

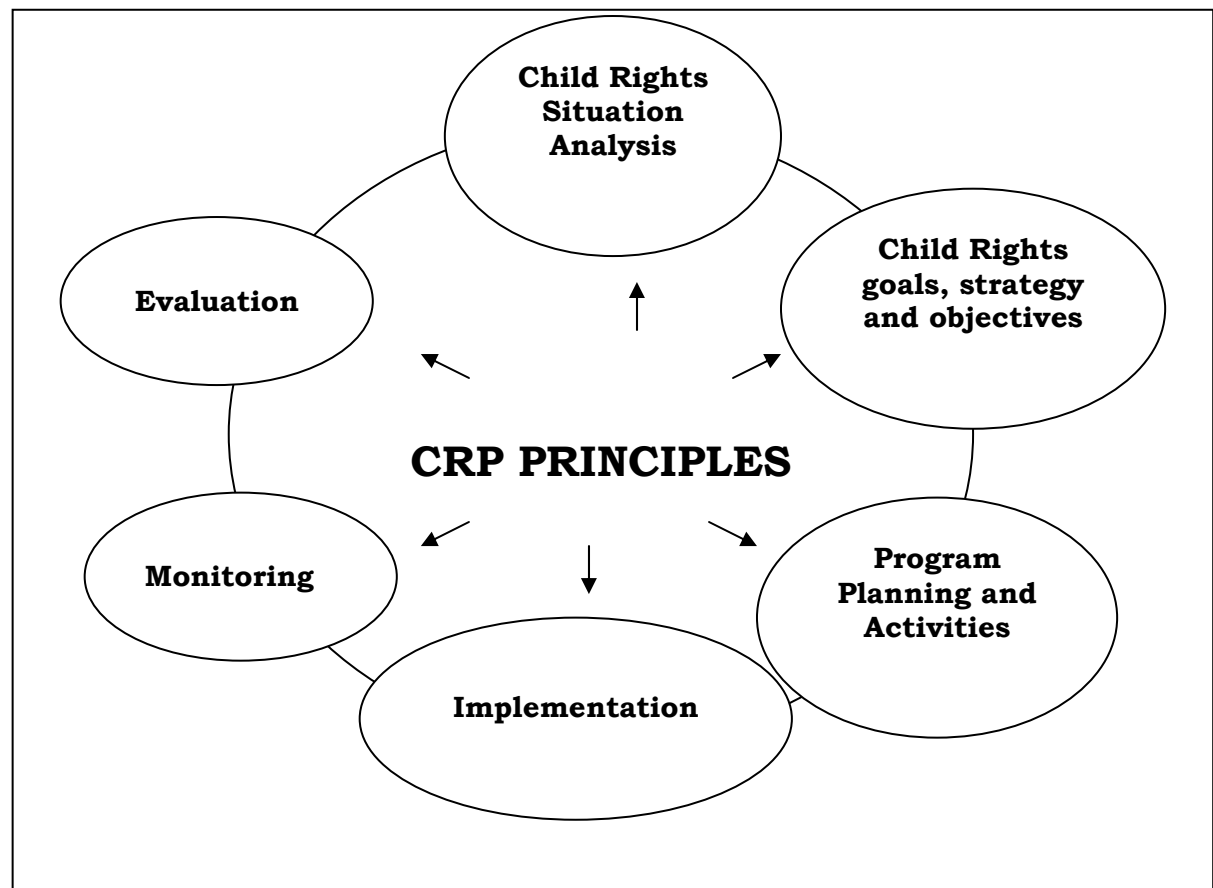
Child Rights Situation Analysis

Save the Children Sweden
Regional Office for Southeast Asia and Pacific
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Introduction to a Child Rights Situation Analysis

Child Rights Program Cycle

These are broad steps in implementation or management of a program that protects and promotes child rights and prevents rights violations, starting from situation analysis to assessing the impact the program has had on the lives of the children.



As shown above, the CRP principles need to be integrated at all stages of the program cycle. The CRP principles are basically the CRC guiding principles, plus the relationship between the rights holder and the duty bearer. Thus, it is important to incorporate the following principles:

- Children's right to have their best interests considered as a primary consideration in any decision making which affects them
- Children's right to the maximum available resources for their survival and development
- Children's right to have their views heard in decision making when it affected their lives
- Children's rights to be protected against all forms of negative discrimination and to be positively discriminated against when at a disadvantage relative to other children
- The duty bearer is accountable to respect and for the protection and fulfillment of the rights of the child.

- The children have rights and may claim rights which are violated or gaps in their provision.

They should provide a background and a point of reference to the various steps of a situation analysis.

For example when carrying out a child rights situational analysis (hence CRSA), children should be enabled to participate in data collection, its analysis and voicing their opinions through a well laid out process. A secondary review with children on priorities laid by them through earlier consultations and processes could also be very useful. It is important to ensure that all children (girls and boys: age, class, caste, HIV/AIDS status, religion, region, children with disabilities, sexual preference, etc.) voices are included in the process.

In this manner the questions to be followed in the analytical frameworks should make reference to and incorporate the CRP principles.

Introduction to a Situation Analysis

A thorough situation analysis or assessment should form a basis for planning of the programs/projects and strategies. A multi-dimensional situation analysis helps ensure that programs and policies are better informed and are thereby relevant to the lives of the children and are likely to achieve the desired impact. It involves collecting relevant information to enable realistic assessment of what needs to be done in order to improve the lives of children. It is the essential first step towards identification of key issues, establishing priorities and making appropriate choices – whether in an emergency or in more stable situations. A situation analysis creates the basis for assessing progress and evaluating the long-term impact of an intervention. Depending upon the need, the situation analysis can be a live process where by information is gathered and analyzed from a rights perspective on a regular basis through the entire program cycle. At times such updates could result in altering the program approach in order to make the program more relevant to the lives of children. At a broader level understanding the situation of children's rights in a country is not a one-off process. It should be built up over time.

A child rights based approach to situation analysis involves mapping of the rights violations and gaps in fulfillment. A CRSA also includes an analysis of both immediate and underlying causes of the violations of children's rights. Legislation and its implementation as well as cultural practices and attitudes should be analyzed. In this process, the views of the child should be respected and given due importance. Duty-bearers and other main actors and specific issues related to them should be identified. A CRSA essentially looks at the situation through the rights lenses, with a clear focus that children (and adults claiming rights on behalf of children) should be able to claim their rights entitlements provided to them in international and national laws and that duty bearers are accountable to fulfill these rights. The situation analysis is conducted through a non-discriminatory lens, including disaggregated statistics and information.

Increasingly there has been a clear and strong focus on girl and boys participation in the project and policy level. It is important to ensure the incorporation of views and concerns of all children which includes alternatives to physical participation of children. The views need to be based on informed decisions. Informed decision-making includes not just presenting a "menu" of available opportunities but presenting to children the analysis of social and economic reality, power dynamics,

issues related to resources etc. to enable them to develop a broader and comprehensive view of their situation.

Importantly perspectives matter: In rights based situation analysis it is important to view girls and boys (from various backgrounds) as citizens and as holders of rights and not just as recipients of development benefits and to make sure that all children have an equal say.

Often the adults take responsibilities for claiming rights on behalf of children. It is important to focus on their situation – how empowered are they to be able to claim children's rights; what capacities do they have to be able to claim children's rights?

Child rights situation analysis

The steps in a CRSA are basically the same as those in other situation analyses and any other participatory research:

1. Make a plan for the situation analysis
2. Do a review of the documents and literature already done on the situation.
3. Identify gaps of data and collect more data on your own.
4. Analyze the data.
5. Gather more data and further analyze, if needed.
6. Draft the situation analysis.
7. Consult widely and verify the analysis with others.
8. Finalize the situation analysis document and start planning and strategy discussions¹.

Although the eight steps listed seem simple in reading, the implementation is more complex. Steps 4-5 are repeated for each of the tools for a CRSA.

There is no single detailed blueprint for conducting a child rights based situation analysis, given the vast variation in the circumstances in which programs are implemented. Some of the issues to be covered are highlighted below but it must be kept in mind that a good situation analysis must have a creative dimension, addressing the needs of the complex social reality in which the program is situated. The CRP principles need to be integrated and reflected in the analysis. It is also important to distinguish whether rights are denied/violated, partially met or fully met. The reasons for these situations might lie in issues around capacities, motivation, resources, attitudes, profit motive, or sheer lack of sensitivity and awareness of children's rights.

The existing situation must be analyzed at macro and micro level to develop a vision of the prospective desired situation and to select the strategies that will be applied to achieve it². The key objective is to address child rights violations and gaps of their provision both at program and policy levels. It is important, not just to speak to children but also to look in an in-depth manner into the issues and concerns of adults who claim rights on behalf of children (especially, younger children) and those who have obligations to fulfill children's rights.

A child rights situation analysis should build upon the information, views and opinions of children themselves, parents and caregivers, stakeholders such as community

¹ For a further detailed description, consult Save the Children's *Getting it Right for Children* Published in 2007. This book is a handy reference for child rights programming practitioners. Chapter 3 is devoted to the CRSA.

² Europe Aid, European Union

leaders, and duty bearers. While these groups will form sources of information and analysis, the following are steps in the CRSA. As stated above, often after initial analysis, gaps of information are found and additional information must be collected before finalizing a step.

0. **Information Collection, Collation And Preparation**
Establishing the social, cultural, and legal frameworks of the country provides the background and investigative frame for the all steps. Information collation will include looking at a variety of sources of information, both primary and secondary, for child rights violations from multiple perspectives such as social, economical, political, cultural contexts, values, practices and perceptions, legal and policy frameworks, budgetary, administrative and structural aspects etc. This process should include information on which rights are relevant, who are not enjoying the rights, what the numbers of such children might be, their location, specific identity, trends etc. This should include information and insight gained through children's participation including any recommendation that they might have. This should further include information gained from adults who often would claim rights on behalf of children. This should then lead to a follow up on the analysis of specific rights that have been violated in specific circumstances
1. **Identification of Child Rights Issues:**
Child Rights Situation Analysis helps in bringing a further focus to the problems being addressed by clearly identifying the issues and the specific rights that are being violated.
2. **Institutional Framework Analysis:**
This analysis establishes the overall governmental context. The context is a thread picked up in each of the analyses and sets the stage for deeper analysis of responsibility later in the process.
3. **Analysis of Immediate and Root Causes:**
An analysis of causes of rights violations will include both immediate and root causes. Once completed, the immediate and root cause analysis will present a comprehensive picture of causal factors, which should be key factors aimed to inform interventions.
4. **Analysis of Gender and Power:**
A systematic pattern of discrimination based on gender issues begins at birth and tends to remain throughout life and negatively affects access to power. Because they tend to lack control, women and children are unable to influence the decision making process in their environments even when they may have access to key resources. In order to better understand the issues related to discriminatory social patterns related to gender and access to power, an Access and Control Tool should be applied.
5. **Responsibility analysis**
In order to identify and select those who should be responsible (key duty bearer(s) and stakeholders) for interventions, an objective assessment of the level of impact they have on the children's situation must be prepared. The other aspects which could also be considered while selecting the duty bearers could be: the added value they will have on the overall's children situation; cost implication of their involvement, which would not be vital if benefits are more; duty bearer's commitments; and possible obstacles which may arise due to their involvement in the project.

6. Write the CRSA document

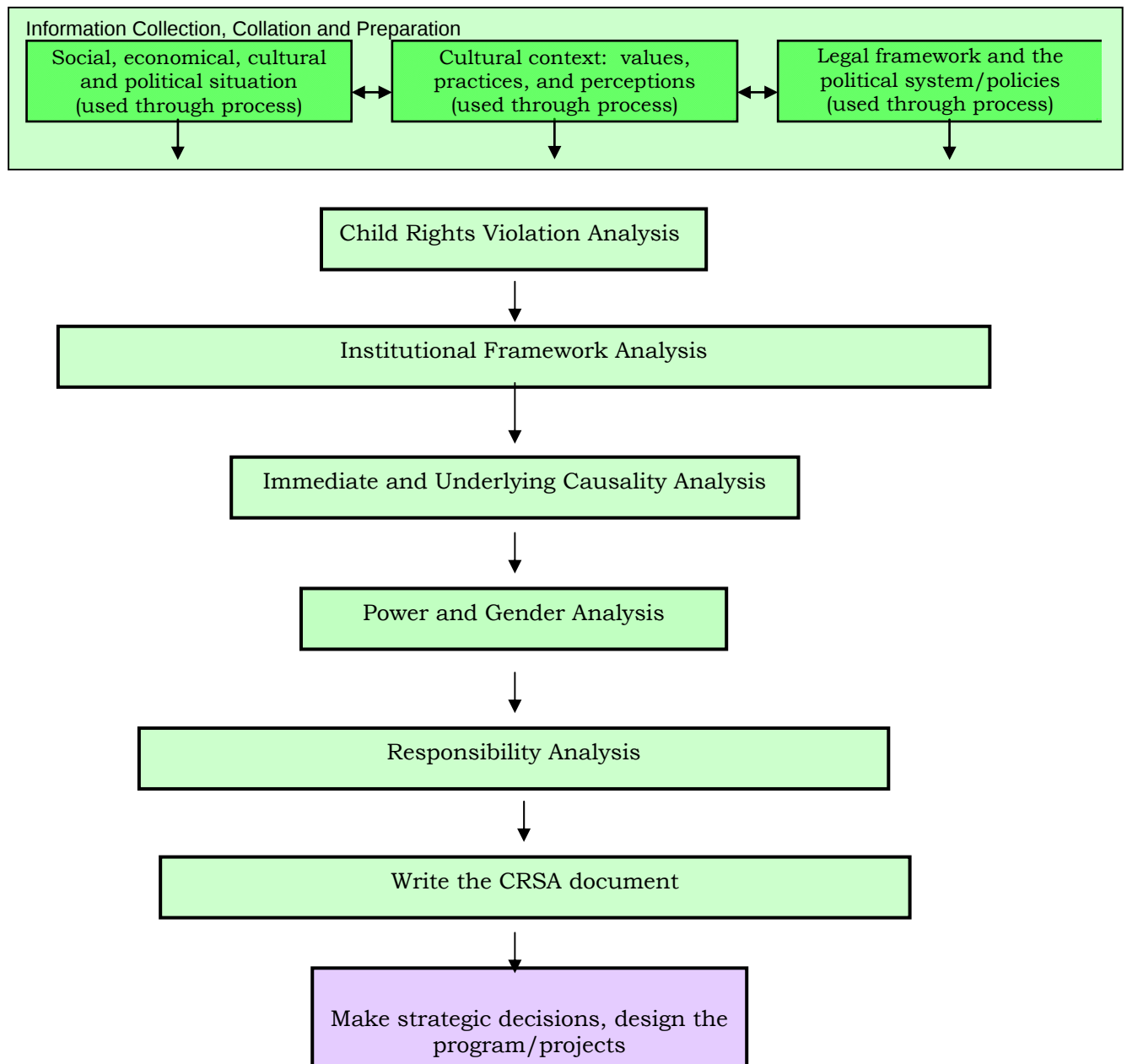
This document contains checklists to ensure the CRSA covers all the data and analyses.

If the organization has limited resources or time to do the CRSA, it is possible to focus the collection of data by using organizational priorities and strategies as a filter before starting the process. This is not recommended as it short cuts the whole exercise and ignores the inter-relatedness of rights. It could lead to a poor strategy and missed opportunities for cooperation and ineffective interventions.

The flow of analysis is represented in a flow chart on the following page.

Basic flow of a CRSA

A full CRSA will have the following elements. When an organization has limited resources or is doing a limited CRSA, it may start limit its scope to the organizational priority areas and strategy.



Simplified CRSA

The question “How can I simplify the CRSA process?” often arises. The answer to this is complex, while also being very simple.

A true CRSA needs time and resources to be done well, but neither is it possible, nor advisable for a small organization to do this independently. Also, for a single/small project the advice is the same – do not do an independent CRSA!

For smaller organizations and for single projects, consult with larger organizations such as UNICEF or with the donors who request them.

If there is absolutely no access to a recent CRSA done by others, the most recent Concluding Observations from the UN Committee on the Rights of the Child for the country should be sought.

If the Concluding Observations are not available (the State did not submit a report for the Committee to review) or are very old, then it is possible to follow the steps listed above working with the program team and as many stakeholders and duty bearers as possible. Take at least a day to meet and work through each of the analysis tools, concentrating on Tools 1.2 (page 17) and 5.1 (page 31). If possible take more time after the meeting to consult with others who were not involved to verify the conclusions.

Will the result be a CRSA? Not in the true sense, but it will at least get the project moving along a Child Rights Programming path.

The Steps and their Tools

0. Information Collection, Collation and Preparation for Analysis for Situation Analysis

Information collation and analysis

Throughout the CRSA, information needs to be collected, checked for gaps and more information collected. The tools in this section need to be used throughout the CRSA process. They will be used to initiate the collection of data and information about the social, cultural, and legal frameworks of the country and when ever there are perceived gaps in information. In each step, if information is needed the following sources are described here.

- Variety of sources of information for child rights violations from the perspective of issues such as social, economical, political, cultural context, values, practices and perceptions, legal and policy framework, budgetary, administrative and structural aspects etc.
- Information and insight gained through children's participation including any recommendation that they might have.
- Information and insights gained through adults with responsibility to claim rights on behalf of children including their level of understanding and sensitivity of children's rights, any opinions and views they might express, practical difficulties in claiming rights on behalf of children.

A) Sources of Information

Information about children's situation in a given geographical or social context can be accessed from a range of sources. This could be both in the form of quantitative and qualitative information, recent or older information; in pictorial or written form; from diverse sources such as research institutions, government reports, statistical departments, donor reports, civil society reports, NGO reports etc. It is important to be careful about the validity of the information and to know if there have been any objections, especially from governance institutions about the authenticity of information. It is imperative to scrutinize media reports carefully as they might have sensational characteristics. However at times they may be the only source of information on certain events or facts. Often times, information may be scattered in several documents. In such cases it is necessary for them to be pieced together to develop a comprehensive picture.

It is also important to determine the level of situation analysis and hence the sources of information. For every macro context it is important to understand the reality at the micro level and visa versa. In the changed global economic pattern, the macro-economic issues often have implications on children's rights violations. But, at times, information from a global source may or may not be relevant to the analysis of the district level situation. In this case, managers have to use their discretion in judging the relevance of sources of information to their particular context. For instance for higher level of rights based analysis, such as country reviews of children's rights as a whole, the best starting point and a base should be documentation from UN Committee on the Rights of the Child, which includes:

- State party reports (outlining the government official assessment of child rights in the country and their plans to address violations)
- Alternative reports (produced by NGO coalitions in the country, outlining their views on priority issues).
- Records on the proceedings of the meetings between the UN Committee and the government representatives.
- Concluding observations made by the UN Committee (including their recommendations on priority actions).
- End-decade review for the special session on children.
- Reports from children's consultations.
- Reports from discussions with parents, guardians and other adults charged with care and protection of children.
- National Plans of Action for Children (and others) in the country.

Some of these can be found at <http://www.crin.org/docs/resources/treaties/unchr.htm> and <http://www.ohchr.org/english/bodies/crc/sessions.htm>

Other key sources of information from both primary and secondary sources may include:

- Country laws, budgets and policies, etc.
- Statistics, research and reports produced by the government, the UN, universities, research institutes, and by international and local NGOs. (Amnesty, Human Rights Watch, Save the Children members, UNICEF and UNDP, local youth and women's organizations, etc.).
- State party reports and concluding observations for other conventions such as CEDAW and CERD.
- Own research (this might be necessary in order to incorporate the views of boys and girls).
- Research, analysis made by both UN agencies, bi-lateral agencies on the situation in the country.
- Human Development Reports, Poverty Reduction Strategy Plans, etc.
- State of the World of Children by UNICEF
- Reports by Amnesty International, Human Rights Watch, etc.
- Anthropological studies
- Relevant Internet sites of various donors, research institutions, universities etc. Many times such sites provide options to download documents.
- Rights-based situation analysis of similar situations from another region or country.
- Direct discussions with children, parents, guardians and other adults charged with care and protection of children, community members, leaders, researchers, government officials, donors, civil society, media personnel, etc may produce important facts that may not be reported elsewhere. Often such information will be most updated unlike documented information; however some of it may be very sensitive as well, which may require a certain degree of responsibility in its use and quoting source with caution.

Special Notes:

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

- *Original field based research is expensive and time-consuming. Before investing any resources in new research it is essential to review available secondary data on a given issue. While some studies will be published in the public domain, invaluable data can often be found in the unpublished reports of local NGOs, the UN, international NGOs and universities.*
- *At times official reports may present a generalized picture of the situation, and hide certain critical facts. Cross checking all forms of information will help ensure genuineness of such pieces of information.*
- *Participants should be encouraged to get information for the above list (at the same time they must check and guard against overload of information and must double check the accuracy of the materials).*
- *Be selective in collecting relevant information, the important thing is not to use all your time just collecting information than using the time for analyzing them.*
- *Program staff's own knowledge and experience is a good resource for gathering information during situational analysis.*

Sources of Information – Tools

These tools are check lists of the source of information. They should be used as a guide and to verify that all sources have been accessed.

Tool 0.1 - Sources of Information: UN Committee on the Rights of the Child and UNICEF documentation, which includes:

Documentation	Y/N
☐ State party reports (outlining the government official assessment of child rights in the country and their plans to address violations).	
☐ Alternative reports (produced by NGO coalitions in the country, outlining their views on priority issues).	
☐ Records on the proceedings of the meetings between the UN Committee and the government representatives. List of issues.	
☐ Concluding observations made by the UN Committee (including their recommendations on priority actions)	
☐ End-decade review for the special session on children	
☐ State of the World of Children by UNICEF	
☐ National Plans of Action in the country	

Tool 0.2 - Sources of Information: Other Sources of Information Include:

Documentation	Y/N
☐ Country laws and policies, etc.	
☐ Statistics, research and reports produced by the government, the UN, universities, research institutes, and by international and local NGOs. (Amnesty, Human Rights Watch, Save the Children members, UNICEF and UNDP, local youth and women's organisations, etc.)	
☐ State party reports and concluding observations for other conventions such as CEDAW and CERD	
☐ Own research (this might be necessary in order to incorporate the views of boys and girls).	
☐ Research, analysis made by UN agencies, bi-lateral agencies, and NGOs, on the situation in country	
☐ Universities, research institutes, experts, policy makers, key individuals, etc.	
☐ Human Development Reports, Poverty Reduction Strategy Plans, etc.	
☐ Reports from boys and girl's consultations	
☐ Reports by Amnesty International, Human Rights Watch, etc.	
☐ Anthropological studies, etc.	
☐ Poverty reduction strategies	
☐ Media (newspaper, internet news, folk media, etc.)	
☐ Local sources	
☐ Project and Field reports of SC and other NGOs	

B. Information from Girls and Boys

When collecting information from and with children, it is important to use the Save the Children *Practice Standards for Participation*. At the core of Save the Children's commitment to the promotion and protection of children's rights is empowering and enabling girls and boys from various backgrounds to understand their rights and voice their opinion on issues that affect their lives. An equally important commitment is to develop confidence to report and discuss any rights violations. Such process of empowerment is demonstrated by the quality of children's participation in the decisions and processes affecting their lives. Empowerment and participation are like two sides of the same coin. Participation also has practical value in improving the

quality of programming as it helps enhance the efficiency, effectiveness and sustainability of projects and programs. Within Save the Children it is increasingly linked to establishing and strengthening children's citizenship and governance capacity to participate and influence issues related to policies and practice that affect their lives. Situation Analysis is the starting point for children's participation and resultant empowerment, and these approaches must be cross-cutting at each stage of the program cycle management. It is important to establish good precedent at the start of the project and integrate principles of participation and empowerment throughout the program cycle.

It is also important to understand what constitutes participation. There are well-identified different levels of participation, each one is important by itself but not sufficient unless there are clear indicators that the process has been empowering for the girls and boys and that they are able to influence the decision affecting their lives³:

- **Information Sharing:** Boys and Girls are told about what development programs will be implemented and how they may affect them and so they can decide on their level of involvement in it.
- **Consultation:** Girls and Boys are consulted on key issues and may provide vital feedback to project managers.
- **Decision-Making:** Boys and Girls are involved in the design and implementation of programs, and thus influence its development at every stage.
- **Initiating Action:** Girls and Boys organize themselves to take action in the face of a shared problem or area of interest, rather than responding to the initiative of outside agencies.

At times children may not have full capacity to participate and influence decisions affecting their lives. This may be either due to age factor or based on the principle that all children should enjoy childhood and must not be burdened with problems that adult duty bearers should address. In such cases duty bearers have a responsibility to act in the best interest of the child.

It is of imperative importance to ensure that duty bearers not only are accountable to children but also that they act responsibly and do not abuse their power by making decisions in the name of children that are not in their best interest. Additionally, the best interest principle requires such duty bearers to consider children's long-term development rather than just short-term solutions.

It is important to use previous research work done, including reflecting on previous Children's Consultations. Children's consultation documents can be used from previous consultations if relevant or the new consultation events could be organized with either existing children's groups or new groups if entering a new geographical area. Existing children's groups may be involved in facilitating the consultations with new groups. In such cases the consultations could seek insights into specific information not available from the previous consultations. It is important to use the *Save the Children Practice Standards for Participation* for consultations. Also, in SEAP a more specific guide to consultations was developed from the lessons learned leading up to the *UN General Assembly Special Session on Children* in May 2002 and piloted during the SEAP regional Consultation on the UN Study on Violence Against Children. These tools are called: *Minimum Standards for Consulting with Children* and *Operations Manual for the Minimum Standards for Consulting with Children*.

³ World Bank Participation Learning Group

Sources of Information – Tools

Follows is a tool to assist the review of conferences and meetings with Children. The guidelines are for general use and specific information areas can be adopted or discarded according to the needs of a specific situation.

Tool 0.3: Guideline to review Conferences, and meetings to Consult Children

Reviewing Pre-work	
Assess number of consultations that have taken place.	
What were the background preparations for these consultations?	
What kinds of background preparation information was given to children and how?	
Representation & Facilitation	
What were the children's backgrounds – age, sex, class, region, religion, ethnicity, and ability?	
Who were they representing? Who where they claiming to represent?	
What were the selection criteria for the consultations?	
Who facilitated these consultations? Adult or child facilitators?	
What methodology was used for facilitating children to express themselves?	
How did they ensure participation and expression of all children coming from various backgrounds – age, sex, class, region, religion, ethnicity, and ability?	
Were special measures taken to ensure under 10 children's (U10) opinion and views?	
Reviewing Outcomes of Meetings and Conferences to Consult Children	
What issues were raised by children coming from different age, sex, class, region, religion, ethnicity, ability, disabilities, especially girls and boys, and younger children?	
What were the key issues discussed and what was the final outcome and consensus?	
Are there common issues and recommendations across all the consultations? If yes what are they? Analyse from this information what rights have been denied or violated for that particular group of children?	
Priorities set by children and young people	
How was the prioritisation made - in separate groups of boys and girls – age specific groups, disable girls and boy's ground etc.?	
Final analysis of priorities set by children and young people	
Reviewing follow up on children's consultations (after the meetings and conferences what was done and how?)	
What follow up mechanisms were in place to take action on	

recommendations made by girls and boys? Both in relation to Government and SC.	
What actions were taken and by whom?	
How much were the children (and which children) involved on deciding on the actions?	
What has been the role of SC in the whole process?	
What has been the role of other NGOs and children organizations in the whole process?	
What mechanisms are in place for monitoring, evaluating and documenting the action taken? How much are children (and which children) involved in that?	

C Information from parents, caregivers and others charged with care and protection of children

Parents and caregivers/guardians often play significant roles in helping children to claim their rights. For instance a young child seeking admission to a school needs parental help in ensuring that the quality of education delivered at the school is adequate and the teacher uses non-discriminatory and appropriate teaching methods.

Sources of Information – Tools

Tool 0.4 - Sources of Information: from parents, caregivers and others charged with care and protection of children

Key Areas	Replies
What are the key problems that children in their community are facing? (distinguish between children of different ages, abilities, and gender)	
What have children told you about the problems they face?	
Are there some specific groups of children who are especially vulnerable?	
Are there any norms and practices in their society that might be harmful to children?	
What changing trends have they seen over a period of time for children? (both on the negative and positive side)	
What, in their view, are the capacities and motivational levels of the duty bearers with regard to fulfilling children's rights?	

1. Child Rights Fulfillment Analysis for Situation Analysis

Identification of Child Rights Issues

Child Rights Analysis helps in bringing a further focus to the gaps and problems being addressed by clearly identifying the issues and the specific rights being violated. When using an issues-based approach such as child labor, child sexual abuse, disability, gender based violence, children in conflict with law, etc., analysis should be undertaken of which rights are violated for which groups of children in relation to the areas in which the organization is planning to work or is already working.

The analytical framework should not just look for what is missing in terms of achieving children's rights but also should explore areas where some positive steps have been taken or where there has been substantial progress towards achievement of rights. While at the same time there might be areas where situation has become much worse than before for children in certain situations. It is important to explore:

As stated in the UN CRC preamble other human rights instruments as well as economic, cultural and social context have to be considered in analyzing rights violations of children. Subsequent steps should be followed by discussions with children's groups, adult groups, individuals or a desk-based analysis founded on other sources of information:

1. Identify the unfulfilled and violated rights on specified issues
2. Identify the specific CRC provisions (articles) having gaps or being violated
3. Identify the key relational articles from the CRC
4. Identify the incidence and severity (intensity) of gaps and violations, and then relate to the CRP principles of survival and development, best interests of children, non-discrimination, and participation.
5. Consider information from concluding observations, government reports, alternative reports and other information about the child rights situation in the country.
6. Identify the most disadvantaged groups of children whose rights are being violated and analyze what processes contribute to rights violations. As far as possible consider disaggregated information by sex, age, disability, ethnicity, religion, economic status, etc.
7. Follow up on the Child Rights Analysis and combine it with other analytical tools presented in this document.

Tools on Rights Violation Analysis

Following tool can help facilitate an analysis to identify the violations of rights and establishing links to the relevant article of the CRC - both specific articles and related articles.

Tool 1.1 General Guide Questions

- Which rights are a reality for children?
- Which issues are being considered for change and how will such change impact children?
- What positive changes have taken place in society that can help make positive progress towards achievement of children's rights?
- Which rights remain unfulfilled?
- What are the trends and prospects of the situation of girls and boys in the country?
- Is there awareness among children and their caregivers about their rights – what they can claim, how, when and where? Do they have forums where they can articulate their rights?
- Are there specific groups of children whose rights are not fulfilled, what is their identity? Where are they? What's their number?
- What are the constraints in achievement of these rights?
- Do the duty bearers have motivation, capacity and resources to work for positive changes?

Tool 1.2 - Rights Violation Analysis

Non-Fulfilment and Violations of rights on specified issues (specific or many may be in thematic areas, e.g., child labour, child sexual abuse, disability, children in conflict with law...) CRC Articles that directly or indirectly relate to the non-fulfilment or violation In which socio-economic contexts are the rights of children being violated? What are the profiles (age, gender, religion, ethnicity...) of the children whose rights are not being fulfilled or violated? Which groups have similar rights being violated or not fulfilled? Consider whether there are specific ethnic or minority groups whose rights are violated. What are the trends towards and prospects for action these groups?	
Incidence (how often and in how many places) and severity of gaps and violations <i>Strive to give both qualitative and quantitative information from recognized sources as this will strengthen the assessment</i>	
Sources of information utilized <i>(See Tools 0.1 - 0.4)</i>	

Analysis of child rights gaps and violations

- *Make the linkage between the various articles*
- *Highlight the importance of making the linkage (The CRC as a whole is equally applicable in developing programs and projects on above themes.)*
- *Reflect on the most disadvantaged groups and processes contributing to the non-fulfilment and violations*
- *Think of consequences in case some aspects are left out (e.g., protection against sexual abuse when left out thinking about the right to education)*
- *Include the CRP principles in the analysis:*
 - survival and development
 - best interests of the child
 - non-discrimination
 - participation
 - accountability

EXAMPLE: Children in 'Banai ' part of Dhaka using Tool 1.1

Non-Fulfilment and Violation of rights on specified issues

- Child domestic workers Dhaka
- poor employment conditions such as low wages, unsafe, violent and abusive work environment
- lack of access to development opportunities.

Specific Articles⁴ in CRC

32

Related Articles

2, 12, 31, 28, 29, 33, 34, 17, 35.....

Incidence (how often and in how many places) and severity of gaps and violations

Most often (60% of incidents reported) found in Banai part of Dhaka

Sources of information utilized

Focus group discussions with children; CRC report; Reports of CRW

Analysis of child rights violations

- *Child domestic workers in 'Xxxx' part of Dhaka are subjected to poor employment condition such as low wages, unsafe, violent and abusive work environment, and lack of access to development opportunities. Girls are more often found inside homes, boys work on gardens and lawns of the big houses. The situation has been getting worse and the future does not look to improve in the future.*
- *There are questions about whether the children and their care-givers know about the children's rights*
- *Seems that the lack of access to formal or non-formal education limits work options*
- *Children not able to organize themselves as employers keep the children on their properties*

⁴ Refer to the Guide to the Reporting Guidelines and the Eight Thematic Areas of CRC

2. Institutional Framework Analysis

For an effective CRSA, it is important to understand the context of the work - the legal and administrative structure of the government. This initial analysis and the understanding of the overall structure of the government system will feed into the later Responsibility Analysis.

The larger entities need careful analysis to ensure that we have examined their impact on our potential work. This information can also be used later, especially in relation to analysis of stakeholders and duty bearers.

Tool for Institutional Framework Analysis

Follows are general questions to start the institutional analysis.

Tool 2: Government Institutions and International Frameworks

Key question to consider while reviewing broad institutional commitment

- To which international human rights instruments is the country a State Party that could be used for the implementation of children's rights? (consider: CRC, CEDAW, CAT, CERD, etc.)?
- What obligations have been made by the state in relation to these?
- Which institutions are responsible for implementing these obligations?
- What coordination mechanisms are available within various institutions?
- Which monitoring mechanisms are in place?
- What are the specific focal points or how are the various mechanisms and activities of the institutions taken forward at various levels of community/political organization?
- Are statistics and information desegregated? (Gender, age, ability, etc)
- What resources have been allocated in order to implement these obligations?
- How much and what percentage of the overall budget has been allocated for the implementation of children's rights? What have been the trends in budget allocations and spending?
- How much have the views of children (girls and boys from various backgrounds) been incorporated when making commitments and allocating resources?
- What independent watchdog mechanisms, e.g., children's ombudsman, or other defense offices, are available for monitoring that commitments are fulfilled?
- What are the government policies, strategies, and action plans for children and children's rights?
- How are the government policies, strategies, and action plans for children coordinated and implemented?
- What is the relation between various layers of the governance structure (like local, sub-national and national) with specified capacities towards children?
- Describe what is being done in the country in relation to accountability, transparency, and efficiency of public institutions.

3. Analysis of Immediate and Root Causes

Investigation of Causes Analysis Tool

To develop appropriate responses towards fulfillment of children's rights it is important to analyze the situation from a rights perspective. This will clarify which rights are being denied/violated, and what the causes are. Here, two aspects are important: a study of immediate causes as well as an in-depth analysis to see the deep-rooted causes. For instance for a girl child who has never been to a school the immediate causes may lie in the family situation such as burden of household work but the root cause might be social and cultural norms related to women's subordination and patriarchal norms. Using the method of problem analysis the harmful aspects of a situation that children face in a given condition can be identified. This will help identify the violated rights that the state is obligated to fulfill. The immediate and root cause analysis once completed will present a comprehensive picture of causal factors which should be key factors to inform the interventions. During this analysis it is important to ask "Why and what causes certain situations" and therefore to identify the reasons. A series of Why's to each of the answers will help conduct an in-depth analysis. At the same time, it is crucial to see the links between different causes.

There are a few tools used in typical development work to do this analysis. They are not included in this document.

An additional aspect of immediate and root cause analysis is that of the five dimensions of change pioneered by Save the Children UK. The five dimensions are based on the child rights principles of equity, participation and accountability, and are applicable to all policy and program work. The 5 are:

- Changes in the lives of children and young people
- Changes in policy and practice affecting children's and young people's rights
- Changes in children's and young people's participation and active citizenship
- Changes in equity and non-discrimination of children and young people
- Changes in civil society and communities' capacity to support children's rights

More details of the specifics can be found in the annex (page 60).

Using these as filters to examine what the gaps and violations of rights strengthens the analysis process and the makes the analysis more thorough.

Tool for Causal Analysis

Follows is a tool to use when analyzing the underlying causes for a situation.

Tool 3 - Summarize The Immediate Causes And Corresponding Root Causes Of A Particular Situation Using the 5 Dimensions of Change.

	Lives of children and young people	Policies (laws/ regulations, etc) and practices affecting children's & young people's rights	Children & young people's participation & active citizen-ship	Equity and non-discrimination of children & young people	Civil societies & communities capacity to support children's rights
IMMEDIATE CAUSES					
ROOT CAUSES					
Analysis of Immediate and Roots Causes					
Establish the link between the immediate and root causes. Describe the inter-link between identified immediate and root causes Describe the most vital cause/causes Consider the dimensions and how gaps and violations in one, effect the others					

EXAMPLE, using Tool 3.1

CSA of children in ...	Lives of children and young people	Policies (laws/ regulations, etc) and practices affecting children's & young people's rights	Children & young people's participation & active citizen-ship	Equity and non-discrimination of children & young people	Civil societies & communities capacity to support children's rights
IMMEDIATE CAUSES	Adults' attitudes towards children, social taboos e.g. blaming the child Poverty, ignorance and low levels of education	Inappropriate laws and ineffective implementation	Parenting: low participation of children in families (parents do not listen to their children.)	Lack of appropriate sexuality education for children (life skills)	Denial/ignorance by adults on CSA
ROOT CAUSES	High prevalence of violence in society including violence against children	Law practice rooted in colonial & cultural discrimination	Lack of children's participation in society at large	Unequal sexual relations between male and females	Stereotype & gender socialization leading to society not understanding Child Rights
Analysis of Immediate and Roots Cause					
Establish the link between the immediate and roots causes. Describe the inter-link between identified immediate and root causes Describe the most vital cause/causes Consider the dimensions and how gaps and violations in one, effect the others The root causes are power-related which shows in treatment of the children and the parents' self-esteem. It affects the confidence and ability to participate. In addressing the power issue, it will be important to help parents participate and develop their capacity to support children's capacity to participate in society at large. This is negatively affected by the legal history and practice					

4. Power and Gender Analysis

Power and Gender Issues

Gender stereotyping is a systematic process that begins at birth and is continually shaped and modeled throughout life. Learning sex specific gender roles is a prominent feature of childhood. During the socialization process, children learn throughout their childhood that the amount/level of power that they can enjoy is very much based on the economic, social, cultural status that they possess. This sets roots for patterns of discrimination in the life of children. They learn who is powerful and who is not; who has higher status and who does not; who has almost guaranteed access to development opportunities and who does not; whose voice would be heard and whose not; who has access and control over resources that effect their lives and who does not; and whose rights are seen as important and whose are not.

For the realization of a just society and to enable all children to enjoy all their rights, it is important that they learn to recognize discriminatory social patterns and understand their negative implications that would mark a person's entire lifespan. For program staff it is important to understand the specific nature of discrimination to enable them to design appropriate interventions and adopt appropriate approaches. Moreover, it is important to understand that initially any deviation from social norms in the behavior of girls and boys is treated as questionable. However, one simply needs to look around to know that "change is possible". A few decades back so many girls never attended school. Change happened within the institutions of family, community and governance to enable them to go to school. While addressing this issue, it is also important to understand that this change has still not become reality in the lives of millions of girls. Though change in the lives of some helps set a precedent for others who are seeking similar change.

Culture and Change: Despite the fact that some cultural practices and traditions tend to reinforce discriminating stereotypes against women and children, most people are inclined to oppose change. When working on child rights issues, one must remember that culture is not a stagnant phenomenon. On the contrary, it adjusts overtime; producing change that can be both positive and negative.

Empowerment: Through a process of empowerment girls and boys can gain strength, confidence, and a purpose to work for their own positive change. A disenfranchised/right-less person is usually vulnerable to further violations of his or her rights. Personal empowerment, especially when combined with collective action, can provide an enabling environment to boys and girls for claiming their rights and address violations of their rights within the social and political institutions of family, community, state and the nation.

Power and Gender Analysis Tools

The following three areas must be addressed in this context:

- Situation/issue specific sex and diversity disaggregated data and information analyzed by gender, diversity, age group, rural-urban situation, working-non working children, etc. This might reveal for example differences between girls and boys – of various backgrounds - in school attendance, retention and achievements, difference between work burden at home and work place; access

to social infrastructures. This kind of information is important for planning and monitoring processes.

- Gender and diversity sensitive duty bearer analysis and participation – consultation process ensuring that the boys and girls, from various ages and backgrounds, perspectives, problems and priorities are recognized and addressed. Girls may be expected not to speak out publicly in many cultures, hence it is vital to provide them with friendly spaces to enable them to express their views. It is important to recognize that girls might have different needs from boys and also that girls in urban poor families may not necessarily represent the views and priorities of rural poor girls. It is also essential to recognize that not all girls and boys may have the same interests in the same location. Their choices might be determined on the basis of class, ethnicity, age, family composition, caste, and other factors. It is important not only to consult but also to involve both boys and girls in decision making, implementation and monitoring processes.
- Analysis of gender/diversity sensitivity and capacity of duty bearers – gender and diversity analytical information and disaggregated information concerning the capacity and skills of duty bearers to manage and implement policies and programs in a gender/diversity sensitive manner. Successful integration of gender equity components depends upon skills and commitment of implementers and those who control resources. Policy and project work will only be able to address gender issues appropriately if sufficient stakeholders (both primary and secondary) at different levels in the organization understand why gender equity is an issue and have the skills and commitment to bring a positive change in the lives of girls and boys.

Access and Control Tool

A useful tool of understanding issues related to power and discrimination is the Access and Control Tool in which:

- *Access* can be defined as resources to which people have access to fulfilling their needs such as access to land where people can farm, access to other employment opportunities, access to educational facilities, access to water resources etc. It is important to determine the level or degree of access, who can determine the level or degree of such access, and if there are any conditions attached to access.
- *Control* can be defined as situations where people can have a say in how resources are managed in addition to also being able to access them.

This tool can be applied in selected areas of work and adopted in any context. For example work on education can look at resources and benefits related to education such as books, time for studying at home, water and sanitation facilities in schools, distance of school, etc. The tool for analysis of access and control can also be used in relation to other issues on non-discrimination such as class, caste, disability, religion, etc. Other corresponding examples could be:

- people not just owning land but also being able to determine what seeds they will grow, what types of fertilizers they will apply, where they will sell their produce and at what prices;
- children being able to not just study in schools but also being able to determine that, school timings are suitable to their collective lifestyles, that their rights are not violated within the premises of school by anyone;

- all members in a rural community not just being able to access water for survival but owning their rightful share, determining its quality, able to access as per their need and when they need it.

Explanation of the Tools: Carried out in an issue-based framework, this concept emphasizes the importance of differentiating between access (for instance, being able to farm on someone else's land) and control (for instance owning that land and being able to decide how that land is used). Children and women may have access to key resources, but if they lack control, then they have little say when decisions need to be made or when resources are threatened. Similarly in working children's case, control over their own income lies in the hands of adult men and boys and girls access and control.

Tools for Power and Gender Analysis

The first matrix can be used to investigate general gender and power issues. The second is an example of a matrix focusing on an identified group of children (children with a disability).

Tool 4.1: Access and Control over Resources - Gender

Examples of Resources/ Services/ Benefits	Access				Control			
	Girls	Women	Boys	Men	Girls	Women	Boys	Men
Education								
Income								
Food								
Health Services								
Leisure & Play								
Time, etc.								

Groups of Children Identified In the Non-Fulfillment/Violations of Rights Analysis

This second matrix is to be used as a guide for power analysis but is open to be filled out for specific groups of children who may face non-fulfillment/violation of rights. Base this analysis on the groups identified in the first step, for example, children with disability is used in this example.

Tool 4.2: Access and Control over Resources – Children with Disability

Examples of Resources/ Services/ Benefits	Access				Control			
	Girls	Disabled girls	Boys	Disabled boys	Girls	Disabled girls	Boys	Disabled boys
Education								
Income								
Food								
Health Services								
Leisure & Play								

It is also important to summarize the power analysis in a single place, keeping both the disaggregated information and the summary at hand during the final documentation process.

Tool 4.3: Participation and decision-making

1. Reflect on participation in decision-making: What forms exist within your community, village, district, province, and region? What forms exist in the larger social context and in activities planned? (Consider politicians, officials, civil servants as well as non-formal leaders and power holders)
2. Who is involved? Who is least visible or least involved?
3. Who is in charge of the processes?
4. Who is in the 'power up' position (men, majority group, particular caste, class, ethnic group, etc.) and who is in a powerless position? (Women, girls, boys, minority groups, etc.)
5. Who has access to and who controls resources?
6. Who are the most influential and who controls the social, economic and political arenas or spaces?
7. What changes in power relations have taken place in the last ten years?
8. How do participatory processes contribute to changing power relations among girls/boys from different groups in the community?

Save the Children Gender Equity Policy Framework

The Gender Equity Policy provides the legitimacy within the organization for this analysis. The International Save the Children Alliance (SC Alliance) believes in social justice and challenges all forms of discrimination, especially those based on sex, age, social class, disability, HIV status, sexual preference, religion, race and ethnicity. Through its work with children, the Alliance has unique opportunities to transform social attitudes towards boys and girls, as well as gender relations among boys and girls for the next generation. The Alliance recognizes that the achievement of full and equal rights for girls will result from changes in social values, public policy and practice. The Alliance works to support both girls and boys to fulfill their potential and become active members of their societies. It recognizes the need to understand better the different needs of girls and boys, and to address those needs by directing resources through its program work in order to improve their positions in society.

The policy states that the SC Alliance will seek to ensure that girls are not discriminated against and have equal access as boys to adequate food, education, healthcare, shelter, leisure, emotional support and respect. It also promotes activities that enhance girls self esteem, their access to information and knowledge about their rights and their participation in activities and decisions that affect their lives. At the same time the SC Alliance recognizes that boys and girls have different socially defined gender roles and responsibilities and as a result will seek to be aware of these differences and design appropriate programs and advocacy work in order to respond to these needs. The SC Alliance will challenge all types of violence. The SC Alliance recognizes that gender issues vary between cultures and over time and will address issues of gender equity with great sensitivity in different cultural contexts. Equal partnership, respect and co-operation between the sexes are values that will be promoted throughout the work of the SC Alliance.

Gender guidelines form part of the child rights programming (CRP) framework. Addressing gender differences is vital to CRP, just as it is vital to address other differences such as age, disability, ethnicity, race, sexual preference, and HIV status.

5. Responsibility Analysis

The Responsibility Analysis started with the initial Budgetary, Administrative and Structural Analysis. From the initial analysis, leads toward accurately identifying key duty bearers and their responsibilities.

Responsibility Analysis

Identification of those who have responsibility or are accountable towards child rights is vital in order to develop appropriate responses to a problem area. This could be perceived in two ways, i.e. those who have responsibility for fulfilling rights of children and secondly, those who are responsible for child rights violations and denials. Very often those who are responsible for fulfilling rights are also those who violate children's rights. It's important to probe if there any negative actions that duty bearers might be taking that could potentially harm child rights.

Mechanisms for accountability can take a diverse range of forms from formal top down processes of consultations, children's groups to bottom up strategies such as:

- The tool for identifying duty bearers in relation to a particular identified right is quite useful in this context that also helps identify what their duties are, what actions they may or may not have taken to fulfil their duties and why it is important to work with a particular duty bearer. This tool can be supplemented with stakeholder analysis if needed. The later is for identification of the project's key stakeholders, an assessment of their interests and the ways in which these interests affect project risk levels and viability. It is linked to both institutional appraisals and social analysis; drawing on the information deriving from these approaches, but also contributing to the combining of such data in a single framework⁵. The key difference between duty bearer and stakeholder is that the former has an obligation to fulfil child rights while the later may or may not have an obligation to fulfil rights but may impact on a child's rights indirectly. For instance relevant government officials, parents and teachers are duty bearers and can be held accountable for their actions with children; stakeholder will be those people/groups who have interest in activities/events concerned with children and may benefit or loose due to that interest. For example consumers of child labour produce are not duty bearers but they stand to benefit from the cheap labour of the child and therefore have a stake in projects concerned with working children.

In an ideal situation both duty bearers and stakeholder analysis should involve participation of key duty bearers and stakeholders ensuring a balanced representation of interests and to help other duty bearer to develop a full understanding of the particular roles of certain duty bearers. This would enable the participants to be realistic and practical in their approach.

⁵ Guidance on Stakeholder Analysis, Department for International Development

A) Duty Bearer Analysis:

If children and young people are the holders of rights and have a legal entitlement that their rights are secured, then it is essential that those responsible for fulfilling these rights are identified and made accountable and responsive. Although governments are often seen to be the primary duty-bearers and indeed it is their responsibility to ensure that rights are secured, other adult members of society – both individuals and groups – are also duty-bearers. Children also have responsibilities – not violating other children's and adult's rights. This means that these individuals and groups have an active role to play in ensuring that the rights of the young people in their care are secured⁶. It is important that the duty bearer analysis takes place as early as possible during the project planning stage as this will enable proper identification of the issues and interventions.

Identification and Selection of Duty Bearers: This will mainly depend on the type of intervention being planned to achieve a set of objectives. The aim should be to identify and select the key duty bearers (after an in-depth analysis of all the potential duty bearers) who are responsible for bringing positive (expected changes as per project goals and objectives) changes in children's situation.

In order to identify and select key duty bearer(s) an objective assessment of the duty bearers needs to be done in relation to the level of impact they have on children's situation. The other aspects which could also be considered while selecting the duty bearers could be: what added value they will have on the overall children's situation; cost implications of their involvement (not vital if benefits are more); their (duty bearers) commitments; and possible obstacles which may arise due to their involvement in the project. The key duty bearers could be identified and selected by using a simple matrix/format described in this section. It is important to be very specific when selecting key duty bearers to work with.

The focus of analysis of duty bearers is identifying what they should be doing. Then identifying what are they doing well and what are the obstacles holding them back from meeting their responsibilities. The analysis can be grouped into three general arenas:

- Motivation/willingness
Does the duty-bearer/ stakeholder accept the responsibilities of position/role? Are they willing to take action on the responsibilities?
- Authority
Does the duty-bearer/ stakeholder have the authority to carry out their role?
- Resources
Does the duty-bearer have the necessary knowledge, skills, organizational, human and material resources?

Note: There is a need to be very specific when identifying the key duty bearers e.g. village governing body – who in the village governing body can make a difference in combating and taking action against child rights violations?

⁶ Child Rights Programming, A Handbook for International Save the Children Alliance Members, Save the Children, 2002

Why is it important to Work with duty bearers? While considering the selection of duty bearers one should look into the following aspects and on basis of those should make an objective assessment and selection of duty bearers:

- **Their Maximum Impact on Children's Situation** i.e. they will play an important role in bringing the expected changes in children's situation.
- **Less Risks Involved** i.e. we are certain that not big risks are involved and if for some reason the identified duty bearer is not able to play the required role, the project will not be too much affected.
- **Their Role is Clearly Identified/Defined** i.e. the duty bearers' roles have been identified clearly or defined due to their proximity with children or their responsibilities towards children in their job placements e.g. teachers, vaccinators, etc.
- **Added Value** i.e. their inclusion besides improving the situation of children in project context will also have positive influence on other duty bearers which are not identified or selected. For example, the involvement of religious leaders in a project, besides helping in achieving the objectives may also bring positive changes in other social, cultural and religious practices like girls' education, early marriages, etc.
- **Cost Effectiveness** i.e. their involvement will not be too expensive (in project context) as compared to other duty bearers.

Tools for Duty Bearer Analysis

Follows is a tool to assist in analyzing the roles and capacities of duty bearers and stakeholders. It can be used to identify and select those to focus interventions on.

Tool 5.1 Identification and Selection of Duty Bearers⁷

Duty-bearer/stakeholder (focus on influential) As defined in relation to the issue at hand and local situation	Role analysis Responsibilities and roles of each actor	Capacity analysis		
		Motivation/willingness Does the duty-bearer/ stakeholder accept their responsibility? If not, why not?	Authority Does the duty-bearer/ stakeholder have the authority to carry out their role? If not, why not?	Resources Does the duty-bearer have the knowledge, skills, organisational, human and material resources? If not, what's missing?
Immediate caregiver, e.g., parents				
Community, e.g., village leader				
Private sector, e.g., multinational company				
Civil society				
Local government, e.g., teachers, health workers				
National government, e.g., Ministry of Education, Ministry of Finance				
International community, e.g., UN agency, donor				

⁷ From pages 30-31, *Getting it Right for Children: A practitioner's guide to child rights programming*, Save the Children, 2007

Tool 5.1 Identification and Selection of Duty Bearers Example⁸

Duty-bearer/stakeholder (focus on influential) As defined in relation to the issue at hand and local situation	Role analysis Responsibilities and roles of each actor	Capacity analysis		
		Motivation/willingness Does the duty-bearer/ stakeholder accept their responsibility? If not, why not?	Authority Does the duty-bearer/ stakeholder have the authority to carry out their role? If not, why not?	Resources Does the duty-bearer have the knowledge, skills, organisational, human and material resources? If not, what's missing?
Immediate caregiver, e.g., parents	To protect children directly in care from abuse and exploitation	Cultural/religious taboos Gender/power relations Lack of access to information	Male decision-makers	Knowledge, prioritisation, limited livelihood options; weakened family base (HIV and AIDS)
Community, e.g., village leader	To protect children in the community from abuse and exploitation; assist carers in their responsibilities; create opportunities and listen to children	Cultural/religious taboos Gender/power relations Lack of access to information	Decision-making processes led by traditional few Prioritisation	Knowledge and skills No effective child protection mechanisms
Private sector, e.g., multinational company	To protect children directly in employment from abuse and exploitation	Motivation based on profit Responsibilities not widely accepted Role as a social actor not widely accepted	Authority – yes, but not willing Weak policy and legislative environment Access to prime duty-bearers	Knowledge Skills
Civil society	Support children and their carers to claim rights, hold State (and others) to account, demonstrate effective child protection approaches	Knowledge of child protection and children's rights	Limited recognition of role of civil society reflected in policy and legislative frameworks, funding patterns	Organisational capacity, knowledge, skills, political space; funding – donor prioritisation

⁸ From pages 32-33, *Getting it Right for Children: A practitioner's guide to child rights programming*, Save the Children, 2007

		Capacity analysis		
Local government, e.g., teachers, health workers	To protect all children directly from abuse and exploitation	Often motivated but frustrated by lack of resources, particularly poor terms and conditions. Political appointees; high turnover	Official authority with potential for abuse rather than in support of fulfilment of children's rights. Limited knowledge of obligations	Lack of effective technical capacity, financial resources, bureaucratic decision-making processes
National government, e.g., Ministry of Education, Ministry of Finance	To protect all children directly	Little demonstrated political will. Other priorities, particularly to fund ongoing conflict	Authority with lack of clarity of specific obligations to children; content and implications of UNCRC and other international instruments	Ministerial technical capacity weak, decision-making process dominated by President's cabinet – limited consultation and overall poor governance
International community, e.g., UN agency, donor	To assist the State in its responsibilities to children	Child protection high on the donor agenda	Ability to set State agenda – but competing priorities. Weak authority within PRSP implications.	Poor understanding of child protection and programming. Funding and monitoring mechanisms not adapted

6. Writing the CRSA

Consolidation Table for Situation Analysis

Further use of the following tool to support previous analysis of gender and power analysis can help determine precisely the ways towards realization of rights in terms of responsibilities. This tool helps undertake a combined analysis of several factors such as:

- What are the still unrealized/violated or denied rights of the child?
- What are the causes for the same?
- Who are the responsible actors/duty bearers?
- What is the reason/s for their inaction?
- What obstacles do they face? Information from secondary sources also can inform as to if these obstacles lie at the policy level or at a more practical level?
- Taking into consideration what actions can be taken to influence the duty bearers to be more responsive/accountable?

Tool for Consolidating information for the Situation Analysis

This tool will help in the final analysis before writing up the CRSA by bringing all the previous information and analysis into one place.

Tool 6.1: Consolidation Table of for Situation Analysis

Unrealised Rights	Causes	Responsible Actors Examples: -	Supportive Actions, Activities, other which need amplification	Reasons for Inaction	Obstacles	Actions to be taken/ways to overcome inaction/to make duty bearers responsive/accountable
	Immediate causes	Government • Local • Sub-national • National Family members Community Members NGOs/CBOs				
	Root Causes	Girls and boys International community Private sector & media				

There are also two checklists for guiding the report of the situation analysis. They are to be used as guides to ensure that all of the information available has been used and assembled. Actual report elements need to be written in the order that best suits the readers and audiences.

Tools for Writing the CRSA

Tool 6.2 (page 49) is for an overall situation analysis, Tool 6.3 (page 54) for the sector analysis. They are only found in the Annex.

Annex: Compilation of Tools on Child Rights Situation Analysis

Tool 0.1 - Sources of Information: UN Committee on the Rights of the Child and UNICEF documentation, which includes:

Documentation	Y/N
☐ State party reports (outlining the government official assessment of child rights in the country and their plans to address violations).	
☐ Alternative reports (produced by NGO coalitions in the country, outlining their views on priority issues).	
☐ Records on the proceedings of the meetings between the UN Committee and the government representatives. List of issues.	
☐ Concluding observations made by the UN Committee (including their recommendations on priority actions)	
☐ End-decade review for the special session on children	
☐ State of the World of Children by UNICEF	
☐ National Plans of Action in the country	

Tool 0.2 - Sources of Information: Other Sources of Information Include:

Documentation	Y/N
☐ Country laws and policies, etc.	
☐ Statistics, research and reports produced by the government, the UN, universities, research institutes, and by international and local NGOs. (Amnesty, Human Rights Watch, Save the Children members, UNICEF and UNDP, local youth and women's organisations, etc.)	
☐ State party reports and concluding observations for other conventions such as CEDAW and CERD	
☐ Own research (this might be necessary in order to incorporate the views of boys and girls).	
☐ Research, analysis made by UN agencies, bi-lateral agencies, and NGOs, on the situation in country	
☐ Universities, research institutes, experts, policy makers, key individuals, etc.	
☐ Human Development Reports, Poverty Reduction Strategy Plans, etc.	
☐ Reports from boys and girl's consultations	
☐ Reports by Amnesty International, Human Rights Watch, etc.	
☐ Anthropological studies, etc.	
☐ Poverty reduction strategies	
☐ Media (newspaper, internet news, folk media, etc.)	
☐ Local sources	
☐ Project and Field reports of SC and other NGOs	

Tool 0.3: Guideline to review Conferences, and meetings to Consult Children

Reviewing Pre-work	
Assess number of consultations that have taken place.	
What were the background preparations for these consultations?	
What kinds of background preparation information was given to children and how?	
Representation & Facilitation	
What were the children's backgrounds – age, sex, class, region, religion, ethnicity, and ability?	
Who were they representing? Who where they claiming to represent?	
What were the selection criteria for the consultations?	
Who facilitated these consultations? Adult or child facilitators?	
What methodology was used for facilitating children to express themselves?	
How did they ensure participation and expression of all children coming from various backgrounds – age, sex, class, region, religion, ethnicity, and ability?	
Were special measures taken to ensure under 10 children's (U10) opinion and views?	
Reviewing Outcomes of Meetings and Conferences to Consult Children	
What issues were raised by children coming from different age, sex, class, region, religion, ethnicity, ability, disabilities, especially girls and boys, and younger children?	
What were the key issues discussed and what was the final outcome and consensus?	
Are there common issues and recommendations across all the consultations? If yes what are they? Analyse from this information what rights have been denied or violated for that particular group of children?	
Priorities set by children and young people	
How was the prioritisation made - in separate groups of boys and girls – age specific groups, disable girls and boy's ground etc.?	
Final analysis of priorities set by children and young people	
Reviewing follow up on children's consultations (after the meetings and conferences what was done and how?)	
What follow up mechanisms were in place to take action on recommendations made by girls and boys? Both in relation to Government and SC.	
What actions where taken and by whom?	
How much were the children (and which children) involved on deciding on the actions?	

What has been the role of SC in the whole process?	
What has been the role of other NGOs and children organizations in the whole process?	
What mechanisms are in place for monitoring, evaluating and documenting the action taken? How much are children (and which children) involved in that?	

The above guidelines are for general use and specific information areas can be adopted or discarded according to the needs of a specific situation.

Tool 0.4 - Sources of Information: from parents, caregivers and others charged with care and protection of children

Key Areas	Replies
What are the key problems that children in their community are facing? (distinguish between children of different ages, abilities, and gender)	
What have children told you about the problems they face?	
Are there some specific groups of children who are especially vulnerable?	
Are there any norms and practices in their society that might be harmful to children?	
What changing trends have they seen over a period of time for children? (both on the negative and positive side)	
What, in their view, are the capacities and motivational levels of the duty bearers with regard to fulfilling children's rights?	

Tool 1.1 General Guide

- Which rights are reality for children?
- Which issues are being considered for change and how will that change impact children?
- What positive changes have taken place in society that can help make positive progress towards achievement of children's rights?
- Which rights remain unfulfilled?
- What are the trends and prospects of the situation of girls and boys in the country?
- Is there awareness among children and their caregivers about their rights – what they can claim, how, when and where? Do they have forums where they can articulate their rights?
- Are there specific groups of children whose rights are not fulfilled? What are their identities? Where are they? What is their number?
- What are the constraints in the achievement of these rights?
- Do the duty bearers have the capacity and resources to push for positive changes?

Tool 1.2 - Rights Violation Analysis

Non-Fulfilment and Violations of rights on specified issues (specific or many may be in thematic areas, e.g., child labour, child sexual abuse, disability, children in conflict with law...) CRC Articles that directly or indirectly relate to the non-fulfilment or violation In which socio-economic contexts are the rights of children being violated? What are the profiles (age, gender, religion, ethnicity...) of the children whose rights are not being fulfilled or violated? Which groups have similar rights being violated or not fulfilled? Consider whether there are specific ethnic or minority groups whose rights are violated. What are the trends towards and prospects for action these groups?	
Incidence (how often and in how many places) and severity of gaps and violations <i>Strive to give both qualitative and quantitative information from recognized sources as this will strengthen the assessment</i>	
Sources of information utilized (See Tools 0.1 - 0.4)	
Analysis of child rights gaps and violations - <i>Make the lineage between the various articles</i> - <i>Highlight the importance of making the linkage (The CRC as a whole is equally applicable in developing programs and projects on above themes.)</i> - <i>Reflect on the most disadvantaged groups and processes contributing to the non-fulfilment and violations</i> - <i>Think of consequences in case some aspects are left out (e.g., protection against sexual abuse when left out thinking about the right to education)</i> - <i>Include the CRP principles in the analysis:</i> - survival and development - best interests of the child - non-discrimination - participation - accountability	

Tool 2: Government Institutions and International Frameworks

Key question to consider while reviewing broad institutional commitment

- To which international human rights instruments is the country a State Party that could be used for the implementation of children's rights? (consider: CRC, CEDAW, CAT, CERD, etc.)?
- What obligations have been made by the state in relation to these?
- Which institutions are responsible for implementing these obligations?
- What coordination mechanisms are available within various institutions?
- Which monitoring mechanisms are in place?
- What are the specific focal points or how are the various mechanisms and activities of the institutions taken forward at various levels of community/political organization?
- Are statistics and information desegregated? (Gender, age, ability, etc)
- What resources have been allocated in order to implement these obligations?
- How much and what percentage of the overall budget has been allocated for the implementation of children's rights? What have been the trends in budget allocations and spending?
- How much have the views of children (girls and boys from various backgrounds) been incorporated when making commitments and allocating resources?
- What independent watchdog mechanisms, e.g., children's ombudsman, or other defense offices, are available for monitoring that commitments are fulfilled?
- What are the government policies, strategies, and action plans for children and children's rights?
- How are the government policies, strategies, and action plans for children coordinated and implemented?
- What is the relation between various layers of the governance structure (like local, sub-national and national) with specified capacities towards children?
- Describe what is being done in the country in relation to accountability, transparency, and efficiency of public institutions.

Causality Analysis Tools

Tool 3 - Summarize The Immediate Causes And Corresponding Root Causes Of A Particular Situation Using the 5 Dimensions of Change.

	Lives of children and young people	Policies (laws/ regulations, etc) and practices affecting children's & young people's rights	Children & young people's participation & active citizen-ship	Equity and non-discrimination of children & young people	Civil societies & communities capacity to support children's rights
IMMEDIATE CAUSES					
ROOT CAUSES					
Analysis of Immediate and Roots Cause Analysis Establish the link between the immediate and roots causes. Describe the inter-link between identified immediate and root causes Describe the most vital cause/causes Consider the dimensions and how gaps and violations in one, effect the others					

Tool 4.1: Access and Control over Resources - Gender

Examples of Resources/ Services/ Benefits	Access				Control			
	Girls	Women	Boys	Men	Girls	Women	Boys	Men
Education								
Income								
Food								
Health Services								
Leisure & Play								
Time, Etc.								

Tool 4.2: Access and Control over Resources - Groups of Children Identified In the Non-Fulfillment/Violations of Rights Analysis

Examples of Resources/ Services/ Benefits	Access				Control			
	Girls		Boys		Girls		Boys	
Education								
Income								
Food								
Health Services								
Leisure & Play								

Tool 4.3: Participation and decision-making

1. Reflect on participation in decision-making: What forms exist within your community, village, district, province, and region? What forms exist in the larger social context and in activities planned? (Consider politicians, officials, civil servants as well as non-formal leaders and power holders)
2. Who is involved? Who is least visible or least involved?
3. Who is in charge of the processes?
4. Who is in the 'power up' position (men, majority group, particular caste, class, ethnic group, etc.) and who is in a powerless position? (Women, girls, boys, minority groups, etc.)
5. Who has access to and who controls resources?
6. Who are the most influential and who controls the social, economic and political arenas or spaces?
7. What changes in power relations have taken place in the last ten years?
8. How do participatory processes contribute to changing power relations among girls/boys from different groups in the community?

Tool 5.1 Identification and Selection of Duty Bearers⁹

Duty-bearer/stakeholder (focus on influential) As defined in relation to the issue at hand and local situation	Role analysis Responsibilities and roles of each actor	Capacity analysis		
		Motivation/willingness Does the duty-bearer/ stakeholder accept their responsibility? If not, why not?	Authority Does the duty-bearer/ stakeholder have the authority to carry out their role? If not, why not?	Resources Does the duty-bearer have the knowledge, skills, organisational, human and material resources? If not, what's missing?
Immediate caregiver, e.g., parents				
Community, e.g., village leader				
Private sector, e.g., multinational company				
Civil society				
Local government, e.g., teachers, health workers				
National government, e.g., Ministry of Education, Ministry of Finance				
International community, e.g., UN agency, donor				

⁹ From pages 30-31, *Getting it Right for Children: A practitioner's guide to child rights programming*, Save the Children, 2007

Tools for Writing the CRSA

Tool 6.1: Consolidation Table of for Situation Analysis

Unrealised Rights	Causes	Responsible Actors Examples: -	Supportive Actions, Activities, other which need amplification	Reasons for Inaction	Obstacles	Actions to be taken/ways to overcome inaction/to make duty bearers responsive/accountable
	Immediate causes	Government • Local • Sub-national • National Family members Community Members NGOs/CBOs				
	Root Causes	Girls and boys International community Private sector & media				

6.2 Summary Checklist for Compiling the Child Rights Situation Analysis - GENERAL

		Pages
A. Description		
1.	A short description of the overall social, economical, cultural and political situation linking to the situation of girls and boys in (country) and map trends and foreseen prospects.	
2.	A short description of the cultural context (s), traditional values, practices and perceptions towards girls and boys. (For example in relation to age of maturity, child development, gender socialization, sexuality, marriage, child work, etc.) ▪ Describe child rearing practices and harmful traditional practices that exist. ▪ Which are the capacities and support structures that exists at various levels to protect children? ▪ Which changes have taken place and are foreseen to take place in the near future? ▪ Disaggregate sex, age, disability, ethnicity, religion, and economic status.	
3.	A concise description of the legal framework and the current political system and policies linking to the situation of children in the region. ▪ What policies directly or indirectly affect child rights? ▪ What policies benefit/improve child rights issues? ▪ Are there any political ideas or traditions relevant to the development or deterioration of child rights?	
B. Budgetary/Administrative/Structural Analysis		
4.	A short description of the legal framework and the political system/policies in relation to children and children's rights will be included.	
5.	A short description of relevant laws and its implementations.	
6.	Analysis of budget allocation and use of resources and implementation of child rights. Analysis of increase or decrease of budget allocation on implementation of children rights.	
7.	Analysis of functioning of administration (the relation between various layers of the governance structure like local, sub-national and national) with specified capacities.	

8.	Where do the key responsibilities lie? Analysis of their coordination, cooperation, capacity and activities of various bodies involved in implementation of children's rights, including cooperation and relation with civil society.	
9.	Description of accountability, transparency, and efficiency of public institutions	
10.	Mapping of independent reporting mechanism and ombudsperson	
C. Child Rights Violation Analysis		
11.	A description of which rights are violated for which groups of children in relation to the areas in which the organisation is planning to work (or is already working) ▪ Specific article(s) violated ▪ Key relational articles	
12.	Incidence and severity (intensity) of violations and relate to the 4 CRP principles (ensure accuracy of source of information with reference)	
13.	Identify the most exposed groups of children or those mainly at risk of having their rights violated and describe how their rights are violated and make them visible in the analysis.	
D. Immediate and Underlying Causality Analysis		
14.	A detail description on immediate causes (laws, policies, lack of child participation, gender disparities, etc.)	
15.	A detail description on underlying causes (power relations, patriarchy, norms and values on participation, etc.)	
16.	Analysis of inter-links between the immediate and underlying causes	
E. Power and Gender Analysis		
17.	General power relations in the family and overall society (disaggregate by age, sex, disability, etc.)	
18.	Describe how power is distributed in the community, who has control over resources and decision making (money, labor, food, time, leisure, schooling, etc.)	

19.	Describe which needs of whom need to be prioritized – which groups of children are excluded and discriminated against.	
F. Responsibility Analysis		
20.	Identify duty bearers at different levels: family, community, local, sub national, national, regional and international	
21.	Prioritize the most relevant and effective duty bearers and explain why	
22.	Be specific while describing the duty bearers, person or institutions; for example (government – planning ministry, under secretary, etc.)	
23.	Describe key actors/duty bearers and their actions or inactions	
24.	Describe obstacle and reasons for inactions of key actors/ duty bearers	
25.	Describe what others actors/duty bearers are doing (other NGOs, private sector, media, etc.)	
26.	Analysis of governments commitments made at national, regional (SAARC) and international forums	
G. Decentralisation – Note that this may be appropriate in only some country contexts		
27.	Has decentralization relevant for the sector/the area taken place? Decentralization entails that within the country, political, economic and/or administrative power is transferred from the central level to regional and/or local level.	
28.	To which level(s) have powers been transferred? Which powers have been transferred (decision-making, financing, administration)?	
29.	Has the decentralization opened up space for local-level participation, including children's participation? Describe how.	
H. Legal and Political Framework		
30.	Relevant laws, their contents and possible limitations in relation to the Convention on the Rights of the Child?	
31.	Implementation of relevant laws and possible shortcomings?	

32.	Government policies, strategies and action plans that are relevant for the sector/the planned work in the area?	
33.	Separate between responsibilities of national level authorities, regional and local decision-making bodies and institutions.	
34.	Implementation of these policies, strategies and action plans?	
35.	Is there a national child rights ombudsperson? Describe role and functions.	
36.	Is there a local child rights ombudsperson or other defense office to which children and their families can turn when their rights are violated? If yes, describe.	
<i>I. Economic and Budget Analysis</i>		
37.	Budget allocations and actual spending from national, regional and local level on the sector/the area.	
38.	Trends in budget allocations and spending over the last years.	
39.	Other types of resource mobilization (e.g. from donors)	
<i>J. Civil Society</i>		
40.	Actors within the sector/area? Brief description of what the civil society actors do. (This can be done separately in a more comprehensive actors' analysis or can be left aside for the time being if relevant partner(s) have already been identified. (In that case, describe only what the identified partner is doing.)	
41.	Type of civil society actors within the sector/area. (Mainly membership-based organizations or intermediary agencies? Service providers, advocacy organizations, organizations working with empowerment? How well embedded ¹⁰ are civil society organizations in the society?)	
42.	Relationship between state actors and civil society (ranging from non-acceptance from the state to active state promotion of autonomous organizations)	
43.	Cooperation between the state and civil society actors in relation to the sector/area.	

¹⁰ Seen as important, respected.

K. Analysis of Children and Young People's Recommendations

44.	Analysis of the outcome of the meetings and conferences with children (from various backgrounds: sex, age, disability, ethnicity, religion, economic status, etc.) ❑ What issues were raised by children coming from different age, sex, class, region, religion, ethnicity, ability especially girls and boys, disabilities and younger children? ❑ What were the key issues discussed and what was the final outcome? ❑ Are there common issues and recommendations in all the consultations? If yes, what are they? ❑ How were the prioritization made- in separate groups of boys and girls – age specific groups, disable girls and boy's ground etc.? ❑ Analysis of priorities set by children and young people	
45.	If no meetings or conferences to consult children were held, then - organize a meaningful consultation on the problems that the project wants to address with children and young people.	

6.3 Summary Checklist for Compiling the Child Rights Situation Analysis at Sector Level

		Pages
A. Description		
1.	Describe economic, political, social and cultural issues that affect the lives of the children in a given geographical area. Disaggregate sex, age, disability, ethnicity, religion, and economic status.	
2.	A short description of the specific cultural context that is affecting the specific group of children and the capacities of the support structure of those that are in place. Which changes have taken place and are foreseen to take place in the near future?	
B. Budgetary/Administrative/Structural Analysis		
3.	- Describe the local governmental structure. Does it have any decision making power? - What resources has it got from the central and local level? - Are children's issues part of their activities, or not?	
4.	- Describe the role of local administration in protecting the rights of the children. - How the NGO coordination committee is functioning, especially in relation to children's issues? - What are the roles of civil society?	
5.	Is there any space for people's participation?	
C. Child Rights Violation Analysis		
6.	A brief description of which rights are violated for the specific group of girls and boys (from various backgrounds: age, sex, disability, ethnicity, etc.).	
7.	Incidence and severity (intensity) of violations and relate to the 4 CRP principles (ensure accuracy of source of information with reference)	

D. Immediate and Underlying Causality Analysis		
8.	Which are the immediate causes of children's rights violations?	
9.	Describe the underlying causes (e.g. power relations)	
10.	Analysis of inter-links between the immediate and underlying causes	
E. Power and Gender Analysis		
11.	Are there any specific power relations that are affecting the lives of the children?	
12.	Describe how power is distributed in the community, who control over resources and decision-making (money, labor, food, time, leisure, schooling etc).	
13.	Which groups of children (from various backgrounds: age, sex, disability, ethnicity, etc.) are excluded and discriminated?	
F. Responsibility Analysis		
14.	Identify duty bearers and their actions or inactions at different levels: family, community, local sub national, national, regional and international.	
15.	Prioritize the most relevant and effective duty bearers and explain why.	
16.	Describe obstacle and reasons for inactions of key actors/ duty bearers.	
17.	Describe what others actors are doing (other NGOs, media, etc.).	
18.	Analysis of governments commitments made at national, regional (SAARC) and international forums	
G. Decentralisation – Note that this may be appropriate in only some country contexts		
19.	Decentralization entails transfer of political, economic and/or administrative power within the country from the central to regional and/or local levels. Has such a decentralization that is relevant for the sector/the area taken place?	

20.	To which level(s) have powers been transferred? Which powers have been transferred (decision-making, financing, administration)?	
21.	Has the decentralization opened up space for local-level participation, including children's participation? Describe how.	
<i>H. Legal and Political Framework</i>		
22.	Relevant laws, their contents and possible limitations in relation to the Convention on the Rights of the Child?	
23.	Implementation of relevant laws and possible shortcomings?	
24.	Government policies, strategies and action plans that are relevant for the sector/the planned work in the area?	
25.	Separate between responsibilities of national level authorities, regional and local decision-making bodies and institutions.	
26.	Implementation of these policies, strategies and action plans?	
27.	Is there a national child rights ombudsperson? Describe role and functions.	
28.	Is there a local child rights ombudsperson or other defense office to which children and their families can turn when their rights are violated? If yes, describe.	
<i>I. Economic and Budget Analysis</i>		
29.	Budget allocations and actual spending from national, regional and local level on the sector/the area.	
30.	Trends in budget allocations and spending over the last years.	
31.	Other types of resource mobilization (e.g. from donors)	

J. Civil Society		
32.	Actors within the sector/area? Brief description of what the civil society actors do. (This can be done separately in a more comprehensive actors' analysis or can be left aside for the time being if relevant partner(s) have already been identified. In that case, describe only what the identified partner is doing.)	
33.	Type of civil society actors within the sector/the area. (Mainly membership-based organizations or intermediary agencies? Service providers, advocacy organizations, organizations working on empowerment? How well embedded ¹¹ are the civil society organizations in the society?)	
34.	Relationship between state actors and civil society (ranging from non-acceptance from the state to active state promotion of autonomous organizations)	
35.	Cooperation between the state and civil society actors in relation to the sector/area.	
K. Analysis of Children and Young People's Recommendations		
36.	Analysis of the outcome of the meetings and conferences with children (from various backgrounds: sex, age, disability, ethnicity, religion, economic status, etc.) ❑ What issues were raised by children coming from different age, sex, class, region, religion, ethnicity, ability especially girls and boys, disabilities and younger children? ❑ What were the key issues discussed and what was the final outcome? ❑ Are there common issues and recommendations in all the consultations? If yes, what are they? ❑ How were the prioritization made- in separate groups of boys and girls – age specific groups, disable girls and boy's ground etc.? ❑ Analysis of priorities set by children and young people	
37.	If no meetings or conferences to consult children were held, then - organize a meaningful consultation on the problems that the project wants to address with children and young people.	

¹¹ Seen as important, respected

Other Annexes

Guide to the reporting guidelines and the eight thematic areas of CRC¹²

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

The Committee’s Guidelines for Periodic Reports, drafted in 1996, demand a critical analysis by States of the further progress they have made towards full implementation.

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

I. General Measures of Implementation

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

II. Definition of the Child

Article 1.

III. General Principles

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

IV. Civil Rights and Freedoms

- Article 7: right to name, nationality and to know and be cared for by parents;
- Article 8: preservation of child’s identity;
- Article 13: freedom of expression;
- Article 14: freedom of thought, conscience and religion;
- Article 15: freedom of association and peaceful assembly;
- Article 16: protection of privacy;
- Article 17: child’s access to information, and role of mass media;
- Article 37(a): right not to be subjected to torture or other cruel, inhuman or degrading treatment or punishment.

¹² *Child Rights Programming, How to Apply Rights Based Approaches in Programming: A Handbook for International Save the Children Alliance Members*, Save the Children, 2002

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

V. Family Environment and Alternative Care

- Article 5: parental guidance and child's evolving capacities;
- Article 18(1) and (2): parental responsibilities and state's assistance;
- Article 9: separation from parents;
- Article 10: family reunification;
- Article 11: illicit transfer and non-return;
- Article 27(4): recovery of maintenance for the child;
- Article 20: children deprived of their family environment;
- Article 21: adoption;
- Article 25: periodic review of placement and treatment;
- Article 19: protection from all forms of violence;
- Article 39: rehabilitation and reintegration of victims of violence (see also VIII below).

VI. Basic Health and Welfare

- Article 6: right to life, survival and development (see also, II above);
- Article 18(3): support for working parents;
- Article 23: rights of disabled children;
- Article 24: right to health and health services;
- Article 26: right to social security;
- Article 27(1)-(3): right to adequate standard of living.

VII. Education, Leisure and Cultural Activities

- Article 28: right to education;
- Article 29: aims of education;
- Article 31: right to leisure, play, and participation in cultural and artistic activities.

VIII. Special Protection Measures

A. Children in Situations of Emergency

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

B. Children Involved with the System of Administration of Juvenile Justice

- Article 40: administration of juvenile justice;
- Article 37(a) prohibition of capital punishment and life imprisonment;
- Article 37(b)-(d): restriction of liberty;
- Article 39: rehabilitation and reintegration of child victims (see also V above).

C. Children in Situations of Exploitation

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

D. Children Belonging to a Minority or an Indigenous Group

- Article

30.

Dimensions of Change¹³

Dimensions of change were first introduced by International NGOs in response to the need to summarise impact over many different programs covering different thematic areas in different locations. The dimensions define broad areas, in which change is anticipated, whatever the nature of the intervention.

SC UK was the first SC Alliance member to adopt dimensions of change. SC UK defined five dimensions. These were based on the four general principles of the UN CRC (survival and development, participation, non-discrimination and the best interests of the child) and the three CRP principles of equity, accountability and participation. Dimensions of change are central in determining what types of change Child Rights Programming based organizations value as a child rights organization, and therefore what it seeks to evaluate.

- 1. Changes in the lives of children.** Change in this area could include which rights are being better fulfilled, and which rights are no longer being violated. Changes could relate both to the number of children affected, and the ways in which their lives have changed – which could be considered as the ultimate impact on children.
- 2. Changes in policies and practice affecting children's rights.** This could include changes in policy (e.g. new legislation or changes in existing legislation), changes in the way that policies are implemented, and changes in attitudes and beliefs of government staff concerning the respect for, fulfillment of and protection of children's rights.
- 3. Changes in children's and young people's participation and active citizenship.** This is often divided into two areas. The first would concern children's ability to influence the design and implementation of your own programs. The second would include children's ability to influence issues beyond the program level (e.g. increased recognition of children in public debates).
- 4. Changes in equity and non-discrimination of children.** A central feature of a child rights approach is that rights apply to all children, and it is the responsibility of an organization working for child rights to see that its own work reflects that. Any benefits or services should apply across different categories of children, including marginalized children, both within your own programs and within wider policies and programs.
- 5. Changes in the capacity of civil society and communities to support children's rights.** Change here would include whether organizations and communities are more active in demanding child rights and whether community groups and individuals are more aware of violations of children's rights, and are able to identify duty bearers and hold them accountable. The improved capacity of partners to support child rights would be included under this dimension.

The ultimate aim of Child Rights Programming work is to contribute to the realization of children's rights, which would be reflected in positive and lasting changes in the lives of the children (the first dimension). All work resulting in changes under the other four dimensions should ultimately contribute to changes in the fulfillment of the rights of boys and girls.

¹³ Edited from *Planning, Monitoring and Evaluation System in the Overseas Regions*, User Guidelines (Draft), Save the Children Sweden, February 25th, 2008

Glossary (Adapted From UNDP HDR 2000)

Capacities In general if duty bearers are not meeting their responsibilities that failure will be due to some underlying and identifiable constraint or lack of capacity. The three sorts of capacities required are: Motivation – the duty bearer accepts responsibility for the satisfaction of those claims by the rights holders. Authority – State and society recognise that the duty bearer has that responsibility and have afforded the duty bearer with the authority to act. That authority may include legal, moral, spiritual or cultural responsibility. It may extend to mechanisms that provide motivation to Act. Resources – the duty bearer has access to and control over sufficient resources to satisfy those claims (Human – existence of adequate skills, motivation, willpower, knowledge, experience, time, commitment etc; Economic – Land, natural resources, means of production, (tools, equipment,), technology, income, credit etc; Organisational – Existence of institutions, administration structures etc.

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

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

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

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

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

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

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

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

Indivisibility Human rights are indivisible in two senses. First, there is no hierarchy among different kinds of rights. Civil, political, economic, social and cultural rights are all equally necessary for a life of dignity. Second, some rights cannot be suppressed in order to promote others. Civil and political rights may not be violated to promote economic, social and cultural rights. Nor can economic, social and cultural rights be suppressed to promote civil and political rights.

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

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

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

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

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

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

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

Acronyms and Abbreviations

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

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