A Southern Africa Facilitators' Guide to Child Rights Programming Training

Series: Tools for Child Rights Programming in Southern Africa

February 2008

Save the Children
Sweden

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

ISBN 978-0-9814109-1-3

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Printed by: Marketing Support Services

Published by:

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Preface

Save the Children Sweden strives to base our work on a child rights programming approach. This approach enables us to integrate the UNCRC principles of non-discrimination, participation, survival and development and best interests of the child directly into our work and to adopt a framework that addresses root causes as well as immediate symptoms of rights violations.

Save the Children Alliance has produced a handbook *Child Rights Programming: How to Apply Rights-Based Approaches in Programming [http://www.crin.org/hrbap/index.asp?action=theme.docitem&item=4761]*. We have found it helpful to complement the handbook with a general orientation and training on the concept to assist organisations to fully understand and integrate the framework into their organisations. A number of such workshops have been supported throughout Southern Africa. To support this effort, a series of companion guides is now being produced. This guide is the first in the series. The other two guides will be published shortly.

- *A Southern Africa Facilitators' Guide to Child Rights Programming Training* to support those who are facilitating the orientation and training sessions
- Rights-Based Approach to Strategic Planning: A Guide for Civil Society Organisations
- Rights-Based Approach to Monitoring and Evaluation: A Guide for Civil Society Organisations

The series would not have been produced without the vision, expertise and perseverance of the author, Penny Ward, of Mutengo Consulting. We are forever indebted to Penny for her work in designing and facilitating the initial workshops and in writing the series of guides. In addition, we would like to thank the following for their invaluable contributions:

- Blanca Nomura, Regional Programme Officer with Save the Children Sweden's Southern Africa regional office, for her contributions to the process design.
- The staff at Save the Children Swaziland and members of Lesotho's NGO Coalition on the Rights of the Child for helping to test some of the sessions included in this guide at a training of trainers workshop held by Save the Children Swaziland in June 2007.
- Partner organisations and participants involved with Save the Children's programme in Zambia, who attended the CRP Training of Facilitators workshop at Chaminuka Lodge in July 2007.

This guide is a working document for those who are facilitating training processes on child rights programming. We encourage you to mark up the guide so we have left wide margins for your

comments, thoughts and notes. We have also included a *Facilitator's Feedback Form* on the last page for you to send back your comments on how the guide could be strengthened. We plan to produce a revised publication down the line building on our collective feedback. In the meantime, we wish everyone good luck in using the guide.

Abbreviations

ACRWC	The African Charter on the Rights and Welfare of the Child
ART	antiretroviral therapy
ARVs	antiretroviral drugs
CBOs	community based organisations
CRC	Convention on the Rights of the Child
CRP	child rights programming
CSOs	civil society organisations
NGOs	non government organisations
RBA	rights based approaches
SCS	Save the Children Sweden
TOF	training of facilitators
UN	United Nations
UNCRC	United Nations Convention of the Rights of the Child

Introduction

Notes

Since the early 1990s rights approaches to development have gained wide spread acceptance among civil society organisations (CSOs) and donor agencies. However, the idea of combining development and human rights is not new. For over eighty years various international development agencies such as the United Nations and Save the Children have been advocating for development and human rights, especially children's rights. And a rights approach to development is currently regarded as 'the most significant shift in development thinking and practice since the move from charity to sustainable development'[1].

'Child rights programming is a way of programming (i.e. of planning, designing, delivering and evaluating programmes) which is based around the achievement of the specific human rights of children as set out in international law – such as, the UN Convention on the Rights of the Child (UN CRC) and African Charter on the Rights and Welfare of Children (ACRWC). Key child rights principles also provide the essential standards in the *practice* of development. As an approach it is comprehensive and inclusive, influencing all programme work no matter what the methods used or the specific context of work'[2].

Aims of the facilitators' guide

Over the last few years Save the Children Sweden and its partners have begun to mainstream the principles of child rights programming within development programmes. Various seminars and training workshops have been conducted with staff, partners and other stakeholders aimed at equipping participants with a deeper understanding of this approach and the implications of incorporating it into their work.

The aim of this document is to provide potential facilitators with a generic guide for introducing child rights programming to various stakeholders. Thus, the specific objectives of this guide include:

- To introduce participants to rights based approaches to development;
- To provide an understanding of what Child Rights Programming (CRP) means and why Save the Children believes it is a valid way forward;

1 Save the Children Denmark (June 2002) *A toolkit on child rights programming.* Denmark. p 13.

2 Save the Children UK (2000) *An introduction to Child Rights Programming – concept and application.* SCUK, London. p 9.

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- To develop knowledge, understanding and confidence in integrating a CRP practice in the planning and implementation of an organisation's programmes;
- To promote sharing and learning regarding the development of CRP and its practice.

Who will use this guide?

This facilitators' guide is intended as a resource for staff of civil society organisations or facilitators in Southern Africa, who are skilled trainers with experience in workshop facilitation and various other training techniques, as well as knowledgeable about the UN Convention on the Rights of the Child; child rights programming and child rights issues in the region. However, it is recommended that potential facilitators either have participated in a child rights programming workshop beforehand or that a 'training of facilitators' exercise be arranged to establish a common understanding of what is required during the workshop.

To become a good facilitator requires time, experience and learning by doing. The most effective facilitators tend to have a range of key characteristics, including[3]:

- 'A warm personality and an ability to show approval and acceptance of participants;
- Social skills, with an ability to bring the group together and control it without damaging it;
- A manner of training which generates and uses the ideas and skills of the participants;
- Organising ability, so that resources are booked and logistical arrangements handled smoothly;
- Skill in noticing and resolving participants' problems;
- Enthusiasm for the subject and capacity to put it across in an interesting way;
- Flexibility in responding to participants' changing needs;
- Knowledge of the subject matter and practical experience with livelihoods and rights approaches'.

How the guide is structured

This guide provides an outline of a possible two – three day workshop process. The guide can be used in its current form to conduct the training from day to day, session to session or adapted as required. Each section describes various sessions, group exercises, duration

3 Pretty, J., Guijt, I., Thompson, J. and Scoones, I (1995) *Participatory learning and action – a trainer's guide*. IIED, London. p 3.

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of activities and includes step by step instructions and materials required. The Purpose Statement at the beginning of each session provides a guide as to the objectives of the session. Handouts are numbered and placed on separate pages for easy photocopying and circulation. The handouts are designed to form the basis of sessions and should be used as a resource by the facilitator to prepare his/her inputs. The Key Ideas, found at the beginning of each session, contain the theory and background associated with each session.

In order to provide support to new facilitators, this guide includes detailed steps regarding each session as well as an overall layout of a proposed training process. Thus, those who are new to facilitation may choose to use sessions as they appear. More experienced facilitators are encouraged to apply their own techniques and to use examples and tools from their own organisations or past experience to inform their inputs. A review of each session will help to determine how to adapt it to suit the working context, the needs of the facilitator and the participants themselves.

Some guidelines for workshop facilitation

Designing a workshop

The first place to start when designing a workshop is with yourself as a facilitator. This is not an easy role to fulfil and you need to be aware of your own capacity and experience. The objectives of the training activity also need to be clear, e.g. is it a talk, a seminar, a workshop or a training workshop. You also need to consider why you are going to do the training; who you will be training; and the overall objective of the exercise. Pretty et al[4], recommends writing down the objective of the training in a single, simple sentence, as this will help you choose relevant materials and relevant topics to be covered during the training.

The second step is to find out as much as possible about the participants beforehand, for example how large the group will be, who will be attending (age, position, gender, culture etc), why they are attending the training, what prior skills and experience they have regarding the topic and what their hopes and expectations are. These questions will help you design the overall training process, individual sessions as well as to be more responsive to the needs of the participants.

The next step is to consider the length of your training process. Do you have an hour, a morning, a day or several days? The depth of learning in a training process increases significantly with overnight

4 Pretty, J., Guijt, I., Thompson, J. and Scoones, I (1995) **A trainer's guide for participatory learning and action**. IIED, London.

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reflection, even during non-residential processes. Thus, a one day process will be informative, while a two or three day process, which includes one or more overnight reflections, will build people's skills and encourage more significant behavioural and attitudinal changes. Thus, the trade offs regarding the depth of learning between a quick, one day session as opposed to deeper processes, run over two or three days, need to be discussed and agreed with participants or organisers beforehand. This will help to realistically match people's expectations with the time and resources people are prepared to invest in the training process.

Also allow yourself enough time for preparation of materials and sessions. Generally preparation time takes as much time as the workshop itself, e.g. a one day process will take one day to prepare. But if you are designing a process for the first time, it may take longer. Extra time will also be required if you are required to document the workshop. See p 16 below for more information on recording workshop proceedings.

When considering the overall workshop process, take into account the 'mid-workshop slump' that usually happens halfway through the workshop. This trend occurs in most workshops, irrespective of their length. The 'slump' happens when the initial enthusiasm wears off in the group and overall energy levels begin to decline. There are several ways to combat this decline in the group, but the most effective ones involve completely altering the routine of the workshop, such as significantly changing the room arrangement (removing all the chairs/ shifting the tables/ going outside); planning a site visit or an active outdoors session; doing something physical or practical (doing role plays or running a creative session); bringing in a new facilitator or introducing a break in the workshop (for individual reflection/task).

Once you have decided the overall objectives of the process and determined the sequencing of the workshop, it is important to think about the structure and content of individual sessions. Again, return to considering the participants:

- How much do they already know about the topic?
- What do they need to learn?
- How much time do you have to cover the material?

Individual sessions should be structured around these three questions, but they also need to be linked logically to the session before and the session afterwards in order to reinforce an iterative learning process in the group. Thus, key learning points should be summed up at the end of the exercise before moving on, as well as at the end of the day, or at key points during the workshop process. Getting feedback from participants regarding their own insights and conclusions is an effective way of tracking the group's learning and the impact of the overall process. This will enable you to make the necessary adjustments as the workshop unfolds. This is one of the

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critical tensions that a facilitator needs to balance: covering what was planned beforehand versus being responsive to the needs of the group that emerge during the process. Rigidly sticking to a pre-planned programme is usually not the most effective response.

For a process running over a day or more, also consider the pace and content of individual sessions. Participants do not concentrate well for long periods if there is little variation in the style of presentations and report backs. During the design process, consider the time of day you will be running sessions. Mornings are best for tackling more conceptual sessions, while participants are relatively fresh. Avoid giving presentations or lectures after lunch. This is known as the 'graveyard shift', when people are full, tired and slower to respond. Instead, plan the day carefully to include more active or energising sessions after lunch, involving less sitting and more movement, creativity or small group discussions.

Lecture-based inputs need to be carefully planned and sequenced. After 20 minutes participants tend to loose concentration, so try to break the monotony with pictures, stories, jokes, exercises, small 'buzz' groups and movement of people, chairs and tables. For example, Robert Chambers[5] describes how he continually changes the seating arrangements during workshops,

> *"I use sequences a lot. For a one day workshop, I start with participants sitting in threes at tables. Then after a few buzz groups, I join tables for an exercise. Then for 'fruit salad' all the tables are moved to the wall, leaving space for circles and practical work, ending the day with no chairs at all."*

The boxes below include useful checklists of tips to further improve your facilitation style and to deal with problems that may arise during workshops.

Box 1: Facilitator's checklist[6]:

- Is the atmosphere during your workshop sessions open and encouraging?
- Have you made plans to relieve your anxieties as a facilitator? e.g. dealing with nerves, preparing well beforehand, having a backup plan if things go wrong;
- Will your facilitation methods allow learners' previous experiences to be acknowledged and used? e.g. basing group work and discussions on people's own questions and experiences;
- Will participants be rewarded for making contributions?

5 Pers comm with Robert Chambers in Pretty, J., Guijt, I., Thompson, J. and Scoones, I (1995) *A trainer's guide for participatory learning and action*. IIED, London. p 17.

6 Pretty, J., Guijt, I., Thompson, J. and Scoones, I (1995) *A trainer's guide for participatory learning and action*. IIED, London.

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- Does the work allow participants to measure their own progress? e.g. having daily monitoring sessions and an evaluation mid way through the workshop, to return to people's initial expectations and to get feedback on how people feel the process is going;
- Are you available for additional help if participants have difficulties;
- Are the first few minutes of your sessions designed to be attention grabbing?
- Have you built in frequent opportunities for reinforcement and practice of new skills and insights;
- Are you avoiding lectures, or at least limiting them to 10 – 20 minutes.

Box 2: What to do when things go wrong?

- 'Lots of things can go wrong in a workshop. Too many participants or too few; language problems; participants that will not talk and others that will not stop talking. There is no quick fix to all these potential challenges, but there are a few things you can do that usually help:
- **Prepare well:** Solid preparation will give you a good overall picture of what needs to happen and when, and will help you know how to adapt when things go wrong.
- **Ask advice:** Your fellow participants are experienced people who want this workshop to be useful. Ask advice of key individuals when faced with challenges or difficult choices;
- **Use your initiative:** This is just a guidebook. It is a tool, and only a tool. Never let it get in the way of your own initiative. If something is not working for you, change it. Stay close to your intuition and you will be a stronger facilitator'[7].

Choosing a workshop location

In conducting this CRP workshop, you will need a venue that is big enough to hold both plenary discussions as well as small working groups. Thus, you will need a room that can accommodate space for plenary discussion as well as room for three or four groups of five to seven people working in different corners. Plenary discussions work best when everyone in the group can easily see other participants unobstructed e.g. when the group sits on comfortable chairs in a semi circle, unobstructed by tables or other barriers. Small group work may require access to tables in order for people to write on

7 O'Brien, P and Jones, A (2002) *Human rights and rights based programming – a facilitators' guidebook*. CARE USA, Nairobi, Kenya. p 10.

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flip charts, their notebooks, or to do creative exercises. Thus, you will need to arrange the room in the best way to accommodate both types of working spaces or to be able to be creative and change the seating arrangement as required during the workshop.

Try to avoid seating patterns that are predetermined by the venue or conference centre itself e.g. tables and chairs in rows or a hollow U shape with table cloths nailed to the tables. These arrangements are inflexible, usually difficult to rearrange for small group discussions and they limit informal contact between participants and learning in general.

If possible visit the venue beforehand to check whether it is suitable and if you will need to adapt the mix or sequence of the workshop. Although you may not be able to change the venue or its timing, you need to be aware of how these factors will affect the participants' ability to learn during the workshop.

You will also need to arrange access to various materials beforehand, such as flip chart stands, flip chart paper, all necessary photocopies, handouts and other stationery requirements. Also ensure that travel and accommodation arrangements have been booked in advance and that the meals and drinks to be provided meet people's dietary needs.

Group formation, discussions and report backs:

Preferably, the total number of workshop participants should not exceed 25 people, with the ideal number being 15 – 20 participants. In workshops with more than 25 participants, the depth of learning and participation tends to decline, as the pace has to be slower to accommodate more participants and sessions can not be undertaken in as much detail. Thus, the facilitator needs to determine an appropriate trade off between the depth of learning required and the number of participants that can be effectively accommodated.

Rogers[8] has developed a scale of group size in relation to levels participation. This table is useful for facilitators when designing the implementation of the workshop and determining the appropriate number of workshop participants:

Number of people	Energy levels
3- 6 people	Everyone speaks
7 – 10 people	Almost everyone speaks. Quieter people less. 1 – 2 may not speak at all
11 – 18 people	5 – 6 people speak a lot, 3 – 4 join in occasionally
19 – 30 people	3 – 4 people dominate
30+	Little participation is possible in plenary. Discussions tend to go in circles without reaching a conclusion.

8 Rogers, J (1989) Adults learning. Open University Press, Milton Keynes, UK.

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During workshop sessions, a "small group" should consist of between four to six participants. This usually requires that people are divided into five to six small groups. Participants can be divided into groups using various techniques, the most simple and quickest one being to count off sequentially e.g. 1,2,3,4,5; 1,2,3,4,5 etc. with those sharing the same number forming one group. However, other techniques can also be applied so that the process does not become staid. For some training purposes, it may be necessary to keep the same group for a whole day, and for others it is important to keep members of the same organisations or projects in the same group. Thus, group formation will depend on the participants, the nature of the exercise and process itself.

It is useful to ask the group members to write down the names of their group members as well as indicating the name of their group on their flip charts during group work. Each group should always elect a lead person to facilitate the discussions, a scribe and someone to report back on behalf of the group afterwards. Advise the groups to start writing immediately on the flip chart. If they first write down the whole discussion on note paper and then transcribe it onto flip chart, they will require double the time allocated for the group discussion and will not be able to complete the exercise on time. Instead, they should be encouraged to brain storm their discussion first, and should write down the responses directly on to flip chart.

Some technical tips

a. Writing on cards

To encourage participation, the use of cards is suggested. For example, use an A4 sized cardboard sheet (pink, yellow, blue etc.) cut into three same size rectangles. Hand each participant the required number of cards and a marker [chisel-tipped markers are best].

Guidelines for writing on cards should be explained and displayed on a flip chart:

- Write in clear, big letters so that other participants can read easily;
- Only write **one idea** or one point per card (avoid using "but", "and");
- Use a maximum of seven words per card;
- Write up to three lines of text per card (avoid essays!);
- Turn the rectangular on its side (horizontally) to write (this makes the cards easier for others to read during plenary sessions);
- Number the cards in pencil, to keep track of the order in which you would like to present them.

b. Guidelines for using flip charts

Flip chart stands and flip charts are useful in the following situations:

- When the facilitator needs participation and interaction from participants;

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- To capture participants responses to a question posed by the facilitator;
- To capture key words during the facilitator's input or a plenary discussion;
- For displaying and presenting the results of group work discussions;
- To present questions or tasks for small group work;
- To explain a theory by building up a picture or model.

Challenges of using a flip chart:

- Flip chart stands can be unstable and clumsy;
- They are not suitable for large groups of participants, as writing can not be read from far away;
- The facilitator needs to be able to write legibly;
- The facilitator needs to be able to listen to participants, summarise points and write quickly all at the same time.

Guidelines for using flip charts[9]:

- Check the stand is stable and adjust the height of the flip chart stand to suit your own height before hand;
- Check you have enough paper and that the markers are fresh;
- Stand to one side of the flip chart when writing – avoid turning your back on the group and avoid talking to the flip chart rather than the group;
- Keep points brief – summarise what participants are saying in one line, avoid rewriting what they say word for word.
- Use bold colours such as black, green or blue. Red is difficult to read;
- Pre-prepare flip charts where possible e.g. write the question for discussion beforehand;
- Space out points and write big – writing needs to be legible from the back of the group;
- Use a new flip chart when you move onto the next question or session;
- Display flip charts so the group can follow the discussion;
- Do not over use the flip chart or use it just because it is there. Some group discussions flow more freely and are more effective when the facilitator is directly engaged with the group;
- If you are uncomfortable writing quickly and facilitating discussions at the same time, then don't feel you have to use a flip chart.

Documenting the workshop

Another important responsibility sometimes given to the facilitator is to document the process and content of the workshop in order to provide a record for the participants, their organisations or funders,

9 Convergent Ideas (2002) *Training active learning and developing training skills*. Johannesburg.

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as well as to create a resource for future reference. In some cases the facilitator has the support of a special documenter or note taker, who has been specifically nominated to document the workshop. In other cases, the facilitator will be required to undertake this task him/herself, in addition to designing and facilitating the workshop. In both cases it is necessary to consider how the documentation will happen, what the report should cover, how it will be formatted and when the writing up process will happen.

Some tips for effective workshop documentation[10]:

- Find out beforehand what level of reporting is required from the workshop and what the workshop report will be used for afterwards – often organisations don't need a word for word account of the event, but rather a user-friendly summary of the proceedings;
- Try and obtain some background information on the organisation which will be running the workshop, as well as the topic or type of workshop. Ask for any reports or workshop material that is available before the workshop starts. This will help familiarise you with the organisation's style, language and reporting culture;
- Use a digital camera to record work done on a blackboard, white board or flipchart sheets. Try to take a good quality picture of graphs, drawings and flowcharts as you can often use them to make the report more interesting;
- Obtain copies of any presentations given by the speakers during the workshop (either hard copy or on your flash card/disc). Get the business cards of each speaker and staple or glue it on the pages of your notebook, to ensure you have the correct names and positions of presenters;
- Record the content as well as the process of the workshop e.g. describe the purpose of each exercise, how the exercise was done, the results of the exercise (flip chart sheets, diagrams or verbal presentations etc) as well as a summary of the main points made during the plenary discussions;
- Make notes from the presentations and discussions in a notebook as the workshop proceeds. Use your own abbreviations to enable you to record quickly. It is important to capture discussions, as this is where most of the learning happens during the workshop. Thus, being able to take notes as people are talking is a critical skill to develop;
- Also make a note of interesting quotations from participants. Quoting people's own words can help to highlight certain points and make the report more interesting to read;
- Don't forget to include all the breaks or stoppages in time, such as lunch and tea breaks. Also note the day and date at the beginning of each day. This will help you to find information quickly afterwards. It also breaks up all your notes into useable chunks;

10 Pers comm with Tim Truluck, freelance journalist & researcher (6/9/2007).

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- Try to write up the proceedings as soon as possible onto a computer. You can write up your notes during the breaks in the day, such as lunch and tea, as well as during the evenings. It is much quicker and easier to record events when they are fresh in your mind than to wait until you get back to your desk after the workshop has ended;
- Do not rely on tape recorders or other recording devices. Transcribing them afterwards takes much longer, usually requires specialised equipment and often recordings get damaged, lost or mixed up;
- If you are mainly the note taker (as opposed to the facilitator) be prepared to do anything to help with the running of the workshop or event, such as moving chairs and tables, setting up equipment, asking the event staff for extra items. Within reason, this is also part of the job. But don't do anything that will compromise your note taking – you don't want to miss recording parts of a session because you were doing something else;
- Take along a "Box of Tricks" that includes items such as an electrical extension cord, cell phone charger, stapler, paper glue, highlighter pens, extra pens and pencils, scissors, masking tape, memory stick, spare batteries, blank CDs, duct tape, etc. These are items that are often needed during a workshop and are often forgotten or misplaced.

Workshop Overview

Below is an outline of a proposed three-day Child Rights Programming workshop:

Day	Session	Duration
One	Welcome & introductions	1 hour
	Logistics	20 min
	Expectations	40 min
	Objectives	20 min
	Introduction to human rights	30 min
	Gifts vs Rights	2 hours
	Rights and Responsibilities	1 h30
Two	Reconnection exercise	30 min
	Why adopt a rights based approach to development	30 min
	Introduction to CRP	30 min
	Using the four principles of the UNCRC	1 h 10
	Review of case studies	2 hours
	The 'Three Pillars' Model	1 hour

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Day	Session	Duration
Three	Reconnection exercise	30 min
	CRP and the programme cycle	2 hours
	Debates and dilemmas	1 h 30
	Next steps	1 h 30
	Evaluation & closure	1 hour

Day One

Notes

1. Opening the workshop

Session at a glance:
- Welcome and introductions: facilitators and participants;
- Logistics;
- Expectations: hopes and fears;
- Workshop objectives;
- Workshop agenda.

1.1 Welcome and introductions

Duration: 1 hour

Materials required:
- Flip chart paper and markers
- 2 flip chart stands
- Name tags, pens, notebooks & folders for handouts for each participant
- List of confirmed participants for reference
- Write up the following on separate flip charts beforehand:
  - A note of welcome, the title of the workshop and duration of it (dates).
  - Questions for introduction of participants: name, organisation etc.
- Before the workshop – decide how best to arrange the room e.g. chairs in a circle for plenary discussions & four or five tables in the corners of the room for small group discussions.

1.1.1 Purpose
To make the participants feel welcome and comfortable, and to create time and space for everyone to get to know each other.

1.1.2 Key Ideas
It is important that an atmosphere of trust and cohesion is built, since it is a long and participative workshop with various group and individual exercises.

1.1.3 Methodology

Step 1:
- Welcome all the participants and thank them for attending this workshop: giving their time, some travelling from far and wish them a fruitful and happy time.

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- The team leader to introduce her/himself and then allow the other facilitators (if necessary) on the team to introduce themselves to the participants: Name, Position, Organisation and where based. Also clarify each facilitator's roles and responsibilities during the workshop.

Step 2:
Ask the participants to turn to the person next to her/him and share the following information with each other:
- Your name;
- Your organisation;
- Your position;
- In which countries, regions or sectors do you work?
- What is the ONE thing you most enjoy about your work? **OR**
- Why are you here today? **OR**
- Share one thing about yourself that no one here today knows about you (e.g. I used to be a boxer).

Step 3:
After 10 minutes, let each person introduce their partner to the rest of the group, without looking at their notes. Thank the participants for the introductions. (40 min.)

1.2 Logistics

Duration: 20 minutes.

Materials required: • Markers and flip chart paper

1.2.1 Purpose
- To clarify the logistical arrangements.
- To introduce the facilitator responsible for logistics.

1.2.2 Key Ideas
Participants need to know which one of the facilitators is the contact person for any logistical issues, such as room queries, transport claims etc. To avoid confusion, one facilitator needs to be responsible for the logistical issues and should introduce her/himself as such.

1.2.3 Methodology
In plenary:
- Check that all participants have registered as a workshop participant, have a name tag and are checked into the venue;
- Confirm the duration of the workshop with the participants;
- Confirm when transport and other claims will be dealt with, if applicable;

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- Indicate where the bathrooms are, the dining room and break-away areas for group work;
- Emphasise what is paid for (e.g. all meals, your room etc.) and what not (phone calls, laundry etc.) – as applicable;
- Share any other logistical arrangements;
- Allow for questions & comments.

Also decide how the workshop will be monitoring on a day-to-day basis. One idea is to select a different small group of people each day to agree to monitor the process and content of the workshop and to give feedback to the facilitation team at the end of the day. This is a useful way of getting participants' input into the design of the workshop. The following morning this monitoring team can present a short play or presentation that summarises or highlights the proceedings of the previous day. Each participant should be given the opportunity to be in at least one monitoring team during the workshop. Draw up a flip chart sheet where people can sign up for a monitoring team each day.

1.3 Workshop expectations

Duration: 30 minutes

Materials required:
- Flip chart paper & markers
- Write up the following on separate flip charts beforehand:
  - Two columns: one indicating HOPES, the other FEARS. (Or HOPES and FEARS on two flipchart stands on separate sheets.)

1.3.1 Purpose

To create space for the participants to share their expectations and any misgivings they might have for the workshop.

1.3.2 Key Ideas

Participants usually come to a workshop harbouring some hopes and fears – this exercise will provide them the opportunity to get issues "off their chests" and into the open. It will make them feel more comfortable. It is important to link with the workshop objectives, so that one immediately deals with any expectations that cannot be dealt with during the workshop.

13.3 Methodology

Step 1

Ask the participants to reflect individually on what they:
- Hope for most from the workshop;
- Fear most?

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Step 2
Ask each participant to come forward to read out loud that one main hope and fear and the facilitator to write it in the appropriate pre-prepared column on the flipchart.

Step 3
When all participants have shared their hopes and fears, check with the group whether there are any that are not represented on the flipchart and add it to the list on the flipchart.

Note: Keep the flipcharts posted on the wall – to ensure these issues are remembered during the workshop.

1.4 Workshop objectives

Duration: 20 minutes

Materials required:
- Flip chart and markers
- Write up the workshop objectives on flip chart beforehand
- Handouts for each participant:
  - Workshop objectives

1.4.1 Purpose
To share the workshop objectives with the participants: what will be done and what will not.

1.4.2 Key Ideas
It is important to link the objectives with the hopes and fears so as to deal with any "misplaced" hopes and fears right at the beginning of the workshop. Hopes and fears that are not clarified can seriously hamper a participant's participation and learning.

1.4.3 Methodology

Step 1:
Introduce the objectives of the workshop, for example:
- To introduce participants to rights based approaches to development;
- To provide an understanding of what child rights programming (CRP) means and why Save the Children believes it is a valid way forward;
- To develop knowledge, understanding and confidence in integrating a CRP practice in the planning and implementation of an organisation's programmes;
- To provide guidance regarding how to take these ideas forward with individual organisations;

- To promote sharing and learning regarding the development of CRP and its practice.

Notes

Step 2
Compare these to the participants' workshop expectations and clarify what can be done and what not during this workshop. Discuss any comments and questions participants may have.

Step 3
Finally, present a brief outline of the workshop or the day's agenda.

2. Introducing human rights

Session at a glance:
- Introduction to human rights;
- Gifts vs rights.

2.1 Introduction to human rights

Duration: 30 minutes

Materials required:
- Copies of handouts for each participant:
- introduction to human rights

2.1.1 Purpose
- To introduce and recap the concept of human rights and rights based approaches to development.
- To ensure that all participants are familiar with the basic principles of human rights.

2.1.2 Key Ideas
Read the **handout # 1 on 'An introduction to human rights'** and summarise the key points for participants. Cover the following main points in your presentation:
- The history and origins of human rights;
- The origins of the United Nations and the International Bill of Rights;
- The development of key treaties and conventions e.g. Declaration of the Rights of the Child and the Convention of the Rights of the Child;
- The main characteristics of human rights e.g. universality, interdependent and inalienable;
- Refer to definitions if necessary (see handout # 3 'Some useful definitions').

Notes

2.1.3 Methodology

- Depending on the knowledge and experience levels of the participants, use the information in the key ideas above to give a brief introduction to human rights. (Focus on just covering the following points – participants can read the handout for more information if required):
  - Briefly explain the origins of the United Nations;
  - Explain the components of the International Bill of Rights;
  - Discuss the main characteristics of human rights e.g. universality, interdependent and inalienable;
- Circulate **handout # 1 'An introduction to human rights'** to all participants and take any questions of clarity from participants. If you or another participant can't answer a particular question, make a note the question and promise to get back to them later once you have checked the answer;
- Note: this is a brief session – encourage participants to read the rest of the handout in their spare time.

2.2 Gifts vs rights

Duration: 2 hours

Materials required
- Copies of handouts for each participant:
  - Gifts vs Rights
- Re draw the cartoon figures and table on a flip chart
- Flip chart and markers

2.2.1 Purpose

To understand the difference between a right and a gift, as well as one key difference between needs and rights based approaches to development.

2.2.2 Key Ideas

The key point that needs to be emphasized during this exercise is that the rights are relational – they are about power dynamics. The *relationship* between individuals is the key difference between receiving something as a gift, on the one hand, as opposed to a right, on the other hand.

A definition of power:
- the ability to impose one's will on others, even if those others resist in some way;
- the exercise of authority or the possession of controlling influence;

Power is situational – it only operates in relationship to others.

Everyone has power. In any given situation there are many different sources of power, such as:
- delegated authority – being able to enforce an action;

- positional power – being the director or chief
- personal/group charisma – having a magnetic personality
- expertise – having a certain skill or knowledge
- resource power – control through ownership or financial influence;
- force – power through violence or military might;
- moral persuasion – being the Pope or Nelson Mandela;
- social influence – being a member of a certain class, group or being the minister's son.

How many sources of power can you draw on in your own life?

Notes

2.2.3 Methodology

Step 1
Introduce the exercise by noting that human rights are about relationships – relationship between duty bearers and rights holders. Thus, human rights are also linked to power dynamics. Then discuss with participants a definition of power and different sources of power.

Step 2
Present the cartoon figures and following table on a flipchart:

Receiving a gift	
What is the role of the gift giver?	What motivates the gift giver?
What is the role of the gift receiver?	How does this role feel?
Receiving free health care	
What is the role of the duty bearer (doctor):	What motivates the duty bearer?
What is the role of the rights holder (pregnant woman):	How does this role feel?

Circulate the **handout # 2 'Gifts vs Rights'** and explain the exercise. Show the group the cartoon picture on the flipchart and ask people to identify what they think is happening in each picture – clarify that the friend 1 is giving friend 2 a gift and that the pregnant woman and child are getting free basic health care from the doctor.

Divide participants into two small groups. Explain the exercise and ask Group 1 to focus on the gift giving scenario and Group 2 to focus on the health care scenario.

Step 3
Give the small groups 30 min to complete the exercise by filling out their sections of the table. Ask people to take notes in their notebooks and to nominate one person to report back in plenary.

Notes

Step 4

In plenary groups to report back – take notes of key points on the flipchart as people report back. Probe for more details from the groups where necessary (40 min).

When both groups have reported back ask participants the following questions:

- What are the main differences between getting a gift and getting free health care?
- How does power and control vary in the two scenarios?
- How does this power variation affect the gift receiver vs the pregnant woman?

The key point that needs to be brought out is that the **relationship** between the individuals is different. When you receive a gift you do not have many options – it must be taken (unless you want to be rude!) But with regard to receiving health care, the patient has certain rights and can make certain demands regarding how the care is delivered e.g. she has the right to free health care at the highest possible standard, the right to be treated with dignity, the right to confidential treatment, the right to accept or refuse the treatment offered, the right to know the doctor's name etc.

It is important to end the discussion by asking participants:

- Where do you think your own organisation belongs in these drawings i.e. what role does your organisation play in development – do you give gifts/handouts or do you help to realize rights?
- What have you learnt about your organisation's role in development from this exercise?

Conclude the exercise by summarising the key learning points that have emerged – before moving on the next exercise. This will help to consolidate participants' learning during the workshop. This will also ensure that important rights issues have been adequately covered during each exercise.

2.3 Rights and responsibilities

Duration: 1 hour 30 min

Materials required

- Copies of handouts for each participant:
  - Some useful definitions
  - Rights and responsibilities
- Redraw the 'levels of responsibility' table on a flip chart. (Leave enough blank space for participants to fill in their own examples)
- Flip chart and markers

Notes

2.3.1 Purpose

- To clarify understanding about the difference between rights and responsibilities;
- To understand how responsibilities vary for different rights holders and different duty bearers.

2.3.2 Key Ideas

As a facilitator, it is important to make a connection with the previous exercise, dealing with gifts vs rights. This exercise builds on the previous one, by looking at the difference between rights and responsibilities. One key point to understand is that there are different levels of responsibility:

Level of responsibility	Example:
To respect a right	This mainly involves doing nothing to directly or indirectly prevent someone from exercising or enjoying their own rights.
To protect a right	This involves : • exercising or claiming your own rights (as a rights holder); • actively helping others to exercise or claim their own rights (as a duty bearer); • actively helping to challenge situations where rights are being violated (as a duty bearer).
To facilitate rights	This involves adopting appropriate mechanisms and procedures to ensure the full realisation of rights e.g. passing legislation, creating administrative structures, providing budgets and resources or setting up child friendly judicial systems etc.
To fulfil a right	This involves providing and maintaining assistance or services for the realisation of rights e.g. building schools or clinics, deploying qualified service provides, providing free access to ART for all pregnant women etc.

Note that levels of responsibility vary for different actors involved. For example the state (as a primary duty bearer) has greater levels of responsibility than a teacher or parent. However, these actors (teachers, parents, social workers, other adults) also have clear moral and/or legal responsibilities towards children and they do need to help facilitate the effectiveness of duty bearers, especially the state.

Also read **handout # 3 'Some useful definitions'** to make sure you are familiar with the main difference between the various terms.

2.3.3 Methodology

Step 1

- Ask the participants to define 'a right' in their own words. Write responses on a flip chart;

Notes

- Ask participants to define 'a responsibility' in their own words. Write responses on a flip chart;
- Give the group time to develop their own definitions and understanding, but also be able to guide the group or offer clarification and guidance when necessary. Do not allow the group to get too sidetracked during this session;
- Circulate copies of the **handout # 3 'Some useful definitions'** to all participants and clarify any outstanding terms;
- Give a brief input on the four different types of responsibilities. Ask participants for examples of each type of responsibility. Fill in these examples on the flip chart.

Step 2

Circulate copies of the **handout # 4 'Rights and responsibilities'** to all participants and explain the group work exercise. Divide the participants into three small groups. Give the groups 20 minutes to complete the exercise. Ask the groups to write their responses on a flip chart and to select a presenter to report back in plenary.

Step 3

In plenary each group will report back. Encourage participants to discuss the results of each group's work and probe for more details where necessary. Ask the participants if they think children can be duty bearers too? Discuss their views.

As the facilitator, note that parents, caregivers, NGOs and the State are all duty bearers. Then ask participants to clarify the difference between the roles of parents, the state and NGOs. Ask the participants to explain in their own words what they think a 'watchdog' role means and how it applies to NGOs in reality.

> A 'watchdog' is a guardian or defender against theft, illegal practices or rights violations. For example 'watch dogs' will investigate problems or violations, raise awareness of child rights, provide public comment and feedback to duty bearers, advocate for new or changes to policies and laws and pressure government to fulfil its responsibilities.

Conclude the exercise by summarising the key learnings mentioned by participants, for example emphasise the following points:

- Levels of responsibilities vary for different duty bearers and rights holders;
- Treating children as rights holders means respecting and listening to children – not merely expecting them to obey adults;
- The levels of responsibility of children depend on their age and capacity;
- Duty bearers e.g. parents, service providers and the state, have a greater level of responsibility towards children;

- Although NGOs are duty bearers, they need to avoid 'taking over' the role of the state in realising children's rights. Rather they need to find a niche, pressure government for change and strengthen duty bearers (parents, social workers, teachers etc) to fulfil their responsibilities.

Notes

Day Two

Notes

Reconnection exercise

Duration: 30 minutes

Materials required
- Overnight: ask a small group of participants to prepare a 'recapping exercise' or drama of their choice regarding the previous day's session (or see other suggestions below);
- Write up the day's agenda on a flip chart sheet

a. Purpose

In order to ensure the flow of the workshop and to recap on learning from the previous day – it is a good idea to get participants to reflect on the previous day's sessions.

b. Methodology

There are various ways to do this, for example:
- Ask the 'monitoring group' or a group of four or five volunteers to prepare a short drama or role play to illustrate one point that they felt was important from the previous day. Give the group time to prepare over night and ask them to present during the first session in the morning;
- Or in plenary ask people to reflect on the previous day:
  - What did you learn that was new?
  - What was confirmed?
- Or invent an exercise of your own to make the connection with the previous day's learning.

Finally, present the day's agenda.

3. Introduction to child rights programming

Session at a glance:
- Why adopt a rights based approach to development?
- Introduction to child rights programming;
- Reflecting on the use of the four principles of the UNCRC in our own work.

Notes

3.1 Why adopt a rights based approach to development?

Duration: 30 minutes

Materials required:
- Copies of handouts for each participant:
  - Introduction to human rights
- Markers and flip chart paper

3.1.1 Purpose

To confirm the level of understanding of rights based approaches as well as the level of interest in and motivation for adopting a child rights approach within people's organisations. This information will help you in future work with these organisations.

3.1.2 Key Ideas

Read **handout # 1 'An introduction to human rights'** and summarise the main points about rights based approaches for participants. Cover the following points in your presentation:
- Origins and where rights based approaches to development come from;
- What is a rights based approach to development.

3.1.3 Methodology

In plenary discuss the following questions:
- Give an input on the origins of rights based approaches and the key characteristics of rights based approaches to development;
- Ask participants to brainstorm their main motivations for adopting a rights based approach to development. Write responses on a flip chart;
- Refer participants to **handout # 1 'An introduction to human rights'.**

3.2 Introduction to child rights programming

Duration: 30 minutes

Materials required:
- Copies of handout for each participant:
  - Introduction to child rights programming

3.2.1 Purpose

To introduce and recap the concept of child rights programming. To ensure that all participants are familiar with the basic principles of child rights programming.

Notes

3.2.2 Key Ideas

Read the **handout # 5 'An introduction to child rights programming'** and summarise the key points for participants. Cover the following four main points in your presentation:

- The history of the UN Convention of the Rights of the Child;
- The four principles of the UNCRC;
- General definition and explanation of child rights programming;
- List the eight key indicators of CRP – give practical examples from your own experience.

3.2.3 Methodology

- Using the information in the key ideas above, give a brief introduction to child rights programming (focus on just covering the following points – participants can read the handout for more information if required.)
  - Briefly explain the history of the UN Convention on the Rights of the Child;
  - Describe the four principles of the UNCRC (i.e. non-discrimination; best interests of the child; right to survival and development and the right to be heard);
  - Give a general definition and explanation of a child rights programming;
  - List the eight key indicators of CRP and explain their significance.
- Break up your presentation at appropriate points by asking participants the following questions:
  - As a result of introducing CRP into your work – what have you had to learn to do differently?
  - What have been the challenges of using CRP in your organisation?
  - What have been the benefits of using CRP?
- Encourage several responses to each question – make sure you have discussed the question in depth before moving on to the next question;
- Circulate **handout # 5 'An introduction to child rights programming'** and take any questions of clarity from participants. If you or another participant can't answer a particular question, make a note the question and promise to get back to them later once you have checked the answer;
- Encourage participants to read the rest of the handout in their spare time.

3.3 Reflecting on the use of the four principles of the UNCRC in our own work

Duration: 1 hour and 10 minutes

Notes

Materials required:
- Markers and flip chart paper
- Write up instructions for group work on flip chart
- Copies of handout for each participant:
  - Introduction to child rights programming

3.3.1 Purpose
- To explore the four principles of the UNCRC in more detail.
- To get participants to reflect on their own projects and to identify practical examples of how the four principles of the UNCRC are currently demonstrated in their work.

3.3.2 Key Ideas
Refer to **handout # 5 'An introduction to child rights programming'** (c). The four principles that you will use for this exercise include: non-discrimination; the best interests of the child; right to survival and development and the right to be heard.

3.3.3 Methodology

Step 1
Divide the participants into four mixed groups of equal size and introduce the exercise. Allocate one principle to each of the four groups (i.e. each group should discuss a different principle). Ask each group to discuss the principle they have been allocated and identify concrete examples of how they feel this principle is demonstrated in their own work. Responses should be recorded directly onto flip chart paper. Ask each group to select a presenter to feedback to the rest of the group in plenary.

Step 2
Ask groups to report back in plenary. After each presentation discuss any comments or additions to the participants. Finally, ask each group to summarise the definition of their principle.

To conclude the discussion summarise the key points. Refer back to **handout # 5 'An introduction to child rights programming'** if required.

4. Child rights programming in practice

Session at a glance:
- Reviewing CRP case studies from the field;
- The 'Three Pillar's' Model;
- CRP and the project cycle.

4.1 Reviewing case studies from the field
Duration: 2 hours

Materials required:
- Markers and flip chart paper
- Copies of handouts for each participant
  - CRP – case studies from the field
- Write up instructions for group work on flip chart beforehand

Notes

4.1.1 Purpose
- To explore practical examples of child rights programming (CRP).
- To get participants to reflect on how key indicators of CRP are demonstrated in reality;
- To get participants to reflect on recommendations for deepening child rights programming practice.

4.1.2 Key Ideas
Review the key indicators of child rights programming (see **handout # 5**) and read through the three case studies provided (see **handout # 6**). (If you have better case studies from your own work you should use these, if they illustrate good examples of child rights programming in practice. Ideally, case studies should not be longer than 1 page in length.)

Choose *one case study* which you feel is most relevant to your participants. This case study will be used for the small group discussion during this exercise.

Note: There are no 'right' or 'wrong' answers to the questions in this exercise, provided that participants clearly explain their conclusions in detail. The main purpose of this exercise is to get participants to critically reflect on what makes the difference between a general development project and a child rights project. Encourage participants to reflect on the key indicators of CRP as a guide when motivating their answers. As the facilitator, it is important to constructively challenge people's responses and to play the 'devil's advocate' by arguing against a position or conclusion – not because it is incorrect, but in order to help people clarify their thinking and to deepen participants understanding and reasoning behind their views.

4.1.3 Methodology

Step 1
Circulate your chosen case study and circulate to list of questions for small group discussion (from **hand # 6 'Child rights programming – case studies from the field'**).

In plenary read through the case study with the group. Then divide the participants into three mixed groups of equal size and introduce the group exercise. Ask each group to discuss the case

Notes

study and the questions relevant to their particular small group. (Note: each group has a different set of questions – but all questions will apply to the same case study.) The group's responses should be recorded directly onto flip chart paper. Ask each group to select a presenter to feedback to the rest of the group in plenary.

Step 2

Ask groups to report back in plenary. After each presentation discuss any comments or additions. Encourage participants to discuss and debate opinions regarding the questions.

Finally, ask the participants whether or not the project is a true 'child rights project' or just another development project. Discuss two or three responses and encourage participants to motivate their answers. Note there is no 'right' or 'wrong' answer to this question. All the case studies have elements of CRP, however none are perfect. They all have weak areas that could be strengthened to improve their child rights orientation.

To conclude the discussion summarise the key points from each presentation. Recap any key learnings/ realisations that have emerged from the exercise. To emphasise the eight key indicators of CRP, refer back to **handout # 5 'An introduction to child rights programming'**.

4.2 The 'Three Pillar's' Model

Duration: 1 hour

Materials required:
- Markers and flip chart paper
- Copies of handouts for each participant
  - The 'Three Pillars' Model
  - The challenge of service delivery projects
- Write up the 'Three Pillars' on a flip chart
- Write up instructions for group work on flip chart beforehand

4.2.1 Purpose

To explore the mix of and linkages between activities contained in child rights projects.

4.2.2 Key Ideas

It is important to remember that all child right programmes should contain a mix of three types of activities which aim to[11]:

11 Save the Children (July 2005) *Child Rights programming – how to apply rights based approaches to programming. Lima*, Peru. p 42.

Notes

- Address gaps and violations of rights e.g. through the distribution of food aid, reunification of separated children or sexual exploitation;
- Strengthen legislation or government structures and mechanisms e.g. policy change, legislation development and institution building;
- Strengthen communities and civil society's capacity to support children's rights e.g. children's rights coalitions, mobilisation of youth clubs etc.

This way of thinking about CRP is known as the 'Three Pillars' Model. While the mix of activities may vary across projects and contexts, all child rights programmes would be expected to include some activities in all three pillars, evolving through the programme cycle over time.

Making strategic decisions using a CRP perspective is about ensuring this mix based on a good child rights based situation analysis and an understanding of the internal strengths and weaknesses of the organisation. The 'Three Pillars' Model is one tool that we can use to review these decisions and identify appropriate strategies that make a difference in children's lives.

Choose a new case study for this exercise and practice the exercise yourself beforehand, so that you are familiar with the type of answers that might come up when you repeat the exercise with the participants.

Also familiarize yourself with the difference between service delivery as an end in itself vs a means to an end. This has implications for the extent to which a project can be a child rights project.

4.2.3 Methodology

- Circulate copies of **handout # 7 'The Three Pillars Model'**;
- Using the Key Ideas above, present the 'Three Pillars' Model to participants and explain why it is a useful tool for planning and reviewing projects from a CRP perspective;
- Choose another case study to analyse (see handout # 6: Child Rights Programming – case studies from the field). Read through the case study and ask participants the following questions (record participant's responses on your drawing of the 'Three Pillars' Model – use extra flip chart paper if necessary):
  - Describe how the project directly address child rights violations (list all the examples mentioned by participants);
  - Give all the examples of how the project directly engages government or influences legislation (list all the examples mentioned by participants);
  - Give examples of how the project directly builds support for child rights (list all the examples mentioned by participants);

  Note: This exercise is about familiarizing people with the content of the 'Three Pillars' and getting people to identify concrete

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examples of each type of 'pillar'. Thus, as the facilitator you may need to constructively challenge the accuracy of participants' answers – ask for clarification of participants' examples if necessary. Try not to accept vague answers or guesswork.

Also do not worry if people can't think of any examples under a particular 'pillar' (e.g. you will find very few real examples of policy/legislative work under the 2nd 'pillar' in the case studies). Not all case studies have examples of each pillar – this is one of the learning points of the exercise.

- Then ask the participants to discuss the following questions:
  - Where are there gaps in the pillars?
  - Is each pillar equally 'strong' or are there areas where the project could do more?
  - What are the consequences of a project only having activities under one or two pillars?
  - To what extent are the activities in different pillars of the projects linked/ or related to each other?
  - What effect do these linkages have on the projects/ activities?
  - Is this project a good example of a child rights project? (Ask participants to give reasons for their answers. Play the 'devil's advocate' if required).
  - What needs to be done differently to strengthen CRP in the project?
- Circulate copies of **handout # 8 'The challenge of service delivery projects'**. Emphasise the difference between projects that see service delivery as an end in itself (e.g. projects which only focus on delivering a service) and projects that see service delivery as a means to an end (e.g. projects that use service delivery to engage and influence government or legislation);
- Round off the exercise by summarising the key points made during the discussion. Emphasise the need for projects to have a mix of activities in all three pillars in order to be child rights focused. Emphasise the consequences for child rights of not engaging and influencing government & legislation e.g. if pillar 2 is absent. Also note the danger of NGOs taking over the role of government by providing services themselves, instead of holding government accountable for providing these services.

Day Three

Notes

Reconnection exercise

Duration: 30 minutes

In order to ensure the flow of the workshop and to recap on learning from the previous day – it is a good idea to get participants to reflect on the previous day's sessions. There are various ways to do this, for example:

- Ask the 'monitoring group' or a group of four or five volunteers to prepare a short drama or role play to illustrate one point that they felt was important from the previous day. Give the group time to prepare over night and ask them to present during the first session in the morning;
- In plenary ask people to reflect on the previous day:
  - What did you learn that was new?
  - What was confirmed?
  - What questions do you still have?

  Adapt the day's programme where necessary to deal with any outstanding questions;
- Invent an exercise of your own to make the connection with the previous day's learning.

Finally, present the day's agenda.
Continue where you left off the previous day.

4.3 Child rights programming and the programme cycle

Duration: 2 hours

Materials required:
- Markers and flip chart paper
- Copies of handouts for each participant
  - Child rights programming and the programme cycle
- Draw the four steps of the 'CRP programme cycle' on a flip chart
- Write up instructions for the group work on a flip chart

4.3.1 Purpose

- To explore how child rights programming is related to different phases of the programme cycle.
- To explore the use of child rights programming concepts throughout the life of a programme.

Notes

4.3.2 Key Ideas

Some useful definitions:

- A project tends to be a time-bound set of activities with very focused, specific goals;
- A programme tends to consist of a series of shorter, time-bound projects. Thus a programme usually has a longer timeframe and is designed to achieve a wider set of goals;
- Monitoring is the regular, ongoing assessment of the progress of work over time;
- Evaluation is the periodic assessment of the relevance, performance, efficiency and impact (i.e. behaviour change) of work with respect to stated objectives. Evaluations are usually carried out at a specific point in time e.g. annually, mid term or at the end of a project/programme.

A programme cycle describes the different types of activities that take place at different times during the implementation of a project. Programme cycles help to ensure that key stakeholders are consulted; key decisions are made; information requirements identified and fulfilled and lessons from experience fed back into new activities – in a timely way during the different phases of the lifecycle of a project.

In the CRP cycle, the CRP approach is used at each step in the cycle to produce a demonstrable improvement in the lives of children. Thus, the CRP approach may require shifts to the way in which things are 'normally' done, as well as the use of new tools and techniques.

There are four key phases in the CRP programme cycle:

1. The child rights situation analysis;
2. Setting priorities for future actions;
3. Implementation of programme strategies;
4. Monitoring and evaluation.

Some aspects that may be new or different about the CRP programme cycle, as opposed to other types of programme cycles, include:

- Essentially it involves focusing on children and children's rights at each step in the process;
- The CRP programme cycle integrates the UNCRC (through the four principles of the UNCRC), providing legitimacy and a reference point for each stage of the process;
- Particular attention is paid to identifying, engaging and holding duty bearers to account;
- Evidence based advocacy is used to assess the scale of impact on children – through replication, policy change, legal reform, increasing budget allocations for children etc;
- CRP programmes operate at all levels of society e.g. the results of project activities at individual, household or community level are fed into advocacy campaigns that help to improve national policies or legislation;

Notes

- The programming process is participatory and involves a variety of stakeholders, especially children and youth;
- CRP activities seek a measurable impact on children and their rights situation;
- Child rights programmes are long term – short term, quick fix projects will not realize children's rights in a sustainable way;
- Children are an integral part of the programme process. They are seen as whole people with dignity and evolving capacities; that are empowered to speak out and be heard.

Although all stages of the programme cycle are significant, we will focus our attention on two phases in particular:
- Child rights situation analysis;
- Monitoring and evaluation.

4.3.3 Methodology

Step 1
- Using the Key Ideas introduce the idea of a programme cycle and the different stages involved. Confirm the definitions of key words and concepts if necessary, e.g. project, programme, monitoring and evaluation. Also explain the relationship between child rights programming and the programme cycle.
- Divide the participants into two mixed groups. Ask each group to each select one of the case studies above to be used as an example for their group exercise.
- Ask **Group One** to focus on the situation analysis phase of the programme cycle. The group should reflect on the following questions:
  - What key questions would be asked or data gathered in order to understand the situation of children targeted by this project, from a child rights based perspective?
  - Describe how various stakeholders would be involved in the situation analysis.
  - List responses on a flip chart and select a presenter to report back.
- Ask **Group Two** to focus on the evaluation phase of the programme cycle. The group should reflect on the following questions:
  - What key indicators would be used to measure the impact of this project on children's lives?
  - Describe how various stakeholders would be involved in the evaluation process.
  - List responses on a flip chart and select a presenter to report back.

Step 2
- Ask the two groups to report back in plenary. Encourage participants to comment on the presentations.

Notes

- Circulate copies on **hand out # 9 'Child rights programming and the programme cycle'**.
- Go through the handout and emphasis any points on the handout that may have been left out of the group presentations.
- Summarise the key points that emerged during the exercise. Emphasise that the key elements of CRP need to be adequately demonstrated during each phase of the programme cycle in order to ensure a child rights focus. Also note the negative consequences of deciding what to do and then justifying your choices by looking for relevant information. Instead, we need to work from a more considered foundation by really taking time to understand the root causes of the current child rights situation.

5. Debates and dilemmas

Duration: 1 hour 30 minutes

Materials required:
- Cut A4 paper into 4 squares (enough for one square per participant)
- Two 'hats' or containers for collecting the questions

5.1 Purpose

- To give participants an opportunity to discuss any outstanding questions that may not have been addressed so far.
- To encourage participants to learn from each other and to share their own experiences.

5.2 Key Ideas

This exercise is a semi structured discussion aimed at enabling participants to raise any outstanding questions that may not have been dealt with so far during the workshop.

5.3 Methodology

- Divide the participants into two groups. Ask each group to form a separate circle. (If you have break away space – the two groups can go to different venues);
- Hand out one square of paper to each participant;
- Ask each participant to write a burning question on the paper that they would like to discuss with their small group. Participants can write down any question, but it should be related to the content of the workshop;

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- Give each group a 'hat' or a container for collecting the questions. Then ask the participants to fold up their question and to place it in the hat;
- Then pass the 'hat' around the group. Each participant must take a new question – making sure that it is not their own question. (Make sure that each 'hat' stays in the same group – so that each person will be in the group where their question is discussed);
- Ask each group to select a note taker who will take notes in their note book and give a summary report back to the other group in plenary;
- Ask each group to select a chairperson to act as facilitator and to help keep the group on track during discussions;
- Once each person within the two groups has a question, ask the groups to begin discussions. The groups should give each member an opportunity to read out a question and to give their response. Other members can add comments, but the time keeper should make sure the discussion does not get stuck on only one question;
- After 45 minutes, ask the groups to round off their discussions and form one plenary group;
- Ask each group to give a brief verbal summary report back, highlighting the main points discussed in their small group;
- As the facilitator, summarise the key points that have emerged and round off the discussion. Note that some discussions never reach a conclusion or a final answer. Sometimes we need to learn to live with our questions and to keep reflecting on them over time.

6. Next steps

Duration: 1 hour 30 minutes

Materials required:
- Markers and flip chart paper
- Write up group work instructions on flip chart paper

6.1 Purpose

- To get participants, in their organisational or project groups, to reflect on the steps that they need to take as a result of this workshop.
- To give participants an opportunity to plan how they will use the information gained from the workshop.

6.2 Key Ideas

This exercise works best if people can work with at least one other participant in order to plan how they will use the information from the workshop.

Notes

6.3 Methodology

- Divide participants into their organisation or project groups (as relevant).
- Ask participants to reflect on the following questions:
  - What three new insights or learnings have emerged for you during this workshop?
  - Assess one of your projects against the seven CRP indicators and the 'Three Pillars' Model and answer the following questions:
    - What is working well?
    - What needs to change or done differently in future to give your project a more definite child rights focus?
- Record responses on one flip chart sheet.
- Participants to present their flip charts in plenary;
- Encourage participants to comment on each other's presentations e.g. giving feedback and advice for using CRP in future;
- Discuss how you, as facilitator, or your organisation can assist participants/ their organisations in future.

7. Evaluation & closure

Duration: 1 hour

Materials required:
- Markers and flip chart paper
- Redraw the 'mountain evaluation' on three flip chart sheets beforehand;
- Copies of handouts for each participant
- mountain evaluation

7.1 Purpose

- To provide participants with an opportunity to provide feedback on the content and process of the workshop.
- To help demonstrate another visual monitoring and evaluation tool.
- To get ideas about how to improve the workshop and the facilitators skills.
- To begin the closure of the workshop.

7.2 Methodology

Step 1:
The Mountain evaluation

Notes

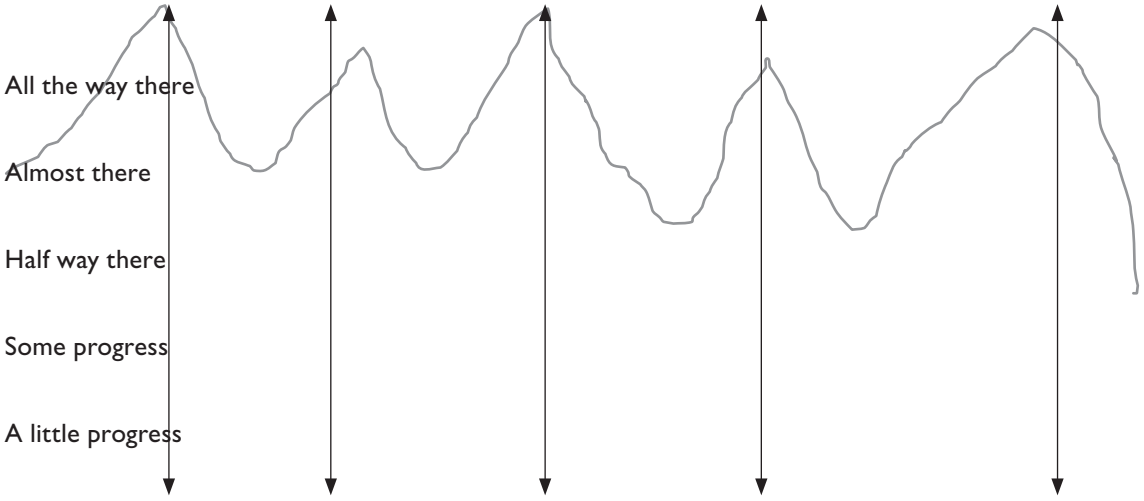
Introduce the need for a final workshop evaluation and explain the purpose of the exercise. Then divide the participants into three groups. Hand out the three pre prepared flip chart sheets with the mountain evaluation diagram, and circulate **handout # 10 'The mountain evaluation'** to each group.

The diagram should show a mountain range with each mountain peak representing one aim of the overall curriculum. Each mountain peak must have a path going from the top to the bottom. At the bottom of each path write one of the overall objectives for the workshop.

Note: *The objectives used in the handout are examples only – change the wording as required from your own workshop evaluation.*

Explain the mountain evaluation exercise by asking the groups to imagine that during the workshop they have climbed each peak. For each objective they should discuss how far up the mountain path they think they have gone. They should then put a mark on the path to indicate their progress. Remind participants that they need to agree on the point reached amongst themselves in their small group. They should give reasons why they feel that are at this

Mountain Evaluation:



Objective 1: To introduce participants to rights based approaches to development	**Objective 2:** To provide an understanding of what Child Rights Programming (CRP) means and why Save the Children believes it is a valid way forward	**Objective 3:** To develop knowledge, understanding and confidence in integrating a CRP practice in the planning and implementation of an organisation's programmes	**Objective 4:** To promote sharing and learning regarding the development of CRP and its practice	**Any other comments:** *(Explain that this space has been left free for participants to add anything else they would like to evaluate about the workshop*

(adapted from Williams, S (1994)

Notes

point. At least one reason should be written on the flip chart for each path.

Step 2:
Give the groups 30 min to complete the exercise in their small groups.

Step 3:
Ask the group to stick their flip charts on the wall. Each group should report back one at a time. Ask participants to comment on similarities and differences between the presentations.

Step 4:
Round off the exercise by saying relevant "thank yous". Close the workshop appropriately.

Appendix 1: Workshop Handouts

Handout 1: Introduction to Human Rights

a. The International Human Rights Framework

For the perspective of a rights based approach, we take the human rights established as universal legal guarantees by the United Nations (UN) as our global reference point. The current system of human rights came into being in the aftermath of the Second World War motivated by the genocide and suffering that had taken place in the first half of the 20th century. From the beginning the UN stated that human rights, justice, peace and development were strongly interlinked and has since agreed a series of human rights treaties aimed at protecting individuals and groups against actions and omissions (i.e. failures to act) that affect their freedoms and human dignity[12].

Origins and development of the International Bill of Rights:

- 1945 – United Nations formed to ensure that another World War never occurs and to end genocide. Its main aim is 'promoting and encouraging respect for human rights …'
- Human rights seen as an important condition for peace and stability. Human rights, justice, peace and development are seen as strongly linked;
- 1948 – Universal Declaration of Human Rights (UDHR) developed. It is the first UN document and was designed to exert moral and political pressure on States. (However, generally declarations are not legally enforceable.) Although the UDHR was not developed by a group representative of the world's people – it is acknowledged as identifying the fundamental rights of all human beings;
- Thus there is a need for a single treaty – based on the UDHR – that states can sign and which is legally enforceable;
- In the meantime – the Cold War breaks out and there is a division between soviet and capitalist states. The soviet states focus on economic and social rights e.g. the right to work, to health and to education. The capitalist states focus on civil and political rights e.g. freedom of speech and religion.
- 1966 two treaties are ratified (treaties and covenants are generally legally enforceable):
  - International Covenant on Civil and Political Rights (ICCPR) – which is signed by all member states except China and
  - International Covenant on Economic, Social and Cultural Rights (ICESCR) – which is signed by all member states except the USA
- Together the UDHR + ICCPR + ICESCR constitute the International Bill of Rights – the core of human rights law;
- Other treaties have been developed regarding particular vulnerable populations e.g. the Convention of the Rights of the Child (CRC) in 1990 and the Convention on the Elimination of All Forms of Discrimination Against Women in 1981. (See handout for a list other treaties – especially those that relate to your sector or country)

b. Main human rights declarations and treaties:

1948 Universal Declaration of Human Rights (UDHR)
1965 Convention on the Elimination of all Forms of Racial Discrimination (CERD)
1966 International Covenant on Civil and Political Rights (ICCPR)

12 Save the Children (2004) Child Rights Programming Handbook.

1966 International Covenant on Economic, Social and Cultural Rights (ICESCR)[13]
1979 Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)
1984 Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)
1986 Declaration on the Right to Development
1989 Convention on the Rights of the Child (UN CRC)
2000 Millennium Declaration
2003 Convention on the Protection of the Rights of all Migrant Workers and Members of Their Families
2006 Convention on the Rights of Disabled Persons.

There are also regional human rights treaties[14], national laws and constitutions – all of which may be important in applying a rights based approach. However our global reference point remains the international human rights framework.

1983 African Charter on Human and People's Rights
1990 African Charter on the Rights and Welfare of the Child

c. Rights based approaches and child rights programming

Child rights programming (CRP) is a child-focused version of a much broader range of approaches to doing relief and development work that are 'rights based'. All these approaches endeavour to apply the human rights principles and standards discussed in the previous chapter. So before looking in more detail at what we mean by CRP, it is helpful to understand a little more about the wider 'family' of rights based approaches of which child rights programming is a part.

d. What are rights based approaches to relief and development?

Approaches to development work have changed considerably over the past decades, as well as differing in emphasis depending on the dominant political ideology. Early international development assistance was often based on the assumption that improving economies and personal wealth alone would improve the lives of individuals. More recently a trend to more "people centred", empowering, and participatory approaches has emerged. Although the end goal has always included improvement in people's survival and quality of life, with a particular focus on the most vulnerable people in the poorest countries of the world, the understanding of how this is best achieved has varied a great deal.

The recent shift to a form of relief and development work that is guided by an imperative to achieve people's rights reflects the recognition that something more is needed than a trickle of external assistance from the rich "developed" world to the poorer "developing" world. Through their agreement to treaties and covenants over the past two decades governments have adopted the realisation of human rights as the goal of development. The realisation of the rights of all has be-

13 The UDHR, ICCPR (and its 2 Optional Protocols), and the ICESCR are often referred to collectively as the International Bill of Human Rights.

14 For example, the European Convention for the Protection of Human Rights and Fundamental Freedoms; the African Charter on the Rights and Welfare of the Child; and the American Convention on Human Rights.

come a global challenge rather than one for individual governments alone, a challenge most recently articulated through the UN Millennium Declaration[15].

Key to this new way of looking at development is the way that rights based approaches hold powerful people and institutions accountable for their responsibilities to those with less power. Rights based programmes support rights holders, especially the poor, powerless and discriminated-against – to claim their rights. They have the potential to increase impact and strengthen sustainability by addressing the underlying causes of violations of rights, and bringing about policy and practice changes to make a sustained difference to the lives of individuals, both now, and in the future.

Rights based approaches have now become an important way in which agencies and organisations "do" development.

An increasing number of UN agencies, donors, NGOs and others are debating how best to focus their aid and development policies on maximising their impact on the fulfilment of human rights. In 2003, for example, the key UN agencies (including UNDP) involved in relief and development work agreed a common understanding of rights based approaches[16].

e. *Why adopt rights based approaches?*

Many development organisations have adopted rights based approaches to programming for two main reasons. Firstly, they agree with the set of values and beliefs about human beings and development expressed in human rights i.e. they believe that it is a *morally* right approach. Secondly, they believe that rights based approaches bring a number of *practical* benefits compared to other approaches to relief and development work. These benefits include:

- **International agreement and legitimacy**: the goal and standards are universally agreed and set out in an international legal framework which is shared by governments, donors and civil society. This gives organisations legitimacy and authority.
- **A clear, shared long term goal** (regarding the fulfilment of human rights): this goal can be shared by everyone working in relief and development, along with the standards to measure progress towards it.
- **Accountability:** the responsibilities of governments, donors, the private sector, communities and individuals are identified and various ways in which they can be held accountable have already been developed and tested.
- **Empowerment:** the active participation of disadvantaged and discriminated-against groups is seen as essential to achieving social justice, non-discrimination and pro-poor development.
- **Equity:** there is a strong focus on justice, equality and freedom and a willingness to tackle the power issues that lie at the root of poverty and exploitation. There is a commitment to reach the most excluded.
- **Greater impact and effectiveness:** because of its emphasis on accountability, empowerment and activism the rights based approach is seen as being more effective in the fight against injustice, poverty and exploitation.
- **An integrated approach**: rights based approaches incorporate what is widely regarded as "good development practice" into one overall holistic approach.

Adopting a rights based approach to relief and development is about having real impact on development ambitions, and on the way in which organisations and their staff work. But a lot of what is actually done using rights based approaches is not radically different from what is done using other

15 see www.un.org/milleniumdeclaration/ares552e.htm for the Declaration and www.developmentgoals.org for details of the Millennium Development Goals.

16 The UN Common Understanding (2003) outlines the UN agencies commitment to rights based approaches, see www.undp.org .

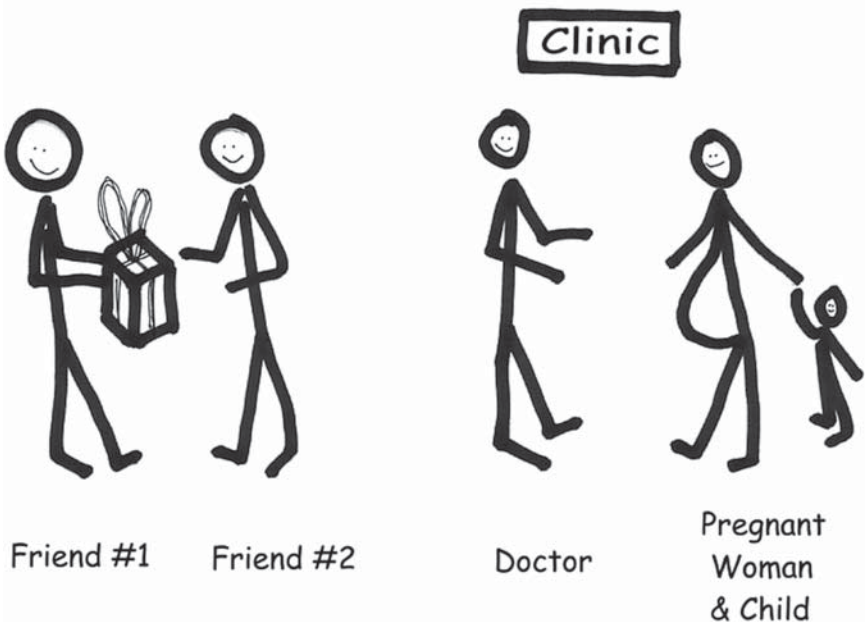
approaches. Given that rights based approaches build on good development practice it would be strange if it were so different. However, some areas of focus are new and some things must be done differently.

Rights based approaches are a package and it is their systematic and complete application that makes them so effective.

One way of understanding some of these differences, particularly those that relate to the relationship between development actors such as NGOs and the people for whom they claim to work – is to compare some key elements of rights based approaches with those of other approaches with which relief and development practitioners are familiar.

(Source: Save the Children (2004) Child Rights Programming Handbook.)

Handout 2: Gifts vs Rights



Receiving a gift:	
What is the role of the gift giver?	What motivates the gift giver?
What is the role of the gift receiver?	How does this role feel?
Receiving free health care:	
What is the role of the duty bearer (doctor):	What motivates the duty bearer?
What is the role of the rights holder (pregnant woman):	How does this role feel?

Handout 3: Some useful definitions

Treaty:

There are two types of international laws:

- A declaration – an international law document which is not legally-binding, but sets out standards which states undertake to respect;
- A treaty – a written agreement between states (or between states and international organisations e.g. UN) which sets out legally-binding obligations. Treaties can be called different names, such as, international agreements, protocols, covenants, conventions – but they are all treaties. (www.wikipedia.org)

Ratification:

This is a process through which a state agrees to be bound by a treaty. In the case of the UNCRC this process involves several stages. For example, a state first adopts the CRC – indicating general agreement with its contents and an intention to ratify the convention. Ratification of the CRC follows – this is the process of the state signing the Convention and agreeing to be bound by its articles. To date the UNCRC has been adopted by 194 and ratified by 193 of the total 195 state parties of the UN. Only the USA and Somalia have not ratified the UNCRC.

Rights:

Human rights or child rights are those basic, universal standards without which people cannot live with dignity. To violate someone's human rights is to treat that person as though s/he were not a human being. To advocate for human rights is to demand that the human dignity of all people be respected. (www.aworldconnected.com)

Obligation:

- Legal obligation – a binding **agreement** or requirement that can be enforced by legal penalty. 'Obligations vary from person to person, for example a monarch will have far more obligations than an average adult citizen, who will have more obligations than a child. Obligations are generally granted in return for an increase in an individual's rights or power.'
- Moral obligation – being required to carry out certain actions due to traditions or for social reasons. (www.wikipedia.org)

Responsibility:

The legal or moral obligation **to carry out an assigned task** to a successful conclusion. With responsibility goes authority to direct and take the necessary actions to ensure success. In terms of human rights individuals, organisations, companies, government and states all have responsibilities, but they do not all have the same level of responsibility. For example, a state has the responsibility to respect, protect, as well as to fulfil rights, while individuals or organisations have the responsibility to respect and protect rights. (www.wikipedia.org)

Duty:

The task or **work** you are obliged to perform for moral or legal reasons. A legal duty is the responsibility to others to act according to the law or to conform to certain standards of conduct. (www.wordnet.princeton.edu)

Accountability:

The principle that individuals, organisations, communities, companies, government and states are responsible for their actions and may be required to explain or report on them to others.

(www.warwick.ac.uk)

Handout 4: Rights and Responsibilities

Form three small groups and complete the relevant group exercise below:

Group 1:

Refer to the 'Gifts vs Rights' scenario in the previous exercise. Discuss the following:

On a flip chart list the following:
1. Are children ever duty bearers, as well as rights holders? Explain your answers.
2. How do children's responsibilities change as they grow up? Give reasons and examples for your answers.

Select a presenter to report back to the group.

Group 2:

Refer to the 'Gifts vs Rights' scenario in the previous exercise. Discuss the following:

On a flip chart list the following:
1. What are similarities regarding the responsibilities of the three duty bearers (e.g. the mother, the doctor and the Ministry of Health) towards the children in this scenario.
2. How do the responsibilities of these three duty bearers differ from one another? (e.g. the mother, the doctor and the Ministry of Health)

Select a presenter to report back to the group.

Group 3:

Imagine that you work for an NGO in the health sector. Discuss and identify the responsibilities of your NGO regarding the provision of health care to women and children.

Select a presenter to report back to the group.

(Time: 20 minutes)

Handout 5: An introduction to child rights programming

a. The UN Convention on the Rights of the Child (UN CRC) – the human rights of children

The UN Convention on the Rights of the Child (1989) is the most 'complete' human rights treaty – in that it contains all the civil, political, economic, social and cultural human rights of children, and also covers some areas usually associated with international humanitarian law. The UN CRC re-emphasises that children are holders of rights, and their rights cover all aspects of their lives. It applies to all human beings under the age of 18.

As of January 2006 the UN CRC has been ratified by 192 out of 194 countries[17], and it is legally binding for these countries.

b. History of the UN Convention of the Rights of the Child

The roots of the UN CRC can be traced back to 1924 when the League of Nations adopted the Declaration on the Rights of the Child, written by Eglantyne Jebb, the founder of Save the Children. In 1948 the UDHR recognised the "special nature of childhood and motherhood", and in 1959 the UN adopted a Declaration on the Rights of the Child. Other human rights treaties of course refer to children[18] and all of their provisions apply to children. However, it was felt that children needed a separate convention and a clearer definition of children's legal status under international law. After a 10 year drafting process the UN CRC was adopted by the United Nations on 20th November 1989.

c. The UN CRC – substantive rights and general principles

The UN CRC consists of 54 articles, some of which deal with the process of ratification and monitoring of the UN CRC. The remaining articles concern specific rights.

The UN CRC covers a very wide range of rights. The UN Committee on the Rights of the Child, set up to monitor the application of the UN CRC by states, has identified four of these rights as general principles that are to be considered in the implementation of every article of the UN CRC, and in all situations concerning children. These general principles are:

Non-discrimination (article 2)

> *"The state parties to the present Convention shall respect and ensure the rights set forth in the Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status."*

17 Only the USA and Somalia have not ratified it, though both have signed it. The UN CRC is the most widely accepted of all human rights treaties.

18 For example, article 24 of the ICCPR (birth registration etc.), and article 13 of the ICESCR (which refers to education)

The principle is that all rights apply to all children without exception. The state itself has an obligation to put into place the means to ensure children are protected from any form of discrimination and to take positive action to promote their rights.

Best interests of the child (article 3)

> *"In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration."*

The "best interests" principle covers all decision making affecting boys and girls, including the mobilization and allocation of resources. Children's "best interests" will not normally be the only consideration when decisions are made which affect children but must be among the first aspects to be considered and should be given considerable weight – "a primary consideration", relative to the interests of adults. It is important for those taking decisions to take into consideration the views of the child when determining what the best interests of the child might be.

Right to life, survival and development (article 6)

> *"1. States Parties recognize that every child has the inherent right to life.*
> *2. States Parties shall ensure to the maximum extent possible the survival and development of the child."*

This article establishes the principle that children have the right to life, and in addition affirms that every child has the rights to those inputs and provisions that will enable them to develop to their full potential and play their part in a peaceful, tolerant society.

The right to be heard (article 12)

> *"States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child."*

Girls and boys have the right to be heard in all decisions affecting them, and article 12 places an obligation on governments to ensure that girls and boys' views are sought and considered. This article is part of a wider body of "participation rights" that children have, which is often defined as article 12 together with articles: 13 (freedom of expression); 14 (freedom of thought, conscience, religion); 15 (freedom of association); 16 (right to privacy etc.); 17 (access to appropriate information). In the UN CRC children are recognised as social actors both in relation to their own development and that of society.

d. What is child rights programming?

As already noted, CRP is a child focused version of the rights based approaches described above[19]. CRP applies rights based approaches specifically to work to realise the rights of boys and girls under the age of 18. The reason for having a specific approach like this is that children – as well as being

19 See also G. Lansdown's Discussion Paper "What's the difference? Implications of a child-focus in rights based programming" (Save the Children UK 2005)

human beings – have their own special needs and vulnerabilities. In other words, children are like adults in some respects but also different from them in other ways. This is why there is a special international convention on the human rights of children and why development organisations working with girls and boys need a rights based approach that is adapted to the special situation of children.

The key components of CRP all draw upon the general principles of the UN CRC, as well as other fundamental human rights principles, as discussed in Section 1.

One useful way of thinking about CRP is to consider the definition of its three component words:

- *Child* – every boy and girl under the age of eighteen years of age, a period of childhood accorded special consideration in human rights terms (UDHR Art 26b), characterised as a period of evolving capabilities and of vulnerabilities relative to those of adults.
- *Rights* – defined as international human rights applicable to children, set out primarily in the UN CRC but also to be found in all other human rights conventions.
- *Programming* – management of a set of activities, including analysis, planning, implementation and monitoring, towards a defined goal or objective, involving good development practice.

The combination of these three definitions provides an overall working definition of CRP:

> *"Child rights programming means using the principles of child rights to plan, implement and monitor programmes with the overall goal of improving the position of children so that all boys and girls can fully enjoy their rights and can live in societies that acknowledge and respect children's rights."*

Child Rights Programming brings together a range of ideas, concepts and experiences related to child rights, child development, emergency response and development work within one unifying framework. It is primarily based on the principles and standards of children's human rights but also draws heavily on good practice in many areas of work with children as well as lessons learnt in relief and development.

(Source: Save the Children (2004) Child Rights Programming Handbook.)

e. *Eight key indicators of Child Rights Programming*

At this point, it might be useful to outline some of the key indicators of CRP taking the general human rights principles and concepts as well as the UN CRC principles and concepts as a starting point:

1. Extent to which services offered are 'child friendly.' *(Right to be heard)*
2. Extent to which children are included regarding services or project offered (i.e. who is excluded & why?). *(Right to non discrimination)*
3. Extent to which 'child survival & development' issues are being addressed. *(Right to life, survival and development)*
4. Extent to which 'best interests of the child' is being applied. *(Best interests of the child)*
5. Extent to which duty bearers are supported to fulfil their responsibility & are held accountable.
6. Extent to which children & guardians are able to make use of, or claim their rights.
7. Extent to which problems are prevented by addressing root causes of issues.
8. Extent to which this intervention is a child rights project.

Handout 6: Child rights programming – case studies from the field

Case Study # 1: Medical care for children living with HIV[20]

In Mali, Plan International supports centres for voluntary HIV testing and counselling operated by community groups in remote areas. In 2003, the government of Mali adopted a policy of providing anti-retroviral treatment free of charge to children under the age of 15. However, the treatment was only available in two central hospitals in the capital, Bamako. It was inaccessible to almost 100 children living with HIV in and around the Plan International-supported HIV testing sites.

Therefore, Plan entered into a partnership with a private Malian foundation operating a paediatric hospital in Bamako. The two organisations set up a reception centre for HIV-positive children from rural areas in the vicinity of the hospital.

The reception centre provides transport for the children and their primary guardian to Bamako to fit in with their established treatment schedule. After clinical and laboratory examinations, and after the appropriate drugs are dispensed, the children return home. The local hospital and the community self-help group make sure there is medical and psycho-social support between visits to Bamako. Generally, the children and their primary guardian spend 2 – 4 days each month in Bamako.

The reception centre opened in April 2004 with its first 20 children. By December 2005, a total of 190 HIV-positive children had passed through the centre for assessment, and 82 were on ARV treatment.

At an estimated cost of $650 per child per year, this programme is expensive. However, this cost is an indication of the real cost a family would have to bear for the treatment of their HIV-positive child, in a country where ARV treatment is 'free of charge'. This financial barrier is insurmountable for all but a few families in Mali.

The objective of establishing the centre was to provide an interim solution while ARV facilities were decentralised throughout Mali. By the end of 2005, two provincial hospitals offered ARV treatment, in addition to the two central hospitals in Bamako. Further expansion of services is planned. The clients of the reception centre constitute a critical mass of children on ARV therapy in the provinces. Without this group, decentralisation of services would be very difficult.

Small group work:

Divide into three small groups and discuss the questions relevant to your group.

20 Plan International (July 2006) **Circle of Hope: Children's rights in a world with HIV/AIDS**. Plan International, UK.

Case Study # 2: Education and vocational training[21]

In Malawi, Plan International works with a community based organisation to support vocational training of adolescent girls, including young mothers, in tailoring and tin-smithing. Both trades are considered to be a male domain, but with the high rates of HIV infection in Malawi, the barriers between male and female responsibilities are beginning to soften.

Adolescent mothers form a group that is often overlooked in social development programmes. Because they are mothers, they are not invited to participate in youth programmes and because they are so young and inexperienced, they are also often excluded from income generating and micro finance programmes offered to adult women.

The story of Stella

Stella is 17 years old. She dropped out of school after grade 3, when both her parents died of AIDS. Her older sister took her in. She was treated like a servant, and there was no question of her resuming her education. When she wanted to enrol in a Plan International-supported programme to learn tailoring, her sister did not approve. Her peers were also dubious. Why should she waste her time learning a trade reserved for men? But Stella persisted.

After 6 months Stella graduated and now has her own tailoring business. She makes school uniforms, girls' dresses and other garments. Stella is proud to be able to fend for herself. "Before I started this business I had no money even for basic items like soap or clothes, but now I am able to buy all these items, and even support my sister's family. My sister has changed her attitude and is very supportive," observes Stella. "I have also opened a bank account so that I can continue to support myself when business is slack."

Besides running her own business, Stella is training another girl in tailoring. "I enjoy doing that," she says, "because I want to encourage the spirit of self-reliance and economic empowerment among other girls, especially those who have a background like mine."

Small group work:

Divide into three small groups and discuss the questions relevant to your group.

21 Plan International (July 2006) **Circle of Hope: Children's rights in a world with HIV/AIDS**. Plan International, UK.

Case Study # 3: Planning for succession[22]

In 2001, a study in Uganda, conducted by Horizons in partnership with Plan International found that more than one in five orphans and widows had lost all or part of their inheritance because of theft by relatives. Uganda's national law provides for the inheritance rights of widows and orphans, but many people are not knowledgeable about their rights or equipped to deal with disputes within extended families.

Therefore, Plan entered into a partnership with the Association of Uganda Women lawyers (FIDA) to provide legal aid to people living with HIV/AIDS. Plan & FIDA aimed to raise awareness among women and children about their rights of inheritance, follow up cases of violation of these rights, and reinforce universal birth registration as an essential first step towards protecting the property rights of orphaned children in the future.

In Tororo, Uganda, FIDA conducted community seminars on legal aspects of HIV/AIDS; provided legal counselling outreach sessions linked to HIV testing and counselling services and post-test clubs; produced and distributed information material on succession planning; trained volunteers to assist families in preparing wills; and provided dispute resolution services. In the minority of cases where negotiated agreements could not be reached, FIDA took action through the court system on behalf of clients.

An evaluation after almost three years of the programme in one district found a significant reduction of legal rights abuses. Women were more aware of their rights, and more confident about seeking redress when family members tried to deprive them of their inheritance. More and more people started to report cases of property grabbing to local courts, and there was an increase in inheritance disputes being settled throughout-of-court dispute resolution.

Small group work:

Divide into three small groups and discuss the questions relevant to your group.

Questions for discussion:

Group 1:

- Read your case study again and discuss the following questions:
  - Which children might be excluded from the services offered by this project?
  - How does this project help various duty bearers to fulfil their responsibilities and to be held accountable?
- Give examples and record your responses on a flip chart as you go.
- Select a presenter to report back to the group.

Group 2:

- Read your case study again and discuss the following questions:
  - What does 'child survival and development' mean in the context of this project?
  - Is this project only offering solutions/ help when there are problems or is this project also aimed at preventing problems from happening by addressing their root causes?
- Give examples and record your responses on a flip chart as you go.
- Select a presenter to report back to the group.

22 Plan International (July 2006) **Circle of Hope: Children's rights in a world with HIV/AIDS**. Plan International, UK.

Group 3:

- Read your case study again and discuss the following questions:
  - To what extent are the services offered by the project 'child friendly'?
  - To what extent do the services offered by the project ensure that the principle of 'best interest of the child' is adequately applied?
- Give examples and record your responses on a flip chart as you go.
- Select a presenter to report back to the group.

Handout 7: The 'Three Pillars' Model

It is important to remember that all child right programmes should contain a mix of three types of activities which aim to[23]:

- Address gaps and violations of rights e.g. through the distribution of food aid, reunification of separated children or sexual exploitation;
- Strengthen legislation or government structures and mechanisms e.g. policy change, legislation development and institution building;
- Strengthen communities and civil society's capacity to support children's rights e.g. children's rights coalitions, mobilisation of youth clubs etc.

This way of thinking about CRP is known as the 'Three Pillars' Model. While the mix of activities may vary across projects and contexts, all child rights programmes would be expected to include some activities in all three pillars, evolving through the programme cycle over time.

The three areas of child rights interventions & strategies include:

CR situation analysis

1. Direct service provision	**2. Engaging & influencing government**	**3. Building support for child rights**
Actions to directly address violations of child rights (e.g. service delivery & practical actions) • provision of services; • training & skills devt; • protection against violations; • ensure children involved in decision making; • addressing discrimination	Actions to promote child rights focused decisions in legislative, political and admin structures (e.g. building structures and mechanisms) • primarily engaging and influencing government; • legal reform; • raising awareness of policy makers; • advocacy campaigns to influence policy/ laws • development of government structures – to inform legislation from a child rights perspective; • ensure policies and laws are put into practice	Actions to build a constituency for support for child rights within government, civil society, professions, media and private sector (e.g. constituency building – people and awareness) • awareness of other stakeholders; • capacity building of various duty bearers; • working in partnerships • participating in networks
Strong linkages needed between all three pillars to ensure strategies are mutually reinforcing - can't only focus on one 'pillar' in isolation of others		

Examples of common approaches that could be used in all 'pillars':

Research; communication and public education; advocacy; training and capacity building; monitoring and evaluation.

Note: NGOs should not 'take over' the role of the state in realising child rights – rather they need to find a niche, pressure government for change and strengthen duty bearers to fulfil their responsibilities.

23 Save the Children (July 2005) **Child Rights programming – how to apply rights based approaches to programming**. Lima, Peru. p 42.

Handout 8: The challenge of service delivery projects

Usually development projects see service delivery in two ways:

As an end in itself	**As a means to an end**
For example, providing services to child/adults such as providing treatment, information, advice, hand-outs, skills training etc. This is usually done in isolation of other NGOs/ government departments.	For example, service delivery has many uses beyond the actual services themselves: • A model to get government to do something differently. • For 'evidence based advocacy' – to pressure government to develop or implement a policy. • Service delivery experiences are used to draw up guidelines for providing a service e.g. how to roll out ARVs in remote rural areas. • Service delivery experiences are used to develop a training manual for government service providers e.g. social workers, doctors, police etc
Service delivery is regarded as the goal of the project	*Service delivery has another (higher) goal- beyond the service itself*
This is a 'normal' development project	This is a child rights project
The key difference between these two types of projects is the extent to which the service delivery is used to actively engage and influence the primary duty bearer (government) around child rights issues	

Note:

A development project will not influence the situation of child rights if service delivery is seen as an end in itself. A development project can only become a child rights project if service delivery is seen as a *means* to an end i.e. if the project uses service delivery activities for a wider purpose, such as engaging and influencing government or to change legislation in some way.

Handout 9: Child rights programming and the programme cycle[24]

CRP is a framework and an approach for analysis, planning, implementation, monitoring and evaluation. How CRP can be put into practice depends on what is done at four stages in the programme cycle.

This is not a comprehensive guide to programming – rather it highlights programming issues which will need to be considered if a CRP approach is to be adopted.

The Programme Cycle

The 'programme cycle' describes the process through which an organisation plans, acts and then reflects on its actions. The four basic stages of the project cycle are:

1. Situation Analysis

How to make an analysis of the status of children's rights in a population and how to analyse the underlying causes of problems and the observed trends. This is an essential first step towards establishing priorities and making appropriate choices

The analysis should include:

a. The situation of children's rights

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

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

- Understanding factors and forces causing violations – so that appropriate interventions can be designed. Causes are often interlinked – so a multi-sectoral approach is required;
- The differing roles of players/ systems (such as public attitudes; behaviour and practices or adults and children; customary law; government policy; implementation record; laws and the legal system; private sector; civil society and the media);
- A gender and power analysis will help identify relevant questions:
  - Identify activities, roles and areas of responsibility of boys and girls;
  - Identify girls' and boys' access to and control of resources;
  - Identify boys' and girls' needs, violations of rights and gender gaps;

24 Save the Children Alliance (2002) *Child Rights Programming: How to apply rights based approaches in programming. A Handbook for International Save the Children Alliance members.* Save the Children Alliance, UK.

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

c. The views and experiences of children
- Ensure that the views of the child are respected and given due consideration;
- Seek the views of boys and girls during the assessment stage with the intention of trying to understand issues from the child's point of view.

d. Duty bearers
- One of the key features of CRP is the notion of duty bearer: identifying who is responsible for ensuring that a given right is not violated. This involves identifying those with a duty to prevent existing violations and encourage them to fulfil that duty;
- Understand the hierarchy of duty bearers working with children, from local level to head of state;
- Duties are often shared between different agencies and departments – identify grey areas where responsibilities are not clearly defined;
- The notion of duty bearer is closely connected to the notion of public accountability – assess to what extent this is this part of public sector culture;
- Assess the extent of government's capacity to put policy into practice;
- Also identify other actors who might influence the situation of children, such as the media, private sector, youth movements etc.

2. Setting Priorities

After an analysis has been made, the organisation needs to set priorities and specify in which areas it plans to intervene. Priorities will depend on:
- The severity and frequency of violation – which are the most vulnerable boys and girls?
- The availability of partners to implement projects;
- Political support for the aims or commitments made by government;
- The policy of the organisation, its capacity, experience, logistics and availability of funds;
- Complementary role of other actors – ensure there is no duplication of efforts;
- Effectiveness and reasonable benefits for the invested costs.

3. Implementation Strategies

Once key issues have been identified, programme strategies can be identified. Approaches to the realisation of children's rights should combine practical action, work on laws and policies, and the building of broader alliances for children's rights. There are three different areas of intervention that would contribute to this process:

a. Actions to directly address violations of children's rights:
- Practical responses to violations of children's rights such as the provision of necessary services, e.g. health care and education;
- Creating protection against violations e.g. through awareness campaigns and empowering approaches;
- Ensuring that, where children interact with the local environment, they are involved in making decisions, which concern their own development; that gender-related issues are addressed as are issues involving discrimination.

b. Actions to promote child rights focused decisions in legislative, political and administrative structures:

- Awareness raising activities targeting political decision makers and other duty bearers from community to international level;
- Advocacy activities carried out at all relevant levels of society to promote decisions, which improve the status of children's rights;
- Actions to promote the development and improvement of the existing structures and the establishment of new structures to help create a momentum for change for children.

c. Actions to build a constituency of support for children's rights within the government, the professions, the media, the private sector and civil society:

- Actions to create awareness, understanding, commitment and the capacity to carry out such actions among the stakeholders;
- Establishing partnerships with CBOs, NGOs and government organisations at all levels in society;
- Participating in existing networks and creating new ones for professionals, the media, the private sector and all relevant stakeholders.

These are the complimentary and mutually reinforcing 'pillars' of child rights programming. There have to be strong links between the 'pillars' to ensure that work in each pillar reinforces work in the others. Across all pillars, CRP uses common approaches to work, such as research, communication and public education, advocacy, training and capacity building, monitoring and evaluation. When planning interventions it is important not to 'take over' the role of the state – but rather to put pressure on the government and strengthen duty bearers so that they can fulfil their responsibilities.

4. Monitoring and Evaluation

A key component of programme design is the definition of indicators to track the success or otherwise of a chosen strategy. Depending on the goal of the intervention, the **monitoring** process could include measuring the following:

- What was done (*outputs*) – what activities were implemented and what tangible products have been delivered;
- What has happened as a result (*outcomes*)– what immediate changes can be observed as a result of project activities or products and

If a baseline study was not collected prior to project implementation, these variables are difficult to **evaluate**. Evaluation surveys are likely to investigate the process of change:

- What long term changes (*impact*) have been brought about as a result of the project? (e.g. differences from the original situation):
- Changes in awareness of children's rights;
- Changes in policies, strategies and institutional capacity to respect, protect and fulfil children's rights;
- Changes in the actual situation of children;
- The ultimate questions would be: as a result of the programme, is the target system better able to protect children from rights' violations?
- How did change occur;
- Which strategies were successful within the overall programme;
- To what extent are changes in attitude likely to be the result of other factors in society.

Handout 10: The Mountain Evaluation

What to do:

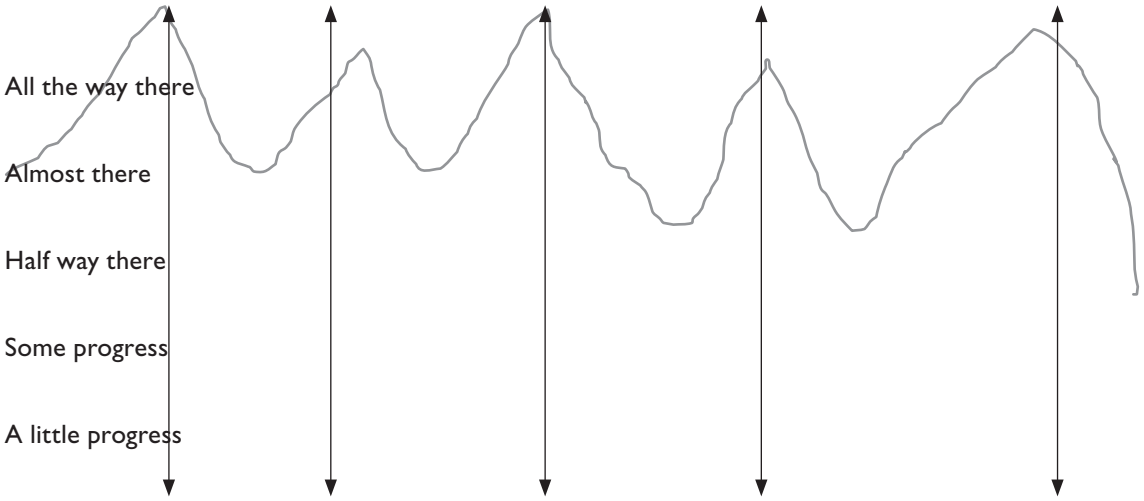
Make sure you have a flip chart with the mountain evaluation drawn on it

Imagine that during the workshop you have climbed each peak in the mountain range. For each objective discuss how far up the mountain path you think you have gone as a small group.

Put a mark on the path to indicate your progress. You need to *agree* on the point reached amongst themselves in your small group – rather than voting to get an answer.

Give reasons why you feel that are at this point you have reached. At least one/two reasons should be written on the flip chart for each path.

Time: 30 minutes



Objective 1: To introduce participants to rights based approaches to development	**Objective 2:** To provide an understanding of what Child Rights Programming (CRP) means and why Save the Children believes it is a valid way forward	**Objective 3:** To develop knowledge, understanding and confidence in integrating a CRP practice in the planning and implementation of an organisation's programmes	**Objective 4:** To promote sharing and learning regarding the development of CRP and its practice	**Any other comments:** *(Explain that this space has been left free for participants to add anything else they would like to evaluate about the workshop*

(adapted from Williams, S (1994)

Facilitators' Feedback Form (March 2008)

This facilitators' guide is designed to be constantly updated and amended based on reflection and feedback. Save the Children Sweden would like to hear from you regarding how you have used this manual and how you think it can be improved. Please take some time to complete this form and return to:

Sue Godt (Programme Officer – Southern Africa):
Email: sueg@saf.savethechildren.se
Fax: +27.12.342.0305

1. What was useful or effective about this guide for facilitators?

2. What changes would you like to be made to this guide?

3. What additional exercises or topics should be added to this guide?

Any other comments:

Thank you for your input!

Save the Children

Sweden