

*Save the Children fights for children's rights.
We deliver immediate and lasting improvements
to children's lives worldwide.*

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Save the Children

Child Rights Programming

How to Apply Rights-Based Approaches in Programming



A Handbook for International Save the Children Alliance Members



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*How to Apply Rights-Based
Approaches in Programming*

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Save the Children Alliance Members*

The vision

Save the Children works for:

- a world which respects and values each child*
- a world which listens to children and learns*
- a world where all children have hope and opportunity*

The mission

Save the Children fights for children's rights.

We deliver immediate and lasting improvements to children's lives worldwide.

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1. Introduction

This handbook presents the key features of child rights programming and how it is linked to the human rights of children. It demonstrates how the Convention on the Rights of the Child can be used as the basis in the programming cycle and as a tool for advocacy and change.

It is not a training manual as such, but it is meant to serve as background material at training workshops on child rights programming.

The development of this handbook has been guided by the Save the Children Coordinating Group on Child Rights Programming. The group consists of members from Save the Children Sweden (convenor), Save the Children Denmark, Save the Children UK, Save the Children Norway, Save the Children Canada and the Alliance Secretariat in London.

In producing this handbook, the Save the Children Coordinating Group is responding to the first objective set up in the Alliance Five Year 2001-2005 which states:

“The Save the Children’s aim is to achieve greater benefits for children by operating a coherent programme focused on key children’s rights issues.”

In order to fulfil this objective the Save the Children has agreed to develop and implement a common set of policies, programme principles and approaches in key strategies areas. One such common approach is Child Rights Programming which will constitute the basis for programming of the Save the Children organisations.

In working towards this objective, the International Save the Children Alliance has produced three valuable resources on the topic of CRP:

- An Introduction to Child Rights programming – Concept and Application, SCUK, 2000.
- Resource materials for Child Rights Programming Workshops, Joachim Theis, Regional Child Rights Advisor for SC UK and Sweden, 2001.
- Putting Gender Equity into Practice. Guidelines for Implementing the International Save the Children Alliance Gender Equity Policy (CD-ROM).

Save the Children and Human Rights

Both the vision and the mission of Save the Children make it clear that the Convention on the Rights of the Child should be the guiding framework and reference point.

Save the Children Vision:

Save the Children works for:

- A world which respects and values each child
- A world which listens to children and learns
- A world where all children have hope and opportunity

Save the Children Mission:

Save the Children fights for children's rights. We deliver immediate and lasting improvements to children's lives worldwide.

Save the Children has a special role to play in advancing the rights of the children because:

- Boys and girls have equal status with adults – they are not possessions of parents or people-in-the-making.
- Children's development and active participation are crucial to the progress of any society.
- Boys and girls play no part in the formal political process and it is difficult for them to use the legal system – therefore, special arrangements are required to ensure that children's rights and interests are properly represented in all decision-making which affects them.

Why this handbook?

The main purpose of the handbook is:

- To provide information about rights-based approaches to development.
- To provide an understanding of what Child Rights Programming (CRP) means and why Save the Children believes that it is a valid way forward.
- To demonstrate how these principles of CRP might be applied to individual programmes.
- To provide guidance about how to take these ideas forward with individual organisations.
- To signpost directions for further information, promotion and skills sharing in developing CRPs.

Target groups

This handbook is designed primarily for people who are working in development programmes within the Save the Children organisations.

It will also be relevant to partner organisations, donors and other organisations working in development programmes in the field of the rights of children.

Within these groups, it is designed for people who:

- Have some understanding of the UN Convention on the Rights of the Child, through having attended workshops and through applying CRC principles in the course of their work.
- Are familiar with the concepts of project programming.
- Have a good understanding of principle and practice regarding equal opportunities and gender issues.

How to use the handbook:

There are five sections in this handbook. They are:

- The Human Rights Framework
- Rights-Based Approaches
- Child Rights Programming; The Principles
- Child Rights Programming in Practice
- The Next Steps

Each section builds on the previous section so, for example, we start with information about human rights and the CRC. You need to have a clear understanding of this section before proceeding to the next one. At the end of this and each section, therefore, there are a series of exercises and or questions that you may like to use in order to check your understanding and to consider how you might apply this information and thinking to your own programmes. You will also find guidance at the end of each section about where to find further information/reading materials.

Working in Emergency Situations

For those people working with child rights issues in emergency or refugee situations this handbook should be used in conjunction with the Action for the Rights of Children (ARC) materials which have been produced jointly by Save the Children and UNHCR. The aim of this comprehensive set of materials is to increase the capacity of UNHCR, governments and NGO field staff to protect and care for children and adolescents from the initial state of emergency to the time when a durable solution has been found for them.

The ARC package contains resource and training materials on a number of key “foundation” topics (e.g. International Legal Standards, Community Mobilisation, Situation Analysis and others) and a number of Critical Issues (e.g. Separated Children, “Child Soldiers”, Education and others). The material can also be adapted to non-emergency situations.

Glossary (adapted from UNDP HDR 2000)

Culture is comprised of values, attitudes, norms, ideas, internalized habits and perceptions as well as the concrete forms or expression they take in. For example, social roles, structures and relationships, codes of behaviours and explanations for behaviour that are to a significant extent shared among a group of people. Culture is learned and internalized, and influences people's actions and interpretations of circumstances at the same time as people in turn influences the content of culture by their compliance with it or by challenging it.

Declarations articulate agreed upon principles and standards. These documents are not in themselves legally binding. But some declarations, most notably the Universal Declaration of Human Rights, have been so widely recognised that their provisions are considered as binding on all states.

Duty-bearers: Human rights are linked to duties, accountability, obligation and responsibility. Duty-bearers are the actors collectively responsible for the realisation of human rights. Those who bear duties with respect to a human right are accountable if the right goes unrealised. When a right has been violated or insufficiently protected, there is always someone or some institution that has failed to perform a duty.

Gender: Cultural interpretation of biological sex; definitions of what is considered to be feminine and masculine in particular cultural and social settings, and expectations of women and men, boys and girls with respect to these definitions; social, economic and political relationships between males and females in specific societies.

Human rights are the rights possessed by all persons, by virtue of their common humanity, to live a life of freedom and dignity. They give all people moral claims on the behaviour of individuals and on the design of social arrangements. Human rights are universal, inalienable and indivisible. They express our deepest commitments to ensuring that all persons are secure in their enjoyment of the goods and freedoms that are necessary for dignified living.

Human rights treaties, covenants and conventions are part of international law. Used interchangeably, treaty, covenant and convention refer to legally binding agreements between states. These agreements define the duties of states parties to the treaty, covenant or convention. They apply in times of peace and conflict. Human rights treaties regulate obligations of states towards persons in their own territory (rather than towards other states). Even though the UDHR is not a convention, it has become "common law" and is now considered legally binding for all states.

Humanitarian law (Geneva Conventions) rules the behaviour of states and other combatants in armed conflicts. It clarifies obligations between states, e.g. on: hijacking, nuclear weapons, airspace, extradition, laws ruling the behaviour of parties in armed conflict.

Inalienability: Human rights are inalienable: they cannot be taken away by others, nor can one give them up voluntarily.

Indivisibility: Human rights are indivisible in two senses. First, there is no hierar-

chy among different kinds of rights. Civil, political, economic, social and cultural rights are all equally necessary for a life of dignity. Second, some rights cannot be suppressed in order to promote others. Civil and political rights may not be violated to promote economic, social and cultural rights. Nor can economic, social and cultural rights be suppressed to promote civil and political rights.

Ratification of an international agreement (treaty, covenant, convention) represents the promise of a state to uphold it and adhere to the legal norms that it specifies. Ratification is an act of government or parliament that makes a treaty binding and enforceable in the state.

Realisation of human rights. A human right is realised when individuals enjoy the freedoms covered by that right and their enjoyment of the right is secure. A person's human rights are realised if sufficient social arrangements are in place to protect her/him against threats to her/his enjoyment of the freedoms covered by those rights.

Reservation to a treaty (covenant, convention) indicates that a state party does not agree to comply with one or more of its provisions. Reservations are, in principle, intended to be used only temporarily, when states are unable to realise a treaty provision but agree in principle to do so.

Signing a treaty (covenant, convention) is an act of government or parliament. It represents a promise of the state to adhere to the principles and norms specified in the document without creating legal duties to comply with them. Signing is the first step that states undertake towards ratifying and thus becoming states parties to an agreement. Presidential signature of an agreement must be ratified by parliament for the agreement to become legally binding.

States parties to an international agreement are the countries that have ratified it and are thereby legally bound to comply with its provisions. Governments are representatives of states. Once they have ratified an international treaty, all subsequent governments of that state have to abide by them. If they don't abide by the treaties ratified by earlier governments, the international community can impose sanctions.

Treaty bodies are the committees formally established through the principal international human rights treaties to monitor states parties' compliance with the treaties. Treaty bodies have been set up for the six core UN human rights treaties to monitor states parties' efforts to implement their provisions.

Universality. Human rights belong to all people, and all people have equal status with respect to these rights. Failure to respect an individual's human right has the same weight as failure to respect the right of any other – it is not better or worse depending on the person's gender, race, ethnicity, nationality or any other distinction.

Acronyms and Abbreviations

CAT	Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CICL	Children in Conflict with the Law
CRC	Convention on the Rights of the Child
CRP	Child Rights Programming
CSA	Country Situation Analysis
CSP	Country Strategy Paper
HR	Human Rights
ICCPR	International Covenant on Civil and Political Rights
ICERD	International Convention on the Elimination of All Forms of Racial Discrimination
ICESCR	International Covenant on Economic, Social and Cultural Rights
ILO	International Labour Organisation
NPA	National Plan of Action
RBP	Rights-based Programming
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
UNIFEM	United Nations Development Fund for Women

SECTION I

– *The Human Rights Framework*

This section provides a very brief summary of human rights, human rights principles and the CRC. You will need to have a clear understanding of human rights Instruments in order to be able to develop a child rights framework in programming. Please see “Further Information” at the end of this section for suggestions of other materials that you can refer to for more information.

What are Human Rights?

Human rights are universal legal guarantees protecting individuals and groups against actions and omissions (failures) that affect their freedoms and human dignity.

The core documents making up the International Bill of Human Rights are:

- The Universal Declaration of Human Rights
- The International Covenant on Civil and Political Rights (ICCPR)
- The International Covenant on Economic, Social and Cultural Rights (ICESC)

These core documents are supplemented by a range of other conventions and declarations on specific issues such as torture (CAT), racial discrimination ((CERD), and discrimination against women (CEDAW).

The UN Convention on the Rights of the Child (the CRC) covers the specific rights of people under the age of 18 years.

There are also regional human rights bodies and laws such as the Convention for the Protection of Human Rights and Fundamental Freedoms (The European Convention on Human Rights) and the African Charter on the rights and welfare of the child.

Human rights are based on respect for the dignity and worth of each person both as individuals and as members of society as a whole, a community or a group. These values cover those qualities of life to which everyone is entitled, regardless of their age, gender, race, religion, nationality, or any other factors. The responsibility for making sure that rights are respected, protected and fulfilled lies initially with national governments, but also concerns all elements of society from the level of international institutions, through to individuals in the family and community.

Human rights encompass values which can be found in all cultures and all religious and ethical traditions. They also provide a guide for common standards of conduct which can be expected from governments and societies.

Human Rights Principles

Human rights are governed by the following principles:

Universality

- Rights are not applied differently for people of different cultures or traditions. They are held equally by all people wherever they live in the world, and whatever their circumstances. Non-discrimination is at the heart of the concept of human rights.
- Boys and girls have equal rights.
- The well being of all children is important, but priority should be given to the most disadvantaged.
- Everybody must be treated with respect.
- All rights apply everywhere at all times – including in times of conflict and natural disaster.

Accountability

- When States ratify human rights instruments, they become accountable to all citizens, including children, and to the international community.
- Children are recognised as *holders of rights*. They should not be objects of charity.
- States are primary *duty-bearers*. This means that they have to ensure that the CRC is implemented for all children living within their country (including those who are not citizens of that country).
- The State should:
 - Respect the rights of the child by putting adequate legislation in place
 - Protect the rights of the child from being violated by a third party
 - Fulfil the rights of the child by taking appropriate and effective measures (this could include measures such as awareness raising).
- In the CRC (see “The CRC” below) communities, parents and families are recognised as primary caregivers, protectors and guides of boys and girls. They have responsibilities to recognise and implement the human rights of children.
- The international community must be committed to support States through international cooperation and assistance as and when required.

Indivisibility

- Human rights are indivisible, interdependent and interrelated. No one group of rights is more important than another.
- We need to take a holistic approach to the full range of interrelated rights of children. The approach should therefore be multi-dimensional and cross-sectoral.
- Although all rights are equally important, resources are limited so priorities always have to be made.

Participation

- Human rights establish the right of the individual to participate in political and cultural life. Everybody is entitled to participate, contribute and enjoy development.

- Children's participation is a goal in itself. Boys and girls have the right to participate and to be involved in decisions that have an impact on their lives. Children and families therefore need to be informed about their rights and to be provided with opportunities to express their views.
- Children are recognised as social actors both in their own lives and in society.
- States are obliged to encourage participation by people in all spheres.

The Convention on the Rights of the Child (CRC)

All human rights conventions apply to children, but children need a separate convention, since they need additional attention and protection.

The CRC emphasises that children are holders of rights. It covers all aspects of children's lives. It is legally binding and has been ratified by 191 countries. A full copy of the CRC appears as Annex 1.

States that have ratified the CRC are committed to taking the necessary legal, administrative and other measures in order to implement the CRC. This could mean changing legislation, training civil servants, setting up monitoring mechanisms, or the elaboration new policies and practices.

The CRC incorporates the whole spectrum of human rights – civil, political, economic, social and cultural – and sets out the specific ways which these should be made available to boys and girls. It applies to all children and young people under age of 18.

The CRC has been criticized of being based on norms and values of Western societies. It is therefore important to debate in all cultures on the meaning of childhood and child development if the CRC is to be interpreted in ways that are culturally and locally relevant.

The preamble of the CRC states

“Taking due account of the importance of the traditions and cultural values of each people for protection and harmonious development of the child ...”

A central principle must be to acquire as much information as possible about the society and culture of which particular groups of boys and girls are apart. How do children themselves experience and think about their own situation? Without understanding why people act in a specific way, there is no common ground for discussion and no opportunity to assist people in solving the problems in their lives. A local assessment can indicate what kinds of entry points that may be used, and what kinds of alliances can be forged in promoting the rights of the child. A gender analysis will also help in identifying relevant questions.

It is also important to see the dynamics in the culture and how attitudes and practices change over time. Who are the most important agents for change? (Is it the media or the religious leaders? What social, economic and cultural conditions influence boys and girls and their situation of work?

We also need to recognise the flexibility in people's ways of acting to deal with ever changing situations. There is a steady flow of influences from local, national

and global levels with which people have to reckon in their everyday decisions. Depending on the positions and situation in which an individual finds herself, there are always options to choose – although at the same time constraints – and cultural values make certain choices less attractive or more difficult to implement than others.

Concepts of childhood have implications for adult attitudes, behaviour and practices towards children, on laws and policies concerning children and on institutional attitudes and approaches towards children. The way parents view their responsibilities towards children is closely related to how they conceptualise the child and its possible innate capacities. Images of children as blank surfaces or as vessels that adults have a responsibility to inscribe or fill with culturally prescribed perceptions of morality and acceptable models of behaviour are widespread in all parts of the world. In some societies people consider children to be able to develop their inborn abilities to sit, walk, talk and behave properly without any particular instructions or help, while other societies emphasize the importance of more or less firm instructions and even physical reprimands to help the young child be turned into a responsible adult.

The 54 articles of the CRC can be divided into the following parts:

- General measures
- Definition of a child
- General principles
- Civil rights and freedoms
- Family environment and alternative care
- Basic health and welfare
- Education, leisure and cultural activities
- Special protection measures
- Monitoring

The Convention on the Rights of the Child builds on four general principles, which form the umbrella provisions of the CRC and are important for the overall framework of the CRC:

Non-discrimination (Article 2) All rights apply to all children without exception. It is the State's obligation to protect children from any form of discrimination and to take positive action to promote their rights.

Discrimination can be practised by governments themselves, by adults against children, by one community against another, by one group of children against another. It can result from active direct and deliberate actions, or it can happen unconsciously through insensitivity, ignorance or indifference. Discrimination can take place through legislation, institutionalised attitudes, media and governments action or inaction.

This article addresses the discrimination of all children, but it also recognises that many children face further discrimination as a result of their particular circumstances or status, and it places obligations on governments to take active measures to prevent such discrimination.

As a principle of the Convention, non-discrimination is relevant to all Articles, including those relating to health, education, standard of living or protection of vul-

nerable groups of children. Governments are obliged to take measures to address discrimination. Wherever there is, for example, a gender bias in the degree of implementation, for example, the government is obliged to remedy it: a gender bias in school access cannot be defended with arguments of limited resources.

Article 2 does not imply that all children must be treated the same. Non-discrimination does not prohibit differentiation between children, such as positive action to protect the rights of particularly vulnerable children. But it can only be justified if it can be shown to be in the best interest of the child(see below). Emphasis is placed on changing the legal framework, power structures, the attitudes of those who discriminate, the physical environment and resources so that all children can be served equally. We should listen to children who are discriminated against and empower them.

The gender perspective: Gender refers to social and cultural interpretations of biological sex, of what is considered to be “female” and “male” in a given cultural setting; and of the roles and relations between these sexes. Gender forms a central part of personal identity. Views and values about gender in any given society are internalised and these, in turn, shape perceptions, attitudes, behaviours and decisions later in life. Although other social and political factors such as status, class, ethnic identity, religion and disability, also affect children’s opportunities and life conditions, gender cuts across all these factors and must be included in any analysis or planning for children’s futures.

An important aspect of gender is the power relationship that subordinates females in a lower status than males. Schools, media, legislation and family are examples of factors that perpetuate this subordination through gender stereotypes. Differences in biological sex are often used to explain and justify inequalities. Strategies to empower and addressing gender discrimination against women usually has positive effects on boys and girls but it is also important to address gender discrimination against children through advocacy, empowerment and through addressing negative attitudes and practices.

Best Interests of the Child (Article 3) All actions concerning the child shall be in his or her best interests.

The best interest of the child is a major building block in the philosophy of the CRC. It reflects a fundamental aspect of the CRC: the contradiction between the vulnerable and the competent child. On one hand children are competent human beings, with the right to influence matters affecting their lives. On the other hand children are vulnerable and in need of special support and protection. How can children be granted equal value and still be given the protection they need? Considering “the best interest of the child” is part of the answer.

“Best interests” covers all decisions affecting boys and girls. In any action involving children, their best interests should be a primary consideration. This means actions taken by the state, by the authorities and by relevant private institutions. Procedures must be developed to ensure governments and decision-making bodies consider the interests of the child before taking decisions that affect him or her. Boys and girls should be given primary consideration when resources are mobilized and allocated.

“Best interest” will not normally be the only consideration when decisions are made which affect children but it should be among the first aspects to be considered and should be given considerable weight in all decisions affecting girls and boys.

It is also important to include the principle of participation in determining what the best interest of the child might be (see **Participation** below)

The Child’s Rights to Survival and Development (Article 6) Every child has the right to life. The State has an obligation to ensure the child’s survival and development.

A basic concept of the CRC is that children carry within themselves the potential for their own development. This Article states that all children should be allowed and supported to develop to their full potential.

It recognises that children, especially young ones, are vulnerable and need special protection and support. They must be kept from harming themselves, but they must also have the options, both physically and socially, to be active in their own physical and social development: to play explore and interact; to think for themselves and have their views recognised.

The concept of the developing capacities of the child is one of the key features of Article 6. This means that the age and maturity of the child should be taken into consideration when determining the scope of self-determination and freedom of the child. Child development is a holistic concept, demanding consideration of the whole child. As this includes her physical, cognitive, emotional, social, cultural and spiritual development, approaches to development must be multi-disciplinary and cross-sectoral.

Participation (Article 12): Girls and boys have the right to be involved in decisions affecting them.

Article 12 places an obligation on governments to ensure that girls’ and boys’ views are sought and considered in all matters that affect their lives. Children of any age should be allowed to express their views and in ways with which they are comfortable. Decision-making bodies, other institutions and families must listen to children and take their views into account in accordance with the child’s age and maturity. This provision applies both to individual cases and to children collectively. Boys and girls should also be encouraged to participate in decision-making within the family as well as in all aspects of school life. In order to be able to make decision, children have the right to relevant information provided in a form they can understand.

Monitoring Systems for the CRC:

The use of the monitoring and reporting mechanisms of the CRC is a key means of encouraging and enforcing accountability. It can also be used in relation to Child Rights Programming (See Section 4).

The monitoring body of the CRC is the Committee on the Rights of the Child. It was established under CRC as an independent body of 10 experts, when the CRC entered into force on September 2, 1990. The State Parties to the Convention elect the Committee members. The Committee is responsible for monitoring progress to-

wards realising the rights in the CRC for all boys and girls. States must report to the Committee, first within two years of ratification and then every five years. Thus, States are publicly and internationally accountable for their treatment of children. The Committee has circulated detailed guidelines to States on what their reports should cover.

QUESTION BOX:

These questions are designed to help you think about the information covered in this section so that you:

- Can check that you have understood the section
 - Begin to apply what you have learned to your own situation
1. What is the difference between a child, a young person and an adult? (Disaggregate by gender.)
 2. Can you give any examples of how our norms and values (as Westerners/as locals) influence our work with the CRC? If yes, what articles of the CRC and why? Are there any articles of the CRC when special consideration needs to be given to the views of the local people? If yes, what articles of the CRC and why?
 3. Which Human Rights Instruments have been ratified in your country?
 4. How do you use these Instruments?
 5. Which are the most discriminated groups of children and young people in your area? Is there a difference between boys and girls? Why are they marginalised (excluded)? Which Articles of the CRC are not being addressed in the case of these children and young people?
 6. Study a project proposal that you have received in the last 6-12 months. Assess how well (or not) the general principles of the CRC have been addressed in this project. What further questions could you ask to find out how much the applicant has thought about these principles: Define a number of possible questions under each principle:
 - Non-discrimination
 - Best interests of the child
 - Right to survival and development
 - Respect for the views of the child
 7. What are the constraints and opportunities to the realisation of Article 12 (participation) in your area of work? Do you see any gender concerns? How would you overcome the constraints?
 8. Study the government's most recent report to the CRC Committee and the Concluding Observations from the CRC Committee:
 - How did your government reported on Articles 2 and 12?
 - What were the Committee's recommendations in the Concluding Observations?
 - What additional questions would you like to ask your Government regarding the implementation of the CRC?
 - Suggest ways in which NGOs could be instrumental in encouraging the government to be more focused on implementing the CRC in your country.

For Further Information

For more information on Human Rights and Child Rights refer to:

- Training Kit on the UN Convention on the Rights of the Child, International Save the Children Alliance, London 1997. This is a comprehensive training kit on the CRC with fact sheets and exercises. (revised in 2002)
- An Introduction to Child Rights Programming – Concept and Application, SCUK, 2001.
- Resource materials for Child Rights Programming Workshops, Joachim Theis, Regional Child Rights Advisor for SC UK and Sweden, 2001.
- Putting Gender Equity into Practice. Guidelines for Implementing Save the Children Gender Equity Policy (CD-ROM).
- Children's Rights – Turning Principles into Practice, Petrén, A and Himes, J. (eds), Save the Children Sweden and Unicef, Regional Office for South Asia.

SECTION 2

– *Rights-Based Approaches*

This section analyses different approaches to development. It may be helpful therefore to preface it with a definition of what is meant by development in this context. Development practice is what NGOs, donors and other agencies do in order to try to secure people's rights and give people greater choice (for example, by providing access to quality education and healthcare, protecting them in conflict situations and encouraging their participation in decisions that affect them). There are a number of different ways of approaching these goals.

What is a Rights-Based Approach?

A rights-based approach to development is often defined by contrasting it with a needs-based approach. They are both based on a desire to help people survive and develop to their full potential. They both seek to identify a range of assistance and actions that are needed to achieve this. Where they differ is in their underlying assumptions and the implications of these assumptions for programming.

The box below lays out the key features of both a needs-based and a rights-based approach. It demonstrates how the approaches can be placed at different ends of the same continuum:

Table 1:

NEEDS PERSPECTIVE	RIGHTS PERSPECTIVE
Private charity	Public, political, moral and legal responsibility, obligation, duty
Voluntary	Mandatory
Welfare, alms, charity	Legal entitlements, claims, guarantees Justice, equality, freedom
Address symptoms	Address root causes
Partial goals (example: 80% of children are immunised; aim to deliver services to the largest number of people)	Complete goals – all people have the same rights (80% immunisation coverage means the right to immunisation has not been realised)
Hierarchy of needs. Some needs are more important than others (e.g. food before education)	Rights cannot be divided, they are indivisible and interdependent
Needs vary according to the situation, the individual and the environment	Rights are universal (the same everywhere)
Providing welfare services (object of needs)	Empowering (subject of rights). Rights holders (are empowered to) claim their rights
Determination of needs is subjective	Rights are based on international standards
Short-term perspective, filling gaps	Long-term perspective
Service provision	Awareness-raising of all groups (parents, children, decision makers)
Specific projects targeting specific groups of children	Holistic approach
Children deserve help	Children are entitled to help
Governments ought to do something but nobody has definite obligations	Governments have binding legal and moral obligations
Children can participate in order to improve service delivery	Children are active participants by right
Given scarce resources some children may be left out	All children have the same right to fulfil their potential
Each piece of work has its own goal but there is no unifying overall purpose	There is an overarching goal to which all work contributes
Certain groups have the technical expertise to meet children as well)	All adults can play a role in achieving children's rights (and children as well)

One of the key differences between these two approaches is that a needs – based approach does not come with accountability. There is no moral or legal obligation on the state and/or other statutory bodies to protect or assist. Many rights have developed from needs, but a rights-based approach adds legal and moral obligations and accountability.

Equally, in a rights-based approach, the holders of the rights are encouraged and empowered to claim their rights. This means that they are not seen as objects of charity (as they are in a needs-based approach) but rather those who are claiming their legal entitlements.

Why choose a Right-Based Approach?

The last decade has seen a growing interest in ensuring that the work of governments, the UN, donors, companies and NGOs encourage the realisation of human rights – including of course the human rights of children – in their programmes and action.

Human rights approaches are now seen as making a major contribution to pushing forward the high priority now being given to such issues as good governance, sustainability and poverty eradication.

Governments, donors, UN agencies, companies, NGOs and other civil society organisations are much more likely to talk about human rights and to have human rights policies even if their programmes are not yet a reflection of this shift in their approach. A number of important donor countries (e.g. Sweden, the Netherlands, Canada and the UK) and UN agencies have begun to debate how best to focus their aid and development assistance in order to achieve the greatest impact on the fulfillment of human rights.

Adopting a rights-based approach to development is about having real impact on the way in which organisations and their staff work. It requires organisations to do some new things and to do some other things differently.

Organisations adopt rights-based approaches to programming for two good reasons: firstly they believe that it is morally right and secondly, because they think it brings a number of benefits to traditional approaches to work. These benefits include:

- Providing a long term goal to which all work is directed and a set of standards to measure progress towards this goal.
- A goal and standards which are clearly set out in an international legal framework which is shared by governments, donors and civil society.
- Identifying the responsibilities of governments, donors, private sector, communities and individuals to bind them to action – as well as ways in which they can be held accountable.
- Incorporating what is widely regarded as “good development practice” (i.e. a focus on participation, equity, sustainability, non-discrimination, poverty eradication and multi-sectoral working) into one overall holistic approach.

QUESTION BOX:

These questions are designed to help you think about the information covered in this section so that you:

- Can check that you have understood the section
- Begin to apply what you have learned to your own situation

1. Look at the Table 2 (Needs Perspectives and Rights Perspectives) and discuss the differences between a rights-based approach and needs-based approach. Relate these discussions to your own projects and programmes.

Is there anything on the list that you would like to add/take out/modify?

2. Needs and Rights of children:

In the area where you are working, what do you consider to be the main needs of the children?

What rights relate to the needs you have recorded?

Who is responsible fulfilling these rights?

What is the role of Save the Children in fulfilling these rights?

3. You are planning an intervention in **one** of the following areas:

- Alternative care
- Trafficking/sexual exploitation
- Refugees
- Minority children
- Children with disabilities
- Education
- Health

First, decide which area of intervention you will focus on. Then answer the following questions, firstly from a needs-based perspective and secondly from a rights-based perspective:

- a) Define the problem.
- b) Define who is responsible for fulfilling the needs/rights of the relevant target groups.
- c) Define the role of your NGO in addressing this problem.
- d) Define types of intervention that would be appropriate and effective.

Having done this, discuss how the different perspectives (needs versus rights) might influence different intervention strategies.

4. Study the intervention strategies that you have proposed to address a rights-based approach to an identified problem (answer to question 3 above).

- Consider which gender issues have (or should have been) identified. Discuss ways in which you would address these issues,
- Indicate how you will ensure the participation of children in the strategies that you have identified.

5. Read the section “Why choose a rights-based approach?”

Discuss how these reasons might apply to your own organisation.

If you were asked to make a case to your director for changing the organisation’s approach to development from needs-based to a rights-based approach, what would be the key points of your argument (as they relate to your organisation)?

For Further Information

For more information on rights-based approaches to development refer to:

- An Introduction to Child Rights Programming, Concept and Application, Save the Children Fund 2001. Guidelines for SC UK staff on the principles of child rights programming (CRP).
- Resource materials for Child Rights Programming Workshops, Joachim Theis, Regional Child Rights Advisor for SC UK and Sweden, 2001.
- Putting Gender Equity into Practice. Guidelines for Implementing Save the Children Gender Equity Policy (CD-ROM).
- SIDA “Working Together Parts 1 & 2”. The Human Rights-Based Approach to Development Cooperation, Stockholm, 2001.

SECTION 3

– Child Rights Programming: the Principles

The overall goals of Child Rights Programming are to improve the position of children so that all boys and girls can fully enjoy their rights, and to build societies that acknowledge and respect children's rights.

The meaning of child rights programming can be built up from the definitions adopted for the three words:

- Child – every boy and girl under the age of eighteen years of age (unless by law majority is obtained at an earlier age). “Child” is used in a holistic sense where the needs of the “whole child” are taken into consideration (rather than separating these needs into sectors such as “health” and “education”).
- Rights – defined as international human rights law applicable to children, set out primarily in the Convention on the Rights of the Child.
- Programming – planning, implementation, monitoring and management of a set of activities towards a defined goal.

The combination of these three definitions provides the definition of Child Rights Programming (CRP) that will be used in this handbook:

“Child Rights Programming means using the Principles of Child Rights to Plan, Manage, Implement and Monitor programmes with the Overall goal of strengthening the rights of the Child as defined in International Law.”

Child Rights Programming is a framework and approach for analysis, planning, implementation, monitoring and evaluation. CRP brings together a range of ideas, concepts and experiences related to both to child rights and to child development within one unifying framework. It is based both on the principles and international legal standards of child rights (the CRC), and also of childhood studies. CRP views the child in a holistic way and considers all of her developmental needs. This means developing a clear understanding about the cultural contexts in which boys and girls are growing up so that appropriate strategies and methods on how to implement a rights perspective can be developed. In order to promote change, we have to understand why people think and act in a specific way.

CRP is different from what has often been seen in the past as “child rights work” or individual “child rights programmes”. This kind of work or programme has often been regarded as an “add-on” to the rest of programme work and has been labelled as “work on the CRC” or “child rights training”. When packaged in this way,

work on children's rights has the same status as work in health, institutional care or education, i.e. a specific sector of work selected through a process of analysis and prioritisation. Seen in this way, child rights work is seen as being optional in programming. This is not the case in Child Rights Programming, where the rights of the child are integral to *all aspects of programmes*.

CRP Principles

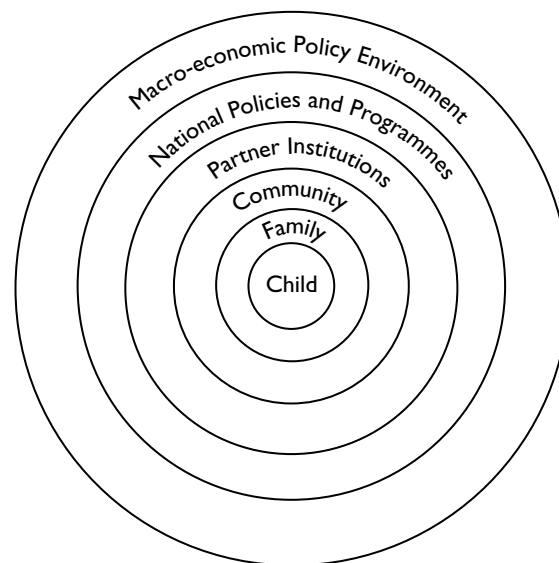
The following principles underpin all work on Child Rights Programming:

- The principle of the indivisibility of rights
- The principle of the universality of rights
- The four general principles of the Convention on the Rights of the Child:
 - The right not be discriminated against
 - The best interests of the child
 - The right to survival and development
 - The right to be heard(See Section 1: The Human Rights Framework)
- The principle of children as holders of rights
- The principle of duty-bearers

Who are the Duty-Bearers?

If children and young people are the holders of rights and have a legal entitlement that their rights are secured, then it is essential that those responsible for delivering on these rights are identified and made accountable and responsive. Although governments are often seen to be the primary duty-bearers, and indeed it is their responsibility to ensure that rights are secured, other adult members of society - both individuals and groups - are also duty-bearers. This means that these individuals and groups have an active role to play in ensuring that the rights of the young people in

their care are secured. This concept of duty-bearers can be represented by a diagram which shows which communities of interest have an influence on children's lives, and who therefore constitute duty-bearers for different obligations towards children. Please refer to Section 4 for more information on duty-bearers.



Applying a Rights-Based Approach

Save the Children works for the implementation of the CRC through a number of programmes worldwide. Child Rights Programming is the approach that will enable Save the Children organisations to plan, implement, monitor and evaluate their programmes from a child rights perspective and to ensure that the rights of the child are strengthened.

Applying a rights-based approach to programming means:

- Putting children at the centre, recognising them as **rights-holders** and social actors.
- Recognising governments as primary **duty-bearers** accountable to their citizens – including children – and the international community.
- Recognising parents and families as **primary care-givers**, protectors and guides – and supporting them in these roles.
- Giving priority to children and a **child friendly environment**.
- Being **gender sensitive** and seeking inclusive solutions which involve a focus on **those boys and girls who are at risk and discriminated against**.
- Addressing **unequal power structures** (class, sex, ethnicity, age, etc).
- Holding a **holistic vision** of the rights of the child while making strategic choices and taking specific actions.
- Setting **goals** in terms of **fulfillment of rights**.
- Aiming for sustainable results for children by **focusing** on not only on the immediate but also the **root causes of problems**.
- Using **participatory and empowering approaches** in particular regarding children.
- Building **partnerships and alliances** for promotion of the rights of the child.
- Counting on **international cooperation**
- A focus on those who are most at risk and discriminated against.
- Taking an holistic perspective which requires a **multi-sectoral response**.
- Providing a long-term goal which is clearly set out in **international legal frameworks** which are shared by governments, donors and civil society.
- Encouraging **legal and other reform**, such as the establishment of regular monitoring mechanisms, which create a much greater likelihood of sustainable change.

However, it is important to point out that Child Rights Programming is not the “magic solution”. It does not make the impossible possible. Governments can be made more accountable but in the absence of political will they cannot be forced to act. Governments in many less developed countries are weak or severely constrained by lack of resources. Child Rights Programming does not make more resources available although it may improve targeting. Child Rights Programming does not help decide what are the key priorities for programming – these are still a matter for assessment. Success also depends on the willingness of other actors to contribute to the improvement of the rights of the child.

QUESTION BOX:

These questions are designed to help you think about the information covered in this section so that you:

- Can check that you have understood the section
 - Begin to apply what you have learned to your own situation
1. Based on the information in this section, what do you consider to be the strengths of your own programme in relation to Child Rights Programming principles and standards?
 2. Which areas of your own programme would you identify as weaknesses in relation to Child Rights Programming principles and standards?

For Further Information

For more information on rights-based approaches to development refer to:

- An Introduction to Child Rights Programming, Concept and Application, Save the Children Fund 2001. Guidelines for SC UK staff on the principles of child rights programming (CRP).
- Resource materials for Child Rights Programming Workshops, Joachim Theis, Regional Child Rights Advisor for SC UK and Sweden, 2001.
- Putting Gender Equity into Practice. Guidelines for Implementing Save the Children Gender Equity Policy (CD-ROM).

SECTION 4

– *Child Rights Programming in Practice*

Child Rights Programming is a framework and an approach for analysis, planning, implementation, monitoring and evaluation. This section is devoted to illustrating how the principles of Child Rights Programming can be put into practice. It focuses around four notional stages in the programme cycle, and considers ways in which each stage can contribute more effectively to the advancement of the rights of the child.

This section does not provide a comprehensive guide for programming, but rather highlights programming issues which will need to be considered if a CRP approach is to be adopted.

The Programme Cycle

The “programme cycle” describes the process through which an organisation plans, acts and then reflects on its actions. Obviously different organisations do this in different ways. Some have discreet stages of assessment, planning and implementation, while for others the process is more fluid. Annex 2 provides a brief summary of the programme cycle but the diversity of planning and management styles in different organisations means that the ideas presented in this section will need to be adapted to suit different organisational needs.

For specific information on how gender issues can be integrated into the programme cycle, see Save the Children Gender Guidelines, available on the CD ROM User’s Guide produced by the Save the Children Gender Group (see Further information below) and for disability issues see the Rights of Disabled Children, Alliance Publication 2001.

The four basic stages of the project cycle are:

- **Situation Analysis:** how to make an analysis of the status of child rights in a population and how to analyse the underlying causes of problems and the observed trends.
- **Setting Priorities:** based on the analysis, how to identify priority areas for the organisation to tackle.
- **Implementation Strategies:** once these key issues have been identified, how to plan the programme strategies.
- **Monitoring and Evaluation:** how can the programme be assessed and learning achieved.

Stage I. Situation Analysis

Carrying out a good situation analysis is the best way to make sure that programming is likely to achieve the desired objectives. It involves collecting the right information to be able to make a sensible assessment of what needs to be done in order to improve the lives of children. It is the essential first step towards establishing priorities and making appropriate choices - whether in an emergency or in more stable situations. A situation analysis creates the basis for assessing progress and evaluating the long-term impact of an intervention.

Understanding the situation of children's rights in a country is not a one-off process. It should be built up over time. A CRP approach to situation analysis involves mapping of the level of rights violations. It also includes an analysis of the underlying causes of the violations of children's rights. Both the legislation and its implementation as well as cultural practices and attitudes should be analysed. In this process, the views of the child should be respected and given due consideration. Duty-bearers and other main actors should be identified.

The analysis should include:

I. The situation of children's rights

- An audit of which rights are being violated in the country and which boys and girls are especially affected?
- The consequences of these rights being violated, and the impact for children (differentiated by sex, disability, age, etc.) This will include a description of the situation now as well as trends over time.
- Analysis of government policies and actions on given violations.
- Analysis of the general level of awareness of children's rights issues and practice among civil society, organisations and government officials as well as children themselves.

The format for presenting this data recommended by the UN Committee is a useful mode (see Annex 3). The profile provides the full range of rights to which a child is entitled and it can be used either for a whole country or for any specific target group of children.

II. The immediate as well as the underlying causes of violations and obstacles to fulfilment (including attitudes and cultural practices).

Once rights violations have been identified, the next step is to understand the forces and factors causing them, so that appropriate interventions can be designed. Causes are often inter linked, and will require a multi-sectoral approach.

The differing roles of the following players/systems are often important as immediate causes of violations:

- Public attitudes, behaviour and practice (both adults and children)
- Customary law
- Government policy responses and implementation record
- The law and legal system

- Civil society and the media
- The private sector

Describing these “immediate” causes is often a useful step in causal analysis. But it is important to remember that the five variables stated above are themselves constructed by a complex set of underlying causes, which also have to be understood. So, for example, good strategies to change public attitudes or government policy need to be based on understanding of underlying factors, such as power structures in the society and cultural perceptions of childhood. Factors such as age, gender, class, ethnicity and disability all influence discrimination and subordination. Girls and boys with different backgrounds in the same culture may experience different conditions at birth and while growing-up, and the situation for children also changes over time. Also, the way in which a society perceives its children has implications for adults’ attitudes, behaviour and practices towards those children. The way parents or carers view their responsibilities towards boys and girls is closely related to how capable – or not – they believe children are of thinking and acting for themselves.

A central principle for situation analysis must be to acquire as much information as possible about the society and culture of which particular groups of boys and girls are part. A gender analysis and power analysis will help in identifying relevant questions:

- *Identify activities, roles and areas of responsibility of boys and girls:*
Who does what, when and where? Who spend her or his time where and with whom? What are the power relations in the family and overall society (disaggregate by age, sex, disability, etc.)?
- *Identify girls and boys access to, use and control of resources:*
What resources are there? (Own labour, money, food, time, leisure, schooling, power/authority, and autonomy) Who has access to which resources? Who can make decisions about available resources (consider both formal and informal channels for decision-making)?
- *Identify boys and girls needs, violations of rights and gender gaps:*
Who has what needs and priorities? Which are the gaps in relation to rights? Which groups of children are excluded and discriminated against, why and how?

A gender perspective should also be integrated into all interventions, taking into account boys and girls different life situations in order to prevent discrimination and to assure that boys’ and girls’ views, needs and situation are taken into consideration.

III. The views and experiences of children:

In CRP there is an obligation to ensure that the views of the child are respected and given due consideration. This means that the views of boys and girls should be sought during the assessment stage, with the intention of trying to understand any issue from the child’s point of view.

IV. Duty-bearers:

One of the key features of CRP is the notion of duty-bearer: identifying who is responsible for ensuring that a given right is not violated (see Section 3, p.18). This involves identifying those with a duty to prevent existing violations, and encouraging them to fulfill that duty. It is often complex for a number of reasons:

- There is usually a hierarchy at the local level of duty-bearers from the head of state down to those working directly with children. It is important to understand these various levels.
- Duties are often shared between different agencies and departments, often with grey areas where responsibilities are not clearly designated.
- The notion of duty-bearer is closely bound up with the notion of public accountability. This is not part of public sector culture in many countries.
- In some countries the government's capacity to actually put policy into practice is extremely limited and they may simply not be able to secure the basic rights of children.
- In these cases it might be necessary for other actors such as UN agencies to step in and temporarily take over some of the governments responsibilities.

It is also important to identify other actors who might influence the situation of children, such as the media, the private sector, youth movements, etc.

Sources of information for Situation Analyses

Disaggregated data should be used, when available (on age, gender, disability, class, ethnicity, geographic coverage, etc.) Changes over time should also be identified (e.g. on disparities between boys and girls and different groups of children over the last decade).

Original field based research is expensive and time-consuming. Before investing any resources in new research it is essential to review available secondary data on a given issue. While some studies will be published in the public domain, invaluable data can often be found in the unpublished reports of local NGOs, the UN, international NGOs and universities.

For country reviews of children's rights as a whole, the best starting point will usually be the UN Committee on the Rights of the Child's documentation, which includes:

- State party reports (outlining the government official assessment of child rights in the country and their plans to address violations).
- Alternative reports (produced by NGO coalitions in the country, outlining their views on priority issues).
- Records on the proceedings of the meetings between the UN Committee and the government representatives.
- Concluding observations made by the UN Committee (including their recommendations on priority actions).

Other sources of information include:

- Country laws and policies, etc.
- Statistics, research and reports produced by the government, the UN, universities, research institutes, and by international and local NGOs. (Amnesty, Human Rights Watch, Save the Children members, UNICEF and UNDP, local youth and women's organisations, etc.).
- State party reports and concluding observations for other conventions such as CEDAW and CERD.
- Own research (this might be necessary in order to incorporate the views of boys and girls).
- See also Annex 5.

Stage 2. Setting priorities

After an analysis has been made, the organisation needs to set priorities and specify in which areas it plans to intervene.

Priority for interventions will depend on:

- The severity and frequency of violation (which are the most vulnerable boys and girls?).
- The availability of partners to implement.
- Political support for the aims or commitments made by the government.
- The policy of the organisation as well as capacity, experience, logistics, and availability of funds.
- Complementary role of other actors, including the Alliance (ensuring that alliances are formed with other actors and that there is no duplication of intervention).
- Effectiveness and reasonable benefits for the invested costs.

There are many different ways in which an organisation can conduct an exercise in priority setting.

A SWOC analysis (Strengths and Weaknesses of the organisation as well as Opportunities and Constraints in the external environment) is one useful and relatively simple prioritisation tool (see Annex 4) .

Stage 3. Implementation strategy

“The Three Pillars”

A rights-based implementation strategy is a plan to increase accountability and to advance the overall fulfillment of children's rights. The diagram below, titled “The Three Pillars” indicates three different areas of intervention that would contribute to this process. All approaches are dependant on systematic situation analysis.

Practical actions to directly address violations and gaps:

These are practical responses, firstly to violations (especially on protection issues such as the separation of children in conflict, commercial sexual exploitation and child labour), and secondly, to gaps in provision or participation, either providing the response directly or by ensuring that whoever is responsible (government, partners) is providing the response and is accountable.

Strengthening the “infrastructure” to overcome constraints, ensure accountability and monitor progress in child rights:

This is about developing the “infrastructure” of legislative, political, administrative and community structures, practices and mechanisms which will take forward the promotion and protection of children’s rights. Initiatives such as National Children’s Commissions, ombudsmen, Defenders of Children’s Rights, constitutional and legal reform, children’s budgets, children’s councils and national plans of action (for example reallocation of resources in favour of primary health care) all help to create a momentum for change and to reduce the risks of future changes in priority.

Building a constituency of support in society for children’s rights among individuals in government, the professions, the media, the private sector and civil society.

This focuses on building up a constituency of support and commitment to children’s rights among individuals. The aim is to strengthen the children’s rights community by creating awareness, understanding and commitment among decision-makers, opinion formers and everyone who has day-to-day contact with children. By embedding support for children’s rights within government, key professionals, the media and the general public, there will be a stronger base of support for the long-term advancement of children’s rights.

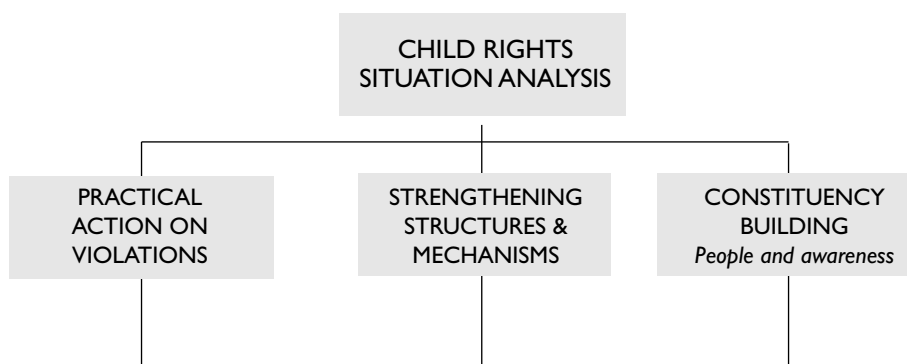
Creating a Balance of work

These are complementary and mutually reinforcing ‘pillars’ of child rights programming. A programme that provides only services without tackling policies is incomplete. Equally incomplete is work that focuses only on policies without ensuring these policies and laws are translated into good practice and concrete results for children.

There have to be strong links between the ‘pillars’ to ensure that work in each pillar reinforces work in the others. Across all pillars, child rights programming uses common approaches to work, such as research, communication and public education, advocacy, training and capacity building, monitoring and evaluation.

When planning implementation strategies, it is important that the Alliance do not “take over” the role of the government but finds its niche in putting pressure on the government and strengthening duty-bearers so that they can fulfill their responsibilities.

CHILD RIGHTS PROGRAMMING



Stage 4. Monitoring and evaluation

A key component of programme design is the definition of indicators to track the success or otherwise of a chosen plan of action. Indicators are designed to track both the outcomes and the outputs of a programme. Outcomes relate to the objectives which the programme was designed to achieve and outputs relate to the activities which were implemented. Often programmes are designed with specific milestones to be achieved in a particular time sequence, with indicators to show when these stages have been achieved. Evaluation refers to the process of reflecting on the implementation of a given program in order to draw lessons for the future. Using the CRP approach, the views and opinions of boys and girls will form an integral part of the monitoring and evaluation process.

Depending on the goal of the intervention, the monitoring process could include measuring the following:

- Changes in awareness of children's rights
- Changes in policies, strategies and institutional capacity to respect and fulfill children rights
- Change in the actual situation of children

The following paragraphs provide some considerations regarding the monitoring and evaluation of the three implementation strategies as they appear under the "Three Pillars". There will be many other considerations. These should be seen only as examples:

Strategies which aim to directly address violations:

The direct outcome of interest in these projects is the level of rights violation experienced by this group. The evaluation needs to address whether the level of rights violation has been reduced as a result of the programme. If the aim is also to develop demonstrative innovation, the evaluation should identify if other organisations and/or government structures has taken up these innovations.

Strategies which aim to strengthen structures and mechanisms:

A relevant question for the evaluation could be “as a result of this program is the target system better able to protect children from rights violations”. A set of indicators should be developed for measuring the process of change.

Strategies which aim to build awareness and support for children’s rights:

The main output variable could be public knowledge and attitudes.

For example, the effect of a media campaign on bullying children at school could be the following:

- ultimate outcome (number of boys and girls bullied before and after the project)
- immediate outcome (attitudes to bullying children)
- outputs (TV spots, pamphlets, etc.)

The ultimate questions would be: as a result of this program, is the target system better able to protect children from rights violations?

If a base line study was not collected prior to the project implementation, these variables are difficult to measure. Evaluation surveys are likely to investigate the process of change – how did change occur, and which strategies were successful within the overall programme. It is also important to ask if these changes in attitudes were likely to be the result of other factors in society.

Key Questions which Apply to all Stages of Child Rights Programming

In summary, when applying the four general principles of the CRC – survival and development, best interests, non-discrimination and participation – some key questions need to be asked at every stage of the programme cycle and in relation to every programme intervention. The following sets of questions will act as a checklist, or filter system to make the necessary adjustments to your programme.

1. Non-discrimination:

- Are statistics and information disaggregated by sex, disability, class, ethnicity, etc.?
- Is the project/programme likely to benefit boys and girls from different social identities/groups in different ways? If yes, how? Does it have an inclusive approach, ensuring full participation and access for all? Are empowering strategies included?
- Will the project address discrimination? (age, disability, sex, ethnicity, class, HIV/AIDS status, etc)? Think about attitudes, practices, laws and policies.
- Does the project/programme aim to provide one group of children with rights not enjoyed by other groups of children? If so, is it appropriate?
- Is there a plan to lobby the government and other actors to mobilise resources in order to prevent and combat discrimination and stereotypes? Does this plan include lobbying governments to provide information (in relations to budgeting, spending and impact) disaggregated by sex, class, age, etc.
- Which were the issues of difference and discrimination within the target group and between the group and other children - and how were these dealt with?

- Has the project/programme preserved stereotypes and traditional gender roles or has it promoted a change?
- Have those girls and boys with less power become empowered?
- Has a gender analysis been made?

2. Best Interest:

- What is the vision of the best situation/interest for children in the particular area of intervention?
- How and by whom has this vision being defined? What are the underlying assumptions?
- What have girls and boys contributed to the development of this vision? Is the best interest of girls and boys being fully considered during project planning and implementation?
- Is it possible that there might be negative effects for any groups of children/child (within or outside the target group)? Is the best interest for each individual child sought?
- How is the budget allocated? Is it in the best interest of all children in the target group?
- Is there a plan to lobby the government and other actors to undertake gender and child/impact analysis before taking decisions, passing new laws, etc.?
- Did the principle of the best interest of the child remain paramount during project implementation?
- What other interests were involved and how were conflicts resolved?

3. Survival and development:

- Does the programme address different survival and development needs for all boys and girls? Are measures taken to prevent and address different forms of neglect, violence, abuse and exploitation?
- Is a multi-sectoral approach taken in order to address and strengthen physical, cognitive, emotional, social, cultural and spiritual development of the boys and girls concerned? Are children's evolving capacities recognised? Are parents and the extended family recognised as primary care givers?
- Are there any possible negative consequences for different groups of boys and girls in relation to survival and development?
- Is there a plan to lobby the government and other actors to allocate the maximum amount of resources for the survival and development of all children? Are statistics in relation to education and health, for example, disaggregated (age, gender, disability, etc.)? Are indicators on quantity and quality provided over time (in order to measure impact)?
- What was the impact (direct and indirect) of the project on survival and development?

4. Participation:

- Are the views of boys and girls being incorporated in all stages of programming, identification, planning, design, implementation and evaluation?

- Are the views of different groups of girls and boys being taken into consideration and given equal weight? Is relevant and accessible information being provided? Are the evolving capacities of the children concerned being respected?
- Are any special measures being taken, so that all children are encouraged to participate? What kind of support is provided in order to help girls and boys to develop their capacity to make informed choices?
- Are government and other actors being lobbied to take children's views into consideration on any matters that affect them? Are children provided with relevant information in a form they can understand?
- How were the views of boys and girls involved sought during the planning and implementation of the project and what actions were taken as a result of these views?

QUESTION BOX:

These questions are designed to help you think about the information covered in this section so that you:

- Can check that you have understood the section
- Begin to apply what you have learned to your own situation

1. Study a recent project proposal that your organisation has received or written.

Discuss the following questions in relation to this project proposal:

- What unfulfilled rights is this project addressing?
- What are the underlying causes for the rights not being fulfilled?
- Who is responsible for the fulfillment of rights?
- What action should be taken to improve the situation?
- What children are included in the target group of the project?
- Is the proposal gender sensitive?

For Further Information

For more information on rights-based approaches to development refer to:

- An Introduction to Child Rights Programming, Concept and Application, Save the Children Fund 2000. Guidelines for SC UK staff on the principles of child rights programming (CRP).
- Putting Gender Equity into Practice. Guidelines for Implementing Save the Children Gender Equity Policy (CD-ROM).

SECTION 5

– The Next steps

Operations and Management

Child rights programming has a number of operational implications. The coming years may well see a phase of transition where “old-style” projects exist alongside newer child rights work. New work is likely to incorporate CRP principles from the beginning so that stakeholders will take greater ownership.

As children become increasingly visible in our work, organisational cultures will have to change. Staff and partners will need practical tools and examples for assessments and analysis, designing programmes and partner selection.

Save the Children programmes cover a very broad range of issues (from global economics to local beliefs and practices) and work at different levels. Reconciling conflicting demands of such a complex programme will require flexibility and ingenuity from field staff and management. Working cross-sectorally and across different levels may require new management, new financial systems and new reporting structures.

Organisations adopting CRP will need to have clearly stated minimum standards, structures, HRD systems, monitoring and evaluating mechanisms around diversity and discrimination (gender, disability, ethnicity).

Organisational Implications

As organisations evolve towards CRP they are likely to shift from a service delivery approach towards a more holistic and comprehensive approach. It is likely to have more focus on advocacy activities, with the overall aim of influencing public attitudes and policy. Partnership and relations with networks, coalitions, media, key government figures and the UN are likely to increase.

The following lists provide an overview of some of the implications that an organisation might have to consider when adopting a CRP approach.

Organisational implication could include:

- Changing scope and focus – linking service delivery, advocacy, awareness raising and influencing work
- Developing Capacities and competencies of staff
- Adapting Structure, teams, staff, partners
- Introducing Policies and procedures (e.g. child protection policy, non-discrimination, child participation)
- Changing External relations: new partnerships and networks, communication, donors, international rights system

Required changes in knowledge, understanding and skills right need to include:

- Understanding child rights and human rights
- Understanding children, childhoods and child development - research about and with children
- Addressing issues of gender and diversity
- Supporting child participation
- Analysing (context, root causes, holistic, accountability)
- Carrying out Advocacy (laws, macro and sector policies, resource allocations)
- Holding accountable those who are responsible – not just through advocacy
- Developing communication and public education
- Working across sectors, departments and levels
- Linking work on policies, practice, structures, constituencies...
- Studing impact, quality, sustainability, ownership

Organisational decisions: Key issues for organisations who want to base programme work on CRP principles:

- Basic concepts, principles, framework – need wholehearted organisational commitment
- Integrate CRP into ‘sector’ approaches, strategies and policies and explore multi-sectoral and cross-sectoral approaches
- Integrate CRP into programming mechanisms: strategic planning, situation analysis, the project cycle
- Involve children at all levels
- Programme development
- Adapt Management systems and structures
- Financial systems
- Consider staff and partner development issuer
- Research
- Advocacy, campaigning may become more important

Debates and Dilemmas

As Child Rights Programming is a relatively new approach, there will be some organisations, colleagues and others who may challenge its validity as a concept and an approach to development.

Some of the issues and resistances which might arise in discussions regarding the CRC, child rights and/or child rights programming are discussed below:

Is the CRC biased towards a Western notion of policy and childhood?

One objection commonly raised about the CRC is that is based on a philosophy which is essentially Western European and North American and that this model is neither appropriate nor applicable in other countries with different cultures, resource bases, political structures and legal systems.

In response, supporters of the CRC argue that the challenge of CRP is to find locally appropriate ways of working which take into account the complexities and specificities of local conditions, while still aiming to promote the general principles of non-discrimination, survival and development and respect for the views of the child, in order to further the best interests of the child.

Is there a contradiction between cultural rights and universal human rights?

A related objection to the CRC concerns the conflict between the idea of fixed universal human rights, and the variety of cultural attitudes to children around the world. Surely, it is argued, it is wrong to impose a single standard on other cultures, as people have the rights to express their own culture in their own way. Does not the notion of cultural rights contradict the idea of universality?

In response it can be argued that CRC articles are not prescriptive. They do not set out the details of how they are to be adopted. Rather they provide a sort of checklist of issue which government and policy makers need to interpret in the light of local conditions, possibilities and resources.

It may also be the case that governments use the cultural argument to justify gross human rights abuses. It is important to develop national and international mechanisms in order to confront these abuses.

How can the CRC be implemented in places where there is no functional legal system?

Absence of a functioning judiciary system is doubtless a major obstacle to implementation of the rights of the child. In practice, it is unusual to find that there is no system of any kind. Usually there is some kind of judiciary in place and the challenge of CRP is to find ways to build up the capacity of that system.

In addition, in societies where non-judicial means of conflict resolution predominate, these local structures provide opportunities for advocacy and public education.

How can the CRC be implemented where the government capacity is very weak?

There is enormous global variation in the resources available to national governments, and corresponding differences in the levels of services provided. However, whatever the level of overall resourcing, the principles of CRP may still be used to plan their optimal allocation. For very poor countries the resources of the international aid community may be important on supporting national capacity, again providing an opportunity to ensure that international assistance is supportive of human rights in general and child rights in particular.

The absence of an enforcement mechanism does not mean that implementation will fail. On the contrary, many governments who have ratified the CRC have embarked on a serious programme of reform with the aim of implementing the CRC.

It is true that, ultimately, if a government does not wish to adhere to the CRC then it cannot be forced to do so. However, pressure can be brought to bear, including adverse publicity and the diversion of international aid.

Are child rights at the expense of parents' rights?

Some adults and parents feel uncomfortable with the idea of children's rights, as if it will somehow set children against parents, or undermine parental authority. This fear has not been borne out in practice. Indeed the CRC explicitly recognises the central role of parents in bringing up children and the duty of the State Party to support parents in this role.

Conclusion

Child Rights programming can work for all of us. It provides an overall goal for our work, as well as a vision of a society in which children are able to live their lives to their full potential. This vision sees the improvement of children's lives across the world through the realisation of their rights, as the essential step towards the improvement of the lives of all individuals

Only in trying out the CRP approach will you see its value. And in trying this approach, your organisation can also contribute to the process of developing and sharing examples of good CRP practice which might persuade other to adopt similar approaches.

QUESTION BOX:

These questions are designed to help you think about the information covered in this section so that you:

- Can check that you have understood the section
 - Begin to apply what you have learned to your own situation
1. Study the information provided in this section and, in your working group, consider this question: What are the main implications of CRP for your work?
 2. List the kind of changes you would like to make in your work and your organisation as a result of adopting a CRP approach
 3. In a group situation consider
 - the constraints on your organisation in moving to a CRP approach and
 - the opportunities that it would provide.
 4. Read the paragraphs on Debates and Dilemmas (above). Consider which of the questions (if any) might apply to your own situation. Then read the response carefully. Is this response adequate/appropriate for your situation? In which ways might you develop this response so that it becomes more relevant to your local situation?
 5. Develop an organisational action plan for the next six months on how the CRP approach could be advanced in your own organisation.

For Further Information

For more information on rights-based approaches to development refer to:

- An Introduction to Child Rights Programming, Concept and Application, Save the Children Fund 2001. Guidelines for SC UK staff on the principles of child rights programming (CRP).
- Putting Gender Equity into Practice. Guidelines for Implementing Save the Children Gender Equity Policy (CD-ROM).

Appendix I – The UN Convention on the Rights of the Child

Preamble

The States Parties to the present Convention,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, “the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth”,

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules) ; and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict,

Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child,

Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

Part I

Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

Article 2

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

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 4

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

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 6

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 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.
2. States Parties shall ensure the implementation of these rights in accordance with

their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.
2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.
2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.
3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.
4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.
2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obliga-

tion of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (ordre public), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.
2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 12

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

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
 - (a) For respect of the rights or reputations of others; or
 - (b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.
2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.
3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.
2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (*ordre public*), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.
2. The child has the right to the protection of the law against such interference or attacks.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has 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. To this end, States Parties shall:

- (a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
- (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
- (c) Encourage the production and dissemination of children's books;
- (d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
- (e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.
2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.
2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.
2. States Parties shall in accordance with their national laws ensure alternative care for such a child.
3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

- (a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;
- (b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;
- (c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;

- (d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;
- (e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.
2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.
2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.
3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.
4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including

dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.
2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:
 - (a) To diminish infant and child mortality;
 - (b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
 - (c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;
 - (d) To ensure appropriate pre-natal and post-natal health care for mothers;
 - (e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;
 - (f) To develop preventive health care, guidance for parents and family planning education and services.
3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.
4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.
2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.
3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.
4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
 - (a) Make primary education compulsory and available free to all;
 - (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
 - (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
 - (d) Make educational and vocational information and guidance available and accessible to all children;
 - (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.
2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.
3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scien-

tific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29 – General comment on its implementation

1. States Parties agree that the education of the child shall be directed to:
 - (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
 - (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
 - (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
 - (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
 - (e) The development of respect for the natural environment.
2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:
 - (a) Provide for a minimum age or minimum ages for admission to employment;
 - (b) Provide for appropriate regulation of the hours and conditions of employment;
 - (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- (a) The inducement or coercion of a child to engage in any unlawful sexual activity;
- (b) The exploitative use of children in prostitution or other unlawful sexual practices;
- (c) The exploitative use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that:

- (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
- (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;

- (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;
- (d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.
2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.
3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.
4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.
2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:

- (a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;
 - (b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:
 - (i) To be presumed innocent until proven guilty according to law;
 - (ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;
 - (iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;
 - (iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;
 - (v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;
 - (vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;
 - (vii) To have his or her privacy fully respected at all stages of the proceedings.
3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:
- (a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;
 - (b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.
4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Article 41

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:

- (a) The law of a State party; or
- (b) International law in force for that State.

PART II

Article 42

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

Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a *Committee on the Rights of the Child*, which shall carry out the functions hereinafter provided.
2. The Committee shall consist of ten experts of high moral standing and recognized competence in the field covered by this Convention. The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems. (*amendment*)
3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.
4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.
5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.
6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.
7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.
8. The Committee shall establish its own rules of procedure.
9. The Committee shall elect its officers for a period of two years.

10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.
11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.
12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide.

Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights:
 - (a) Within two years of the entry into force of the Convention for the State Party concerned;
 - (b) Thereafter every five years.
2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.
3. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports submitted in accordance with paragraph 1 (b) of the present article, repeat basic information previously provided.
4. The Committee may request from States Parties further information relevant to the implementation of the Convention.
5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.
6. States Parties shall make their reports widely available to the public in their own countries.

Article 45

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

- (a) The specialized agencies, the United Nations Children's Fund, and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Conven-

tion in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children's Fund, and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;

- (b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations and suggestions, if any, on these requests or indications;
- (c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;
- (d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

Part III

Article 46

The present Convention shall be open for signature by all States.

Article 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

Article 48

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.
2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate

- the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.
2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.
 3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.
2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.
3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General

Article 52

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

Article 53

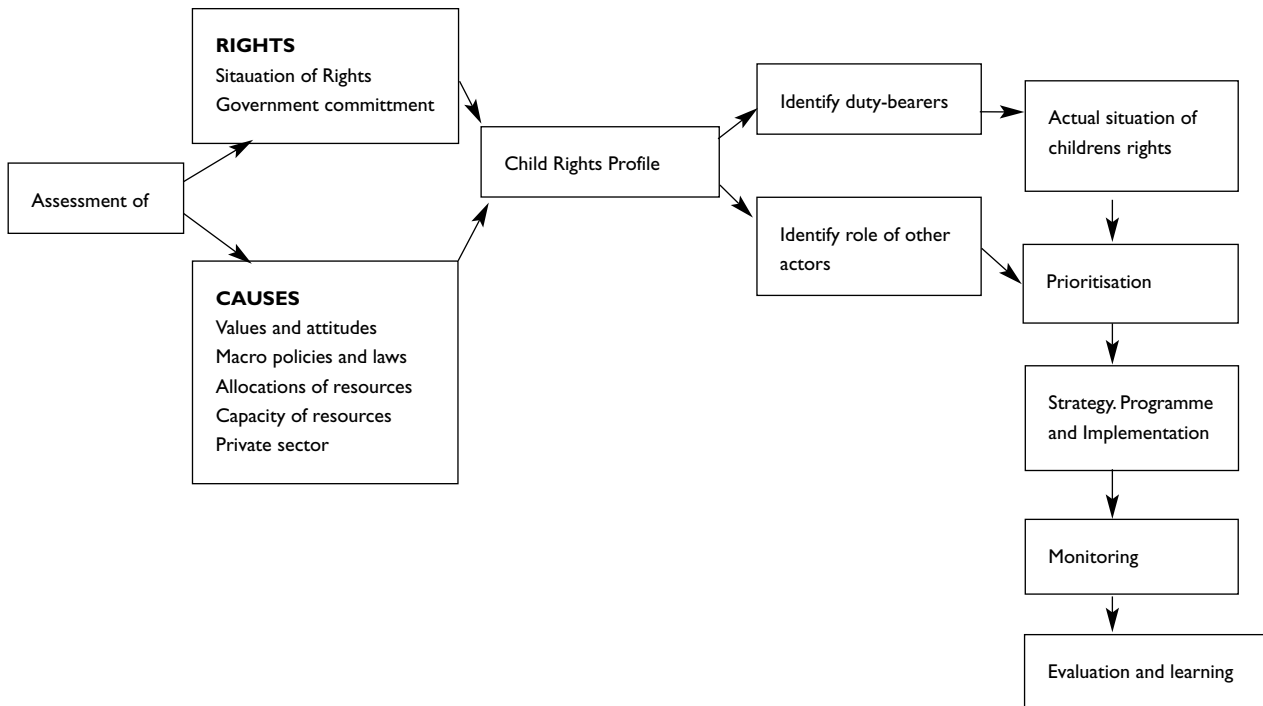
The Secretary-General of the United Nations is designated as the depositary of the present Convention.

Article 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations.

IN WITNESS THEREOF the undersigned plenipotentiaries, being duly authorized thereto by their respective governments, have signed the present Convention.

Appendix 2 – Programme Cycle



Appendix 3 – The format for presenting reports to the UN Committee

Guide to the Committee’s Reporting Guidelines and the eight thematic areas of CRC

The Committee on the Rights of the Child during its first meetings drafted Guidelines for Initial Reports. These divide the Convention into eight “clusters” of Articles which, in the words of the Committee, “reflect the Convention’s holistic perspective of children’s rights: that they are indivisible and inter-related, and that equal importance should be attached to each and every right recognised therein.”

The Committee’s Guidelines for Periodic Reports, drafted in 1996, demand a critical analysis by States of the further progress they have made towards full implementation. These Guidelines use the same structure of clusters of Articles, but spell out in 50 pages the detailed information required to enable the Committee to judge each State’s progress for its children. Reports must contain “sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned”. Additionally, “the process should be one that encourages and facilitates popular participation and public scrutiny of government policies”.

The following are the clusters:

I. General measures of implementation

Article 4: implementation obligations; Article 42: making Convention widely known; Article 44(6): making reports widely available (in Guidelines for Periodic Reports, also covers Article 41: respect for existing standards).

II. Definition of the Child

Article 1.

III. General principles

Article 2: non-discrimination; Article 3(1): best interests to be a primary consideration; (the Guidelines for Periodic Reports also covers Article 3(2): The State’s obligation to ensure necessary care and protection; and Article 3(3): standards for institutions, services and facilities); Article 6: the right to life, survival and development (see also, VI, below); Article 12: respect for the views of the child.

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; 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. The Guidelines for Periodic Reports indicate (para 48) that these are not the only provisions in the Convention, which constitute civil rights and freedoms.

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; Article 39: rehabilitation and reintegration of victims of violence (see also VIII below).

VI. Basic health and welfare

Article 6: right to life, survival and development (see also, II above); Article 18(3): support for working parents; Article 23: rights of disabled children; Article 24: right to health and health services; 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; Article 29: aims of education; Article 31: right to leisure, play and participation in cultural and artistic activities.

VIII. Special protection measures

A. Children in situations of emergency

Article 22: refugee children; Article 38: children and armed conflict; Article 39: rehabilitation of child victims (see also V above).

B. Children involved with the system of administration of juvenile justice

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 V above).

C. Children in situations of exploitation

Article 32: child labour; Article 33: drug abuse; Article 34: sexual exploitation; Article 35: sale, trafficking and abduction; Article 36: other forms of exploitation.

D. Children belonging to a minority or an indigenous group

Article 30.

Appendix 4 – Predominant Concepts of Childhood and development Models

Traditional concepts of childhood

Children (especially small children) are seen as passive, vulnerable and helpless

Views adults as the norm and sees childhood as a period of becoming (of being in transition to adulthood)

Adults know and assume what is best for children

“Trickle down theory” implies that children benefit automatically from benefits that reach their families

Models of children and childhood in development projects are based on social science research based on Western-centered development psychology and pedagogics

Tends to overlook gender and other dimensions (class, disability, ethnicity etc)

Emphasising children’s needs rather than children’s rights

Concepts of childhood and development models based on the CRC

Children have rights

Children have their own capacities, interests, concerns and needs

Children are individuals with their own ideas and perspectives

Children’s views, experiences and perspectives often differ from those of adults

Children are active members of society. They shape their own environment.

Children are not just passive objects of concerns or victims

Diverse models of childhood (local models)

We cannot assume that children benefit automatically if their family and community improves

Implications for programming of models based on CRC

Demand and need for more and better information about all aspects of children's lives

Children are important informants in research about children

Children are consulted and involved in decisions that affect them

Children are involved in project design and implementation

Monitoring and research of impact on children

Disaggregation of data by sex, age and other factors to bring out differences between adults and children and between different groups of children

Recognise and analyse the division between different groups of children

(Adapted from "Tools for Child Rights Programming: A training manual, J Theis, 2002)

Appendix 5

Framework for Child Rights Situation Analysis

Principles of Child Rights Programming:

- Children are holders of rights - people and institutions are accountable for children's rights
- Consider all of a child's developmental needs (four categories of rights) – indivisibility of rights
- Non-discrimination (age, gender, ability, ethnicity, origin...) – universality
- Best interests of the child
- Child participation (consultation and decision making)

Analyse the status of child rights:

- Frequency and severity of **violations of children's rights** and unrealised rights
- Understand the **views and experiences of children**
- **Disaggregate data by:** age, gender, geographic origin, ethnicity, and ability...

Analyse the **mix of causes** underlying these violations and the **obstacles** to the realisation of these rights:

1. Study **behaviour, beliefs, practice and attitudes** (culture)

2. Study macroeconomic policies and their implementation:

Examples:

- Economic development strategies
- Debt and structural adjustment
- Private sector

3. Analyse **laws**, their enforcement and application:

Examples:

- Sexual exploitation of children
- Trafficking
- Child labour
- Child abuse and violence
- Juvenile justice
- Child soldiers
- Citizenship
- Name, nationality and registration

4. Analyse sector policies and programmes:

Examples:

- Social welfare
- Health and nutrition
- Education
- Agriculture and food security
- Environment
- Water
- Poverty alleviation
- HIV/AIDS prevention

5. Analyse the capacity of government sectors:

Examples:

- Ratified Instruments
- Democracy
- Capacity to implement rights

6. Examine allocation of resources and budgets and compare these against international agreements and commitments (20/20, EFA...)

Analyse **obligations of duty bearers**, institutional mechanisms and **responsibilities**:

Examples:

- Care givers
- Families
- Service providers
- Government departments
- NGOs and CBOs
- Alliance
- Bi-lateral donors
- UN organisations
- Multi-lateral donors
- IFIs and MDBs
- Media
- Religious organisations
- Children

N.B. There are many other actors