

Promoting Rights-Based Approaches

Experiences and Ideas from Asia and the Pacific

Joachim Theis

Save the Children fights for children's rights.

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

Save the children works for:

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

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**To my daughters Jemana and Amina,
who know their rights and bring out the child in me**

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Preface

What is a rights-based approach? What is the added value of a rights-based programme? How can rights-based programming be translated into practical tools for planning, monitoring and evaluating projects and programmes? These are some of the questions Save the Children and other rights-based organisations have been asking themselves in recent years.

This book draws on Save the Children's experiences with rights-based approaches in East and South-East Asia and to some extent on work in South Asia and the Pacific. Save the Children has promoted rights-based approaches through training workshops, programme reviews, discussions, documents and practical programme experimentation. All of this work is based on a firm commitment to human rights and the fundamental principles of universality, indivisibility, accountability and participation.

Developing rights-based approaches has been a journey of discovery: exploring new ideas, challenging established beliefs and ways of working and searching for solutions beyond the boundaries of conventional development and human rights work. It has been an intensive process of experimentation, questioning and learning. While there is broad consensus on the foundations of a rights-based approach, there are no blueprints for how an organisation should become rights-based. Every organisation has to do its own analysis of what a rights-based approach implies for its programme areas and for the social, political and cultural context in which the agency works.

Child Rights Programming (CRP) is Save the Children's own label for a rights-based approach (RBA) with a specific emphasis on children and their rights. For the purpose of this collection of articles, the term rights-based approach (rather than CRP) has been used. There are several reasons for this choice of label. To a large extent, CRP and RBA share common principles. The theory and practice of CRP has benefited greatly from the conceptual advances and practical experiences in the broader field of rights-based approaches. At the same time, there is much that child rights organisations can contribute to the broader discourse on rights-based approaches. Using RBA rather than CRP ensures that this book reaches audiences beyond the small circle of child rights agencies and advocates.

Working with children and for their rights has, to a large extent, remained the domain of child welfare and child rights organisations. While no development or human rights agency can afford to ignore gender issues, many continue to leave children's issues to child-focused organisations. Children and child rights should be concerns for all agencies and departments, not just child-focused organisations. Child rights agencies, such as Save the Children, have a mandate and an obligation to mainstream children's rights and children's participation and share their unique experiences with the wider development and human rights communities.

In this publication, Save the Children Sweden presents a number of articles on how a rights-based approach can be applied in some areas of practical work. We hope that this will be a source of inspiration and action for others.

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Joachim Theis
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Acronyms and Abbreviations

ADB	Asian Development Bank
AIDS	Acquired Immune-Deficiency Syndrome
ARRC	Asian Regional Resource Centre for Human Rights Education
ARV	Anti-Retroviral
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
CERD	Committee on the Elimination of Racial Discrimination
CESR	Centre for Economic and Social Rights
CFD	Child Friendly District
CIDA	Canadian International Development Agency
CPFC	Committee of Population, Family and Children
CRC	Convention on the Rights of the Child
CRIN	Child Rights Information Network
CRP	Child Rights Programming
CSID	Centre for Services and Information on Disability
CWA	Child Workers in Asia
CWC	Concerned for Working Children
DAC	Development Assistance Committee
DANIDA	Danish International Development Agency
DFID	Department for International Development
ESCR	Economic, Social and Cultural Rights
GIM	Global Impact Monitoring
HDR	Human Development Report (UNDP)
HIV	Human Immuno-deficiency Virus
HRBAP	Human Rights-Based Approach to Programming
HRD	Human Resource Development
HURIST	Human Rights Strengthening
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 and Social and Cultural Rights
ICRC	International Committee of the Red Cross
IDP	Internally Displaced Person
IDS	Institute of Development Studies
IEC	Information, Education and Communication
ILO	International Labour Organisation
IMF	International Monetary Fund
INEE	Inter-Agency for Education in Emergencies
LDC	Least-Developed Country
MENA	Middle East and North Africa

MKSS	Mazdoor Kisan Shakti Sangathan (Association for the Empowerment of Workers and Farmers)
MSF	Médecins Sans Frontières
MTCT	Mother-to-Child Transmission (of HIV infection)
NGO	Non-Government Organisation
NORAD	Norwegian Agency for Development Cooperation
NPA	National Plan of Action
ODI	Overseas Development Institute
OECD	Organisation for Economic Cooperation and Development
OHCHR	Office of the High Commissioner for Human Rights
PRSP	Poverty Reduction Strategy Paper
RBA	Rights-Based Approach
RBP	Rights-Based Programming
SARS	Sudden Acute Respiratory Syndrome
SC	Save the Children
SCA	Save the Children Australia
SCD	Save the Children Denmark
SCN	Save the Children Norway
SCS	Save the Children Sweden
SCUK	Save the Children United Kingdom
SCUS	Save the Children United States of America
SEAP	South-East Asia Pacific
SIDA	Swedish International Development Agency
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNIFEM	United Nations Development Fund for Women
UXO	Unexploded Ordnance
VCT	Voluntary Counselling and Testing
WDR	World Development Report (World Bank)
WFP	World Food Programme
WHO	World Health Organization
WTO	World Trade Organization

Introduction

A human rights approach to development reinforces the need to tackle the fundamental causes of poverty, injustice and exploitation. It requires renewed and concerted efforts to solve the social and economic problems that prevent the realisation of human rights.

A rights-based approach challenges many of the assumptions and established ways of working of development organisations. Rights-based organisations have to be ambitious and willing to address power relations at all levels of society. Persuading rich and powerful people, institutions and countries to share their power and wealth requires long-term strategies, collaboration between many agencies and departments and the mobilisation of people to demand their rights.

Development organisations have made rapid progress in their understanding and practical application of rights-based approaches (RBA). What started in the late 1990s with a few tentative publications on human rights-based programming has rapidly turned into a global RBA industry. At the same time, every conceptual breakthrough and practical achievement in rights-based programming raises new challenges and obstacles.

Much is being written about rights-based approaches and the field is becoming increasingly specialised and diverse. It is no longer possible to keep up with the large volume of papers that are being produced on one aspect or another of rights-based programming. Much of what has been published is theoretical rather than practical. This reflects a need to establish conceptual clarity before rushing ahead with the implementation of untested ideas. Many of the early writings about rights-based approaches are now out-of-date, swept away by clearer thinking, new ideas and more effective practice.

This book is a collection of experiences in promoting rights-based approaches among NGOs and partner organisations in Asia and the Pacific between 2000 and 2004. It has been written mainly by Save the Children staff working on programme planning, implementation, monitoring and evaluation, policy development and capacity-building.

This book has been written primarily for staff working for NGOs and their partners, United Nations organisations, donors and governments. The book addresses a variety of issues and most readers will choose specific chapters rather than reading the book cover to cover. In order for chapters to be read on their own, a certain amount of repetition has been inevitable. The book has four main parts:

Part One: Rights-Based Programming – An Evolving Approach provides a general overview of rights-based approaches and their history. This is followed by a review of some of the experiences of different rights-based organisations and the general lessons that can be drawn by other agencies from these experiences.

Part Two: Applying Human Rights in Programmes and Organisations translates human rights principles and standards into practical ideas for education, HIV/AIDS issues and for organisational development and management. The chapters show the practical implications of human rights for specific programme areas. They use the language of development practitioners rather than that of human rights lawyers and activists. Turning human rights principles and standards into concrete ideas for specific programme areas demystifies human rights for development practitioners. Rights-based agencies are encouraged to develop such practical and issue-specific standards for other programme areas.

Part Three: Exploring Different Ways of Working. Much experience exists with rights-based approaches, but little has systematically been documented. Part Three presents four examples of rights-based work in Save the Children programmes: promoting children's participation in Vietnam, the Child Friendly District initiative in Ho Chi Minh City, confronting discrimination in South Asia and strengthening accountability for children's rights through mass media. There is a need for more comprehensive documentation and reviews of practical and innovative experiences with rights-based approaches.

Part Four: Searching for Innovative Tools presents experiences with tools for analysis, planning, monitoring and evaluation of rights-based programmes. The search for rights-based tools has moved beyond the established boundaries of development programming. The experimentation with innovative tools has benefited greatly from related areas, such as advocacy planning, gender and power analysis, and assessing empowerment. Rights-based organisations are beginning to develop and use tools that are fundamentally different from established ways of thinking and working. Some of these tools offer surprisingly simple solutions to some difficult methodological and practical challenges.

Web Resources on Rights-Based Approaches. Most chapters include their own list of references. In addition, the last part of the book presents a list of Web resources on rights-based approaches. This section lists some of the major organisations that are promoting rights-based approaches. These resources provide a useful starting point to further explore the theory and practice of rights-based approaches.

Part One

Rights-Based Programming – An Evolving Approach



INTRODUCTION TO RIGHTS-BASED PROGRAMMING

Joachim Theis

A rights-based approach to development promotes justice, equality and freedom and tackles the power issues that lie at the root of poverty and exploitation. To achieve this, a rights-based approach makes use of the standards, principles and methods of human rights, social activism and of development.

Development is concerned with the distribution of resources and the access to services, such as health, education, social welfare, poverty alleviation and income generation. Social and political activism mobilises people to demand the redistribution of power. Examples include the redistribution of wealth between rich and poor nations through debt relief or a change in trade rules, women demanding equal pay for equal work, workers demanding fair pay and benefits, or landless peasants demanding the redistribution of farmland.

Human rights are enshrined in a set of internationally agreed **legal and moral standards**. Such universally agreed standards are largely absent in conventional development theory and practice.

Main human rights and humanitarian law treaties

- 1948 Universal Declaration of Human Rights
- 1949 Geneva Conventions
- 1965 Convention on the Elimination of all Forms of Racial Discrimination
- 1966 Covenant on Civil and Political Rights
- 1966 Covenant on Economic, Social and Cultural Rights
- 1979 Convention on the Elimination of all Forms of Discrimination Against Women
- 1984 Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
- 1989 Convention on the Rights of the Child
- 2003 Convention on the Protection of the Rights of all Migrant Workers and Members of Their Families

Rights are universal. Human rights treaties establish the basic civil, political, economic, social and cultural entitlements and freedoms of **every human being – anywhere in the world – at all times**. Equality, non-discrimination and inclusion are fundamental human rights.

Rights are inalienable. Every human being is entitled to the same human rights from birth. Human rights cannot be taken away or given up.¹

¹ There are a few exceptions to this rule. Prison inmates are denied the freedom of movement. During a state of emergency the right to expression and information may temporarily be suspended. However, states are obligated not to abuse these exceptions and many rights, such as the right to life and the right to protection from torture, may never be suspended.

Rights come with responsibilities. Central to the idea of human rights is the relationship between rights holder and duty bearer. States (and other ‘duty bearers’) are responsible to ensure that the rights of all people are equally respected, protected and fulfilled. This does not mean that the state is responsible to provide everything. It does mean, however, that the state has an obligation to create the conditions that enable other duty bearers, such as parents, private sector, local organisations, donors and international institutions, to fulfil their responsibilities. Rights holders are responsible to respect and not to violate the rights of others.

States have the duty to respect, protect and fulfil rights

Respecting rights means that state laws, policies, programmes and practices must not violate rights. States must avoid interfering with people’s pursuit of their rights, whether through torture or arbitrary arrest, illegal forced housing evictions or the introduction of medical fees that make healthcare unaffordable for poor people.

Protecting rights means that states must prevent violations by others and must provide affordable, accessible redress, for example: ensuring that employers comply with basic labour standards, preventing monopoly ownership of the media or preventing parents from keeping their children out of school.

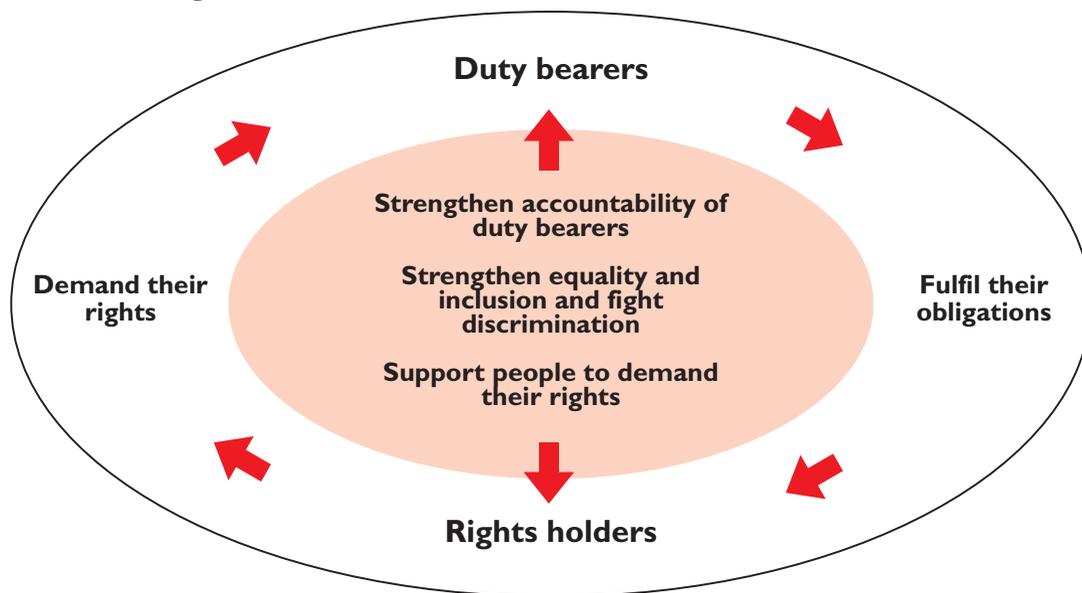
Fulfilling rights means that states must take positive actions to realise rights, for example: creating legislation that enshrines equal pay for equal work or increasing budgets to the poorest regions.

International donors have an obligation to ensure that their social and economic policies are based on and promote international human rights standards, such as free and compulsory education for all children. They are responsible to allocate adequate resources for health and education programmes. They have an obligation to ensure that debt payments and economic restructuring do not force poorer countries to cut back on the provision of basic social services and leave poor countries without the resources to provide education for all children. They also have an obligation to remove agricultural subsidies and trade barriers that deny poor countries access to rich-country markets.

Participation is a fundamental human right. Every child, woman and man is entitled to demand her or his rights from duty bearers. The civil rights to information, expression and association are some of the instruments through which people can demand their rights.

Rights are indivisible and interdependent. Human rights include the whole range of civil, political, social, economic and cultural rights. Denying certain rights undermines other rights. For example, if a government withholds information about the outbreak of an epidemic, people cannot protect themselves and are denied their right to health. States that do not provide protection from domestic violence undermine women’s and children’s right to health.

A rights-based approach and the relationship between duty bearers and rights holders



Changes needed to realise rights. Implementing human rights requires much more than ratifying an international treaty. It requires that states and other duty bearers:

- change policies, laws and programmes
- promote economic policies that enable rights
- ensure more effective enforcement of laws against rights violations
- allocate larger budgets and more resources for poor, marginalised and at-risk people
- change awareness, attitudes, behaviours, practices, norms and values
- improve the quality, relevance and responsiveness of institutions and services
- create opportunities for greater participation of rights holders in decisions and in claiming their rights
- gather better data about people and monitor the fulfilment of their rights.

Progressive realisation. A human rights approach recognises that the capacities and resources to fulfil rights are often limited in poor countries. The idea of 'progressive realisation' takes this into account and allows countries to make progress towards realising rights based on their resources. This principle should not be abused, however. States have no excuse for violating the freedom of expression, the right to information or protection from torture. Every state has options and makes decisions on how much to spend on health and education and how much on defence.

Rights-based programming holds people and institutions that are in power accountable to fulfil their responsibilities towards those with less power. It also supports rights holders to demand their rights and to be involved in political, economic and social decisions in society. It aims to increase impact and strengthen sustainability by addressing root causes, bringing about policy and practice changes, working together with others towards common goals and by changing power relations.

Implications. A rights-based approach to programming requires:

long-term goals with a clear focus on people and their rights. This requires analysing problems, causes and responsibilities at local, national and international levels

working together with other government and non-government agencies towards common rights-based goals

equity and non-discrimination – concentrating on the worst rights violations and paying particular attention to the most marginalised people

accountability – strengthening the accountability of duty bearers for human rights at all levels. This should be achieved through a combination of direct action, changes in laws, policies and resource allocations, changes in institutional rules and practices and changing attitudes and behaviours

participation – supporting rights holders (children, adults and civil society institutions) to demand their rights.

Rights-based goals differ from partial and time-bound development targets. They are 100 per cent goals (or visions) that relate directly to the realisation of human rights (eg, Education for All). A rights-based goal is only achieved when all people enjoy the right. Such goals provide a common focus for the work of different organisations. Without such goals, there is no guarantee that programmes will contribute towards realising the intended rights. Organisations have to prioritise their own actions based on what needs to be done to realise the specific rights on what others are doing and in accordance with their own mandate, expertise and skills.

Working together towards a common goal. Rights-based goals are linked to the realisation of human rights. They are not based on what one organisation is able to accomplish on its own. To achieve such a broad, ambitious and long-term goal requires work at different levels, by different organisations forming alliances and using a variety of approaches. It also means joint analysis, common strategies and collaboration between organisations. In rights-based programming, institutions can no longer work in isolation from each other.

Concentrating on the worst rights violations and the most marginalised people is an essential part of a rights-based approach. Development programmes often try to reach the largest number of people with their limited resources. As a result, those people who are hardest to reach are often overlooked and thereby excluded. A rights-based approach makes particular efforts to identify and reach those who are most marginalised to ensure that their rights are not forgotten. However, this does not mean that a rights-based development approach focuses only on those groups of people who are most excluded in society.

Accountability and participation. The primary role of a rights-based development organisation is to contribute to the fulfilment of human rights by identifying relevant duty bearers and getting them to meet their obligations and by empowering poor and exploited people to claim their entitlements. Directly meeting needs and fulfilling rights helps people, but it does not necessarily strengthen the accountability of duty bearers. It also does not strengthen people's own ability to claim their rights. Where organisations provide services, this should be done in ways that strengthen the accountability of duty bearers and empower people.

Methods used in rights-based programming

- pressure decision-makers to change policies, laws, programmes and budget allocations
- mobilise people to demand changes in policies and resource allocations
- utilise mass media to raise awareness and to report abuses of power and rights violations
- establish and monitor standards, rules and procedures. Create systems of incentives and sanctions to enforce these standards
- audit the quality of government services
- monitor and report human rights violations
- establish and support human rights watchdog organisations and functions
- educate the public and decision-makers about human rights
- use courts to claim entitlements and to achieve justice and equality.

Methods. Rights-based programming uses a wide range of methods to achieve concrete and sustainable results for people and their rights. This approach works to get duty bearers to fulfil their obligations, to support people in claiming their rights, to fight discrimination and to strengthen equality and inclusion. The choice of appropriate action depends on the opportunities in a particular country, on the rights or issues that are being addressed and on the organisation's mandate and expertise.

To combat child sexual abuse in Vietnam, an organisation may advocate for changes in legislation, utilise mass media to educate the public about sexual abuse, train social workers and law enforcement personnel in child protection methods and establish mechanisms for listening to children in schools or in shelters for street and working children.

An agency working in Cambodia to eradicate poverty may support grassroots organisations to demand land rights for landless peasants or support the Cambodian Government to lobby rich countries to remove trade barriers and open their markets to Cambodian goods.

Child Rights Programming

Child Rights Programming (CRP) is Save the Children's version of a rights-based approach and focuses specifically on children and their rights. For the most part, there is no difference between Child Rights Programming and rights-based approaches in general. However, there are some differences between children and adults, which Child Rights Programming has to take into account.

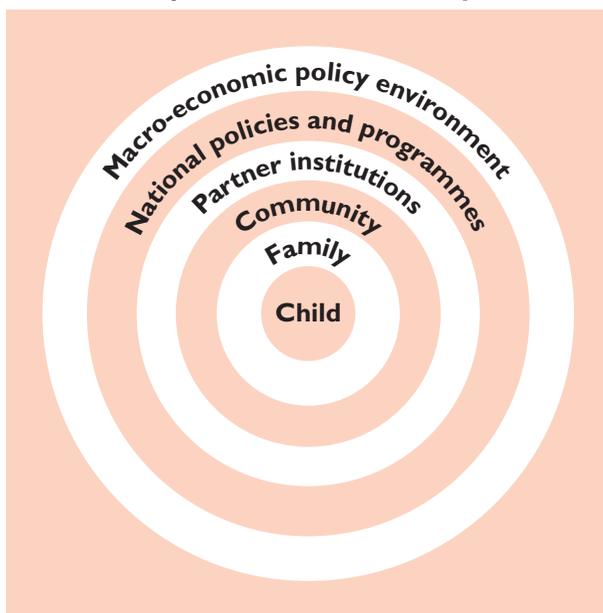
Children are a very diverse group of human beings. They range in years from 0 to 18 and their needs differ greatly depending on their age and abilities. Child Rights Programming has to consider a child's developmental needs, abilities and competencies.

All human rights conventions apply equally to children. In addition, children have their own human rights treaty, the Convention on the Rights of the Child. This convention affirms children's civil, political, economic, social and cultural rights. It also recognises children's rights to special protection.

Child Rights Programming is based on what is in children's best interests in the short and long term. It means that decisions about children must always consider children's interests and wishes, as well as the long-term implications of such decisions on children and their survival, development and protection.

Child Rights Programming considers children in the broader context of family, community and national and international policies. Children in all parts of the world are affected by policy and budget decisions made in distant capitals. Child rights organisations have a responsibility to monitor and analyse the impact of economic policies on children and to ensure that children's rights and concerns are taken into account by policy-makers.

Children are part of the wider society



Children have the right to participate in the family, school, community and society. Children have the right to information, expression, decision-making and association. From birth, children are able to express themselves. As they grow, children's capabilities to take part in social and economic activities and decisions develop. Child Rights Programming recognises children's social and economic contributions. It supports children's participation in all matters and all environments affecting the child: the family, school, community and society. It encourages parenting and learning methods that support and stimulate children's capacity to express themselves and to make decisions. Child Rights Programming also supports children's involvement in policy consultations, programme planning, implementation, monitoring and evaluation and in child-led organisations.

Children are rights holders. At the same time, there are several factors that limit children's ability to demand their rights. Children do not remain children. Legally, they become adults at age 18. As a result, organisations run by children continuously lose their most experienced members when they turn 18. While children have many of the same rights as adults, there are some political rights that children are denied, especially the right to vote and the right to run for political office. Children's rights to form organisations, raise funds and sign contracts are also more limited than the rights of adults.

As a result, adults have the responsibility to defend and demand children's rights. Parents, family members and care givers are some of the duty bearers closest to the child. A rights-based approach supports them and other adults and adult-run organisations to demand children's entitlements and freedoms.

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Example: Realising the right to health in Ecuador – assessing the State’s obligations

State obligation	Assessment	Available or desirable indicators
<p>Respecting rights Is there direct interference with people’s ability to realise their rights? Is there avoidable regression in the existing levels of health or access to healthcare?</p>	<p>State petroleum operations dump heavy metals and carcinogens into water sources of communities in the Ecuadorian Amazon. Avoidable cuts are made in programmes without adequate contingency plans for the most vulnerable.</p>	<p>Desired data: annual volume of chemical pollution by state operations. In 1990, an estimated 50% of children under five were malnourished. Between 1990 and 1994 the coverage of nutrition programmes fell from 11% to 4%.</p>
<p>Protecting rights Do people suffer systematic, harmful effects on their health from actions by private actors? What measures does the state take to protect them?</p>	<p>The abuse of women and children by partners and family members is a grave threat to their health. Despite the recent law on violence against women and the family, the State has not adequately protected victims through the judicial system. The private petroleum industry is not prevented from dumping heavy metals and carcinogens into community water sources in the Ecuadorian Amazon.</p>	<p>In 1998, 88% of women in Guayaquil, the largest city, said they had suffered some form of intrafamilial violence. Between 1989 and 1992, of 1,920 complaints relating to sex crimes against women and girls in Guayaquil, only 2% resulted in convictions. In the late 1980s, private oil companies were dumping almost 4.4 million gallons of toxic waste into the Amazon daily.</p>
<p>Fulfilling rights Has the state taken adequate measures to tackle the roots of national health problems?</p>	<p>In 1996, government research concluded that more than 80% of deaths could be avoided by giving priority to primary and secondary preventive care. Nutrition programmes have limited coverage compared with those in other Latin American countries.</p>	<p>In 1995, only 17% of the health budget was allocated to primary care and just 7% to preventive care. In the mid-1990s, programme coverage was just 4% – compared with 40% in Bolivia and 85% in Peru.</p>
<p>Non-discrimination Is there discrimination – in the state’s efforts or in outcomes?</p>	<p>Despite high inequality and extreme deprivation of rural, poor and indigenous populations, the Government devotes most expenditures and resources to urban and better-off groups.</p>	<p>In 1997, 84% of urban people had access to health services – compared with only 10% of rural people – and 80% of health personnel were in urban areas. Desired data: healthcare access disaggregated by ethnicity, income level and education level.</p>
<p>Adequate progress Has the state made adequate progress – both in outcomes and inputs – towards meeting its obligations?</p>	<p>In 1970 the State set benchmarks: • safe water for 80% of the urban population and 50% of the rural populations • sanitation for 70% of the urban population and 50% of the rural populations. Since the late 1980s, successive governments have cut health spending – to pay off debt and to increase military spending.</p>	<p>In 1982-1990, the share of households with access to safe water fell from 88% to 78% in urban areas, and remained below 25% in rural areas. The share with access to sanitation fell from 46% to 38% in urban areas and from 15% to 10% in rural areas. In 1998, 4% of the national budget went to health, and 45% to debt servicing.</p>
<p>Participation Are people educated about and aware of their rights? Are there mechanisms aimed at ensuring communities greater influence on and participation in policies concerning their health?</p>	<p>There are no government programmes for public education on the right to health, and public information on personal health is very limited. The system for allocating resources is very centralised and bureaucratic, undermining opportunities for participation.</p>	<p>Desired data: percentage of people aware of their right to health; percentage of people aware of basic health norms. Desired data: percentage of health budget locally; percentage of health programmes designed with popular consultation.</p>
<p>Effective remedy Has the state provided effective remedies for violations of the right to health?</p>	<p>Inefficiency, corruption and the lack of resources create many barriers to effective lawsuits.</p>	<p>After 25 years of massive damage to the health of Amazonian communities by state and private oil companies, only a handful of claims have been filed – and none successfully.</p>

Source: UNDP (2000) *Human Development Report*. Page 102.

Child Rights Programming – methods of work²

Accountability:

- hold duty bearers accountable to respect, protect and fulfil rights
- strengthen accountability and capacity of duty bearers to fulfil their obligations
- strengthen accountability structures and overcome obstacles to accountability

Participation:

- rights holders claim their rights
- support people to claim their rights
- strengthen capacity of activist organisations to claim rights
- broaden and strengthen political space for people to claim their rights

Equity:

- promote the inclusion of all children into mainstream society
- promote equity, diversity, identity and choice
 - develop the full potential of all children
 - challenge discrimination

Laws:

- advocate for changes in laws: non-discriminatory laws; laws that promote equity and inclusion (eg, affirmative action)
- strengthen law enforcement: punish discrimination and exclusion.

Policies and programmes:

- advocate for changes in policies and programmes: to promote diversity, tolerance, identity and choice
- lobby for policies that actively protect against discrimination and that promote inclusion (eg, affirmative action)
- lobby for greater effectiveness, equity and participation in the implementation of policies and programmes.

Economy:

- promote an economic environment that enables rights: economic policies are based on human rights and help achieve human rights (eg, progressive taxation, fair trade, enforcement of labour standards, guaranteed access to basic social services).

Budgets and resources:

- lobby for increased budgets and resources for children at international, national, provincial, district and household levels.
- lobby for equitable distribution of resources.

Quality of services and institutional structures, mechanisms and procedures (governance):

- strengthen quality of institutions and institutional capacity
- develop incentives and sanctions to hold duty bearers accountable (build incentives and sanctions into projects, programmes and policies at all levels)
- overcome institutional and structural obstacles to rights and to accountability for rights
- overcome obstacles and increase the 'space' for children's participation in decision-making at all levels of society and in all institutions
- promote access, quality, relevance and flexibility of mainstream services for all children (and their families) and overcome obstacles to inclusion.

Data:

- collect data and monitor rights to make rights violations and unrealised rights visible (human rights monitoring and reporting)
- lobby government departments to make data available to rights holders (transparency)
- strengthen data collection and dissemination systems
- collect and disaggregate data to make visible those children who are excluded. Analyse and research differences between groups of children (and adults) by disaggregating data by age, sex, (dis)ability, ethnicity.

Attitudes, norms, behaviours, practices:

- make rights secure by strengthening commitment to rights-based norms, values, behaviours, attitudes and practices in institutions, among decision-makers, societies, communities and families
- educate the public and campaign for changes in awareness, behaviour and practices
- protect children from abuse and harassment
- challenge discrimination
- raise awareness in society (and in own organisation) of the situation and specific needs of discriminated-against groups
- make families, communities, institutions and society more open, more tolerant and more accepting of diversity.

Participation in claiming rights:

- work with children and adults to transform power relationships between adults and children
- raise awareness and develop skills in participation among children and adults
- promote children's civil rights (information, expression, association) in every project, programme, organisation, policy, law, family, school and community
- overcome obstacles and increase the 'space' for children's participation in decision-making at all levels of society and in all institutions
- support children and adults to claim their rights and to exercise their civil rights
- build capacity of people and institutions to demand their rights
- support excluded groups to demand their rights
- support children from discriminated-against groups to participate fully in society.

Fulfil children's human rights

² Directly meeting needs, fulfilling rights and addressing rights violations helps children but it does not necessarily strengthen accountability of duty bearers. It also does not strengthen the ability of rights holders (including children) to claim their rights.

BRIEF HISTORY OF RIGHTS-BASED APPROACHES

Joachim Theis

Throughout history people have struggled against injustice, exploitation, the abuse of power and the oppression of the weak by the strong. Thousands of years ago societies established moral and legal codes to regulate the relationship between the individual and the community. The writings of Buddha, the Bible or the Koran are just a few examples of these moral codes.

Human rights, development, peace and democracy are the mandate of the United Nations since its founding sixty years ago. During the ensuing decades, however, development and human rights went separate ways. There are several reasons for that split: human rights, as promoted by Western countries, namely the USA, were largely concerned with civil and political rights and freedoms. This was the domain of lawyers and political scientists. Development, on the other hand, was seen as technological and scientific progress and economic growth. This was the area of engineers, agronomists and economists. In 1966, at the height of the Cold War, the United Nations members passed two separate human rights treaties: the Covenant on Civil and Political Rights, which was ratified by the USA, and the International Covenant on Economic, Social and Cultural rights, which had the support of socialist countries.

International development evolved from economic development in the 1950s and 1960s to social development and eventually, by the 1980s and 1990s to sustainable and people-centred development. This shift brought a stronger emphasis on addressing root causes and sustainable solutions, advocacy for policy change and for the increase of government spending on social services, campaigning for behaviour change, and a greater commitment by development agencies to work together.³

History of rights-based approaches

1940	UN Charter: peace, human rights, development (1945) Universal Declaration of Human Rights (1948)	
1950		Economic development
1960	Civil and political rights	Economic and social rights
1970	Social development	
1980	People-centred development	
1990	Declaration on the Right to Development (1986) Vienna Conference on Human Rights: human rights and development belong together (1993) Copenhagen Social Summit (1995) UN Reform: rights-based development (1997) Rights-Based Programming and Child Rights Programming (1998)	
2000	Amartya Sen: Development as Freedom UNDP Human Development Report: Human Rights and Human Development	

³ Examples for greater donor collaboration include sector-wide approaches and poverty reduction strategy papers, among others.

To a large extent, these changes occurred because international development organisations did not succeed in delivering on their promise to eradicate global poverty. While the world is now richer than half a century ago, wealth disparities have also greatly increased and now more people are living in poverty than ever before.

Since the end of the Cold War, human rights and development have moved closer together. In 1986, the United Nations passed the Declaration on the Right to Development. Although this declaration is not binding and does not enjoy much support from rich, Western nations, it affirms the close links between civil rights, economic rights and development. Three years later, in 1989, the UN Convention on the Rights of the Child (UNCRC) affirmed the comprehensive nature of human rights and the close links between civil, political, social, economic and cultural rights.

In 1993, the Vienna Conference on Human Rights affirmed the indivisibility of human rights and development. All these changes were brought together at the turn of the millennium in two influential publications: Amartya Sen's *Development as Freedom* and the UNDP *Human Development Report* (HDR) on human development and human rights.

By now, many United Nations organisations (UN in general, UNDP, UNICEF, UNFPA, UNIFEM, UNAIDS, WHO, etc), Western governments (UK, Sweden, Netherlands, Australia, Norway, etc) and NGOs (ActionAid, Oxfam, Save the Children, CARE, etc) have adopted rights-based approaches.⁴ One of the main reasons for the growing popularity of these approaches is that, together, human rights and development are more effective than either one on its own.

Human rights provide a comprehensive set of internationally agreed upon legal standards that promote justice, equality, participation and accountability. However, realising and enforcing these standards has been much more difficult than convincing governments to ratify human rights treaties. Respect for human rights and democracy strengthens human development. Development organisations, such as the World Bank, International Monetary Fund, the United Nations and international donors have control over substantial resources and strong implementation mechanisms that can be used to strengthen human rights.

An essential third component of a rights-based approach is the empowerment and mobilisation of people to demand their own freedoms and entitlements.

Together, human rights, development and social activism offer greater hope to eradicate poverty, exploitation and injustice in the world.

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⁴ So far, there has been little support for a human rights approach to development from the Government of the USA. Among the reasons for this attitude are the USA Government's reluctance to accept the notion of economic and social rights, an interpretation of human rights as civil and political rights and a concern of being held accountable for development failures within poor nations. Among the human rights treaties not ratified by the USA are the ICESCR, CEDAW and the CRC.

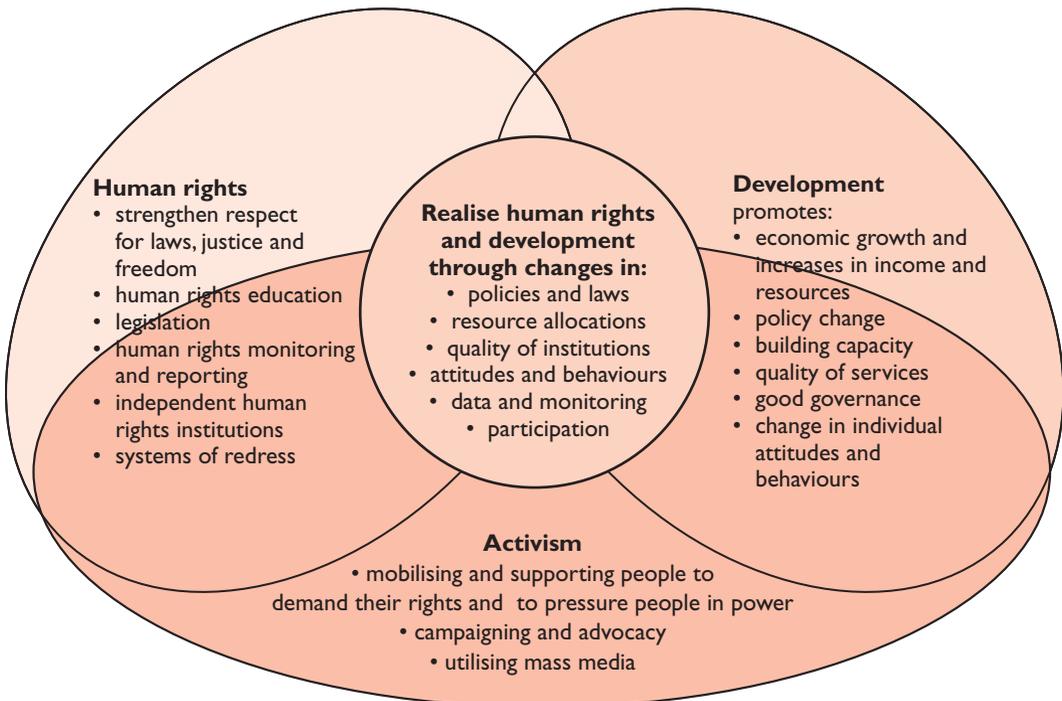
PROMOTING RIGHTS-BASED APPROACHES

Joachim Theis

Rights-based approaches are here to stay. Several decades ago, charities began to make the transition from welfare to sustainable development approaches. Now, many development organisations are reinventing themselves again, this time as rights-based organisations. The arguments for a rights-based approach are compelling. The combined forces of human rights, development and social activism are more likely to succeed at eradicating poverty and achieving justice and equity than each of these approaches on their own.

This chapter looks at the experiences with rights-based approaches. The first part considers different rights-based approaches that have been developed; the social, economic, political and cultural changes that rights-based organisations want to achieve; and the ways of working these agencies are using to bring about changes. The second part explores the steps and processes of creating a rights-based organisation. Specifically, the section considers necessary organisational changes and how they can be brought about.

Rights-based approaches: combining human rights, development and activism



I. Rights-Based Approaches – One Size Does Not Fit All

There is general agreement on the basic principles of a rights-based approach and on the changes needed to realise civil, political, economic, social and cultural rights in society. A rights-based approach requires changes in social and economic policies, laws, resource allocations, attitudes and behaviours, institutional practices, data and monitoring and in people's participation and empowerment.

After several years of experimentation it is clear that one rights-based approach does not fit all situations or agencies. Rights-based strategies depend on an organisation's mandate and philosophy (activism, development or human rights), the issues the organisation is working on (protection, basic services or poverty eradication) and the country context (type of government, strength of civil society and independence of human rights institutions, media and the judiciary).

Reasons for adopting a rights-based approach

Over the past five years, many United Nations organisations, Western governments and non-government organisations have adopted rights-based approaches. There are several reasons for the popularity of these approaches:

Needs-based development has failed to significantly reduce poverty and to tackle the fundamental causes of exploitation, abuse and poverty.

Greater impact and effectiveness. Combining human rights, development and activism creates a more effective approach than any of them on their own. A rights-based approach has a greater chance of achieving results in the fight against injustice, inequality, poverty and exploitation.

Power and politics. Ever since the experiences of humanitarian agencies in Rwanda, the Congo and Afghanistan, it is obvious that aid is political and that power differentials lie at the root of the problems that aid agencies are trying to solve. Relief and development organisations have become politically aware in order to avoid being manipulated by governments, armies and rebel groups who hold the power in highly politicised environments.

Legitimacy. Human rights add legitimacy to development work. With the help of human rights, secular development organisations are hoping to regain some of the moral high ground that they lost during previous decades.

External pressures. Development and humanitarian organisations, particularly in northern Europe, find themselves under pressure to adopt a rights-based approach. This pressure comes from local activists and civil society organisations, from international donors (SIDA, DFID) and NGOs, and from academic institutions and think tanks (IDS, ODI, INTRAC).

Development fad. Rights-based approaches are rapidly becoming the latest development fashion. As organisations are rebranding their work in rights terms, there is a danger that human rights are diluted and devalued by the development industry.

Organisations tend to pick and choose what they want from human rights. To avoid watering down human rights there is a need to establish standards and agree on minimum requirements for a rights-based approach to development.

New ways of working

Rights-based development organisations are moving into new areas, such as global trade, debt relief, intellectual property rights, the right to information, legal reform, children's citizenship and governance. Agencies combine strategies and ideas from the fields of human rights, development and activism to create their own 'brand' of a rights-based approach. This diversity in strategies is a strength. It allows rights-based organisations to be flexible and to choose the most effective ways to achieve fundamental changes for children and adults, whatever the country context may be.

Some rights-based agencies focus on strengthening the accountability of duty bearers, while others specialise in supporting people to demand their rights. A rights-based approach leads to changes in the relationships between an agency and its partner organisations and its 'target' populations: Partnerships become more equitable and require long-term commitments. Governments are major targets for influencing. And poor and disadvantaged people are holders of rights rather than passive 'beneficiaries'. However, it will take some time for development terminology to reflect these changes in relationships.

The following examples illustrate how rights-based organisations are searching for new ways of working that deliver results. They demonstrate growing flexibility and a readiness to experiment.

Oxfam has transformed itself into a forceful international campaigning machine for economic rights. It lobbies governments and international economic institutions, such as the World Bank, International Monetary Fund and the World Trade Organization to bring about changes in trade and economic policies. Recent initiatives include campaigns on AIDS drugs, fair trade and workers' rights. An important part of Oxfam's strategy is the professional use of the media as a tool for influencing public opinion and decision-makers.

Like Oxfam, ActionAid fights against poverty. However, the organisation concentrates its efforts on supporting people to demand their rights. This strategy is based on the realisation that policy changes made at the national or international levels take a long time to reach poor people.

In Rajasthan, India, the Right to Information Movement mobilises communities to demand access to information about government budgets and spending. This is leading to greater transparency, a reduction in corruption of local government officials, better governance and the fairer use of public resources.

Save the Children Sweden collaborates with the Committee on the Rights of the Child and other government and non-government agencies to report on and monitor progress made towards the CRC. The organisation educates the public about children's rights, promotes children's participation in decision-making and supports unions of child workers to demand better services and the recognition of their rights by society.

Good governance and country context

A rights-based approach enables people to influence government decisions that affect their lives. It promotes transparent, fair, equitable, responsive and participatory governance. It reduces opportunities for corruption, deters the diversion of justice and broadens democratic spaces at all levels of society. Ruling elites all over the world are creative in maintaining their power and in increasing their control over people and resources. At the same time, much of the pressure from below is poorly organised, unfocused, unimaginative and divisive.

An organisation's choice of working methods depends in part on the country context. Every country poses challenges and offers certain opportunities for a rights-based approach. The following are some examples from Asia and the Pacific.

The Philippines has a democratic constitution, a comprehensive range of legislation that conforms to international human rights standards, independent human rights institutions, an active civil society and a free press. Especially since the democracy movement of the 1980s, understanding of and commitment towards human rights are strong in the Philippines.

Despite these favourable political conditions, fundamental changes in the distribution of resources have been slow. The reasons for the limited socio-economic progress include the decentralisation of government authority and a fragmentation of state responsibility. The country's wealth is concentrated in the hands of a small number of powerful families. Social relations are influenced by patron-client relationships that undermine democratic processes and contribute to divisions within civil society. The layer of formal democratic institutions covers deeply entrenched structures of inequality.

In contrast to the Philippines, some countries in East Asia lack basic democratic institutions. Political freedoms are limited, the countries are ruled by a single party, and the judiciary and media are not independent. The denial of civil and political rights contributes to the denial of social and economic rights. Retrenched workers who demonstrate for the payment of their pensions may get arrested. The spread of epidemics, such as SARS or bird flu, is aided by media censorship, which keeps the population ignorant of the threat of new infectious diseases. On the positive side, the concentration of political and economic power means that lines of authority and accountability are clear and a strong government delivers on some of its promises.

Most Pacific island countries have small populations living over a wide area. Transportation and service delivery costs are high and governments lack resources. On the positive side, government ministers may be more accessible to ordinary citizens and to NGOs than in countries with tens or hundreds of millions of people.

These examples show that rights-based organisations have to be adaptable, identify opportunities in every situation and find creative ways around the obstacles that stand in the way of protecting human rights and promoting social and economic development.

2. Organisational Implications of a Rights-Based Approach⁵

As the previous sections have made clear, the organisational implications of a rights-based approach depend to a large extent on the character of the rights-based programme and on the issues, approaches and strategies that an organisation is pursuing. Organisational change follows to a large extent from answers to the following questions:

1. What do we want to change in society?
2. How can we (together with others) bring about these changes?
3. What do we need to change in our organisation to do this work?
4. How can we bring about these changes in our organisation?

These questions should be answered one by one in order not to discuss organisational changes before broader changes in society have been identified.

Some of the organisational implications that result from a rights-based approach include:

- investing in new ways of working, such as advocacy, children's participation, or working with media and human rights institutions
- bringing new skills and ideas into the organisation by recruiting new staff and by building additional competencies among existing staff and partners. Rights-based agencies recruit human rights lawyers, journalists, economists, researchers or child participation specialists
- changing organisational structures, processes and culture
- agreeing on new standards for programmes and organisation. Establishing the necessary procedures and systems to apply the standards
- developing new tools for analysis, planning, implementation, monitoring and evaluation
- developing a common set of values based on human rights standards. These values create the foundation for everything a rights-based organisation does and for the way it does its work.

Rights-based agencies with a coherent vision tend to combine several of these aspects to drive the organisation's transformation and to achieve greater programme coherence and impact. The most effective rights-based organisations have defined global change objectives and have aligned their programmes behind these goals. Other organisations have taken a slower, more experimental and bottom-up approach. Different interpretations of a rights-based approach are allowed to co-exist, and changes in staff attitudes, in programming practices and in organisational culture emerge gradually. The following examples illustrate the very different paths taken towards a rights-based approach by Oxfam, ActionAid and Save the Children.

Before adopting a rights-based approach, programme decisions in Oxfam were made by staff at central and country levels, but without a clear process to join different levels of decision making. The organisation needed a more corporate approach to increase the coherence and impact of its programme. Oxfam adopted five strategic change objectives that draw on human rights and international humanitarian law. They are the right to a sustainable livelihood (focus on trade), the right to health and education, the right to life and security (emergencies), the right to be heard (civil rights) and the right to equity (especially gender equity). All Oxfam teams around the world have to concentrate their efforts on changing policies and practices related to these five strategic change objectives.

⁵ See chapter on Rights-Based Organisational Development and Management for additional information on this topic.

In order to turn itself into a global campaigning force to promote education for all and to make international trade rules fairer, Oxfam hired journalists, campaigners, media specialists and economists. All major programme decisions are now taken centrally by a corporate management team. Country programmes have less autonomy in making their own programmatic decisions than in the past. On the other hand, country teams are in a stronger position than previously to leverage organisational resources to support their country programme. All of these changes have strengthened Oxfam's ability to influence economic decision-makers at the international and national levels.

ActionAid has taken a very different path. Rather than concentrating its efforts on high-level advocacy, the organisation decided to place a major emphasis on supporting people to organise themselves to demand their rights. In order to achieve this aim and to move closer to its main constituencies, poor people, the agency established regional offices, recruited experienced social activists from southern countries and moved part of its global headquarters from the UK to South Africa. Steps are underway to further localise ActionAid country programmes by establishing national boards and by building up fundraising capabilities at country levels.

The experience of Save the Children UK has also been rather different. Starting in 1998, Save the Children headquarters began to support a succession of consultants to help the organisation understand the meaning and implications of Child Rights Programming (Save the Children's label for a rights-based approach with a focus on children's rights). It took Save the Children several years of meetings, training workshops, introductory booklets and experimental programme work to clearly define Child Rights Programming (CRP). CRP has spread in Save the Children largely through country and regional initiatives, rather than as a result of corporate policies promoted by headquarters.

Partly as a result of this 'bottom-up' approach, Save the Children country programmes use different strategies to promote children's human rights. Some programmes in Latin America, for example, work mainly with independent human rights institutions and activist organisations. They use training, research, publications and media to raise awareness and to influence agencies and individuals to take stronger action on behalf of children and their rights. Other programmes (eg, in China) take a narrower technical approach. They focus on specific programme areas, employ sector specialists and develop the skills and knowledge of staff and partners in tools and approaches related to specific areas of work, such as education or HIV/AIDS.

Each approach has its pros and cons. What works in one situation may not work in another. The diversity in rights-based approaches also means that the strategies, tools and frameworks developed by one programme or organisation are not necessarily relevant or useful for other rights-based agencies. A centralised 'roll-out' of a rights-based approach ensures coherence and consistency across country programmes. It requires strong commitment and support from senior management. On the other hand, a top-down approach may stifle experimentation and flexibility and may undermine the ownership of a rights-based approach among programme staff and partners.

3. Challenges and Dilemmas for Rights-Based Organisations

Rights-based approaches confront the fundamental causes of poverty, abuse and exploitation. Significant impact cannot be expected to occur in a short time or as a result of a project with limited objectives. This has far-reaching implications for an organisation and its relations with communities, partners, governments and donors. Long-term programmes, rather than short-term projects, are needed. Agencies and departments have to work together towards common goals. They need to link community-based work with support to strengthen policies and legislation at the national level. Agencies that are dependent on donor funding have limited room for major changes in their programming strategies unless they influence their donors or develop alternative funding sources.

Much of the work of development agencies is sector-based, while a rights-based approach is inherently holistic. Rights-based agencies have to develop strategies that overcome the limitations of sector-focused projects. Useful lessons can be learned from non-sectoral approaches, such as social activism, community development and good governance.

A rights-based approach faces particular challenges in countries without a functioning government, where the government is bankrupt or hostile towards its own population.

All democratic countries recognise civil and political rights. The same cannot be said for economic, social and cultural rights. The limited recognition of economic and social rights poses a problem for rights-based organisations. The USA, most prominently, has not ratified the Covenant on Economic, Social and Cultural Rights, the Convention on the Elimination of all Forms of Discrimination Against Women and the Convention on the Rights of the Child. In the USA, education and healthcare are, to a large extent, considered as commodities rather than as rights to be fulfilled by the state. This view is reflected in the development policies of (among others) USAID, the World Bank and the International Monetary Fund. This has major implications for social service policies in other parts of the world. For example, it is much harder to convince governments in developing countries to provide free education when major donor countries and agencies do not accept the notion of the state's responsibility for economic and social rights.

Human rights agencies have not been of much help in promoting economic and social rights. For the most part, human rights organisations have focused on civil and political rights. Human rights instruments and mechanisms to hold governments accountable are not particularly well suited to dealing with economic and social rights. There continue to be conceptual and practical gaps between human rights and economics that have to be addressed by human rights agencies, development organisations and academic institutions.

Child rights organisations, such as Save the Children, are promoting children's participation in society. As children's participation is becoming more widely accepted, there are growing concerns about the quality of children's participation and the need to protect children who are involved in major public events. As children are gaining voice, influence and power, there are growing signs of a backlash against children's empowerment from those forces in society whose power is being threatened. Rights-based organisations have to respond to this challenge.

A rights-based approach requires organisations and their staff to take controversial positions. Some agencies may face resistance from staff and partners who see themselves as welfare workers rather than as rights activists. In some situations it will be necessary to recruit new staff and work with new partner agencies who are committed to a rights-based way of working. Rights-based agencies have an obligation to confront human rights abuses and also to protect their staff from harm.

In some organisations, rights-based approaches have become isolated in one department or sector. Strategies are needed to avoid creating ghettos of rights-based programming.

Summary of lessons learned

- Agencies use different rights-based approaches. Even within an organisation, different country programmes may use different strategies. One size of RBA does not fit all. Recognise differences and use them as strengths.
- Many useful tools have been developed for rights-based analysis, planning, monitoring and evaluation. The areas of gender and power analysis and of advocacy planning are particularly relevant in this context. Learn from others and do not reinvent the wheel. At the same time, keep in mind that a tool may work in one programme but may not be useful in another.
- All rights-based organisations are on a steep learning curve. Many of the currently used rights-based tools and approaches will be out of date in a few years. Be flexible, experiment, assess impact, learn from experiences, share experiences and learn from others. If one thing does not work, try something else.
- Develop skills and experiences in 'new' approaches and programme areas, such as children's participation, working with human rights institutions and instruments, advocacy, campaigning, working with the media, poverty eradication, global economic policies and governance.
- Operationalise human rights principles and articles by turning them into practical standards for programming for specific issues, such as education, HIV/AIDS, health or emergencies.
- Be humble and challenge yourself.

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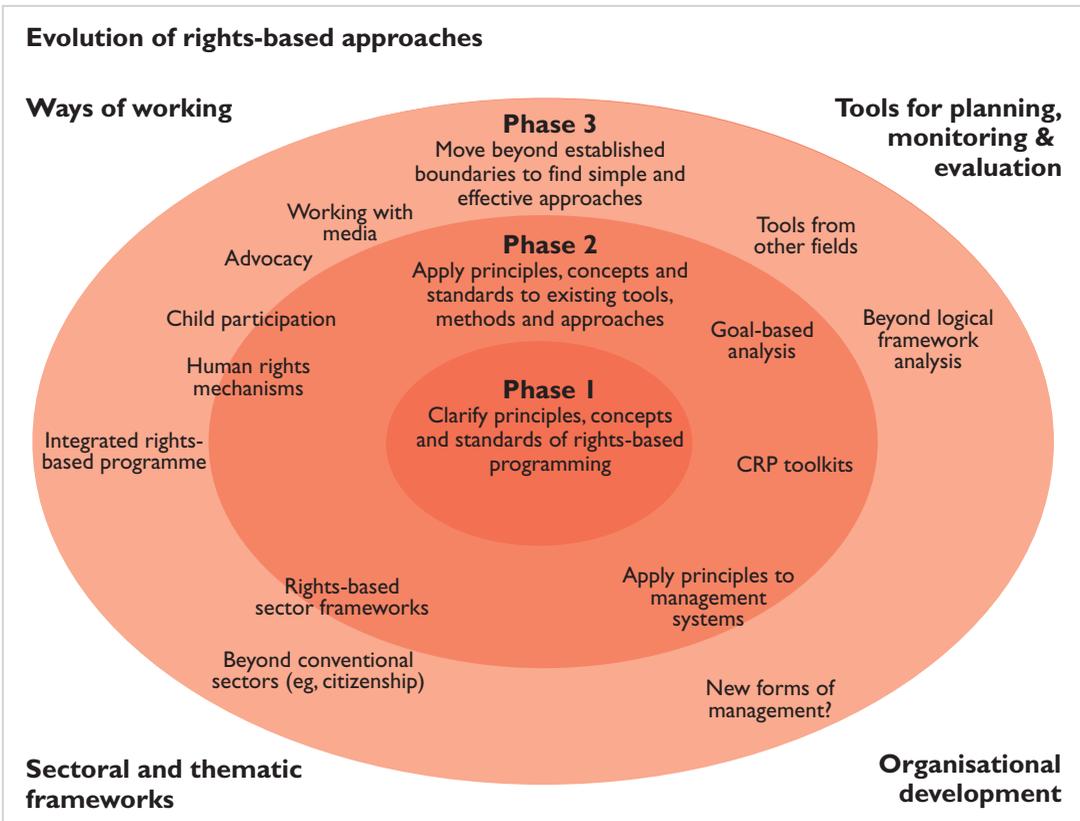
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PROMOTING CHILD RIGHTS PROGRAMMING

Joachim Theis

Save the Children’s experience with rights-based approaches in Asia has moved through three broad phases, although the progression through phases has not always been linear. During the initial phase, a few advisors and trainers used workshops, meetings and publications to explain the basic concepts, principles and standards of a rights-based approach. During the second phase, the principles, concepts and standards of rights-based programming were applied to existing frameworks for development programming. In the third and ongoing phase, rights-based thinking and practice are moving beyond traditional approaches to development and human rights to establishing new rights-based frameworks, strategies and tools.



The future of rights-based programming is not a simple combination of the ideas, frameworks and strategies of development, human rights and activism. Rights-based agencies are beginning to work on new issues, such as children’s citizenship or integrated rights-based programming. New tools are being developed for analysis, planning, monitoring and evaluation. Organisations are building their capacity in new approaches, such as advocacy, child participation, campaigning and working with the media. This is a phase of rapid innovation that requires openness, creativity, flexibility, experimentation, strong monitoring and learning systems and the sharing of experiences.

Training and capacity-building in Child Rights Programming

Save the Children in Asia has invested significant resources in building the understanding of staff and partners in the principles and standards of human rights and child rights programming. Initial introductory training workshops provided a necessary basis, but were generally not in-depth enough to equip staff with the skills and detailed programme frameworks to implement and operationalise a rights-based approach.

In response, training and capacity building are being tailored to the specific needs of participants. Workshops have been organised to build skills in:

- rights-based tools for analysis, planning, monitoring and evaluation
- advocacy, campaigning, lobbying and working with the media
- working with human rights instruments and institutions
- non-discrimination, equality and inclusion regarding gender, disability, race and ethnicity
- children's participation and children's civil and political rights
- specific rights, issues or sectors, such as education, violence against children, trafficking of children, emergencies or HIV/AIDS
- awareness raising and skills training in child and human rights for specific target groups.

For example, Save the Children Sweden supports training of journalists in Vietnam, police and prison officers in Pakistan, peacekeeping troops in West Africa and private sector entrepreneurs in Latin America.

Training in a rights-based approach to sexual health

Save the Children and CIHP (Consultation of Investment in Health Promotion) organised a workshop for young on-line counsellors in Vietnam. The counsellors provide advice on sexuality, reproductive health and HIV/AIDS. The one-day workshop began by asking the young counsellors to list the rights that are relevant to their area of work. Even though they had never talked about human rights before, they generated a solid list of relevant rights. This was because the areas of sexuality, reproductive health and HIV/AIDS are already grounded in rights-based thinking. The counsellors then took each of the rights to explore possible counselling scenarios in relation to the right. For example: A young man with AIDS is denied access to health services – what do you tell him? This was a practical way of exploring the relevance of human rights for sexuality and HIV/AIDS.

The participants identified ways to promote human rights through on-line counselling. One suggestion from the workshop was to monitor and analyse the questions posed by young people seeking counselling advice. This information could be shared with other organisations for use in their advocacy work.

Promoting rights-based programming through impact monitoring

Some Save the Children programmes have been reluctant to adopt a rights-based approach because it was thought to be abstract, impractical, too political or too complex. Training workshops in Child Rights Programming did not help to overcome this resistance.

In 2002, Save the Children UK developed a Global Impact Monitoring (GIM) system (*see the chapter on rights-based monitoring and evaluation in Part Four for more information*). This system consists of annual review meetings with stakeholder groups (children, partners, government officials, donors, other NGOs, etc). During the review meetings, the stakeholders assess programme impact in relation to changes: in children's lives, in policies and practices, in equity, in participation and in people's capacity to support and demand children's rights. These five areas of change represent the main ideas of a rights-based approach.

Global impact monitoring is a flexible and practical tool that can work without baseline data or indicators. It is participatory and generates feedback for the organisation. Global impact monitoring has been effective in overcoming organisational resistance to a rights-based approach.

CRC monitoring and reporting

The Convention on the Rights of the Child, like all human rights treaties, comes with its own monitoring and reporting mechanisms. The CRC reporting process provides opportunities for NGOs and UNICEF to raise awareness about children's rights and to influence government departments and ministries.

Every five years countries have to report on progress towards realising children's rights. CRC reports are prepared by a country's government, often in collaboration with UNICEF and with non-government child rights organisations. The reports are submitted to the CRC Committee in Geneva, which reviews and discusses them with the government concerned. The CRC Committee prepares and submits a written response to the government's progress report. This response contains 'concluding observations' that provide a short list of priority concerns in regard to the country's progress towards the realisation of children's rights. The concluding observations provide a convenient list of priority issues for children's rights in a country.

While experiences with the CRC reporting process are far from perfect, they are a practical example of how child welfare and development organisations can collaborate with human rights agencies.

Ideas for promoting rights-based approaches

General:

- develop a clear, coherent and ambitious vision for a rights-based approach
- be realistic and understand potential risks
- find simple solutions for complex problems
- set clear goals and measurable objectives for every project and programme.

Exchange experiences to facilitate learning within and between organisations:

- document and share practical experiences with rights-based approaches through publications, meetings, secondments and exchange visits
- produce, translate and disseminate materials on rights-based approaches
- review and revise key programme documents to ensure they reflect a rights-based approach.

Programming standards: develop practical rights-based standards for specific sectors and issues (education, HIV/AIDS, emergencies, children's participation, etc). Such standards are more likely to be accepted by development workers than more general and legalistic human rights standards.

Experiment and develop approaches:

- support more work on economic rights and resource issues, on strengthening good governance and on supporting people to demand their rights
- experiment with different tools for analysis, planning, monitoring and evaluation.

Assess impact and learning:

- assess impact of rights-based programmes
- use Global Impact Monitoring to mainstream rights-based approaches
- evaluate training and capacity building in RBA to find out what has worked and what has not. This will improve training design and delivery.

Human resource development:

- recruit staff who are committed to the principles of a rights-based approach, to equity, accountability and participation
- recruit staff with skills in new areas of work and new approaches
- programme staff and human resource departments jointly recruit new staff
- involve human resource departments in RBA training and capacity building to reinforce understanding and commitment towards a rights-based approach
- provide orientation training in rights-based approaches to all new staff and partners
- establish a rights-based staff code of conduct
- do not overwhelm programme staff with new concepts that have not been fully developed or tested
- build skills in approaches to attitude change, media, advocacy, campaigning, children's participation, good governance, etc
- develop a long-term capacity-building process rather than single training events.

Management and organisational development:

- carry out internal advocacy to get strong support from management for a rights-based approach. Senior management support is essential for the success of a rights-based approach in an organisation
- invest systematically in organisational understanding of a rights-based approach and keep in touch with the thinking in the broader fields of human rights, rights-based approaches and development
- as much as possible, use existing organisational processes to promote rights-based thinking and practice. Avoid creating separate and parallel structures and processes for rights-based programming
- use children's participation, advocacy, campaigning (among others) as ways to strengthen accountability and participation, and thereby reinforcing a rights-based approach
- promote a rights-based approach through other events or programmes, such as the UN Study on Violence Against Children
- use indirect approaches (such as SCUK's Global Impact Monitoring system) to make child rights programming more practical
- operationalise human rights values by making organisational and management systems, procedures and processes more equitable, participatory, transparent and accountable
- strengthen feedback and monitoring systems in organisations and programmes as a way to strengthen organisational accountability and participation (eg, performance management and staff appraisal systems, stakeholder reviews and impact assessments)
- diversify the organisation's funding base to reduce dependency on a few donors. This gives a rights-based organisation greater flexibility to do advocacy work.

Part Two

Applying Human Rights in Programmes and Organisations



RIGHTS-BASED APPROACH TO EDUCATION

Joachim Theis

Human rights standards and principles are expressed in legal language. Programme staff working in the field of education often find it challenging to understand what human rights standards mean and how to apply them in their work. The purpose of this chapter is to present the main elements of a rights-based approach to education. It translates human rights principles and standards into the concepts, categories and language commonly used in education programmes. It draws on the ideas and writings of the Special Rapporteur on the right to education and the literature on child-friendly schools.

A rights-based approach to education is based on internationally agreed upon human rights standards and promotes those standards in society. It ensures that all children receive good quality basic education. Quality education is child-centred, prepares children for the challenges they face in life and helps every child reach his or her full potential. Quality education is not only concerned with learning, but also with the child's health, nutritional status, wellbeing, safety and protection from abuse and violence. It also is concerned with the child's environment and with what happens to children before entering and after leaving school.

Rights-based education recognises children as subjects of rights. The state and other 'duty bearers' (eg, parents and teachers) have obligations to fulfil these rights. As rights holders, children, parents and teachers (and others) are entitled to demand that the state meets its obligations to respect, protect and fulfil the right to education of all children.

A rights-based approach to education has the following aspects:

Free access to education for all children

- guarantees education that is free and compulsory, affordable and accessible for all school-aged children and up to at least the minimum age of employment
- actively identifies excluded and at-risk children to get them enrolled in school and included in learning
- recognises the freedom of parents to choose education for their children, while observing the child's best interests.

Equal and inclusive education

- ensures the same rights to education and equality of opportunity for all children, irrespective of their race, colour, sex, language, religion, opinion, origin, economic status, birth, social status, minority or indigenous status, disability or HIV status. It includes working children, children affected by HIV/AIDS and children affected by conflict, displacement and abuse
- respects diversity and does not exclude, discriminate or stereotype on the basis of difference. It responds to diversity by meeting the needs of children according to their circumstances (eg, based on gender, social class, ethnicity and ability level).

Effective and relevant learning

- sets minimum quality standards for education and ensures these standards are met by all educational institutions in the country
- promotes the personal development of the individual child and ensures education content, methods and scheduling are relevant and respond to the different circumstances and needs of children (eg, according to their age, gender, culture or social class, or if they have disabilities, work or are refugees)
- provides child-centred content and good quality materials and resources for gaining literacy, numeracy and the essential knowledge and skills for life. Teaches children how to learn and to apply what they have learned. Prepares students for further training and for the job market
- promotes good quality teaching and learning processes appropriate to the child's developmental level, abilities and learning style. Promotes active, cooperative and democratic learning methods
- ensures every child understands the language of instruction (mother-tongue teaching)
- enhances teacher capacity, morale, commitment, status and income, and teachers' recognition of child rights
- improves the quality of education by eliminating obstacles to teaching and learning, and ensures that the entire process of education conforms to all human rights.

Gender-sensitive

- promotes equality in the enrolment and learning achievement of girls and boys
- guarantees gender-sensitive facilities, curricula, textbooks and teaching-learning processes that socialise girls and boys in a non-violent environment and encourages respect for each others' rights, dignity, diversity and equality
- promotes gender equality by challenging gender discrimination, stereotyping and exclusion.

Supportive, nurturing, safe and healthy learning environment

- provides positive experiences for children and promotes safe, secure, supportive, encouraging, healthy learning environments that protect the health (physical and psychological) and well being of learners and teachers:
 - provides supportive, nurturing, positive experiences promoting children's well being and sense of self-worth
 - guarantees a child's safety and security through policies and practices, such as schools free of drugs, tobacco, corporal punishment, abuse and harassment
 - provides adequate water and sanitation facilities and health education
 - assists with access to health services and counselling
 - provides life skills and sex education and promotes healthy attitudes, behaviours and practices
- helps to defend and protect all children from abuse and harm, both inside and outside the school and ensures that at-risk children are protected through education (eg, abused children, child workers, children in conflict and emergency situations, children affected by HIV/AIDS)
- is concerned about what happens to children before entering and after leaving school
- provides all children with a good start in life through quality early childhood development and support to children entering school
- strengthens the family as the child's primary caregiver and educator.

Participation

- recognises that children have competencies, knowledge and abilities and are able to contribute these to society and to shape their school, family and community environments
- promotes children's right to be heard and to express themselves at home, in school and in the community. Children who are listened to have higher self-esteem and greater self-confidence
- Student-centred, activity-based learning methods enable children to take an active part in classroom work. This influences their own learning and makes their education more meaningful, more relevant and more enjoyable
- ensures that parents, teachers and media provide children with adequate and relevant information
- promotes the rights of students, parents, teachers and other stakeholders to influence the decisions that affect them. Promotes the involvement of students, parents and teachers in curriculum development, choice of learning content, selection of learning materials and education reforms
- involves children, parents and community members in school management and supports the establishment of student and parent-teacher associations
- promotes children's rights to privacy, play and a child-friendly environment.

Main stakeholders and their responsibilities

- International donors are responsible to ensure that their social and economic policies are based on and promote international human rights standards, such as free and compulsory education for all children. They are responsible to allocate adequate resources for basic education programmes. They have an obligation to ensure that debt payments and economic restructuring do not force poorer countries to cut back on the provision of basic social services and leave poor countries without the resources to provide education for all children.
- International advocacy on the right to education includes: Education for All campaigns, lobbying for greater spending on education and advocating for the cancellation of debts of the world's poorest countries.
- National governments are responsible to:
 - allocate adequate resources to provide free basic education for all children
 - harmonise national legislation and policies with international human rights standards
 - set, enforce and monitor education standards
 - promote and monitor the rights and well being of all children in the country.
- Every child has the right to education, the duty to comply with compulsory education requirements and the obligation not to hinder the education of others.
- Parents have primary responsibility for the care, support and guidance of their children, have the duty to comply with compulsory education requirements and are the first educators.
- Teachers are responsible to ensure that teaching content and methods are based on human rights values and standards and that children learn respect for human rights.
- Private companies, the media and religious, political and cultural institutions providing education and information services, materials and resources are responsible to meet the standards of rights-based education.
- Education organisations are responsible to carry out a comprehensive analysis of the education sector in preparation for any programme work.

Example: Realising the right to primary education in India

Goal: All children complete primary school in India

Obligations	Objectives	Actions	Indicators
Parents			
send children to school	<ul style="list-style-type: none"> all parents send their children to school by 2005 	<ul style="list-style-type: none"> enforce compulsory education raise awareness of importance of education among parents 	proportion of parents who send children to school
Government			
provides schools that are accessible; provides adequate facilities	<ul style="list-style-type: none"> by 2010 all children live within two km from primary school all primary schools have sufficient teachers (ratio of one teacher per 30 students) by 2010 by 2010 all primary school facilities are in good condition: at least two rooms, rain-proof roof, functioning toilet, safe drinking water all head teachers are engaged in teaching activities by the end of 2003 	<ul style="list-style-type: none"> build primary schools train and hire sufficient primary school teachers improve primary school facilities establish monitoring mechanisms, incentives and sanctions to ensure head teachers are engaged in teaching 	distance to school from house number of teachers condition of school facilities head teacher attendance and activity
Community			
supports schools, teachers and parents	<ul style="list-style-type: none"> all village education committees meet at least four times per year to organise support for school, teachers and parents by 2004 	<ul style="list-style-type: none"> establish monitoring mechanisms, incentives and sanctions 	public discussion
Media			
report on neglect of basic education	<ul style="list-style-type: none"> increase newspaper articles on basic education by 50% each year, over the next five years 	<ul style="list-style-type: none"> train journalists invite media to visit remote schools give annual prize for reporting on basic education monitor newspaper articles on basic education 	proportion of newspaper articles on basic education

Source: Adapted from PROBE Team, 1999 (in UNDP HDR 2000: 104)

International treaties and agreements related to the right to education

Convention on the Elimination of all Forms of Discrimination Against Women (1979)

www.unbchr.ch/html/menu3/b/e1cedaw.htm

Convention on the Elimination of all Forms of Racial Discrimination (1965)

www.unbchr.ch/html/menu3/b/d_icerd.htm

Convention on the Rights of the Child (1989)

www.unbchr.ch/html/menu2/6/crc/treaties/crc.htm

Covenant on Economic, Social and Cultural Rights (1966)

www.unbchr.ch/html/menu3/b/a_cescr.htm

Education for All: Dakar Framework for Action (2000)

www.unicef.org/efa/dakarfin.pdf

ILO Convention on the Minimum Age for Employment (1973)

ilolex.ilo.ch:1567/cgi-lex/convde.pl?C138

ILO Convention on the Worst Forms of Child Labour (1999)

ilolex.ilo.ch:1567/cgi-lex/convde.pl?C182

UNESCO Convention against Discrimination in Education (1960)

www.unbchr.ch/html/menu3/b/d_c_educ.htm

Universal Declaration of Human Rights (1948)

www.unbchr.ch/udhr/lang/eng.htm

Resources

Shaeffer, Sheldon (2000) *Rights-Based, Child-Friendly Learning Environments: A Framework for Policy and a Plan of Action*. Powerpoint presentation at Regional Workshop on Child-Friendly Learning Environments, Chiang Mai, Thailand, 21-25 August 2000, UNICEF.

SIDA (2001) *Education, Democracy and Human Rights in Swedish Development Co-operation*.

Stockholm. www.kus.uu.se/Democracy2/EduDemHumgroup2.pdf

Tomaševski, Katarina (2003) *Education Denied. Costs and Remedies*. Zed Books London and New York, University Press Dhaka, White Lotus Bangkok, David Philip Cape Town. ISBN1 84277 251 1.

Tomaševski, Katarina (2004) *Manual on Rights-Based Education. Global Human Rights Requirements Made Simple*. Collaborative project between the UN Special Rapporteur on the Right to Education and UNESCO Asia and Pacific Regional Bureau for Education. UNESCO, Bangkok, Thailand. ISBN 92 9223 023 9.

UNESCO (2000) *World Education Report 2000 – The Right to Education: Towards Education for All Throughout Life*. UNESCO, Paris. www.unesco.org/education/information/wer

Organisations and websites

Child-friendly schools

www.unicef.org/programme/girlseducation

Oxfam

www.oxfam.org.uk/educationnow/edreport/report.htm

Save the Children

www.savethechildren.org.uk/education

UN Special Rapporteur on the Right to Education (many links)

www.right-to-education.org

UNESCO

www.unesco.org/education/index.shtml

UNICEF

www.unicef.org/teachers

World Bank

www1.worldbank.org/education

RIGHTS-BASED APPROACH TO HIV/AIDS

John Berry, Margaret Childe, Joachim Theis

Human rights standards and principles are expressed in legal language. Programme staff working in the field of HIV/AIDS often find it challenging to understand what human rights standards mean and how to apply them in their work. This chapter presents the main elements of a rights-based approach to HIV/AIDS programming. It translates human rights principles and standards into the concepts, categories and language commonly used in HIV/AIDS programmes. It helps people working in HIV/AIDS programmes to understand the practical implications of a rights-based approach. Special attention is given to the situation of children affected by HIV/AIDS.

Impact of HIV/AIDS on children

HIV/AIDS has many direct and indirect effects on children. They range from the psychological impact of losing one or both parents to the less obvious impact of reduced access to quality education and health services. The impact of HIV/AIDS on the health of children relates not only to the growing number of HIV-infected children but also to the effect HIV/AIDS has on access to healthcare for children who are HIV-negative.

Effects of the HIV/AIDS epidemic on children and young people include:

- disintegration of traditional support structures and social safety nets
- loss of quality education due to the loss of school teachers to HIV/AIDS
- reduced survival and development rates of children through the impact of HIV/AIDS on health, family livelihoods, social welfare and protection
- discrimination and exclusion from the community as a result of stigmatisation
- HIV has a detrimental effect on the education of children due to exclusion, loss of earnings or the need to re-direct household spending towards medical treatment, which severely limits funds for schooling.

Source: Ireland and Webb 2001, www.id21.org/society/S5bei1g1.html

A rights-based approach to HIV/AIDS is based on the principles of the:

- dignity of every human being
- universality of human rights, of equity and non-discrimination
- interconnectedness of civil, political, economic, social and cultural rights
- responsibility of the state and other 'duty bearers' to respect, protect and fulfil human rights
- right of every human being to claim his or her rights (participation and empowerment).

Some of the main human rights relevant for HIV/AIDS programmes include:

- the right to life and the right to health. For example, without access to medical care and treatment, people with AIDS will die sooner and more children will become orphaned. This in turn has a whole range of impacts on children's survival and development.
- the right to education and to information. If people do not have access to information, they cannot protect themselves against HIV/AIDS and may not be able to obtain treatment and care.
- the right to freedom of speech
- the right to freedom from torture, cruel, inhuman or degrading treatment.

Guiding these rights is the principle of non-discrimination, which affirms that nobody is denied their rights, regardless of gender, race, sexuality or age.

A rights-based approach to HIV/AIDS programming has three broad components: (1) prevention, protection and harm reduction; (2) treatment and care; and (3) impact mitigation.

I. Prevention, Protection and Harm Reduction

To protect themselves from HIV infection, people need power, skills, knowledge and resources. HIV-prevention programmes that only focus on education often fail to achieve behaviour change. Rights-based programmes seek to ensure that all people have the power to refuse sex or insist on condom use, can avoid reusing dirty needles and are protected from unsafe medical practices. They also tackle the broader social and cultural barriers that prevent people from accessing relevant information. This includes the attitudes of parents, teachers, media and religious organisations towards sex and sexuality.

Goal: All people have the **power, skills, knowledge and resources** to protect themselves from HIV infection.

General Population

Standards

Education – knowledge and skills

- comprehensive and inclusive life skills development, HIV/AIDS education and sex education that are tailored to the needs and abilities of different population groups (according to age, class, ethnicity, language, disability, etc)
- education about drug use for young people and the general population.

Resources and services

- affordable condoms are available – without discrimination – for everyone who needs them
- prevention and confidential treatment for sexually transmitted infections
- medical practices are safe through proper sanitation and use of sterilised needles
- protection of children and young people from physical and sexual abuse and from labour exploitation
- access to adolescent-friendly sexual and reproductive health services.

Responsibilities

Government ministries and departments (health, education, social welfare, labour, interior, justice, etc) must provide necessary education and services and protect people's rights. An affordable, accessible system of redress must be made available to individuals or groups so they can demand their rights.

Policy-makers are responsible for developing public health policies that are based on human rights. Such policies not only focus on the rights of people living with HIV/AIDS but also on the broader range of human rights that influence people's vulnerability to the epidemic.

Private and public companies should provide their employees with the knowledge, skills and resources to protect themselves. This requires effective programmes (education, counselling, treatment for sexually transmitted infections, condom distribution) and policies (clear guidelines on illness, testing, benefits) based on technical expertise that target all levels of the company, including management, to ensure a sustained, flexible, sensitive and non-discriminatory response to HIV/AIDS. Prevention and care programmes should be extended to all immediate family members of an employee who is HIV-positive.

NGOs should provide HIV/AIDS education and lobby others in government, the private sector, media and religious organisations to also provide such education. In addition, NGOs should demonstrate successful strategies for overcoming the cultural, social and political obstacles among parents, teachers, government officials, religious leaders and the media that stand in the way of free access to accurate information about HIV/AIDS for all people, including children.

Media, religious leaders and politicians need to allow and promote free access to accurate information about HIV/AIDS and sexuality.

Teachers and health professionals need to ensure that children and adults have the necessary knowledge and skills to protect themselves from HIV infection.

Parents must protect the health of their children, protect them from abuse, neglect and exploitation and provide them with the information and education they need to protect themselves. Parents who deny their children access to information about sexuality and HIV/AIDS put their children's lives at risk.

Gender

Women and girls are biologically more vulnerable to HIV infection than men. And they are heavily affected by the consequences of HIV/AIDS. The sexual and drug-taking behaviour of men and adolescent boys contributes significantly to the spread of the virus.

Standards

Masculinity. To protect women, men, girls and boys from HIV infection, cultural concepts of masculinity that are based on virility and promiscuity have to be challenged and changed. Men and boys have to take responsibility for their behaviours.

Empowerment. Women and girls must have the power to either refuse sex or to insist on condom use. The economic, social, cultural and political conditions that remove the power of women and girls have to be reversed. For this to happen, women must:

- be economically independent from men
- have social security so that they are not forced to work in underpaid and exploitative environments
- control when and how many children they have
- participate fully in all decisions that affect them and their families
- have full access to gender-sensitive basic and continuing education, including sexual education.

Responsibilities

Governments must guarantee and enforce women's rights in the provision of public services, such as health and education, and through the legal system.

Political parties should promote women's rights and actively encourage women to participate in political processes.

Private companies need to actively implement equal opportunity policies.

Religious organisations need to stop discriminatory teachings and actively promote tolerance and cultural change.

NGOs need to implement equal opportunity policies and actively promote a culture of equality and women's and girls' rights.

Teachers should promote equality of boys and girls in school.

Men and women should accept and promote women's equality, guard against domestic violence, share decision-making and family resources and raise their children in a gender-sensitive way rather than reinforce gender roles that cause the behaviours that help the virus to spread. Men and women have to take responsibility for their risky sexual and drug-taking behaviour, which enables the virus to spread.

Preventing Mother-to-Child Transmission of HIV Infection

To reduce the risk of mother-to-child transmission (MTCT), HIV-infected women need to be identified before or early in pregnancy. Interventions to reduce the risk of mother-to-child transmission include the reduction of maternal viral load through prophylactic anti-retroviral therapy, avoiding exposure of infants to HIV by refraining from breastfeeding, use of infant formula, elective Caesarean section, cleansing of the birth canal, boosting the mother's and child's immune systems through nutritional supplementation and immunisation of women and children against disease (eg, vaccination against hepatitis, mumps/measles/rubella, polio, etc). Research on effective prevention measures is leading to periodic updates of this list.

Standards

The **protection of mother and baby** may require the provision of:

- voluntary and confidential counselling and testing
- anti-retroviral (ARV) treatment where appropriate
- ante-natal and post-natal care
- education and support on safer infant feeding methods.

Responsibilities

Health ministries must allocate funds for voluntary HIV testing and for education on preventive measures to reduce the risk of MTCT.

The **legal system** must ensure that laws are in place to uphold the rights of HIV-infected parents to prevent or reduce MTCT.

Pharmaceutical companies should provide affordable and accessible anti-retroviral drugs and continue research on the most effective forms of reducing the risk of vertical transmission of HIV.

International donors and aid organisations have the responsibility to support the health ministry's efforts and to advocate that the government and private companies uphold their obligations towards prevention of mother-to-child transmission of HIV.

Healthcare professionals (doctors, nurses, counsellors, midwives) need to ensure that testing, education and preventive measures are available to all people in society, including families that are marginalised or hard to reach.

Mothers and fathers must in all ways possible prevent the transmission of the HIV virus to their child. This includes voluntary HIV testing, preferably before pregnancy.

Most Vulnerable Groups

Standards

Among the groups that are most vulnerable to HIV infections are intravenous drug users, migrant workers and mobile populations, commercial sex workers and their clients, and men who have sex with men. People engaged in 'high-risk' behaviour have the same rights to protection as all other people. The criminalisation of the activities of these groups (eg, sex work, drug use and gay sex) is a violation of their rights. For high-risk groups to protect themselves requires targeted interventions in the early stages of the HIV/AIDS epidemic to strengthen the rights of vulnerable groups and direct provision of services from which these people are excluded (eg, needle exchange).

Responsibilities

Governments need to ensure an effective HIV strategy is in place, with effective outreach services for high-risk groups.

Health and education agencies need to deliver HIV/AIDS education and services that target the most vulnerable groups and are tailored to their specific needs. This includes the provision of clean needles for injecting drug users.

Police must understand transmission patterns and work with the most vulnerable groups in education and prevention rather than to criminalise and stigmatise them.

Lawyers need to raise awareness of national or local laws that protect the rights of the most vulnerable groups and to advocate for such laws to be put in place.

Drug dealers should provide injecting drug users with clean needles.

Pimps and brothel owners must provide commercial sex workers with condoms and must insist that clients and sex workers use condoms.

Religious leaders, media and parents must not stigmatise children or adults who belong to high-risk groups.

Protection from HIV Infection in Conflict and Emergency Situations

Standards

Preventing the spread of HIV is particularly difficult in conflict and emergency situations due to the high rate of sexual violence and survival sex, the destruction of community and family networks and the mass movement of people. The capacity of government and health and education services may be reduced or non-existent, and HIV prevention may not be a priority.

Malnutrition increases vulnerability to contracting the virus, increases the progression of the virus in the body and is thought to create more virulent strains of HIV. Nutritional support is needed in areas of low food security.

Responsibilities

Governments must adopt policies to protect people from HIV infection, irrespective of the population's political, cultural or religious affiliations. Governments are responsible for facilitating the provision of services of humanitarian agencies.

Armies and rebel troops must respect human rights and provide access to relief agencies.

International donors must provide aid where the government is not capable of meeting its obligations.

Humanitarian organisations must ensure that food, money and medication reach the intended recipients with a minimum of leakage, waste or corruption. Humanitarian agencies should include HIV-prevention in their programmes. Agencies working in conflict areas and in refugee camps should protect vulnerable women and children from abuse and exploitation, provide adequate food, water and shelter to reduce the need for survival sex and ensure that HIV education and condoms are freely available to all population groups.

2. Treatment and Care

Voluntary and Confidential Counselling and Testing

Voluntary and confidential counselling and testing (VCT) is a prevention, protection, treatment and care strategy. It allows individuals to discover their HIV status, provides advice and refers them to necessary services. It links prevention and care, promotes behaviour change and can help reduce stigma and discrimination.

Goal: All people have access to free, voluntary and confidential counselling and testing services (the right to know their HIV status).

Standards

- All HIV testing and counselling has to be confidential, voluntary and based on informed consent. All people who have been tested are entitled to confidential counselling.
- The testing and counselling services must be adequately resourced, ensure accurate results and have a high quality of service and fully trained counsellors.
- To ensure that counselling and testing are non-discriminatory and do not violate rights, there have to be strong safeguards, including a system of redress to protect confidentiality, informed consent and a voluntary nature.
- VCT should be integrated into other prevention and care programmes.

Responsibilities

Governments, NGOs and the private sector must provide services that meet these standards and ensure that test results and information from counselling are not abused.

Media should promote voluntary and confidential counselling and testing services and respect people's privacy (eg, not publishing names and photos of people with HIV and AIDS).

Treatment, Care and Protection

Access to treatment and care increases the life expectancy and productivity of people with AIDS. This can have a significant impact on the survival and development of children. Fewer children will be orphaned if their HIV-infected parents have access to appropriate treatment and care. Treatment and care involve a range of interventions, including: psycho-social support (of which reducing stigma and discrimination is one element), medical treatment (treatment and prophylaxis of opportunistic infections, such as diarrhoea, respiratory infections and skin infections, as well as the provision of anti-retroviral drugs), nutritional support, socio-economic support (eg, access to education, livelihood support, etc), legal support and HIV prevention services.

Stigma and discrimination force HIV/AIDS underground, thus denying affected people their rights and causing the virus to spread faster. Social development and health programmes often fail to reach the most marginalised groups in society, even though such groups often have the highest rates of HIV infection. In some cases, rights violations have been committed in the name of public health, with the segregation and isolation of HIV-positive patients in hospitals. This has further reduced the incentive for people to get tested to know their HIV status, thereby helping the spread of the virus.

Goal: All people affected by HIV/AIDS are protected from discrimination and have access to all necessary services.

Standards

- All HIV-positive people have access to adequate healthcare, including life-saving medicines, treatment for diseases associated with HIV, such as tuberculosis, and adequate nutritional support. This involves appropriate medication and an adequate and efficient healthcare system involving self-care by people living with HIV/AIDS, home-based care givers (relatives or friends), community-based and clinic-based service providers and hospitals, linked by a referral system. Different service providers need to coordinate and integrate their activities.
- All healthcare services have the capacity to treat HIV-positive people while ensuring that HIV-negative people with life-threatening conditions are not displaced as a result.
- All households and communities that have lost labour through AIDS-related sickness or death receive the support necessary to ensure that dependants have sufficient food, water, shelter and an adequate standard of living.
- All community groups are actively involved in caring for the sick so that the burden of care does not fall disproportionately on women and children.
- All forms of violence and discrimination against people living with or affected by HIV/AIDS are prevented. This includes HIV-positive people in institutions, such as prisons, schools and hospitals and in the workplace. Relevant rights include the right to employment and the right to marry, to have a family and raise children.
- The impact on families and on social structures is analysed.

Responsibilities

Governments must provide an effective healthcare system. Centrally operated programmes cannot reach the necessary scale, quality or level of flexibility to meet the needs of those affected by the virus. Therefore, governments must work in partnership with agencies and individuals who have special expertise with hard-to-reach people, with community-based healthcare providers and with people living with or affected by HIV/AIDS.

Employers need to acknowledge the impact of HIV/AIDS on their staff and to enforce non-discrimination and confidentiality in staff health and employment issues.

Non-discrimination and support is also the responsibility of the **community, religious and political leaders, media, management and staff of institutions, parents, other relatives and friends.**

Protection of Orphans and Vulnerable Children

Children who are HIV-infected and those affected by AIDS, especially orphans and adopted children, are particularly at risk of being discriminated against and exploited. Special efforts are required to ensure that such children have access to all necessary services. Children who are heads of households must have the same rights to services and resources as adults. In countries where orphans and widows are denied their inheritance, relevant laws have to be changed in order to treat every person equitably.

Programming principles for orphans and other children affected by HIV/AIDS

Strengthen the protection and care of orphans and other vulnerable children within their extended families and communities by:

- strengthening the economic coping capacities of families and communities and combating the root causes of poverty
- enhancing the capacity of families and communities to respond to the psycho-social needs of orphans, vulnerable children and their care givers
- linking HIV/AIDS prevention activities, care and support for people living with HIV/AIDS and efforts to support orphans and other vulnerable children
- focusing on the most vulnerable children and communities, not only those orphaned by AIDS
- giving particular attention to the roles of boys and girls, men and women and addressing gender discrimination
- ensuring the full involvement of young people as part of the solution
- strengthening schools and ensuring access to education
- reducing stigma and ensuring that exclusion and discrimination of children affected by HIV/AIDS is not tolerated
- accelerating learning and information exchange. Start to inform children about HIV at a young age to equip them with the knowledge and skills that will reduce their risks to contracting STDs, including HIV
- strengthening partners and partnerships at all levels and building coalitions among key stakeholders
- ensuring that external support strengthens and does not undermine community initiative and motivation

- addressing the underlying factors that contribute to the epidemic, including the lack of accessible and effective youth-friendly health services for people living with HIV and for those at risk.

Source: Informal Donors Technical Group on Orphans and Vulnerable Children (2002)
www.firelightfoundation.org/principles.htm with additions from Ireland and Webb
www.id21.org/society/S5bei1g1.html

3. Impact Mitigation

The HIV/AIDS epidemic is a major threat to development and to the realisation of human rights. Populations that suffer large-scale deaths from AIDS experience a massive destruction of labour, skills and knowledge. Replacement costs are high, resulting in a general worsening in economic and social development. Where state agencies are weakened by lost labour and increased costs related to HIV/AIDS, the state's ability to protect and fulfil human rights is impaired.

HIV/AIDS can have far-reaching effects that require a comprehensive multisectoral response and strong political and community support. Political support is needed, for example, for the assessment and monitoring of the impact of AIDS on areas, such as universal and equitable service delivery and on macro-economic stability.

Impact mitigation addresses the loss of human resources, skills and institutional knowledge due to AIDS-related deaths. Other issues for impact mitigation include the effects of HIV sickness, low morale and absenteeism on service delivery, the exodus of skilled workers, HIV-related changes in demand for public services, the long-term effects of students dropping out of school and the impact of HIV/AIDS on government revenue and expenditure.

Goal: Support all duty bearers whose capacity is being undermined by HIV/AIDS.

Standards

- National governments that are faced with unsustainable budget deficits as a result of reduced tax income and increased public spending should receive the necessary financial aid from the international community (donor nations, global foundations, etc).
- Governance and security are ensured in the face of the devastating effects of the spread of HIV/AIDS. Police and military, judiciary, political parties, government administration and the diplomatic service may all be severely affected.
- Migration policies are in place to help limit the potential increase in the spread of HIV as a result of large-scale population movements.
- The health sector has the capacity and support to deliver essential health services, the costs of which have dramatically increased due to the expense of drugs, training and infrastructure.
- The education sector has the capacity and resources to train replacement teachers and to fund out-of-school programmes for children forced to stay home to care for sick relatives.
- The agricultural sector has the resources to deal with labour shortages as a result of the spread of HIV. HIV/AIDS weakens food security and reduces nutrition levels.

- Businesses operating in situations of high HIV/AIDS prevalence are supported to cope with labour shortages, absenteeism and increased costs of insurance, which reduce profits and increase the rate of bankruptcies. This includes reforms to cut bureaucracy and other costs to business and to households.

Responsibilities

All nations are required to fulfil UN Charter obligations to promote solutions of economic, social, health and related problems. The main obstacle is that the international legal system is unable to enforce the paper commitments made by its members.

Governments must acknowledge the full scale of the problem and do their best to address it by working with donor nations and foundations (eg, the Bill and Melinda Gates Foundation) to build the capacity of the sectors outlined above.

It is a key responsibility of NGOs to use their experiences from HIV/AIDS programmes to directly lobby donors or at least to ensure that information they have collected is passed to partner advocacy organisations. They also must carry out advocacy to demonstrate how people's rights are being progressively undermined.

Main International Treaties and Agreements Related to HIV/AIDS

Convention on the Elimination of All Forms of Discrimination Against Women

www.unhcr.ch/html/menu3/b/e1cedaw.htm

Convention on the Rights of the Child

www.unhcr.ch/html/menu2/6/crc/treaties/crc.htm

Covenant on Civil and Political Rights

www.unhcr.ch/tbs/doc.nsf

Covenant on Economic, Social and Cultural Rights

www.unhcr.ch/html/menu3/b/a_escr.htm

Universal Declaration of Human Rights

www.unhcr.ch/udbr/lang/eng.html

Agencies Working on HIV/AIDS and Human Rights

AIDS and Africa – links to organisations working on HIV/AIDS in Africa

www.aidsandafrika.com/other.htm

AIDS NGOs Network in East Africa (ANNEA)

www.annea.or.tz/about.htm

APCASO network of NGOs providing HIV/AIDS services in the Asia and Pacific region

www.apcaso.org

Canadian HIV/AIDS Legal Network

www.aidslaw.ca

Firelight Foundation supports work on children and AIDS

www.firelightfoundation.org

Health and Human Rights: An International Journal – Francois-Xavier Bagnoud Center for Health and Human Rights, Harvard School of Public Health

www.hsph.harvard.edu/fxbcenter

International HIV/AIDS Alliance
www.aidsalliance.org

Network of People Living with AIDS
www.xs4all.nl/~gnp/index.html

Office of the High Commissioner for Human Rights
www.unhchr.ch

Society of Women Against AIDS in Africa
swaa.interconnection.org/index.htm, in French

UNAIDS coordinates the international response to HIV/AIDS
www.unaids.org

UNDP
www.undp.org

UNESCO
www.unesco.org/sbs/human_rights/

UNFPA
www.unfpa.org/sustainable/rights.htm

UNICEF
www.unicef.org

WHO
www.who.org

Resources

Department for International Development (2001) *HIV/AIDS Strategy*. London.
www.dfid.gov.uk/Pubs/files/hiv_isp.pdf

Firelight Foundation (2002) *Principles to Guide Programming for Orphans and Other Children Affected by HIV/AIDS*. www.firelightfoundation.org/principles.htm

ICASO (1999) *NGO Summary of the International Guidelines on HIV/AIDS and Human Rights*. International Council of AIDS Service Organisations. www.icaso.org

Ireland, Elaine and Webb, Douglas (2001) *No Quick Fix: A Sustained Response to HIV/AIDS and Children*. Save the Children UK, London. www.savethechildren.org.uk/scuk/jsp/resources/details.jsp?id=725&group=resources§ion=policy&subsection=details

Mann, Jonathan et al (Eds) (1999) *Health and Human Rights: A Reader*. Routledge, New York, ISBN: 0415921023

Physicians for Human Rights (no date) *Best Practices*. In: HIV/AIDS Prevention Factsheet. PHR. www.pbrusa.org/campaigns/aids/aidspractice.html

Save the Children (2002) *Learning for the Future* (CD-ROM collection of over 70 documents about HIV/AIDS, Save the Children Alliance, London.

UNHCHR *HIV/AIDS and Human Rights: Revised International Guidelines*.
www.unhchr.ch/biv/documents.htm

Whiteside, A and Sunter, C (2001) *AIDS: the Challenge for South Africa*. Third edition. Human and Rousseau Tafelberg, Cape Town.

WHO (2002) *25 Questions and Answers on Health and Human Rights*. WHO Health and Human Rights Publication Series Issue No.1, July 2002. www.who.org

Strategies for Different Epidemics

The variability in prevalence of the HIV/AIDS epidemic requires governments to develop different strategies, even within the same country.

Low prevalence/nascent epidemics (Even among vulnerable groups prevalence rates are less than 5%)	Concentrated epidemics (Overall prevalence is low but certain risk populations have >5% prevalence rates)	Generalised epidemics (Infection is over 1% in women attending ante-natal clinics)
Intervention targeting approach		
Targeting the most vulnerable groups ⁶	Targeting most vulnerable groups and their partners	Targeting most vulnerable groups, their partners and general population
Prevention strategies		
<ul style="list-style-type: none"> • political leadership mobilisation • stigma reduction • functional national HIV strategy in place • effective surveillance system in operation • data about activities/epidemic available • population aware of STIs and HIV and how to avoid them, especially population groups with high incidences • condoms available, affordable and accessible • blood screening • HIV and sexual health integrated into school curricula • research to understand transmission patterns and impact of interventions • STI treatments and diagnosis available and accessible for women and men • private sector involved through social marketing of condoms • infection prevention and quality assurance guidelines in place and observed • capacity-building of NGOs • all development projects assess impact of HIV 	<p>Same package as response for low prevalence/nascent epidemic. In addition:</p> <ul style="list-style-type: none"> • effective outreach for at-risk population groups • all development projects include HIV/AIDS considerations and/or prevention interventions • expanded training of healthcare workers 	<p>Same package as concentrated epidemic. In addition:</p> <ul style="list-style-type: none"> • expanded commodity security and distribution • expanded involvement of youth • international campaign to address national epidemic
Care strategies		
<ul style="list-style-type: none"> • planning for voluntary counselling and testing • basic healthcare delivery for opportunistic infections 	<p>Same package as low prevalence/nascent epidemic. In addition:</p> <ul style="list-style-type: none"> • implementation of voluntary counselling and testing • health systems development to support care • expanded training of healthcare workers 	<p>Same package as concentrated epidemic. In addition:</p> <ul style="list-style-type: none"> • syndromic treatment and diagnosis of STIs • anti-retrovirals for pregnant women • effective care and support strategies
Mitigation strategies		
<ul style="list-style-type: none"> • none 	<p>Planning for expanded social service delivery:</p> <ul style="list-style-type: none"> • economic impact of HIV/AIDS assessment • planning for the impact of HIV/AIDS on all sectors 	<p>Same package as concentrated epidemic. In addition:</p> <ul style="list-style-type: none"> • interventions to care for increased number of orphans • expanded business and labour sector involvement • active multisectoral involvement • increased legal protection • coping strategies for families and communities

Source: Department for International Development (2001) *HIV/AIDS Strategy*.

⁶Such as commercial sex workers, injecting drug users, men having sex with men, transport workers and migrant workers and their partners.

RIGHTS-BASED ORGANISATIONAL DEVELOPMENT AND MANAGEMENT

Joachim Theis

As development organisations embrace rights-based approaches to their programme work, the question is being asked: What are the implications of human rights and a rights-based approach for an organisation and its management practices? Other questions raised in relation to human rights and organisational development and management include:

- What is the difference between good management practice and rights-based management?
- What are the implications of human rights values for an organisation?
- What are the responsibilities of a rights-based organisation towards its ‘beneficiaries’, ‘clients’ (here we lack appropriate terms), supporters, partners, staff and donors?
- How can an organisation be made more rights-based?

This chapter explores some of these questions in order to make discussions on rights-based management more concrete. Much has been written about the accountability and legitimacy of international development agencies long before rights-based approaches became popular.⁷ Discussions on rights-based management should build on the existing literature on the accountability and legitimacy of development organisations towards partner agencies, communities and other stakeholders.

1. Applying Human Rights Values to Organisation and Management

Rights-based management relates to applying the values and principles of human rights to an agency’s management. Rights-based management bases organisational policies, systems and processes on human rights values and principles. It is about dignity, respect, responsibility, participation, equity, fairness and transparency. Rights-based management is also about promoting human rights throughout the organisation in communication, personnel policies, assessments and monitoring, financial planning and investments. A rights-based organisation applies human rights principles and standards to all departments of the agency, including programme, human resource management, marketing and communication, and fundraising.

An organisation that is accountable to its supporters, staff, children and communities sets clear goals, measurable objectives and performance standards and has strong feedback and monitoring mechanisms. It makes best use of available resources to achieve the greatest impact for children and adults and their rights. Systems for feedback include regular appraisal of staff performance, measuring programme impact and gathering feedback from stakeholders.

A rights-based organisation educates the public and influences people in power so they meet their obligations to respect, protect and fulfil human rights. It focuses on the most marginalised people and on the worst rights violations. Rights-based agencies work with others towards common goals.

The following table presents some specific examples of the responsibilities of a rights-based organisation, its management, staff and partners. Many of these examples represent good management practice in general and are not particular to a rights-based organisation. Rights-based management can be used as a way to promote and reinforce good management standards and practices.

⁷ See for example, Edwards, Michael, and Hulme, David eds. (1996) *Beyond the Magic Bullet: NGO Performance and Accountability in the Post-Cold War World*. Kumarian Press, Bloomfield, USA. ISBN: 1565490517.

Responsibilities of a rights-based organisation

Some examples relating to child rights organisations

Responsibilities of rights-based organisation (managers and staff) towards:			
Children	Partners	Staff	Supporters and donors
Feedback, monitoring, evaluation, review and audit mechanisms to assess impact, effectiveness, use of resources and efficiency			
<ul style="list-style-type: none"> • assess impact of work on children • children give feedback on programmes and are involved in reviews 	<ul style="list-style-type: none"> • programme reviews 	<ul style="list-style-type: none"> • performance appraisal • set and apply clear performance standards 	<ul style="list-style-type: none"> • financial auditing • honest reporting • stakeholder assessments • ethical investment
Equity, fairness, non-discrimination, diversity. Concentrate on the worst rights violations and on the most vulnerable and marginalised children. Fight discrimination and promote equity and inclusion of all children			
<ul style="list-style-type: none"> • focus on the most marginalised children • ensure programmes do not exclude some groups of disadvantaged children 	<ul style="list-style-type: none"> • select partners who are committed to inclusion and non-discrimination • challenge partners who discriminate and exclude • select diverse group of partners • encourage partners to be more inclusive 	<ul style="list-style-type: none"> • diverse workforce • equitable pay • clear policies for promotions • staff development plans • career planning 	<ul style="list-style-type: none"> • challenge discriminatory policies of donors • promote fairness, equity and diversity among supporters
Protection, safety, security, ethics. Protect children, adult community members, staff and partners			
<ul style="list-style-type: none"> • child protection policy • ensure safety of all children involved in the programme 	<ul style="list-style-type: none"> • protection of partners: avoid putting partners at risk as a result of advocacy or work in dangerous areas • promote and monitor child protection policies in partner organisations 	<ul style="list-style-type: none"> • follow labour laws • staff safety • sexual harassment policies • child protection policies • health insurance and social security benefits 	<ul style="list-style-type: none"> • promote child protection policies among donors
Participation. Support people and other institutions to demand children's rights. Promote children's participation and children's rights to information, expression, decision-making and association			
Access to information			
<ul style="list-style-type: none"> • child-friendly information on all relevant parts of programme and organisation 	<ul style="list-style-type: none"> • partners are informed about the programme 	<ul style="list-style-type: none"> • comprehensive staff induction • staff have free and easy access to all relevant information • ensure confidentiality of personnel files 	<ul style="list-style-type: none"> • complete and honest reporting to donors, supporters and members
Involvement in decision-making			
<ul style="list-style-type: none"> • involve children in recruitment of staff who work with children • involve children in planning and implementation 	<ul style="list-style-type: none"> • involve partners in programme decisions 	<ul style="list-style-type: none"> • transparent and participatory decision-making 	<ul style="list-style-type: none"> • involve supporters in programme decisions
Freedom of association			
<ul style="list-style-type: none"> • support children to organise themselves 	<ul style="list-style-type: none"> • strengthen organisational capacity of partners 	<ul style="list-style-type: none"> • staff have right to unionise 	
Collaboration: Work with other agencies to promote children's rights			
<ul style="list-style-type: none"> • collaborate with child-led organisations 	<ul style="list-style-type: none"> • support networks of partners 	<ul style="list-style-type: none"> • encourage collaboration among staff 	<ul style="list-style-type: none"> • promote donor collaboration

Rights-based agencies are reviewing existing management systems and developing new procedures to strengthen accountability, equity and participation. For example, it is becoming standard practice for organisations to have child protection policies. Save the Children UK is developing a code of conduct for staff and is exploring practical ways to involve children in internal organisational decision-making.

CARE has developed RBA Rating Scales for each of six areas to score a programme's performance and to indicate where the organisation can improve its accountability. The six areas are: promote empowerment, work with partners, ensure accountability and promote responsibility, address discrimination, promote non-violent resolution of conflict and seek sustainable results.

A first step towards strengthening an organisation's accountability, equity and participation is to assess current practice together with managers, staff, partners and other stakeholders.

2. Challenges

Moving towards rights-based management may create tensions and challenges. Ethical fundraising may lead to a loss in donor income. Marketing departments may find it difficult to communicate human rights messages to the public. Smaller and less bureaucratic organisations may find it onerous to codify human rights values into policies, procedures and codes of conduct.

3. Organisational Assessment Tools

NGOs have developed a variety of tools to assess organisations and to improve their management practices. Here are some examples (most of these are not available on-line):

Action Aid Kenya Capacity Assessment

CARE SEAD Institutional Capacity Framework

Oxfam Guidelines for Organisational Assessment

Pact Inc. Management Assessment Tool (MAT)

Pact Inc. Participatory Organizational Evaluation Tool (POET)

World Learning Inc. Institutional Analysis Instrument – a participatory NGO development tool

Questions for exploring a rights-based approach to organisation and management

A rights-based approach does not only have implications for the actions an organisation takes, it also has implications for the way an agency does its work. The organisational culture, systems and procedures should reflect human rights principles and standards: equity, non-discrimination, participation, accountability and best interests of the child. Questions a rights-based organisation should ask itself include:

Equity, non-discrimination and inclusion

- Does our workforce (and that of our partners) reflect the diversity of society according to gender, age, disability, ethnicity and religion? For example, employing disabled people sends a strong message to others inside and outside the organisation that everyone has the right to decent work. It challenges discrimination and exclusion.
- Is the office accessible for people with physical disabilities?
- How am I affected by issues of equity, non-discrimination and inclusion?
- Are there people that I discriminate against or that I exclude?
- What is the meaning of equity, non-discrimination and inclusion for our organisation and our work?
- Does our organisation discriminate against or exclude some people? Which people?

Human rights principles, standards and values

- Do all staff and partners have a basic understanding of the principles and standards of human rights? Are they committed to these standards?

Child protection – from abuse by childcare workers, relief workers, etc

- Do we have organisational policies against child abuse and sexual harassment? Are job applicants screened to prevent people with a record of abuse from joining the organisation?

Participation and empowerment

- How participatory is our organisation? How are partners and stakeholders (children and adults) involved in organisational decision-making? Who makes the important decisions? How easy is it for information to travel up the organisational hierarchy?
- Are organisational procedures helping or holding back participatory approaches to work?
- Are we listening to and consulting with children and adults in assessments, monitoring, etc?
- Are we providing information about our work to children and adults (transparency)?
- Are we using local resources and are we working with local structures and institutions?
- What work-related decisions am I participating in?
- Where do I feel empowered in my job?
- What does participation mean for our organisation and our work?
- Who should participate? In what?
- What does empowerment mean for our organisation and our work?
- Who should be empowered? To do what?

Internal and external accountability

- Are we accountable to the people we are working for, or just to our donors, the board of directors, our supporters/members and the government?
- What are the organisational accountability mechanisms towards partners and communities? How does the organisation report to partners and communities?
- Are we assessing the situation to understand the needs of children and adults?
- Are we carrying out stakeholder analyses and are we assessing the impact of our work?
- To whom am I accountable?
- Who is accountable to me?
- To whom is our organisation accountable?
- What does accountability mean in our organisation?
- What are current mechanisms for strengthening our organisation's accountability?

Part Three
**Exploring Different Ways of
Working**



PROMOTING CHILDREN'S PARTICIPATION IN VIETNAM

Henk van Beers

This chapter provides an overview of Save the Children's approach to promoting children's participation in Vietnam.

I. Background

Children's participation is one of Save the Children Sweden's global strategic programme areas. In 2000, Save the Children Sweden (SCS) in Vietnam conducted an exploratory study to assess the understanding of children's participation among SCS staff, partners and other agencies.⁸ The assessment also considered the degree of children's involvement in the programmes of SCS and its partner organisations. The study found that children were involved to some extent in research, mainly as respondents. To a lesser degree, children participated in practical support projects. Depending on the type of activities and the abilities and attitudes of SCS's partner agencies, children were occasionally involved in different aspects of the programme, but rarely did children take part in decision-making processes.

The limited levels of involvement of children was partly attributed to the fact that there was no clear understanding of what children's participation could or should entail. Responses ranged from 'listening to children' to 'children make the decisions'. More generally, the notion of children's involvement is difficult to accept in a society where social relations between children and adults continue to be dominated by traditional attitudes and values and where a child is considered to have responsibilities rather than rights.

The assessment encouraged SCS to embark on a process of capacity-building for children's participation among SCS staff and partners in Vietnam. From the start it was acknowledged that capacity-building will take time and patience, as changing attitudes and internalising children's participation will not happen overnight.

A strategy to promote children's participation in Vietnam had to include many different professional groups working at different levels of society. SCS also recognised that its approach in Vietnam had to take certain political realities into account. In Vietnam, SCS does not implement projects directly but works in partnership with government departments and mass organisations at the central, provincial and local levels. This requires mutual understanding of the roles and responsibilities of each partner and shared programme vision, objectives and strategies. SCS supports a wide range of programmes in Vietnam, including child protection from labour exploitation and trafficking, inclusive education, child friendly learning environment, children's rights in school, children and justice, and children and economics.

SCS based its strategy of promoting children's participation mainly on the recommendations from the assessment. The starting point was the demystification of children's participation and

⁸ Henk van Beers (2000) *Exploratory Assessment of the Current Understanding and Level of Children's Participation Among Rádda Barnen's Partners and Relevant Agencies in Ha Noi and Ho Chi Minh City, Vietnam*. Save the Children Sweden, Hanoi.

the creation of a shared understanding among SCS staff, management and partners of the meaning and implications of children's participation. This allowed SCS staff and partners to set their own children's participation goals within their specific project or programme areas.

All those involved in the assessment expressed the need for better skills and knowledge to involve children in programming. SCS developed a broad-based capacity-building process that included: skills and resource development of SCS staff and partners in children's participation, linking key persons and institutions through sharing and disseminating of experiences, and networking and exposure of stakeholders to new ideas and different approaches in involving children in programming.

2. Awareness-Raising and Capacity-Building for Save the Children Staff

SCS recruited an advisor on children's participation for an initial period of two years to implement the recommendations related to capacity-building for children's participation. A Vietnamese staff member worked alongside the expatriate advisor to be 'trained on the job' as a programme officer on children's participation to ensure continuity beyond the advisor's input.

SCS began by reviewing its own organisational processes and practices to see how far the concept of children's participation had been incorporated in its programmes in Vietnam. Together, staff and management reviewed existing opportunities in the agency to express themselves and the degree to which different views were taken seriously. The appraisal concluded that decision-making structures were fairly transparent and that overall, staff were satisfied with their own level of involvement in organisational decision-making. Nonetheless, the appraisal made both staff and management more conscious of the need to be transparent and to have good communication and decision-making structures.

The critical look at SCS's own participation practices was essential. It would be difficult for staff to advocate for children's participation when it was not a reality in their own organisation. SCS staff also had to be prepared to deal with similar concerns arising in partner agencies as a result of awareness raising on children's participation. A number of other sessions were conducted with staff and management to increase children's participation and to create a common understanding of the meaning of children's participation in the work of SCS.

Individual meetings were organized with staff responsible for each of SCS's programme areas to discuss how children's participation could be taken forward in their work. The aim was to integrate children's participation in all aspects of the work of SCS and to enable staff to address children's participation independently and confidently with partner agencies. Action plans were subsequently made and these were reviewed frequently by all staff and management. Programme staff meetings were regularly conducted to address any emerging issues that were relevant to the team.

3. Awareness-Raising and Capacity-Building with Partners

After sharing the outcome of the assessment with most partners through individual visits, SCS

organised sensitisation and awareness-raising workshops with all of its partners. These meetings helped to identify and prioritise partners who were most interested in enhancing children's participation in their work. SCS developed specific plans with these partners that addressed requirements for skills, knowledge enhancement and other technical support.

SCS entered into long-term commitments with its partners by providing technical support throughout the period of cooperation to ensure that children's participation was integrated as much as possible in all aspects of work. Each input of the child participation team towards the partner agencies was always made together with other programme officers of SCS who were in charge of the relevant programme areas. This ensured that they would increase their knowledge and skills to address issues related to children's participation. It was also in line with the approach of SCS in Vietnam to work in partnership – not to be seen as a donor but as an organisation providing technical assistance.

To further enhance the expertise of adults and children, a number of training workshops were offered to facilitators. After three years of implementation, capacity-building work has increasingly been taken over by resource persons from partner organisations who have hands-on experience in working with children and in awareness raising on children's participation.

4. Approaches in Promoting Children's Participation

SCS's approach to promoting children's participation begins by sensitising individual key persons in the partner agency on the need to involve children. Once these persons have been convinced of the value and benefits of children's involvement, they can request SCS to sensitise their colleagues and managers.

Depending on a partner agency's requirements, initial awareness-raising is followed by specific skills training on communicating with children, facilitation and methods to involve children. Workshops may last from two to seven days. At the end of every workshop, participants develop a plan of action to implement what they have learned. Participants meet again after a certain period of time to share experiences, identify ways to overcome challenges and constraints and to address any need for additional skills training.

During the implementation period, the advisor and programme officer provide additional technical and coaching support. The number and frequency of follow-up meetings varies according to the needs of the partner agency.

The capacity-building programme is tailored to the specific context and needs of each partner organisation. Each workshop starts from where participants are in terms of understanding and knowledge and is aimed at facilitating collective learning. The approach is non-threatening and takes into consideration the circumstances and professional background of participants. During the workshops, participants discuss the challenges and constraints they encounter in working with children. They also discuss how children's perspectives can help them overcome certain problems in their work.

5. Budgeting for Children's Participation

As a way to recognise the importance of children's participation in all of SCS's work, every programme area has to allocate funds for children's participation. Financial resources are available for activities such as capacity-building, training and consultations with children. This ensures that 'children's participation activities' are seen as integral parts of every programme area rather than as an 'add on' or a separate programme. Funds for covering the costs of a children's participation advisor and programme officer are limited to the provision of technical advice.

6. Showcasing the Benefits of Involving Children

A number of specific activities have been undertaken to set examples of children's involvement and to create an enabling environment. Between January and August 2001, Save the Children Alliance members and Plan International supported an initiative to identify and discuss children's concerns in Vietnam. Children were supported to communicate their concerns to Vietnamese delegates to the United Nations General Assembly Special Session on Children. The project included intensive training of adult facilitators, combined with project visits, individual support and advice and three follow-up meetings to share experiences and address issues of concern.

During the seven-month-long project, 15 groups of children from different parts of Vietnam met weekly to discuss issues of concern and to prepare for a three-day national meeting where they shared their ideas and priorities. On the last day of the national meeting, children entered into dialogue with representatives of government ministries and international NGOs. The event was very successful and helped sensitise many adults about the need to listen to children and to take their views seriously. The meeting also convinced the Vietnamese delegation to the Special Session on Children to include children in the official delegation.

Following the same approach, national forums were conducted with children in 2002 on HIV/AIDS and in 2003 on education. These forums aimed at influencing policy-makers and advocating for children's participation. This work resulted in the creation of a group of experienced and skilled adult and child facilitators who will continue to be involved as resource persons in capacity-building efforts related to children's participation.

7. Promoting Children's Participation in the Save the Children Alliance

The capacity-building programme is aimed also at promoting children's participation in other international organisations in Vietnam, specifically members of the Save the Children Alliance and Plan International. This has mainly been done by sharing information and experiences, joint implementation of activities and by providing technical input.

The establishment of an Alliance working group on children's participation has been instrumental in promoting children's participation in the work of Save the Children Alliance in Vietnam. The working group was established in 2001 and is chaired by the children's participation officer of SCS. The working group assists other Alliance members by providing advice through

coaching and training. This has resulted in a growing cadre of adults and children who are experienced and skilled in involving children and in training on children's participation issues.

8. Working Towards Quality

Throughout the capacity-building process, there has been an emphasis on the quality of children's participation in order to make it a meaningful process. Quality refers to a wide range of issues, including ethics, the extent of children's involvement, creating favourable conditions for children's participation and integrating it in all aspects of work rather than supporting one-off child participation events (*see the chapter on evaluating children's participation in Part Four for more information on quality standards*). Children's participation is a learning process; the first step is to understand and accept the concept. This is then followed with a step-by-step process of involving children and gradually increasing the extent and quality of their engagement.

9. Working with Adults Rather Than Children

Capacity-building has focused mainly on adults because they are the most important actors in realising and facilitating children's participation. Adults also form the biggest barriers against children's involvement because of traditional beliefs, religion and attitudes based on their own socialisation. Even when adult attitudes towards children's involvement are more positive, adults still need support to enhance their skills in communication, facilitation and methods of working with children. Adults also need to understand what is needed to create an environment where children can be meaningfully involved.

So far, capacity-building efforts have targeted teachers, headmasters, teacher trainers, government officials in education departments, researchers, journalists, prosecutors, lawyers, legal counsellors, social workers, community leaders, key persons in mass organisations, local authorities and staff of international NGOs.

Less emphasis has been placed on sensitising and training children because experience has shown that they generally will jump at genuine opportunities to be involved in decision-making. But also, the quality of children's involvement largely rests in the hands of facilitators – who are mostly adults.

Children are not automatically qualified or experienced at facilitating other children. Child facilitators require the same skills-building support as adult facilitators. Technical support for child facilitators has focused on facilitation, communication and working methods rather than on developing individual leadership skills. This is because promoting individual child leaders often goes against the principles of meaningful participation of all children.

10. Challenges

Sustained efforts in awareness-raising on children's participation have created an ever-increasing demand for capacity-building and skills training. This demand is difficult to meet with existing human resources in SCS, its partners and other organisations.

Some agencies involve children without properly understanding the concept and without thinking through the implications of children's participation. Many initiatives to involve children are not embedded within an overall and long-term strategy to mainstream children's involvement. One-off child participation events risk raising unrealistic expectations and subsequently disappointing the child participants.

The increasing number and broadening scope of child participation initiatives make it difficult to monitor the quality of children's involvement. More efforts are needed to document good and bad practices and to formulate minimum practice standards in children's participation. The Save the Children Alliance and other child rights organisations have prepared guidelines and practice standards for children's participation. The challenge is to apply and institutionalise these standards in the practice of government and non-government organisations.

Working with government partners and local authorities may pose challenges in terms of process, scale and time, and requires long-term commitment to technical cooperation.

Staff turnover in SCS, its partners and other organisations require continuous efforts to raise awareness and build capacity of new staff. In the long run the need for skills building may decrease, as capacity and understanding in organisations increase.

11. Conclusion

After three years of awareness raising and capacity-building on children's participation in Vietnam, major improvements can be noticed in terms of understanding the concept and practice of children's involvement. In the work of SCS and its partner agencies, children are systematically involved in research, evaluations and increasingly in different aspects of programming. Children's involvement in the project cycle is no longer limited to the implementation phase, and children are increasingly taking part in decision-making and in planning, monitoring and evaluations processes.

SCS in Vietnam has built up a solid expertise in children's participation and is capable of supporting partners and other organisations in their efforts to involve children in their work. To some extent, resource persons who can provide awareness-raising and capacity-building to colleagues and to other organisations have been identified and trained. However, such resources are still too scarce to deal with the increasing demand. Institutional capacity needs to be built up in other agencies to ensure that the provision of capacity-building is sustainable.

Partnerships with government departments at various levels will continue to be the main focus of SCS's efforts in Vietnam. Although working with government departments requires a long-term commitment and much time and patience, the impact of this work is more sustainable than working with non-government organisations in Vietnam.

In 2004, the initial three-year project of promoting children's participation will be completed with an overall assessment of the work done so far. The assessment will identify the main lessons from the project and will provide guidance and baseline information for future work on

children's participation. The findings will contribute to the planning process for the 2005-2007 programme cycle.

In the coming years, awareness raising and capacity-building efforts will be consolidated by expanding human and institutional resources and by developing relevant training materials. Documentation and dissemination of children's participation practice have to be improved, and minimum practice standards will need to be developed to better monitor and support children's participation.

CHILD FRIENDLY DISTRICT A CASE STUDY IN PROMOTING CHILDREN'S PARTICIPATION

Henk van Beers

Save the Children Sweden first conceived the idea of a Child Friendly District (CFD) in 1998 during discussions on developing child friendly environments. At the time, District 4 in Ho Chi Minh City was identified as a potential community for such a project. However, it took some years before a project agreement was negotiated with the district authorities.

District 4 has about 200,000 inhabitants and is one of the poorest areas in Ho Chi Minh City. Since 1998, SCS has supported several partner organisations in the district, focusing on training of law enforcement personnel, teachers and social workers, and CRC training for school children, leaders and community members. SCS's partners largely worked in isolation from each other without coordinating their work or sharing experiences.

In order to address the problems affecting children in a more comprehensive and systematic way, SCS requested the People's Committee in District 4 to coordinate the different projects related to children at risk. This led to the establishment of a child rights network. Most mass organisations and SCS partners took part in the meetings of the network, which were chaired by the Committee of Population, Family and Children (CPFC).

The purpose of the network is to coordinate activities of mass organisations related to children's issues, to provide a place where member agencies can learn and share experiences related to working with children and to facilitate discussions on developing a Child Friendly District.

The network identified the following principles as prerequisites for implementing the Child Friendly District:

- The district People's Committee should take the initiative in implementing the project with the available institutional arrangements, human resources and activities at ward level (a smaller administrative unit than a district; a ward in Ho Chi Minh City has about 15,000 inhabitants).
- Children should not only be beneficiaries but also active members of the project.
- Objectives and activities of the project must ensure long-term benefits for children. No child should be exposed to discrimination.
- Project expenditures must be in accordance with the local government budget to ensure future financial sustainability of CFD activities without dependence on funding from international agencies.
- Available resources in the community must be mobilised.

These principles were not enough as a framework for a CFD model but they helped SCS and the district authorities in the project orientation. There remained a need to clarify responsibility for taking the project forward. SCS considered broad-based institutional collaboration to be essential for the success of a Child Friendly District. The CPFC, however, worried about the additional demand on human resources and implementation mechanisms created by the CFD initiative.

I. Dialogue Between Children and Decision-Makers

Discussions became more substantial in December 2001 when SCS suggested involving children in the process, and CPFC decided to organise a dialogue between children and District 4 leaders. Prior to that meeting, children's participation had not been mentioned in the discussions, and children's competence was not acknowledged. Initially, some network members were reluctant to involve children but SCS provided the following reasons to encourage acceptance: Children's opinions could help to clarify general issues of the CFD so that it becomes more specific and suitable to children. Their participation in the dialogue would be the first sign of a district trying to be child-focused. SCS provided knowledge and skills to prepare District 4 facilitators for working with children.

The dialogue was a success. With good preparations and hard work, children presented the leaders with six urgent concerns that they wanted to see being addressed to make their district child friendly:

- unfair treatment by teachers in school and high costs of education, which force many children to drop out
- lack of play areas and facilities for recreation
- large numbers of children exposed to drugs and other 'social evils'
- unsanitary environment, especially as a result of open sewage canals
- child abuse and neglect in the family as a result of alcoholism, gambling and divorce
- adults not listening to children.

These concerns were taken up by the district authorities who drafted a project description with one-year objectives for each of the six concerns. In this way, the six topics identified by children of District 4 had created the foundations for the development of a Child Friendly District. The proposed CFD project would take place from 2002 to 2007.

In May 2002, four years after the initial discussions to establish a Child Friendly District, SCS and the People's Committee of District 4 signed an agreement, with the blessing of the Communist Party at the city level. The project considers children to be the first priority in the development policies of District 4. The objective is to create the best environment for the holistic development of the child. This means that all rights of all children must be respected, including protection against neglect, abuse and exploitation (ie, the child's physical growth and health as well as cultural, mental, moral, social and spiritual development).

Objectives for the first year of implementation:

- Government agencies, mass organisations, schools and NGOs supporting the wards would focus on setting up a coordinating programme serving the best interests of children.
- Community and government agencies would focus on improving the six urgent needs suggested by children: school, playground, environment, family, protection from drugs and 'social evils' and children's participation.

To monitor the development of the CFD, it was agreed that CPFC would identify local government agencies, mass organisations and other relevant entities with a child-centred strategy in their work. A steering committee chaired by the People's Committee at the district level takes responsibility for overall coordination.

The agreement between SCS and District 4 clarified that it is the responsibility of the district authorities to ensure that government institutions, mass organisations and NGOs at all levels work together to respect, protect and fulfil children's rights. To bring all relevant people on board, a children's participation workshop for the project's Steering Committee members and People's Committee leaders from all wards took place in August 2002, with two follow-up workshops in 2003. The main objectives of these workshops were to:

- help leaders of mass organisations and People's Committees at the district and ward levels to address children's issues from the perspectives of children rather than from those of adults
- sensitise participants on children's capacities to participate in the project
- facilitate the sharing of difficulties and overcoming obstacles in protecting children's rights
- discuss how children can help solve these difficulties and obstacles in order to ensure their rights
- discuss the development and implementation of the CFD project.

The workshops utilised participatory approaches. Participants in the follow-up sessions reviewed progress since the initial workshop and analysed constraints and challenges. Although this process required time, it was necessary to address children's concerns and to convince community leaders that children not only have a role to play in identifying issues of concern but also in the processes of analysis, problem solving and implementation. Children need to be fully involved in all activities of the Child Friendly District project. This process requires the support of the ward leaders and district level mass organisations.

2. Challenges

The responsibility to fulfil the long-term objectives of the Child Friendly District initiative could become overwhelming for the authorities. It is important not to create unrealistic expectations or fear of failure. All objectives and activities of the CFD must be realistic and in line with the capacity and resources of the district.

As agreed in the project framework, activities are carried out within existing structures and budget. However, the longer-term goal of fulfilling children's social, economic and cultural rights will require a budget increase and possibly a restructuring of responsibilities of different sectors and departments.

At present, the Child Friendly District project has only one full-time coordinator. Government departments and mass organisations only provide support related to their area of work. The district needs more staff who are qualified to implement the project. It is important that human resources are found from within existing government agencies.

In order to encourage full participation of children in the future, it is important to build children's capacity in analysis, management and life skills. These skills will help them to be aware of the surrounding environment so that they are able to protect and develop themselves. Children's parents must also be involved more fully in the initiative.

Activities towards creating a Child Friendly District

Awareness-raising and skills-building for district leaders and staff

- child rights training for school management and teachers of six high schools
- skills training in promoting children's participation
- child-centred working methods, including counselling skills
- child rights programming
- workshops to share experiences and improve counselling skills
- provision of reference materials and newspapers for staff.

Awareness-raising for parents and adult community members

- sensitisation and provision of information on childcare, child protection and education.

Awareness-raising and skills-building for children

- education about their rights and obligations
- training in communication skills
- life skills training
- facilitation and leadership skills with an emphasis on non-discrimination and inclusion.

Children's involvement – expression and decision-making

- quarterly review meetings where child representatives from ward levels discuss programme progress, share lessons learned and plan future activities
- forum of children in six high schools to discuss solutions for difficulties in learning; the forum involves the Department of Education officials, school managers and parents
- children develop creative environmental campaigns
- working children raise their concerns with district leadership
- workshop to assess the first phase of the project
- six monthly programme review meetings
- workshop with children to share ideas and formulate recommendations.

Activities implemented by district authorities to address children's concerns

- child rights training for teachers and management in secondary schools
- operation of counselling offices
- entertainment activities
- meeting to discuss ways to include children with disabilities in mainstream schools
- discussion to learn about Vietnam's laws for working children
- strengthening of the child rights network
- workshop to explore solutions for children in conflict with the law and for drug abuse among children
- strengthening of existing government welfare services
- discussion on parental responsibilities towards children and on ways to strengthen law enforcement towards adults who have abused and exploited children
- promotion of a safe environment for children in relation to child abuse and exposure to 'social evils'.

3. Lessons Learned

After two years of implementation, a number of lessons can be drawn from the Child Friendly District initiative:

- From the beginning, involve all stakeholders in planning, implementation and review.
- Take time and be patient to create a process that builds ownership of the concept.
- Ensure a common understanding of the concerns, desires and priorities of all stakeholders.
- Build common awareness and understanding of children's rights among all stakeholders.
- Build on what already exists and identify common goals for children. Demonstrate links with the goals of government departments. Highlight common concerns and link them to children's issues.
- Broad, long-term goals need short-term achievements.
- Stakeholders have to make budget contributions to support the initiative.
- Show benefits of working together, make better use of inter-sector government departments and advocate for more coordination.
- Provide reliable and complete information to ensure informed participation of all stakeholders.
- Organise participatory reviews of progress towards realising children's rights.
- Incorporate the national plan of action for children's rights into district plans.
- Addressing 'sensitive' issues, such as child sexual abuse at home, takes time and requires trust among stakeholders.
- Project costs and expenditures need to be in accordance with the capacity, knowledge and skills of local authorities. All available resources should be used.
- Flexible management on the part of the donor organisation (SCS) is essential in order to encourage and support any initiative from the local community and from authorities.
- Take advantage of support from the heads of district departments to promote cooperation between mass organisations, government agencies and other stakeholders.

4. Conclusion

The ultimate purpose of the Child Friendly District initiative is to realise children's rights by changing attitudes, behaviours, practices and resource allocations for children. Specific project activities are merely the means towards this long-term vision. It is important to keep the process of change and learning going and to make stakeholders understand that the development of a Child Friendly District is linked to an approach rather than a limited set of project activities. The current objectives are only the first small steps towards a Child Friendly District. Actions need to be reviewed and new priorities may need to be identified as the process continues.

This initiative's main targets are government departments, mass organisations, adult community members and children. The departments and mass organisations involved will have to continue their dialogue with children, gradually widening its scope to include more children and other community members. The project steering committee must ensure that all stakeholders are involved in developing a common approach to children in the district. The committee has to ensure that responsibilities for children's rights are broadened beyond the current narrow project objectives.

Children's participation has been an important cross-cutting force in the transformation of District 4 into a Child Friendly District. The project creates as many opportunities as possible for children to participate, taking into account the availability and ability of each child. Each of the district's 15 wards have formed groups of children who will continue to be observers in adult meetings, give suggestions and comments for the project's improvement and will be involved in regular reviews. They participate in various components of the project: training, campaigns, contests and children's community meetings. The core group of children has produced a plan to attract more children to join. The idea is to make sure that children from different socio-economic backgrounds and with various abilities are involved to promote the inclusion of all children.

Children in the district have already started to notice some changes, such as increased school attendance, appreciation of their roles and responsibilities and access to playgrounds, clean-up campaigns and more opportunities for children to be meaningfully involved in the community's decision-making. Save the Children Sweden has made a long-term commitment to the Child Friendly District initiative, which will continue for the duration that technical support is required.

CONFRONTING DISCRIMINATION IN SOUTH ASIA

Lena Karlsson and Ravi Karkara

This chapter aims to increase understanding of the human rights principle of non-discrimination, the root causes of discrimination and the cycle of reproducing inequalities in society. Examples on ways to challenge discrimination are taken from the programme of Save the Children Sweden/Denmark in Bangladesh. The chapter also includes some general recommendations on how organisations can combat discrimination.

Save the Children member agencies in South and Central Asia are committed to Child Rights Programming (CRP). “*Child Rights Programming means using the principles of child rights to plan, manage, implement and monitor programmes with the overall goal of strengthening the rights of the child as defined in international law.*”⁹ In 2002, the Save the Children Alliance adopted a strategy to promote CRP in South and Central Asia. As part of this strategy, a number of CRP capacity-building initiatives were carried out at regional and country levels.

The principle of non-discrimination is core to Child Rights Programming, together with the principles of participation and of accountability. However, the principle of non-discrimination still needs to be adequately integrated into Save the Children Alliance programmes and organisational structures and practices. Human rights organisations, including those for women’s and minority rights, often focus on discrimination against adults without addressing it from a child perspective and life cycle approach.

I. The Principle of Non-Discrimination

Discrimination exists in all societies and often involves treating an individual or group of people less well because of who or what they are.¹⁰ Discrimination means that individuals or groups with more power treat those with less power unjustly. Discrimination is practised by governments against citizens, by adults against children, by one community against another or by one group of children against another. Discrimination can be the result of direct and deliberate action or it can happen unconsciously. Social exclusion and the lack of access to services and resources are common effects of discrimination.

Children in virtually all societies have less power than adults and are therefore vulnerable to discrimination. Most girls and boys in South Asia grow up with the awareness that, as children, their status is inferior to that of adults. Many children face additional forms of discrimination because they are girls, they have disabilities, they belong to an ethnic or religious minority or because of their social status.¹¹

⁹ *Child Rights Programming: How to Apply Rights-Based Approaches in Programming: A Handbook for International Save the Children Alliance Members.* Save the Children.

¹⁰ According to the Human Rights Committee, “The term discrimination should be understood to imply any distinction, exclusion, restriction or preference that is based on any ground, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status and that has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing of all rights and freedoms.”

¹¹ The Committee on the Rights of the Child has identified more than 40 categories of children who are experiencing forms of discrimination.

Different factors contribute to discrimination:

- prejudices and fear of unfamiliar people, such as the fear that one ethnic group threatens society or jobs of another group or that a specific group may lose its cultural identity
- superstition, religious or cultural taboos, such as the belief that a child with a disability is the result of a curse
- lack of willingness and capacity to change and adapt to new circumstances, such as immigration
- unequal power structures in society. For example, boys are more valued than girls in patriarchal societies and poor children have fewer opportunities than rich children in all societies.

Discrimination has a negative impact on the self-esteem and self-confidence of girls and boys. Discrimination against children is closely related to discrimination against adults. Gender perceptions, behaviours, roles and relations, prejudices and superstitions are reproduced from one generation to another. Girls, boys, men and women are constrained by these perceptions. They can prevent them from developing their full potential and from making the choices they would like to make. Gender perceptions also influence the decisions boys and girls can take concerning their lives, the games they play and the professions they want to pursue or are allowed to choose.

Non-discrimination and equality before the law is a fundamental human rights principle that is part of every human rights instrument. Some human rights conventions focus on specific forms of discrimination, such as the 1965 Convention on the Elimination of all Forms of Racial Discrimination (CERD) and the 1979 Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW). All human rights conventions apply to both adults and children. The only exception is the UN Convention on the Rights of the Child, which is dedicated to protecting and promoting the human rights of every child.

According to Article 2 of the Convention on the Rights of the Child,

“States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s or his or her parents’ or legal guardian’s race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.”

States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child’s parents, legal guardians or family members.”

The principle of non-discrimination is relevant for all substantive articles of the CRC, including those relating to health, education, standard of living or protection of vulnerable groups of children.

Everybody has a responsibility to protect, promote and fulfil the rights of the child, but the state has a particular responsibility. It is the duty of the state to ensure that children are protected from discrimination. Governments are not only required to ensure that their own actions do not discriminate against any group of children, they are also obligated to take proactive measure to

address and prevent discrimination by others.¹² The state and its authorities at various levels have a duty to safeguard the rights of the child through laws, political decisions, allocation of resources and other practical measures.

Parents and caregivers have the primary responsibility for the care, support and guidance of the child. Those who are the closest to the child are in the best position to inculcate values of respect for diversity and for the rights of others. To promote non-discrimination, it is necessary to work with families, groups of children, community leaders, religious leaders, teachers and the media, among others.

Article 2 of the CRC does not mean that all children must be treated the same. The CRC Committee has suggested that proactive measures are sometimes necessary in order to effectively counter disparities (affirmative action, positive discrimination). Preferential treatment may include actions to promote the welfare of children and adults who are being discriminated against. Such measures should be based on the specific needs of the group. For example, children with learning disabilities require additional educational assistance to safeguard equal opportunities.

The Concluding Observations issued by the CRC Committee show that legislation is often non-discriminatory. However, there is a need to enforce the existing legislation and to take decisive measures to overcome disparities, discriminatory attitudes and other causes of discrimination. The CRC Committee also encourages some states to reach out to political, religious and community leaders to eradicate traditional practices that discriminate against certain groups of children, especially girls.

2. Promoting Non-Discrimination in Bangladesh

The following examples illustrate how Save the Children Sweden/Denmark in Bangladesh is promoting Child Rights Programming among its partner organisations. The process includes capacity-building of the staff of partner organisations through CRP workshops and ongoing coaching.

The **Centre for Services and Information on Disability (CSID)** is researching and disseminating information about the situation of persons with disabilities in Bangladesh. The organisation is also part of the National Forum of Persons with Disabilities.

CSID studied the situation of children with disabilities working in the streets of Dhaka. As an outcome of the research, an advocacy group was formed consisting of girls and boys with disabilities. This children's group carried out its own analysis of the situation of children's rights, identifying causes of rights violations, such as negative attitudes, abuse and discrimination. The analysis also identified duty bearers, such as government officials, family members and community leaders, and defined their responsibilities for promoting the rights of children with disabilities.

¹² Governments are required to report to the CRC Committee within two years after ratification of the CRC and thereafter every five years. They have to follow reporting guidelines and the report should contain relevant information about legislation, budgets and national plans as well as administrative structures to enforce the CRC. Most government reports tend to list legislative frameworks, policies, programmes, strategies and even activities. There is generally little analysis of the effects of these measures. Difficulties and problems encountered are only mentioned in passing. Few reports mention actions to promote non-discrimination within the state structure. Lack of adequate disaggregated statistics and information is another area of concern for most countries.

Based on the analysis, the advocacy children's group developed an action plan for raising awareness and advocating for the rights of disabled children in the community. The overall goal is to mainstream children with disabilities living in the street into society and to find employment and education opportunities for them.

Children from the advocacy group are also part of the process to develop a national plan of action for children in Bangladesh. They are lobbying for greater attention and resource allocation for children with disabilities in areas such as health, education, nutrition and protection. Girls are highlighting the double discrimination they are facing due to gender and disability. Girls with disabilities have fewer opportunities than boys, are less likely to be married and are also more vulnerable to sexual abuse.

The children's advocacy group used drama to bring about changes in their families, neighbourhoods and communities. Girls and boys think their status in the family and community has increased. People now want to talk with them and they are feeling a greater sense of self-worth. Being part of this advocacy group has helped children to learn how to conduct meetings, has raised their confidence in talking with adults and has improved their employment opportunities. A major challenge faced by this group is to collect the views of children with severe disabilities and to represent those views in various meetings.

One member of the children's advocacy group speaks out

"People now buy things from us and respect us as a group that is fighting for its own rights. This group has to be sustained even if CSID does not exist. Permanent mechanisms in the communities should therefore be developed for improving the situation of children with disabilities. Information on disability issues should be provided in the community. Links need to be made with government officials and policy-makers. If we only work with one group we cannot improve the situation, so we try to ensure the participation of the community. A more inclusive group is needed with links with children who face other forms of discrimination."

As a result of the work done by the children's advocacy group, CSID has begun to combat the discrimination of children with disabilities by families and communities. The involvement of families in making decisions regarding the support needed by their child has led to a reduction of discriminatory practices. Three community disability development committees have been formed in Dhaka. While CSID is targeting the duty bearers closest to the child, the organisation is also trying to influence policy-makers through their involvement in the National Forum of Persons with Disabilities.

Despite these successes, major challenges remain. Many disabled girls and boys who have received education and vocational training cannot get employment because of prejudices in society. There is a need to work more with employers and to highlight successful examples of employing children with disabilities.

Child Brigade. Since 1998, Save the Children Sweden/Denmark has been supporting the Child Brigade, a child-led organisation in Dhaka. The Child Brigade consists of boys and some girls who are mobilising communities to take action to improve the situation of marginalised children in slum areas. The work of the Child Brigade focuses on protection from abuse and violence,

intervening in police repression, providing legal support and raising awareness among civil society groups to reduce discrimination and prejudices against children living in slums.

One of the challenges has been to address gender discrimination and exclusion in the Child Brigade itself. At present, all the core members of the Child Brigade are boys. Adults have to raise children's awareness regarding gender relations and discrimination. It is also necessary to work more with parents and other adults in the community to overcome their resistance against the participation of girls and boys in the Child Brigade.

To complement the work with children living in slums, Save the Children researched the situation of girls living in the streets. According to the study, girls seek protection from violence and sexual abuse by men and boys. The girls recommended that NGOs work with men and boys in order to promote greater gender equality.

3. Addressing Discrimination from a Child Rights Perspective

Children have been consulted on many issues in South and Central Asia. However, these consultations have rarely been inclusive. There have not been sufficient efforts to include girls and boys from all backgrounds and to use methods to enable all children to express themselves (for example using sign language for deaf children or having separate groups of girls and boys). Save the Children has to do more to incorporate children's recommendations into strategies and programmes and to lobby governments to take actions on behalf of children's rights.

Combating discrimination means that Save the Children has to develop structures, mechanisms and approaches that promote the participation of all children. In practical terms this means to develop not only child-friendly materials but provide access to information for children who are blind, who use sign language or who do not read and write. It will mean that extra efforts need to be made to reach girls and boys of different ages not covered by NGOs and to use mobilising and empowering techniques that enable all children to participate.

This will require an increase in budgets and the strengthening of partnerships with organisations that work with different groups of children. It is important to lobby governments to make their policies and programmes not only gender sensitive, but also sensitive to the needs and realities of children from various backgrounds. Governments and NGOs also need to develop indicators and monitoring systems that can measure diversity and inclusion.

Working from a child rights programming perspective implies addressing both immediate and root causes of rights violations, such as power structures and patriarchal values. For example, working against child sexual abuse and exploitation implies addressing sensitive issues, such as male sexual behaviour. A central part of any situation analysis is to assess how perceptions, values, attitudes and behaviours are transformed into structures and mechanisms that perpetuate inequalities in society. It also requires taking stock of changes occurring in society.

Power relations have to be challenged at family, community, policy and government levels. An essential part of this is to empower those who face discrimination by involving them fully in relevant processes. Power relations have to be addressed from a multisectoral approach targeting poverty, discrimination and perceptions of childhood simultaneously.

Discrimination has to be addressed not only in programmes but also in organisations. Relevant questions include: How diverse is our workforce? How many men and women from various backgrounds are working at management, programme and support staff levels? What are the attitudes towards gender and diversity among staff? How do staff relate to each other? Does the organisation have policies and procedures to deal with sexual harassment? Is the office accessible for adults and children with disabilities? Does the organisation have a gender and diversity policy and action plan?

4. Key Considerations for Combating Discrimination

To challenge discrimination requires changing legislation, power structures, attitudes, the physical environment and the allocation of resources that perpetuate injustices and inequalities. The following are some fundamental considerations for combating discrimination.

Analysis. The first step to address discrimination is to assess how it manifests in order to be able to design strategies for appropriate action. It is only through listening directly to the experiences of children that adults gain awareness of the extent, nature and impact of discrimination on their lives. It is also important to collect information from those who discriminate: Without understanding why people act in a specific way, there is no common ground for discussion and no opportunity to potentially assist them with problems. Government reports, CRC concluding observations and NGO alternative reports to the CRC Committee are important sources of information and tools for advocacy.

Data. One primary difficulty confronting governments and NGOs in tackling discrimination is the lack of data. The UN Committee on the Rights of the Child routinely pressures governments to collect better statistical data and to disaggregate that data in order to identify how legislation is impacting on children's lives.

Legislation. It is important to introduce legislation that makes discrimination unlawful. Legislation should also include measures and adequate resources for effective law enforcement and policy implementation.

Analysing budgets and maximising resources. The commitment to equal rights for all children often requires an increase in resource allocations. Laws and policies cannot be implemented without adequate resources. For example, including children with disabilities in mainstream schools will require help with transport, adaptation of buildings and additional teaching resources.

Training of professionals working with children. All professionals working with boys and girls need training to help them understand the principle of non-discrimination and the implication of any new legislation related to it. For example, to ensure that children from minority communities have equal access to education, teachers have to work with children who are not proficient in the national language.

Raising public awareness. Education campaigns are needed to challenge discrimination and encourage change in traditional attitudes, prejudices and misconceptions about particular groups of girls and boys. The important point is to change what happens in practice and to help people better understand the extent and impact of discrimination. Public awareness campaigns should focus on promoting gender equality, diversity, inclusion, tolerance, diversity and choice.

Listening to and involving children. It is essential for adults to listen to children in order to design effective strategies for tackling discrimination. Without listening, adults will remain unaware of the extent and nature of the discrimination children suffer and will be unable to help. There is a growing body of experiences of involving children as partners in the development of programme strategies to address child rights.

It is also important to recognise the extent to which children can advocate on their own behalf. Girls and boys can provide peer counselling to tackle bullying in schools. They can challenge discriminatory practices in schools. They can campaign for governments to change unfair laws and provide more resources for disadvantaged groups and promote greater justice for children.

Making use of mass media. The media can play a role in exposing injustice, human rights violations and discriminatory practices. They can challenge traditional gender stereotypes and promote positive images of children.

NGO programmes. NGOs can address discrimination by pressuring governments and other duty bearers to fulfil their responsibilities. They can also address discrimination through their programmes and provide good examples of non-discrimination. It is important to develop programmes that challenge discrimination and lead to concrete impacts and sustainable change. This means that boys and girls have greater access to services, resources and information.

The principle of non-discrimination is closely related to the principles of participation and accountability. It is often the lack of participation of rights holders and accountability of duty bearers that perpetuate and reinforce discrimination. By empowering children who encounter discrimination, organisations will be able to develop effective actions and ensure that duty bearers not only listen to girls and boys but also take decisive actions to assure them their rights.

References

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STRENGTHENING ACCOUNTABILITY FOR CHILDREN'S RIGHTS THROUGH MASS MEDIA¹³

Jay Wisecarver

Responsible and capable duty bearers are fundamental for a rights-based approach. There are many ways to strengthen the accountability of duty bearers. One approach is to use the media.

1. The Value of Mass Media for a Rights-Based Approach

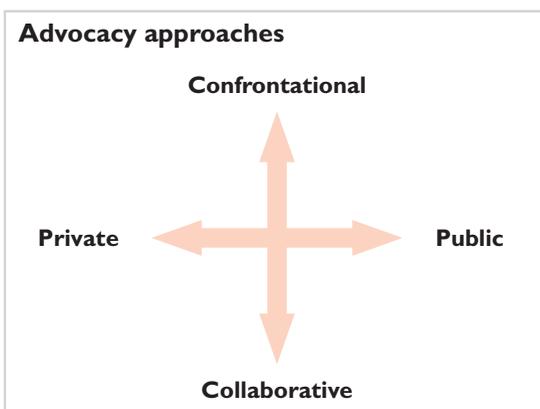
The media is an important ally in rights-based work. Large numbers of people can be reached in a short time through effective media work. Utilising the media is only part of a rights-based strategy. Although raising awareness is important for a rights-based approach, by itself it is not sufficient to bring about changes in policies and practices related to children's rights.

Media can:

- a) raise general awareness of what rights are
- b) explore what a specific right might be for a country or community
- c) raise awareness of what rights various individuals and communities have
- d) highlight situations where rights are or are not being respected, protected or fulfilled
- e) give a voice to rights holders
- f) raise awareness of what responsibilities various individuals, communities and institutions have
- g) build capacity
- h) build motivation for developing capacity as well as taking action
- i) influence policy-makers and other duty bearers to fulfil their obligations.

2. Different Ways of Promoting Rights through Media

By their nature, advocacy approaches that utilise the media are public rather than private (*see diagram*).¹⁴ To effectively use media, each country and local situation needs to be taken into careful consideration. In countries with a free press and independent media, such as India or the Philippines, confrontational advocacy and media approaches are accepted and can be effective. In countries where the media are controlled by the state, such as China, Vietnam and Lao PDR, more collaborative media strategies are needed.



¹³ In this chapter, 'the media' refers to all forms of print and broadcast media, including developing forms such as broadcasting via mobile telephones and the Internet.

¹⁴ *Advocacy, Campaigning and Media* by Junita Upadhyay, Executive Director, Child Workers in Asia (CWA), Child Rights Programming Fair, Bangkok, 19 February 2004.

This, however, is just a rough guide to media strategies. Conditions may vary depending on the specific situation and the stakeholders involved. The following examples illustrate different media and advocacy strategies taken by rights-based organisations.

In Rajasthan, India, MKSS (Mazdoor Kisan Shakti Sangathan, or Association for the Empowerment of Workers and Farmers) campaigns for the right to information by lobbying for changes in legislation, by demanding access to local government records on the use of public funds, by organising community audits and by making use of mass media to publicise the campaign. The right to information movement in India has had some significant achievements, especially in the areas of legislative reform and in putting pressure on corrupt village officials to reimburse communities for public funds that had been diverted for personal use by village leaders.



In Thailand, NGOs campaigned for the enforcement of laws on child sexual abuse by keeping the case of an escaped American paedophile in the news. The pressure on the police and the judicial system around this case encouraged more vigorous law enforcement and the pursuit of judicial proceedings in other cases. Law enforcement officials were worried that cases under their jurisdiction might also come under scrutiny if they did not take proactive steps to apply existing laws.

In East Asia, NGOs and UNICEF used the media as a threat to pressure government officials to publicise initial State Party Reports to the CRC Committee. International organisations held private discussions with government officials to remind them of their duties as stated in the CRC. Governments published the report, thereby avoiding embarrassment. In this case, the simple threat of negative media coverage was sufficient to bring governments to meet their obligations.

In addition to putting pressure on governments, NGOs have used the media to bring other duty bearers into focus. For example, people for years had been lobbying governments to make affordable anti-retroviral drugs available to people with HIV/AIDS in developing countries. The USA, the UK and many other governments listened sympathetically, organised meetings and workshops but did little to provide affordable AIDS drugs. In response, NGOs targeted pharmaceutical companies through a massive global media campaign. Oxfam in particular mounted a global campaign for the right of HIV/AIDS infected people to access affordable drugs. Within a few days, the drug companies announced major price cuts for their AIDS drugs to avoid further negative media publicity and the potential damage to their stock prices.

3. Building Capacity and Strengthening Accountability of the Media

Save the Children Sweden has been working in Vietnam with the Faculty of Journalism at the Ho Chi Minh Academy in Hanoi. The project focuses on raising the awareness and building the skills of journalists in issues related to children's rights and in ethical media reporting. An evaluation confirmed the effectiveness of the project and generated a number of recommendations:¹⁵

- discuss the concept of children's rights and obligations. The widening economic gap between urban and rural areas in Vietnam is also reflected in popular perceptions of children's rights. Children in urban areas are seen to have more rights, while rural children are considered to have more obligations
- raise awareness about children's capacities and their contributions to family, community, society and economy
- raise awareness about the rights of all children and do not just focus on marginalised groups
- highlight children's concerns and rights in relation to all social and economic issues affecting society at large
- involve children in discussing the causes of social and economic problems, not just the symptoms
- raise awareness about the responsibility of the media for children's rights
- discuss ethics among journalists who are writing about children. Discuss the need for a code of conduct for ethical media reporting.

The evaluation also identified some issues that should be considered by rights-based organisations when building capacity and strengthening accountability of the media:

- aim to change attitudes and build skills of media agencies, not just of individual journalists. Involve editorial management. This will make it easier for journalists to transfer knowledge within the workplace
- find ways to interest and involve prominent print media in capacity-building. Small agencies may be easier to reach, but their impact on public opinion is limited
- highlight gender issues to build understanding and awareness of the different living circumstances of boys and girls
- support media to provide a more differentiated picture of children's conditions and about the obligations of government and society to protect, respect and fulfil children's rights
- capacity-building can contribute to empowering and building the self-esteem of journalists. In the long term this may lead to increased status and influence for those covering children's issues
- rotation of journalists makes it necessary to constantly train new journalists in children's rights and adult responsibilities.

¹⁵ Elmqvist, Madeleine (2004) *Evaluation of the Project on Media and Children's Rights in Vietnam*. Save the Children Sweden, Hanoi.

Web Resources on Media and Advocacy

Advocacy Institute Home – Making Social Justice Leadership Strategic, Effective and Sustainable

www.advocacy.org

Asia Pacific Alliance – Resources for Advocacy

icpd.eastwestcenter.org/resources.asp

Asian Media Information and Communication Centre

www.amic.org.sg

Dealing with Advocacy – A Practical Guide

www.asia-initiative.org

Social Action Tools

www.indiana.edu/%7Eythvoice/socialtools.html

Tools for Education Activists

www.ascd.org/advocacykit/gettingstarted.html

Training for Change

www.trainingforchange.org/tools/street-bandout.html

Examples of Child Rights Campaigns with Media

ASI

www.stophumantrafficking.org/writemp.html

Children's Forum Network

www.plan-uk.org/newsroom/latestnews/voicesforpeace/?view=printable

Christian Aid

www.christian-aid.org.uk/campaign/sponsor/index.htm

E-cards (by Anti-Slavery International)

www.stophumantrafficking.org/ecard.html

ECPAT International

www.ecpat.net/eng/Ecpat_inter/IRC/online_resource/listfull_record.asp

ECPAT Philippines (finalist for the 2002 UNICEF/OneWorld Radio Prize)

www.ecpat.net/eng/csec/good_practices/radio_philippines.asp

Independent Children's Media Centre (winner of 2002 UNICEF/OneWorld Radio Prize)

radio.oneworld.net/mediamanager/view/1726

Part Four
Searching for
Innovative Tools



This section reviews experiences with rights-based analysis, planning, monitoring and evaluation. It presents some of the innovative tools that rights-based organisations have developed and discusses experiences with these instruments. The ideas and experiences presented in this section are work in progress that should help rights-based agencies to think about what they need to analyse and measure and how to go about this. The chapters in this section are addressed particularly to readers who have a special interest in creative tools which go beyond the boundaries of conventional development or human rights work.

RIGHTS-BASED ANALYSIS AND PLANNING

Joachim Theis

This chapter has three main parts. The first part provides an overview of some of the standard tools used in rights-based development work. It discusses some of the limitations of problem analysis, responsibility analysis and causal responsibility analysis. The second part explores new approaches to rights-based analysis and introduces a goal-based planning tool. The final part presents several other ways of simplifying rights-based analysis and planning.

I. Analysis in Development and Human Rights Work

The purpose of analysis is to improve understanding of problems and causes, to identify effective solutions and to design interventions that have greater impact. Problem analysis is the most common approach to analysis in development work. Problem analysis starts by defining the problem, analysing different levels of causes and identifying solutions. A human rights analysis, on the other hand, identifies those rights that are violated or unfulfilled, the population groups that are most affected and the duty bearers and their responsibilities. Both problem analysis and rights analysis start with something negative: the problem or the violation (lack of fulfilment) of rights.

The two types of analysis can lead to dramatically different results, as can be seen in the case of trafficking in humans. Poverty is widely considered to be one of the main factors contributing to the trafficking of children and women. Accordingly, some development agencies in the Mekong region are supporting income-generating projects in order to reduce people's vulnerability to being trafficked. However, this approach is not having much impact on reducing trafficking in humans.

In contrast, rights-based agencies ask about who is responsible for protecting children and women from trafficking. This line of questioning identifies parents, police, border guards, community leaders, traffickers and governments as the main duty bearers. Preferred actions to protect children and women against trafficking include awareness-raising among duty bearers, children and women, legislative reform and, most importantly, more effective law enforcement.

The example of trafficking in humans shows that the choice of analysis can have a major effect on solutions and interventions.

Responsibility analysis

With the spread of rights-based approaches, development organisations began to experiment with rights-based tools for analysis. The introduction of a responsibility analysis into development work changed the way development organisations were thinking about their work and about their role in society. Rights-based organisations accept their role to confront human rights violations, to hold duty bearers accountable to meet their obligations and to support rights holders to demand their entitlements and freedoms.

Responsibility analysis

- Which right is violated or unfulfilled?
- Who is responsible for respecting, protecting and fulfilling the right?
- What are they responsible for?
- What are the opportunities for meeting these obligations?
- What are the obstacles that prevent duty bearers from meeting their obligations?
- How can these obstacles be overcome?

However, applying a responsibility analysis in a mechanistic way does not necessarily identify those individuals or institutions that can bring about change. What is the point of identifying a corrupt or bankrupt government as the main duty bearer when it is impossible to hold this government to account?

A solution to this dilemma comes from the field of advocacy. Rather than identifying the most powerful and most important duty bearers, advocacy developed the stakeholder analysis. The stakeholder analysis identifies the most influential people and institutions for targeting advocacy and potential allies for campaigning work.

A powerful example for the effectiveness of this approach is the global campaign on AIDS drugs. Rather than targeting the US Government, the European Union and the WTO to change patenting laws to allow poor countries to produce generic drugs, advocacy organisations launched a global campaign targeted against pharmaceutical companies. The results were dramatic. Within days of launching a global media campaign, the pharmaceutical companies offered to lower the costs of their drugs by up to 90 per cent. The European Union in turn modified its position on this issue. While drug companies are not the primary duty bearers (according to human rights law), they are a softer target and easier to influence than governments.

Causal-responsibility analysis

Around the year 2000, rights-based organisations, such as UNICEF and CARE, began to combine causal analysis with a responsibility analysis. CARE called this the ‘causal-responsibility analysis’.

The causal-responsibility analysis succeeded in bringing together both mechanisms in a single tool. In practice, however, project staff who tried to use this tool often got lost in the maze of causes and responsibilities. Without clearer guidance or more detailed frameworks for specific programme issues, the causal-responsibility analysis risks identifying causes, responsibilities and duty bearers that are not priorities for interventions.

The main purpose of analysis is to make decisions for action. The causal-responsibility analysis often leads to analysis paralysis by producing too many options for actions. An instructive example is the area of child labour, which has many causes and duty bearers. A detailed analysis may help to get a better understanding of the issue, but it does not necessarily lead to clear priorities for action. Rights-based analysis has to go beyond simply combining causal and responsibility analysis.

Example of causal-responsibility analysis for HIV/AIDS (CARE)

Causal analysis	Unrealised rights	Who is responsible?	Actions and solutions
Problem (outcome) High prevalence of HIV/AIDS ↑ Immediate causes: unprotected sex; male partners unfaithful ↑ Intermediate causes: limited awareness and services; males control sexual relations, no recourse for abuse ↑ Fundamental causes: limited IEC and service provision; male-dominated culture, women's inferior legal status	rights to life, health, security of person and privacy	<ul style="list-style-type: none"> • affected women • male partners 	<ul style="list-style-type: none"> • empowerment of men and women by raising awareness about their rights and responsibilities
	rights to education, health services, right to legal remedy	<ul style="list-style-type: none"> • affected women, local leaders • national government (Ministry of Health, court system) 	<ul style="list-style-type: none"> • mobilising women's groups and linking them to legal assistance • promotion of mechanisms for legal recourse
	rights to non-discrimination, equality before the law (especially marital and property rights)	<ul style="list-style-type: none"> • affected women, civil society organisations • national government • communities • international donors 	<ul style="list-style-type: none"> • organise public campaigns • support civil society networks • policy advocacy for women's rights

2. Exploring New Perspectives

Based on the initial experiences with rights-based analysis, Save the Children and other organisations began to experiment with tools that could overcome some of the limitations of earlier rights-based instruments. Rather than reinventing the wheel, they searched for existing tools that could deliver the answers that are needed to design effective rights-based programmes.

Advocacy and gender are two areas that have worked for years with power analysis. They have developed and tested a wide range of tools for identifying priority actions for changing power relations (see *VeneKlasen and Miller*). Other sources of inspiration in the search for innovative tools were the fields of Appreciative Inquiry, Theory of Change, Creative Problem Solving, and Positive Deviance, to name only a few (see *reference section for websites*). These approaches, while not specifically designed for rights-based analysis, help to take new and unconventional looks at analysis. They force a radically new perspective and help to go beyond a narrow interpretation and the mechanistic application of causal and responsibility analysis.

Main components and questions for rights-based analysis and planning

Define and analyse the problem

- What is the problem?
- Which rights are being violated or unfulfilled?
- Which groups of people are most affected by the problem?
- What are the causes (immediate, underlying, fundamental) of the problem and the rights violations?

Define goal and the changes needed to realise the goal

- What is the overall rights-based goal?
- Which groups of people are prioritised?
- Which outcomes or changes are needed to achieve the goal?
- Which interventions are needed to achieve the changes or outcomes?
- Who are the main stakeholders? What are their responsibilities?
- What are the opportunities and facilitating factors for the stakeholders to fulfil their responsibilities?
- What are the obstacles that prevent stakeholders from meeting their obligations?
- How can the obstacles be overcome?

Decide on your priority actions and who to work with

- What are the priorities for action for our organisation?
- What are the objectives for these actions?
- Which organisations and departments can we work with? Who are our allies?

Since rights-based programming requires development and relief workers to make shifts in their thinking and practice, it helps to use tools that force new perspectives and new ways of working. These instruments override our tendency to think and act along the same old lines. The rest of this chapter shares some of the initial experiments with ‘second generation’ rights-based tools. In the process of being tested, these instruments are being modified and adapted to fit specific programmes, situations and organisations.

Most significant changes

Before presenting the goal-based planning tool, it is necessary to introduce the idea of ‘most significant changes’. The ultimate aims of a rights-based approach are social, economic, political and cultural change and the transformation of power relations. Using a short list of ‘most significant changes’ (or dimensions of change) helps to keep an analysis rights-based (*see the next chapter for a more detailed discussion of ‘dimensions of change’*). The following list of most significant changes represents the main elements of a rights-based approach.

This sample list of most significant changes for children's rights can be used as a checklist to think about and formulate goals, outcomes, objectives, indicators and activities:

- positive changes in children's lives (better nutrition, lower mortality and morbidity, better education, etc)
- changes in policies, practices, behaviours and resources
- changes in society's capacity and commitment to support and demand children's rights
- changes in children's participation
- changes in equality, inclusion and non-discrimination
- stronger links with the work of other organisations.

'Changes in policies, practices, behaviours and resources' can be broken down and made more specific:

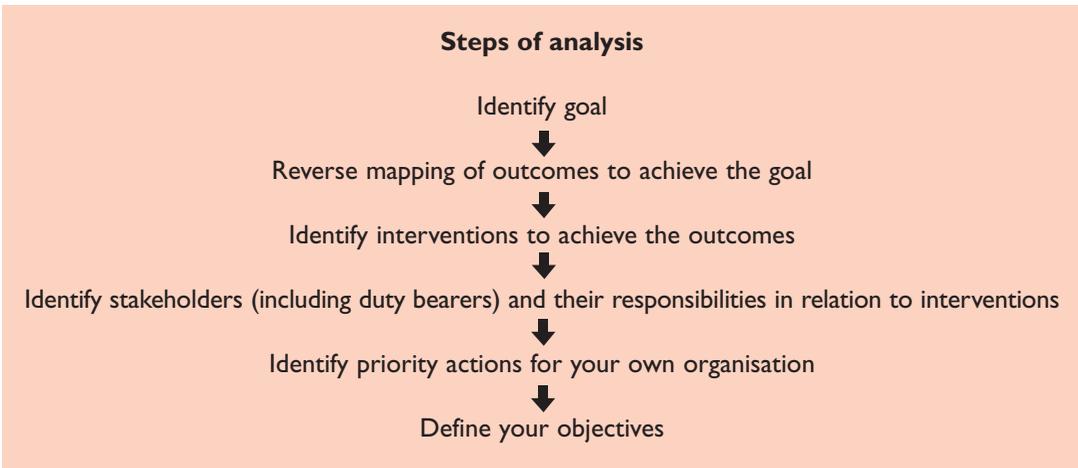
- changes in **policies, laws** and programmes
- **economic policies** that enable human rights
- **effective enforcement of laws** against rights violations
- allocation of larger **budgets** and more **resources** for poor, marginalised and at-risk people and for basic social services
- changes in awareness, **attitudes, behaviours**, practices, norms and values
- improved **quality**, relevance and responsiveness of **institutions** and services
- opportunities for greater **participation** of rights holders in decisions and in claiming their rights
- better **data** and information systems about people. Monitor progress towards realising people's rights.

Such lists of changes act as reminders during the analysis and help to ensure that the main aspects of a rights-based approach are included in the analysis and design of a programme. Keep them in the back of your mind throughout the analysis and planning process. Not every significant change is necessarily relevant for every goal, outcome or objective. Some may be more relevant for the goal, others more for outcomes or objectives. The following example makes repeated use of the list of most significant changes.

Most significant changes are generic and not necessarily the categories and headings that are most appropriate for each programme area. Rights-based issue frameworks (*see Part Two of this book*) provide categories that are more detailed and more useful for the analysis of specific programme issues. Equally important, every organisation should choose those changes that are most relevant for its own programme.

Example: Goal-based planning tool

The analysis process introduced here has the following steps:



a) Rights-based goals

The analysis starts by identifying the overall rights-based goal. A rights-based goal:

- is a long-term vision focusing on the rights of all human beings, rather than on short-term, incomplete targets
- links directly to specific human rights and focuses particularly on the most marginalised groups of people
- is broad enough to provide a common focus for all work that needs to be done to achieve the goal. It cannot be achieved in a short time or by one organisation on its own. A broad, rights-based goal clearly indicates that different departments and agencies have to work together
- reinforces the interdependence of rights. For example, freedom of information is essential to the fulfilment of the right to health and the corresponding goal of ‘all people enjoy their right to health and lead healthy lives’. This would not necessarily be the case with a target of ‘healthcare for all’, because such a goal focuses narrowly on healthcare provision, rather than on health and wellbeing in a broader sense
- focuses on people and their rights, rather than on organisations and service providers.

Examples of rights-based goals

The following examples are taken from Save the Children education programmes in the South-East Asia region. The ‘original goals’ were turned into ‘rights-based goals’ as part of project reviews during training workshops on Child Rights Programming.

Ethnic minority education (China)	
<p>Original goal To improve access to and quality of basic education for minority nationality girls and boys from remote areas in Dali, Lincang and Simao prefectures</p>	<p>Rights-based goal All ethnic minority children in remote areas of Dali, Lincang and Simao prefectures enjoy quality basic education</p>
Emergency education (Buton, Indonesia)	
<p>Original goal Assisting the provincial and district offices of the Education Department to provide access to education to displaced primary school-aged children in selected pilot schools</p>	<p>Rights-based goal All displaced primary school-aged children in Buton enjoy their right to education</p>

‘Goal’ and ‘problems or unfulfilled rights’ represent two sides of the same issue. A goal states the positive, the situation that different organisations are striving to achieve. The problems and the unfulfilled rights represent the negative.

Basic education

Goal: Positive side	Problems or unfulfilled rights: Negative side
<p>All children enjoy free and compulsory basic quality education</p>	<ul style="list-style-type: none"> • Many children, especially girls, children from ethnic minorities, with disabilities or who work, do not complete basic primary school education • School fees and education expenses prevent many poor children from attending school • Much of basic education is of poor quality and little relevance for children

b) Identify the most marginalised population groups

Once the goal has been identified, list those groups of people that are most marginalised in relation to the goal. This can also be expressed as the people whose rights are most violated. This step is important in order to keep a clear focus on the groups of people who will gain the most from the achievement of the goal. Without this, there is a risk that programmes lose sight of the most marginalised and most difficult-to-reach people and instead concentrate on groups that are easier to work with.

c) Reverse mapping of outcomes or changes

The next step in the analysis is to map all the changes that are needed to achieve the goal. Think in terms of the overall goal. Do not limit yourself to what your own organisation and your partners can achieve. Assume that the goal has been achieved, then work backwards in time and identify all the outcomes that are necessary to achieve the goal. Work backwards from the goal

until you reach the current situation. To structure and guide the mapping of changes and outcomes, use a list of most significant changes or more specific rights-based sector frameworks. The example below shows the outcomes and changes that are necessary to achieve the goal of free and compulsory basic quality education for all children.

Education goal and outcomes: Example from Vietnam



Source: Childe, 2003

Development and child welfare workers are used to thinking about progress and evolution, starting now and looking towards the future. Reversing this perspective and working backwards in time helps to override established thought patterns. It forces us to think differently and helps to avoid just repeating what we know already.

Identifying necessary changes in society helps to clarify what kind of work needs to be done, to focus on meaningful outcomes and to prioritise changes based on their impact on the goal. The mapping of outcomes helps to avoid, or at least reduce, the risk of spending time analysing 'dead-end' causes and responsibilities that do not lead to practical action.

d) Identify interventions to achieve outcomes

Next, work with each outcome at a time and identify the actions that have to be taken to achieve the outcome. Do not limit yourself to what you and your partners can do on your own. See the next table for an example of interventions needed to achieve outcomes.

e) Identify stakeholders and their responsibilities in relation to interventions

The last step of the overall mapping is to identify stakeholders and their responsibilities in relation to each intervention. Stakeholders include rights holders, duty bearers and other agencies and individuals. This role analysis also identifies who should do what.

Outcomes and Interventions – Example from Vietnam

Goal: All children enjoy free and compulsory basic quality education.

Outcomes and interventions	Stakeholders
<p>100% school completion rate</p> <ul style="list-style-type: none"> • government builds more schools and trains more teachers • government supports policies and budgets for marginalised areas 	Government, World Bank, UN organisations, Education Department at all levels, families, community, media, NGOs and international organisations
<p>Competent and qualified teachers</p> <ul style="list-style-type: none"> • teaching quality is improved and student-centred • pre-service and in-service training for teachers • pay adequate salary to teachers • revise teacher training curriculum 	Ministries of Education and Finance, taxpayers (especially parents), teacher training institutes, teachers, NGOs and international organisations
<p>All schools have adequate teaching and learning resources</p> <ul style="list-style-type: none"> • improve conditions of schools (renovations, new furniture) • provide schools with teaching and learning resources 	Ministries of Education and Finance, NGOs, international organisations, private sector, parents, teachers, students, media
<p>Confident students ready to cope with life</p> <ul style="list-style-type: none"> • engage students in voluntary work • revise curriculum • provide life skills training for students • capacity-building for teachers 	Students, government and Party organisations (youth union), Education Department, teachers, parents, teacher training institutes, NGOs, media
<p>Mechanisms for monitoring education and duty bearers</p> <ul style="list-style-type: none"> • supportive policy in place • revise relevant laws • establish student-led monitoring group • capacity-building for all stakeholders 	Students, Education Department, National Assembly, NGOs, international organisations, media
<p>Equal education opportunities for disadvantaged groups</p> <ul style="list-style-type: none"> • appropriate support to disadvantaged groups • flexible study arrangements for working children • equal budget allocation to disadvantaged groups 	Ministries of Education and Finance, teachers, parents, children from disadvantaged groups
<p>Students actively involved in school management and curriculum development</p> <ul style="list-style-type: none"> • advocate for supportive school policy • provide students with appropriate information • raise awareness about children's participation • build capacity of students • broaden the opportunities, time, space and resources for students to meaningfully participate in school-related decision-making • strengthen student committees 	Students, teachers, Education Department, media, NGOs, parent-teacher associations, education specialists
<p>Child-friendly learning environment</p> <ul style="list-style-type: none"> • improve health services in schools • students monitor school activities • provide schools with clean water • involve parents and communities in school activities • eliminate corporal punishment 	Students, parents and communities, teachers, health workers, Education Department, police and judges, media, NGOs, international organisations

Source: Childe, 2003

f) Identify priority actions for your own organisation

Once the overall mapping of the outcomes, interventions and stakeholders has been completed, prioritise your own organisation's actions. Think about the most important changes and about your organisation's mandate and strengths. Ask yourself:

- What can our organisation do to have greater impact on children's lives?
- What are the most important contributions that our organisation can make to the achievement of the overall goal?
- How can we achieve this in the country, environment and context?

Priority actions for NGOs – Education in Vietnam

- advocate for inclusive education for all children
- advocate for changes in education policy to encourage child participation in schools
- advocate for more effective use of government and donor resources for teaching materials
- advocate for increased budget allocation for education
- work together with other agencies and government departments on education policies
- train teachers in student-centred learning approaches
- develop teaching and learning resources
- revise teacher training curriculum
- include life skills in the curriculum.

Source: Childe, 2003

Example of identifying priority actions. For the past five years, Save the Children Australia has been promoting the use of quality teaching resources in one district in central Vietnam. Using a rights-based analysis, programme staff explored opportunities for scaling up the impact of their work and for improving the quality of teaching resources at the national level. Programme staff identified the need to influence the Ministry of Education to allocate more funds for education resources. Since Save the Children Australia does not have the capacity to do this kind of lobbying, the organisation plans to work with other agencies who already have close contacts with Ministry of Education officials and who can do the influencing work on their behalf. As this example shows, rights-based analysis pushed the Save the Children Australia programme staff to reach beyond the scope of their district-level education work.

g) Develop your objectives

After identifying priority actions, develop objectives for each of these actions. Rights-based goals are long-term visions that are not time-bound. They may be difficult to measure. The objectives of a rights-based programme, on the other hand, should be specific, measurable and time-bound. A list of most significant changes can help in formulating and refining objectives. However, these most significant changes do not necessarily have to be included in each objective, as long as they have been considered somewhere in the formulation of the goal, the identification of outcomes and stakeholders and the prioritisation of actions.

Activities and objectives in education programming in Vietnam

Advocate for inclusive education for all children

- By 2006, inclusive education will be the basis for education policy in Vietnam.

Advocate for changes in education policy to encourage child participation in schools

- By 2005, education policy will encourage child participation in classroom work.
- By 2007, education policy will mandate child participation in school management.
- By 2008, children will be involved in curriculum development.

Advocate for more effective use of government and donor resources for teaching materials

- By 2004, major donors in the education sector (World Bank, DFID, Asian Development Bank, etc) promote the effective use of resources for teaching materials.
- By 2006, the Government will make more effective use of resources for teaching materials.

Work together with others on education policies

- By 2006, all national and international organisations and departments working on education policies in Vietnam share a common strategy and work towards the same goals.

Source: Childe, 2003

h) Indicators

Indicators could be formulated for the goal, outcomes, interventions, actions and objectives. The list of most significant changes is again useful for formulating indicators (*see an example for HIV/AIDS indicators in the next chapter on rights-based monitoring and evaluation*).

3. Some Suggestions for Simplifying Rights-Based Analysis

NGO programmes frequently show some of the following limitations:

- Goals are not rights-based and not broad enough to cover all the work that is needed to realise the relevant rights.
- Much time and resources are spent on analysis that does not lead to clear priorities for action.
- The programme does not address the priority problem or causes. For example, some human trafficking programmes focus on community awareness-raising while neglecting to strengthen law enforcement to punish traffickers.
- The programme misses opportunities for achieving greater impact.
- Certain groups of children are overlooked and excluded from the programme, such as the exclusion of children with disabilities from education programmes.

The following paragraphs present ideas for addressing some of these limitations.

Improve existing analysis and plans. Review the problem, the solutions, the goal and the objectives of existing programmes and projects against a list of most significant changes or against rights-based sector frameworks. Rights-based frameworks are being developed for many issues or sectors (*see Part Two and the Web resources listed at the end of the book*). These frameworks can help to organise and structure the analysis and to identify gaps in programme plans.

Achieve wider impact. Two simple questions may help programme staff to identify ways to achieve greater impact: What changes in policies, laws, resource distributions and attitudes do we want to see in society? How can these changes be brought about?

Achieving greater impact by influencing policies and practices

Example from the Republic of Korea

The Child Protection Fund of Korea is moving its programme beyond direct service provision for children. The agency began to identify issues for influencing and for changing government policies, budget allocations, institutional practices, public attitudes and behaviours. The following ideas for achieving greater impact were identified by the organisation's programme managers.

Child protection:

- carry out campaigns to educate the public about child abuse and the responsibility of adults to protect children
- carry out campaigns against corporal punishment
- advocate the government to change existing laws to hold all adults responsible for reporting suspected cases of child abuse. Currently only certain government employees and departments (police, medical staff, etc) are obligated to report suspected child abuse
- different government departments are in charge of the various kinds of abuse (sexual, physical, etc). Advocate for establishing one umbrella organisation to deal with all forms of child abuse to strengthen accountability for child protection
- lobby for use of children's video evidence in all court proceedings involving children
- lobby for increases in social welfare spending.

Child day-care – opportunities for achieving impact beyond the provision of day-care services:

- advocate the Government to include child rights into the curricula of all day-care centres. This should include a strong component on tolerance, non-discrimination and inclusion
- advocate the Government to make day-care centres inclusive. In some districts all disabled children are being collected in a single day-care facility.

Education:

- most schools do not provide opportunities for children to express their opinions. Work with teachers, students, administrators and education department officials on this issue
- most students do not know about child rights and about their obligations to respect the rights of others. Include child rights in all primary and secondary school curricula
- carry out a nation-wide campaign against bullying in schools.

Children of divorced parents:

- children are not consulted in cases of divorce. The judge decides (issue for best interests of the child) – change laws
- children of divorced parents do not have the legal right to visit the other parent – change laws.

Source: Theis, 2003

Build on existing analysis. Many governments, donor and non-government organisations carry out research and analysis, some of which is rights-based. Before spending energy on a new analysis, take the time to study what others have already done. Keep in mind, however, that analysis and planning can be useful learning and team-building events. Such events can improve the analysis, develop skills and improve understanding among staff, partners and community members. This means that the energy spent on the process can be as important as the results of the analysis. In such situations, using some of the shortcuts suggested here could reduce the benefits of the analysis process for organisational learning and for staff capacity-building in rights-based approaches.

Concluding Observations. One easy way to identify priority actions for rights-based programming is to use the Concluding Observations of the CRC Committee (and of other human rights committees). These are available for almost all countries and provide a convenient list of priority areas.

Concluding Observations of the CRC Committee for the Republic of Korea (this list is not complete)

The UNCRC Committee urges the Republic of Korea to:

- develop public education campaigns to combat discriminatory attitudes towards girls, children with disabilities and children born out of wedlock
- take measures to promote participation of children in family, school and social life
- prohibit all forms of corporal punishment
- review education policy with a view to reflecting fully the aims of education.

Source: UNCRC Committee (2003) Concluding Observations: Republic of Korea. Geneva. www.unhcr.org

Experiment with rights-based analysis. There are many different ways to carry out a rights-based analysis. In certain situations it is best to start with the problem, in others it makes more sense to begin with the goal. There is no right or wrong analysis tool. Do not apply tools mechanistically and uncritically. Experiment with different tools to find what works best for your organisation or programme.

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RIGHTS-BASED MONITORING AND EVALUATION

Joachim Theis

Organisations monitor and evaluate for various purposes, including to measure impact, outputs, efficiency, effectiveness or change; to strengthen accountability; to facilitate organisational learning; to strengthen partnerships and team building; to support advocacy efforts; and to influence an organisation's culture.

This chapter discusses some of the main principles, processes and implications of rights-based monitoring and evaluation. It does not go into much detail on more specific topics, such as evaluating advocacy. The chapter draws on the literature on rights-based approaches and on recent thinking about monitoring and evaluation. It was originally written as a discussion paper for Save the Children UK (SCUK) and contributed to the development of SCUK's Global Impact Monitoring system.

The chapter begins with a look at the importance of human rights monitoring, its implications for rights-based monitoring and the challenges of identifying indicators and mechanisms for monitoring human rights. This is followed by a description of the Save the Children UK Global Impact Monitoring system. The rest of the chapter presents experiences and examples with measuring changes in: people's lives, in policies and practice, in equity and inclusion, in participation and empowerment, and in capacity to support children's rights. The chapter ends with a brief section on the process of a rights-based evaluation.

I. Monitoring Human Rights

Monitoring human rights and the extent to which human rights are being fulfilled or violated is a fundamental part of human rights work. The collection and dissemination of data about unfulfilled rights and about rights violations puts pressure on duty bearers to meet their obligations to respect, protect and fulfil human rights. Human rights monitoring can help strengthen the compliance of duty bearers with rights standards.

All human rights treaties come with mechanisms to monitor government commitment, compliance and progress towards fulfilling rights. Human rights watchdog organisations, such as Amnesty International and Human Rights Watch, monitor abuses, such as torture, imprisonment of political opponents and extra-judicial killings. Some countries have established ombudsman positions and national human rights commissions to monitor human rights abuses.

For rights-based development organisations the collection, analysis and dissemination of data are an essential part of their overall approach to work, not just something that is done in addition to the 'real work'. Data are needed to better understand the situation of communities in a particular context and to tailor interventions to people's specific circumstances. Data and analysis are critical to effectively hold to account duty bearers and to raise awareness on rights violations. Data collection and analysis also strengthen an organisation's own credibility, legitimacy and its accountability to the people and communities with which it works. For all of these reasons, monitoring, evaluation and research become more important and require greater resources as development organisations take a rights-based approach.

Indicators for monitoring human rights and development

The ultimate aim of development, human rights and activism is to bring about improvements in people's lives. Measuring changes in people's lives is therefore a key aspect of rights-based monitoring and evaluation. Development targets are generally time-bound, focused on one indicator and not complete (ie, not 100 per cent goals). A typical example is the Millennium Development Goal for child mortality: 'Reduce by two-thirds the mortality rate among children under five by 2015.' A rights-based perspective, on the other hand, considers the right to health as a whole rather than just one particular aspect, such as child mortality.

Every human rights article represents a broad minimum standard that generally cannot be measured with just one single indicator. Human rights are also interdependent and interconnected. As demonstrated by the example of SARS in China, the denial of the right to information undermines the ability of citizens to protect themselves against epidemics, thereby denying them their right to health. Development surveys rarely include data on topics, such as access to information, free media, independent judiciary or community decision-making. A rights-based approach challenges development organisations to take a broader view, to include indicators on civil and political rights and to correlate them with indicators related to social and economic rights.

One way to monitor a right would be to select an integrated set of indicators that cover all aspects of this right. However, such an approach poses major methodological and practical challenges. The example on the right to health in Ecuador in the first part of this book gives some idea of the complexity of the task. Despite the large body of literature that exists on human rights indicators, there are few examples where human rights have been turned into practical indicator sets (*see Nancy Thede 2000 for a useful overview of the challenges of developing practical human rights indicators*).

Changes in people's lives are brought about as a result of changes in government policies, legislation and programmes, institutional practices and of changes in individual attitudes and behaviours. It generally takes a long time for changes in policies and practices to translate into measurable changes in the lives of children and adults. For example, it takes several years before increased government spending for basic health and education services leads to measurable improvements in children's health and wellbeing. This limits the usefulness of development indicators for monitoring government compliance with its human rights obligations.

Human rights monitoring bodies, such as the CRC Committee, track changes in the accountability of duty bearers by measuring changes in policies, laws and resource allocations. However, changes in laws and policies do not automatically translate into improvements in the lives of poor and exploited people.

2. Example: Save the Children UK's Global Impact Monitoring System

Based on the difficulties in developing and monitoring rights-based indicators, Save the Children UK developed a Global Impact Monitoring (GIM) system that does not rely on indicators (at least not initially). Instead, it uses five 'dimensions of change' (or 'most significant change') against which all Save the Children's work can be assessed.

Common dimensions of change of the work of Save the Children UK

Changes in the lives of children and young people

Which rights are being better fulfilled? Which rights are no longer being violated?

Changes in policies and practice affecting children and young people's rights

Duty bearers are more accountable for the fulfilment, protection and respect of children's and young people's rights. Policies are developed and implemented and the attitudes of duty bearers take into account the best interests and rights of the child.

Changes in children's and young people's participation and active citizenship

Children and young people claim their rights or are supported to do so. Spaces and opportunities exist that allow participation and the exercise of citizenship by children's groups and others working for the fulfilment of child rights.

Changes in equity and non-discrimination of children and young people

In policies, programmes, services and communities, are the most marginalised children reached?

Changes in the capacity of civil society and communities to support children's rights

Do networks, coalitions and/or movements add value to the work of their participants? Do they mobilise greater forces for change in children and young people's lives?

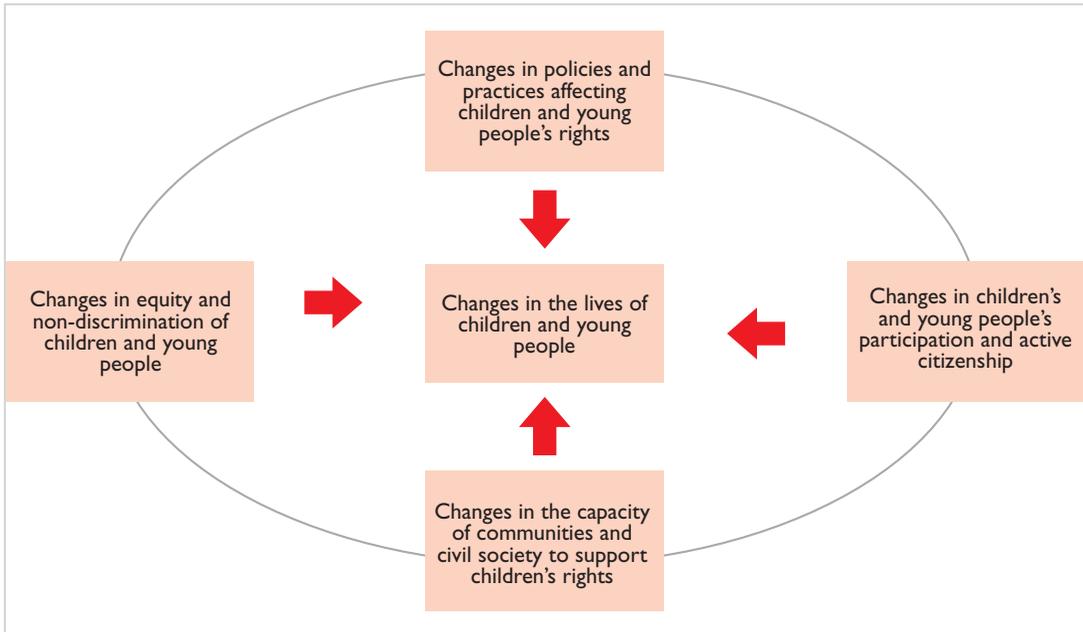
Source: Starling et al, 2004

Through the five dimensions of change, the Global Impact Monitoring system operationalises the main principles of a rights-based approach, namely accountability (changes in policies and practices), equity and participation. The five general dimensions of change enable analysis and comparison across all Save the Children's work. The system is simple and flexible. The dimensions of change were chosen specifically for Save the Children UK. Other organisations may select their own dimensions of change, which are tailored to their programme priorities and strategies.

The objectives of the Global Impact Monitoring system are:

- to understand the effects of Save the Children's work
- to provide the means for Save the Children to become more accountable to its stakeholders
- to support institutional learning and decision-making and improve future work
- to contribute to policy development and effective advocacy
- to help demonstrate organisational performance and achievements.

Common dimensions of change (Save the Children UK)



The Global Impact Monitoring system consists of annual stakeholder review meetings where groups of partners, children, adult community members, government officials, donors and NGOs review the performance of Save the Children's programmes. The stakeholders discuss achievements and failures of SCUK's work against the five dimensions of change. The inclusive and participatory process of receiving feedback from stakeholders is one of the most important aspects of this monitoring system.

Initially, the global monitoring system does not use indicators. This allows stakeholders to identify their own criteria against which to assess SCUK's programmes. Over time, the monitoring system will become more formalised and is likely to include measurable indicators. It is one of the strengths of the Global Impact Monitoring system that it grows and develops over the years and can adapt to the changing information needs of the organisation.

After two years of experimentation with global impact monitoring, SCUK carried out a review (see *Starling et al, 2003*). The main lessons from that review include the following:

Lessons learned – positive

- The five dimensions of change work.
- GIM is an effective way to operationalise child rights programming.
- Programmes have to report on questions about participation, equity and other key elements of rights for the first time.
- Organisational learning about what works in terms of programme impact and process improves.
- Involving external stakeholders is critical. It increases transparency and accountability of Save the Children. However, it is difficult to avoid stakeholder bias.
- Some donors, such as DFID, have reacted positively and have accepted GIM as a reporting mechanism.

Lessons learned – negative

- Unclear project and programme objectives make it difficult to assess programme impact.
- Advocacy is difficult to assess.
- Some tensions can develop between GIM and management reporting.
- Countries where child rights programming is not well established may find the GIM process more difficult to implement.
- Rights-based principles and processes must be integrated into the whole programme cycle, not just into assessing impact.
- GIM is time and labour intensive.

The following sections cover different aspects of monitoring and evaluation and draw on the work of development organisations and on recent thinking in evaluation theory.

3. Measuring Change

This section applies to all dimensions of change. It considers two ways of monitoring change: auditing agreed standards and monitoring steps in the process of change.

Standards

An important part of rights-based work is to turn broad legal and normative human rights standards into more detailed and practical standards that can be monitored and enforced. Thus, the compliance of duty bearers with these standards can be measured. Examples of such standards are organisational policies and procedures against sexual harassment and child abuse or the regular auditing of public expenditures as a way to discourage corruption. Codes of conduct, citizens' charters and report cards are tools to establish and promote minimum service standards and to monitor their implementation. These standards create greater transparency and act as oversight and control mechanisms. Data from monitoring can at the same time be used to monitor the impact of programmes that promote these standards.

Compliance equals impact. For example, it should be regular practice for child welfare homes to have procedures for child protection. As a part of these procedures, monthly meetings are organised with an independent supervisor. At these meetings, children can give anonymous feedback about the conditions in the home. Any complaints are followed up. These meetings make child protection standards concrete. Compliance with these standards can be measured by the number of meetings, the number of complaints lodged by children, changes made as a result of complaints, sanctions imposed as a result of non-compliance with the standards and new procedures established. Monitoring compliance with child protection standards also monitors the impact of the child protection procedures.

Monitoring steps

Steps (or stages) are a series of standards that build on each other. The following example shows how access to formal justice can be broken down into a set of steps. Each level can then be monitored to identify progress towards the ultimate aim of fair and equal access to formal justice.

Five stages in accessing formal justice

Enforcing: translate the paper or verbal judgement into changed social or government behaviour

Winning: secure a definitive judgement that addresses the grievance

Claiming: stake a formal claim through a court or similar institution

Blaming: identify a culprit, or a state body, that bears responsibility for the grievance

Naming: name a grievance, construe it as a possible cause of legal action

Source: Anderson, 1999

The steps help identify the point that the situation has reached and what next steps to take through lobbying, capacity-building, standard setting, incentives or sanctions. Data have to be disaggregated. Standards of access to formal justice may differ between rural and urban areas. The justice system may also treat poor people differently than rich and powerful people.

Stage models identify intermediate outcomes and are widely used to evaluate advocacy work. Oxfam's model for evaluating advocacy work includes the following steps: heightened awareness about an issue ➡ contribution to debate ➡ changed opinions ➡ changed policy ➡ policy change implemented ➡ positive change in people's lives.

Models of change translate theories into practice, providing a more realistic picture of what a programme can achieve. Models of change are useful for identifying the most relevant and useful data for monitoring and evaluation. They are also important for checking whether assumptions about social change are correct or not. Where the assumptions are incorrect, the direction of the programme can be changed.

Much of human rights education, for example, is based on the assumption that gaining knowledge leads to behaviour change. If an evaluation shows that this assumption is not valid, the programme has to look for other ways to change behaviour.

Steps in human rights education: raise awareness and enhance knowledge of rights ➡ develop critical understanding ➡ clarify values ➡ change attitudes and opinions ➡ change attitudes ➡ change behaviour or practice ➡ positive change in people's lives.

Goals are generally affected by many different factors. The quality and responsiveness of public service provision, for example, depends on: supportive policies, incentives for 'good' behaviour, effective mechanisms for enforcing rules, access to adequate and affordable information, adequate resources and skills and citizen feedback and participation. Each of these factors can be broken down into standards, or steps, for monitoring. The challenge is to identify the most meaningful variables for monitoring rather than to measure everything.

The following sections take a closer look at ways to monitor and evaluate different dimensions of change.

4. Changes in People's Lives

A rights-based approach to measuring changes in people's lives differs in several ways from conventional development targets. Monitoring 100 per cent goals means to focus specifically on those people who are left out. Human rights indicators go beyond average national performance to emphasise issues of inequality and discrimination. This means that data should be disaggregated by region and by population groups to show which groups of people are being denied their rights. Other criteria for disaggregating data are wealth disparities, differences between urban and rural areas and differences of ethnicity, religion, caste, gender, disability and age.

Information about children is often not sufficiently broken down into age ranges. Moreover, agencies often use their own age categories. This makes comparisons across different agencies and research studies difficult. Another common problem with data about children is the lack of child-centred statistics. Statistics are needed that provide direct information about children rather than about adults or institutions.

Linking community-level and national-level monitoring of children's rights

It is not enough to gather and analyse disaggregated data on different indicators. Information from community-level and national-level monitoring and research should also be linked. Doing so produces several benefits:

National level: Rights-based goals are directly related to specific human rights. Accordingly, national-level data can be used for monitoring human rights at the country level. Using national-level indicators helps civil society organisations to be more strategic and to think and act beyond their narrow project objectives. Including national-level monitoring indicators in programme reporting relates community-level project work to the larger country situation. For example, correlating national-level HIV infection rates to project-level data helps organisations relate their HIV/AIDS work to the broader situation in the country. Any discrepancies between national figures and local level data have to be explained.

Community or programme level: Disaggregated data from the community level provide a more detailed picture than national-level statistics. This information can be used as a reality check, to challenge country-level statistics and to hold duty bearers to account. It is an important source of evidence for advocacy. Community groups and civil society groups have access to important knowledge, which may not be readily available to policy-makers in central ministries or to donor agencies. Ensuring that people's voices are represented in policy decisions at the national level is an important part of a rights-based approach.

Linking national and community data is a learning process that takes time, practice and experience. The ongoing exchange of data and experiences between agencies working at different levels of society is one of the main benefits of linking national and community monitoring. Such processes of bringing together micro and macro perspectives are likely to have the greatest impact on programme practice at both levels. Recent experiences with participatory poverty assessments demonstrate how the collaboration of agencies working at various levels generates

Young Lives: An international study on childhood poverty

Young Lives is a 15-year study investigating childhood poverty in Peru, Vietnam, Ethiopia and India. The study is collecting data on a core set of child welfare indicators in all countries and on country-specific issues identified by researchers, government, policy-makers and other key stakeholders in each country (eg, debt and structural adjustment).

The project has three main objectives: producing good quality long-term panel data about the changing nature of the lives of children living in poverty; tracing linkages between key policy changes and child welfare; informing and responding to the needs of policy-makers, planners and other stakeholders. The project also has a strong education and media element, both in the countries where the project takes place and in the UK.

At the heart of the study lies a cohort of children in each country who are being followed up every three to four years. In the first round of data collection, 2,000 children aged 12 months were recruited in each country to form the main cohort.

The project is taking a multi-dimensional view of poverty and its impact. Information is being gathered on child welfare outcomes (including physical and mental health, nutrition, development, perceptions of wellbeing) and a wide range of socio-economic indicators, such as assets, access to basic services, work patterns and social relationships. Data are being collected and analysed at the levels of the child, household and the community.

Source: www.younglives.org.uk

new data and helps to shift agency perspectives, policies and programmes. No single monitoring tool or simple procedure for relating national indicators to local data can replace such linking processes.

5. Policy and Practice Changes

Changes in children's lives are not necessarily the result of greater efforts by duty bearers to fulfil their human rights obligations towards children. There is also no guarantee that any changes in children's lives will be sustained over time. Monitoring of human rights, therefore, requires the assessment of changes in policies and practices and not only changes in people's lives. This is one of the important differences between the monitoring of human rights and the monitoring of development goals.

Rights-based approaches aim to strengthen accountability of duty bearers for human rights through:

- changes in policies, laws and programmes
- more effective enforcement of laws against rights violations
- increased allocations of budgets and resources for poor, marginalised and at-risk people at all levels
- changes in awareness, attitudes, behaviours, practices, norms and values
- improvements in the quality and responsiveness of institutions and services
- an economy that enables rights

- greater participation of rights holders in decisions and in claiming their rights
- better data about people and their rights.

These changes can be turned into indicators that reflect levels of commitment towards and compliance with human rights standards by duty bearers.

Which of these areas of change are relevant depends on the type of work an organisation is doing and on the situation in a particular country. Protecting children from sexual exploitation in Cambodia may require a combination of stronger law enforcement and judicial proceedings in Cambodia and in countries of origin of child sex offenders, changes in the attitudes and behaviours of the Cambodian population towards the commercial sexual exploitation of children, better research about sexual exploitation of children and more effective poverty reduction. In Sierra Leone, for example, reducing poverty may concentrate on securing poor people's control over land, assets and inputs, the resolution of armed conflicts, the control of 'conflict diamonds', campaigning against European and USA farm subsidies or the dismantling of trade barriers against imports from Sierra Leone.

Every programme has to identify those changes in policies, laws and practices that are needed to achieve the rights-based goal and specific programme objectives. These priorities determine what to monitor and to evaluate.

6. Changes in Equity, Non-Discrimination and Inclusion

Promote equity, non-discrimination and inclusion. Every person has the same basic human rights, at all times. Equity, non-discrimination and inclusion are fundamental principles of a rights-based approach. They affect all aspects of programming and of organisational practice. Some common approaches to strengthen equity and inclusion in society are to:

- advocate for laws, policies, programmes and services that promote equity and the inclusion of all children in mainstream society
- challenge discrimination and exclusion and promote equity, diversity and choice
- raise awareness, change attitudes, behaviours and practices regarding issues of difference. Make families, communities, institutions and society more open, more tolerant and more accepting of diversity
- lobby for the equitable allocation of budgets and resources
- develop capacity of duty bearers to include marginalised groups (eg, inclusive education)
- support and build capacity of excluded groups to demand their own rights
- make services accessible to all children (and their families) and overcome obstacles to inclusion by ensuring access, quality, relevance and flexibility of mainstream services
- promote changes in media reporting.

Analyse differences between groups of people. An important first step to promote equity is to support monitoring mechanisms that disaggregate data to make excluded groups visible. Different groups of people are affected differently by policies and practices. For example, a standard national school curriculum generally represents the perspectives and priorities of the majority population. As a result, it may be biased against ethnic minority groups.

To make excluded groups visible, disaggregate all data by gender, age, disability, ethnicity, caste, wealth and other relevant differences. Analyse how laws, policies, programmes and services affect different groups of people. Analyse budgets and expenditures by categories of people (gender, age, wealth categories, etc) to show inequalities in resource allocations.

Monitor changes in the situation of excluded groups to measure progress towards the inclusion and participation of disadvantaged groups in society. Monitor changes in the ability of excluded people to demand their rights. The extensive literature on monitoring issues of difference, such as gender and disability, provides many ideas for monitoring equity and non-discrimination.¹⁶

Reach everybody. Rights-based approaches pay special attention to the situation of the most discriminated-against groups of people. Programmes should be evaluated for their achievements in reaching groups that are being marginalised in society on the basis of their ethnicity, religion, disability, gender, age or HIV status:

- How successful has the programme been in including girls, children with disabilities, unregistered children, children from minority ethnic communities or from marginal geographical zones and ‘invisible’ children, such as those in institutions, in domestic service or victims of sexual exploitation? Have they benefited as much from the programme activity as other children?
- Which groups of people are included and which are excluded by the programme? Were they excluded by design or by default?
- How does the programme protect children from abuse and harassment?
- How does the programme challenge discrimination of girls, people with disabilities, people with HIV, etc?
- What is the level of awareness of staff (programme, administrative and support staff) and partners of the situation and specific needs of discriminated-against groups?

A rights-based approach demands that different stakeholder groups are included in the evaluation and that data are collected from different groups of people.

7. Changes in Participation and Empowerment

Participation is a fundamental human right. Where people can influence decisions, the accountability of decision-makers is strengthened. Civil and political rights are the means through which people claim their rights and influence those political and economic decisions that affect them. The denial of economic rights also undermines people’s ability to exercise their civil and political rights. Poor and hungry people are often too busy trying to survive. They may not have the time or energy to take actions to demand their entitlements.

Some of the main civil and political rights include access to information, freedom of expression, freedom of association, freedom of thought and religion, the right to elect democratic representatives and the right to stand for election. Some ways in which people claim their civil and political rights include: public auditing of government services, citizen’s report cards, lobbying, protesting, watchdog organisations, participatory planning, user fees linking income to performance and using media and publicity (naming, blaming, shaming, praising).

¹⁶ See for example the Save the Children Alliance Gender Guidelines

In order for people to demand their rights they have to know what they are entitled to. Access to information and transparency in decision-making are critical to ensure that services are delivered and standards are met. Where information about entitlements is widely available, service providers are more likely to meet their obligations and to abide by agreed standards. Public accountability of government officials requires that people have easy access to the information that allows them to judge service performance. This includes, for example, information on government budgets and expenditures.

Governments that want to prevent their citizens from claiming their rights, restrict people's access to information on what they are entitled to. The fulfilment of civil rights is essential for people to claim their rights. This does not mean that people cannot claim their rights where their civil and political rights are restricted. It does mean, however, that it is part of a rights-based approach to promote the civil rights of all people and to empower them to demand their rights.

Right to information in Rajasthan, India

In 1994, MKSS, a community-based organisation, introduced People's Hearings in Rajasthan. This form of community auditing involves research into suspected corruption in local development projects, particularly employment-generation schemes targeted at poor people. The information is compared with data from local government offices about amounts approved and spent on inputs for local development projects.

Villagers, particularly labourers, suppliers and contractors on local projects, are asked to verify whether they received the money due to them or whether construction took place as claimed. Discrepancies are noted and officials are asked to return missing funds. This process has now been institutionalised. A revision of the local government act in 2000 gives village assemblies the right to audit local spending and to demand an investigation by District officials in cases of misspending.

Source: Goetz and Gaventa, 2001, page 25

People who are empowered to influence important decisions in society do not depend on advocacy done on their behalf by foreign NGOs. Supporting people to demand their rights is therefore an effective way to strengthen the sustainability of a rights-based approach. Rights-based organisations support people to claim their rights by:

- providing direct material support to people (eg, by funding people's representatives to attend and speak out at important events)
- strengthening the capacity of people and of activist organisations (eg, through training in media, communication, advocacy and legal literacy)
- broadening the political space and strengthening participation structures in society (eg, through laws on local associations, independent media and the right to assembly)
- promoting people's civil rights in all programmes and institutions.

Rights-based monitoring and evaluation of citizen participation measures progress in people's ability to demand their rights and to influence decisions that affect them (*see the next chapter for a detailed discussion of evaluating children's participation*).

8. Changes in Capacity to Support and Demand Children's Rights

Parents, communities and civil society in general have a responsibility to support and demand children's rights. Mobilising people and building their capacity to demand children's rights is an important part of a child rights-based approach. This can be done by building and supporting networks, coalitions and movements that campaign and advocate for children's rights. They also monitor government and other duty bearers to fulfil their obligations towards children and their rights.

Some examples for strengthening civil society to demand children's rights include (adapted from Starling et al, 2004)

- Other organisations are active in demanding children's rights. These child rights activists can include: support groups of parents of disabled children, parent-teacher associations, child welfare organisations, mainstream civil society organisations that broaden their scope of work to include children's rights.
- Community groups and individuals are more aware of violations of children's rights. They are able to identify duty bearers and to hold them accountable.
- Capacity, size and diversity of coalitions, networks and movements for children's rights grow. Levels of trust, collaboration and consensus grow.
- Coalitions and networks are increasingly decentralised and different members are able to take on responsibilities and tasks.
- Coalitions and movements gain greater access to policy makers and duty bearers (eg, by organising campaigns or initiatives to effectively influence government policies and budgets).
- Partner organisations are able to take on project and programme management responsibilities.

Changes in civil society's capacity to demand children's rights can be measured in the number and size of coalitions for children's rights, in their activities and achievements.

9. Evaluation Process

Monitoring and evaluation offer valuable learning opportunities that can be used to strengthen stakeholder accountability. A rights-based evaluation is not just a technical exercise in data collection and analysis. It is a dialogue and a democratic process to learn from each other, to strengthen accountability and to shift power from duty bearers to rights holders.

In order to use monitoring and evaluation to strengthen accountability, it is important to involve all relevant stakeholder groups (eg, children, adults, community leaders, government officials) in the process. Stakeholders need to have real opportunities to influence the judgements reached. Their priorities and experiences should have an equal part in the process. Stakeholder involvement is not optional. It is the responsibility of a rights-based organisation towards its stakeholders.

Involving children, young people and adults in monitoring and evaluation is more than asking them about their views on what has happened, although this could be a first step. It means involving them in the process of deciding how to monitor, what to monitor and how to interpret

the results. Children and adults can be involved in all parts of the evaluation process, from design, selection of questions and topics, data collection to analysis and use of findings. There is a growing body of experience on participatory evaluations with children and adults. The evaluation process does not end with the production of a report. Sharing evaluation results with stakeholders is an essential part of the learning process and ensures that the lessons are learned, owned and used to improve programme work.

A commitment to participation and accountability also has major implications for the way rights-based organisations do their work, ranging from participatory decision-making, a commitment to equity and inclusion and fulfilling its own responsibilities towards its stakeholders.

Rights-based agencies should reward staff and partners to plan, implement, monitor and review their work according to rights-based principles. Rights-based monitoring requires organisational commitments and allocations of resources and staff time. Analysis, documentation and dissemination have to be integral parts of programme work. Programmes should be evaluated for their success in reaching groups that are being marginalised in society, for holding duty bearers accountable and for supporting people to demand their rights. This requires systems that reward programme teams for monitoring and analysing changes in policies, practices, participation and equity, for disaggregating data and for making links at community and national levels. The dimensions of a rights-based approach should be integrated into the objectives and planning requirements. This will, over time, make programmes and day-to-day work more rights-based.

10. Conclusion

Rights-based approaches promote human rights standards, accountability, equity and participation. The ultimate aim is to realise the rights of all human beings through changes in policies, resource allocations, attitudes and practices of duty bearers and rights holders. Rights-based monitoring and evaluation helps to reinforce human rights standards, hold duty bearers accountable and strengthen participation and equity.

The pursuit of development, human rights and social activism has generated many tools to measure changes in attitudes, policies and practices. There is little need to invent additional tools. Rights-based monitoring and evaluation ask new questions but, where possible, use existing monitoring and evaluation instruments and mechanisms. The literature on monitoring and evaluating gender, disability, participation and empowerment, advocacy, policy and legal change, behaviour change and governance offers rich sources of tools and frameworks for rights-based monitoring and evaluation.

Rights-based monitoring and evaluation can measure a wide range of indicators and can take many different forms. Practical experimentation with different monitoring approaches and indicators is essential to develop the necessary skills and to make the choices that have the greatest impact on the realisation of people's rights.

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Example: Rights-based monitoring of HIV/AIDS (a selection of possible indicators)

Goals:

- All children have the necessary knowledge, skills, resources and power to protect themselves from HIV infection.
- All children affected by HIV/AIDS are protected from discrimination and have access to all necessary services.

	Goal 1: Prevention	Goal 2: Protection and non-discrimination
General		<ul style="list-style-type: none"> • show trends over time • disaggregate data by age and gender, different parts of the country, different groups of people (ethnic groups, rich/poor, urban/rural, etc)
Changes in children's lives	<ul style="list-style-type: none"> • HIV infection rates • AIDS rates • AIDS deaths 	
Changes in policies and practices	<ul style="list-style-type: none"> • budget allocations for HIV/AIDS prevention programmes • changes in attitudes towards HIV/AIDS, children and sexuality (parents, teachers, religious leaders, policy-makers) • media provide information about sexuality and HIV/AIDS to children • condoms are widely and freely or cheaply available 	<ul style="list-style-type: none"> • budget allocations for HIV/AIDS protection, care and non-discrimination programmes • no discriminatory policies • sanctions against discriminatory practices • changes in attitudes towards people affected by HIV/AIDS
Changes in equity and non-discrimination	<ul style="list-style-type: none"> • girls and women have the power to negotiate sex (able to say no) – gender issues 	<ul style="list-style-type: none"> • people affected by HIV/AIDS have equal access to basic services • laws and policies are not discriminatory • sanctions against discrimination of people affected by AIDS (jobs, services, media reporting, etc)
Changes in people demanding their rights	<ul style="list-style-type: none"> • parents, teachers and journalists demand access to information about sexuality and HIV/AIDS prevention for children • AIDS activist organisations demand free access to condoms 	<p>AIDS activists, including people affected by HIV/AIDS:</p> <ul style="list-style-type: none"> • speak at all relevant events • demand non-discrimination and access to services • are involved in designing HIV/AIDS policies and programmes
Changes in children's participation	<ul style="list-style-type: none"> • children have access to information about sexuality and protection from HIV/AIDS (media, schools, family) • children are actively involved in relevant events • peer education about sexuality and protection from HIV/AIDS • children are involved in policy-making and setting standards regarding their access to information 	<ul style="list-style-type: none"> • children are actively involved in relevant events • children are involved in designing non-discriminatory HIV/AIDS policies and programmes

Questions for Child Rights-Based Monitoring and Evaluation

Work is based on human rights standards (conventions, articles): A clear focus on children and their rights should be included in the problem statement, programme goal, strategy, outcomes and impact. Work with other government and non-government agencies towards common rights-based goals.

- What is the problem for children? How is it related to children's rights?
- Are our goals broad and rights-based or do we just have partial objectives for our own work? What is the goal? What are the long-term outcomes for children and their rights?
- What actions and changes are needed to achieve the goal?
- Are we clear about who to work with towards rights-based goals?
- Are our assumptions and strategies ('models of change') correct? Do our programmes have the greatest possible impact towards realising children's rights? Or do our strategies have to be revised?
- How can different people and organisations work together toward the same goal?

Promote equity, non-discrimination and inclusion: Focus on the worst rights violations and on the most marginalised children. Ensure inclusion of all children. Fight discrimination.

- What are the worst rights violations: Which children are most marginalised, most neglected, most abused, most exploited, most discriminated against?
- Are our programmes doing the most they can to promote the inclusion of all children in mainstream society through inclusive and anti-discriminatory laws, policies, programmes, attitudes, services?
- Is our organisation doing all it can to challenge discrimination?
- Is our organisation supporting excluded groups to demand their rights?
- What more could be done?

Hold duty bearers accountable: Strengthen the accountability of duty bearers for children's rights at all levels. This should be achieved through a combination of direct action for children's rights, changes in laws and policies, changes in institutional practices and changing adult attitudes and behaviours.

- Who is responsible for the actions and changes that are necessary to achieve the goal?
- Why are they not meeting their obligations for children and their rights? What are the obstacles?
- How can the obstacles be overcome? How can duty bearers be held accountable?
- Are our programmes doing the most they can to strengthen accountability for children's rights? How?
- Do they target those who can bring about significant change? Are the priorities right – do they have the greatest impact on people's rights?
- What could we do more in our programme to strengthen accountability for children's rights and to hold duty bearers accountable?

Support people and institutions to demand children's rights: Strengthen rights holders (children, adults and civil society institutions) to demand children's rights.

- Who can demand the rights of children whose rights are being violated?
- What do they need in order to demand these rights?

- How can they be supported to demand children's rights?
- Is our organisation and are our programmes doing the most they can to strengthen the ability of people and institutions to claim children's rights?

Promote children's rights to information, expression, decision-making and association in society and in programmes as a way to realise children's rights to survival, development and protection: Audit responsibilities for children's civil rights: identify opportunities for and barriers against the realisation of children's participation rights (in society and institutions).

- Are children's rights to information, expression, decision-making and association relevant for realising the rights our programme is trying to address? How?
- What are the obstacles that deny children's participation rights? Who is responsible for children's rights to information, expression, decision-making and association?
- How can these obstacles be overcome?
- In our organisation (community, family, school, partner organisation), do attitudes, values, structures, approaches, mechanisms, policies, laws, rules and procedures promote and facilitate children's rights to information, expression, decision-making and association? Which factors facilitate and which hinder children's participation?

Base action on what is in children's best interests in the short and long term

- What is in children's best interests in the short and in the long term?
- Who determines what is in children's best interests?
- How can children's best interests be determined?
- Do we and our partners advocate for laws, programmes and policies that are in children's best interests?

Child-centred approach:

- Consider all of a child's developmental needs
- Consider the broader social, economic, political and cultural context and address root causes.

EVALUATING CHILDREN'S PARTICIPATION

Joachim Theis

With the increasing popularity of children's participation comes a growing demand for evaluating activities that involve children and young people. The label 'children's participation' is being used for many different activities, including children attending conferences, working as peer educators or child workers organising their own unions to demand their rights.

Areas involving children and young people

Children and young people are involved in a wide range of events, activities, processes and institutions:

- conferences, consultations, workshops and meetings
- policy-making
- community decision-making
- advocacy, activism and campaigning
- media
- education and training
- research
- project and service delivery: analysis, planning, implementation, monitoring and evaluation
- children involved in decisions of adult-led organisations (eg, members of advisory boards or recruitment panels)
- child-led organisations
- families
- schools and child welfare institutions.

The first part of this chapter defines children's participation. The second part provides an overview of recent experiences in evaluating children's participation. It includes a number of examples and suggests possible topics and approaches that can help in planning an evaluation of children's participation. The examples illustrate what has worked for some organisations in some situations. Since children's participation is such a broad area there is no simple tool or approach to evaluating children's participation. Every organisation or programme has to define what it means by children's participation and why it wants to evaluate it. The aim of this chapter is to provide some ideas to stimulate agencies to further experiment with assessing the impact of children's participation.

This chapter is not a how-to guide. It does not provide guidance on methods or tools for carrying out an evaluation or on how to involve children in an evaluation. Detailed guidance on evaluation questions, methods and approaches would require a much longer document. A substantial number of useful documents are available on participatory evaluation and on involving children and young people in research (*see reference section*).

DEFINING CHILDREN'S PARTICIPATION

I. Children's Participation

Participation is a basic right, not a privilege. Every child has the right to participate in matters that concern him or her. Every child has the right to access information, express his or her views, be involved in decisions affecting him or her and form or join associations. Children's participation is not about a selected few children 'representing' other children at special child participation events or activities. Children have the right to participate in the family, in school, child welfare institutions, orphanages, media, in the community and at national and international levels.

Every child has the right to participate, which means and every child has:

- the right to a voice and to be listened to
- the right to relevant and appropriate information
- the right to be involved in decisions that affect him or her
- the right to assembly and association
- the right to own thoughts.

Participation is an instrument to realise other rights. The right to a voice and to decision-making affirms children as rights holders. As rights holders, children are entitled to demand their rights. The rights to information, voice, decision-making and association are instruments for demanding and realising children's rights to survival, development, protection and participation. In situations where children are denied their 'participation rights', other rights, such as the right to life, health, education or protection, are also undermined and denied. On the other hand, children who lack birth registration, are hungry, are exploited or abused, face major obstacles when they want to exercise their participation rights.

Participation is a process that requires long-term and sustained commitment. Children's involvement should be part of daily practice rather than an add-on or a one-off 'participatory event'.

Children develop their communication and participation skills over time. Supporting children's participation means that children are seen and heard. It requires the building of relationships between children and adults that are based on mutual respect and trust. Over time, this builds new ways of working between children and adults. Adults who work with children develop better communication skills and improve their understanding of children and their situation. They recognise that children's experiences and views are different from those of adults. They take children seriously and recognise children's developing abilities and contributions to family and society.

Participation affirms children's capacity to influence their family and community environment. Children's participation transforms the power relations between children and adults and challenges authoritarian structures in families, communities and institutions.

Links between children's participation and their rights to survival, development and protection

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

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

Right to education. Children's participation recognises that children have competencies, knowledge and abilities and are able to contribute these to society. Children who take an active part in classroom work, for example, can influence their own learning and make their education more meaningful and more relevant. Students who are not allowed to ask critical questions, on the other hand, are denied these benefits. The denial of children's rights to participation has negative effects on their right to education.

Protection. Children who spend time in the care of adults are more vulnerable to mental, physical and sexual abuse if they are denied the right to expression. There are many cases where children in orphanages or other institutions have been abused by their care givers because there are no mechanisms to listen to the children's complaints. The abusers can continue to mistreat children in their care for many years without fear of detection. The recent scandal of child sexual abuse by Catholic priests in the USA shows the dangers of denying children the right to expression.

In the mid-1990s, Terre des Hommes developed a pocketbook for street children in Ho Chi Minh City, Vietnam. The booklet used cartoons to provide children living and working in the street with some basic information about their rights, about access to basic services and about ways to protect themselves from violence and abuse. It took six years of negotiations with different government departments before the booklet could be printed. This example shows how politically sensitive children's right to information can be.

Reasons for children's involvement are as diverse as the activities or institutions in which children are involved. Agencies may involve children to improve services for children, to promote children's development, to protect children or to promote children's citizenship and empowerment.

Reasons for children's participation

To promote children's citizenship, political education and empowerment:

- Children realise their civil rights and are empowered to claim their own rights.
- Children's advocacy and campaigning skills are developed.

To protect children and promote children's development and learning:

- Children are protected and learn to protect themselves. For example: Children who organise themselves are better able to protect themselves from abuse.
- Their abilities, confidence, independence and resilience are developed.
- Foundations are laid for children's ability to participate more fully as they grow and develop (importance of early childhood development).
- Solidarity and mutual support among children and young people is promoted.
- Children's attitudes are changed and their awareness raised, for example, through research they conduct.
- They learn to communicate more effectively with other children (eg, children as HIV/AIDS peer educators).
- Children gain knowledge on how to become responsible citizens.

To improve services, policies and programmes for children:

- More appropriate policies for children are developed
- More effective programmes for children are developed
- Institutional approaches and services become more child friendly and child centred.

2. Cultures of Participation

To a large extent, children's participation is determined by adults and adult institutions. How much do parents and communities involve their children in decisions that affect them? How much say do students have in regard to learning content and teaching methods? How many and which children are consulted by agencies in the design of programmes and policies that affect children? The answers to these questions and the practice of listening to and involving children depend to a large extent on adult attitudes towards children.

How much children participate and what they are involved in depends to a large extent on an agency's or community's culture of participation (the following ideas have been inspired by Kirby, 2003a). The culture of participation varies from family to family, community to community and agency to agency. Institutions with a strong commitment to children's participation allocate much more space, time, resources and energy towards listening to children and involving them in decision-making than agencies with a weaker commitment. Organisations need to be clear about their reasons for supporting children's participation.

Children’s views and involvement in decisions

What are children involved in?	Reasons for children’s participation		
<i>Children make their own decisions and are supported by adults</i>	<p>Children’s empowerment and active citizenship (eg, child-led organisations and initiatives)</p>		
<i>Children are involved in all decisions that affect them. Children and adults share decision-making power and responsibility</i>	<p>Child development, protection and learning (eg, participatory learning methods)</p>		
<i>Children are involved in some decisions</i>	<p>Improved services, programmes and policies for children (eg, better research results)</p>		
<i>Children’s views are taken into account by adults</i>	<p>Understanding children</p>		
<i>Children are consulted and listened to</i>	<i>A few children</i>	<i>A representative, inclusive sample of children</i>	<i>All children</i>
Who is involved?			

An organisation’s culture of participation helps to predict the amount of time, effort and resources an agency is likely to spend on children’s participation, which children will be involved and what they are involved in. The chart above gives a simplified picture of the reasons for children’s participation. The practice of children’s participation in an organisation may cover a range and does not necessarily fall neatly into only one category.

Consultation. The agency consults a few children to get a better understanding of children’s views, to improve services, programmes, projects or research for children. By adding a few ‘authentic’ children’s voices to its documents, the organisation tries to increase its legitimacy. Consultations with children are usually one-off events. Once the event has passed, the agency has no more need for involving children in its work.

Representation and inclusion. The organisation listens to representative groups of children and involves them in decisions and in the running of services, projects or research. The purpose of children’s involvement is to improve services and programmes, to protect children and to promote their development and education. Children’s involvement is limited to certain activities. They are time-bound (eg, children’s advisory group or children involved in recruitment panel) or context specific (eg, youth forum, school council). A representative group rather than all children are involved in making decisions. The agency tries to ensure that children’s representation is inclusive by involving all types of children: different age groups, boys and girls, children with disabilities and children from different ethnic, caste, religious and wealth groups.

Inclusive decision-making and empowerment. At the high end of the spectrum, participation is a central part of work with children. Adults listen to all children about all decisions that affect their lives. Children and adults share decision-making power. Adult-led organisations support child-led initiatives and organisations, such as unions of child workers. Agencies in this category have many reasons for involving children, including improved services, better policies, children's inclusion, empowerment and active citizenship (adapted from Kirby, 2003a: 16).

Children's participation requires organisations to change. Agencies have to develop new ways of working with children, build the capacity of staff and management and establish an organisational environment, policies, processes and procedures that support children's participation. It requires a fundamental change in organisational culture and strong support from senior management and from project staff. This needs long-term organisational commitment and a learning approach (Kirby, 2003a: 7).

EVALUATING CHILDREN'S PARTICIPATION

3. Purpose of Evaluating Children's Participation

Every evaluation is an opportunity for organisational and individual learning and change. Changes can result from the findings of an assessment and from the process of being involved in collecting and analysing data. Evaluations, reviews and monitoring are carried out for a variety of purposes: They are used to measure impact or outcomes, outputs, efficiency, effectiveness or change. The following list of reasons for evaluating children's participation is illustrative rather than comprehensive. The specific reasons for an evaluation depend on the culture of participation and the role of evaluation and monitoring in an agency. They also determine the extent to which children (and adult stakeholders) are involved in an evaluation. For more details on the evaluation process see the last section of this chapter.

Evaluations of children's participation may assess the impact and outcomes and the quality and levels of children's involvement and the effectiveness of different participatory methods and approaches. Most evaluations of children's participation have focused on the process of participation rather than on outcomes. What and how to evaluate depend on the purpose of the evaluation and the projects, activities or processes that are being assessed. In every situation it is necessary to identify which information is needed and the kind of process that is most likely to fulfil the evaluation's objectives. The following sections provide more detailed ideas for topics that may be covered in an evaluation of children's participation. While there is some overlap between these topics, it is useful to consider them separately.

Reasons for evaluating children's participation

Strengthen accountability and transparency:

- gather feedback from children and other stakeholders to strengthen the accountability of agency staff, programme partners, teachers, parents, community leaders and others
- evaluation as a democratising process: the evaluation reveals decision-making processes.

Empower children to monitor and evaluate their own work and give feedback to adults.

Children's voices: enable them to express their views and opinions.

Team building: strengthen partnerships and teams. Participatory evaluations help build common understanding, shared analysis, vision and a common direction for the future.

Generate knowledge, learn and make decisions:

- facilitate organisational learning to better understand programme processes and impact of work
- make decisions for future programme work
- develop benchmarks and quality standards for children's participation.

Influence decision-makers (especially where there is resistance against children's participation):

- support advocacy efforts, gather arguments and information that can be used in advocacy and campaigning
- influence attitudes and behaviours through the evaluation process
- influence organisational decisions through internal advocacy. Decision-makers and key stakeholders take part in the evaluation
- influence an organisation's culture: promote children's participation in an agency by evaluating children's participation and by involving children in those evaluations. Demonstrate what children can do and demonstrate the impact of children's participation.

4. Measuring Impact of Participation

Children's participation can have impacts on services, projects and policies, on children, adults and families, communities and institutions. This section deals with each separately (*see Ackermann et al 2003a*).

a) Impact on services and projects

Every activity, event or process involving children has its aims and objectives. Assessing the impact of children's participation on services and against a project's stated objectives has to be an important part of every evaluation of children's participation. Practical benefits of children's participation to services may include:

- improved quality of services and projects, such as new services that better meet the needs of children by listening to them and involving them in decisions. Service providers develop their knowledge, attitudes and skills to increase the involvement of children and young people in services

- improved service- and project-related outcomes for children, such as improved learning achievements, improved health or more appropriate court decisions
- improved access to and better use of services, such as involving and listening to children, which helps increase their access and use of services
- improved experience of services, such as increased emotional wellbeing, reduced stress and greater feeling of security
- improved accountability and greater transparency. Service providers treat children with greater respect
- improved inclusion of groups of children that are often excluded, such as disabled, migrants or young children
- children are protected from harm, abuse and exploitation.

Examples of activities, objectives and evaluation topics

Activity	Objectives and possible topics for evaluation
Children research corporal punishment	<ul style="list-style-type: none"> • quality of research results • impact of research on protecting children against corporal punishment
Pupils are actively involved in schools and classroom work	<ul style="list-style-type: none"> • changes in the quality of children's learning • changes in attitudes of teachers and parents regarding children's abilities

b) Impact on institutions

- Agencies allocate more space, time and resources for children's rights and children's concerns.
- Changes affect organisational rules and regulations, structures, processes and mechanisms to facilitate children's involvement in decision-making.

c) Impact on policies

Examples for changes in laws and policies to facilitate children's participation rights:

- children's access to relevant and child-friendly information
- children's involvement in policy-making
- children's right to form their own associations. For example, working children in India campaign for changes in legislation to allow child workers to become members of labour unions.

Both positive and negative effects and changes should be measured. In some situations there may be a negative backlash against children, especially when children begin to acquire some real power. This has been the experience of Bhima Sangha in some parts of Karnataka, India. Bhima Sangha is an organisation of working children that advocates for better services for child labourers and for children's direct involvement in community decisions. As children's committees began to have genuine influence on community decisions, some conservative political groups started to

agitate against their involvement. Children's political participation was regarded as a threat to the established power structures. This negative reaction to children's participation is an indicator that children's participation is having some real impact.

d) Impact on children

Taking part in the life of the family and community, in schools, institutions and projects are important aspects of the socialisation process of every child. Participation can increase children's personal and social development and can improve their social inclusion. An evaluation could measure the effects of participation on the personal and social development of individual children.

Impact on children's skills:

- technical skills, such as teaching, training, presentation, facilitation, research, filming, computer use and website design skills
- organisational skills, such as recruitment and staff selection, minute taking, management, organisation, logistics and accounting
- creative skills, such as acting or writing newsletters
- workplace skills and experience, such as following guidelines, attending meetings, working in a business environment, assertiveness, coping with stress and time management. Workplace experiences can improve children's education and employment opportunities
- interpersonal, language, communication and presentation skills, ability to articulate opinions and concerns, public speaking and media relations
- independent decision-making. Children are able to make informed decisions and to contribute better to family and community life
- problem solving skills, such as capacity to deal with abuse and neglect.

Impact on children's knowledge and awareness:

- knowledge, understanding, awareness and attitudes about HIV/AIDS, hygiene and sanitation, child protection or environmental issues
- enhanced political education, including knowledge of children's rights, of public and private service provision or of social policies
- independence and responsibility
- aspirations and plans
- ownership and care for services.

Impact on children's social relations:

- expanded social networks – more friends, larger support group, increased opportunities to have fun and meet new people
- changes in self-confidence and self-esteem and children's ability to speak with different types of people
- more positive community relationships between children and adults
- empowerment through inclusion in decisions. Children develop skills and knowledge to get heard and gain confidence in their own ability to bring about change
- improved sense of community and belonging
- increased opportunities for children to help their communities.

How to measure changes in children's personal and social development? It is fairly easy to measure changes in technical skills, such as computer use or teaching skills. Methods for measuring changes in knowledge about HIV transmission, for example, are also well established. It is more difficult, however, to measure self-confidence or empowerment. Here are some experiences in assessing self-confidence and empowerment drawn from the rich literature on methods for measuring the empowerment of women and of poor people. Rather than reinventing the wheel, these methods could be adapted for assessing children's empowerment.

Idea A. Subjective scoring: Children score changes in their self-confidence before and after their participation. Scoring is subjective. Aggregating individual scores from many children involved in the same processes or activities can generate useful data on general trends. Disaggregating children's scores by age and gender can help identify the types of children whose self-confidence has been strengthened most and those who have benefited least.

Idea B. Children's criteria and indicators: Scoring exercises can be useful starting points for further discussions with children to identify their criteria for self-confidence. Ask children to explain how they can recognise an increase in their self-confidence. Answers may include improved communication skills, such as public speaking, or better social skills, such as asking adults for something. This can lead to the identification of more concrete and measurable indicators.

Rather than measuring changes in abstract ideas, such as self-confidence, proxy indicators measure the *results* of increased self-confidence. For example, in meetings between children and adults, the frequency and length of children's and adults' contributions could be monitored and trends over time could be assessed.

Possible indicators for measuring empowerment

- freedom and degree of mobility
- freedom from violence
- involvement in major household decisions: allocation of resources, division of responsibilities
- degree of freedom from family control
- access to and control over resources, such as control over own income
- political and legal awareness
- involvement in community decisions and in political activities
- participation in groups and extent of social networks
- awareness of choices, such as contraceptive methods
- awareness of own health
- desire for information and new experiences
- levels of child-adult interaction
- appreciation in household
- wage differentials between adults and children
- school enrolment.

Sources: VeneKlasen, 2002: 57 and Malhotra et al, 2002

Idea C. Establish benchmarks. Make indicators more specific by turning them into measurable benchmarks (*see the spider model example on page 125*). Benchmarks are a series of indicators representing different levels of achievement.

e) Impact on adults

Children's participation not only affects children, but also adults, families, communities and institutions. Impact on adults may include changes in:

- adult attitudes towards children
- relationships between adults and children
- children's roles in society
- space, time and resources that adults allocate for children's participation.

f) Family impact could include:

Positive elements

- improved family relations
- increased support from parents
- increased time parents spend with children
- reduced domestic abuse
- increased adult awareness of children's rights
- appreciation of children's value to the family
- mutual respect and trust
- improved family status
- children's increased understanding of family economics.

Negative elements

- conflict between children's domestic chores and participation activities
- conflict between attitudes and plans of parents versus those of children.

g) Community impact could include:

- increased awareness and concern for children's issues, such as child labour, HIV/AIDS, child abuse, alcoholism or early marriage
- addressing sensitive or taboo subjects, such as incest and sexual abuse in the family
- more space, time and resources allocated for children and children's concerns
- improved status of children; adults take children more seriously because they are more aware of children and because children are more self-confident in expressing their opinions
- enhanced development as a result of raised awareness of community issues
- community decision-making becomes more democratic. For example, if children are involved in deciding how to use communal land, assess the quality of the decision taken by the community and the changes in the situation of children as a result of the decision.

5. Measuring Quality and Levels of Participation

Quality standards

In addition to measuring the outcomes and impact of participation, it is necessary to assess the quality of participation. Organisations promoting children's participation have developed many guidelines for children's involvement in specific events, processes or activities. Many of these guidelines are not general enough to be applicable to other activities that involve children. In order to overcome this limitation, Save the Children developed a set of generic practice standards for children's participation.

These standards are a distillation of many years of practical experience with children's participation. They incorporate the main principles of a rights-based approach, such as non-discrimination, accountability, protection and best interests of the child. They are general enough to be applicable to all processes that involve children. Such general quality standards are an essential tool for promoting consistent quality of children's participation within an organisation. They are also useful for promoting minimum standards in child participation among other agencies.¹⁷

Quality standards of children's participation

- a transparent, honest, democratic and voluntary approach
- equality, inclusion, non-discrimination and fairness
- child-friendly environment (organisational structures, systems, rules and processes)
- child participation is appropriate and relevant to the child's age and maturity
- enhances the child's personal development
- ensures and promotes child safety and protection
- competent and effective staff
- follow-up and feedback.

Levels of participation

Different scales have been developed to measure children's participation (*see one example at the end of this chapter*). Levels, ladders or scales of participation are concerned with the degree of involvement, control, power, responsibility and authority. Since participation is seen as a process, the idea of using scales to measure participation is compelling. Scales are tools for comparing different participatory projects or activities against the same set of criteria. They can be useful to evaluate projects and activities that involve children.

Scales and ladders of participation have some limitations. Different child participation activities have different objectives. A generic ladder of participation ignores those differences. A ladder implies that higher up is better. This is not necessarily the case. Scales are concerned with degree of control. They say nothing about impact or quality of participation.

¹⁷ The draft practice standards are listed at the end of this chapter. The quality standards listed in the box on this page are a slightly revised list of headings for quality standards of children's participation.

6. Scales and Standards for Assessing Children’s Participation

The following section presents some ideas for using scales and standards in the assessment of children’s participation. The examples are taken from recent evaluations and can be used to further experiment with assessing children’s participation.

Example 1: Levels and quality of participation in Cuba

Scales of participation can be used to grade a child participation activity, to set performance targets or to compare projects. An evaluation of Save the Children’s work in Cuba assessed the levels and quality of children’s participation in project activities. One of the tools used in the evaluation demonstrates the use of a scale to identify current practice and to set targets for future action. Project workers in Holguin, Cuba, proposed to increase the level of children’s and young people’s involvement in most parts of the project.

Holguin project (as assessed by project workers)

A = current level of child and youth participation

B = planned level of child and youth participation

Children’s and young people’s involvement in:	Levels of child and youth participation			
	Not involved	Receive information and services	Provide input	Responsible for planning and action
Planning the service or project			A	B
Recruiting staff	A			B
Selecting leaders and volunteers			A	B
Project management	A		B	
Delivering the service			A	B
Reviewing and evaluating the service			A	B
Training and peer education			A	B
Policy advocacy work	A		?	

Note: This table uses the levels of children’s participation developed by the Canadian Institute of Cultural Affairs (*see end of this chapter*).

In addition to assessing levels of participation, the evaluators worked with children, young people and project staff to assess the quality of children’s participation, including questions on which children and young people were involved.

Example 2: Scoring of quality standards

Practice standards of children’s participation can be ranked or scored. Scoring of quality standards can be useful for comparing two or more child participation activities or processes, for setting benchmarks or for agreeing on more detailed standards among stakeholders, such as children, project staff and partners.¹⁸ Scoring methods are useful for stimulating further discussions on topics, such as strengths and weaknesses or lessons learned. The actual score is less important than the qualitative information generated through discussions.

¹⁸ For guidance on how to use ranking and scoring tables see: Boyden and Ennew 1997, Gosling and Edwards 2003, and Theis and Grady 1991.

The following example shows how children’s participation activities can be scored against the broad headings of child participation practice standards. This is a simple and flexible tool that can be used with different stakeholder groups to discuss and agree on quality standards for children’s participation.

Comparing two child participation activities (A and B) against quality standards

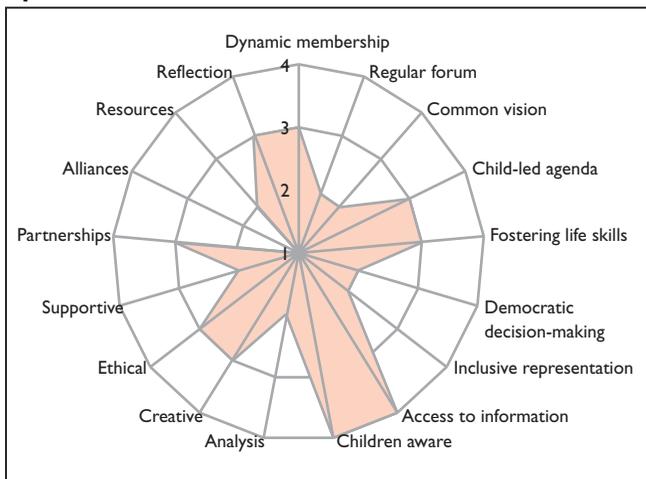
Attributes of child participation	Low to High			
	1	2	3	4
Transparent, honest, democratic and voluntary approach		A	B	
Equality, inclusion, non-discrimination and fairness			A	B
Child-friendly environment	A		B	
Child participation is appropriate to the child’s age and maturity		B	A	
Enhances the child’s personal development		A	B	
Ensures and promotes child safety and protection			A	B
Staff are competent and effective		A	B	
Follow-up and feedback	A		B	

The actual practice standards, however, are much more detailed than the broad headings used in the table above. The following example shows how quality standards can be turned into detailed benchmarks.

Example 3: Spider model (O’Kane, 2003b)

The Save the Children Alliance global interest group on child-led initiatives and organisations has developed a tool for assessing child-led organisations. The ‘spider tool’ consists of key quality elements (currently 18) against which child-led organisations can be measured. Each of the quality elements comes with a set of indicators or benchmarks that have been grouped into four levels, ranging from low to high achievement. These can be used by child-led initiatives and organisations to decide where on the scale for each key quality element their initiative or organisation lies (their current reality) and where they want to go (their future ideal). In determining how best to move towards the future ideal, the spider tool is used both as an assessment and a planning tool.

Spider model



Key quality elements for assessing child-led initiatives and organisations

1. dynamic leadership of under-18-year-olds
2. regular forum and space to meet and express themselves
3. common vision, identity and ownership
4. agenda setting: child led rather than adult-driven
5. building friendships
6. fostering life skills (trust, communication, conflict resolution, team work)
7. democratic decision-making
8. inclusive representation and leadership
9. access to information and open communication
10. children aware and active in promoting their rights and responsibilities
11. analysis-, action- and change-oriented
12. creative and inclusive methodologies
13. ethical focus
14. supportive adults (prepared to share power with children)
15. partnerships and influence
16. networks with other child-led organisations
17. resources and sustainability
18. reflection, monitoring and evaluation.

Benchmarks should be generated and agreed upon through a participatory process that involves children and adult stakeholders. Discussing benchmarks is important to raise awareness and to build ownership and commitment towards quality standards. Detailed benchmarks are a useful tool for auditing children's participation practices in organisations. Once benchmarks have been agreed upon they can be used as yardsticks for measuring performance.

Example: Benchmarks for dynamic membership of under-18-year-olds

Level	
4 (high)	<ul style="list-style-type: none"> • new members (girls and boys) are regularly encouraged to join the organisation • younger children (girls and boys younger than ten) regularly participate in the organisation and are encouraged to play an active role • children with disabilities and other marginalised groups are active members of the organisation • supportive links are made between children's organisations and youth organisations (with graduated members)
3	<ul style="list-style-type: none"> • older, more experienced members become facilitators and mentors • provision made for the inclusion and participation of children of different age groups
2	<ul style="list-style-type: none"> • few new members have joined in the past year • graduated members (older than 18) interfere with running of children's organisation
1 (low)	<ul style="list-style-type: none"> • very few members in the children's organisation • many of the original members have left the organisation • most of the current members are aged 15-18 or older • no new members have joined in the past year

7 Spider diagrams can be constructed with children and other stakeholders. Participants take one dimension at a time to discuss and agree on the appropriate level based on the benchmarks. Whether to use a simpler scoring table or a more detailed benchmarking tool depends on the purpose of the assessment. Audit tools, typically, leave little room for interpretation or subjectivity. The best auditing tools are precise and allow for accurate measurements. They turn standards into measurable indicators.

7. Effectiveness of Children's Participation

Activities involving children often use a wide range of creative methods and approaches. Some of these methods are more effective, less expensive and less time consuming than others. An evaluation can compare different methods of involving children and help identify which approaches work best, with which children and why. Tables are useful tools to rank or score different methods against criteria, such as effectiveness, cost, time, fun or inclusiveness.

8. Evaluation Process

Every evaluation is an opportunity for learning, making decisions and influencing decision-makers, enabling children and other stakeholders to express their views and opinions, empowering children, developing skills, strengthening partnerships and team building.

The purpose of an evaluation is to change actions, processes, people and institutions. These changes can be brought about through the information generated by the evaluation and by being part of a team and being involved in the process of designing an evaluation, collecting and analysing data and by preparing and disseminating the evaluation findings. In some situations, the evaluation data itself are sufficient to achieve change. In other circumstances, an evaluation report has little impact. Involving children, decision-makers and programme staff in an evaluation can have much greater effect on the participants than reading an evaluation report.

The extent to which children and other stakeholders are involved in an evaluation depends in large part on an organisation's culture of participation. Agencies that are committed to assist children to gain real decision-making power will spend the time and resources to ensure children are involved in all decisions related to an evaluation.

Whom to involve in an evaluation and how to involve them depends on the purpose of the evaluation and on the available time and resources for the evaluation. Especially in situations where there is resistance against children's participation, involving decision-makers in an evaluation team can have a powerful impact on their attitudes towards children and their involvement. Similarly, children who carry out their own evaluations are likely to feel more empowered than children who are mere respondents or subjects of an evaluation.

Evaluating children's participation in consultations

In 2003, Save the Children commissioned an evaluation of child and youth participation in national and regional forums in connection with the UN Special Session for Children. The purpose of the evaluation was to enable children to express their opinions, to compare different forums, to gather, analyse, document and disseminate the lessons learned from children's involvement in the forums and to make recommendations for future praxis. The evaluation was carried out by a team of adult researchers. Children, project staff and managers were involved as respondents. Within the time frame and the resources allocated by the agency for the evaluation it was not possible to involve children and decision-makers more actively.

Source: Ennew et al, 2004

In most situations, the time and resources available for an evaluation are limited. This constrains opportunities for involving children and other stakeholders. As a result, opportunities for influencing decision-makers and for empowering children may be lost. Clarifying the purpose of an evaluation is important in order to ensure that sufficient resources are allocated to guarantee meaningful participation of all relevant stakeholder groups.

Involving children in an evaluation turns the evaluation itself into a participatory process. This means that the quality standards of children's participation have to be applied to the evaluation. Of particular relevance and importance are ethical standards to protect children involved in the evaluation from harm and to ensure their confidentiality and privacy.

Children's involvement in evaluations

	Children as evaluators	Children assist	Children are consulted
Goals of child involvement	Empower children and create community change	Develop skills of children and include children's voices	Create youth-friendlier process
Defining questions	Children define questions with or without adult input	Adults define questions with or without children's input	Adults define questions
Creating evaluation instruments	Children create instruments with or without adult input	Adults and children may jointly create instruments	Adults ask children for feedback on their instruments
Collecting information	Children collect information, adults may assist	Children may help adults collect information	Adults collect information
Analysing information	Children take lead in analysis, adults may assist	Adults take lead in analysis, children may assist	Adults analyse information
Disseminating findings	Children take lead in dissemination, adults may assist. Findings may mobilise other children or create community change	Adults take lead in dissemination, children may assist	Adults disseminate findings mostly to professionals with or without input from children
Roles of children	Children initiate and take lead in all stages of the process. Adults may or may not assist	Children assist adults in information collection and dissemination of findings	Children are consulted
Roles of adults	Adults may or may not play supportive roles, but children make the decisions	Adults initiate and implement the process and enlist children to assist them	Adults play most of the key roles

Source: Adapted from Checkoway and Richards-Schuster, 2002

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Draft Practice Standards in Child Participation (Save the Children)

Introduction to practice standards in child participation

What are practice standards? Practice standards¹⁹ are statements that describe an expected level of performance. These practice standards state what children and others can expect of Save the Children's practice in child participation. They apply to all of Save the Children's child participation work and represent the Save the Children's minimum expectations of the ways in which their staff will behave and operate.

Why practice standards?

The primary purpose of these practice standards is to ensure consistent, high-quality child participation practice throughout Save the Children's programmes. They provide a framework that gives guidance and direction to field staff in continuously improving participatory practice. They provide a guide to practice development that has been generally endorsed by Save the Children organisations, their partners and the children with whom they work.

The standards can be used to:

- assist Save the Children staff in assessing their practice in child participation and identifying improvements
- inform training and other approaches to competency that ensure that staff working with children have the attitudes, skills and confidence required to deliver the practice standards
- provide a basis for accountability and challenge if practice falls below a certain standard
- review and evaluate current practice and identify goals for the future
- establish a safe and meaningful environment for the participation of children and minimise the risk to children from involvement in participatory practice.

About the standards. These standards are written for Save the Children managers and practitioners working with children. Each standard includes a set of criteria to indicate whether the standard is being met.

The standards are designed to be relevant and achievable. At the same time, given the enormous variation in country contexts and circumstances, they will also need to be adapted to fit local conditions.

Guiding principles

The practice standards should be interpreted within the context of the following general principles derived from the UN Convention on the Rights of the Child:

- Children have the right to be listened to, to freely express their views on all matters that affect them and to freedom of expression, thought, association and access to information.
- Measures should be put in place to encourage and facilitate children's participation in accordance with their age and maturity.

¹⁹ Also known as 'minimum quality standards' or 'key elements'

- Participation should promote the best interest of the child and enhance the personal development of each child.
- All children have equal rights to participation without discrimination.
- All children have the right to be protected from manipulation, violence, abuse and exploitation.

Definitions

Child/young person: Following the UN Convention, a child means every human being younger than 18 years.

Participation: Participation is about influencing decision-making and achieving change. Children's participation is an informed and willing involvement of all children including those who are differently abled and those at risk, in any matter concerning them, either directly or indirectly. Children's participation is a value that cuts across all programmes and takes place in all arenas – from homes to government, from local to international levels.

Standard 1: Transparency and honesty: An ethical approach

What. Adult organisations and workers are committed to ethical participatory practice and to the primacy of children's best interests.

Why. There are inevitable imbalances in power and status between adults and children. An ethical approach is needed in order for children's participation to be genuine and meaningful.

How to meet this standard:

- Children are able to freely express their views and opinions and have them treated with respect.
- There is clarity of purpose about children's participation and honesty about its parameters. Children understand how much impact they can have on decision-making and who will make the final decision.
- The roles and responsibilities of all involved (children, adults and other stakeholders) are clearly outlined, understood and agreed upon.
- Clear goals and targets are agreed with the children.
- Children are provided with and have access to relevant information regarding their involvement.
- Children are involved from the earliest possible stage and are able to influence the design and content of participatory processes.
- Children have time to consider their involvement and have to give their personal, informed consent to it.
- 'Outside' adults involved in any participatory processes are sensitised to working with children, clear about their role and willing to listen and learn.
- Organisations and workers are accountable to children for the commitments they make.
- Where the process of involvement requires representation from among a wider group of children, the selection of representatives will be based on principles of democracy and non-discrimination.
- The barriers that children who have been empowered to participate may confront in other spheres of their lives are considered and discussed with the children involved.

Standard 2: Children's participation is relevant and voluntary

What. Children participate in work on issues that directly affect them and have the choice as to whether to participate or not.

Why. Children's participation should build on their personal knowledge – the information and insights that they have about their own lives and the issues that affect them. Recognising their other commitments, children should be able to participate on their own terms and for lengths of time chosen by them.

How to meet this standard:

- The issues are of real relevance to the children being involved and draw upon their knowledge, skills and abilities.
- Children are involved in setting the criteria for selection and representation for participation.
- Children are given sufficient information and support to enable them to make an informed decision on their participation.
- Children's participation is voluntary, and they can withdraw at any time they wish.
- Children should be involved in ways, at levels and at a pace appropriate to their capacities and interests.
- Children's other time commitments are respected and accommodated (eg, to home, work, school).
- Ways of working and methods of involvement should incorporate and build on supportive local structures, traditions, knowledge and practice.

Standard 3: A child-friendly, enabling environment

What. Children experience a safe, welcoming and encouraging environment for their participation.

Why. The quality of children's participation and their ability to benefit from it are strongly influenced by the efforts made to create a positive environment for their participation.

How to implement this standard:

- Ways of working build the self-esteem and self-confidence of children so that they feel they are able to contribute and that they have valid experience and views to contribute.
- Methods of involvement are developed in partnership with children so that they reflect their preferred mediums of expression, their age, maturity and evolving capacities.
- Sufficient time and resources are made available for quality participation.
- Adults are sensitised to help them understand the value of children's participation and to enable them to play a positive role in supporting it (eg, through awareness-raising, reflection and capacity-building).
- Child-friendly meeting places are used where children feel relaxed, comfortable and have access to the facilities they need. They should be accessible to children with disabilities.
- Organisational or official procedures are designed/modified to facilitate (rather than intimidate) children and welcome less experienced children.

- Support is provided where necessary to share information and/or build skills and capacity to enable children to participate effectively.
- Children are asked what information they need, and accessible information is shared with them in good time, in child-friendly formats and in languages that the children understand.
- In situations where children with different native/first languages meet, interpretation should be provided that allows for children's full participation in discussions and access to written information.
- Non-technical language is used in all discussions involving children and/or all jargon or technical terms are clearly explained.

Standard 4: Equality of opportunity

What. Child participation work should challenge, not reinforce, existing patterns of discrimination and exclusion.

Why. Children, like adults, are not a homogeneous group and participation should provide for equality of opportunity for all regardless of age, situation, ethnicity, gender, abilities, class, caste or other factors.

How to implement this standard:

- Children should have an equal chance to participate and are not discriminated against because of age, gender, abilities, language, social origin, class, ethnicity, geographical location, etc.
- Children's involvement should be aimed at including all rather than a few; this could mean reaching out to children in their local settings rather than inviting representatives to a central point.
- Participatory practice with children should be flexible enough to respond to the needs, expectations and situation of different groups of children – and to regularly re-visit these concerns.
- The age range, gender and abilities of children are taken into account in the way participation is organised, eg, in the way information is presented.
- No assumptions are made about what different groups of children can and cannot do.
- Wherever possible, children should select from among their peers those who will represent them in participatory initiatives.
- Influential adults are engaged to gain community support for the participation of discriminated-against groups.

Standard 5: Staff are effective and confident

What. Adult staff and managers involved in work on children's participation are trained and supported to do their jobs to a high standard.

Why. Adult workers can only encourage genuine children's participation effectively and confidently if they have the necessary understanding and skills.

How to implement this standard:

- All staff and managers are sensitised to children's participation and understand the commitment to children's participation.
- Staff are provided with appropriate training and other development opportunities in participatory practice to enable them to work effectively and confidently with children.
- Staff are properly supported and supervised.
- Specific technical skills or expertise (eg, in communication, facilitation, conflict resolution or multicultural working) is built up through a combination of recruitment, selection, staff development and practice exchange.
- Relations among staff and between staff and management model appropriate behaviour, in which each other is treated with respect and honesty.
- Support is provided for managers and staff for whom children's participation represents a significant personal or cultural change, without this being regarded as a problem.
- Staff are able to express any views or anxieties about involving children in the expectation that these will be addressed in a constructive way.

Standard 6: Participation promotes the safety and protection of children

What. Child protection policies and procedures form an essential part of participatory work with children.

Why. Organisations have a duty of care to children with whom they work and everything should be done to minimise the risk to children of abuse and exploitation or other negative consequences of their participation.

How to implement this standard:

- The protection needs of children are paramount in the way their participation is planned and organised.
- Children involved in participation work are aware of their right to be safe from abuse and know where to go for help if needed.
- Safeguards are in place to minimise risks and prevent abuse (eg, children are adequately supervised and protected at all times; risk assessments are in place for residential activities away from home).
- Staff recognise their legal and ethical obligations and responsibilities (eg, in respect of their own behaviour or what to do if they are told about the inappropriate behaviour of others).
- Child protection procedures recognise the particular risks faced by some groups of children and the extra barriers they face to obtaining help.
- Careful assessment is made of the risks associated with children's participation in speaking out, campaigning or advocacy. Depending upon the risks identified, steps may be needed to protect children's identity or to provide follow-up measures to give protection (eg, to ensure their safe reintegration into their communities).
- Consent should be obtained for the use of all information provided by children, and information identified as confidential needs to be safeguarded at all times.
- No photographs, videos or digital images of a child should be taken or published without that child's consent.

- Unless otherwise agreed, it should not be possible to trace information back to individuals or groups of children.

Standard 7: Follow-up and evaluation

What. Respect for children's involvement is indicated by a commitment to provide feedback and/or follow-up and to evaluate the quality and impact of children's participation.

Why. It is important that children understand what has been the outcome from their participation and how their contribution has been used. It is also important that, where appropriate, they are given the opportunity to participate in follow-up processes or activities. As a key stakeholder, children should be an integral part of monitoring and evaluation processes.

How to implement this standard:

- Children are given rapid and clear feedback on the impact of their involvement, the outcome of any decisions/next steps and the value of their involvement.
- Feedback reaches all children involved.
- Children are asked about their satisfaction with the participation process and for their views on ways in which it could be improved.
- The results of monitoring and evaluation are communicated back to the children involved in an accessible and child-friendly way, and their feedback is taken into account in future participation work.
- Mistakes identified through evaluation are acknowledged and commitments given about how lessons learned will be used to improve participatory processes in the future.

Levels of children's participation

	Level	Description	Examples
Children have responsibility for planning and action	8 Full responsibility	Participants have full responsibility for all aspects of the given situation, project or organisation.	The intent is to give groups total responsibility through mandated delegation, contracts, teams, commissions, committees, etc.
	7 Decision-making authority	Participants are authorised to make specific decisions within clearly defined terms of reference.	The intent is to transfer the authority for certain decision to a specific group through independent teams, committees, organisations, elected bodies, etc.
	6 Implementation responsibility	Participants are designated to implement a specific decision or project. Responsibility is delegated to a group.	The intent is to involve people in the implementation of a decision, a project or an activity through project action teams, departments, taskforces, committees, etc.
Children provide input	5 Input toward decisions	Participants provide ideas to be considered in decision-making. Plans may be presented or open questions may be asked.	The intent is to include people's input in decision-making through stakeholder consultation, workshops, focus groups, surveys, special commissions, etc.
	4 Input toward implementation	Participants provide ideas on how a decision can be implemented.	The intent is to gather input on how to carry out a decision through focus groups, project briefings, brainstorming sessions, advisory committees, etc.
Children receive information and services	3 Education	Participants are assisted in understanding decisions, how they are affected and what is expected of them.	The intent is to enable people to understand and operate on the basis of a decision through training events, meetings, instruction memos, policy briefs, etc.
	2 Persuasion	People are encouraged to agree or give consent to decisions.	The intent is to help people take a relationship to a decision through presentations, media, public speeches, direct contact, etc.
	1 Information	People are informed of decisions and guidelines established on their behalf.	The intent is to inform people affected by a decision through direct contact, memos, announcements, media, newsletters, etc.

Source: Canadian Institute of Cultural Affairs, 2002

WEB RESOURCES ON RIGHTS-BASED APPROACHES

Compiled by Margaret Childe and Joachim Theis

The following selection of Web resources and organisations provides a starting point for further reading on rights-based approaches. The list is by no means comprehensive. Many topics and rights, such as disability, minority rights, advocacy, activism or child protection, are not included.

I. Human Rights and Rights-Based Approaches General

Human Rights Instruments

Treaty Monitoring Bodies

www.unhcr.org/refworld/doc/3a6e6b7d.html

United Nations High Commissioner for Human Rights

www.unhcr.org/refworld/doc/3a6e6b7d.html

University of Minnesota, Human Rights Library

www1.umn.edu/humanrts/instr/ainstls1.htm

Training Organisations and Resources

Action for the Rights of Children

www.savethechildren.org.uk/what-is-arc.html

Asian Regional Resource Centre for Human Rights Education

www.arrc-bre.com

CARE Basic Introduction to Human Rights and Rights-Based Programming

www.impactalliance.org/ev_en.php?ID=4539_201&ID2=DO_TOPIC&PHPSESSID=7d79ddad22e93914eb4c70cee0f37c01

Centre for Human Rights Education and Training

www.erc.brea.org

Diplomacy Training Program

www.law.unsw.edu.au/centres/dtp/about.htm

Directorate of Youth and Sport of the Council of Europe: COMPASS, the manual on human rights education with young people

eycb.coe.int/compass/en/contents.html

Human Rights Correspondence School

www.brschool.org

Human Security Network: Manual on Understanding Human Rights

www.etc-graz.at/human-security/manual

International Human Rights Internship Program (Institute of International Education)

www.iie.org/Website/WPreview.cfm?CWID=336&WID=171

Office of the High Commissioner for Human Rights

www.unhcr.org/refworld/doc/3a6e6b7d.html

UN CyberSchoolBus Human Rights module

www.un.org/cyberschoolbus/humanrights/index.asp

University of Minnesota: Circle of Rights – ESCR Activism

www1.umn.edu/humanrts/edumat/IHRIP/circle/toc.htm

Human Rights Organisations

Amnesty International

www.amnesty.org

Article 19 (right to information)

www.article19.org

Asian Centre for Human Rights

www.achrweb.org

Asian Human Rights Commission

www.abrchk.net

Asian Legal Resource Centre

www.alrc.net/index.php

Forum-Asia: Asian Forum for Human Rights and Development

www.forumasia.org

Human Rights Council of Australia

www.hrca.org.au

Human Rights First

www.humanrightsfirst.org

Human Rights Internet - The Human Rights Databank

www.hri.ca/welcome.cfm

Human Rights Net

www.human-rights.net

Human Rights Network Aotearoa New Zealand

www.humanrights.net.nz

Human Rights Watch

www.hrw.org

International Commission of Jurists

www.icj.org/news.php3?id_article=2690%E2%8C%A9=en

International Federation for Human Rights

www.fidb.org

International Federation of Journalists

www.ifj.org/default.asp?Issue=HUMA&Language=EN

Listings of human rights organisations

www.cdp-hrc.uottawa.ca/links/broint_e.html

www.hrweb.org/resource.html

WHRnet - Women's Human Rights Net

www.wbrnet.org/index.php

United Nations Agencies

Human Rights in Development (UNDP and OHCHR)

www.unhcr.ch/development/hurist.html

ILO

www.ilo.org

Office of the High Commissioner for Human Rights (Bangkok)

www.un.or.th/ohchr/issues/rba/rba.htm

Office of the High Commissioner for Human Rights (Geneva)

www.unhcr.ch

UNAIDS

www.unaids.org

UNDP

www.undp.org

UNDP Oslo Governance Centre

www.undp.org/oslocentre

UNESCO

www.unesco.org/sbs/human_rights

UNESCO-DANIDA Programme on Human Rights

www.unesco.org/danida/introduction.htm

UNFPA

www.unfpa.org/sustainable/rights.htm

UNICEF

www.unicef.org

UNIFEM

www.unifem.org/index.php?f_page_pid=24

WHO

www.who.int/hbr

Institutes, Think-Tanks and Resource Centres

Center for Economic and Social Rights

www.cesr.org/ESCR/gencomment12.htm

Danish Centre for Human Rights

www.humanrights.dk/frontpage

Development Research Centre on Citizenship, Participation and Accountability

www2.ids.ac.uk/drcitizen

Economic, Social and Cultural Rights Net (ESCR-Net)

www.escr-net.org/EngGeneral/home.asp

François-Xavier Bagnoud Center for Health and Human Rights

www.hsph.harvard.edu/fixbcenter

Institute for Development Studies

www.ids.ac.uk/ids

International Council on Human Rights Policy

www.ichrp.org

International NGO Training and Research Centre

www.intrac.org

LogoLink: Learning Initiative on Citizen Participation and Local Governance

www.ids.ac.uk/logolink/index.html

Overseas Development Institute

www.odi.org.uk/pppg/activities/concepts_analysis/rightsinaction

UNICEF Innocenti Research Centre in Florence, Italy

www.unicef-icdc.org

NGOs

ActionAid

www.actionaid.org

BOND – network of more than 280 UK based NGOs working in international development and development education

www.bond.org.uk

CARE

www.careinternational.org

InterAction – American Council for Voluntary International Action

www.interaction.org/rba/documents.html

Oxfam

www.oxfam.org

Plan

www.plan-international.org/action/issues/childrensrights

Save the Children

www.savethechildren.net/alliance/index.html

Bilateral Development Agencies

CIDA

www.acdi-cida.gc.ca

DANIDA

www.um.dk

DFID

www.dfid.gov.uk

NORAD

www.norad.no

NZAID

www.nzaid.govt.nz

SIDA

www.sida.se

2. Rights-Based Approaches to Specific Rights and Issues

Below are selected resources for some rights and development issues. Resources listed in the chapters on rights-based approaches to education and HIV/AIDS are not repeated.

Child Rights and Children's Participation

Carnegie Young People Initiative

www.carnegie-youth.org.uk/html/publications-test.html

Child Rights Information Network – hosting website on RBA

www.crin.org

Child Workers in Asia

www.cwa.tnet.co.th/index.html

Children, Youth and Environments

cye.colorado.edu

Children's Environment Research Group

web.gc.cuny.edu/chel/cerg

Children's Express (young journalists)

www.childrens-express.org

Childwatch International

www.childwatch.uio.no

Committee on the Rights of the Child

www.unhcr.ch/hchr_un.htm

Concerned for Working Children

www.workingchild.org

Directory of child rights organisations

www.crin.org/organisations/index.asp?type=CRIN+Members

International Institute for Child Rights and Development

web.uvic.ca/iicrd/index.html

KIDLINK: Global Networking for Youth through secondary school age

www.kidlink.org/english/general/intro.html

MAGIC - Media Activities and Good Ideas by, with and for Children

www.unicef.org/magic

Save the Children Regional Alliance Information Databank (South Asia)

www.savechildren-alliance.org.np

Save the Children South-East Asia and Pacific Region

www.seapa.net/home/home.htm

Save the Children Sweden Regional Programme for Latin America and the Caribbean

www.scslat.org/eng

Gender

BRIDGE/Institute of Development Studies

www.ids.ac.uk/bridge/reports_gend_CEP.html

Division for the Advancement of Women

www.un.org/womenwatch/daw

Inter-Agency Standing Committee Working Group on Gender

www.humanitarianinfo.org/iasc/publications.asp

UNIFEM

www.unifem.org

Poverty Eradication, Livelihoods

CESR: The Human Rights Challenge to Global Poverty. By Chris Jochnick

www.cesr.org/text%20files/actors.PDF

Citizens' Network on Essential Services

www.servicesforall.org

ESCR: Promises to Keep: Using Public Budgets as a Tool to Advance Economic, Social and Cultural Rights. By Jim Schultz, 2002

www.internationalbudget.org/themes/ESC/FullReport.pdf

ODI: To Claim our Rights: Livelihood Security, Human Rights and Sustainable Development. By Caroline Moser and Andy Norton, June 2001

www.odi.org.uk/PPPG/activities/concepts_analysis/RightsInAction/Publications/ToClaimOurRights.html

- OHCHR: Draft Guidelines: A Human Rights Approach to Poverty Reduction Strategies. By Paul Hunt, Manfred Nowak and Siddiq Osmani, Geneva, 2002
www.unhcr.ch/development/povertyfinal.html
- UNDP: Poverty Reduction and Human Rights. New York, USA, 2003
www.undp.org/policy/docs/povertyreduction-humanrights0603.pdf

Right to Food

- ActionAid
www.actionaid.org/ourpriorities/foodrights/foodrights.shtml
- Right to Food Campaign: network for realising the right to food in India
www.geocities.com/righttofood
- Special Rapporteur on the Right to Food
www.righttofood.org
- University of Hawaii - George Kent: Human Right to Adequate Food
www.hawaii.edu/~kent/00HRAF2004ENTRYWAY.doc

Right to Health

- François-Xavier Bagnoud Center for Health and Human Rights
www.hsph.harvard.edu/fxbcenter
- Health and human rights links
www1.umn.edu/humanrts/links/health.html
- World Health Organisation: 25 Questions and Answers on Health and Human Rights. WHO, Health and Human Rights Publication Series, No. 1, July 2002
www.who.int/hbr/activities/publications/en

Right to Water

- Center for Economic and Social Rights: Programme on the Right to Water
www.cesr.org/PROGRAMS/water.htm
- Freshwater Action Network
www.freshwateraction.net
- Overseas Development Institute Water Policy Programme
www.odi.org.uk/rpeg/wpp/index.html
- Right to Water, website established by WaterAid, Rights and Humanity and FAN
www.righttowater.org.uk/code/Overview.asp
- UNICEF
www.unicef.org/reseval/pdfs/freshwat.pdf

3. Humanitarian Emergencies and Rights

Standards

- Inter-Agency Standing Committee
www.humanitarianinfo.org/iasc
- Sphere Project
www.sphereproject.org

Resources and Materials

Humanitarian Practice Network

www.odihpn.org

Integrated Regional Information Networks

www.irinnews.org

Relief Web

www.reliefweb.int/w/rwb.nsf

UK NGO Disaster and Risk Reduction Group

www.bond.org.uk/wgroups/disaster

Training Institutes and Materials

Asian Disaster Reduction Centre

www.adrc.or.jp

Disaster Management Institute of Southern Africa

www.disaster.co.za/links.htm

Reliefweb

www.reliefweb.int

UNICEF Humanitarian Principles Training: A Child Rights Protection Approach to Complex Emergencies

coe-dmba.org/unicef/unicef2fs.htm

International Humanitarian and Campaigning Organisations

(see also organisations listed on p. 142)

Action Against Hunger/Action Contre la Faim

www.actionagainsthunger.org

Coalition for International Justice

www.cij.org/li

International Committee of the Red Cross

www.icrc.org

International Council of Voluntary Agencies

www.icva.ch

International Federation of Red Cross and Red Crescent Societies

www.ifrc.org

Médecins Sans Frontières (Doctors Without Borders)

www.doctorswithoutborders.org

Specific Issues

Child Soldiers

International Coalition to Stop the Use of Child Soldiers

www.child-soldiers.org

Office of the Special Representative of the Secretary General for Children and Armed Conflict

www.un.org/special-rep/children-armed-conflict

UNICEF

www.unicef.org

Watchlist

www.watchlist.org

Conflict Diamonds

Campaign to Eliminate Conflict Diamonds

www.endconflictdiamonds.org

Education in Emergencies

Inter-Agency for Education in Emergencies

www.ineesite.org

Evaluations and Impact Assessments

Active Learning Network for Accountability and Performance in Humanitarian Action

www.alnap.org

OECD/DAC Network on Conflict, Peace and Development Co-operation

www.oecd.org/department

Internally Displaced Persons

Brookings-SAIS Project on Internal Displacement

www.brook.edu/fp/projects/idp/idp.htm

Forced Migration Online

www.forcedmigration.org

Global IDP Project

www.idpproject.org

Peacekeeping, Conflict Prevention and Resolution

Conciliation Resources

www.c-r.org

Conflict Prevention Associates

www.conflict-prevention-associates.org

International Alert

www.international-alert.org

Peacekeeping Links

www.globalpolicy.org/security/peacekpg/links

Saferworld

www.saferworld.co.uk

UN Department of Peace Keeping Operations

www.un.org/Depts/dpko/dpko/home.shtml

Refugees

Enfants Refugiés du Monde

www.enfantsrefugiesdumonde.org

European Council on Refugees and Exiles

www.ecre.org

International Catholic Migration Commission

www.icmc.net/docs/en

International Organization for Migration

www.iom.int

Refugee Studies Centre

www.qeh.ox.ac.uk/rsc

United Nations High Commissioner for Refugees

www.unhcr.ch

United Nations Relief and Works Agency for Palestine Refugees in the Near East

www.un.org/unrwa

US Committee for Refugees – portal

www.refugees.org

Women's Commission for Refugee Women and Children

www.hypernet.com/wcrwc.html

Small Arms and Landmines

Control Arms

www.controlarms.org

Human Rights Watch

www.hrw.org/arms

International Action Network on Small Arms

www.iansa.org

International Campaign to Ban Landmines

www.icbl.org

Landmine Survivors Network

www.landminesurvivors.org

Mouvement Contre Les Armes Légères de l'Afrique de l'Ouest

www.grip.org/rafal/membres/malao.html

NISAT

www.nisat.org

Saferworld

www.saferworld.org.uk

Small Arms Survey

www.smallarmsurvey.org

UN Department for Disarmament Affairs

www.disarmament.un.org

War Crimes Tribunals

Coalition for the International Criminal Court

www.iccnw.org

International Court of Justice

www.icj-cij.org

International Criminal Tribunal for former Yugoslavia

www.un.org/icty

International War Crimes Tribunal for Rwanda

www.icttr.org

