Training Manual
Child Rights Programming

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

Save the Children works for:
- a world which respects and values each child
- a world which listens to children and learns
- a world where al children have hope and opportunity

Preface

Save the Children members have diverse and rich experiences in country level programming to promote children's rights in Asia, and are increasingly moving towards rights-based programming.

Child rights programming (CRP) is a priority area for Save the Children at global, regional and country levels. The overall vision is to achieve greater benefits for children by operating a consistent programme based on children's rights and key child rights issues.

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.

In the oldest child rights movement/organization in the world, both the vision and the mission of Save the Children make it clear that the Convention on the Rights of the Child (CRC) should be the guiding framework and reference point for all program work. Save the Children has a special role to play in advancing the rights of children because we strongly believe that boys and girls have equal status with adults. They are neither the possessions of their parents nor are they 'people-in-the-making'. Children's development and their active participation are crucial to the progress of any society. Boys and girls are given no active role in the formal political process and face severe difficulties using the legal system. Therefore, special arrangements are required to ensure proper representation of children's rights and interests in all decision-making that affects them. Duty bearers need to be made accountable to respect, protect, fulfil and promote rights of children as stated in the international human rights instruments.

Keeping these considerations in mind, Save the Children brought together CRP experts to develop an introductory training manual on child rights programming. This training manual was a combined effort of several Save the Children staff, who re-initiated work in August 2002. They have a long-standing history of cooperation, starting with the development of the Asia CRC training kit: Promoting the Rights of the Child in 1994.

Parts of the manual were developed and used in various contexts, but only now have the different parts been put together in a comprehensive training manual.

The manual was developed to provide session plans for basic training on CRP. It therefore neither claims nor tries to cover each and every aspect of CRP. Save the Children has a Handbook on Child Rights Programming, and many gender, (dis)abilities, non-discrimination, child participation and other training materials that can be used to support CRP investigations in specific areas in a more in-depth fashion. In addition, work is being done to develop support materials in the areas of toolkits and thematic frameworks.

We like to thank the development team:

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And acknowledge inputs from Meenakshi Batra, and Monira Sultana and to express our deepest appreciation to Glenda Giron who made the publication more consistent before going to layout.

We hope that this introductory manual will be used extensively for furthering capacity of professional development on child rights programming.

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FOREWORD

We are very pleased to publish and share this practical manual on child rights programming. This manual is based on personal experiences gathered while conducting workshops and training programs across South and Central Asia, Southeast Asia, and the Pacific. The majority of the participants ranged from grassroots workers to project employees and program developers. Additionally, we worked with government staff, academia and media to introduce concepts of child rights and its program implementation.

Many times people ask us how CRP can make a difference. We strongly feel child rights programming has to be seen as a red thread that makes its way through a complete cycle. It requires people to challenge and to change their attitudes to in turn influence their practices and programming. It draws from existing knowledge on programming and rights approaches, yet, at the same time, generates new frameworks and discourses with the objective of bringing about a change in paradigms and the way people think.

We also realised that there exists a need for a renewed understanding of the CRC complemented with knowledge on other human rights instruments in relation to children. Practically this means to put children and impact on their lives at centre-stage during the program cycle and in organizational processes.

The documentation and writing team comprised of experienced trainers from varied backgrounds but all of them were biased towards experiential learning.

The activities and materials went through trials in diverse settings and time frames ranging from one-half to 5 days. This means that we cut or expanded training material according to the given situation. This manual has been written keeping trainers in mind who are new to the job and therefore it may seem prescriptive in nature for more experienced trainers. We highly encourage experimentation and innovation as well as feedback to the organization.

We hope this manual helps all to bring positive change to the lives of children - girls and boys from varied backgrounds, taking into account the diversities of childhood.

On behalf of the manual development team, we wish you the best in moving children's rights forward.

You will see for youself, it is very exciting!

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1 Introduction

This training manual has been developed to provide session plans for basic trainings on Child Rights Programming. When the group first met in August 2002, the training was envisioned as a one that would take at least five days as the list of concepts and materials to be covered was quite extensive.

In May 2003, after developing and piloting many of the modules, the development team participants realized that, more than a comprehensive and vast training kit, the actual need of the day was a starter kit that would provide a basic introduction to CRP and that a trainer could just pick up to run a 3-day training.

Each module in this tool kit was crafted by one or two members of the team and thereafter fine-tuned by other team members. The final draft was assembled leaving the original style of the authors. Thus, variations can be noticed when comparing the modules.

How to use the manual

AIM

The aim of the training from the manual is to raise participant's awareness of child's rights programming (CRP). This training is envisioned as a basic training, that will form the basis for follow-up trainings or other activities to ensure that the learning and support of CRP work continues. Supporting material in the form of tools, formats and frameworks will be made available in future in separate toolkit packages.

APPROACH

This manual suggests a variety of methods to be used. It shows a bias towards use of participatory training methods, as the authors believe people tend to learn and retain new ideas most effectively through actively participating in their learning.

The manual covers activities for about 3 days. It assumes

- about $1\frac{1}{2}$ hours of opening activities (including activities generally found in participatory workshops, such as icebreaking and setting ground rules);
- an 8 hour per day schedule;
- a 1 hour lunch break;
- two 15 minute tea breaks.

Included in this manual there is also a workshop evaluation sheet (see Handout 36).

STRUCTURE/CONTENT OF THE MANUAL

The manual has 10 sections:

The Introduction gives an overview of the manual and information on how to use it.

The next seven sections cover following topics in modules:

Childhoods and a Child-Centred Approach
Human Rights
The Convention on the Rights of the Child (CRC)
Introduction to Child Rights Programming and a Rights-Based Approach
Non-Discrimination
Child Participation
Accountability and Wrap-up

In the beginning of each module you can find a rationale and overview, its objectives, a suggested time-frame, and a session plan. In some of the modules, we have provided alternative sessions which can be useful in addressing different groups. Each session plan starts with a brief description of the session, including objective(s), duration, training method(s) and materials, along with reference to suggested handouts and overheads. This is followed by a detailed description of the process.

Two support sections round off the manual:
A Handout Section containing handouts that can be used for the modules;
An Overhead Section which suggests overheads for the sessions.

The sessions are generally meant to be followed in the order in the manual, however, this decision entirely depends on the participants, time available and many other factors.

The planned CRP toolkits can be used in the workshop, but it is also possible to refer to them and use them in separate sessions.

Facilitation of the Learning Process

Trainers/facilitators of the learning process are strongly encouraged to follow the guidelines given below:

⬎ Most trainers generally have sessions to help participants in getting to know each other, reviewing expectations of participants and objectives of the workshop in the beginning of the workshop.

⬎ The training is participatory. Instead of cramming participants with facts and information, a facilitator of learning should first encourage them to contribute their ideas, opinions, and views and thereafter should add, discuss and provide feedback as required. The activities in the manual are designed in such a way as to promote participant's active participation.

⟍ As a facilitator of learning, you will be familiar with the **Convention on the Rights of the Child (CRC)** and the concepts and principles of child rights programming (CRP). You should make yourself familiar with the use of the manual and should be well prepared before facilitating training sessions.

⟍ If participants bring up questions for which you do not have any answers, you can tell them that you need to get more information about this and will respond as soon as you can.

⟍ You should always have some energizers or warm-ups handy, in case participants's concentration and interest drops or they are feeling inactive, tense or bored.

⟍ Be prepared to adjust your facilitation of the learning according to the situation and the participants. For example, some activities require participants to read a text. If there are not enough copies for all participants or when participants do not have fluent reading skills, you may have to read the text yourself or give an oral summary.

⟍ When necessary, you will ask participants whose mother tongue is not English to give examples from and in their language or culture. This, of course takes time and comes at the cost of time spent on providing other information.

⟍ A flipchart may be posted at the side/back of the room so that participants can write questions at any point of time. The flipchart can also be used to note down questions you feel would be better addressed in a different session.

⟍ If the participants are seated in a segregate group, for example, as males and females or staff and partners, use a simple game or have them count off and divide accordingly into to mixed groups. This mixing will enable participants to better know each other and will contribute towards a more exciting workshop.

We hope that you along with the participants of your workshops will find the training useful, stimulating and enjoyable.
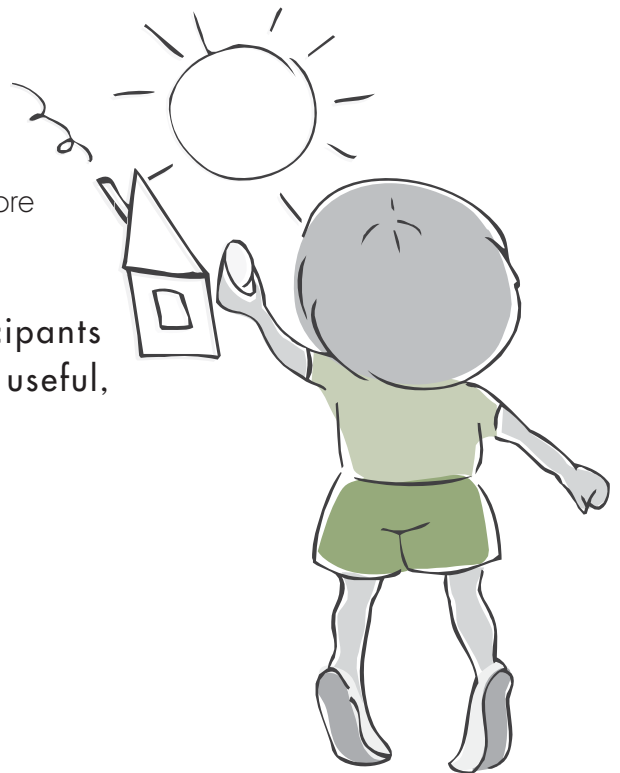
2 Childhoods and a Child-Centered approach

Rationale and Overview

Probably there exist as many versions of childhood as there are children in this world. Along with the demands of our various cultures, children have individual experiences, ideas and capabilities. Girls and boys learn to adapt to culture and what is expected from them, also in terms of gender roles. For example, children of both genders are considered subordinate to adults in nearly all known contemporary societies, both by adults and by themselves. Children, especially girls, are expected to be obedient and submissive to adults.

Childhood is a social construction. A girl or boy's childhood may vary according to his or her gender, age, culture, family economic situation, geographic location, religion, (dis)ability, etc. The kind of experiences children have in childhood and the roles and responsibilities they take on and are assigned is influenced by adults' perceptions and children's own perceptions of children. The perceptions about childhood form a central aspect of CRP. Including children among the key informants gives way to a better understanding of local perceptions and therefore help in developing improved programs through culturally sensitive methods. Without an understanding on why people act as they do, a common ground for discussion as well as opportunities to assist people in solving their life problems get lost.

Overall Objectives of the Module

Participants will be able to:
⟱ Explore the diversity of childhoods;
⟱ Relate the concepts of diverse childhoods and their application in CRP;
⟱ Identify the key elements of a child-centred approach and relate them to their application in CRP.

Suggested Time

120 Minutes

Module Sessions

A. Diverse Childhoods
B. Common Attitudes, Beliefs and Views on Diverse Childhoods
C. Key Components of a Child-Centered Approach

A. Diverse Childhoods

Brief Description of the Session

In this session participants will identify the diverse childhoods in the country.

Objective:

By the end of the session participants will be able to identify and describe diverse childhoods (i.e., for boys and girls of different backgrounds, locations, class, caste, abilities, HIV status, and social positions and status, such as, being rich/poor, rural/urban, working/nonworking, etc.

Duration:

40 Minutes

Preparation:

You may want to prepare cards with the 5 themes from Handout 3: Key elements of a child-centred approach, (page 84) on them for session C1-Option 1.

Training Methods:

Small group discussions, plenary discussions, and presentations

Materials:

Pens, board makers, flip chart, and tape

Handouts/Overheads:

None

Process

STEP 1 (5 MINUTES)

Divide participants into pairs. Tell them to discuss and make a list of the differences among children in their country, i.e. ways in which children are different from each other, e.g. sex/gender, religion, economic and social background.

STEP 2 (10 MINUTES)

Get all participants back into the plenary. Each pair will present one item from their list at a time. Let the group continue taking turns and report one item at a time, until all differences recorded on their lists have been heard. Ask a volunteer to write down all the items on a flip chart. Give participants some time to reflect and react on the list.

STEP 3 (10 MINUTES)

Form participants into pairs. Tell them to choose 3 items from the flip chart. Give them some time to discuss how an individual child possessing the 3 chosen characteristics would experience childhood. (5 Minutes)

Get participants back into the larger group and give time for general reflections of the participant's individual discussions. (5 Minutes)

STEP 4 (3 MINUTES)
Summarize by reiterating :

> *Children have different experiences that shape their childhood depending on their personal characteristics, gender, class, ethnicity, culture, religion, (dis)ability, socio-economic situation, location, family situation, environment, education, work and sexual preference/orientation, etc.*

B. Common Attitudes, Beliefs and Views on Diverse Childhoods

Brief Description of the Session

In this session participants will reflect on common notions of childhoods in the country and their implications on programming.

Objective:
By the end of the session participants will be able to identify common attitudes, beliefs and views on diverse childhoods.

Duration:
40 Minutes

Training Methods:
Small group discussion, plenary discussion and presentation

Materials:
Flip chart, pen, and board makers

Handouts/Overheads:
Handout 1: Exercise on childhood (page 75)
Handout 2: Perceptions of Childhood (page 76)

Process

Divide participants into small groups and ask them to discuss the 1st and 2nd column of Handout 1.

- What are 5 common negative beliefs, attitudes and views about children and childhood in your country?

- What are 5 common positive beliefs, attitudes and views which are supportive of children and childhood in your country?

- Ask participants to answer the questions on flipchart paper in the same format as Handout 1.

STEP 2 (10 MINUTES)
After brainstorming on column 1 and 2, ask them to reflect on both the columns and now discuss the 3rd column.

- How does this influence our programming with children?

STEP 3 (10 MINUTES)
Invite groups to stick their flipchart pages on the wall. Do a walkabout where each participant can silently read the charts of groups and note common ideas and differences.

Get participants back into the larger group to discuss reflections.

After the reflections, summarize the session and give a short lecture based on Handout 2 using information/ideas from the flip charts made by the participants as examples.
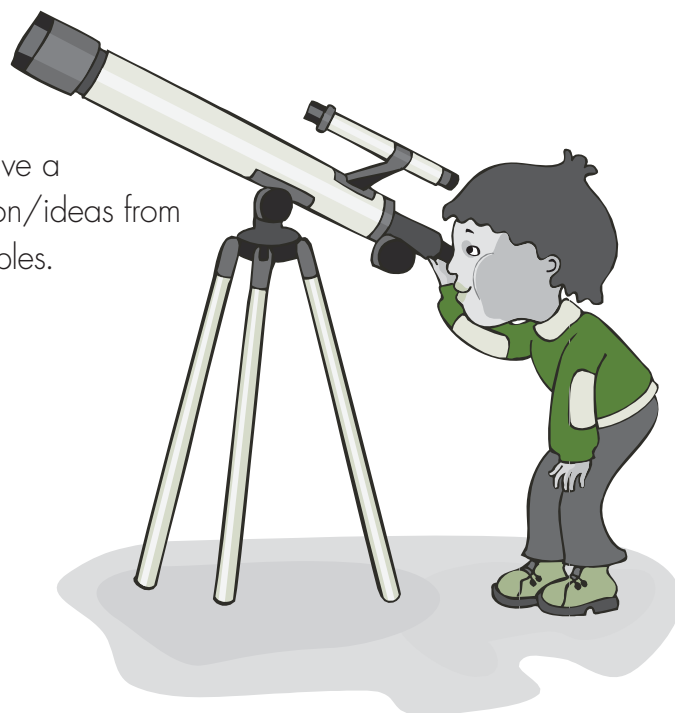
Key points from the handout are :
- Children age/mature at varying rates and in stages-sometimes this is reflected in national laws.
- Importance of how children learn and what is expected of them at various ages and how differences, such as gender and (dis) ability affects these expectation.
- How socialization affects children-again reflecting how difference may be reinforced by the process.
- How the cycle of oppression/exclusion is strengthened through individuals and expressed through the culture.
- How the cycle can be broken through program interventions.

C. Key Components of a Child-Centered Approach

Ask if any of the participants know the term or have worked using the 'child-centered' or 'child-focused approach.' If they have, ask if they can identify some key components of the approach for the others.

Brief Description of the Session

In this session participants will learn about the key elements of the 'child-centred' or 'child focused' approach and its implications for child rights programming (CRP).

Objective:

By the end of the session participants will have identified some key components of the child-centred approach.

Duration:

75 Minutes (Option 1) or 45 Minutes (Option 2)

Training Methods:

Small group discussion, plenary discussion and presentation

Materials:

Flip chart, pen, and board makers

Handouts/Overheads:

Handout 3: Key elements of a child-centred approach (page 81)
OHT 1 (page 137)

C 1 – Option 1

STEP 1 (10 MINUTES)

Break participants into 5 groups (one for each theme). Ask each group to draw a picture or diagram depicting one of the following themes assigned to them :

1. Consider the developing abilities and competencies of a child.
2. Consider the whole child: think of developmental needs of a child.
3. Consider children in a broader context (society, economy, policy, culture, etc.).
4. Consider differences amongst children and diversity of childhood experiences (relate to sex, age, (dis)ability, etc.).
5. Consider children as 'social actors' (in their families, communities, institutions...).

STEP 2 (40 MINUTES)

After the groups finish their picture, ask them to paste them on the wall. Go theme-by-theme give the group some time for clarifications, comments and additions. (15 minutes)

STEP 3 (25 MINUTES)

After reflecting on the pictures, distribute Handout 3. Now, ask the groups to brainstorm on following questions:

1. How do the key concepts of a child centred approach affect programming, policies and practices?
2. Identify projects that consider or don't consider the key concepts.
3. Think of the projects, programmes, policies, etc. where the key concepts are being considered - how does it affect children?
4. Think of the examples where you feel the key concepts are ignored - how does this affect children?

STEP 4 (10 MINUTES)

Bring the groups back together in the larger group. Ask the plenary to discuss the key elements of a child-centred approach and their implication for CRP, by referring to their reflections on the flipchart. Show OHT 1 and link circles to the text along with implications of child concepts.

C 1 – Option 2

STEP 1 (10 MINUTES)

Distribute Handout 3 to participants and ask them to read it and chose one or more sections and prepare a brief explanation of the chosen section(s).

STEP 2 (25 MINUTES)

Go section-by-section, asking for volunteers to share their explanations with the larger group.

STEP 3 (10 MINUTES)

Ask participants to discuss the key elements of a child-centred approach and their implication for CRP, by referring to their reflections on the flipchart. Show OHT 1 and link circles to the text along with implications of child concepts.

Summarize the session by giving key implications for work based on CRP.

Some possible implications for CRP
- Listen to children;
- Analyze the situation of the child as a whole in its broader context of family, community...;
- Challenge your own assumptions about children, their needs and perspectives;
- Strengthen linkages between different sectors, departments and disciplines which affect children;
- Consider differences between children;
- Consider children's best interests;
- Consider the child as a whole and the whole range of his or her developmental needs.

3

Module on Human Rights

Rationale and Overview

This module is designed for training middle level NGO partners and the program staff cadre of Save the Children. Along with the session on evaluation, the module is divided into 4 sessions.

It will introduce human rights and the underlying principles and concepts, with a view towards forming the basis for CRP. Focusing on the history of human rights, the sessions aim to familiarize participants with a variety of instruments and mechanisms human rights provide. Those can be used as basis and support for CRP.

Overall Objectives of the Module

The participants will be able to:
- Explain key human rights principles;
- Describe the basic concept of rights;
- Explain recent history of human rights instruments;
- Explain how the basic mechanisms of human rights can be used in programming.

Suggested Time

120 Minutes

Module Sessions

A. Principles of Human Rights
B. The Rights Relationships
C. History of Human Rights
D. Human Rights Mechanisms
E. Session Evaluation

A. Principles of Human Rights

Brief Description of the Session

Through a brief activity, the participants discover the principles of human rights.
Objective:
By the end of the session the participants will be able to describe the basic principles of human rights.
Duration:
30 Minutes
Training Methods:
An experiential activity, followed by group work and processing

Materials:
Cards of different colours, masking tape, felt pens of different colours, overhead projector, screen, white board marker, and a board or clear wall space to put up flash cards

Handouts/Overheads:
Handout 4: Human rights principles and main ideas (page 83)

Process

STEP 1 (10 MINUTES)
Split into four groups and use one of the two following scenarios:

a. You have died in an accident. Before you can get reincarnated, you will go to an island. With the other people in your group you have to agree on the fundamental freedoms and claims by which you want to live after you have been reincarnated. You don't know what caste or other aspects of social and economic position you will be reborn in!

Be sure to write each freedom or claim on a separate card.

b. You are on an airplane. The airplane has mechanical trouble, so the pilot crash lands the plane on a deserted island. Fortunately, everyone has survived the crash, but the island is not on the map. There is little hope of being rescued. You and all the people in your group must agree on the fundamental freedoms and claims by which you all (and possibly your descendents) want to live.

Be sure to write each freedom or claim on a separate card.

STEP 2 (15 MINUTES)

Ask participants to post their cards group-by-group. The first group will place their flash cards in a row. With the help of the group, cluster cards that have similar ideas together. Ask other groups to place their cards below the corresponding cards of the previous groups.

Ask the plenary to reflect on the card-categories of freedoms and claims. You can use the following as a guide, but you do not want to ask every question.

- How do the freedoms and claims of the groups differ from each other?
- What was most controversial in your group discussion?
- Would the freedoms apply to everyone on the island? What would the world be like if they apply to everyone, everywhere?
- How are the freedoms and claims connected?
- Could these ideas be called rights?
- Who would be responsible to ensure that the freedoms and claims are met on your island?

Trainer notes:
Use opportunities in the discussions about the questions to raise the principles of human rights. Aim to get answers which help show some of the key rights principles and concepts:
- ↘ Ways of explaining "right" (Universal legal guarantees that protect individuals and groups from actions and omissions (failures) of law or policy that affect their freedoms and human dignity);
- ↘ Universality;
- ↘ Indivisibility;
- ↘ Accountability (duty bearer/rights holder);
- ↘ Participation.

If you are not able to raise all the ideas, move the discussion a bit quickly and spend extra time going through Handout 4 later in the session.

STEP 3

Wrap up the session by referring to or making a list of the key concepts raised in the discussion. Use the trainer box above as reference, as well as Handout 4. Reinforce the idea that the difference between needs and rights is the concept of accountability; rights have someone or something that is responsible for ensuring that they are fulfilled.

Be sure to ask for questions to make certain that participants understand the sessions. At some points, the trainer may want to request that certain questions are left and be covered later in the module. If a question is delayed, it should be written on a flipchart at the side of the room as a reminder.

B. The Rights Relationships

Brief Description of the Session

In this session participants briefly examine the relationships of the principles and concepts of human rights.

Objective:

By the end of the session the participants will be able to explain key CRP principles and concepts of the rights holder/duty bearer, accountability, and participation.

Duration:

30 Minutes

Training Methods:

Lecture and interactive discussion

Materials:

 Flipcharts, markers and masking tape

Handouts/Overheads:

Handout 4: Human rights principles and main ideas (page 83) [which is also used in Module III, Session A]
Handout 5: Realizing the right to primary education in India-are stakeholders meeting their obligations? (page 86)
OHTs 2-5 (page 137-138)

Process

Review the list of concepts and principles raised in the previous session using Handout 4 and ask participants to think about and answer the following:

Who is responsible for children's right to education? [Responsibility for education goes beyond responsibility to provide education. The trainer can refer to contents of Handout 5]

[The trainer may want to quickly write some of the answers on flipcharts. Do not raise the concepts of measurement and results given in the handout.]

Use this example to briefly examine OHT2 and draw out ideas. Reinforce that rights base themselves on moral and legal standards and there, responsibility occurs at several levels to uphold them.

STEP 2

Show OHT3 and remind people of the three key principles: accountability, participation and equity (universality - every right applies to every person, all the time).

Show OHT4 to remind participants that a right is 'held' by individuals or groups and that we use the term 'rights holder' to describe individuals when we want to stress the notion that they are people who hold rights. Also, remind participants that someone is responsible for ensuring that rights holders enjoy particular rights. We refer to this 'someone' as the 'duty bearer'. In legal terms, the State is the primary duty bearer. It takes on this responsibility when becoming part of the UN and becomes party to the rights instruments.

Right holder:
- has rights
- claims rights
- holds duty bearer accountable
- has responsibility to respect rights of others (as duty bearer)

Duty bearer:
- has responsibility to fulfil, protect and respect rights of others and self

Overlay OHT3 and OHT4 to show how the principles and concepts are related. Exchange them with OHT5. Review how the principles and concepts interact by talking through the slides. Highlight that accountability means that the State can be held responsible to fulfil, protect and respect rights of its citizens and those within its borders.

C. History of Human Rights

Brief description of the session:

The progress of human rights is traced through an interactive discussion with the participants.

Objective:
By the end of the session the participants will be able tell the recent history of human rights, helping participants to understand that rights have been developing over a period of time.

Duration:
20 Minutes (also see note in Training Methods below.)

Preparation:
You may want to prepare two sets of matching cards, one set with human rights (HR) instruments and another set with the dates based on the information found on OHTs 6 & 7.

Training Methods:
The origins of human rights are traced through question/answer and matching activities. It is also possible to shorten this session into 2-3 minutes by only showing the OHTs and highlighting the various dates and documents.

Materials:
Cards with HR instruments and dates, flip charts, markers, and masking tape

Handouts/Overheads:
OHTs 6 & 7 (pages 138-139)
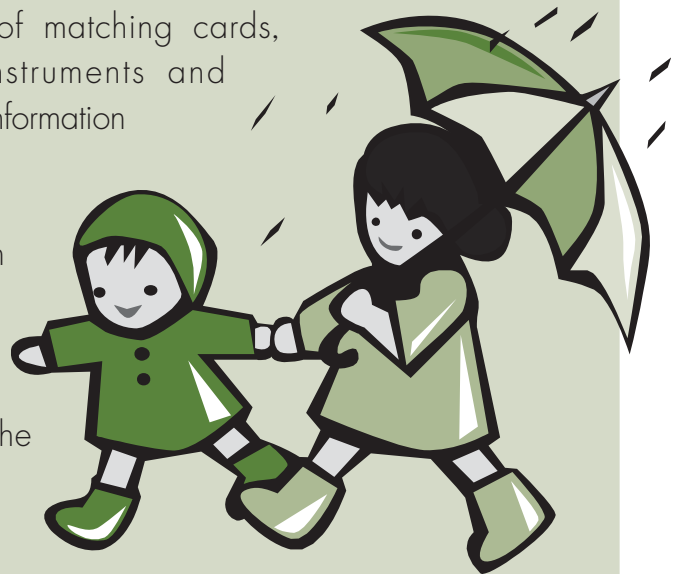
Process

STEP 1 (15 MINUTES)

Ask the participants if anyone thinks they know what some of the main human rights instruments are and when they came into effect.

Option 1

If there is a volunteer, ask her/him to look at the cards and pair them up. As the person thinks of a pair, have her/him post them on the white board/wall and ask for the group's reaction.

Ask for other volunteers (or ask the same person to continue) until all pairs are posted. Ask for final adjustments, if needed. (Although making it a bit of a competition, be sure to keep things light and not too embarrassing for the volunteer(s).)

Option 2

If there are no volunteers, divide the participants into groups of 5 or 6 people. Give each group a complete set of cards and ask them to post the matching pairs in date order on a wall or flip chart. (Give the groups at most 8 minutes to make their pairs)

Compare the groups and make one final list (or have each group adjust their own).

Option 3

Walk through the OHTs 5 & 6.

STEP 2 (5 MINUTES)

Wrap up the session by saying that we have looked at the basic human rights instruments, we want to next talk about the CRC monitoring and reporting process as an example of how the human rights mechanisms can be used in program and project planning.

D. Human Rights Mechanisms

Brief description of the session

The CRC mechanism is talked through and used as an example of how the human rights mechanisms can be used in program and project planning.

Objective:

By the end of the session the participants will be able explain how the basic mechanisms of human rights can be used in programming.

Duration:

30 Minutes

Training Methods:

Mechanisms of human rights are traced through question/answer and matching activities

Materials:

Flip charts, markers, masking tape, &/or cards with HR instruments and dates

Handouts/Overheads:

Handout 6: CRC: Monitoring and Reporting (page 87)

OHT 8 (page 139)

Process

STEP 1 (15 MINUTES)

In the plenary session ask about the different treaties and instruments:

- Convention on the Elimination of All Forms of Racial Discrimination
- Covenant on Civil & Political Rights, Covenant on Economic Social & Cultural Rights
- Convention on The Eliminations of All Forms of Discrimination Against Women
- Convention Against Torture and Other Cruel, Inhuman and Degrading Treatment or Punishment
- Convention on the Rights of the Child

- What are the mechanisms for implementing these?
- Who in this room has been involved in any of these mechanisms and can you briefly explain how it works?

Work from their answers, using OHT 8 and Handout 6 as reference. If the answer to either of the above questions was 'no', then walk through the CRC mechanism as diagrammed in OHT 8 and Handout 6.

STEP 2 (10 MINUTES)

Ask participants to identify where they might be involved in each of the steps. From the list ask participants to discuss one of the steps in more detail. Ask them, 'At this step, what would you and your organization do to support or be involved in the process?' Also probe use of concluding observations and how they might be used to support program development, especially as a part of a rights-based situation assessment.

STEP 3 (5 MINUTES)

Briefly sum up this session and relate to other human rights instruments and how they might also be involved.

Notes For Facilitating The Learner:

All the covenant & declarations can be downloaded from the website: www.unhchr.org
References and Materials: Texts of all the declarations & covenants to be kept as reference materials.

E. Session Evaluation

Brief description of the session

Questions are formulated from all the sessions to get brief answers. The facilitator takes a bag with questions written on slips of paper around to participants, who answer the questions they select. If he/she finds the question difficult they can defer it on to someone else to answer.
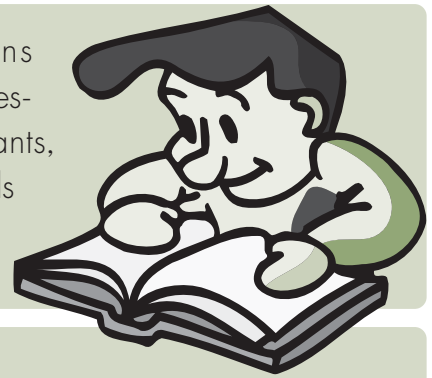
Objective:
By the end of the session the participants will be able to briefly explain the basic human rights principles, concepts, history and mechanisms needed to form the basis for CRP.

Duration:
15 Minutes

Preparation:
Based on previously distributed Handouts 4-6 (pages 83-88) and OHTs 2-8 (pages 137-139), write questions (some are listed under step 1) on slips of paper

Training Methods:
The Grab Bag Technique

Materials:
Flip charts, markers, masking tape, &/or cards with HR instruments and dates

Handouts/Overheads:
Handouts 4-6 (pages 83-88) [which are also used in Module III, Sessions A, B & D respectively]
OHTs 2-8 (pages 137-139) [which are also used throughout Module III, in Sessions B, C & D]

Process

STEP 1 (15 MINUTES)

Write the following questions on slips of paper: (add other questions that refer to content that were brought up in specific sessions)

↘ Give the key words of the definition of human rights.
↘ Name at least three human rights instruments.
↘ Explain what universality is.
↘ Explain what accountability is.
↘ Explain what inalienability is.

Fold the papers and put them in a hat. Pass the hat and ask each participant to take one and try to answer it.

4

UN CRC
(Convention on the Rights of the Child)

Rationale and Overview

This module is designed for participants to briefly review or to get acquainted with ideas of the UN Convention on the Rights of the Child (CRC).

The focus is on a basic understanding of the structure and principles of the CRC. The sessions aim to draw a connection between human rights principles and child rights principles.

Overall Objectives of the Module

At the end of the session the participants will be able to:

➘ Trace the history of child rights;
➘ Describe the structure of the CRC;
➘ Explain the principles of the CRC.

Suggested Overall Time

60 Minutes (It can be shorter if the history objective is not needed for the group.)

Module Sessions

A. UN Convention on the Rights of the Child
B. History of CRC (Convention on the Rights of the Child)
C. Structure and Principles of the Convention
D. Session Evaluation

A. UN Convention on the Rights of the Child

Brief description of the session

> This session aims to introduce participants to the idea of children's rights and to share why a separate international agreement on children rights was required.
> *Objective:*
> By the end of the session participants will be able to explain what the CRC is and tell why a separate agreement was required for children.
> *Duration:*
> 10 Minutes
> *Training Methods:*
> Discussion and brainstorming
> Short energizes are recommended when moving from one activity to another, keeping them suitable for the event.

> *Materials:*
> Flip chart and markers
> *Handouts/Overheads:*
> OHT 9 (page 139)

Process

STEP 1 (2 MINUTES)

Introduce participants to the child rights convention as an international agreement.

> *Example of an introduction:*
>
> The CRC provides an internationally agreed minimum set of standards for law, policy and practice in countries regarding all children. The CRC encourages a positive image of children as active holders of rights. It spells out what those rights are and that the countries are accountable and answerable for realizing them. The CRC encourages international cooperation through a common framework of obligations for countries to assist other countries to realize their children rights.
>
> It is a key human rights instrument for those taking a CRP approach and therefore we give it more attention than the other instruments. (Optional: See Handout 7: The UN CRC: Introduction, page 89)

STEP 2 (5 MINUTES)

Participants are asked to brainstorm why they think a separate convention for children was developed when other human right instruments were already agreed upon.

Before summing up the session, invite participants to share reactions with the group.

STEP 3 (3 MINUTES)

Summarize the importance of CRC as a comprehensive set of rights for children all over the world.

B. History of CRC (Convention on the Rights of the Child)

Brief Description of the Session

This session will familiarize and provide us with a brief overview of the history of the struggle for children rights.

Objectives:

By the end of the session the participants will be able to:

↘ Explain the highlights of the history of child rights;

↘ Recognize the importance of child rights convention as a milestone in the history of children rights struggle.

Duration:

15 Minutes

Training Methods:

Presentation and discussion

Materials:

Flip chart and markers

Handouts/Overheads:

Handout 7: The UN CRC: Introduction (page 89)

Process

STEP 1 (4 MINUTES)

Ask participants what they know about the history of the UN CRC.

Use Handout 7 as a guide to talking through the history of the CRC. It can be handed out before or after the session. Stop the discussion after discussing the Universal Declaration of Human Rights.

STEP 2 (7 MINUTES)

Brainstorm with the participants about the situation and suffering of children between 1949 and 1989. Then ask why, in spite of the existence of other human rights instruments, these violations of children's rights continued to occur. Record all participant responses on the flipchart or whiteboard.

Finish talking the participants through the history of the CRC.

> Summarize by highlighting the following key points:
> ↘ CRC is a milestone;
> ↘ CRC is the most widely ratified/agreed convention;
> ↘ CRC combines economic, social and cultural rights with political and civil rights in one document;
> ↘ As a convention the rights stated in the CRC have the force of international law.

C. Structure and Principles of the Convention

Brief introduction of the session

The following session will help participants to understand the structure and principles of the CRC.

Objectives:

After this session the participants will be able to:

↘ List the 3 parts of the convention;

↘ Define the guiding principles of the convention.

Duration:

20 minutes

Training Methods:

Individually the participants go through the CRC and try to classify the articles into its main three parts/categories through questions/answer activities and discussions.

Materials:

The Convention on the Rights of the Child (UN CRC) either Handout 8 or the CRC in the local language(s), flipchart paper, &/or whiteboard

Handouts/Overheads:

Handout 8: Unofficial summary of the UN Convention on the Rights of the Child (page 90)

Handout 9: Principles of the CRC (page 94) OHT 9 (page 139) [which is also used in Module IV, Session A]

Process

Hand out a copy of the UN CRC to each participant. If it is not available in full, the trainer can use Handout 8: Unofficial summary of the UN Convention on the Rights of the Child.

Participants are asked to have a look at the document and consider the following questions:

What is found at the very beginning?
How many articles are there in all?

Briefly explain that the convention has 3 parts if not already covered by participant answers.

1. Preamble - giving an introduction/context for the CRC
2. Substance Articles - telling the rights in detail
3. Mechanism Articles - providing for implementing/ monitoring of the CRC and how it comes into force. (Some people break this into 2 parts)

STEP 2 (10 MINUTES)

Introduce the four guiding principles of the convention with the help of OHT 9. Ask participants what they understand by the best interest of the child, non-discrimination, participation and survival and development. Answers should be recorded on flip charts. Examples for each principle should be brought out by the participants to ensure they have understood them.

Handout 9 can be used as a guide and/or handed out to participants, depending on time and the depth of discussion planned by the trainer.

STEP 3 (5 MINUTES)

Before summing up the session highlight the importance of non-discrimination and participation in ensuring other rights of children. Also stress on the best interest of the child and that this should be the primary consideration for all actions concerning children at family policy or national level.

Further Resources
- ↘ Promoting the Rights of the Child (Asia Training Kit)
- ↘ Save the Children Alliance CRC Training Kit
- ↘ Implementation Handbook of Children Rights UNICEF
- ↘ Child Care in Islam UNICEF
- ↘ Child Rights Programming: A Handbook for International Save the Children Members (Second Edition)

D. Session Evaluation

Brief description of the session

The following session will introduce us to what we did, how we did and also to suggest room for improvement.

Objective:

The participants will be able to give their honest feedback on the session, express their feelings and suggest further improvement.

Duration:

15 minutes

Training Methods:

A list of questions will be used to reflect on the module

Materials:

A feedback form if you decide to present Option 2

Handouts/Overheads:

None

Process

OPTION 1

Ask participants to reflect on each session of the module. First ask if they can use one feeling word to express how the sessions went. Go session-by-session, seeking answers from several participants. Then ask for suggestions for improvement. Repeat until each session has been reflected on.

OPTION 2

Make a feedback form with the questions such as the following or use the list in plenary:

- ⬂ What are the key principles of the CRC?
- ⬂ What was useful, interesting, or a highlight for them?
- ⬂ What were three things they remember from this session?
- ⬂ What were two things that will be helpful in their work?
- ⬂ Are there any suggestions to improve the module?

5 Introducing CRP/ Right-Based Programming

Rationale and Overview

The purpose of this module is to build on the discussion of human rights and the CRC in earlier modules in order to further understand the benefits of taking a child rights based approach to programming.

The module will look at where the rights-based approach has come from; define what a CRP approach is by briefly introducing the principles and components involved; and consider the differences that this approach makes in programming (i.e., the added value it brings). In the modules that follow this one, participants will have the opportunity to further explore and apply their new understandings of CRP in relation to their own practice.

Overall Objectives of the Module

By the end of this session participants will be able to:

↘ Describe the background to the development of rights-based approaches;
↘ Explain the key components of a child rights-based programming (CRP) approach;
↘ Define what taking a CRP approach actually means;
↘ Describe the differences that taking a CRP approach makes and the added value it brings.

Suggested Time

90 minutes (at least)

Module Sessions

A. Understanding the Background to the Development of Rights-Approaches
B. Definition and Key Components of CRP
C. Understanding the Difference that Taking a Child Rights-Based Approach Makes to Our Work
D. Session Summary

A. Understanding the Background to the Development of Rights–Approaches

Brief Description of the Session

The following session will look at where rights-based approaches have come from.

Objective:

By the end of this session participants will be able to describe the background to the development of rights-based approaches.

Duration:

10 to 25 Minutes

Preparation:

You need to create A4 size papers with information found on OHTs 12-14

Training Methods:

Lecture and interactive discussion

Materials:

Whiteboard or flipchart and A4 size papers with information found in OHTs 12-14 (pages 141)

Handouts/Overheads:

Handout 10: Basic History of Rights-Based Approach (page 95)
OHT 11-15 (pages 140-141)

Process

Step 1: (10 Minutes)

Prior to the session, make A4 size papers by printing out OHTs 12, 13, & 14 (human rights, development/welfare/charities, social justice). Lay them on the floor in an open space with each paper making a corner of a triangle, giving as much space as possible between them (see OHT 11 for layout of papers).

In plenary, ask participants to think about their project(s) and to stand near the one which best represents what their project does or the idea it is based on. Encourage people to try to represent the primary idea (i.e., do not let many stand in the middle).

Challenge a few participants to justify why they are standing in the spot and explain a little about what they see as their organization's main characteristics. Do this by moving the groups around the area of the triangle.

Make note of the answers on whiteboard or flipchart.

> *Possible examples:*
> *Human Rights: campaigning - publicity, press, lobbying, making a noise, overtly political, focused on individual cases breaching civil & political rights, controversial, make reference to universal norms; not working with governments as partners but rather criticising them, etc.*
> *Development/welfare/charities: developmental, longer-term, wide range of partners, sensitive to local context, softer approach to influencing - campaigning not a part of the culture, etc.*
> *Social movement: public mobilisation, civil disobedience, high visibility, etc.*

Explain that these three approaches were separate and different communities of interest that responded to injustice/exploitation and abuse in the past. Invite participants to suggest other typical examples from within each community. Some examples the groups might come up with are:

↘ Human Rights - Amnesty, Human Rights Watch
↘ Development/Welfare/Charity - Oxfam, Cafod, Christian Aid, Action Aid, MSF, etc.
↘ Social Movement - Civil Rights movement, Anti-slavery, women's movement (more recently - Gay Liberation or sexual minorities movement, trade justice, and anti-globalisation)

Explain how many organizations that primarily follow one approach may also use strategies of another approach, or switch to another approach entirely at different times. Picking and choosing from, or integrating approaches can produce better results since it allows organizations to use the best parts each has to offer. Emphasize that the overlapping area in the middle is that which characterizes rights-based approaches to development, which is where much of the Save the Children work focuses.

Ask the participants to sit down.

STEP 2: (OPTIONAL – 15 MINUTES)
In plenary, ask participants to suggest what have been motivating arguments for the move greater cooperation and sharing between approaches.

Notes For Facilitating The Learner:

For some groups a more detailed outlining of philosophy is important for a better grounding. For others they may see this as repetition. The trainer will have to make a choice on whether to use this or not, based on the participants.

Some possible examples of explanations are:

- the end of the cold war and beginnings of new world order, creating an environment with new possibilities;
- perceived failures and limitations of traditional ways of working;
- lack of sustainable impact, difficulty in humanitarian assistance of reconciling maintaining neutrality with witnessing/speaking out on human rights violations;
- drive by donors for greater accountability;
- adoption and entry into force of CRC covering all types of rights - social economic and cultural as well as civil and political;
- search for a legitimate role by INGOs;
- moves to 'ethical' human rights based foreign policy, good governance and strengthening of civil society;
- globalization;
- adoption of human rights as offering a 'universal language' that creates the potential for greater collaboration amongst different actors and increased consistency of approach.

Summarize and conclude with reference to OHT 15 and Handout 10.

B. Definition and Key Components of CRP

Brief Description of the Session

This session defines CRP and considers what it actually means and looks like.

Objective:

By the end of this session participants will be able to describe the key components of a rights - based programming approach.

Duration:

70 Minutes

Training Methods:

Small group discussion and questions and answers in plenary

Materials:

Flip chart and markers

Process

STEP 1: (5 MINUTES)

Ask participants how they would define CRP.

If the group seems to be aware of the basic definition, continue drawing out their ideas and use the other column as a guide and summary	If participants do not have a good sense of the concepts, talk through to the following:
	CRP is a framework and approach for analysis, planning, implementation, monitoring, and evaluation.
	Present OHT 16
	In simple words, a rights-based approach to programming joins international human rights practice and principles together into the plans, policies and processes of development.
	With CRP this is done with the overall aim of creating an environment around every boy and girl in which his or her rights are respected and realized.
	Thus, we can arrive at the following definition:
	CRP 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.

STEP 2: (40 MINUTES)

Explain how CRP involves the use of the principles and best practices related to each of the constituent words of CRP, i.e. Child, Rights, and Programming.

> **Child** - Child-centered approaches
> **Rights** - human rights/CRC principles
> **Programming** - Good development practice

Ask participants to identify what these principles are. (This should be refresher from earlier modules on children and childhoods, human rights and CRC and people's experience of development). Use Handout 11 as checklist.

If participants are not clear on all the ideas, hand out and talk through Handout 11 and clarify any misconceptions people may have, noting that it is important that we have clarity about where different sets of principles and best practice approaches come from. You can additionally use OHT 17 to discuss the key points about child rights programming.

Ask participants to form small groups and discuss what they think these principles mean for their different programmes. Suggest that they make bullet points to record their ideas. Give them 20 minutes to discuss and write their ideas on flipcharts.

Bring all the groups together and ask them to post their flipcharts around the room. Tell them that the first group will tell one point. The other groups will mark off points on their flipchart that represent the same ideas. Ask that they not worry about small differences. After the first group, the second group will read one point while all the others mark off similar ones on their flipcharts. Continue until all points an all charts are marked off. As groups read them, either write or ask a participant to write the individual items on another flipchart for documentation/later referral.

If it has not come out in the participant list, show and talk through OHT 18. Summarize using Handout 12.

Note that CRP demands that all of the principles are included in our development practice and that further exploration of this in relation to participant's own work will come in the next modules.

Refer participants to Handout 13 on how human rights and human development can complement and reinforce each other.

STEP 3: (15 MINUTES)

Display OHT 19 and explain how CRP, like all effective programming, should be based upon a comprehensive situation analysis. The difference with CRP is that we undertake the situation analysis through a children's rights-based filter.

Display OHT 20 and explain that this shows working through the key stages of situation analysis. Go to OHT 21 and explain the three keys to using a rights filter: 1.) basing it on rights, 2.) knowing children's views (principle of participation), and 3.) knowing how various groups are affected in the situation (principle of non-discrimination).

STEP 4: (10 MINUTES)

Display OHT 22. Explain the significance and importance of any rights-based programme having an appropriate balance of work between the three pillars. This presentation is based on Handout 14.

Explore and resolve any concerns or difficulties with these ideas in plenary discussion using practice examples to illustrate the ideas.

C. Understanding the Difference that Taking a Child Rights–Based Approach Makes to Our Work

Brief description of the session

The session explores the value added by taking a child rights approach to programming.

Objective:
By the end of the session the participants will be able to understand the benefits of applying a child rights approach to programming.

Duration:
25 Minutes

Training Methods:
Buzz pairs and participatory discussion

Materials:
Flip charts, markers, and masking tape

Handouts/Overheads:
Handout 15: Differences between rights and other approaches (page 102)
OHTs 23 & 24 (pages 144-145)

Process

Ask participants to explore some of the fundamental differences between needs and rights and then provide a recap on this.

> *Trainers note:*
> **Needs** do not come with responsibilities. There is a hierarchy to needs: some needs are more important than others. Needs are not necessarily interdependent.
> **Rights** come with responsibilities (some person/institution can be held accountable if the right is not protected, respected or fulfilled). All rights are equally important. There is no hierarchy in how they relate to each other. If one right is denied this affects other rights. For example, denying children the right to expression makes them more vulnerable to abuse.

STEP 2: (1 MINUTE)

Refer back to the opening exercise of this module that looked at different communities of interest coming together in developing rights-based approaches. Explain how this has led to a continuum of practice for development agencies; from traditional charitable and welfare approaches (often referred to as needs-based approaches), through good-practice sustainable development and on to rights-based approaches.

STEP 3: (3 MINUTES)

Ask participants to work in pairs with their neighbor. Explain that they are to use the ideas of difference between needs and rights from STEP 1, and understandings gained from section B of this module on what are the key components of rights-based programming, to consider what might be the defining characteristics of rights-based approaches to development as compared to needs-based approaches.

STEP 4: (5 MINUTES)

In plenary, quickly take one suggestion from each pair and record on a flipchart. Continue taking suggestions pair by pair until all ideas are represented. Display and work through OHT 23 and/or Handout 15: Differences Between Rights and Other Approaches. As you work through these materials, compare their contents with the participant's suggestions.

STEP 5: (8 MINUTES)

Emphasize how the exercize above and the input from this module have shown how taking a CRP approach leads to doing traditional work differently - through a rights lens or filter.

Remind participants that taking a child rights-based approach has also involved the development of work in new areas. Ask participants for suggestions of what these might be and summarize (5 minutes).

Examples of possible answers might be:
- ↘ Monitoring and reporting on the CRC (e.g. developing NGO coalitions, indicators, alternative reports, etc) and working with the machinery of human rights mechanisms;
- ↘ Public education and advocacy to ensure that the principles and standards of rights are incorporated into legislation, public policy and practice;
- ↘ The support and empowerment of children as rights holders and children's organizations in claiming their rights.

STEP 6: (6 MINUTES)

From all work in this module thus far, participants should be well placed to identify the added value of taking a CRP approach. Ask them to do so in buzz groups of 3 people. Feedback in plenary as before and summarize with reference to OHT.

Notes For Facilitating The Learner:

Work in any of these areas has to be based on situation analysis and to be an integrated part of a comprehensive programme (refer to the three pillars/ balance of work section above), rather than being a separate or add-on activity, as has sometimes happened in the past.

D. Session Summary

Brief Description of the session

The following session will summarize the ideas presented in this module regarding child rights programming as well as the adoption of a rights-based approach to children and development.

> **Objective:**
> The participants will be able to reflect on the session based on the concluding remarks presented by all other participants and the learning facilitator.
> **Duration:**
> 15 minutes
> **Training Methods:**
> Discussion to reflect on the module
> **Materials:**
> None
> **Handouts/Overheads:**
> None

Process

Step 1: (8 minutes)

Ask participants to reflect on each session of the module, and have a few volunteers to describe the key components of child rights-based programming.

Step 2: (7 minutes)

Quickly recap what has been covered in the module. Present a concluding summary:

> As the new millennium began, children's rights and children's participation in development processes became established as a part of the agenda of governments, development agencies, academics and donors. Fuelled by the UN Special Session on Children held in New York in May 2002, governments, UN agencies, development practitioners, media, civil society groups, children's and youth organizations and young people have increased their commitments to work towards the realization of children's rights as codified in the United Nations Convention on the Rights of the Child, the most ratified human rights instrument in history.
>
> Over the past decade children have increasingly been recognized as social actors in their own right, and the importance of hearing their voices individually and collectively is emphasize through development policy and practice, local governance, and education systems amongst others.
>
> The merging of development and human rights concepts provides both opportunities and challenges in policy and practice relating to children. Adopting a rights-based approach to children and development challenges traditional perceptions of children. This further challenges welfare and needs based approaches to programming using the Convention on the Rights of the Child as a source of principles and practice standards

to guide programming. This enables the adoption of a holistic, multi-sectoral approach to address issues of exploitation and abuse, discrimination and marginalization. It allows both the identification of root causes and a fuller understanding of the responsibilities of individuals and institutions that can be held accountable/answerable for the realization of child rights. Working with children and youth as individuals and in their own organizations is demonstrating the potential for strengthening good governance and democratic institutions at local, national and regional levels.

6

Module for Non-Discrimination

Rationale and Overview

The principle of non-discrimination is one of the core principles of CRP. In order to address the issue of discrimination in our programmes, it is important to start at an individual level by reflecting on ourselves. Most people are aware that discrimination exists but very few organisations address it from a child perspective. To bring about changes, we have to consult and involve boys and girls in developing interventions to fight discrimination in families, communities, schools, etc. At the same time, we have to develop programmes that address discrimination in the wider society.

Discrimination against children is related to discrimination against adults (women and men) due to persisting power structures in society. To address discrimination, we have to work on bringing about changes in attitudes, practices of stereotypes and traditional mindsets behind the shield of culture. We have to provide good examples of combating discrimination and addressing discriminatory laws and policies.

Girls and boys are usually in the best position to provide information on their own situations. The CRC makes it clear that all boys and girls have a right for their views to be taken into account in matters that concern them. This applies to the planning, implementation and evaluation of projects. It is not enough to ask boys and girls what they think. It will also be necessary to follow their lives to find out what questions to ask and how to interpret the answers. It is important to identify the root causes of discriminatory practices and to recognize that boys and girls can be the best actors to intervene for change, while being aware that their views are formed by their experiences and backgrounds.

Overall Objectives of the Module

By the conclusion of this module, participants will:

- Be aware of the groups of people (children) in our society who are often discriminated against and recognize the negative impact of such discrimination;
- Understand and define discrimination, exclusion/inclusion and vicious cycles of discrimination;
- Apply the CRC and related tools for preventing and combating discrimination and for the inclusion of the children discriminated against by characteristics such as gender, caste, ability, ethnicity and economic condition, etc.

Suggested Overall Time

130 Minutes

Module Sessions:

A. How It Feels to Be Discriminated Against
B. Causes, Manifestations and Actions to Combat Discrimination (Promoting Inclusion)
C. Understanding Non-Discrimination, Diversity and Inclusion
D. Programme Implications of Promoting Inclusion and Combating Discrimination

A. How It Feels to Be Discriminated Against

Brief Description of the session

Each participant shares her or his feelings and views on discrimination, arising from her or his own personal experiences of being excluded.

Objectives:

By the end of the session participants will:

ᴈ Be able to empathize with what it feels like to be excluded from a group or to be discriminated against;

ᴈ Be aware of the groups of people (children) in our society who are often discriminated against and recognize the damaging impact of such discrimination on the lives of children.

Training Methods:

Experiential learning game and large group discussions
(There are two options for games and either can be used.)

Option 1. Sticker Game on Non-Discrimination

Duration:

26 Minutes

Materials:

3 sets of different color stickers in red, black, and green (whatever is locally available)

Handouts/Overheads:

Handout 17: Bindi game (page 106)

Process

Step 1 (5 Minutes)

The participants are asked to make a large circle. They are told that they are going to play a greeting game. However, they have to greet each person differently according to the colour of their sticker placed on their forehead.

Everyone is asked to close her or his eyes while the trainer sticks a color on each person's forehead. Each will have one of the three different color stickers placed on their forehead. They don't know which and are requested not to ask other people what color sticker they have or tell others what is on their forehead.

Step 2 (1 Minute)

The participants are told that they are to move around the room and greet the other participants. However, they have to greet each participant in a certain way according to the color of the sticker on their forehead. The participants are given a Bindi direction sheet.

(Handout Bindi Game - Each of the directions should have the colors changed to those available for the game. Then copy the sheet. The copies should be cut into strips at the dotted lines to help participants during the game.)

Notes For Facilitating The Learner:

> For some of the participants the stickers can be strategically placed. For example place a red sticker on participants that have been quieter, and a green sticker on those who have been most vocal.

Step 3 (8 Minutes)
Ask participants to move around the room and make their greetings accordingly.

Notes For Facilitating The Learner:

> If extra people are available to help facilitate the first 3 steps, this can be done in small groups.

Step 4 (10 Minutes)

Stop the greetings and ask people to come together.

If done as a <u>large group,</u> ask the questions to the plenary, but try to make a balance between going too quickly and spending too much time on each question:

↘ What does it feel like to have the red, black or green stickers?

↘ Which are the groups of children in our society who are regularly excluded, left out or discriminated against?

↘ Why do these and other children and young people face discrimination?

↘ What is the impact of such discrimination?

If done in <u>smaller groups,</u> ask each group to meet separately. The participants in each group are given 15 minutes to brainstorm on the answers to the following questions (and one person to record):

↘ What does it feel like to have the red, black or green stickers?

↘ Which are the groups of children in our society who are regularly excluded, left out or discriminated against?

↘ Why do these children and young people face discrimination?

↘ What is the impact of such discrimination?

Notes For Facilitating The Learner:

Participants may be overcome with emotions that need to be addressed.

Step 5 (2 Minutes)

Explain that the issues raised in this session regarding discrimination will be followed up in further sessions. Furthermore, the flipcharts from each group will be put up on a wall for all to see.

Option 2. Resource Game

> *Duration:*
> 22 Minutes
> *Materials:*
> One newsprint sheet and 10 differently colored markers
> *Handouts/Overheads:*
> None

Process

Step 1 (2 Minutes)

Divide the participants into three groups making the first group the smallest and the last group the biggest. (e.g., if out of 20, Group 1 should be of four individuals, Group 2 of six individuals and the rest in Group 3). Spread a whole sheet of newsprint on the floor and put 10 marker pens of several colors beside.

Step 2 (2 Minutes)

Explain the game to participants as follows:

⮑ You are to draw a house of your dreams on the paper on the floor using whatever space you like and whatever colors you like with the available resources and within the given time.

⮑ Please start drawing individual houses to your individual liking. You will be told when time is up. Use of anything outside the given resources is not allowed.

Step 3 (5 Minutes)

Call upon Group 1 to draw their individual houses using the given resources. Give them five minutes. Ask them to stop and leave when time is up.

Step 4 (3 Minutes)

Remove half of the marker pens. Call upon Group 2 to draw houses. Give them three minutes. Ask them to stop when time is up.

Step 5 (1 Minute)

Remove the markers leaving only three markers. Call upon the 3rd group and allow them only one minute to draw their dreams. Stop them when time is up.

Step 6 (9 Minutes)

Discuss in plenary the following:

⬎ Ask everybody how he or she felt.

⬎ Are we always being just in giving equal opportunities to all others in our family/society?

⬎ For those children who are most deprived of opportunities and rights... what are the reasons?

> Conclude the session drawing the summary from the discussion. Highlight issues of discrimination or depriving of opportunities due to gender inequalities, disabilities, caste system, economic situation or ethnicity, etc.

B. Causes, Manifestations and Actions to Combat Discrimination (Promoting Inclusion)

Brief Description of the session

> The following session takes us deep into the principle of non-discrimination and its root causes. It also explores deliberate actions for preventing discrimination against all children and taking positive actions to include these children in the mainstream of society.
>
> *Objectives:*
> By the end of the session participants will:
> ⬎ Be able to identify the causes and manifestation of discrimination in their local context;
> ⬎ Understand and define discrimination, inclusion and the cycle of discrimination.
>
> *Duration:*
> 35 Minutes
>
> *Training Methods:*
> Discussion in buzz groups and presentations
>
> *Materials:*
> VIPP/flash cards, flip charts, and markers.
>
> *Handouts/Overheads:*
> Handout 2: Perceptions of Childhood (pages 76) [which is also used in Module II, Session B]
> Handout 18: Non-Discrimination and Exclusion (page 107)

Process

Step 1: (2 Minutes)

In plenary the learning facilitator describes an incident where she or he felt discriminated against and another incident where she or he discriminated against somebody else.

Step 2 (3 Minutes)

The learning facilitator guides the participants in visualization:

Ask everybody to close his or her eyes and think back to the memories in their lives and recall two incidents - one where each she or he was discriminated against and another incidence where she or he discriminated against someone else.

Step 3 (5 Minutes)

The learning facilitator asks the participants to share - without putting any pressure on anyone to give experiences, only volunteers are asked for!

Step 4 (10 Minutes)

The learning facilitator asks participants to get into buzz groups to:

➘ Discuss the causes and manifestations of discrimination referring to the groups identified earlier.
➘ Write these ideas on VIPP/Index cards - a maximum of two cards on causes and two cards on manifestations for each buzz group. (Explain the rules about writing on cards e.g., use BIG BOLD letters, a maximum of three sentences....)

Step 5 (10 Minutes)

Put up two flipcharts with the headings 'Causes' on one and 'Manifestations' on the other.

➘ Ask the groups to come to the front to post their cards on the appropriate flipchart. Ask them to share their cards with the other groups and to put similar cards together.

After all cards are posted, read through the cards, drawing attention to major themes in the causes and manifestations. Use points 5 and 6 of Handout 17 for possible themes. Also ask if the 'Cycle of Oppression/Exclusion' in Handout 2 might also apply.

Step 6 (5 Minutes)

The trainer summarizes the major causes of discrimination and its manifestations as generated by the group. Be sure to highlight the cycle of discrimination (i.e., that people tend to have the same prejudices as their fathers and mothers and they tend to pass the same to their children) and that we need to break the cycle to move as a people beyond past prejudices!

C. Understanding Non-Discrimination, Diversity and Inclusion

Brief Description of the Session

The following session builds on the previous session and it helps us distinguish between discrimination and difference.

Objectives:

By the end of the session participants will:

↘ Be able to recognize the differences between discrimination and difference;

↘ Understand the principle of non-discrimination and its relationship with diversity and inclusion.

Duration:

50 Minutes

Training Methods:

Discussion through a Concentric Circle exercise

Materials:

None

Handouts/Overheads:

Handout 18: Non-Discrimination and Exclusion (page 107) [which is also used in Module VI, Session B]

Handout 19: Gender (optional) (page 109)

OHT 9 (page 139) [which is also used in Module IV, Sessions A, C & D]

Process

Step 1 (5 Minutes)

Ask participants to brainstorm in plenary:
↘ What is the difference between recognising difference and discrimination?

Then ask them to brainstorm:
↘ What is the difference between non-discrimination and inclusion?

Remind participants about some of the ideas that were probably raised in the module on Children and Childhoods and in other discussions during the training:

↘ Different children experience their childhood in different ways depending on their age, gender, colour, race, language, caste, ability, ethnicity, religion, etc.
↘ Every child is different, with his/her individuality, ability and personhood.
↘ Difference is a positive aspect of human life, but some individuals and groups are discriminated against unfairly because of certain types of difference, such as sex, race, ethnicity, caste, religion, language, disability, HIV-status, etc.

And add that:
↘ Underlying all forms of discrimination are power issues in one way or another and these should be addressed in any future trainings on non-discrimination/inclusion and gender/disabilities.

Step 2 (10 Minutes)

Present OHT 9 (or have a participant read it).

Conclude with:

↘ Non-discrimination is a general principle of the CRC and applies to all aspects of the CRC and to all types of CRP work.
↘ Non-discrimination needs to be understood as 'treating everybody equally and ensuring that nobody is discriminated against (ensuring no negative action)'.
↘ Inclusion is about 'actively including all children (requires positive, deliberate, special action)'.
↘ Government and civil society are responsible to ensure that children are protected from all forms of discrimination and exclusion on the basis of the differences discussed earlier and to take positive action for their meaningful inclusion of the children who have been excluded.
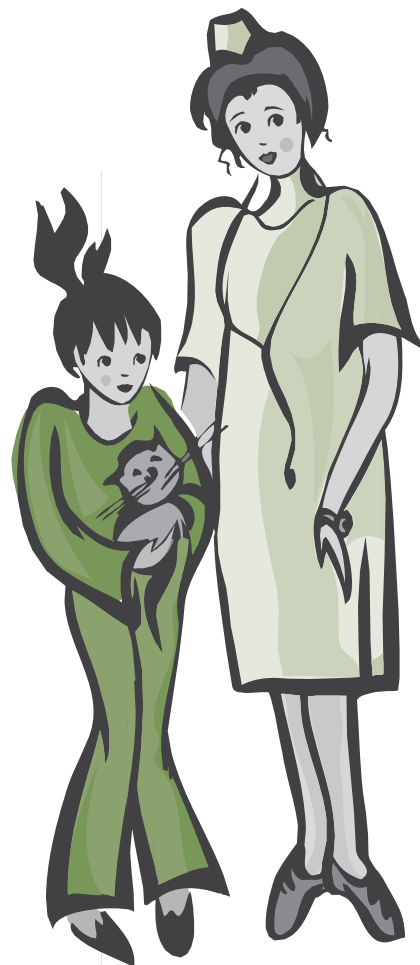
Step 3 (20 Minutes)

The trainer describes the exercise - a Concentric Circle exercise with statements on the issue of discrimination to be discussed by the participants. Statements will be presented which may spark a debate on issues regarding discrimination and our programming.

Then the trainer asks the participants to form two circles with equal numbers of individuals in an inner and an outer circle. Explain that each has to face a partner so they can discuss a statement and try to come to an agreement on it in a very short time.

Both individuals in the pair must participate to express his/her opinion on the statement. The discussion should be a dialogue where both express views and try to agree or disagree on a response to the issue.
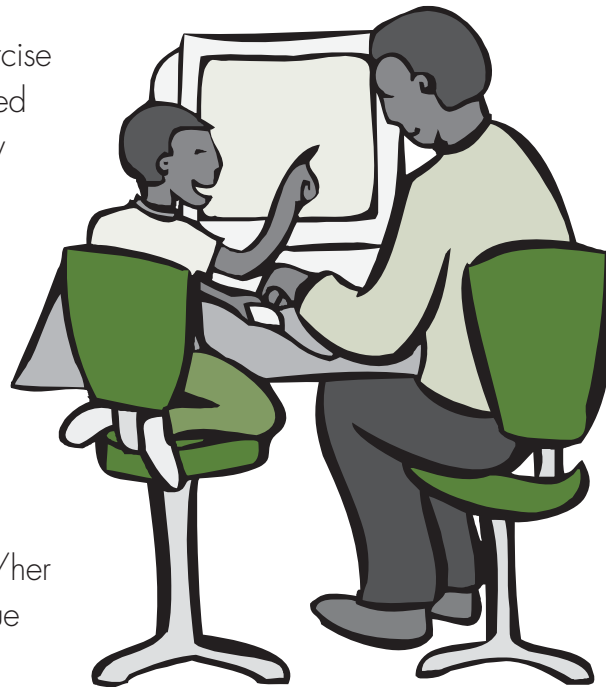
Announce the first statement and ask the pairs facing each other to discuss the issues of the statement. (Allow 30 seconds to discuss one statement.)

Ask the outer circle to move clock-wise and the inner circle to move anti-clock-wise, so that each individual in both the circles will face a new partner to discuss the same statement. (Repeat this change of partners using the same statement 3 - 5 times.)

Ask the outer circle to move clock-wise and the inner circle to move anti-clock-wise, so that each individual in both the circles will face a new partner to discuss the next statement.

Announce the second statement and allow for discussion for about 30 seconds again.

Ask the outer circle to move clock-wise and the inner circle to move anti-clock-wise, so that each individual in both the circles will face a new partner to discuss the same statement. (Repeat this change of partners using the same statement 3 - 5 times.)

Ask the outer circle to move clock-wise and the inner circle to move anti-clock-wise, so that each individual in both the circles will face a new partner to discuss the next statement.

Announce the third statement and allow for discussion for 30 seconds again.

Ask the outer circle to move clock-wise and the inner circle to move anti-clock-wise, so that each individual in both the circles will face a new partner to discuss the same statement. (Repeat this change of partners using the same statement 3-5 times.)

In the plenary ask what the outcomes were for Statement1. Ask what issues were raised in the discussions and how the discussions may have reflected discussions in the participant organizations. Repeat the process for the other 2 statements.

Sum up and then ask how to reinforce the principle of non-discrimination when there are limited resources or there may be different organizational and community priorities.

Statements for the Concentric Circles:
Statement 1 With limited resources it is natural that some will be excluded, especially those who are invisible and hardest to reach. What is the priority then; increaseing number of participants or reaching the most deprived ones?
Statement 2 It is extremely difficult to go against age-old tradition and culture to combat discrimination. To do so is insensitive and totally suicidal for the NGOs!
Statement 3 We have given children with disability membership to our club, and they are now included in the club. But to include them in the implementation of activities? That's impossible! They can't even attend the meeting as they are disabled!

D. Programme Implications on Promoting Inclusion and Combating Discrimination

Brief Description of the Session

The lessons from the previous sessions are used to think through implications for programming and organizations.

Objectives:
By the end of the session participants will:
↘ Be able to understand the implications of the promotion of inclusion and the combating of discrimination in programs;
↘ Begin to find ways of positive action for child inclusion in our projects.

Duration:
35 Minutes

Training Methods:
Discussion through a Concentric Circle exercise

Materials:
Flip chart and markers and previously supplied: Handout 18: Non-Discrimination and Exclusion (pages 107-108)

Handouts/Overheads:
Handout 19: Gender (optional) (page 109) [which is also used in Module VI, Session D]
Handout 20: Approaches for Combating Discrimination (Optional) (Page 111)

Process

Step 1 (20 Minutes)

The trainer divides participants into small groups, either by interest (organization or project) or by theme. Ask the groups to discuss the implications of the sessions on discrimination and inclusion in their programming to find ways of positive action for the inclusion of the groups of children in their project area who are excluded or kept apart from the mainstream. Suggest that they think of actions in terms of awareness raising, empowerment and legislation and its implementation. Ask each group to write their ideas on flipcharts for the plenary session.

Step 2 (10 Minutes)

Groups post flipcharts on the walls. One member from each group stays with the flipchart to answer questions, while groups rotate to read the other flipcharts.

Step 3 (5 Minutes)

The trainer asks for reactions from the plenary. She or he summarizes the ideas about future tasks that could be taken up by the participants in their projects and concludes the session. If needed, Handout 18 and or Handout 19 can be revisited.

7

Module on Children's Participation

Rationale and Overview

The UN Convention on the Rights of the Children is a clear opportunity for the government, NGOs and the society at large to begin seeing girls and boys as individuals with rights like any other citizen and not merely as objects of charity and philanthropy. There should be commitment to empower children with knowledge of their rights and equip them to assert their rights while society ensures an environment that will facilitate the realisation of rights for all children of various backgrounds: sex, age, disability, HIV/AIDS status, class, caste, class, religion, etc.

As a rights-based organization, Save the Children is working towards ensuring that all citizens, including children, have the right and the opportunity to participate and be involved in decision-making that impacts their lives. Conscious action(s) must be ensured to actively include girls and boys in organisations, programmes, projects and activities to ensure that issues important to them do not get covered up or lost. Special consideration should be made to facilitate processes that enable all children (age, gender, sex, disability, colour, ethnicity, HIV/AIDS status and sexual preference, etc.) to be involved in decision-making.

Applying a rights-based approach to programming means putting girls and boys (from various backgrounds) at the centre, recognising them as right-holders and social actors and recognising governments as the primary duty-bearers accountable both to their citizens, including children, and to the international community.

Overall Objectives of the Modul

Participants will be able to:

↘ Define and internalise the concept of children and young people's participation;
↘ Develop an understanding of the application of child's rights to participation in programme and organisational context.

Suggested Time

150 Minutes

Module Sessions

A. Children and Young People's Participation Rights in the CRC
B. Children Participation - Good Practices and Overcoming Resistance
C. Children as Partners in Programming

A. Children and Young People's Participation Rights in the CRC

Brief Description of the Session

In this session participants will be able to discuss key articles related to child participation in the CRC. They will identify the inter-linkages between various articles and understand child participation as a core CRC principle and its implication.

Objectives:

By the end of the session participants will be able to:

↘ Define child participation, identify and establish the inter-linkages between key CRC articles on child participation;

↘ Understand the relevance of the principle of child participation in programming.

Duration:

50 Minutes

Training Methods:

Small group discussion, plenary discussion and presentation

Materials:

Flip chart, pen, and board makers

Handouts/Overheads:

Handout 8: Unofficial summary of the UN Convention on the Rights of the Child (pages 90) [which is also used in Module IV, Session C]

Handout 21: Roger Hart's Ladder of Participation (page 112)

Handout 22: A Social Ecology of Children's Rights (page 114)

Handout 23: Save the Children's Practise Standards for Child Participation (Summary) (pages 115)

OHT 25 (page 145)

Process

STEP 1 (10 MINUTES)

Ask participants divided into buzz groups of three persons to define what child participation is or what its purpose is. Tell them they only have one minute for their discussion so they should choose only one question to discuss.

Ask some of the participant groups to share their definitions. Ask them to listen carefully and not to report if another group has given a similar idea. Not every group will report back!

The trainer should note the answers on a flipchart or on the whiteboard.

Ask for participant's reflections on the ideas shared.

To summarize, use the participant's answers to bring out some of the following ideas about the purposes of children's participation:

> *Social and political movements*
> ↘ Children form their own movements and organisations to claim their rights;
> ↘ Change power relations between children and adults;
> ↘ Develop children to become democratic citizens.
> *Human rights*
> ↘ Promote children's civil rights (expression, thought, information, organisations);
> ↘ Recognise children as rights holders.
> *Child development*
> ↘ Develop children's abilities, confidence, independence;
> ↘ Develop children's ability to protect themselves;
> ↘ Improve children's learning.
> *Development*
> ↘ Understand children better;
> ↘ Develop better policies and programmes for children.

STEP 2 (10 MINUTES)

Ask participants to work in pairs and list key CRC articles related to participation. Ask them to discuss reasons for their selection and establish linkages between them. (Encourage them to look at Handout 8.)

STEP 3 (20 MINUTES)

Ask participants in plenary to share their reasons for selecting these articles and to present their analysis.

STEP 3 (10 MINUTES)

Present OHT 25 on child participation articles and elaborate that child participation articles are interrelated and they enable girls and boys to claim all their rights.

B. Children's Participation–Good Practices and Overcoming Resistance

Brief Description of the Session

In this session participants share examples of working with children as partners in projects. This will enable all to learn from each other's experiences and identify both good practices and gaps. Participants will describe common forms of adult's resistance to child participation and strategies to overcome such resistance.

Objectives:

By the end of the session participants will be able to:

↘ Describe good practices of child participation;
↘ Identify common forms of adult's resistance to child participation and strategies to overcome such resistance.

Duration:

50 Minutes

Training Methods:

Small group discussion, plenary discussion and presentation

Materials:

Flip chart, pen, and board markers

Handouts/Overheads:

↘ Handout 24: Adult's Resistance to Child Participation and Overcoming Resistance (page 116)
↘ Handout 25: Children's Participation and the CRC (page 117)

Process:

STEP 1 (15 MINUTES)

Ask participants to work in small groups and share experiences of working with children and young people as partners in their programmes/projects. Ask them to focus on those that have resulted in positive outcomes.

STEP 2 (10 MINUTES)

Ask participants to share some of their key examples. When they present their examples, ask their reasons for selecting these as key examples.

STEP 3 (15 MINUTES)

Ask participants to discuss in subgroups:

↘ Using Handout 23, identify adult's resistance to child participation and ways of overcoming adult's resistance towards child participation (in family, schools, communities, local government, etc.).

↘ Analyse the output to present the common resistance and strategies for overcoming resistance.

↘ Reflect on resistance: how is it different if the child is a boy or a girl, younger or older, school-going or non school-going, abled or disabled, rural or urban, working or not working, etc.

STEP 4 (10 MINUTES)

Ask participants to share their outcomes.

Notes For Facilitating The Learner:

Encourage participants not just look to at the clich's when thinking of resistance. Refer to the Handout 24.

Also encourage them to use their positive experiences as inputs into the processes for overcoming resistance.

C. Children as Partners in Programming

Brief Description of the Session

In this session participants identify examples of boy's and girl's participation in programme cycles and discuss ways of strengthening their participation in programmes and in projects.

Objectives:

By the end of the session participants will be able to:

↘ Identify good practices for enlisting boy's and girl's participation in programme cycle or parts of the programme cycle;

↘ Identify ways for strengthening children's participation in programmes and projects.

Duration:

60 Minutes

Training Methods:

Small group discussion, plenary discussion and presentation

Materials:

Flip chart, pen, and board makers

Handouts/Overheads:

Handout 23: Save the Children's Practice Standards for Child Participation (Summary) (page 115)

↘ Handout 26: Positive Outcomes of NGO Work With Children and Young People (page 118)

↘ Handout 27: Child Rights Programming & Child Participation (optional) (page 120)

Process

STEP 1 (10 MINUTES)

In a plenary, ask participants to share good examples of working with children as partners in programmes and to identify the gaps in their interventions. List the gaps on flipchart paper or the whiteboard.

STEP 2 (15 MINUTES)

Ask participants to return to their previous groups and discuss the following questions about their gaps:

↘ Are children consulted and involved: are their views incorporated into all stages of programming/the project cycle?

↘ Is relevant and child-friendly information provided?

↘ Are the views of different groups of children (boys/girls/children with a disability/of different ages) taken into consideration and are age-specific measures taken to ensure that all children speak out?

↘ Will the project empower children and adults to claim children's rights?

STEP 3 (15 MINUTES)

While still in their groups, ask participants to focus their discussions on ways to strengthen children's participation in their programmes/projects, building on work from STEPS 1 and 2. Use Handout 25 to discuss the key lessons on empowering both children and adults who are working together to realise children's rights.

STEP 4 (10 MINUTES)

Briefly introduce the Save the Children's Practice Standards for Child Participation (Handout 22). Ask participants to reflect on what changes to their answers they may want to make considering the practice standards.

STEP 5 (10 MINUTES)

Bring all the groups together to share ideas. Summarize by going through some of the programme/project cycle and identifying a few key elements in similar and contrasting ways to strengthen the participation. You may use Handout 26 to better understand child participation as one of the principles of CRP.

8

Accountability & CRP/ Rights-Based Programming-The wrap-up

Rationale and Overview

The purpose of this module is to build on all the concepts of the other modules and add a few key CRP ideas to provide a wrap-up of the basic CRP training.

In order for child-rights programming to be successful we use CRP based goals that encourage good practice and linkages/cooperation among all responsible for or impacting on children.

Overall Objectives of the Module

By the end of this session participants will be able to:

↘ Explain how the main concepts of CRP fit together;
↘ Develop a CRP based goal;
↘ Explain how a model of change can help ensure good practice in CRP;
↘ Identify several possible actors with and/or on whom to work in taking CRP forward.

Suggested Time

Approximately 120 Minutes

Module Sessions

A. Overview of CRP Main Concepts
B. CRP Goals
C. Understanding Accountability
D. Key Questions in CRP

A. Overview of CRP Concepts

Brief Description of the Session

It is important come back to the overview of CRP before final wrap up. This reminds participants of how the various parts previously examined fit back together.
Objective:
By the end of this session participants will be able to explain how the main concepts of CRP fit together.
Duration:
15 Minutes
Training Methods:
Buzz pairs and plenary discussion
Materials:
Flip chart and markers

Process

STEP 1: (10 MINUTES)

Ask participants to identify the major learnings from the previous sessions. List these on a flip chart paper.

Ask them to compare the list to Handout 10. What was added or different?

As most of the work of participation and non-discrimination was done after this handout, most of the points should be related to them. Additional points may be raised related to Handout 11.

Using OHT 26 and Handout 27, tell the participants that the focus of this module is to add to key ideas and wrap up the basic CRP training.

B. CRP Goals

Brief Description of the Session

CRP is a framework which forces people to work smarter. One aspect of this are goals, which are large enough so that other organizations and agencies are seen as potential co-operators and collaborators instead as competitors who need to be worked against.

Objective:
By the end of this session participants will be able to develop a CRP based goal.

Duration:
20-25 Minutes

Training Methods:
Buzz pairs and plenary discussion

Materials:
Flip chart and markers

Process

STEP 1: (10 MINUTES)

Ask participants to identify the main CRP concepts from the previous sessions. List these on flipchart paper, organizing them as presented in Handout 28. If there seems to be confusion, give the handout and walk the participants through each point.

STEP 2 (10–15 MINUTES)

Tell the participants that one of the beauties of the idea of CRP is that it provides a common framework for many actors to work from. Tell them in order to provide a common platform for cooperation and work among various partners - GO, NGO; multilateral, and private sector, it uses a rights-based goal.

Give participants a copy of Handout 29. Ask them to work in pairs for the next few minutes. Tell them they have five minutes to read the handout and identify what might be the elements of a rights based goal.

After the five minutes are up, ask participants to tell what they felt are the elements of a rights-based goal, noting the idea they have said on a flipchart. After the ideas have been proposed, compare to the elements identified in OHT 27.

Then ask participants to return to their partners and briefly identify what they feel are the consequences of these goals to CRP work. Have participants give key words about the implications and refer to OHT 28.

The time frame for the goal may be much longer than what the participants normally think of. Keep asking them to think of this goal as being vision for children.

Notes For Facilitating The Learner:

The CRP goal concept does assume that when some goals have more focus, e.g., on groups at risk or on a certain geographical area, they are a part of an overall CRP goal that is overarching. Help participants struggle with making the goal big and broad enough to support the implications in the OHT.

It may be helpful to talk the group through OHT 29. The trainer may say something like:

Often we start thinking of our work in the micro, without looking at how our actions can help and be helped by other actions. It is useful to review how this works.

Even thought it is common sense lets look at how each of the parts of our work could reinforce each other. If we look at Education for All, there are several parts. (We acknowledge that more parts make up the complete problem, but let's keep it simple.) OHT 29

There are component goals that would contribute to the CRP goal. If we only work on one part without addressing the others, we will not be able to reach the goal. If others are addressing the areas we miss, then we all contribute to the goal. Refer to Handout 28: Elements of a CRP Goal for more details.

Also, if we look at ensuring education for ethnic minority girls, we will be contributing to the leg of education.

C. Understanding Accountability

Brief Description of the Session

A large part of CRP is establishing who is responsible, i.e. who are the duty bearers. Most people are able to identify obvious duty bearers (i.e., the government agencies in the sector). Other duty bearers may be even more useful to apply pressure on. This activity explores this idea.

Objective:
By the end of this session participants will be able to identify several possible actors with and/or on whom to work in taking CRP forward.

Duration:
65 Minutes

Process

STEP 1: (5 MINUTES)

Ask participants the following:

- ↘ What is 'duty' in your local language?
- ↘ What is 'responsibility' in your local language?
- ↘ 'Obligation'?
- ↘ What are the similarities?
- ↘ How are they different?
- ↘ What about 'accountability'? Is there a word for it? Any special meaning or connections?

STEP 2: (15 MINUTES)

Ask the participants to form a circle. Tell them to reflect on the idea of accountability and duty holders. Who is responsible for the child's right to health? Show them the ball, and give the direction that the ball should be tossed to people around the circle, everyone must get the ball once before anyone gets the ball a second time. Every person must give an answer, trying not to repeat.

Notes For Facilitating The Learner:

Duty-Responsibility-Obligation: usually they vary only by strength or seriousness. They are often used interchangeably when talking about rights. Accountability is a relatively new concept, especially in many languages. In Indonesian language it was first used only in finance, hence a need to discuss.

STEP 3: (10 MINUTES)

Give Handout 30 and ask participants to read it and compare to the answers that came up in the circle exercise. Were any answers missed either by the group on the handout?

STEP 4: (5 MINUTES)

Show the group OHT 30 and Handout 31. Explain that these can be used as a more detailed set of tools to use for thinking about potential duty bearers and their responsibilities.

STEP 5: (20 MINUTES)

Make small groups and ask participants to discuss how they or their partners are (or could be) involved in strengthening accountability for child rights through their projects/ activities. Ask them to write these and other examples on a flipchart.

STEP 6: (10 MINUTES)

Bring all the groups together to share ideas. Ask each group to share an example which they think the others may not have (or have not had). Summarize by going through some of the examples stressing that quite often accountability is one or a combination of:

↘ Identifying responsibilities/obligations of the duty bearers;
↘ Building political will of the agency or institution to take them on;
↘ Building capacity (skills and motivation) of the individuals and their institutions responsible to do them.

D. Next Steps in CRP

Brief Description of the Session

Although this is only the first part of what should be a series of trainings on CRP, this activity introduces a set of questions, which may be used and/or extended for CRP thought and investigation.

Objective:
By the end of this session participants will be able to identify areas for additional training/support in CRP.

Duration:
60 Minutes

Training Methods:
Small group discussion, individual written feedback, and whole-group consensus

Materials:
Flip chart and markers

Process

STEP 1 (5 MINUTES)

Give an introduction to the participants. Present OHT 31 or give Handout 32, starting at the left of the slide as a review and to get the participants thinking.

STEP 2 (5 MINUTES)

Give Handout 33 to the participants. Either read it together or ask a participant to read the first point, another read the second, and so forth.

STEP 3 (45 MINUTES)

Ask participants to form small groups. Give Handouts 34 and 35 to participants. Ask them to use these as inputs into the questions from Handout 33. Using OHT 32, tell them they have 30 minutes to discuss all the previous work, including these papers, and to identify their next steps. Encourage each group to use a flipchart and make two columns, one headed "Program/ Project Work", the other column "CRP Understanding and Capacity Development."

After 30 minutes, ask participants to post the flipcharts around the room, so that others can read them. Ask everyone to walk around and read the flipcharts noting anything that they feel strongly about. Ask them to do this within 10 minutes.

Wrap up by bringing the group together. If appropriate for the group, in the last five minutes of this session, try to get the group to agree on a few major areas of follow-up.

Notes For Facilitating The Learner:

Establish with other parts of your organization what kind of support may be possible after the workshop BEFORE this session.

Give participants some idea of what the parameters of support may be, what limitations there might be and ask that all try to be creative in thinking of ways to be able to work together to further the thinking. Save the Children may be able to arrange technical support from various members and/or other regions.

The trainer will need to monitor and support the groups closely.

As some groups may work very slowly, it is crucial to both be sensitive to their needs but also of the time available.

On questions where participants are uncertain of answers, encourage the groups to save the questions for follow-up in a later workshop or other type of CRP support session.

Also ask the groups to move quickly, not going too deeply in any area. Ask them to allow for more debate with others in the organization or country to take the work further.

Handout

Handout 1: Exercise on childhood

What are 5 common negative beliefs, attitudes and views about children and childhood in your country?	What are 5 common positive beliefs, attitudes and views which are supportive of children and childhood in your country?	What are the implications for/ How does this influence our programming with children?

Handout 2: Perceptions of childhood

From: Ulrika Persson and Lena Karlsson (2002). *Perceptions of Childhood.* Save the Children Sweden

> As many versions of childhood probably exist as there are children in the world. Despite the demands of our various cultures, children have individual experiences, ideas and capabilities. Girls and boys learn culture and what is expected from them, for example in terms of gender roles. Children of both sexes are considered subordinate to adults in nearly all known contemporary societies, both by adults and by themselves. Children, especially girls, are expected to be obedient and submissive to adults

Age

Legal coming of age - often related to the entitlement to vote - may not coincide with cultural perceptions of maturation, or with perceptions of what a child is. Perceptions of childhood may also differ due to factors such as age, gender, disability, class, etc. A young working person is considered to be an adult at an earlier age than a young person who is studying. Girls usually take on adult responsibilities earlier than boys. The CRC defines a child as anyone less than 18 years of age, but it also recognises that national law may put legal majority at an earlier age.

How Children Learn

The way parents or caretakers view their responsibilities towards children closely relates to how they conceptualise/perceive the child and his/her possible innate capacities. In the same culture, perceptions may differ considerably between boys and girls, and it may depend on wealth or poverty as well as age. 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. From a Western perspective childhood is ideally free of responsibility, full of play and happiness, and small children are innocent and not capable of making rational decisions. This Western concept is increasingly becoming globalised and presented as "universal".

The two main theoretical traditions in child psychology are those of learning theorists and those of developmentalists. The former see the child as a blank sheet to be filled with instructions and experiences, while the latter see children as pre-programmed human beings whose true nature would evolve if left in freedom. The modern Western view sees the potential for development as written in the genes of each human being, but its actual realisation depending on the environment and supportive social interaction.

Some societies consider boys and girls to be able to develop their inborn abilities to sit, walk, talk and behave properly without any particular instruction or help, while others emphasise the importance of more or less firm instructions and physical reprimands to help young children grow into responsible adults. In many countries discipline and control are considered necessary elements to maintain the social, political, and religious status quo within civil society, including the family, as well as within the State structure.

Culture

Culture consists of values, attitudes, norms, ideas, internalised habits and perceptions as well as the concrete forms or expression they take, as for example in social roles, structures and relationships, codes of behaviour and explanations for behaviour that are to a significant extent shared among a group of people. Culture is learned and internalised. Culture influences boys', girls', men's and women's actions and interpretations of circumstances; at the same time the content of culture is influenced by people's readiness to agree with it or challenge it. Culture also changes due to outside influences. Culture is never completely uniform or entirely agreed upon by everyone concerned.

Girls and boys learn culture while also contributing to its continuity and its transformation. Socialisation ideas and practices are a key part of culture; adults use culture to explain or justify child-rearing and socialisation practices, even practices involving unequal treatment, such as gender discrimination and abuse.

Tree of Socialisation and Gender

From: Ravi Karkara and Lena Karlsson (2003), *Socialization for Encouraging Children's Particpation,* Save the Children Bangladesh.

Leaves and Fruit: Leaves and fruit depict people's attitudes in the society and in this case adult behaviour towards children, which is mostly oppressive. This is transmitted into a seed that germinates into a new tree which will continue to oppress and discriminate against children due to age, gender, ethnicity, disability, etc.

Trunk: The trunk holds together social institutions (family, religion, education, etc.) that transfer social values, norms and belief. Most social institutions see children as learners of adult behaviour, and as a result give little or no importance to girl's and boy's voices.

Roots: The roots hold the society's norms, values and beliefs that shape and define the social fabric of people's behaviour towards each other, including the sharing of resources. These norms are generally patriarchal, putting children in a 'power less' position vis-**à**-vis adults, as a result excluding and discriminating against girls. Children are not expected to participate in family or community decision-making processes.

Gender, as a social construction rather than a biological given, differs from culture to culture, and changes over time. Efforts to bring about desired behavioural change must, therefore, be directed at all parts of the tree. Behaviour should become more inclusive, participatory, and democratic and gender sensitive - not only towards children but towards adults as well.

Positive beliefs and norms that recognise girls and boys as RIGHTS holders will lead to the development and evolution of child-friendly social institutions that are gender sensitive, inclusive and respectful of children's voices, institutions which encourage children's participation in decision-making processes. This in turn will result in a more democratic society that discourages all forms of oppression and discrimination.

Children, who are sexually abused, for example, will be unable to share their trauma with their parents, teachers or relevant authorities if the perception and attitudes of these adults toward children discourages children from expressing their feelings or experiences, either positive or negative. Adults who value children's opinions create a more inclusive environment, one that enables children to share and express themselves without fearing oppression or ridicule.

Patriarchal values and a power structure which results in different socialisation processes for boys and girls lead to girls and boys adopting different coping mechanisms and manifesting the impact of abuse and trauma in different ways. Both will experience low self-esteem and a psychosocial impact. Girls tend to internalise and develop more self-destructive behaviour patterns, while boys may externalise behaviour and are at risk of becoming violent. A family or social environment that encourages children to express themselves, will lead to their developing more resilient types of behaviour and will enable them to emerge from the trauma as resilient individuals.

Girls, who are oppressed and discriminated against, lack the opportunity to express themselves in family's or society's decision-making processes and have fewer opportunities and control over resources. Continuing to be oppressed in adolescence and adulthood, they develop low self-esteem, and a high likelihood of perpetuating gender stereotypes that will reproduce gender stereotypical behaviour in their own children. Gender stereotypical expectations diminish the opportunities of both boys and girls to develop according to their potential. Societies that encourage diversity benefit from the dynamics and richness of different peoples' experiences and become more inclusive.

Children are born into societies that practice oppression and exclusion. As a result they learn and practice prejudicial behaviour during childhood. They call names, bully and exhibit targeted violent behaviour, perhaps toward minority children or girls. As they grow into adulthood and continue acting out stereotypes, this becomes their stereotypical behaviour. A cycle of oppression and exclusion results in transmitting the same practices to the next generation.

Girls and boys learn traditional roles and behaviour at an early age. Boys for example learn they should be active, not cry or show feelings. Family and peer groups often play a crucial role in the socialisation process. Traditional gender roles and relations are also reproduced and perpetuated by media, religious and traditional leaders, the private sector through advertisements and stereotyped toys, and educational systems that incorporate gender stereotypes into teaching material. In relation to sexuality, girls and boys often receive different messages. Adolescent boys frequently feel pressured to perform while girls learn to be passive. Pregnancy outside marriage is often considered a catastrophe for a girl, and some cultures closely link female virginity to male honour.

THE CYCLE OF OPPRESSION AND EXCLUSION

We are born into:

Individual acts create and maintain

Systematic and structural oppression based on the dominant ideology.
From the moment we are born, ideology influences all the institutions we come into contact with (e.g. violence or non-participation)

Child Participation
And Oppression

As children we experience the world through social institutions - our individual personal experience gives rise to PREJUDICE through the practicing of adult behaviour patterns, e.g. seeing violent or aggressive means as methods to resolve conflict, or similarly observing a lack of child participation in families, communities, etc.

As old people, we tend to reinforce the same stereotypes and biased behaviour back into the society.

As adults, we build up a set of generalised beliefs. Based on these interpretations, we DISCRIMINATE in acting out these beliefs, which are then passed on to the next generation. Not recognising participation as a key social value, means that it is not transmitted to the next or current generation.

As young people, we look around us and see many things happening that replicate our personal experiences, giving rise to STEREOTYPES through practicing adult behaviour and discrimination, such as peer violence, humiliation etc., and perpetuating the non-participation of children in family, schools, community etc.

Gender roles and relations, ideas and perceptions are reproduced from one generation to another. Societies' views and values are internalised, shaping our attitudes, perceptions, behaviour and decisions later in life. Men and women are constrained by these perceptions; they can prevent people from developing to their full potential and making the choices they would like to make. Such perceptions also influence the kinds of decisions boys and girls can take concerning their own lives, the games they play and the professions they want to pursue and are allowed to choose. They influence their relations with the opposite sex as well.

The big question is "Can we break this cycle of exclusion?" and the simple answer is "Yes!" By addressing the root causes of discrimination and by perpetuating inclusion and respect for rights as a value, any society can break the cycle. The result will be societies characterised by greater equality and respect, and less violence.

In addressing root causes we must identify and address different power structures. These could be patriarchal structures or power structures based on age, caste, class, etc. SC programmes often tend to address primarily immediate causes, forgetting to look at root causes. Investing in children's participation processes will lead to addressing the root causes of child right violations.

At the same time we must remember to focus on positive aspects of social values and norms and use them to challenge the negative values.

Summary of the session

Understanding perceptions of childhood is a central aspect of CRP. A better understanding of local perceptions - with children included among the key informants - will help develop culturally sensitive methods for improved programmes. Without understanding why people act as they do, no common ground exists for discussion and there is no opportunity to assist people in solving their life problems. The dynamics of the culture and how attitudes and practices change over time must be seen. Who are the most important agents for change over time? Are they members of the media or religious leaders? What social, economic and cultural conditions influence boys and girls and the situation in their lives? What factors hinder change and how can resistance be overcome?

Our programmes can either reproduce inequalities and gender stereotypes or can contribute to changes that result in more inclusive and equal societies.

Handout 3: Key elements of a child-centred approach

Consider the developing abilities and competencies of the child
- Children's competencies and abilities develop as they grow;
- Children are resilient (resistant, tough, strong);
- Don't make assumptions about what children can and cannot do;
- Don't make assumptions about children, their needs and perspectives;
- Programmes, policies and practices need to be appropriate to children's developmental abilities and in children's best interests.

Whole child: consider all of a child's developmental needs
- Consider the whole child and the whole range of his or her developmental needs;
- Don't just focus on children's vulnerabilities, weaknesses and disabilities;
- Work across sectors, departments and disciplines to address the whole range of children's developmental needs (don't focus just on one aspect, e.g. wheelchairs for children with disabilities).

Children in the broader context
- Consider children in the broader context of family, society, economy, policies, etc. (example: children and macroeconomics, children's budget, children and poverty);
- Don't focus on children in isolation from the wider society (e.g. orphanages).

Difference and diversity of children
- Each child is unique - but every child has the same rights;
- Different children experience childhood differently;
- Consider differences between children and the diversity of childhood experiences;
- Based on this understanding, develop the strengths and capacities of girls and boys;
- There are different concepts of childhood - not one universal model.

Children as 'social actors', children involved in decisions
- Children are not passive. They are active participants in their families, communities and institutions;
- Children are social actors who make their own choices and contribute to their own development;
- Children shape their environment and contribute to the wider society (e.g. working children's contributions to household and national economy);
- Listen to children and consider their best interests.

Some Possible Implications for CRP

↘ <u>Listen</u> to children;

↘ <u>Analyse</u> the situation of the whole child in the broader <u>context</u> of family, community...;

↘ <u>Challenge your</u> own <u>assumptions</u> about children, their needs and perspectives;

↘ Strengthen <u>linkages</u> between different sectors, departments and disciplines which affect children;

↘ Consider differences between children;

↘ Consider children's best interests;

↘ Consider the <u>whole child</u> and the whole range of his or her developmental needs;

↘ Ensure positive impact on the child!

Handout 4: Human rights principles and main ideas

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

Rights imply some one/institution has responsibility (but needs do not!!!)

Key human rights principles are:

Inalienable:
- ↘ Every human being is born with human rights;
- ↘ Human rights cannot be taken away;
- ↘ Human rights cannot be given up.

Universal:
- ↘ All human beings have the same rights - everywhere - all the time (there are situations allowing restriction of certain human rights, e.g. freedom of movement of criminals in jail; right to information during state of emergency).

Indivisible and interconnected:
- ↘ All rights are linked and have effects on each other:
  - ↘ If one rights is denied this has an impact on other rights;
  - ↘ One person's enjoyment of rights should not come as a result of thesuppression of rights of others.

The idea of right:

Right holder is entitled to rights (entitlement = power to claim)
- ↘ has rights;
- ↘ is entitled to claim rights [participation];
- ↘ holds duty bearer accountable;
- ↘ has responsibility to respect rights of others (which then puts them in the role of duty-bearer).

Duty bearer has obligations for rights
- ↘ Has responsibility to fulfil, protect, respect rights [accountability]. Duty bearer connects right holder with their right. Without duty bearers fulfilling their obligations, the right remains out of reach for right holders. Where duty bearers are 'barriers' between right holder and the right object, right holders cannot claim their rights, cannot realise their entitlements to rights. Without access to rights objects, rights remains abstract.

Right – responsibility – claim

Duty bearer

Respects, protects
and fulfils rights

Universality

Inalienability

Indivisibility

Equity, Non - discrimination/
Inclusion - Gender, (dis)ability
etc …

**Fulfils
responsibility
towards**

**Claims
right
from**

Right holder

A c c o u n t a b i l i t y

P a r t i c i p a t i o n
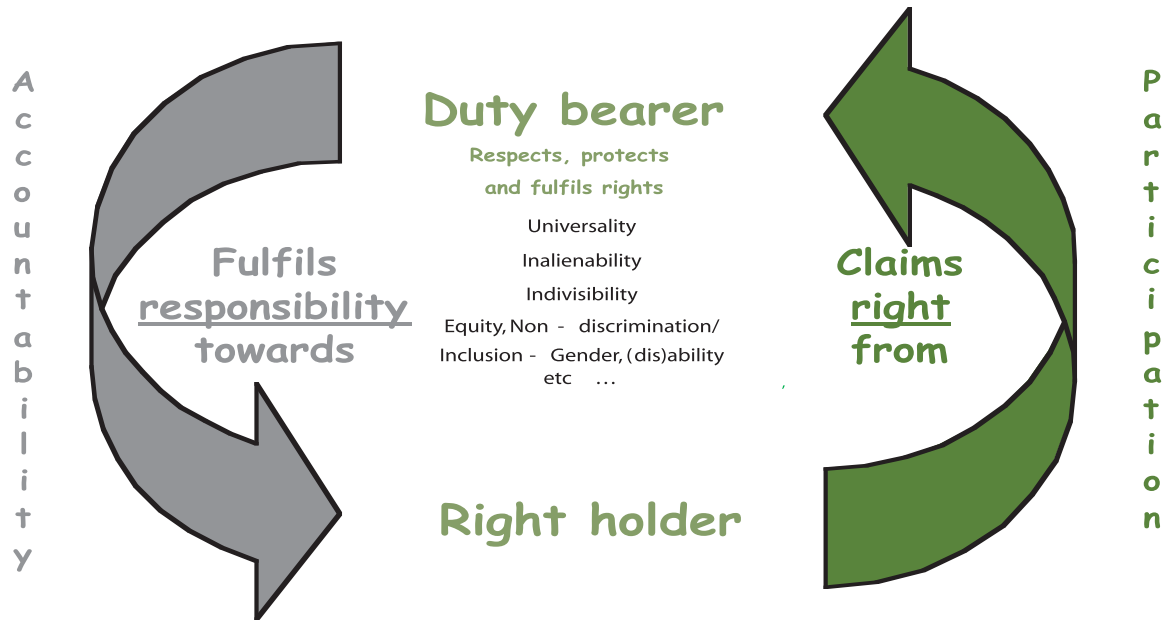
Differences between needs and rights based approaches

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.

Key human rights documents/instruments

1945	UN Charter: peace, human rights, development
1948	Universal Declaration of Human Rights
1949	Geneva Conventions (Humanitarian Law/Laws of War)
1965	Convention on the Elimination of all Forms of Racial Discrimination (CERD)
1966	Covenant on Civil and Political Rights (CCPR)
1966	Covenant on Economic, Social and Cultural Rights (CESCR)
1979	Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)
1984	Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)
1989	Convention on the Rights of the Child (CRC)

- Children, women, others have special instruments.
- Rights instruments - UDHR, CEDAW, CRC, ILO conventions, etc. - together define international legal standards.

■ They have mechanisms for use - monitoring and reporting systems. NGOs can influence, support and use to support rights through the reporting process.

Human Rights Instrument Status

In this country we are a party of the following Human Rights instruments:

_____

_____

_____

_____

_____

_____

_____

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_____

Handout 5: Realising the right to primary education in India – are stakeholders meeting their obligations?

| Stakeholder	Obligation	Measure	Result
Parents	Must be willing to send children to school	Proportion of parents who think it is important for children to be educated	* 89% for girls, 98% for boys
Government	**Must provide schools that are accessible**	Distance to school from house	* 92% of rural population had a primary school within 1 kilometre
	Must provide adequate facilities	Number of teachers	* 12% of primary schools had only one teacher appointed * 21% had only a single teacher present at the time of the survey
	Must ensure quality of facilities	Condition school facilities	* 58% of schools had at least two rooms * 60% had a leaking roof * 89% did not have a functioning toilet * 59% did not have drinking water
	Must ensure quality of education of students	Head teacher attendance and activity	On the day of the survey visit to the school: * 25% of head teachers were engaged in teaching activities * 42% were engaged in non-teaching activities * 33% were absent
Community	**Must support school, teachers and parents**	Public discussion	* 49% of village education committees had not met in the past year
Media	Must report on neglect of basic education	Proportion of newspaper articles on basic education	In one year's newspeper articles: * 8,550 on foreign investment * 3,430 on foreign trade * 2,650 on defence * 990 on education * 60 on rural primary education

Note   : The sample consisted of 188 villages, 1,200 households and 236 schools in four northern states of India in 1996.
Source : PROBE Team 1999 (in UNDP HDR 2000: 104)
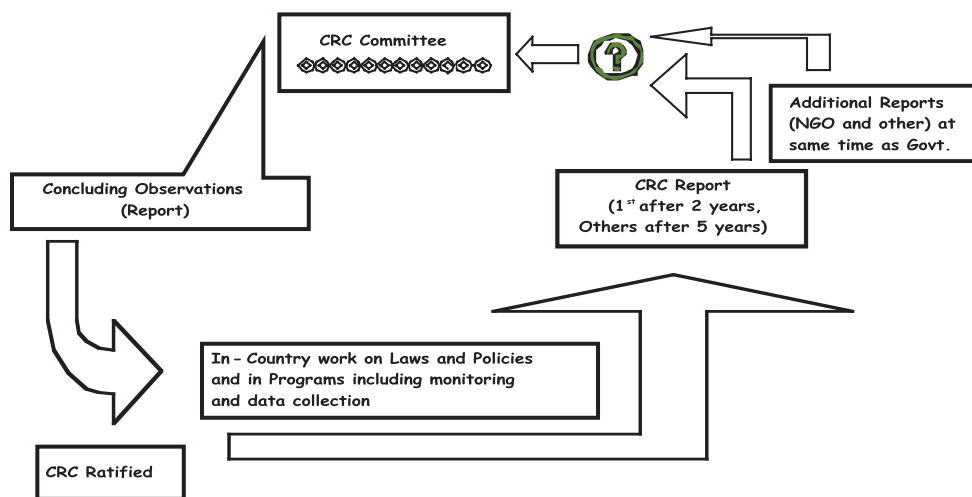
Reporting on the UN Convention – a step by step guide

Source: International Save the Children Alliance Training Kit on UN CRC

- When a country has ratified the Convention, it has to report to the Committee within two years. After that, it reports every five years.
- The Committee has provided a set of guidelines for writing the report as shown below:
  - General measures of implementation (articles 4, 42 & 44.6)
  - Definition of the child (article 1)
  - General principles (articles 2, 3, 4, 6 & 12)
  - Civil rights and freedom (articles 7, 8, 13, 17, 14, 15, 16 & 37)
  - Family environment and alternative care (articles 5, 9, 10, 11, 18, 19, 20, 21, 25 & 27)
  - Basic health and welfare (articles 6, 18, 23, 24, 26, & 27)
  - Education, leisure and cultural activities (articles 28, 29, & 31)
  - Special protection measures (articles 22 & 37-40)
- If the country does not submit a report on time, the UN Committee writes a reminder.
- The national report is written by the government. In some countries there is an interministerial group.
- The report is edited, translated and circulated to Committee members. It is also sent to the UN specialised agencies, UNICEF and other UN bodies. It is made available to other competent bodies including NGOs.
- If the government has submitted a report but has not made it available within the country, it is always possible to get a copy from the UN Centre for Human Rights in Geneva. They will also inform you when a report is going to be examined.
- The UN Committee has an enormous amount of work and the success of the Convention has meant a backlog of reports building up. It can be up to two years after receipt before a report is reviewed.
- First the report is examined by a working group of the Committee in a (?) pre-sessional meeting. This meeting is closed and takes place normally three months before the full plenary session.

�‡ For the pre-sessional meeting the Committee gathers information from other UN agencies, human rights organisations and NGOs. A country analysis is prepared for the Committee by the UN Centre for Human Rights.

➡ NGOs may be invited by the Committee to attend the pre-sessional meeting and present their information.

➡ After the pre-sessional meeting, the Committee draws up a list of questions which are sent to the government. The government is asked to provide the answers in a written report and is invited to the next full plenary session of the Committee.

➡ During the plenary session there is a dialogue between the Committee and the Government. NGOs and UN agencies are not normally allowed to intervene.

➡ After the examination of the report, the Committee adopts the Concluding Observations which point out the positive aspects of the State Party report; the factors and difficulties hindering implementation of the Convention; areas of concern; and recommendations for future action. The discussion of the Committee is summarised in a Summary Record.

➡ The Concluding Observations are to be used as a guide by the country in taking work on children's rights forward. They can be used by NGOs as a platform of action and advocacy tool to work with and/or pressure the government to take action.

Handout 7: The UN CRC: Introduction

Introduction

The UN Convention on the Rights of the Child (CRC) is a comprehensive code of rights for children. It is the most widely ratified international instrument in history. From its adoption by the United Nations General Assembly in 1989, 191 countries have become State Party to the convention. Why there was a need of a special convention?

This convention sets standards for virtually every aspect of the child's life from health to education; from social to civil rights.

The CRC has gained importance as more and more countries ratified/acceded (agreed) to it. These standards have now been agreed to by countries in every region of the world; thus, reinforcing that the standards are universal. The CRC can be used as a powerful tool for advocacy as a country can not claim its uniqueness as an excuse for not living up to the universal standards.

History of the convention

Save the Children and the CRC have a closely intertwined past. Eglantine Jebb, the founder of Save the Children UK, drafted the first Charter of the Rights of the Child in 1923. Since that time the International Save the Children Alliance has played an important role in the promotion and elaboration of children rights.

In 1924 the League of Nations adopted the Declaration on the Rights of the Child. This was the first international effort reflecting on children's suffering, especially in war. Now it is known as the First Declaration on the Rights of the Child.

In 1948 the UN General Assembly approved the adoption of the UDHR (Universal Declaration of Human Rights). Although the rights of children were implicitly included there were still arguments that the special needs of children (as compared to adults) justified a separate document.

In 1959 the UN General Assembly adopted the Second Declaration of the Rights of the Child.

The General Assembly declared 1979 the International Year of the Child. In that year the ten points of the declaration were publicized regarding children. A workshop in Poland focused attention on children and then a Human Rights Commission group started to work on the draft of CRC.

In 1989 the work on the draft convention on the rights of the child was completed. The CRC was the outcome of a decade of international debate devoted to the meaning of children rights. It was adopted by the United Nations General Assembly.

Children rights, like human rights more generally, are sometimes perceived as a written imposition on other cultures and value systems as many cultures have varying ideas of the way in which children should be brought up and treated. However the CRC has been almost universally ratified by the nations of the world. This means that the importance of children rights as a set of principles and minimum standards has been acknowledged irrespective of local beliefs and values.

Handout 8: Unofficial summary of the UN Convention on the Rights of the Child

The aim of the CRC is to set standards for the defence of children against the neglect and abuse they face to varying degrees in all countries every day. It is careful to allow for the different cultural, political and material realities among states.

Preamble The Preamble sets the tone in which the 54 articles of the Convention will be interpreted. The major UN texts which precede it and which have a direct bearing on children are mentioned, as is the importance of the family, for the harmonious development of the child, the importance of special safeguards and care, including appropriate legal protection, before as well as after birth, and the importance of the traditions and cultural values of each people for the child's development.

Definition of a child Article 1
A child is recognized as a person under 18, unless national laws recognize the age of majority earlier.

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.

Best interests of the child Article 3
All actions concerning the child shall take full account of his or her best interests. The State shall provide the child with adequate care when parents, or others charged with that responsibility, fail to do so.

Implementation of rights Article 4
The State must do all it can to implement the rights contained in the Convention.

Parental guidance and the child's evolving capacities Article 5
The State must respect the rights and responsibilities of parents and the extended family to provide guidance for the child which is appropriate to his or her evolving capacities.

Survival and development Article 6
Every child has the inherent right to life, and the State has an obligation to ensure the child's survival and development.

Name and nationality Article 7
The child has the right to a name at birth. The child also has the right to acquire a nationality, and as far as possible, to know his or her parents and be cared for by them.

Preservation of identity Article 8
The State has an obligation to protect, and if necessary, re-establish basic aspects of the child's identity. This includes name, nationality, and familyties.

Separation from parents Article 9
The child has a right to live with his or her parents unless this is deemed to be incompatible with the child's best interests. The child also has the right to maintain contact with both parents if separated from one or both.

Family reunification Article 10
Children and their parents have the right to leave any country and to enter their own for the purpose of reunion or the maintenance of the child-parent relationship.

Illicit transfer and non-return Article 11
The State has an obligation to prevent and remedy the kidnapping or retention of children abroad by a parent or third party.

The child's opinion Article 12
The child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child.

Freedom of expression Article 13
The child has the right to express his or her views, obtain information, and make ideas or information known, regardless of frontiers.

Freedom of thought, conscience, and religion Article 14
The State shall respect the child's right to freedom of thought, conscience, and religion, subject to appropriate parental guidance.

Freedom of association Article 15
Children have a right to meet with others, and to join or form associations.

Protection of privacy Article 16
Children have the right to protection from interference with privacy, family, home, and correspondence, and from libel or slander.

Access to appropriate information Article 17
The State shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information which is of social or cultural benefit to the child, and take steps to protect him or her from harmful materials.

Parental responsibilities Article 18
Parents have joint primary responsibility for raising the child, and the State shall support them in this. The State shall provide appropriate assistance to parents in child-raising.

Protection from abuse and neglect Article 19
The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programmes for the prevention of abuse and the treatment of victims.

Protection of a child without a family Article 20
The State is obliged to provide special protection for a child deprived of the family environment and to ensure that appropriate alternative family care or institutional placement is available in such cases. Efforts to meet this obligation shall pay due regard to the child's cultural background.

Adoption Article 21
In countries where adoption is recognized and/or allowed, it shall only be carried out in the best interests of the child, and then only with the authorization of competent authorities, and safeguards for the child.

Refugee children Article 22
Special protection shall be granted to a refugee child or to a child seeking refugee status. It is the State's obligation to cooperate with competent organizations which provide such protection and assistance.

Disabled children Article 23
A disabled child has the right to special care, education and training to help him or her enjoy a decent life in dignity and achieve the greatest degree of self-reliance and social integration possible.

Health and health services Article 24
The child has the right to the highest standard of health and medical care attainable. States shall place special emphasis on the provision of primary and preventable health care, public health education and the reduction of infant mortality. They shall encourage international cooperation in this regard and strive to see that no child is deprived of access to effective health services.

Periodic review of placement Article 25
A child who is placed by the State for reasons of care, protection or treatment is entitled to have that placement evaluated regularly.

Social security Article 26

The child has the right to benefit from social security including social insurance.

Standard of living Article 27

Every child has the right to a standard of living adequate for his or her physical, mental, spiritual, moral, and social development. Parents have the primary responsibility to ensure that the child has an adequate standard of living. The State's duty is to ensure that this responsibility can be fulfilled, and is. State responsibility can include material assistance to parents and their children.

Education Article 28

The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child and to make higher education to all on the basis of capacity. School discipline shall be consistent with the child's rights and dignity. The State shall engage in international co-operation to implement this right.

Aims of education Article 29

Education shall aim at developing the child's personality, talents, and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and shall foster respect for the child's parents, his or her own cultural identity, language and values, and for the cultural background and values of others.

Children of minorities or indigenous populations Article 30

Children of minority communities and indigenous populations have the right to enjoy their own culture and to practice their own religion and language.

Leisure, recreation and cultural activities Article 31

The child has the right to leisure, play, and participation in cultural and artistic activities.

Child labour Article 32

The child has the right to be protected from work that threatens his or her health, education or development. The State shall set minimum ages for employment and regulate working conditions.

Drug abuse Article 33

Children have a right to protection from the use of narcotic and psychotropic drugs, and from being involved in their production or distribution.

Sexual exploitation Article 34

The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Sale, trafficking and abduction Article 35

It is the State's obligation to make every effort to prevent the sale, trafficking and abduction of children.

Other forms of exploitation Article 36

The child has the right to protection from all forms of exploitation prejudicial to any aspect of the child's welfare not covered in articles 32, 33, 34 and 35.

Torture and deprivation of liberty Article 37

No child shall be subjected to torture, cruel treatment or punishment, unlawful arrest or deprivation of liberty. Both capital punishment and life imprisonment without the possibility of release are prohibited for offences committed by persons below 18 years. Any child deprived of liberty shall be separated from adults unless it is considered in the child's best interests not to do so. A child who is detained shall have legal and other assistance as well as contact with the family.

Armed conflicts Article 38

States Parties shall take all feasible measures to ensure that children under 15 years of age have no direct part in hostilities. No child below 15 shall be recruited into the armed forces. States shall also ensure the protection and care of children who are affected by armed conflict as described in relevant international law.

Rehabilitative care Article 39

The State has an obligation to ensure that child victims of armed conflicts, torture, neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social reintegration.

Administration of juvenile justice Article 40

A child in conflict with the law has the right to treatment which promotes the child's dignity and worth, takes the child's age into account, and aims at his or her reintegration into society. The child is entitled to basic guarantees as well as legal or other assistance for his or her defense. Judicial proceedings and institutional placements shall be avoided whenever possible.

Respect for higher standards Article 41

Wherever standards set in applicable national and international law relevant to the rights of the child are higher than those in this Convention, the higher standard shall always apply.

Implementation and entry into force Articles 42-54

The provisions of articles 42-54 notably foresee: (I) The State's obligation to make the rights contained in this convention widely known to both adults and children. (ii) The setting up of a Committee on the Rights of the Child composed of ten experts, which will consider reports that States Parties to the Convention are to submit two years after ratification and every five years thereafter. The Convention enters into force - and the Committee would therefore be set up - once 20 countries have ratified it. (iii) States Parties are to make their reports widely available to the general public. (iv) The Committee may propose that special studies be undertaken on specific issues relating to the rights of the child, and may make its evaluations known to each State Party concerned as well as to the UN General Assembly. (v) In order to "foster the effective implementation of the Convention and to encourage international co-operation" the specialized agencies of the UN-such as the International Labour Organization (ILO), World Health Organization (WHO), and United Nations Educational, Scientific and Cultural Organization (UNESCO) - and UNICEF would be able to attend the meetings of the Committee. Together with any other body recognized as 'competent', including non-governmental organizations (NGO's), in consultative status with the UN and UN organs such as the United Nations High Commissioner for Refugees (UNHCR), they can submit pertinent information to the Committee and be asked to advise on the optimal implementation of the Convention.

Source: DCI/UNICEF

Handout 9: Principles of the CRC

Four general principles embody the spirit of the CRC and are fundamental to the interpretation of all the other rights. They apply to all aspects of children's rights.

The best interests of the child

Article 3 establishes that in all actions concerning the children, the best interests of the child should be a primary consideration. CRC emphasize that government, public and private bodies must ascertain the impact on children of their actions in order to ensure that the best interests of the child are a primary consideration, giving proper priority to children and building child friendly societies. The principle is to be used in situations of disagreements between people or institutions or where there is lack of clarity in laws. The application of this article is not limited to policy making. It applies to the individual child as well. How a course of action might affect an individual child must be looked at closely to determine the child's best interest.

Decision makers need to consider both the objective standards deemed to be in the child's best interest bringing together experts from a variety of sectors and also the subjective ones which take into consideration the child's own views.

The best interests of the child is a broad term, reinforcing that the short-term and long term impacts on children both must be considered: a comprehensive application of rights which could include: child friendly services or child sensitive practices - e.g. child friendly schools. apply the best interests principle to services for children. This principle should not be used to reinterpret the law, nor to subvert the fulfilment of any of the rights articulated in the CRC.

Non-discrimination

Article 2 establishes that child rights apply to all children all the time, anywhere, without discrimination of any kind on the ground of gender, disability, ethnicity, religion or citizenship. The theme of non-discrimination is of a special importance for the protection of children. This overriding principle ensures that measures of protection are aimed at removing all discrimination in every field.

Participation

Article 12 sets out the principle that children should be listened to on any matter which concerns them and their views given due consideration in accordance with their age and maturity. This theme runs throughout the CRC together with the child's right to freedom of expression and other civil rights. The significance of this article requires children should be assured the right to express their views freely and that they should be heard with their views be given due weight.

Survival and development

Article 6 prioritises children's rights to survival and development but also the right to develop to their fullest potential in every respect including their personality, talents and abilities.

Note that the concept of right has at its base in the idea of accountability but is not listed explicitly as a principle of the CRC.

Handout 10: Basic History of Rights-Based Approach

1940	UN Charter: peace, human rights, development (1945) Universal Declaration of Human Rights (1948)
1950	Economic development
1960	Civil and political rights Economic and social rights
1970	Social development
1980	People-centred development

Declaration on the Right to Development (1986)

1990 Vienna Conference: human rights and development belong together (1993)
Copenhagen Social Summit (1995)
UN Reform: rights-based development (1997)
Rights-based programming and Child Rights Programming (1998)

2000 Amartya Sen: Development as Freedom
UNDP Human Development Report: Human Rights and Human Development
UN Millennium Declaration

Cold War

Handout 11: Child Rights Programming–Principles

1. Child–Centred working (impact on child)

- Diversity of childhoods;
- The whole child;
- Evolving capacities;
- Children in the broader context (cultural, economical, etc.);
- Child as a social actor.

2. Child/Human Rights Principles (and arising from the nature of rights) Human Rights are:

Universal:

All rights for all people in all places at all times. Opposes notions of cultural relativism and implies consideration of all non-discriminatory aspects.

Indivisible:

There is no hierarchy of rights - they are equal in importance to each other (the compossibility problem). Neither can you 'mix and match by taking some and not others as it suits your purpose. They are an interdependent, interrelated and mutually reinforcing whole (idea of a web or net).

Inalienable:

Rights are concerned with inherent human worth and dignity. You have them simply by virtue of being human and they can't be given or taken away.

The idea of a right implies:

Accountability (duty bearers)

Participation and empowerment (rights holders claiming rights)

CRC General Principles

(Child is Rights Holder)

(Positive impact on the Child)

Non-discrimination

Survival and development

Best Interests

Participation - Child's Opinion

3. Good Development Practice Principles in Programming

> Addressing root causes (rights-based situation analysis), rights-based goal, positive impact, equity/inclusion, participation, sustainability, partnership, empowerment, inter-disciplinary/holistic approaches, etc.

Handout 12: Child Rights Programming Implications

Application of rights-based approach to programming means

- recognising children as right holders;
- recognising governments as primary duty bearers and accountable;
- addressing unequal power structure having holistic vision of the rights of the child;
- setting goals in terms of fulfillment of rights;
- aiming for sustainable results;
- encouraging legal and other reforms, building partnerships and alliances for the promotion of children's rights.

Main elements/implications of Child Rights Programming

- Start with child rights violations (or omissions);
- Should be working towards realization of child rights;
- Identify duty bearers (those responsible for the implementation for the rights)
- Focus on actions of duty bearers;
- Some actions of a duty bearer will assist other duty bearers to take action, therefore important for all to cooperate;
- Look at the "Big Picture";
- Engage children in the process;
- Concentrate on the worst rights violations and on the most vulnerable and marginalized children;
- Base policies, services and programmes on what is in children's best interests in the short and long term.

Three aims of a rights-based approach – To ensure duty bearers take action to respect, protect and fulfil rights:

- Strengthen accountability of duty bearers to respect, protect and fulfil human rights;
- Strengthen participation of right holders (and their representatives) to claim rights;
- Strengthen equity and inclusion and fight discrimination.

Handout 13: Rights-based approaches towards development

Much needs to be done to transform the rhetoric of human rights into reality.

Democracy, development and respect for human rights and fundamental freedoms are interdependent and mutually reinforcing.

■ Vienna Declaration and Programme of Action 1993

The link between stability and economic growth is clear. In 11 LDCs which experienced serious armed conflicts and internal instability during the 1990s, the real GDP per capita declined by over 3 per cent per annum over the period, which is contrasted by another group of 15 LDCs, including seven in Asia, which enjoyed relatively peaceful and political environments, and relatively steady economic growth of over 2 per cent per annum in GDP per capita from 1990 to 1998.

The right to development, or in other words, "the right to participate in, contribute to and enjoy economic, social, cultural and political development" was proclaimed in the Declaration on the Right to Development in 1969 and reaffirmed as a universal human right at the World Conference on Human Rights in Vienna in 1993. This fundamental right frames development as "a comprehensive economic, social, cultural and political process, which aims at the constant improvement of the well-being of the entire population and of all individuals on the basis of their active, free and meaningful participation in development and in the fair distribution of benefits resulting there from".

A rights-based approach to development is a conceptual framework for the process of human development that is based on international human rights standards and operationally directed to promoting and protecting human rights. Essentially, a rights-based approach integrates the norms, standards, and principles of the international human rights system into the plans, policies and processes of development. The principles include those of equality and equity; accountability; empowerment and participation.

A. Express linkage to rights

Such approaches begin by specifically defining the objectives of development and aid in terms of particular rights, as legally enforceable entitlements, and create specific links to international, regional and national human rights instruments. Rights-based approaches are comprehensive in their consideration of the full range of indivisible, interdependent and interrelated rights: civil, cultural, economic, political and social. This implies a development framework with sectors mirroring internationally guaranteed rights, and thus covers health, education, housing, justice administration, personal security, political participation, and so on.

B. Accountability

Rights-based approaches focus on raising levels of accountability in the development process by identifying claim-holders (and their entitlements) and corresponding duty-holders (and their obligations). In this regard, they look both at the positive obligations (to protect, promote and provide) of duty holders, and their negative obligations (to abstain from violations). They take into account the duties of the full range of relevant actors, including individuals, communities, states, local organizations and authorities, private companies, aid-donors, and international institutions. Such approaches must also attend to the development of adequate laws, policies, institutions, administrative procedures and practices, and mechanisms of redress and accountability to deliver

on entitlements, respond to denial and violations, and ensure accountability. These will include, variously, courts, administrative panels and tribunals, special commissions, ombudsman offices, and others. They also imply translating universal standards into locally determined benchmarks for measuring progress and enhancing accountability.

C. Empowerment

Rights-based approaches also give preference to strategies for empowerment, over charitable responses. They focus on beneficiaries as the owners of rights and the directors of development, and emphasize the human person as the centre of the development process (directly, through their advocates, and through organizations of civil society). The goal is to give people the power, capacities, capabilities, and access necessary to change their own lives, improve their own communities, and influence their own destinies. People must not be viewed as passive subjects, but must be able to participate in, contribute to and enjoy development.

D. Participation

Rights-based approaches require a high degree of participation, including participation from communities, civil society, minorities, indigenous peoples, women, and others. Such participation must be "active, free, and meaningful", such that mere formal or "ceremonial" contacts with beneficiaries is not sufficient. Rights-based approaches give due attention to issues of accessibility, including to development processes, institutions, information and redress or complaints mechanisms. This means also situating development project mechanisms in proximity to partners and beneficiaries. Such approaches necessarily opt for process-based development methodologies and techniques, rather than externally conceived "quick fixes" and imported technical models.

E. Non-discrimination and attention to vulnerable groups

The human rights imperative of such approaches also means that they must include particular attention to discrimination, equality, equity and to vulnerable groups, among them women, minorities, indigenous peoples, prisoners, and others. There is, however, no universal checklist of who is most vulnerable in every given context. Rather, rights-based approaches require that such questions be answered locally: who is vulnerable, here, and now? As such, development data must be disaggregated, to the extent possible, by race, religion, ethnicity, language, sex and other categories of human rights concern. Determinations must be made about how fairly the benefits of development are distributed, who in particular benefits, and who is excluded. Rights-based approaches demand the incorporation of express safeguards in development instruments to protect against threats to the rights and well being of prisoners, minorities, migrants and other often domestically unpopular groups.

Adapted from UNHCHR contribution to 3rd UN Conference on Least Developed Countries, May 2001

Handout 14: Achieving a Balanced, Rights–Based Programme

The application of rights-based principles demands that a holistic and integrated approach is taken to programming. This both reinforces and builds upon what is commonly regarded to be good development practice. Having completed the rights based situation analysis, a balanced programme of work needs to be designed and developed to address the priorities that have emerged.

A useful way of looking at this is to consider three different components of programme activity which, like rights themselves, need to be inter-linked and mutually reinforcing. These have become known as the 'three pillars' of child rights programming.

1. Practical actions to directly address violations and gaps

The first, or left-hand, pillar is concerned with programme response at a local level that will bring about real and fairly immediate improvements in the quality of children's lives. The focus is upon practical action that will address violations of rights - in particular on issues of protection, and that will ensure that gaps in provision are filled - either directly and through work with partners life or through holding the responsible duty bearers accountable so that provision is delivered. Save the Children has a wealth of experience in this area and such work is often the earliest focus of programme implementation.

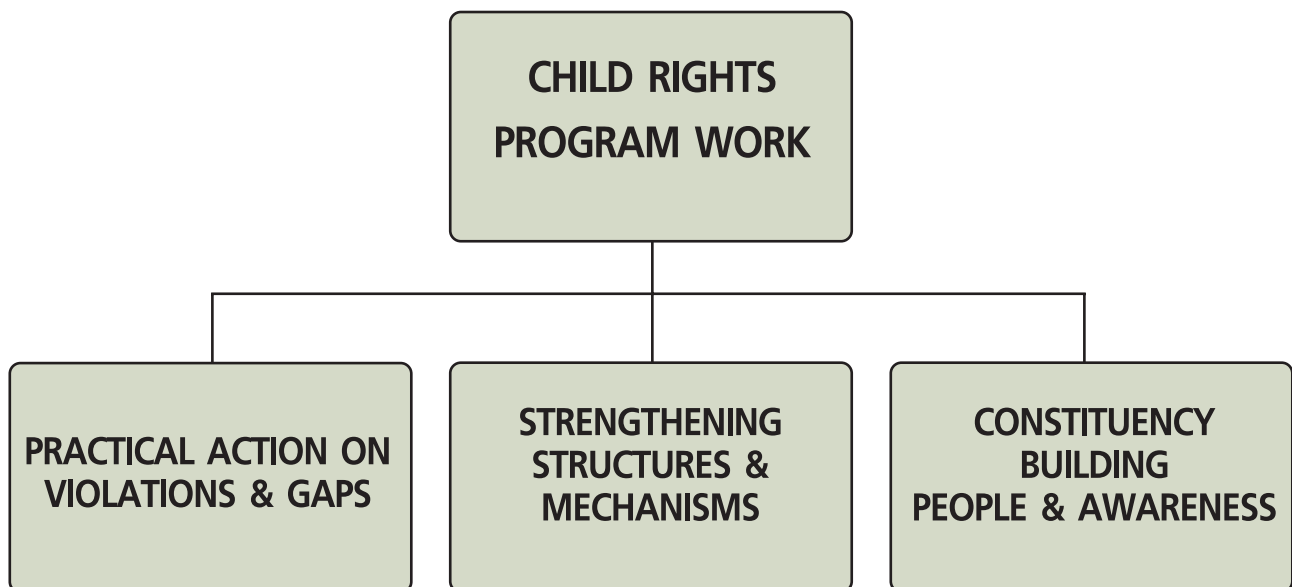## 2. Strengthening the "infrastructure" of structures and mechanisms

The second, or central, pillar is fundamental to achieving lasting benefits for all children and so delivering rights-based outcomes. As such, it is often the most difficult area in which to bring about change. It is concerned with changing and influencing public policy, practice and resource allocation through 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. Work in this area is usually concerned with influencing duty-bearers and stakeholders in the 'outer rings' of the responsibility analysis. It requires effective advocacy and is unlikely to succeed without the reinforcement provided by the other two pillars - demonstrable success on the ground to provide credibility and a constituency of support to bolster influence.

3. 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

The third, or right-hand, pillar is concerned with building and mobilising support for the realisation of children's rights. It involves raising awareness and understanding, developing commitment, and supporting the mobilisation of effort among decision makers and opinion formers. It will involve a range of activities and approaches including public education, training, the fostering and building of networks and alliances, lobbying and campaigning, and support to the empowerment of children and children's organisations.

These three pillars are complementary and mutually reinforcing aspects of child rights programming. Any programme without an appropriate balance of work between the three pillars is incomplete. For example: work on raising awareness of the CRC amongst teachers is of questionable benefit if it does not link to and reinforce improvements in the classroom (eg. in participatory teaching methodology) and changes to policy, practice and resource allocation within the education system (eg. in terms of access and inclusion).

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The balance of work between the three pillars is not fixed. It will vary over time as programmes develop. However, an appropriate balance between the three pillars is essential, and no programme can claim to be properly rights-based without it.

In the past programs have worked in each of the three areas, though more frequently in the first and third, or side, pillars. Often though such work has been compartmentalised - undertaken in vertical sectors, isolated geographical areas, or by a specialist team as an add-on to 'mainstream' programming. Rights-based programming demands a much more holistic, integrated and mutually reinforcing approach. Activity needs to take place at all levels - like a radius through the circles of the responsibility diagram - rather than as a number of disjointed interventions.

Critical questions for programs then become:
↘ Do we have appropriate work in each of the three areas?
↘ Is the balance between them right?
↘ How do we ensure mutual reinforcement?

Handout 15: Differences Between Rights and Other Approaches

The box below lays out the key differences usually highlighted when using a rights-based approach.

Other Approaches	Rights-based Approaches
Action is voluntary or optional	Action is mandatory
People have needs which should be met, and these needs can be prioritized	People have legally established claims and entitlements
Poor people deserve help as the object of charity	Poor people and entitled to help as the subjiect of right
Some people may have to be left out (i.e. a target can be less than 100%)	All people have the same right to fulfil their potential and should be assisted to do so (i.e. the target is 100%)
People attected by development work are passive beneficiaries: they can be invited to participate in order to improve the effectiveness of programmes or projects	People affected by development work are active participants by right
Some need may not be recognized in some cultures	Right are universal and inalienable, they connot be diluted or taken away
Power structures and too difficult to change and pregmatic ways need to be found to work within them	Power structures that block progress in realising human rights must be effectively changed
Development is a technocratic process and should be led by tecnical 'experts' who know best	Development actors must empower rihgts holders to claim their rights and be involved in public decision-making
There is a 'hierarchy' of needs and some needs are nearly always more important than others	Rights are indivisible and interdependent, though in any situation some practical prioritization nay be required

One of the key differences between these two approaches is that a rights-based approach comes with accountability. There is a 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.

Handout 16. CRP: Yes, but …

When planning this manual, the group considered questions and issues that come up and are not easily dealt with by a person who is somewhat new to CRP. The group identified these as questions that regularly come up for people who are new to CRP and may have to address them.

1. What is CRP?

Put simply, Child Rights Programming (CRP) is a rights-based approach to programming that integrates the norms, standards, and principles of the international human rights system into the plans, policies and processes of development.

With child rights programming this is done with the overall aim of creating an environment around every child in which their rights are respected and realized.

Thus, we can arrive at the following definition:

> Child Rights Programming is using the principles of child rights to plan, manage, implement and monitor programs with the overall goal of strengthening the rights of the child as defined in international law.

2. How can CRC work when there is no functioning state?

Responsibilities for upholding human rights do not rest solely with the State. Universal human rights are everyone's responsibility to recognise and protect. [See section III, Module on Human Rights and the Universal Declaration on Human Rights]

In the absence of the state, taking a rights-based approach to programming requires that planners consider who is best placed to fulfil various responsibilities at different levels and the appropriate contribution of their own organizations. The goal, the realization of all children's rights, remains the same, but the actors and their contributions in relation to protecting, respecting and fulfilling rights may vary.

The non-state party obligations of quasi-states, warlords and others with control over territory in conflict situations have frequently been recognised.

For example, in the past decade the world has witnessed the absence of fully functioning governments in some conflict-torn countries like Somalia, Rwanda and Afghanistan. In Somalia, in absence of a functioning state party from UNCRC could not be signed in 1990 or onwards. In many cases, the warlords in Afghanistan have controlled the territorial authority and have taken over power of the government. The UNCRC, though apparently holds the state party as the primary duty bearer, in several articles it clearly obliges other duty bearers whoever in control in certain territory to respect, fulfil and protect the rights of all children who are living under a non-functioning government. At the same time it also holds the international community accountable to protect the rights of children in the conflict-torn territories of the world.

Accountability of the duty bearers of different layers other than the government applies as usual in protecting and promoting each and every right of the children.

Such obligations are implicit in the articles 22(1.2), 27 (4), 38(1), 41, 45(1).

The former UN High Commissioner for Human Rights, Sergio Vieira de Mello, in his message on Human Rights Day, 10 December 2002, concluded:

"Let the fundamental rules of human rights and human dignity apply to every state and every armed group, every individual and every collective, every public entity and every private corporation."

3. Why focus on children's participation when there is little, or no, adult participation?

Realising the rights of children is our organisational mission. We have a responsibility to ensure children's participation in matters that affect them. Therefore, we need to constantly advocate on behalf of children so that they don't get overlooked.

Effective children's participation can act as a model and stimulus for wider communication. When adults participate and are actively involved it helps them understand issues related to realizing rights - for children as well as for themselves as adults. For example, working with parents is an important focus when engaged in child protection issues for younger children.

In contexts where difficulties surround freedom of expression, programming responses must take careful account of the extent to which program activities might put people or organizations at risk. Children's participation in such contexts is very often concerned with assisting relevant authorities to develop solutions and responses to the socio-economic conditions of the children's environment. It involves the development of practical and pragmatic work in children's best interests.

We need to be concerned with children's empowerment to claim rights and demand their rights be protected, respected and fulfilled. The adult contribution to this is vital and should be valued. To support children's empowerment, individual adults' behaviour needs to be consistent with the principles of children's rights. We all need to display coherence and integrity in our actions related to promoting children's rights. This often requires rethinking traditional ways of working. Therefore, organizations have a responsibility to support their staff in exploring and internalising the values involved in a rights-based approach.

4. The ideas of CRP are fine but in emergencies we don't have the time for them, because we need immediate results

Emergency response is an area where some key questions of a rights-based approach are most critical and around which there has been much discussion. For example, in emergencies the issues of accountability for rights violations, lack of inclusion, equity and participation are made particularly visible. The role of humanitarian agencies is also very visible and it is crucial that program responses are based upon a coherent approach; reflecting recognised minimum standards (see the work of Sphere and ARC in humanitarian response). The crucial nature of emergencies reinforces the need for children's rights to be at the centre of programming responses in order to ensure appropriate measures are taken for children's protection and welfare.

Many complex emergencies last for extended periods. Quick 'fixes' are rarely appropriate. Carefully thought-through responses involving the appropriate participation of relevant stakeholders are as necessary here for good practice as in any other aspect of development work.

The undoubted pressures to respond quickly in emergency situations heighten the need for emergency-preparedness planning. Likely risks and protection issues can be identified, possible courses of action for their response thought through, and necessary systems, procedures and institutions set in place. This was reinforced by the Asian tsunami and earthquake experiences.

5. CRP isn't possible for us as our donors are looking for other things

CRP supports all that is generally held to be good development practice. Increasing numbers of donors are engaging in dialogue about rights-based approaches as the movement towards RBP (rights-based programming) gathers momentum. Contact with donors is an opportunity to further this policy dialogue and demonstrate/argue for the added value that taking a rights-based approach can bring.

This said, there is a need to recognise and work with the realities of the funding environment and identify those donors most able and willing to support what we stand for.

6. So, what value does a CRP approach add to our work?

CRP creates an overall framework within which all development activities can be organised. It incorporates what are widely regarded as all elements of "good development practice" building on past development work and thinking.

CRP identifies the responsibilities of governments and donors which bind them to specific action and gives leverage to those working for change. As CRP goes beyond traditional rights thinking where the State is the only responsible agent, CRP enhances the possibilities for cooperative action towards the betterment of children's lives.

CRP encourages legal and other reforms which create a much greater likelihood of sustainable change at all levels of government and various parts of society.

Handout 17: Bindi game

Each of the directions should have the colours changed to those available for the game. Then copy the sheet. The copies should be cut into strips at the dotted lines to help participants during the game.

If someone has a Red bindi - this is a person who is very important to you who you haven't seen in ages. You are very happy to see them and want to greet them very warmly.

If someone has a Green bindi - this is someone you pass everyday. You want to greet them, but it isn't a big greeting.

If someone has a Orange bindi - this is someone you don't want to see or greet as you think that they will cause you trouble.

✂ —

If someone has a Red bindi - this is a person who is very important to you who you haven't seen in ages. You are very happy to see them and want to greet them very warmly.

If someone has a Green bindi - this is someone you pass everyday. You want to greet them, but it isn't a big greeting.

If someone has an Orange bindi - this is someone you don't want to see or greet as you think that they will cause you trouble.

✂ —

If someone has an Red bindi - this is a person who is very important to you who you haven't seen in ages. You are very happy to see them and want to greet them very warmly.

If someone has a Green bindi - this is someone you pass everyday. You want to greet them, but it isn't a big greeting.

If someone has an Orange bindi - this is someone you don't want to see or greet as you think that they will cause you trouble.

Handout 18: Non-discrimination and inclusion

1. What is discrimination?

> According to the Human Rights Committee "the term discrimination should be understood to imply any distinction, exclusion, restriction or preference which is based on any ground such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status and which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercize by all persons, on an equal footing of all rights and freedoms".

Inclusion is the actual implementation of non-discrimination. Inclusion is concerned with removing all barriers to participation, especially of those vulnerable to exclusion and marginalization.

2. Which children are discriminated against?

- Children are often discriminated against because they are children;
- Many children face further discrimination due to their or parents/guardians, disability, class, gender, religion, language, ethnicity, age, race, color, sexual orientation, appearance and behavior, caste, HIV/AIDS status, etc.;
- Especially, girls are discriminated against because of gender inequity in society.

> *Why are children discriminated against?*

- Due to prejudice, fear of unfamiliar people;
- Superstition or religious or cultural taboos; and
- Unequal power structures in society (patriarchal structures).

> *Who discriminates?*

- Discrimination is practiced by governments themselves, by adults against children, by one community against another community, by one group of children against another, and males discriminate against females;
- Similarly, policies, program and public attitudes which might be applicable to all affect different children in different ways.

3. Non-discrimination – What the CRC says

The key statement on non-discrimination is in Article 2:

> "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 parents' or legal guardians' race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status". (Article 2 of the CRC)

The principle of non-discrimination runs through the whole CRC, including the articles on health, education, standard of living and protection of vulnerable groups of children. Governments are obliged to take proactive measures to address patterns of discrimination.

4. What are Governments in general saying?

Governments who have signed the CRC are obliged to address discrimination on the basis of sex or gender, just as with other types of discrimination.

In its remarks on government reports, the CRC Committee has often expressed concern about gender discrimination. For instance, the committee has pointed out that different marriage ages for boys and girls, and different inheritance rights, are both examples of gender discrimination. In addition, the committee has commented on:

↘ inadequate or contradictory legislation;
↘ lack of measures to address discriminatory attitudes and practices, especially harmful traditional practices such as female genital mutilation.

5. Underlying cause?

Underlying all forms of discrimination are power issues
↘ Ignorance, prejudice, stereotypes and fear;
↘ Unequal power relations (patriarchy/gender, social, economic...);
↘ Insufficient and inequitable distribution of resources;
↘ Lack of policy, laws and/or insufficient implementation;
↘ Lack of willingness to change and accept change.

6. Manifestations of discriminations

↘ Invisibility;
↘ Less access to services and opportunity for development;
↘ Lack of control over decision-making;
↘ Low self-esteem.

7. Possibilities for change

↘ Awareness raising; education, and access to appropriate information;
↘ Challenging negative behavior and exposure to positive role models;
↘ Re-distribution of resources and allocation of additional resources;
↘ Power rotation and sharing. Policy development;
↘ Self-critical examination of own resources;
↘ Affirmative action.

8. Implications for programming

↘ Disaggregate statistics and information;
↘ Identify those who are left out and overlooked and make them visible;
↘ Raise awareness among staff and partners of differences, discrimination and inclusion;
↘ Establish office policies that protect against discrimination and promote inclusion;
↘ Make gender and power analysis in order to see how a certain project may affect boys and girls as well as different groups of children;
↘ Involve all different kinds of children in project assessment, planning and implementation;
↘ Make families, communities, institutions, etc more open and accepting of diversity;
↘ Challenge stereotypes and discrimination at all levels in society. Take actions to break the cycle of reproducing inequalities;
↘ Promote self-advocacy by excluded groups;
↘ Develop the full potential of all children and promote the inclusion of all children in mainstream society. Encourage positive role-models;
↘ Advocate the government (and other duty-bearers) to take its responsibilities (e.g. to protect children against discrimination; to prevent and combat discrimination).

Handout 19: Gender

Broadly speaking, a person's gender identity is culturally and socially shaped after he or she is born, whereas his or her sex is biologically defined before birth. Different societies have different ideas of the work that women and men should do, and how they should look and behave, although gender subordination is universal. The term "gender" is used to make it clear that the gender identity and roles of men and women are not biologically determined.

The interaction between a person's sex and his or her gender identity can be complex. For instance, the fact that young women in Sub-Saharan Africa run more risk of contracting HIV/AIDS than young men is due to a combination of physiological vulnerability and unequal power relations between women and men. The term "gender" presents problems in some languages. In French, "gender relations" is translated as "les relations entre les sexes". When translating the term, it is worth taking the time to find an appropriate word, one that conveys the importance of the socialization process.

Gender aware/gender awareness

A gender-aware staff member, or program, takes gender differences into account in his or her work, and addresses them in such a way as to promote gender equity.

Gender-disaggregated information

All data should be broken down or disaggregated by sex. For instance, rather than saying "500 children attended the winter schools during 2000-2001" it tells people much more to say "380 boys and 120 girls attended the winter schools during 2000-2001".

Disaggregating information by sex makes gender imbalances visible. You should also disaggregate your information according to other significant characteristics, such as impairments, age, race, ethnicity and religion.

Unfortunately, national-level information is often blind to differences in gender and age. This is a problem for agencies interested in addressing gender inequality. The Alliance needs to address this by lobbying for changes in official data collection.

Gender equality

In a gender-equal world, women and men, girls and boys would have equal rights, responsibilities and opportunities in all spheres. This includes security and health, a livelihood, social participation, the care of the home and dependants, and participation in public life. In a society where the genders were equal, both women and men would be recognised, respected and valued. Looked at another way, gender equality is defined by the absence of gender discrimination.

Gender equity

Gender equity refers to justice in the distribution of resources, benefits and responsibilities between women and men, boys and girls. The concept recognises that power relations between girls and boys, men and women are unequal, and that such inequalities should be addressed. Gender equity now is a step on the road towards gender equality in the future.

Gender-sensitive

A gender-sensitive staff member or programme takes gender differences into account and addresses them in such a way as to promote gender equity.

Mainstreaming gender

"Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies and programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally and inequality is not perpetuated." (United Nations 1997)

As far as Save the Children is concerned, mainstreaming gender means applying gender analysis to all aspects of our work, including advocacy and communications. Gender is not a separate issue; it crosscuts all issues and sectors.

Sex

Sex represents the biological and physiological characteristics of females and males, and the differences between them are based on differences in female and male reproductive systems. These are universal and more or less fixed.

Gender analysis

Before designing a project, and as part of a situation analysis, find out as much as you can about the respective situations of boys and girls in the community. In other words, carry out a child-focused gender analysis. Gender analysis explores and highlights the relationships of women and girls, men and boys, and the inequalities in those relationships. It is a first step towards bringing about more equal relationships between the sexes. You should also analyze other power relations and diversity issues.

> *Note:* See SC Alliance Gender Guidelines for information and tools on integrating gender into programming and organizations

Handout 20: Approaches for Combating Discrimination

Awareness Raising

- Identify those who are left out and overlooked. Make them visible;
- Listen to and involve those who are discriminated against, e.g. girls, boys from various backgrounds;
- Work with children's organisation to reduce discrimination;
- Proactive measures/affirmative action;
- Promote and develop program for raising self-confidence/esteem.

Empowerment

- Identify those who are left out and overlooked. Make them visible;
- Listen to and involve those who are discriminated against, e.g. girls, boys from various backgrounds;
- Work with children's organisation to reduce discrimination;
- Proactive measures/affirmative action;
- Promote and develop program for raising self-confidence/esteem.

Legislation

- Collect and analyze relevant and disaggregated data, showing trends over time;
- Develop a national strategy and follow up legal reforms with practical action;
- Implement and enforce non-discriminatory legislation;
- Analyze budgets and maximize resources;
- Analyze how budget cutbacks affect different groups of children;
- Institutionalize/ establish a self-monitoring system;
- Apart from governmental monitoring systems, it is also important to promote independent review mechanisms, for example an ombudsperson.

Also we need to consider different levels

- Self;
- Organization;
- Program implementation (national, state or province, community, etc.).

Handout 21: Roger Hart's Ladder of Participation

Roger Hart (1992) proposed the first comprehensive definition of the concept of participation, based on his experiences in environmental studies. He described participation as the "process of sharing decisions that affect one's life and the life of the community in which one lives. It is the means by which democracy is built and it is a standard against which democracies should be measured." According to Hart, participation is the "fundamental right of citizenship."

The key element of Hart's definition is decision-making. He describes participation as a ladder, with levels of children's involvement in projects ranging from non-participation to full participation. He identifies eight levels of participation, calling this the Ladder of Participation.

Figure 1. Hart's Ladder of Participation (Hart 1992)

1. **Manipulation.** In this kind of "participation," children have no understanding of the issues and hence do not understand their actions. They are consulted but given no feedback on how the ideas they shared during the consultation are used.

2. **Decoration.** Children's "participation" involves providing entertainment through performances, or simply providing evidence of their involvement.

3. **Tokenism.** Here, children appear to have a voice. They are invited to sit in conference panels as representatives of children but provided no opportunity to formulate their ideas on the subject of discussion. Likewise no process enables them to consult with other children they are supposed to represent.

The next five levels represent genuine participation. Hart describes how the child is able to participate meaningfully by thoroughly understanding and choosing to become involved in the project.

4. **Assigned-but-informed.** This represents the first level of genuine participation. Here, children understand the intentions of the project; they know who made the decision concerning their involvement and why; they have a meaningful role; and they volunteered for the project after it was made clear to them.

5. **Consulted-and-informed.** Here, the project is designed and run by adults but children understand the project and their opinions are treated seriously.

6. **Adult-initiated, shared decisions with children.** Although adults initiated the project, decision-making is shared with young people.

7. **Child-initiated and directed.** Children can initiate and direct their own projects provided adults are able to leave children alone to design their own projects.

8. **Child-initiated, shared decisions with adults.** This is the highest level of participation, according to Hart's model. Here, young people incorporate adults into projects they have designed and managed. Hart does not differentiate it from the other levels of participation. He explains this level by citing examples and by saying that this kind of participation is very rare.
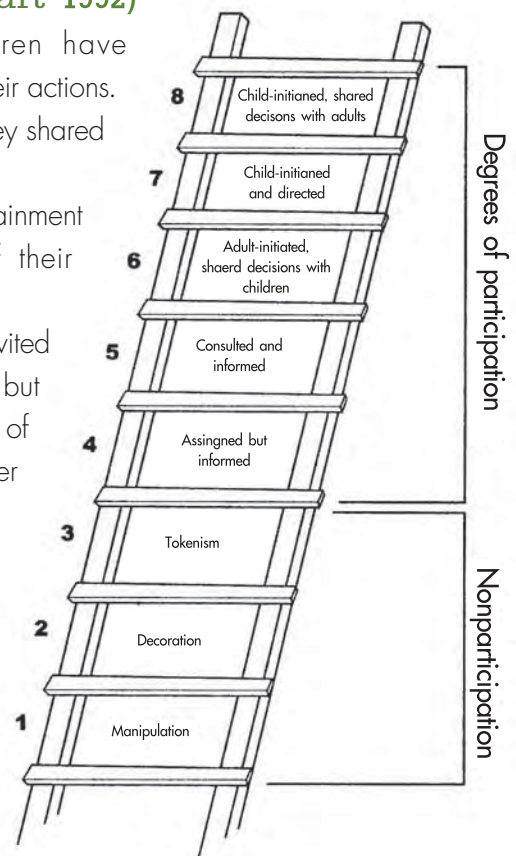
COMMENTS ON LADDER OF PARTICIPATION

The ladder of children's participation is very popular and is widely used among people promoting children's participation. The ladder is a scale that can be used in different situations to measure the degree of children's participation. However, the ladder says nothing about the purpose (and content) of children's participation. The CRC sets out very clearly what is meant by child participation and what its purpose is.

For example, children have the right to express their opinions. The ladder of participation could be used to determine the degree to which children are able to express their opinions (and how seriously these opinions are taken by adults). However, rather than focusing on the degree of expressing opinions, it would be more useful to define more clearly what needs to be in place to realise children's right to an opinion. There is a danger that the ladder of participation gets overused and diverts attention from the clarity of children's rights to participation. Is there a danger that the ladder's hierarchy looks at participation from a needs-based perspective?

Handout 22: A Social Ecology of Children's Rights[1]

A social ecology approach to children's rights explores the complex multidimensional and inter-related social aspects of the rights-based approach. The figure presented below represents a "Child Rights Social Ecology Framework" that can be used to better understand the context of participation. This figure places each child at the centre of a series of concentric, nested circles or social "systems" influencing the child's capacity to participate in his or her social environment. The child's basic human developmental needs are represented in the inner physical, cognitive, emotional and social quadrants. The next levels address the role of the child's family, comprised of various family patterns including nuclear, extended, fragmented, alternative guardians and other immediate primary care providers of children in promoting meaningful participation.

A Child Rights Social Ecology Framework
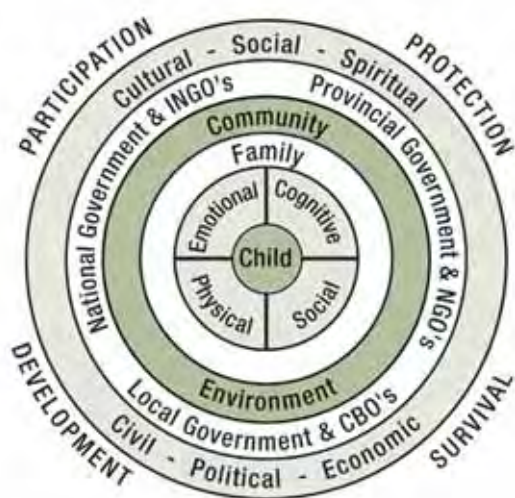
The following level includes the community and the child's natural and human-made environment. It is recognized that patterns of development and participation will take various routes and forms based on each child's "developmental niche". This system is comprised of cultural values influencing children's development, specific childrearing patterns, and the environmental conditions influencing variations in healthy growth and development. The environment includes such things as the presence or absence of child-friendly community structures (e.g. play spaces, safe housing, availability of fresh drinking water), as well the direct impact of the local natural environment on children's development.

The next level addresses the roles of various forms of government, including local government, provincial or state, national and regional, as well as the presence or absence of alternative forms of governance (e.g. NGOs) and civil society. The final level of the diagram represents the presence of local and national values that either support or do not support children's civil, political, social, economic and cultural rights, as well as the role of spiritual beliefs in influencing children's physical and moral development (e.g. support for girls to attend school and values promoting girl's participation in various community activities).

The four CRC guiding principles of survival, protection, development, non-discrimination and participation are represented as crosscutting themes that emerge in each of these levels that are either strengths or weaknesses in these systems in so far as they promote a rights-based approach. Typically, stronger links between each system of circles results in children having healthier connections through positive relationships with their human and natural environment, which in turn leads to healthier individual and community development.

The present research applies the Child Rights Social Ecology Framework as a holistic conceptual grid upon which the various dimensions of participation can be assessed and compared in relation to the specific protection issues being addressed in this research. In addition to the various levels addressed in the framework, the project will also examine the temporal, historical evolution of policy and programme development affecting participation.

Handout 23: Save the Children's Practice Standards for Child Participation (Summary)

Standard 1 An ethical approach: transparency, honesty and accountability

What: Adult organisations and workers are committed to ethical participatory practice and to the primacy of children's best interests.	Why: There are inevitable imbalances in power and status between adults and children. An ethical approach is needed in order for children's participation to be genuine and meaningful.

Standard 2 Children's participation is relevant and voluntary

What: Children participate in processes and address issues that affect them - either directly or indirectly - and have the choice whether to participate or not.	Why: children's participation should build on their personal knowledge - the information and insights that children have about their own lives, their communities and the issues that affect them. Recognising their other commitments, children participate on their own terms and for lengths of time chosen by them.

Standard 3 A child-friendly, enabling environment

What: Children experience a safe, welcoming and encouraging environment for their participation.	Why: The quality of children's participation and their ability to benefit from it are strongly influenced by the efforts made to create a positive environment for their participation.

Standard 4 Equality of opportunity

What: Child participation work challenges and does not reinforce existing patterns of discrimination and exclusion. It encourages those groups of children who typically suffer discrimination and who are often excluded from activities to be involved in participatory processes.	Why: Children, like adults, are not a homogeneous group and participation provides for equality of opportunity for all, regardless of the children's (or those of his or her parents/guardians) age, race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

Standard 5 Staff are effective and confident

What: Adult staff and managers involved in supporting/facilitating children's participation are trained and supported to do their jobs to a high standard.	Why: Adult workers can only encourage genuine children's participation effectively and confidently if they have the necessary understandings and skills.

Standard 6 Participation promotes the safety and protection of children

What: Child protection policies and procedures form an essential part of participatory work with children. Please note: Save the Children staff should use these practice standards in conjunction with the children's child protection policy.	Why: Organizations have a duty of care to children with whom they work and everything must be done to reduce the risk to children of abuse and exploitation or other negative consequences of their participation to a minimum.

Standard 7 Ensuring follow-up and evaluation

What: Respect for children's involvement is indicated by a commitment to provide feedback and/or follow-up and to evaluate the quality and impact of children's participation.	Why: It is important that children understand what has been the outcome from their participation and how their contribution has been used. It is also important that, where appropriate, they are given the opportunity to participate in follow-up processes or activities. As a key stakeholder, children are an integral part of monitoring and evaluation processes.

Handout 24: Adult's Resistance to Child Participation and Overcoming Resistance

	Adult's resistance to child participation	Overcoming adult resistance
Family		
School		
Community		
Local governance		
Workplace		
Within own organisation or other NGO		
Add more..		

Handout 25: Children's Participation and the CRC

Children's participation is an ongoing process of children's active involvement in decisions that affect their lives. It requires information sharing and dialogue between children and adults that is based on mutual respect and power sharing. Genuine participation gives children the power to shape both the process and outcome.

Children's Participation in the UN Convention on the Rights of the Child [2]

Recognition of children as subjects of rights is expressed, explicitly or implicitly, in many of the Convention's articles:

- Article 5: parental provision of direction and guidance in accordance with respect for children's evolving capacity;
- Article 9: non-separation of children from families without the right to make their views known;
- Article 13: the right to freedom of expression;
- Article 14: the right to freedom of conscience, thought and religion;
- Article 15: the right to freedom of association;
- Article 16: the right to privacy;
- Article 17: the right to information;
- Article 29: the right to education that promotes respect for human rights and democracy; and
- Article 31: the right to play.

However, **Article 12** - one of the CRC's general principles - articulates the real essence of the idea of children's participation. It affirms the right of children and young people to express their views freely in matters affecting them and states that their views should be given due weight in accordance with their age and maturity. Children should therefore be provided the opportunity to be heard in any judicial and administrative proceeding affecting them, either directly or through a representative or an appropriate body in a manner consistent with the procedural rules of national law.

Article 12 is very radical in its formulation and has far-reaching implications. It recognises children and young people to be holders of rights as well as beings with developmental vulnerability, needs and potential. It demands reconsideration of the status of children and young people in most societies and of the nature of adult-child relationships. It requires that we recognise the value of children and young people's own experience, views and concerns, and that we listen and respond with respect to what they say. As the CRC is viewed not merely as an international law but as a comprehensive framework for action, advocates of children's rights see that the participatory involvement of children in processes to improve their collective situation and those within their community exemplifies their role as citizens.

Defining Children's participation: Children's participation is an ongoing process of children's active involvement in decision-making (at different levels) in matters that concern them. It requires information sharing and dialogue between children and adults that is based on mutual respect and power sharing. Genuine participation gives children the power to shape both the process and outcome. Participation is proactive.[3]

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[2] Neelam Singh and Ravi Karkara (2003). *"Children's Participation in India"*, in Children in Globalising India Challenging Our Conscience. HAQ Center for Child Rights, New Delhi.

[3] Definition from SCUK OSCAR (Office of South and Central Asia Region), 2000.

Handout 26: Positive Outcomes of NGO Work with Children and Young People

These examples[4] all point to key lessons on empowering both children and adults who are working together to realise child rights.

Recognition of Children as Social Actors

⤵ Parents and community members develop respect for children's views and children's rights, thereby increasing the status of children and their voices;

⤵ Children are recognised as social actors who make positive contributions to local communities and society;

⤵ Children bring about attitude changes amongst the adults, thus challenging discrimination in the family, school and community.

Children as Right Holders

⤵ Empowerment of children to address violations of rights and to claim their rights;

⤵ Improved educational performance;

⤵ Increased self-esteem, confidence and resilience;

⤵ Enthusiasm to address issues for the benefit of their peers and community;

⤵ Increased communication, negotiation and teamwork skills;

⤵ Increase in tolerance and values of inclusion;

⤵ Enhanced values, skills and knowledge of democratic functioning among children;

⤵ Empowerment of girls and boys through knowledge of their rights and recognition of the value of their participation.

Working with Children in Program Development

⤵ Opportunities are created for children to participate in planning/ decision-making/ reporting/ legal amendments at different levels of the government;

⤵ Children are able to express their own perspectives, their understanding of issues, problems, analysis, solutions and priorities, which are often different from those of adults.

Program Outcomes

⤵ Reduction in discrimination against girls, children of lower castes, children with disabilities, working children, tribal children etc.;

⤵ School enrolment and attendance increased for girls, boys, former working children, children with disabilities, tribal children etc.;

⤵ Monitoring of teacher attendance and the quality of teaching, as well as taking action with concerned education authorities when necessary;

⤵ Persuading local authorities to repair bridges and roads used by children to improve their access to school;

⤵ Children protect themselves and their peers from child abuse and prevent child marriage and trafficking.

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4   Claire O'Kane (2003). *Children, Citizenship and Governance* (draft)

Attitudes and Support of Adults

↘ Adults are accepting children's representation and views at local and district levels;

↘ Social changes can be seen in adults' attitudes and mindsets, enabling them to fulfil their obligations;

↘ Adults are being held more accountable to address child right violations and to provide accessible, quality services to all children;

↘ Increased commitment amongst adults to work with and for children.

Handout 27: Child Rights Programming & Child Participation[5]

Societies treat children differently from adults. Children are excluded from many aspects of society. Adults often do not listen to children, restrict what children can do and exclude children from decision making.

What is participation. Participation is a fundamental human right. The CRC is the first human rights convention that gives all children the right to participate in matters that affect them. More specifically, the CRC defines participation as children's right to appropriate information, freedom of expression, the right to be involved in decisions, freedom of thought, and the right to form and join associations. These 'participation rights' or 'civil rights' are the means for children to claim their rights.

Children's participation is an important way to realise other rights. It is a way for children to claim their rights to survival, development and protection. The following examples show the close links between child participation and the realisation of other kinds of rights:

Survival. Access to information about sexuality, drug use and HIV/AIDS is essential for children to realise their rights to survival. Information about HIV and AIDS gives children the access to the knowledge they need to protect themselves from HIV infection.

Development. Access to information, freedom of expression and involvement in decision making are related in various ways to children's rights to development. Children who are able to express themselves and who are involved in decisions, develop their abilities to take greater roles in society. Parents and teachers who listen to their children from an early age encourage them to express themselves. On the other hand, if they tell children to be quiet they discourage them to take an active part in society. Thus, they undermine children's self-confidence and stifle their development.

Protection. Children who spend time in the care of adults are more vulnerable to mental, physical and sexual abuse if they are denied the right to expression. There are many cases where children in orphanages or in mental institutions are abused by their carers because there are no mechanisms for listening to the children's complaints. The child abusers can continue to abuse the children in their care for many years without fear of detection. The scandals of child sexual abuse in the Catholic church in the USA show the dangers of denying children the right to expression.

For many children their own family is the most dangerous place to be. Social services are often reluctant to interfere in family affairs. This offers protection to abusive parents rather than to their abused children. Medical staff have responsibilities to detect and report suspected child abuse when children are brought to hospitals for treatment for the injuries which they have sustained at the hands of the abusers.

Many children who live and work on the street complain about police harassment. In Vietnam, an organization developed a booklet that informs street children about how to protect themselves against abuse and how to access available services. The police and other authorities put up a lot of resistance and delayed the publication of the booklet for six years. These examples show that child participation challenges adult authority. It requires a change in adult attitudes and a change in the relationship between adults and children.

[5] Extracts from: Origins and Implications of Rights-based Programming and Child Rights Programming Speech given for the Korean Council for Children's Rights, Seoul, Korea - 2002, Joachim Theis

Best interests of the child. Children's participation also relates to the principle of best interests of the child. Listening to children helps to define what is in children's best interests. It improves adult decisions in matters that concern and affect children and ensures that services for children are relevant and appropriate for children and are child friendly.

All children participate. Child participation is not a privilege. It is not about a few children 'representing' other children at a few special child participation events. Every child has the right to participate in matters that concern him or her. This means children have the right to participate in the family, in school, child welfare homes, orphanages, media, in community, and at national and international levels.

What children are able to do depends on many factors related to the individual child, the culture and the situation. At the same time, adults are responsible for protecting children and considering children's developing abilities. Participation should not expose children to dangers. Children should also not be expected to do things for which they have not been adequately prepared. It is irresponsible to just send a 12-year old boy or girl to speak in front of a large group of adults. Participation requires preparation of children and of adults. It is a learning process that starts from birth.

Participation: Different definitions and purposes of (children's) participation are being used:

Social and political movements	■ Children form their own movements and organisations to claim their rights
	■ Change power relations between children and adults
	■ Develop children to become democratic citizens
Human rights	■ Promote children's civil rights (expression, thought, information, organisations)
	■ Recognize children as right holders
Child development	■ Develop children's abilities, confidence, independence
	■ Develop children's ability to protect themselves
	■ Improve children's learning
Development	■ Understand children better
	■ Develop better policies and programs for children

How to promote child participation – participation as process

The biggest barrier to children's participation in society is adult attitudes: parents who do not involve children in decisions that affect them, teachers who fail to encourage children to express their opinions, and political leaders who do not consider children's views when making decisions that affect everybody in society. These obstacles have to be overcome to make it possible for children to fully participate. Adult acceptance and support of child participation in decision making has to be increased at all levels of society and in all institutions.

Child participation is a process to change adult behavior, institutional practices, approaches, procedures, and mechanisms. Listening to children and involving children in decisions challenges adult power. It transforms the power relations between children and adults. Rather than supporting isolated child participation in events for selected children, the main emphasis should be on promoting all children's rights to information, expression, decision making and association in every program, institution, family, and community.

Example: Children in conflict with the law (CICL) have certain rights, including participation rights. The human rights documents concerning juvenile justice define the participation rights of children in conflict with the law. Children in conflict with the law have the right to express their opinions, to present their own case and to be fully involved in all proceedings - at the police station, in police custody and at the trial (etc.). Children have the right to access to information, including the right to a lawyer, the right to be informed about the charges against them, and the right to be informed about the maximum sentence. Children in conflict with the law also have the right to remain silent.

There are other ways for children in conflict with the law to participate, but the main focus and the priority has to be on the areas mentioned above rather than on inventing some additional child participation activities that are not directly related to fulfilling the rights of children in conflict with the law.

Other potential areas for child participation:
- Assessing the CICL system and its obstacles;
- Involved in the reform of the CICL legislation and CICL system;
- Involved in monitoring the CICL process;
- Children's representative in jury - this created an animated discussion with the realization that this raises many issues that need to be considered: what would be the purpose? What are the criteria for selecting child jurors? What are the effects on child jurors? Are children capable of making such judgements? Which children (age, gender, class)? Child protection issues for the child jurors. How many child jurors - one out of 12?
- Project planning;
- Peer support during rehabilitation;
- Child participation in prevention and reintegration.

Handout 28: CRP Main Points Overview

Child

Child Centred work

Impact on child

Rights

Child is Right holder

Accountability/ Participation

Universality (Non-discrimination)

Interdependence

Inalienability

Life, Survival and Development

Best interests of child

Programming

Rights Situation Analysis

Goal

Impact

Participation

Accountability

Sustainability

Handout 29: Elements of a CRP Goal

Pertains to all children & all children means boys and girls, those with dis/ability, those who are in a minority, those who....

Shows impact on Children.

Must reflect rights language from one of the human rights instruments as applied to childre

Use the CRC as the guide!

Must have a geographic limiter - linked to state party (country)

These elements mean that the CRP Goal:

Focuses on children and their rights (rather than on adults and their organisations);

Is a long-term vision focusing on the rights of all children (rather than on short-term incomplete targets);

Is broad enough to cover all work (it provides a common focus for all work - interdependent rights);

Makes it clear that we need to work with others;

Needs cooperation at all levels.

Handout 30: Rights–Based Goals

Exercise: Read and reflect on the following examples

Emergency education (Indonesia)

Original goal	Rights-based goal
Assisting the provincial and district office of Education Department to provide access to education for displaced primary school aged children in selected pilot schools.	All primary school aged children in Indonesia enjoy their right to education.

Ethnic minority education (China)

Original goal	Rights-based goal
To achieve universal basic education in Yunnan Province by 2010.	All children in China enjoy quality basic education.
To improve access to and quality of basic education for minority nationality girls and boys from remote areas in Dali, Lincang and Simao Prefectures.	

Adventist Laity Mobile Health Services (PNG)

Original goal	Rights-based goal
To improve the general health status of the people of the remote areas in this location mission.	All children in PNG enjoy their right to health and lead healthy lives.
To provide a complete, sustainable, curative and preventive mobile health service to the areas with little or no access to basic health services.	
To provide immunization, awareness, maternal and child health services to remote areas of Papua New Guinea.	

HIV/AIDS (Bangladesh)

Original goal	Rights-based goal
To provide access to information about HIV and AIDS to children and young people in schools.	All children and young people have the knowledge, skills and power to protect themselves from HIV infection in Bangladesh.

School–based HIV peer education (China)

Original goal	Rights-based goal
To improve young people's access to factual information on HIV/AIDS and lifeskills development to ensure they have the skills and knowledge to protect their own well-being.	Young people have the knowledge, skills and power to protect themselves from HIV infection in China.

Youth and Women's Peace Initiative Program (Solomon Islands)

Original goal	Rights-based goal
To equip and empower members and leaders, in particular women and youth, with skills, knowledge and increased awareness to provide leadership and confidence to bring about trust and collaboration in society and thereby lead towards a more peaceful environment for community development and human rights.	Children, youth and women live in peace and have their human rights respected in the Solomon Islands.

Handout 31: Responsibilities – Realizing the Right to Health in Ecuador – Assessing the State's Obligations

State obligation	Assessment	Available or desirable indicators
Respecting rights Is there direct interference with people's ability to realize their rights? Is there avoidable regression in the existing levels of health or access to health care?	State petroleum operations dump heavy metals and carcinogens into water sources of communities in the Ecuadorean Amazon. Avoidable cuts are made in programs without adequate contingency plans for the most vulnerable.	Desired data: annual volume of chemical pollution by state operations In 1990 an estimated 50% of children under five were malnourished. Between 1990 and 1994 the coverage of nutrition programs fell from 11% to 4%.
Protecting rights Do people suffer systematic, harmful effects on their health from actions by private actors? What measures does the state take to protect them?	The abuse of women and children by partners and family members is a grave threat to their health. Despite the recent law against Violence against Women and the Family, the state has not adequately protected victims through the judicial system. The private petroleum industry is not prevented from dumping heavy metals and carcinogens into community water sources in the Ecuadorean Amazon.	In 1998, 88% of women in Guayaquil, the largest city, said they had suffered some form of violence within the family. Between 1989 and 1992, of 1,920 complaints relating to sexual crimes against women and girls in Guayaquil, only 2% resulted in convictions. In the late 1980s private oil companies were dumping almost 4.4 million gallons of toxic waste into the Amazon daily.
Fulfilling rights Has the state taken adequate measures to tackle the roots of national health problems?	In 1996 government research concluded that more than 80% of deaths could be avoided by giving priority to primary and secondary preventive care. Nutrition programmes have limited coverage compared with those in other Latin American countries.	In 1995 only 17% of the health budget was allocated to primary care, and just 7% to preventive care. In the mid-1990s program coverage was just 4% - compared with 40% in Bolivia and 85% in Peru.
Non-discrimination Is there discrimination - in the state's efforts or in outcomes?	Despite high inequality and extreme deprivation of rural, poor and indigenous populations, the government devotes most expenditures and resources to urban and better-off groups.	In 1997, 84% of urban people had access to health services - compared with only 10% of rural people - and 80% of health personnel were in urban areas Desired data: health care access disaggregated by ethnicity, income level and education level

State obligation	Assessment	Available or desirable indicators
Adequate progress Has the state made adequate progress - both in outcomes and inputs - towards meeting its obligations?	In 1970 the state set benchmarks: ■ Safe water for 80% of the urban population and 50% of the rural; ■ Sanitation for 70% of the urban population and 50% of the rural. Since the late 1980s successive governments have cut health spending - to pay off debts and to increase military spending.	In 1982-90 the share of households with access to safe water fell from 88% to 78% in urban areas, and remained below 25% in rural. The share with access to sanitation fell from 46% to 38% in urban, and from 15% to 10% in rural areas. In 1998, 4% of the national budget went to health, and 45% to debt servicing.
Participation Are people educated about and aware of their rights? Are there mechanisms aimed at ensuring communities greater influence on and participation in policies concerning their health?	There are no government programs for public education on the right to health, and public information on personal health is very limited. The system for allocating resources is very centralised and bureaucratic, undermining opportunities for participation.	Desired data: percentage of people aware of their right to health; percentage of people aware of basic health norms. Desired data: percentage of health budget allocated locally; percentage of health programs designed with popular consultation.
Effective remedy Has the state provided effective remedies for violations of the right to health?	Inefficiency, corruption and the lack of resources create many barriers to effective lawsuits.	After 25 years of massive damage to the health of Amazonian communities by state and private oil companies, only a handful of claims have been filed - and none successfully.

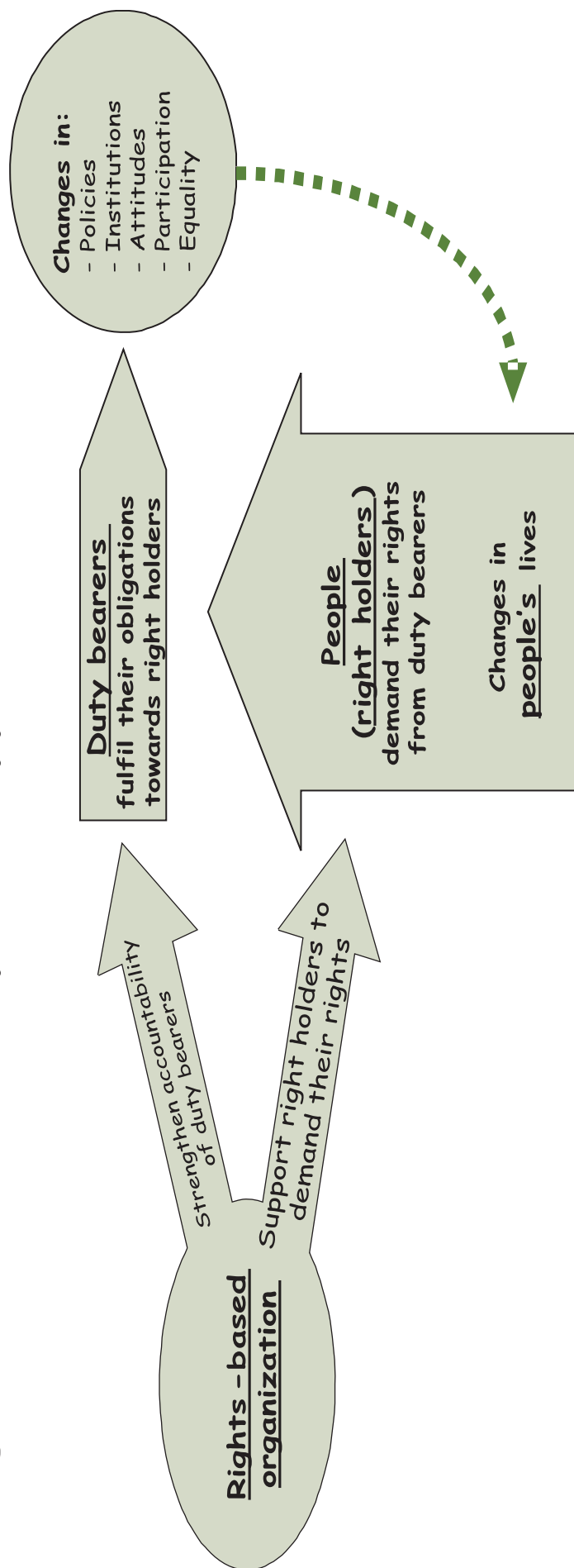Source: CESR 1998 (in UNDP HDR 2000: 102)

Handout 32: Map Actions and Actors to Realize the Right to Education

Areas of change	Government	Parents and communities	Children	NGOs	Donors	Media	Private sector
Allocate budgets and resources	Increase budget allocation	Mobilize more resources		Lobby donors and government, support communities to raise more funds	Allocate 20% of aid budgets for basic social services	Educate & Advocate donors and government, communities to raise more funds and provide funding alternatives	Provide support (human resources and learning opportunities) to local schools
Change laws and policies							
Quality of institutions							
Change in attitudes and practices							
Change in participation							
Monitoring							

Rights–based development approach

Changes in:
- Policies
- Institutions
- Attitudes
- Participation
- Equality

Duty bearers
fulfil their obligations
towards right holders

**People
(right holders)**
demand their rights
from duty bearers

**Changes in
people's lives**

Strengthen accountability
of duty bearers

Support right holders to
demand their rights

**Rights–based
organization**

Handout 34: Questions for Developing a Rights-Based Project or Program Strategy:

Goal:

What is the rights-based goal (the goal is broad and based on human rights articles)?

Obstacles:

What are the biggest obstacles to realising the goal?

Action:

How can the obstacles be overcome? What has to happen to achieve the goal? What are the steps for reaching the goal?

Actors:

Who can make the biggest difference for children's rights (at all levels)? Which government departments, civil society agencies (including religious organizations), community-based organizations, enterprises, media and people have to be involved to achieve the goal? [mapping of actions and actors]
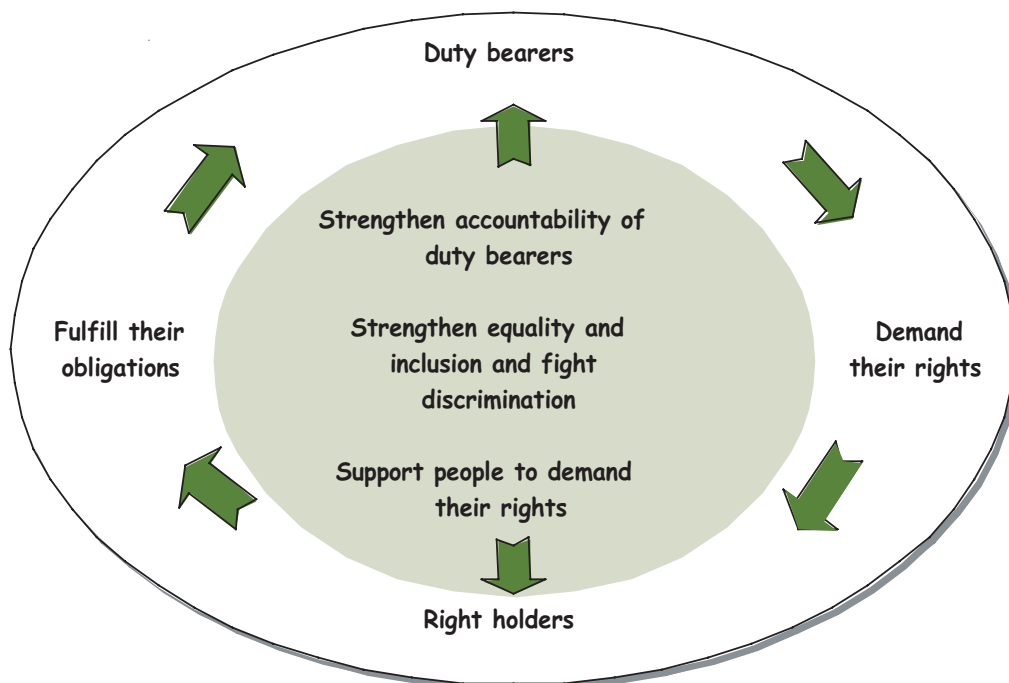
Linkages and collaboration:

How can the different institutions work together to achieve the goal?

Priorities:

What action (by our own organization) will make the biggest difference for children and their rights? Do we have the right priorities (worst rights violations, strategies, actions, targets, partners...)?

Rights-based approach

Duty bearers

Strengthen accountability of duty bearers

Strengthen equality and inclusion and fight discrimination

Support people to demand their rights

Fulfill their obligations

Demand their rights

Right holders

Policies and laws:

Advocate changes in laws: non-discriminatory laws; laws that promote equity and inclusion (e.g. affirmative action)

Strengthen law enforcement: punish discrimination and exclusion.

Advocate changes in policies and programs: to promote diversity, tolerance, identity and choice.

Lobby for greater effectiveness, equity and participation in the implementation of policies and programs.

Data and information:

Collect data and monitor rights to make rights violations and unrealized rights visible (human rights monitoring and reporting)

Strengthen data collection and dissemination systems.

Collect and disaggregate data to make those children visible who are excluded. Analyze and research differences between different groups of children (and adults) by disaggregating (breaking down) data by age, sex, (dis)ability, ethnicity

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* Directly meeting needs, fulfilling rights and addressing rights violations helps children, but it does not necessarily strengthen accountability of duty bearers. It also does not strengthen the ability of right holders (including children) to claim their rights.

Identify those who are left out and overlooked. Make them visible (through data) and make us more aware.

Budgets and resources:
Lobby for increased budgets and resources for children's rights at all levels (international, national... households).
Lobby for fair distribution of resources.

Economy that enables rights:
Promote an economic environment that enables rights: economic policies based on human rights and that help achieve human rights.

Equity and non-discrimination:
Lobby for policies that actively protect against discrimination and that promote inclusion (e.g. affirmative action).
Support excluded groups to demand their rights.
Protect children from abuse and harassment.
Challenge discrimination.
Raise awareness in society (and in own organization) of the situation and specific needs of discriminated-against groups.
Make families, communities, institutions and society more open, more tolerant and more accepting of diversity.
Children from discriminated-against groups participate fully in society.

Independent monitoring mechanisms:
Develop incentives and sanctions to hold duty bearers accountable (build them into projects, programs and policies at all levels).
Overcome institutional and structural obstacles to rights and to accountability for rights.
Lobby government departments to make data available to right holders (transparency).

Children's participation and active citizenship:
Work with children to transform the power relationship between children and adults.
Raise awareness and develop skills in children's participation among children and adults.
Overcome obstacles and increase the 'space' for children's participation in decision making at all levels of society and in all institutions.

Capacity commitment of society to support and demand children's rights:
Build capacity of people and institutions to demand their rights.
Promote children's civil rights (information, expression, association) in every project, programme, organization, policy, law, family, community...
Support children and adult rights holders to claim their rights and to exercise their civil rights.

Attitudes, behaviors, practices, norms and values:
Make rights secure by strengthening commitment to rights-based norms, values, behaviors, attitudes and practices in institutions, among decision makers, societies, communities and families.
Educate the public and campaign for changes in awareness, behavior and practices.

Quality of institutions:
Strengthen quality of institutions and institutional capacities.
Overcome obstacles and increase the 'space' for children's participation in decision making at all levels of society and in all institutions.
Promote access, quality, relevance and flexibility of mainstream services for all children (and their families) and overcome obstacles to inclusion.

Handout 36: Punching Above Our Weight

How to make the most of existing resources and capacities to work towards realizing children's rights

Three aims of a rights-based approach
- Strengthen accountability of duty bearers to respect, protect and fulfil human rights;
- Strengthen participation of right holders (and their representatives) to claim rights;
- Strengthen equity and inclusion and fight discrimination.

Working at different levels with different institutions
- Government and government departments
- Mass organizations
- NGOs, civil society organizations and community-based organizations
- Religious organizations
- Media
- Private sector
- Donors (bilateral and multilateral)
- UN organizations
- Communities
- Families
- Children
- ...

Areas for change
- Policies and laws
- Data and information
- Budgets and resources
- Economy that enables rights
- Equity and non-discrimination
- Independent judiciary and monitoring mechanisms
- Children's participation and active citizenship
- Capacity and commitment of society to support and demand children's rights
- Attitudes, behaviors, practices, norms and values
- Quality of institutions
- ...

Approaches to realize children's rights
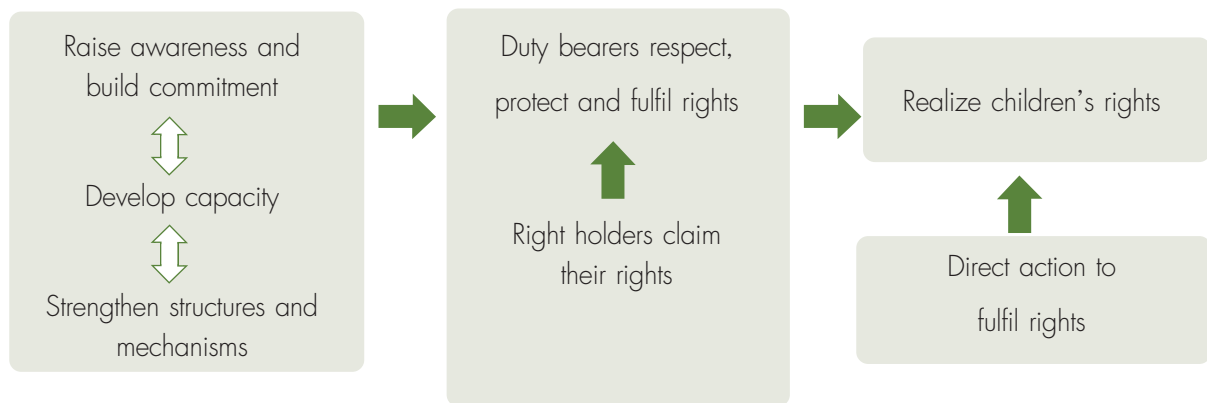
- ⮧ Raise awareness and build commitment for children's rights among duty bearers and right holders (through public education, monitoring of rights...);
- ⮧ Develop capacity and support duty bearers to fulfil their obligations; and develop the capacity of right holders and of activist organizations to claim children's rights;
- ⮧ Strengthen structures, mechanisms and procedures that support rights: advocacy, lobbying and governance work to make laws, policies, services (incentives and sanctions...), allocation of budgets, data collection and economy work for (rather than against) children's rights (accountability, participation, equity);
- ⮧ Direct action against rights violations and direct action to fulfil rights (protect children from abuse, challenge discrimination...) [this achieves direct results for children but does not necessarily strengthen accountability of duty bearers or the ability of right holders to claim their rights].

Handout 37: Evaluation of workshop – please take a few minutes to tell us...

(Please, use the back if more space is useful)

1. Something that inspired you in the workshop

2. Something that frustrated you in the workshop

3. Something you contributed in the workshop

4. What would you change about the workshop (suggestions)

5. When I return to my work, home, I will do the following... (in CRP work/continued learning)
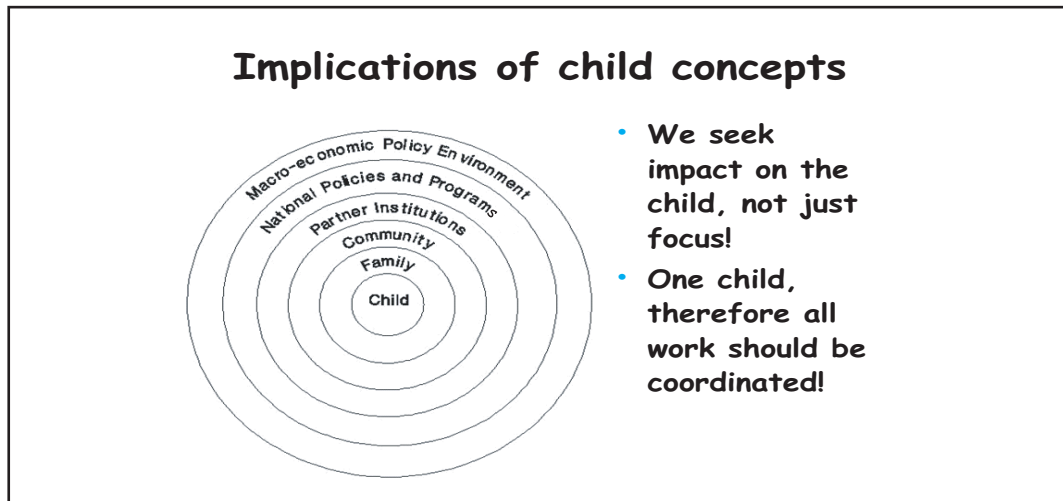
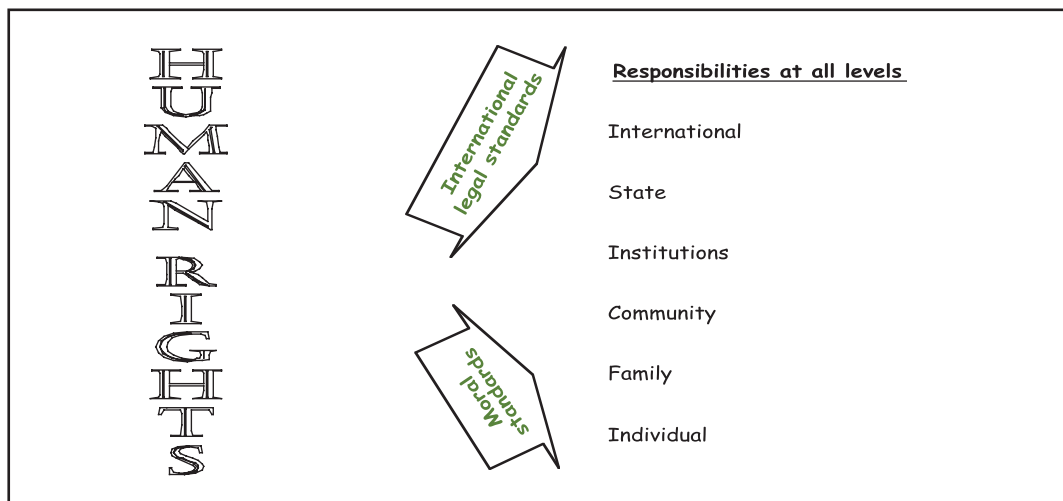6. Other ideas or comments...

Name: ....

Overhead Transparency

Implications of child concepts

- We seek impact on the child, not just focus!
- One child, therefore all work should be coordinated!

HUMAN RIGHTS

International legal standards

Moral standards

Responsibilities at all levels

International

State

Institutions

Community

Family

Individual

Core human rights principles

Accountability

Universality

Inalienability

Indivisibility

(Equity)

Participation