

An Introduction to
Child Rights Programming
Concept and Application



Save the Children

Save the Children is the UK's leading international children's charity. Working in more than 70 countries, we run emergency relief alongside long-term development and prevention work to help children, their families and communities to be self-sufficient.

Drawing on this practical experience, Save the Children also seeks to influence policy and practice to achieve lasting benefits for children within their communities. In all its work, Save the Children endeavours to make children's rights a reality.

Published by
Save the Children
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Tel: (0) 20 7703 5400
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First published 2000

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ISBN: ??????

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REGISTERED CHARITY NO. 213890

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In 1922 Eglantyne Jebb, Save the Children's founder, stated that "... the only way seems to be to evoke a co-operative effort to the nations to safeguard their own children on constructive rather than charitable lines. I believe we should claim certain Rights for children and labour for their universal recognition". This declaration was adopted by the League of Nations (the forerunner of the United Nations) in 1924 and it later formed the basis for the 1959 UN Declaration of the Rights of the Child and the 1989 UN Convention on the Rights of the Child.

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I Introduction

I.1 What Are These Guidelines About?

These guidelines have been prepared as advice to SC UK staff on the principles and practice of child rights programming (CRP). They demonstrate some of the *practical* implications of adopting a rights-based approach to programming work with children. It is not a practice manual although much of the material in it could be adapted for training purposes.

The guidelines aim to assist programme staff in thinking about the implications of CRP for their own work, and to make available a range of ideas, examples and tools to help them do this. They aim to create a common understanding of both the concept and application of the CRP approach across the organisation, allowing programmes to both strengthen existing work and introduce the approach to new work. These guidelines are only the beginning. They should create a base from which SC UK can start to document and share its experience using this approach.

It is assumed, however, that users have a basic understanding of programming tools such as situation analysis, strategic planning and monitoring and evaluation. Suggestions for further reading/contacts are given at the end of the guidelines.

I.2 Who Are These Guidelines For?

These guidelines are intended primarily for senior managers in country programmes, and programme management and policy and planning staff across the organisation. Users of the guidelines are assumed to have some familiarity with the UN Convention on the Rights of the Child but only a minimum knowledge of other human rights instruments and approaches.

I.3 The Structure of the Guidelines

The guidelines are based on SC UK's practical experience across the world, as well as that of many of our partners and other organisations who have also been developing rights-based approaches to programming. They try to help answer questions such as:

- What is child rights programming?
- What difference to programming does a rights-based approach make?
- What needs to change to bring a programme in line with the CRP approach?
- What skills, knowledge and understanding does a rights-based approach require?

The guidelines are in three parts. The first part aims to give an introduction to rights-based approaches and to what SC UK means by child rights programming. It is aimed particularly at users of the guidelines who are unfamiliar with these approaches. It also describes how SC UK's other approaches to work such as child focus, as well as analytical frameworks such as social policy analysis, now form an integral part of CRP. The second part looks at the practical application of CRP. It also highlights the key issue of children and young people's participation in CRP. The third part provides guidance on where to look further for material related to the CRP approach, both within SC UK and further afield.

1.4 The Case Studies

The case studies, or 'examples', draw upon SC UK's programme experience across the world. They aim to demonstrate the challenges and rewards all programmes experience in taking a CRP approach, to raise some of the key questions, and, in some cases, to suggest ways of taking a project forward within the CRP framework. The examples are not country-specific but maintain the flavour of their region of origin.

2 Some Definitions

2.1 What Is ‘Child Rights Programming’?

Child rights programming is a way of programming (ie, of planning, designing, delivering and evaluating programmes) which is based around the achievement of the specific human rights of children as set out in international law. Key child rights principles also provide the essential standards in the *practice* of development. As an approach it is comprehensive and inclusive, influencing all programme work no matter what the methods used or the specific context of work.

2.2 What Do We Mean by ‘Programmes’ and ‘Programming’?

In these guidelines ‘programmes’ are the pieces of work and projects carried out to directly benefit the people with whom we work. In SC UK’s case these beneficiaries are firstly, children and secondly, the families, communities and institutions responsible for their care and protection. Such work includes service provision, emergency assistance, capacity-building, research, advocacy, training and awareness-raising. ‘Programming’ is the way in which those programmes are planned, designed, delivered and evaluated.

2.3 What Do We Mean by ‘Development’?

Save the Children puts people – and particularly children – at the centre of its definition of development. Development is about expanding choices for all people – whether in the developed or less developed worlds. Sustainable economic growth is a means to this end, not an end in itself. Economic growth, in conjunction with democratisation, securing basic freedoms and human rights, enables sustainable empowerment, good governance and economic and social welfare. Development practice is what NGOs, donors and other agencies do in order to try secure people’s rights and give people greater choice (for example, by providing access to quality education and healthcare, protecting them in conflict situations and encouraging their participation in decisions that affect them).

2.4 What Is A ‘Rights-based Approach to Programming’?

Rights-based approaches to programming are ways of programming which aim to make a reality of people’s human rights – both in development generally and in the process of development practice itself. Such approaches build on the belief that all human beings have certain rights which cannot be taken away from them and

which enable them to make claims on others when their rights are being denied or violated. These rights are set out in international law, where they are presented as standards and norms that all societies should aim to achieve.

2.5 What About Save the Children's Other Approaches to Work?

Over the last few years SC UK has been developing a number of analytical frameworks, tools and methods to improve the quality, effectiveness and impact of its programming. Chief among these have been child focus, children and participation, social policy and livelihoods analyses, and the children and economics framework. All these approaches and frameworks address crucial components of child rights programming and are integrated into it.

Signposting

International Save the Children Alliance Gender Guidelines (available on Alliance extranet)

Children and Participation. SC UK Briefing Paper, 2001

Policy on Disability. SC UK, 1998. Policy binder

Access for All. SC UK practice guidelines, 2001

Including Disabled People in Everyday Life. SC UK, 1999

Children and Economics Framework. SC UK, 1998. Policy binder

Children and Participation: research, monitoring and evaluation with children and young people. SC UK, 2000

Toolkits: A practical guide to assessment, monitoring, review and evaluation. SC UK Development Manual 5, 1995

International Advocacy Strategy. SC UK, 2000. Policy binder

Working for Change in Education – A handbook for planning advocacy. SC UK, 2000

The Household Economy Approach – A resource manual for practitioners. SC UK, 2001

See further references in section 4 of the guidelines

3 Child Rights Programming: The Concept

3.1 Rights-based Programming – an Introduction

Human rights touch upon every aspect of life. They are about giving every human being the chance to live free from want, fear and discrimination. They cover not just the defence of liberties and freedoms (ie, civil and political rights), but, equally importantly, issues of equity and justice (ie, economic, social and cultural rights). All these rights together are relevant to securing a quality of life that enables people to live with dignity and security. Achieving them would create the basis for meeting people's basic needs and expanding people's choices, therefore enabling them to realise their full potential. Children's rights, the focus of Save the Children's work, are the specific rights of a group of people included under the more general human rights banner:

Taking a rights-based approach to development enforces the following principles:

- Rights are universal: creating the need to focus on issues of diversity and on the most marginalised
- Rights are interdependent: creating the need to take a holistic approach
- The holders of rights are subjects: creating the need for a participatory approach
- Rights imply an obligation on the part of someone else to safeguard those rights: creating the importance of supporting and challenging those with statutory responsibility.

Two of the key factors preventing people enjoying their human rights today are poverty and discrimination. Tackling both are fundamental human rights issues and key priorities for SC UK.

Poverty and discrimination deny people most of their human rights – the right to healthcare, education, food, shelter, fair legal treatment, access to information, etc – as well as leaving them voiceless and powerless. This powerlessness leaves them even more vulnerable to further abuse. By securing human rights, it is possible to prevent the conditions that lead to poverty and discrimination.

People's human rights are set out in international instruments and agreements drawn up and signed by governments. These provide a body of human rights standards and laws against which to measure the extent of both progress and continuing violations. The core documents making up the International Bill of Human Rights prepared by the UN are:

- The Universal Declaration of Human Rights

- The International Covenant on Civil and Political Rights and its two Optional Protocols
- The International Covenant on Economic, Social and Cultural Rights.

These core documents are supplemented by a range of other conventions and declarations on specific issues such as torture, racial discrimination and discrimination against women. The UN Convention on the Rights of the Child is one such instrument, covering the specific human rights of people under 18 years of age. There are also regional human rights bodies and laws such as the Council of Europe's European Convention on Human Rights and the Organisation of African Unity's African Charter on Human and Peoples' Rights.

Signposting

NB: throughout, shouldn't standard bibliography style – i.e. publication title in italics and article/chapter/paper title in quotes – be used for these references?

'Human Rights Today: a United Nations Priority'. UN Department of Public Information, New York, 1998.

An introductory guide to human rights instruments, mechanisms and approaches

'Human Rights and International Legal Standards: what do relief workers need to know?'. J Darcy, *Relief and Rehabilitation Network Paper 19*, February 1997.

A short guide to the basic moral and legal framework of human rights for emergency relief workers

Human Rights Fact Sheets published by the Office of the High Commissioner for Human Rights cover a range of introductory topics. They are free of charge and available on-line at www.unhchr.ch/html/menu6/2/fact.htm

See further references in section 4 of the guidelines

3.2 The Move Towards Rights-based Approaches to Programming

The last decade has seen a growing interest in ensuring that the work of governments, the UN, donors, companies and NGOs encourages the realisation of human rights – including of course the human rights of children – in their programmes and actions. Human rights approaches are now seen as making a major contribution to pushing forward the high priority now being given to such issues as good governance, sustainability and poverty eradication.

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

Such approaches begin from a commitment to promote the realisation of human rights as the fundamental goal of development. At the most general level this includes promoting human rights as a means to creating greater accountability, more stable societies and equitable development, with all people participating as full and active citizens in society and have access to basic services such as clean water, sanitation, immunisation, basic education and food.

Signposting

'Human Rights for Poor People', draft DFID Target Strategy Paper, February 2000, London.

DFID's views of how human rights approaches can help achieve the agreed targets for international development

'Integrating Human Rights with Sustainable Human Development', UNDP, New York, 1998.

UNDP's approach to mainstreaming a human rights approach into its activities rather than having separate human rights projects

'Guidelines for Human Rights-based Programming Approach', UNICEF, Executive Directive 1998-2004, New York.

UNICEF's position paper on rights-based programming based on the CRC and CEDAW

'Human Rights – is it any of your business?', Amnesty International and the Prince of Wales Business Leaders Forum, April 2000, London.

How to incorporate human rights into business practice

'Human Rights and Development', J Häusermann, DFID and Rights & Humanity, London, 1998.

A full discussion of the links between human rights and development

See further references in section 4 of the guidelines

3.3 What Changes With a Rights-based Approach to Development?

Adopting a rights-based approach to development is about more than just using the 'right' words – it is about having a real impact on the way in which organisations and their staff work. It requires organisations to do some *new* things and to do some other things *differently*.

It requires an approach to people and work that:

- Focuses on those who are most disadvantaged and discriminated against and, as a result, on poverty eradication and inclusion
- Sees people as full human beings and not just as 'beneficiaries', 'parents', 'consumers', 'patients', 'students', 'victims', 'clients', etc. This implies a multi-sectoral analysis coupled with a focused prioritised response
- Applies an inclusive and participatory approach to all work whereby all citizens may actively participate in the lives of their communities.

It means addressing issues of accountability that:

- Pay close attention to the responsibilities and obligations of governments and others in realising human rights
- Support and challenge governments to respect, protect and fulfil human rights and develop policy dialogue based on the international human rights standards
- Use human rights standards as standards of development practice ('quality standards').

And it requires organisational processes that:

- Base programmes on a thorough situation analysis based on human rights standards in order to identify obstacles to the realisation of rights and develop tools to overcome them
- Express programme objectives in human rights terms
- Monitor and evaluate the human rights outcomes of work.

3.4 The ‘Added Value’ of Rights-based Approaches

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

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

Rights-based programming, however, is not a ‘magic wand’ which can solve all problems. Like all approaches to work it needs to be judged by reasonable expectations of what it can achieve. It does not suddenly make the impossible possible. For example, governments can be made more accountable, but in the absence of political will they cannot be forced to act. They may, however, gradually be persuaded to change because human rights instruments create ‘leverage’, but this may be a long slow process. The first decade of the UN Convention on the Rights of the Child was essentially one of raising governments’ awareness of the Convention; the next decade should see a greater emphasis on implementation, though given limited resources and the larger responsibility falling to local authorities in poor countries even this prospect looks ambitious.

Furthermore, governments in many less developed countries are either weak or have very limited resources – or both. Human rights approaches do not in themselves make more resources available, although they may improve targeting. Governments can be encouraged to do their utmost within the limits placed on them, but donors and other actors (such as international NGOs) also need to look at what they have to do in order to meet their own responsibilities.

3.5 The Human Rights of Children

Child rights programming is based on a firm commitment to the full realisation of children's rights. It uses the principles of child rights to plan, manage and implement programmes with the overall goal of improving child rights standards as set out in international law. The specific rights of children are set out in the UN Convention on the Rights of the Child (and in other international, regional and national legally binding instruments).

Box I A Summary of Children's Human Rights

Four Foundation Principles

Non-discrimination (art. 2)

Best interests of children (art. 3)

The right to life, survival and development (art. 6)

The right of children to be heard (art. 12)

In defining the specific rights of children, the CRC addresses the particular vulnerabilities and needs of childhood and ensures that these rights receive special attention from governments and others. Children's rights include the full spectrum of human rights (civil, political, economic, social and cultural), and all of them need to be treated with equal respect. They are universal and allow no discrimination of any kind (for example, against girls or disabled or rural children). However, provided that standards are met, their local implementation can reflect cultural, social and other considerations which are relevant to a particular place or society.

A key feature of children's rights is the way in which they confirm children as active and legitimate holders of rights which they can exercise in accordance with their maturity and experience. This includes the right to express their views on decisions that affect them. But children's rights are also about supporting families and others to do their very best for the children in their care and guide their development as they grow from baby to adolescent, eg, improved women's access to healthcare also has a positive impact on the health of infants and the newborn child.

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

Box 2 Needs vs. Rights

Needs-based approach

- Children deserve help
- Governments ought to do something but no one has definite obligations
- Children can participate in order to improve service delivery
- Given scarce resources some children may have to be left out
- Each piece of work has its own goal but there is no unifying overall purpose
- Certain groups have the technical expertise to meet children's needs
- Looks at specific, immediate situation

Rights-based approach

- Children are entitled to help
- Governments have binding legal and moral obligations
- Children are active participants by right
- All children have the same right to fulfil their potential
- There is an overarching goal to which all work contributes
- All adults can play a role in achieving children's rights
- Analyses root causes

Signposting

'Training Kit on the UN Convention on the Rights of the Child', International Save the Children Alliance, London, 1997.

A comprehensive training kit on the CRC with fact sheets and exercises

'Human Rights for Children and Women', UNICEF, New York, 1999.

A short introduction to UNICEF's approach to women and children's rights

'Implementation Handbook for the Convention on the Rights of the Child', UNICEF, prepared by Peter Newell and Rachel Hodgkin, New York, 1998.

Full documentation of the law, policy and practice that developed during the first eight years of the CRC. It includes an article-by-article analysis of the implications of the Convention

'The Human Rights of Street and Working Children: A practical manual for advocates', I Byrne, Consortium for Street Children, published by Intermediate Technology, London, 1998.

A comprehensive analysis of the human rights law (including the CRC) which can be used to protect the rights of street and working children

See further references in section 4 of the guidelines

3.6 Children as Holders of Rights – But Who are the Duty Bearers?

If children are the holders of rights and have a legal entitlement that their rights are secured then it is essential that those responsible for delivering on these rights are identified, and made accountable and responsive. Governments are often seen to have this primary responsibility; however, though it may be their duty to ensure that rights are secured, it also falls to a range of other groups and individuals in society to play an active role, including children themselves and their families. This can be represented by a diagram which shows the communities of interests that have an influence on children's lives.

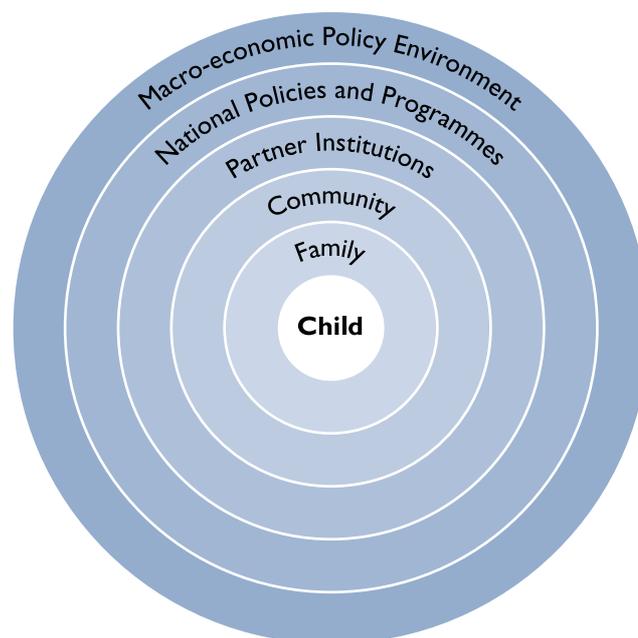


Figure 00 Title?

3.7 Child Rights Programming

Children's rights have important implications for the way in which programming is carried out.

The CRP approach has three main outcomes:

- It becomes the over-riding goal of all programme work – contributing towards the creation of an environment that respects, protects and fulfils the human rights of children.
- It establishes yardsticks or minimum standards for the treatment of children. These are not just aspirations but also entitlements that can and should be claimed by, or on behalf of, children. Addressing violations may take many years to achieve but initial action to start that process is usually an urgent priority.
- It determines the way in which programming is designed and delivered by establishing basic standards in the practice of development. Child rights programming reflects a vision of society in which a child's rights are met because the environment around the child acknowledges, respects and protects that child's human rights, including her/his right to be an active participant in that society. This environment includes:
 - The way resources are distributed at international, national and local level
 - The level of awareness and acceptance of children's rights
 - The availability and quality of basic services
 - The institutional and legal framework for the protection of children's rights
 - Discriminatory attitudes and behaviour towards particular groups of children
 - The 'visibility' of children in decisions and policies made by governments, companies and others
 - The individuals and groupings (both powerful and less powerful) which either help to achieve, or block the fulfilment of, children's human rights.

Child rights programming aims to change this environment (whether at family, community, national or international level) in ways that contribute towards achieving firstly, minimum standards and secondly, the full content of children's rights.

Box 3 Defining Child Rights Programming

- It is programming based on a commitment to the fulfilment of children's human rights.
- It is comprehensive and inclusive – not an 'add-on' or another sector of work. All programming activities are seen as contributions to achieving the overall goal, whether through practical actions, research, advocacy or some other activity.
- It aims to create an environment which is respectful of children's rights.
- The human rights of children are not just the *goals* of development but also provide the essential standards in the *practice* of development.

3.8 Not Just Another 'Sector'

Child rights programming is different from what has often been seen in the past as 'child rights work' or individual child rights 'programmes'. Child rights work or programmes have often been regarded as an 'add-on' to the rest of programme work and have been labelled as 'work on the CRC' or 'child rights training'. This has given the impression that work on children's rights is comparable with work in health, institutional care or education – a specific sector of work selected through a process of analysis and prioritisation. Seen in this way, child rights work becomes something optional in programming rather than integral to all aspects of it.

Child rights programming aims to make a reality of all children's rights through practical actions and through wider changes in policy and practice. All kinds of work in different sectors need to be seen as complementary to this overall goal, cumulatively building up pressure and experience to bring this about. In taking a CRP approach, effective advocacy activities become key to ensuring the impact of SC UK's work. All work is linked by the contribution that each individual piece of work is intended to make. This includes both

- the specific contribution it makes to realising child rights standards (for example, to giving every child access to high quality basic education or reuniting children separated from their families by conflict or disaster), and
- the contribution it makes to building a broader culture of respect for children's rights and demonstrating what needs to be done.

Programme activities are linked together in a coherent way as different, but integral, elements of an overall strategy to fulfil children's rights. Strategic planning and prioritisation is key to this. Greater impact comes from maximising the connections between different types of programme activities. For example, through linking training of the police in children's rights with legal reform to the juvenile justice system, with research on the experience of children in conflict with the law, and with the development of practical alternatives to custodial sentences.

3.9 Debates and Dilemmas

As a relatively new approach, CRP is not without its sceptics and adversaries. It challenges anyone developing a programme or a policy position to enter into a series of debates and acknowledge a number of dilemmas. The questions raised can be difficult to answer, especially when posed by an influential partner or even a member of your own team. Typical concerns and possible avenues for their exploration are as follows:

- Q. Are ideas of Child Rights biased towards a Western notion of policy and childhood?
- A. No, the CRC is almost universally ratified, but you will need to find locally appropriate ways of taking into account the local complexities and specificities.
- Q. Is there a contradiction between Cultural Rights and Universal Human Rights?
- A. Universal Human Rights set up a series of standards. The application of these standards needs to take into account local cultural norms.
- Q. How can the CRC be implemented when government capacity is weak and there is no functioning legal system?
- A. Though capacity may be weak, structures and systems exist within all societies at different levels. They may well need support, strengthening and additional resources to function effectively, but nevertheless they create the opportunities through which the CRC can be implemented.
- Q. Are notions of 'best interests' extremely subjective?
- A. The notion of 'best interests' is a principle ensuring that the well-being of children of all ages and abilities is taken into account at all times and is at the heart of all decisions that affect them. Positive exploration of differing views of the child's best interests is one way of avoiding assumptions and ensuring quality.

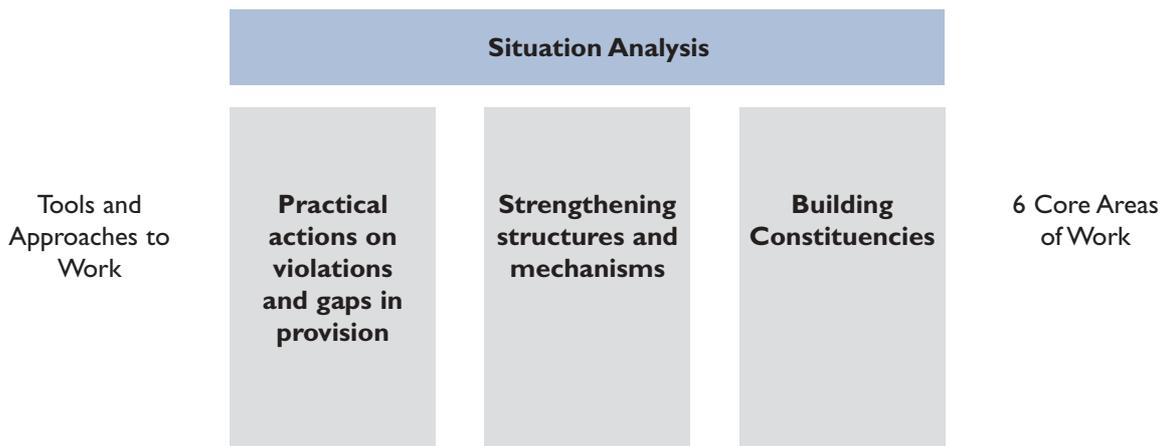


Figure 00 The 'Three Pillars'

Child rights programming takes a holistic approach which creates a balance between what can be termed the 'Three Pillars' – practical actions on violations and gaps in provision, strengthening structures and mechanisms, and building constituencies – in order to ensure that the basic principles as outlined in the UN Convention on the Rights of the Child are met (ie, the best interests of the child; survival and development; children and young people's participation; and non-discrimination). The next section will look at the 'how', ie, how SC UK can put the CRP approach into practice.

4 Putting Child Rights Programming into Practice

4.1 Introduction This section of the guidelines aims to provide practical guidance for programme staff wanting to confirm that their present and future programmes are in line with a child rights programming approach, and, where necessary, to start making the shift in programme approach to bring them in line.

It proposes a framework through which the practical implications of CRP for programmes?? By asking key questions and taking examples from SC UK's ongoing work around the world, this section demonstrates that SC UK has been using many elements of this approach (not always called "CRP") since its very inception in 1919. However, in having a common global goal and an accompanying approach and tool, SC UK now aims add a new perspective and coherence to its work in order to have an even greater impact on the lives of children and their communities.

4.2 The CRP Framework

Any programme taking a CRP approach needs to consider how best to advance the overall fulfilment of children's rights. Using the framework of the three pillars, this means looking at three possible kinds of programme intervention:

i. Practical actions to directly address violations and gaps

These are practical responses firstly, to violations (especially on protection issues such as the separation of children in conflict, commercial sexual exploitation and child labour) and secondly, to gaps in provision or participation (either providing the response directly or, more importantly, ensuring that whoever is responsible is giving assistance and held to account). This is an area where Save the Children has a wealth of experience (directly and through work with partners) both in individual sectors, such as health (eg, supporting clinics through the provision of medicines) and education (eg, developing and supplying education materials, salaries for teachers) and across a range of situations.

As a development organisation, SC UK tends to work progressively towards compliance with rights – unlike a typical human rights organisation, which tends to denounce violations.

ii. Strengthening the “infrastructure” of structures and mechanisms to overcome constraints, ensure accountability, and monitor progress in children’s rights

This is about developing the “infrastructure” of legislative, political, administrative and community structures, practices and mechanisms which will take forward the promotion and protection of children’s rights. Initiatives such as national children’s commissions, ombudspersons, constitutional and legal reform (eg, a children’s bill emphasising the best interests of children), children’s budgets, children’s councils, community forums, children’s clubs, national plans of action (eg, reallocation of resources in favour of primary healthcare) and assisting local/national state mechanisms in monitoring the progress of child rights, all help to create a momentum for change for children. These initiatives immediately invite the programme to make links across the region and an international level.

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

This focuses on building up a constituency of support and commitment to children’s rights among individuals. The aim is to strengthen the children’s rights community by creating and raising awareness, understanding, and commitment among decision-makers, opinion-formers and everyone who has day-to-day contact with children. This might be through facilitating links between children’s organisations, mobilising the media or supporting a network of civil society groups. Activities are not limited to the national and international arenas but have an important role to play within communities in changing behaviour and practice. By embedding support for children’s rights within and among government, donors, key professionals (including the private sector), the media and the general public there is a stronger base of support for the long-term advancement of children’s rights.

These programme interventions must be based on a rigorous situation analysis that has taken a CRP approach, and must also include planned monitoring and evaluation. Each of the three pillars is mutually reinforcing so that the strength of the programme lies in the appropriate balance achieved between the pillars (depending on the context). A programme putting all its efforts into practical actions addressing violations may achieve some impact in a limited area over a limited period. Only once it looks across at the other pillars will the programme begin to have a long-term and effective impact on the lives of children and their communities.

4.3 Key Questions to Ask

In using the three pillars framework and applying the four general principles of CRC – survival and development, best interests, non-discrimination and participation – some key questions need to be asked at every stage of the programme cycle and in relation to every programme intervention. The checklist, or filter system, below should help you make any necessary adjustments to your programme.

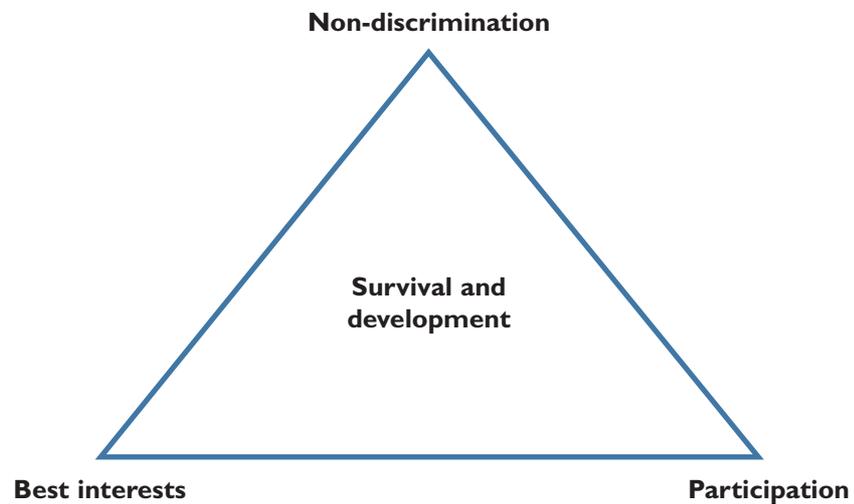


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Survival and development

- How is children's survival and development being compromised?
- What and who are the causes of these compromises?
- How can/do programme activities enhance children's survival and development?
- Do activities address the different needs of boys and girls?

Best interests

- What is the vision of the best situation for children in the particular area of intervention?
- How and by whom has this vision been defined?
- What are the assumptions underlying it?

- Are the best interests of both boys and girls being fully considered during project planning and implementation?
- Is it possible that there might be negative effects for either; or both, boys or girls among or outside the target group?
- What have been the contributions of children towards this definition?
- How do programme activities contribute to the realisation of this vision?
- What criteria/indicators will be used to monitor and evaluate impact/progress in realising the vision?

Non-discrimination

- Which groups of children are particularly marginalised?
- For what reasons? (consider age, gender, ethnicity, geography, disability, HIV/AIDS status, sexual orientation? etc)
- How will programme activities ensure full participation and access for all?
- Are information and statistics disaggregated by gender, disability, age, class, ethnicity, etc?
- What commitments has the government made in relation to gender gaps, eg, in school enrolment?

Participation

- What constrains children's participation in the meaningful design, implementation, monitoring and evaluation of activities?
- How do programme activities address such constraints?
- How are children's views taken into account?
- Are the views of both boys and girls being taken into consideration and given equal weight?
- Are boys' and girls' particular experiences being incorporated into project planning, design, implementation and evaluation?

4.4 Situation Analysis

Why is it important?

Carrying out a good situation analysis is the best way to make sure that programming is likely to achieve the desired objectives. It involves collecting the right information to be able to make a sensible assessment of what needs to be done in order to improve the lives of children. It is the essential first step towards establishing priorities and making appropriate choices – whether in emergency, or more stable, situations. A situation analysis creates the basis for assessing progress and evaluating the long-term impact of an intervention. However, understanding the situation of children's rights in a country should be built up over time and is not a one-off process.

What difference does a CRP approach make?

Any situation analysis will analyse children and their rights in their broad social, economic, legal, political and cultural contexts. It will provide a different framework?? for the analysis of information and demand the collection of some new information. In taking a CRP approach it is important to emphasise the following areas:

- Rights which have been violated and the impact of this on children
- The causes of violations of children's rights
- The obstacles to securing children's rights
- Data disaggregated by age, gender, ethnicity, ability, location, etc.
- Roles in, and responsibilities for, children's rights among individuals, organisations and institutions
- The legislative, administrative and economic frameworks
- The level of awareness of children's rights among children, the general population and decision-makers.

Questions to ask

A useful checklist in carrying out the situation analysis may look something like:

- Are all parts of SC UK's work based on a sound analysis of children's rights?
- Have the root causes of child rights violations been understood?

- Have children and their rights been analysed in the broader context of their family, community and society?
- Has data been disaggregated?
- Is the quality of research and analysis appropriate and adequate for strategic decision-making and for good quality programme design and development?
- Have you involved people – especially children and young people – directly experiencing the issues or problems being examined?

Signposting

'Toolkits: a practical guide to assessment, monitoring, review and evaluation', L Gosling with M Edwards, SC UK, London 1995

– see Tool 1 'Participatory Assessment' pp. 144-171

'The Child Rights Advocacy Project', SC UK, London, 1999.

Available on-line at www.oneworld.org/scf/mcr/. A guide to the full range of human rights instruments with special applicability to children which links them to the individual articles of the CRC

'Implementation Handbook for the Convention on the Rights of the Child', UNICEF, New York, 1998.

For every article in the CRC this handbook highlights both the range of related other rights and provides a checklist of specific issues which governments need to address in implementing that right. It also examines the full implications of the article in question and gives examples of good and bad practice in implementation

'The Convention on the Rights of the Child Impact Study: a study to assess the effects of the United Nations Convention on the Rights of the Child on the institutions and actors who have the responsibility and the ability to advance child rights', L Woll, Save the Children Sweden, Stockholm, 2000.

A review of the impact of the CRC based on five country studies and including a critique of the role of governments and NGOs. Has a chapter on the international roles of UNICEF and the International Save the Children Alliance members

Example 1: An effective and holistic situation analysis in Europe

During a key period of transition in this European country, SC UK aimed to gain a clear understanding of the status of children's rights in order to identify the most critical, strategic issues facing children in the country and define its own programme priorities. The programme defined a clear process:

1. Collect key documents providing information on the status of children's rights, eg, UN, government and NGO reports, legislation and SC's own experience.
2. Divide work among the team to summarise findings of the research according to broad categories of rights. Distribute information for reading to all participants in the process.
3. Conduct an initial participatory analysis of the status of children's rights in the country through an article-by-article analysis of each right. This would contribute to an analysis of the status of each right (recognised or not, exists in law but not in practice, excludes specific group, etc), and would identify who is responsible for securing the right, obstacles to achieving the right, opportunities for realising the right, and advocacy targets.
4. Conduct an analysis of the country situation, with an overview of the current political, economic and social context; the status in the country of the principles of the CRC; the status of respect for civil rights and freedoms, basic services, and special protection measures.

4.5 Practical Actions to Address Violations and Gaps in Provision

What does ‘practical actions to directly address violations and gaps’ mean?

These are direct responses to violations, such as responding to the separation of children due to armed conflict. They may also be a response to gaps in provision, such as improving the access of children to quality primary education, or a response to inadequate participation of children as full and equal members in society, such as supporting the introduction of children’s councils as part of the local government structure. The emphasis is on practical interventions that will bring clear, short and medium-term improvement to the lives of identified groups of children.

Why is this important?

In addressing child rights violations on the ground, SC has a direct impact on the lives of children and their communities while accumulating the knowledge and experience necessary to ensure that this impact is lasting and widespread. SC UK has extensive experience in this area.

Areas to highlight

- Enhancing children’s survival and development in partnership with other organisations and individuals
- Ensuring that the best interests of children are met through programme activities
- Ensuring that the most marginalised and vulnerable children are at the centre of programme activities
- Involving children in the design, implementation, monitoring and evaluation of activities
- Taking a holistic approach to programme design and implementation, ensuring links across sectors and activities and considering the perspective of the child.

Questions to ask

A useful checklist in carrying out the activities may look something like:

- Have the best interests of children been taken into account even if this appears to go against the will of the community?
- How have you included children (including marginalised children, particularly taking into account gender and age differences, religion, ethnicity, disability) throughout the programme cycle and ensured that this is meaningful and respectful?
- How will you measure the impact of the activities you are carrying out? What are your success indicators?
- How will you document and learn from this experience to ensure this area of work reinforces both activities concerning the strengthening of structures and mechanisms and activities that build constituencies and people's awareness?

Example 2: Where child participation is not always in the best interests of children

It is all too easy to jump into a project fresh from a training session on child participation and focus on how the project will include children. A success indicator might be seeing the participation of children on a village water management committee, or seeing children involved in the distribution of mosquito nets. In every case it is essential to ask what is in the best interests of the child. A child sitting on a village management committee may serve his or her uses as one of the few literate people in the village, however, they will not be de facto decision-makers on the committee. Distributing mosquito nets does not only take children away from other activities (school, football, domestic duties) but may also put them at increased risk of malaria by exposing them to infested areas. The meaningful participation of children must always address their best interests.

Example 3: A joined up health programme in Africa – No!

After a year and a half of implementing an ambitious health programme in this African country, SC UK, through a mid-term review, was able to identify some of the successes and failures of the programme. The programme certainly had a direct impact on the lives of some people, eg, more people were using contraceptives and patients were being referred for hospital treatment at a quicker rate. However, the shortcomings of the programme clearly reflect an approach which focused on delivering services to people rather than working with people (including children) to improve their structures and systems with the limited resources available. Amongst other findings, the review discovered that drilling of wells increased the water-collection time for women and children, even though the water was of good quality (water was now at one single source, took time to draw and was not always within easy access of the village) – and that girls had little access to the family planning outreach programme due to social restrictions.

In taking a CRP approach, the programme could initiate a situation analysis which would create a real understanding of the context of the lives of children and young people in the district and emphasise their perspective. Further research and analysis could also identify key individuals (at local and national level) responsible for ensuring fundamental changes in the primary healthcare system, and consequently develop an advocacy plan using SC UK's direct experience as a basis. Subsequent activities based on the clearly identified gaps in provision and participation, and on violations of rights, could offer many more opportunities for the active participation of children and their communities and, where differences exist (particularly due to gender, age and disability), could ensure that these do not become an obstacle to the programme.

Monitoring the programme, measuring its impact and learning from experience will all create an environment favourable to effective advocacy, ie, a change in the approach of the principle donors such as USAID and the key ministries (Planning and Health), and the building of lasting networks supporting children's rights.

4.6 Strengthening Structures and Mechanisms

What does ‘strengthening structures and mechanisms’ mean?

This is about reinforcing and 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.

Areas to highlight

- Reform of legislation, policy and practice
- Strengthening of frameworks and programmes such as a national plan of action for children
- Resource allocation
- Children’s involvement, participation and visibility in the decision-making processes.

Questions to ask

- What links have been made between activities around violations and this area of work? Has adequate learning and documentation taken place?
- How will partnerships and alliances enhance this area of work?
- How has the participation of both girls and boys been meaningful and representative?
- Have the children involved represented the diversity of the community?
- In calling for institutional reform, are there risks to SC UK, to its partners and to children?
- Have targets been identified and their interests analysed?

Example 4: Children at the centre of a juvenile justice system

In this African country the Save the Children Alliance supported the government in developing a “Children’s Statute” which set out the principle of children’s rights to protection and welfare. The study of the juvenile justice system in the country commissioned by SC following the completion of the Children’s Statute emphasised the need for legal, structural and administrative reforms as well as changes in attitudes, behaviour and practice at all levels (individual, community, society and national). The programme developed by SC consists of a number of mutually reinforcing elements which focus on strengthening existing systems and structures, raising awareness, establishing coordinating systems and creating effective monitoring, support and documentation systems. The programme provides opportunities for children to express their views, to be actively involved in reconciliation and to take responsibility for their actions.

Example 5: Is CRC training enough?

On first sight, raising awareness of the CRC through a series of training sessions, especially if participants come from both government structures and civil society organisations, has to be a “good thing”. Over the years, SC UK has tried this approach in a range of countries across the world. A recent evaluation of one project in Asia highlighted the drawbacks of undertaking this work in an isolated fashion. Even though those partners involved appeared to have a better understanding of child rights and the contents of the CRC, no real impact could be seen on the actual lives of children. Training and awareness-raising on child rights need to be part of an integrated programme making close links with practical work with children and with advocacy work leading to change at the macro level. Children and their communities can be closely involved, but for them to relate to this notion of “rights” they will need a practical demonstration of how change can come about, and a focus around which they can work.

4.7 Building Constituencies

What does “building constituencies and raising people’s awareness” mean?

The aim of this is to strengthen the children’s rights community by creating awareness, understanding and commitment among decision-makers, opinion-formers and everyone who has day-to-day contact with children. SC UK has limited experience in this area, often due to the weakness of civil society itself, but also because the organisation has historically emphasised its response on the ground leaving few resources free to focus on the important job of building up a movement of change with, and for, children.

Areas to highlight

- Good planning – identify targets, influentials, allies, messages, and create a common understanding by all partners
- Good research, documentation and analysis in order to make your case and build your networks
- Building constituencies beyond the traditional NGO networks, eg, trade unions, the private sector, religious organisations, women’s groups, etc
- Ensuring children are included in the planning, implementation and monitoring of these activities rather than SC UK acting on what it believes to be their behalf.

Questions to ask

- Does SC UK have a clear position on this subject?
- Does SC UK have the necessary credibility to speak out in public?
- How have SC UK’s activities around violations contributed to the position taken and subsequent messages?
- How has experience of strengthening structures and mechanisms contributed to building alliances and targeting decision-makers?
- Have the groups concerned been included at all stages of the programme?
- Has particular attention been paid to issues of difference, and have efforts been made to both understand the situation of marginalised groups and individuals (particularly children) and include them?
- How will you monitor and measure impact?

Example 6: Building a public campaign from a long history of experience in Asia

Prompted by SC UK's international campaign on children and violence and with a clear position from the SC Alliance this country programme in Asia decided to launch its own public campaign. After a year's research and preparation, including documentation of previous and ongoing project work, building up alliances, and developing a network of children around the country directly involved in the campaign, the high profile campaign itself was launched. In a country where SC had had little visibility despite its 20 years of experience, and within the context of an ongoing conflict, the campaign was high risk. The key messages and activities identified for the campaign managed to acknowledge the risks while maintaining a determination to change the attitudes of people throughout the country. The campaign made use of the media (radio, TV, press), poster campaigns, an education programme through schools, a public information campaign and public speaking events. Children's voices, opinions and views were prioritised. The campaign drew in support from the Government, the Opposition, rebel forces, the private sector and a diverse range of individuals (including children and young people).

The immediate impact of the campaign has been clear, with awareness raised across the country both in terms of the campaign issues but also in terms of SC's work. The challenge now lies in taking this forward so that the campaign becomes linked into all areas of SC's work, and that support generated is built on in a practical and effective way, the particular support generated across civil society is harnessed, and clear changes in legislation, policy and practice bring real changes to the lives of children in this country.

Example 7: Influencing national policy in Central America

This Central American country has become known for the phenomenon of juvenile gangs, generally associated with criminal activity. Due to the results of a credible study undertaken by SC UK, working in partnership, into the situation of youth gangs (and also due to its direct experience of working with gangs and supporting young people wanting to leave gangs), it was invited onto a governmental body charged with defining a national plan for juvenile gang members. Gang members themselves have since taken an active role in defining the National Plan.

Work on the Plan provided an opportunity to build up a network of organisations and individuals who have since successfully lobbied to block an attempt by the Supreme Court of Justice to reduce the age of penal responsibility to twelve years. A national coordination group of civil society organisations working you young people at risk, or engaged in gang activity, has also now been formed.

Example 8: Where child participation creates a movement for change

The participation of children was essential to the success of this project in Central Asia. The organisers of the project involved children in the planning and design of a TV series and ensured that the views and perspectives of children were the main voices of the programmes (including the choice of programme themes – the environment, violence, democracy, etc). SC UK and its partner provided the organisers with training on children's participation and on using the media in advocacy. The film project was intended as a first step to promote child rights within the context of the situation of children in this country. There are now plans to take this project further by enabling children to design their own weekly TV programme that is representative and accountable to a children's audience.

4.8 Getting the Balance Right

If you take any SC UK programme around the world you are likely to find a host of on-the-ground project activities trying to address rights violations. These could include support to community-managed health centres, training of local partners in family tracing or setting up non-formal education structures for working children. Programmes also work with local and national institutions in an attempt to both create and reinforce structures, acknowledging the link between ongoing activities in the field and the need to embed learning and experience in sustainable structures. It is clear that SC UK cannot undertake all this work on its own if its impact on the lives of

Example 9: Taking HIV/AIDS prevention to a wide constituency in Asia

Context

Working in this programme area for nearly ten years, SC UK has experienced both the evolution of its HIV/AIDS prevention programme and the evolution of the Government's HIV/AIDS policy as it has taken an approach increasingly influenced by the SC UK field experience. All this in a context of escalating infection rates, with infection moving away from the "high risk" groups to all population groups across the whole country.

SC UK's initial programme focused on sex workers and drug users at a time when the government's response was concentrating on eradicating 'sex work' and drug use. SC UK pioneered peer outreach programmes, which, initially obstructed by the Government, were later taken up as its own approach to combat HIV/AIDS.

Following an evaluation, the programme refocused its activities on peer education, public education and capacity-building of SC UK's partners. The programme aims to raise the voices of children in HIV/AIDS programmes across the country and to use the experience gained to influence broader government HIV/AIDS programmes and policies.

children is to be widespread, long-term and meaningful¹. Only through building alliances and networks, working with partners, institutions and individuals, will change for children take place at all levels of society. With a strong situation analysis, and strength in all three pillars with clear links between them, this change can take place.

The following three examples of diverse programmes go into some detail to try and demonstrate this “balance” and the programmes’ relative strengths and weaknesses. Suggestions for the next steps the programmes could take within the context of a CRP approach are made.

Is this child rights programming?

Yes.

The project works across all three pillars, addressing violations and filling a gap in provision, influencing institutional policy and practice and building up a strong constituency across government departments and mass organisations.

Taking the four principles of the CRC, some of the strengths and weaknesses of the project can be identified:

Right to survival and development

The project works directly with children and young people to bring about changes in their lives. It is also trying to influence other HIV/AIDS prevention programmes to focus on children and young people, eg, to promote sex education widely in secondary and primary schools across the country.

Best interests

The direction of the project ensures that it responds to the best interests of children and young people.

Non-discrimination and inclusion

The project works with children in and out of school, with boys and girls in different age groups and with disabled children. It is sensitive to the different capacities of children of different ages and the different communication styles of different youth cultures.

[continued overleaf]

¹ The Programmes Strategic Plan (2000–2004) lays out the six core areas SC UK will be focusing its work on over this specified time period – health, education, social protection, children and work, HIV/AIDS and nutrition/food security.

Example 9 *continued*

Child participation

Working directly with groups of peer educators ensures that messages and methods of communication are in tune with the target groups of young people. It is clear that different groups of children need educators who are truly their peers in terms of age, gender, education and socio-economic background.

Conclusion

The strength of this project is clearly in the balance it has achieved over time, its willingness to document, monitor and review, and its recognition of the need to now shift its balance towards a greater emphasis on constituency building and advocacy.

Within this context the next stages would involve:

Actions on violations

- Furthering develop public education activities through appropriate partners (mass media, education sector, trade unions, etc)
- Ensuring documentation of the project is up-to-date so that data and analysis can be used for advocacy purposes and lesson learning
- Through monitoring and evaluation ensuring that educators are true peers and identify with the children they are educating.

Strengthening structures and mechanisms

- Carrying out research on youth culture, gender roles and young people's sexuality, including children and young people in the research teams
- Developing an effective advocacy strategy to include sex education as part of the core curriculum in primary and secondary schools.

Building constituencies

- Linking this project to all aspects of SC UK's programme in the country as part of both HIV/AIDS awareness-raising and analysis
- Building stronger constituencies among government agencies, NGOs and donors to focus more on HIV/AIDS, STD and sex education for children and young people.

Example 10: A balanced programme in an emergency context

Context

In this African country three decades of war, poverty and family breakdown have had a devastating effect on children, despite the fact that this is one of the richest countries on the continent and the civil war continues as a result of international interests in the country's rich mineral resources.

In one city where SC UK is working 150,000 people of the estimated population of 400,000 are internally displaced. This besieged city is experiencing high rates of acute malnutrition (10 per cent of the population) as a result of a poor harvest the previous year, shortfalls in World Food Programme and donor food supplies, unstable security giving limited access to surrounding fields, an influx of internally displaced persons and a general increase in food prices. The population is forced to spend most of its income on food.

Following both a household food security assessment and a more general situation analysis, SC UK developed a project (within the context of a large and complex programme operating across the country) to improve the nutritional status of children and reduce the mortality and morbidity rate among children under twelve. SC UK ran a supplementary feeding programme; aimed to improve the referral system between government health services and NGOs working in nutrition; undertook close monitoring of, and reporting on, the nutritional status of children and adults in target areas; and advocated for inter-sector and inter-agency collaboration.

Was this child rights programming?

Yes ... but!

The project worked across all three pillars of CRP, filling a gap in provision, aiming to reinforce government health structures and to some extent building constituencies through the advocacy work. In any emergency situation practical issues of survival (filling the provision gap) no doubt take precedence; the challenge lies in ensuring that the impact sought is widespread. However, links between each of the three pillars were not always made, with activities continuing in isolation.

[continued overleaf]

Example 10 *continued*

Improved documentation and analysis would have provided the basic tools for making full use of this experience and increasing the impact both within the city concerned and more widely across the country.

Taking the four principles of the CRC, some of the strengths and weaknesses in the project can also be identified:

Right to survival and development

The project addresses children's immediate survival and nutritional and health needs through a carefully targeted programme. This experience places SC UK in a key position to influence large donor-funded food programmes and make sure that they are timely and adequate, and are reaching the right people.

Best interests

Within the confines of the nutrition programme the project ensured that the best interests of the children concerned were paramount. However, how far the project was able to look at the wider best interests of these children is unclear. How much did they learn about good hygiene practice? Were they given an opportunity to address protection issues (as separated children, in a situation of family abuse, etc)?

Non-discrimination and inclusion

The project made no special effort to include disabled children – those unable to reach the feeding centres would have received no supplementary food.

Child participation

The project did not actively seek the participation of children at any stage of the project cycle. The household food security assessment and more general situation analysis may have been greatly altered by more systematic interviews with a range of children, asking specific questions, eg, about what children eat outside of the household and what food they bring into the household. Feedback from those benefiting from the project was not sought. Even in an emergency situation, with an acute problem demanding an immediate response, the participation of children, if carefully planned with a specific impact in mind, can ensure a more effective programme and contribute enormously to any future response.

Conclusion

The project certainly touched on all three pillars though in the future it would need to make greater links between them. The next stages would involve:

Actions on violations

- ensuring direct involvement of, and feedback from, those benefiting from the project
- researching, documenting and learning from experience in order to adjust activities in the field and reinforce institutional building, awareness-raising and advocacy work
- creating stronger links with SC UK's other activities in the country.

Strengthening structures and mechanisms

- considering structures beyond local government, eg, women's associations
- valuing these activities not only for providing a direct impact on the ground but also for creating long-term partnerships.

Building constituencies

- widening targets beyond the "international players"
- widening alliances and networks to create a base for effective advocacy work and a lasting prioritisation of children's issues.

Example 11: Balance with no concrete experience in Europe

Context

In Europe, a Children's Rights Centre was recently established to further the development of children's rights awareness in the country concerned. The political situation was not conducive to human rights in general and there was some suspicion that many of the established children's organisations were an extension of state control and propaganda. However, the country was a signatory to the CRC and there was some potential to use this fact amongst academics and some professionals to stimulate debate on new approaches to working with children.

The academic approach worked reasonably well, but was of more interest to academics from outside the country who were interested in violations, than as an instrument for change within.

A series of training sessions was run for professionals within the juvenile justice system and for those working with children in social welfare contexts. They were well attended, but one-offs. The agency felt it had heightened awareness of children's rights by running the courses and measured its success by the range of participating agencies and numbers of courses and attendees. Some professionals engaged with the concepts intellectually but there was no opportunity to follow through, to put any of the concepts into practice or to obtain the necessary continuing support.

There were some attempts to involve children and young people in the operation of the Centre but it seemed like disconnected activity. It did not inform any of the other work that was going on. It was not integrated.

The Centre was very busy; it had funding from international organisations, but no funding from local donors.

Was this child rights programming?

No.

The work the Centre was doing was about children's rights in the broadest sense and aiming to create a heightened awareness of the issues, but it was not doing so alongside a practical programme, which would have demonstrated how this analysis could be translated into practice and how that would benefit children.

Taking the four principles of the CRC, some of the strengths and weaknesses in the project can also be identified:

Right to survival and development

The Centre attempted to address survival and development issues without making any clear links to children themselves or to practical activities to address specific violations.

Best interests

The project clearly set out to be in the best interests of children but had no mechanism for monitoring its assumptions, with no direct link to children or their communities.

Non-discrimination and inclusion

Though included in the one-off training sessions and discussed in academic circles the impact of this approach is unknown. Only through practical demonstration will real changes in behaviour towards gender, disability, ethnicity, etc, be seen.

Child participation

Though involved in the operation of the Centre, children and young people had a negligible impact on the different stages of the project.

Conclusion

Although the level of activities relative to each of the three pillars will change depending on the context, it is clear that some demonstrable practice (whether directly or through partners) is invaluable in reinforcing the impact of activities related to the other two pillars.

The project has created a base from which SC UK could review and adjust its activities across all three pillars. Future activities could involve:

Actions on violations

- undertaking research involving children and young people to identify violations and gaps in provision
- providing technical support to professionals and organisations already working with children and young people
- measuring impact of change.

[continued overleaf]

Example 11 *continued*

Strengthening structures and mechanisms

- developing partnerships with existing structures through support (eg, technical/ managerial capacity-building).

Building constituencies

- enlarging the circle beyond the academics to include a range of different individuals/groups from across civil society
- developing an advocacy strategy based on research, analysis and practical experience.

5 Conclusion

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

Only in trying out the CRP approach will you see its value and will SC UK be able to begin accumulating examples of good practice that will persuade others to adopt this approach to good development practice. This will enable us to define more clearly the minimum standards we are seeking to establish internally in SC UK.

6 Where to Go for More Information

Note: the SC UK Programmes Resource Centre has a regularly updated recommended reading list on child rights. The Resource Centre can be contacted by email on prc@scfuk.org.uk.

These references are in addition to the references already made within the body of the text.

Child rights programming

African Charter on the Rights and Welfare of the Child. OAU Document, 1990
<http://www.umn.edu/humanrts/africa/afchild.htm>

The International Law on the Rights of the Child. Van Bueren, G. SC UK, published by Martinus Nijhoff Publishers, 1998. ISBN 90 411 1091 7

Monitoring Children's Rights: Indicators for Children's Rights Project. Ennew, J. Childwatch International/Centre for Family Research, 1997

UN Convention on the Rights of the Child. 1990
<http://www.crin.org/childrights/crcrtext.htm>

UN Convention on the Rights of the Child – training kit. International Save the Children Alliance, 1997 (soon to be available on CD-ROM in updated version)

Children's Rights – Turning Principles into Practice. Petren, A. and Himes, J., editors. Save the Children Sweden and UNICEF, Regional Officer for South Asia, 2000. ISBN 91 89366 37 9

Children's Rights: Equal Rights? Diversity, difference and the issues of discrimination. Muscroft, S., editor: International Save the Children Alliance, 2000. ISBN 2 940217 11 4

Children's Rights: Reality or Rhetoric. International Save the Children Alliance, 1999

Children's Rights: Equal Rights? International Save the Children Alliance, 2000

UNICEF Implementation Handbook for the CRC. Newell, P. and Hodgkin, R., 1998

Rights-based programming

Human Rights for Poor People. Department for International Development, 2000

Integrating Human Rights with Sustainable Human Development. UNDP, 1998

Human Rights and Development. Häusermann, J., 1998

Save the Children's other approaches to work

Gender Relations Analysis, A guide for trainers. Parker, R.A., SC US, 1996

A Girl's Right to Development, Equality and Peace. International Save the Children Alliance/Rädda Barnen, revised 2000

Children in Focus – a manual for participatory research. International Save the Children Alliance/Rädda Barnen, 1997

Equality – a basis for good practice. A resource for everyone working with young children. SC UK, 1993

Disability and child rights – an advocacy tool, working title, International Save the Children Alliance/Rädda Barnen, forthcoming

What is Child Poverty? SC UK briefing paper, 2000

Macro-economic policy and children's rights. Rädda Barnen, 1999

Global Social Policy meeting: procedures and background papers. SC UK, Feb 1999

Background paper for a strategy to promote protection, social care and appropriate services for marginalized and vulnerable children. SC UK, June 1999

Impact Assessment for Development Agencies: Learning to Value Change. Oxfam/NOVIB, 1999

NGOs and impact assessment. NGO briefing paper no. 3, March 2001, INTRAC

Monitoring and Evaluating Advocacy: a scoping study. ActionAid, 2001

Links to organisations with a focus on children's rights

Child Rights Information Network www.crin.org

Afrique des Droits Humaines www.afrdh.org

Child Rights Advocacy Project www.oneworld.org/scf/mcr

Derechos www.derechos.org

Human Rights Watch (*site not found*) www.hrx.org/about/projects/crd/child-legal.htm

UN High Commissioner for Human Rights www.unhchr.ch

UNICEF – special session on child rights www.unicef.org/crc/index.html

special session on children is actually at www.unicef.org/specialsession/