%) of girls and young women aged 11 to 21 don't feel safe when they're outside on their own. More than 2 in 5 (45%) don't feel safe in public, rising to 52% for girls and young women aged 17 to 21.
<p>Commissioned research on young women and girls' (age 12-17) lived experience of VAWG.</p>	<p>McAlister, S; Neill, G (and others), It's just what happens: Girls and young women's views and experiences of violence (2022, Queens University Belfast).</p>	<p>73% of girls and young women surveyed, aged between 12 to 17 years of age, reported having experienced one or more forms of violence against women and girls. This suggests experiences of violence are widespread among girls/young women. Age and gender combine to make girls/young women vulnerable to particular forms of violence.</p> <p>Some young women, from experience, were sceptical about the possibilities of preventing violence against women and girls. They felt that educational responses alone would be pointless as '[boys] still wouldn't listen... they just do what they want really'. Many of the young women suggested responses which combine increasing education from an early age with more effective legal and criminal justice responses, as well as their own personal strategies to help prevent violence.</p>

		Overall, the findings suggest that legislative and policy change is needed but, what is fundamentally necessary is the de-normalisation of violence because legislation exists, yet violence continues.
<p>Published figures on the levels and trends in police recorded domestic abuse incidents and crimes.</p> <p>The PSNI disclaims, as these figures only relate to those domestic abuse incidents reported to the police, they only provide an indication of the true extent of domestic abuse.</p>	<p>PSNI Trends in Domestic Abuse Incidents and Crimes Recorded by the Police in Northern Ireland 2004/05 to 2021/22(external link opens in a new window / tab)</p>	<p>During 2021/22, 68% of all domestic abuse crime victims were female and 32% were male.</p> <p>Of all offenders dealt with by police in connection with domestic abuse crimes that result in a sanction outcome, more than four in five are male; in 2021/22 83% were male and 15% were female.</p> <p>In 2021/22, just 5% of domestic abuse offences occurred where the relationship between the domestic abuse victim and offender is unknown or missing.</p>
<p>Quantitative and qualitative report on responses to a survey on sexism and sexual harassment in schools.</p> <p>270 respondents, ages 11 to 19.</p>	<p>Secondary Students' Union of NI Report on Sexism and Sexual Harassment in Schools, December 2022(external link opens in a new window / tab)</p>	<ul style="list-style-type: none"> • 57.6% of respondents (75% of which are young women and girls) said they had been treated differently because of their gender. • 64.9% did not feel comfortable enough to report this to a teacher. Reasoning for not feeling comfortable to report this to a teacher included fear of not being taken seriously, that the teacher would not care, as well as anxiety and embarrassment.

		<ul style="list-style-type: none"> • 35.7% of respondents had experienced unwanted physical contact of a sexual nature, and 56.5% had experienced unwanted attention (non-physical) of a sexual nature. • Of those who had experienced the above, only 7.5% had reported it to a teacher. <p>Analysis of qualitative responses found the following regarding students' experience & wants:</p> <ul style="list-style-type: none"> • Social media plays a part in encouraging these behaviours and continuing sexist ideologies. Online safety groups which discuss this topic would be one way to begin addressing this. • No sexual harassment incident is a 'minor' incident. • Sexual harassment in changing rooms is an issue. Allowing pupils to wear their P.E. kit/gear on their designated P.E. day may address this. • Catcalling was mentioned frequently, and awareness and education on the subject should be provided early. <p>SSUNI make these recommendations:</p> <ol style="list-style-type: none"> 1. Facilitate the reporting of sexism in schools, by making it a reportable offence. 2. Add anti-sexism policies to school rules. 3. More RSE, in particular, where to go if you experience sexual assault, and what constitutes sexual assault, harassment or rape.
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		<ol style="list-style-type: none"> 4. Training for teachers and youth workers on how to appropriately handle sexism in the classroom and beyond. 5. The impact of sexism and misogyny, included in the school curriculum and in RSE, and dealing with and discussing outside negative influences, such as Andrew Tate.
<p>A survey which aimed to identify the prevalence of unwanted sexual experiences whilst students were attending Northern Ireland universities.</p>	<p>Anyadike-Danes, N., Reynolds, M., Armour, C., & Lagdon, S. (2022). Unwanted and non-consensual sexual experiences reported by university students in Northern Ireland(external link opens in a new window / tab)</p>	<p>Findings include:</p> <ul style="list-style-type: none"> • 67% of women respondents reported any unwanted sexual experiences (USEs), including at least one experience of unwanted sexual contact (61%), attempted coercion (23%), coercion (27%), attempted rape (35%), and rape (46%). • 44% of male respondents reported any USEs. • In total, 531 students reported the gender of their perpetrator (84% of the total number of students who reported a USE in the survey): 87% (n=461) reported that the perpetrator was a man with 8% (n=41) and 5% (n=29) identifying the perpetrator as either a woman or reporting multiple perpetrators, respectively. • 66% of respondents knew the perpetrator, and 32% of these respondents reported the perpetrator to be their current or previous romantic partner.

Question 9: What qualitative evidence have you used to inform your assessment? What does it tell you?

<u>Evidence collected</u>	<u>Evidence source</u>	<u>Explanation of the importance</u>
<p>A submission, responding to the joint DVSA & VAWG Call for Views, setting out what the NSPCC knows about the prevalence, scope and scale of different forms of violence and abuse against children and girls.</p>	<p>Call for Views – Domestic and Sexual Abuse Strategy and Violence Against Women and Girls Strategy. 2022. NSPCC.</p>	<p>NSPCC’s written response to the Call for Views informs us that when children disclose that they have experienced abuse and violence they encounter a system that is not set up to respond to their needs and provide the information and support they need to recover.</p> <p>Tackling domestic abuse also requires a greater shift towards changing attitudes, behaviours and beliefs of perpetrators. Without a greater focus on perpetrators, intervention support will ultimately be too late and children will continue to suffer from repeated instances of domestic abuse.</p> <p>NSPCC Domestic Abuse Practice Specialists identified the following main themes from their work on the Helpline:</p> <ul style="list-style-type: none"> • Testimonies of victims, largely women, stated that allegations of “parental alienation” are given more weight and treated more seriously than allegations of domestic abuse. • Contact at all costs: in many cases, mothers described their children being highly distressed and anxious before contact. Some mothers expressed concerns that if they didn’t force their children to go to contact, they would be seen as obstructive. They felt they had no choice but to force their child to contact that is harming them.

		<ul style="list-style-type: none"> • Evidence of domestic abuse being dismissed or minimised by family court professionals. • Victims being advised/encouraged by solicitors not to disclose domestic abuse to family courts. • Independent specialist psychological treatment not being offered to children. • Professionals' lack of understanding of coercive control and post-separation abuse in the context of child contact.
<p>A review of 32 journal articles, industry publications and reports on the views and experiences of young people regarding how intersections of their identity feature in help-seeking.</p>	<p>Davis, J. and Marsh, N. (2021) When children seek help in non-face-to-face settings: what do we know? a review of the literature. London: NSPCC.(external link opens in a new window / tab)</p>	<p>A key finding of this research evidence is that outside of the basic demographic data of age and gender, there is little known about the children and young people accessing support in nonface-to-face settings, including their ethnicity, sexuality, disability, or faith.</p> <p>The lack of research on the experiences of minority and marginalised children – in particular, children from minority ethnic backgrounds and children with disabilities – requires urgent attention from researchers, services, and organisations.</p>
<p>A review of 172 published journal articles and reports which draw on the direct views of children and young people, and highlights</p>	<p>Hollis, V. et al (2022) Children and young people's views on learning about relationships, sex, and sexuality: a narrative review of UK literature. London: NSPCC.(external link opens in a new window / tab)</p>	<p>Findings include:</p> <ul style="list-style-type: none"> • Children and young people face barriers when seeking help from others about relationships, sex and sexuality, and sexual abuse. Barriers include recognising and communicating abuse, availability and accessibility of advice and support, feeling safe enough to speak out

<p>their experiences of learning about relationships, sex and sexuality.</p>		<p>and be supported, LGBTQ+ children and young people experience specific barriers.</p> <ul style="list-style-type: none"> • Children do not feel their diverse lived experiences are reflected in formal, school-based education, and they receive contradicting formal and informal messages from various sources.
<p>A review of published research highlighting the need for adults to better understand young people's different experiences of learning about relationships.</p>	<p>Renold, E. et al (2023) "We have to educate ourselves": how young people are learning about relationships, sex and sexuality. London: NSPCC.(external link opens in a new window / tab)</p>	<p>Renold et al. (2023) engaged directly with young people to report on how they are learning about relationships, sex, and sexuality, potential barriers and opportunities they encounter, and what they would like the learn more about. 44.7% of respondents live in Northern Ireland.</p> <p>Findings include:</p> <ul style="list-style-type: none"> • Young people welcome policies and practices that address the inter-connected nature of gender-based and sexual discrimination and violence and build upon what they are already learning about wider inequalities. • Young people described relationships, sex and sexuality education (RSE) as patchy and often poor yet would still rather learn in school because they felt that everyone needs to have access to RSE provision. • Young people would like to be active participants in building a creative learning environment with each other and their education providers.

<p>A summary of responses to Call for Views on an EAWG Strategy which collected responses from the members of the public and statutory and non-statutory bodies.</p>	<p>The EAWG Call for Views Summary Report(external link opens in a new window / tab)</p>	<ul style="list-style-type: none"> • Prevention and early intervention should be a priority and clearly defined. • The draft Strategic Framework needs to address Relationships and Sexuality Education in Schools (RSE) which should have a mandated minimum content, be delivered across the curriculum and in an age-appropriate way. • The draft Strategic Framework needs to address provision of education outside of the formal school setting, for example youth clubs, community organisations and workplaces. • The draft Strategic Framework needs to include recommendations for improved teacher training, as the attitudes and behaviours of some teachers are gender stereotyped. • The draft Strategic Framework needs to address the rise of online abuse. • The increase in the availability of online pornography has altered how boys perceive sex and how they view healthy relationships and consent. • The effect of adverse childhood experiences (ACE's) on children who see violence in the home from an early age, and normalise this as appropriate behaviour needs to be considered. • Legal frameworks should be considered e.g aided by the development of the Barnahus model. • Forced marriage was highlighted with an emphasis on awareness raising. There also need to be better support systems in place for those affected or at risk.
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		<ul style="list-style-type: none"> Female genital mutilation was also raised as a form of violence that needs addressing.
<p>This report examines how business models, technological architecture and organisational infrastructure work through a gender lens, this research aims to build knowledge about the possibilities for changing patriarchal social norms in the internet age.</p> <p>This report also explores how gender relations shape, and are shaped by, the proliferation of online social networks.</p>	<p>Advancing Learning and Innovation on Gender Norms (ALiGN) report, Hidden in plain sight: how the infrastructure of social media shapes gender norms, February 2022(external link opens in a new window / tab)</p>	<p>Key messages of this report:</p> <ul style="list-style-type: none"> There is clear evidence that social media is shaping our engagement with gender norms, often along sexist, racist, and discriminatory lines. The economic incentive and business model are a key hidden layer driving the nature of gendered content we see online, contributing to the reinforcement of patriarchal gender norms. Technological infrastructures (such as binary data and algorithmic design) are fundamental to determining the (in)visibility of certain genders and communities – for example with ‘unintended bias’ influencing what appears in our newsfeeds. Organisational and institutional hierarchies are also shaping how gendered content manifests online, with gender blind-spots showing up in board room decision-making to outsourced content moderation.
<p>A study on the effect of the impact ACEs have on adult health behaviours.</p>	<p>Mark A. Bellis et al., ‘Adverse Childhood Experience: Retrospective Study to Determine their Impact on Adult Health Behaviours and Health Outcomes in a UK Population,’</p>	<p>Bellis et al. study on ACEs amongst a sample of adults residing in England found that experiences of domestic violence, sexual abuse, and residing with individuals experiencing mental illness or misusing substances, were associated with various health harming behaviours like</p>

	<p><i>Journal of Public Health</i> 36, no. 1 (2013)</p>	<p>violence perpetration, binge drinking and illicit drug use in adult life.</p> <p>Children who grow up in violent households also suffer severe consequences and may exhibit a host of adverse behaviours and emotions, including anxiety and depression. These can be associated with an increased likelihood of perpetration and being a victim of violence in later life.</p>
<p>Children and young people across all curriculum stages.</p> <p>The Preventative Curriculum in Schools and Education Other Than at School (EOTAS) Centres.</p>	<p>The preventative curriculum in schools and Education Other Than at School (EOTAS) centres (external link opens in a new window / tab)</p>	<p>Key findings include:</p> <ul style="list-style-type: none"> • Too many schools/centres avoid completely, or cover with insufficient depth and progression, many of the more sensitive aspects of the RSE aspect of the preventative curriculum. These include teaching on gender and sexual identity; LGBTQ+; sexual abuse; child sexual exploitation (CSE); domestic abuse/violence; and menstrual wellbeing. • Respondents to the teacher professional learning questionnaire reported insufficient training in sexual abuse (42%), domestic violence abuse (39%), and consent (33%).

Question 10: What key missing information / evidence would have been beneficial to your analysis?

There are significant gaps of information which would benefit both the development of the draft Strategic Framework and our analysis of its impact on children and young people's rights. One of our areas of focus is to gather data and evidence to explore links between data sets specific to the NI population. It is important to note the importance of good data practice in relation to the sensitive personal data of individuals, and to ethical, trauma-informed practice in relation to data gathering and research in this area.

Information/evidence which would be beneficial:

1. Data on intersectional groups such as ethnic minorities, rural communities, children with disabilities, etc. still needs to be gathered through focused research. Data that may link into this includes criminal justice system data and third sector charity and helpline data, such as:
 - a. PSNI recorded incidents and crimes perpetrated against children and young people.
 - b. Youth justice system data and courts data re waiting times, attrition rates and conviction rates.
 - c. Charity and Helpline data including Childline, NSPCC, YoungMinds, Samaritans etc.
2. Joined up health data pertaining to long term physical and mental health trends would be beneficial, but very difficult to access and process this data in line with GDPR.
3. We want to establish whether, and what, links there are between VAWG and other issues which negatively impact life chances such as educational attainment and social deprivation.
4. Information and data on the experiences and attitudes of young people regarding personal experience and perceived acceptability of violence and knowing someone who has done violent acts or behaviours.
 - a. As mentioned in further detail in Question 8, The Executive Office, to help inform the development of the draft Strategic Framework, commissioned a set of 31 questions on the above area to be included in the 2022 Young Life and Times (YLT) Survey, and a [report has been compiled\(external link opens in a new window / tab\)](#)

In 2022, EVAWG commissioned the following research which has been completed:

- Ellis, A; Harris L, The relationship between trauma and violence against women and girls (2022, University of Lincoln)
- Hall, L; Harris, L (and others), A systematic review of effective legal and policy responses to VAWG (2022, University of Lincoln)
- Lagdon, S; Owczarek, M (and others), Every Voice Matters (2022, Ulster University)
- McAlister, S; Neill, G (and others), 'It's just what happens': Girls and young women's views and experiences of violence (2022, Queens University Belfast)
- Ruxton, A; Burrell S, The relationship between masculinity and violence against women and girls (2022, Durham University)

Question 11: What existing evidence on children and young people views has been considered in the development of the proposal or measure?

<u>Group of children</u>	<u>Source of Information</u>	<u>Please provide a brief description of process</u>	<u>What were the findings?</u>
Young people	Young Persons Behaviour and Attitudes Survey 2019 Mental Health and Wellbeing Summary of Key Findings(external link opens in a new window / tab)	Young people in secondary education (Year 8 – 12) were surveyed on their behaviours and attitudes regarding their mental health and wellbeing.	<ul style="list-style-type: none"> • Around three-fifths of respondents (58%) reported hardly ever or never feeling lonely; 36% reported feeling lonely occasionally or some of the time, whilst 6% reported feeling lonely often or always. • Girls were more likely than boys to report feeling left out, alone, and having no-one to talk to. Feelings of loneliness increase as year group increases. 49% of girls sometimes/often felt they had no-one to talk to, 56% sometimes/often felt left out, and 47% sometimes/often felt alone. • Girls have a lower mean wellbeing score than boys.
Young people	Self-efficacy, Locus of Control and Life Satisfaction among Young People in 2019 (external link opens in a new window / tab)	Young people in secondary education (Year 8 – 12) were surveyed on their behaviours and attitudes regarding their Self-efficacy, Locus of	<ul style="list-style-type: none"> • Pupils in Year 9-12 – Locus of Control: Female pupils had a significantly lower (more external) score than male pupils. • Pupils in Year 9-12 – Low Self-efficacy: There was a significantly larger proportion of pupils with low self-efficacy amongst female pupils than male pupils.

		Control & Life Satisfaction.	<ul style="list-style-type: none"> • Pupils in Year 9-12 – Life Satisfaction: Female pupils had a significantly lower score than male pupils.
16-year-olds	NI Young Life and Times Survey – 2014(external link opens in a new window / tab)	The Young Life and Times Survey records the attitudes and opinions of 16-year-olds in Northern Ireland about the issues that concern them.	<p>In the 2014 survey:</p> <ul style="list-style-type: none"> • 87% of respondents confirmed that they had received RSE classes in school. • 49% said that LGBT relationships were not explained/discussed during RSE. • 71% said that transgender relationships were not explained/discussed. • 30% felt it was difficult to discuss RSE issues with their teacher.
16-year-olds	NI Young Life and Times Survey - 2020_21(external link opens in a new window / tab)	The Young Life and Times Survey records the attitudes and opinions of 16-year-olds in Northern Ireland about the issues that concern them. The YLT of 2020-21 included a module on coercive control.	<p>In the 2020-21 survey 16-year-olds were presented with two scenarios of coercive control, one between John and Stephanie, and the other Stacey and Andrew. Some findings include:</p> <ul style="list-style-type: none"> • Only 16% of 16-year-olds had heard the term ‘coercive control’ and said they knew what it meant, 24% had heard the term but were unsure what it meant, and 60% had not heard the term before.

			<ul style="list-style-type: none"> • While the above was found, 88% of 16-year-olds agreed that a scenario of coercive control would be considered domestic abuse by Stephanie’s family and friends. • When asked how much they agreed or disagreed with the statement “John's behaviour is domestic abuse?”, 85% of young women either strongly agreed or agreed compared to 75% of young men. • 72% of 16-year-olds – when presented with a scenario of coercive control within a relationship – believed this behaviour to be uncommon.
Young people aged 14+	Any use? Report (external link opens in a new window / tab)	Belfast Youth Forum, with Queen’s University Centre for Children’s Rights and Common Youth, surveyed young people on their views and experiences of RSE.	<p>Key findings include:</p> <ul style="list-style-type: none"> • 72% of young people who took part in the survey said they knew they had a right to receive RSE in school. • 60% of young respondents felt that the information they received during RSE was either ‘not very useful’ or ‘not useful at all’. • 52% of young people said they felt their right to RSE was not being met. • For males, the internet was the main source of information on RSE. For females, their friends and peers were the main source of information. • The most popular subject young people wanted to learn about was personal relationships (66%). • 58% of young respondents thought love and respect should be taught in RSE, likewise for the differences between healthy and unhealthy sexual relationships, 55% for sexual consent, and 53% for

			domestic violence.
Children and young people across all curriculum stages	The preventative curriculum in schools and Education Other Than at School (EOTAS) centres (external link opens in a new window / tab)	The Preventative Curriculum in Schools and Education Other Than at School (EOTAS) Centres.	<p>Key findings include:</p> <ul style="list-style-type: none"> • Too many schools/centres avoid completely, or cover with insufficient depth and progression, many of the more sensitive aspects of the RSE aspect of the preventative curriculum. These include teaching on gender and sexual identity; LGBTQ+; sexual abuse; child sexual exploitation (CSE); domestic abuse/violence; and menstrual wellbeing. • Respondents to the teacher professional learning questionnaire reported insufficient training in sexual abuse (42%), domestic violence abuse (39%), and consent (33%).

Question 12: What groups of children and young people have been directly involved in developing the proposal or measure?		
<u>Groups involved</u> [✓ if those affected by the proposal]	✓ <u>How were they involved?</u>	<u>What were the findings?</u>
Girls	<p>During the Call for Views the Women's Aid Federation NI held a regional art competition, encouraging all children and young people engaged in services to produce and submit a poster/piece of art focused on five themes, one being a society free from domestic abuse.</p> <p>Women's Aid and Girl Guiding consulted with children and young people to inform the Call for Views. Women's Aid submitted a children's specific written response to the Call for Views.</p> <p>✓</p> <p>As mentioned previously, specific Violence Against Women and Girls questions have been included in both the NI Young Life and Times survey.</p>	<p><u>Summary of Children and Young people's response to Call for Views submitted through Women's Aid.</u></p> <p>Children and young people's call for action - 13 steps to a safer future for victims and survivors of domestic and sexual abuse and violence against women and girls...</p> <p>Dear Government,</p> <p>We want to see...</p> <ul style="list-style-type: none"> • Healthy relationships education in schools to ensure a greater awareness and understanding of rights within relationships. • Powerful public awareness campaigns that help to create a change in attitudes that perpetuate violence against women and girls. • Education programmes that challenge toxic masculinity and promote equality of rights. • More "In school" support, including one to one counselling for children and young people

		<p>who have experienced violence and abuse within the home and more understanding from teachers for children and young people who are experiencing abuse in the home.</p> <ul style="list-style-type: none"> • Stronger sentencing for perpetrators of domestic and sexual abuse and violence against women and girls. • Programmes for perpetrators of abuse, to challenge behaviour, encourage them to accept responsibility for their behaviour and support them to change. • A review of child contact arrangements in domestic abuse cases, to identify risk, consider the views and feelings of children and young people involved and promote their best interests. • NI research on children and young people's experience of domestic abuse which is informed and guided by children and young people themselves. • Children and young people being believed and having more of a voice in matters concerning them. <p>*further detail in the written report</p> <p><u>Some findings of the 2022 NI Young Life and Times Survey:</u></p> <p>Young women and girls experience violent and unwanted behaviours disproportionately more than boys. For example,</p>
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			<p>52% of female respondents had received an unwanted intimate photo or video compared with 20% of male respondents.</p> <p>Someone requesting or putting pressure to share an intimate photo was experienced by 40% of female respondents, and 15% of male respondents.</p> <p>Street harassment has been experienced by 75% of female respondents and 30% of male respondents.</p>
Boys	✓	<p>During the Call for Views the Women’s Aid Federation NI held a regional art competition, encouraging all children and young people engaged in services to produce and submit a poster/piece of art focused on five themes, one being a society free from domestic abuse.</p> <p>Women’s Aid and Girl Guiding consulted with children and young people to inform the Call for Views. Women’s Aid submitted a children’s specific written response to the Call for Views.</p> <p>As mentioned previously, specific Violence Against Women and Girls questions have been included in both the NI Young Life and Times survey.</p>	<p><u>Summary of Children and Young people’s response to Call for Views submitted through Women’s Aid.</u></p> <p>Children and young people’s call for action - 13 steps to a safer future for victims and survivors of domestic and sexual abuse and violence against women and girls...</p> <p>Dear Government,</p> <p>We want to see...</p> <ul style="list-style-type: none"> • Healthy relationships education in schools to ensure a greater awareness and understanding of rights within relationships. • Powerful public awareness campaigns that help to create a change in attitudes that perpetuate violence against women and girls. • Education programmes that challenge toxic masculinity and promote equality of rights.

		<ul style="list-style-type: none"> • More “In school” support, including one to one counselling for children and young people who have experienced violence and abuse within the home and more understanding from teachers for children and young people who are experiencing abuse in the home. • Stronger sentencing for perpetrators of domestic and sexual abuse and violence against women and girls. • Programmes for perpetrators of abuse, to challenge behaviour, encourage them to accept responsibility for their behaviour and support them to change. • A review of child contact arrangements in domestic abuse cases, to identify risk, consider the views and feelings of children and young people involved and promote their best interests. • NI research on children and young people’s experience of domestic abuse which is informed and guided by children and young people themselves. • Children and young people being believed and having more of a voice in matters concerning them. <p>*further detail in the written report</p> <p><u>Some findings of the 2022 NI Young Life and Times Survey:</u></p>
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			Verbal abuse or threats in person (69% of males, 60% of females) and physical assault (59% of males, 46% of females) were experienced by a higher percentage of male respondents.
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Question 13: What stakeholder groups have been engaged in developing/reviewing the proposal or measure?

<u>Stakeholder group</u>	<u>How were they involved?</u>	<u>What were the findings?</u>
Barnardo's	Written response to the Call for Views, engagement meetings and co-design.	Stakeholders, during co-design, provided subject matter expertise, made contributions to the development of the draft Strategic Framework and Draft Foundational Action Plan, provided gap analysis, and stakeholder mapping and joined-up work opportunities.
Department for Communities	Engagement meetings and co-design.	Stakeholders, during co-design, provided subject matter expertise, made contributions to the development of the draft Strategic Framework and Draft Foundational Action Plan, provided gap analysis, and stakeholder mapping and joined-up work opportunities.
Department of Education	Engagement meetings and co-design.	Stakeholders, during co-design, provided subject matter expertise, made contributions to the development of the draft Strategic Framework and Draft Foundational Action Plan, provided gap analysis, and stakeholder mapping and joined-up work opportunities.
Department of Justice	Engagement meetings and co-design.	Stakeholders, during co-design, provided subject matter expertise, made contributions to the development of the draft Strategic Framework and Draft Foundational Action

		Plan, provided gap analysis, and stakeholder mapping and joined-up work opportunities.
The Education Authority (EA)	Written response to the Call for Views, engagement meetings and co-design.	Stakeholders, during co-design, provided subject matter expertise, made contributions to the development of the draft Strategic Framework and Draft Foundational Action Plan, provided gap analysis, and stakeholder mapping and joined-up work opportunities.
Girlguiding Ulster	Written response to the Call for Views, and engagement meetings.	This stakeholder provided subject matter expertise and views of young women and girls in their written response to the Call for Views.
National Society for the Prevention of Cruelty to Children (NSPCC)	Written response to the Call for Views, engagement meetings and co-design.	Stakeholders, during co-design, provided subject matter expertise, made contributions to the development of the draft Strategic Framework and Draft Foundational Action Plan, provided gap analysis, and stakeholder mapping and joined-up work opportunities.
Northern Ireland Commissioner for Children and Young People (NICCY)	Written response to the Call for Views, and engagement meetings.	This stakeholder provided subject matter expertise and views of young women and girls in their written response to the Call for Views.

Public Health Agency	Engagement meetings and co-design.	Stakeholders, during co-design, provided subject matter expertise, made contributions to the development of the draft Strategic Framework and Draft Foundational Action Plan, provided gap analysis, and stakeholder mapping and joined-up work opportunities.
Safeguarding Board for Northern Ireland (SBNI)	Engagement meetings and co-design.	Stakeholders, during co-design, provided subject matter expertise, made contributions to the development of the draft Strategic Framework and Draft Foundational Action Plan, provided gap analysis, and stakeholder mapping and joined-up work opportunities.
Voice of Young People in Care (VOYPIC)	Engagement meetings and co-design.	Stakeholders, during co-design, provided subject matter expertise, made contributions to the development of the draft Strategic Framework and Draft Foundational Action Plan, provided gap analysis, and stakeholder mapping and joined-up work opportunities.
Women's Aid	Written response to the Call for Views (Children & Young People's response) and co-design.	Stakeholders, during co-design, provided subject matter expertise, made contributions to the development of the draft Strategic Framework and Draft Foundational Action Plan, provided gap analysis, and stakeholder mapping and joined-up work opportunities.

Youth Action NI	Engagement meetings and co-design.	Stakeholders, during co-design, provided subject matter expertise, made contributions to the development of the draft Strategic Framework and Draft Foundational Action Plan, provided gap analysis, and stakeholder mapping and joined-up work opportunities.
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STAGE 4: ASSESSING THE IMPACT

Complete questions 14-16 for each option being considered

Question 14: What impact will (or does) the proposal or measure have on children and young people's rights?		
<u>Type of impact</u> <i>[please highlight]</i>	<u>Justification for Argument</u>	<u>Likely or actual short/medium/long-term outcomes</u>
<p>Positive / Negative / Neutral</p>	<p>The rights of children and young people under the European Convention of Human Rights (ECHR) and UN Conventions, notably the Istanbul Convention⁷, will be positively impacted. There will be positive impacts on UNCRC rights, including articles 2, 3, 6, 12, 13, 17, 18, 19, 29, 34, 39 and 42, as set out in question 2.</p> <p>The Draft Strategic Framework to End Violence Against Women and Girls will uphold and help progress the rights of children and young people. Article 2 (non-discrimination), in particular, will be progressed as the vision of this framework is a changed society where women and girls are free from all forms of violence against women and girls, abuse, and harms including attitudes, systems, and structural inequalities that cause them.</p> <p>There is specific focus on embedding structures and processes which give space for young people's voices to participate and influence decision making during the programme of work to be undertaken by EVAWG, supporting and progressing their right to be heard (Article 12).</p> <p>Another focus of this draft Strategic Framework, which will have a positive impact on Article 18, is on providing support to parents from the very start of their child's life and throughout their earliest years, as well as working with both formal education</p>	<p>Long-term</p>

⁷ [Home - Istanbul Convention Action against violence against women and domestic violence \(coe.int\)](https://www.coe.int/t/ratification/Action%20against%20violence%20against%20women%20and%20domestic%20violence.aspx)

	<p>and community settings to support our young people throughout their educational career, to post primary and third level education.</p> <p>Articles 17, 29, and 42, in particular, will be positively impact by our ambition to equip children and young people with the knowledge and skills to have fulfilling and safe relationships throughout their lives. Both girls and boys will be empowered to know their rights and will be equipped with the right skills to end violence against women and girls.</p> <p>The rights of boys will also be positively impacted as they will be learning how to have safe and healthy relationships, and learning to be good citizens in relation to ending VAWG.</p>	
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Question 15: Will there be (or are there) different impacts on different groups of children and young people?

<u>Group of children affected</u>	<u>Initial analysis of the positive impact on rights</u>	<u>Initial analysis of the negative impact on rights</u>
Girls	Girls and young women will experience the greatest potential positive impact on their rights. The quantitative and qualitative data and evidence indicates that addressing the disproportionate impact of violence against women and girls is proportionate and appropriate in the protection of their rights, health and freedoms.	N/A
Boys	Boys and young men will experience both direct and indirect positive impacts on their rights. An aim of the draft Strategic Framework, for example, is for all children and young people, including boys, to know that any type of violence, abuse, and harm in relationships is never acceptable. They will be part of work to learn about safe and healthy relationships, which will be of direct benefit to them, will learn how to be proactively pro-social in relation to calling out poor behaviour by others through bystander training, and will have their voices heard in our Youth Panels.	N/A

Question 16: If a negative impact is identified for any area of rights or any group of children and young people, what options are there to modify the proposal or measure to mitigate the impact?

<u>Negative impact</u>	<u>What options are there to modify the measure(s) or mitigate the impact?</u>
N/A	N/A

STAGE 5: CONCLUSIONS AND RECOMMENDATIONS

Question 17: In summary, what are your key findings on the impact of the measure or proposal on children and young people's rights?

Emerging evidence shows that the majority of women and girls in our society have disproportionately experienced at least one form of violence, abuse and harm ranging from everyday misogyny, sexual harassment in a public place or workspace to more extreme physical violence. This leads to significant health and socio-economic impacts on families, communities and our society and prevents the achievement of wellbeing for all. The draft Strategic Framework therefore places an emphasis on early intervention and prevention for children and young people through its outcomes and priority areas, for example:

- Development of a society wide communications and engagement strategy to change attitudes, behaviours and social norms.
- Parents, carers, and early years providers support children to develop healthy, respectful relationships during their early years.
- Schools, Further and Higher education settings, and youth and community sectors support children and young people to develop healthy, respectful relationships.
- Mainstreaming the prevention of violence against women and girls in public policy.

The Draft Strategic Framework to End Violence Against Women and Girls, and its Draft Foundational Action Plan, are anticipated to have direct and indirect positive impacts on the rights of children and young people's rights, including:

- the child's right to seek, receive and impart information and ideas (as well as encouraging respect for the rights of others)
- the child's right to access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health, will be positively impacted.
- The child's right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- The child's right to recovery from trauma and reintegration.

No negative impacts to children and young people's rights have been identified in the course of this assessment. The following recommendations may have a positive impact:

1. Directly engage with children and young people, with a trauma informed approach and using an intersectional lens, and continue to seek their views via youth panels and advisory groups established with partners in the Education Authority.
2. With guidance from QUB Children's Rights specialists, employ the Lundy Model of Child Participation to include children and young people in advisory groups working with the EAWG team.
3. Continue to engage with voluntary and community organisations that represent children and young people.
4. Continue to work collaboratively with and seek expertise from organisations that represent children and young people.
5. Carry out further Child Rights Impact Assessments for future annual Action Plans, projects and programmes.