A Tool Kit on
Child Rights Programming

CRP

Save the Children
Denmark

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Introduction

This tool kit has been put together to help the staff in the Save the Children Denmark country offices and the staff of the Save the Children Denmark partners to become better at practising Child Rights Programming (CRP). The tool kit applies the principles of the UN Convention on the Rights of the Child (CRC) to the practice of programme or project planning in order to strengthen the child rights profile of all Save the Children Denmark supported programmes and projects.

The tool kit is a supplement to the CRP handbook produced by Save the Children Alliance, which describes CRP in detail. The tool kit has only a short introduction to CRP and it is therefore recommended to study the Save the Children Alliance handbook before applying the tools in this tool kit.

Save the Children Denmark partners in Uganda and Bangladesh tested a draft version of the tool kit. The test and the follow-up workshop produced much valuable input to its final design. The real test will, however, be in the years to come when all Save the Children Denmark offices and partners are applying the present version.

The tool kit provides detailed guidelines for preparing a programme or a project based on CRP. It does not include guidelines for the implementation and monitoring of a programme, nor does it include formats for reporting.

Included are some well-known tools such as those used for the Logical Framework Approach (LFA) as well as some new ones for the planning of advocacy. The tool kit prescribes a process, which brings the planning forward in logical steps. The user may not, however, wish to follow the process step by step and this is also possible.

The tool kit may be applied in the design of a programme or a project, for a first phase or for a later phase. It is up to the user to decide how thorough the process will be.

Copenhagen, June 2002

II Save the Children Denmark definitions of key concepts used in the tool kit.

In order to use the tool kit successfully users must have an understanding of the following key concepts.

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Advocacy	Advocacy is a strategically planned set of activities aimed at producing concrete and measurable changes in the policies, positions or programmes of an institution. The activities specifically target organised decision-makers and practitioners at any level who are of relevance to the concrete case.
Child Labour – Child Work	Any activity of a child that **contributes** to a child's physical and mental development is "child work". Any activity of a child that **violates** the rights of the child to proper mental and physical development is "child labour".
Duty Bearers	The duty bearers are all those institutions, organisations and individuals which have both the formal obligation to realise children's rights and the responsibility for doing so. They include politicians, parliaments, ministers, ministries, district authorities, councils, councillors and civil servants at all levels of society. Their obligations and responsibilities in relation to children's rights are outlined in the legal framework relating to their area of overall responsibility.
Integrated Child Development	Integrated child development is one of the three focus areas in the Save the Children Denmark international strategy. Integrated child development involves three areas of intervention:
• Provision of Services	These are direct and curative interventions to ensure the provision of services to children whose rights are being violated and who need these services in order to survive and develop.
• Protection against Violations of Child Rights	Building public awareness of children's rights in order to sustain the protection of children within local communities. It is crucial that the newly created awareness leads to a change of attitude and consequently to a change in behaviour.
• Participation of Children	Whenever possible the interventions for children's development must involve children actively in the decision making process and in the implementation, monitoring and evaluation of the decisions made.
Meso level	The term "meso level" is a generic term for the various types of society levels between community and national such as district and upazilla. There might very well be several types of meso levels.
Project	A project is a set of activities guided by an overall goal limited in time and space.
Country Programme	A country programme is made up of a number of sub-programmes. Each of the sub-programmes focuses on a theme.
Sub-Programme	A sub-programme is a programme which focuses on the violation of one or more specific rights in a selected group (or several selected groups) of children. A sub-programme can be implemented at national, meso and or community level. Sometimes the programme is at just one level, but it most often involves all three levels. The sub-programmes include the three aspects of the international strategy: an integrated child development, advocacy and partnership development. A sub-programme includes a number of projects. Each project has its own objectives, which are at the same time the immediate objectives of the sub-programme. The projects are established in co-operation with local partners.
Theme	A theme is defined as a concrete violation of a specific right or set of specific rights in a specific group of children.
Realisation of children's rights	A child right is realised when individual children enjoy the freedoms covered by that right and their enjoyment of the right is secure. A child's rights are realised, if sufficient social arrangements are in place to protect the child against threats to his/her enjoyment of the freedoms covered by those rights

Steps &Tools	Description & Objective	Process - Methods	Who and time
Step 1 Chapter 4 Tools: 4.0.1 4.0.2 4.0.3	**Mapping of violations of child rights** Provision (primary health care, basic education and rehabilitative care) Protection (lack of protection = abuse and neglect) Participation *Objective:* To develop a profile of the child rights situation. Identification of target groups.	1. Collecting data. Primary and secondary data collection using participatory methods. 2. Organising and analysing the data. 3. Summing up the data and the drawing of the map.	In relation to a sub-programme or project review the relevant partners play the main role. Time needed depends on the area(s) to be covered.
Step 2 Chapter 5 Tools: 5.0.1 5.0.2	**Choice of sub-programme fields** List of options in the matrix. Setting the criteria. Deciding the theme. *Objective:* Informed selection of themes, target groups, geographical areas (& partners).	**Workshop:** If the process is about a sub-programme, the facilitation of the workshop should be external. If it is part of a project design, the CO might facilitate the workshop. The workshop shall produce a plan and a timetable and an allocation of tasks for the remaining steps.	**Rough plan for the programme:** 1st day – scrutinising results from Steps 1 & 2. 2nd day – workshop on Step 3. The CO is responsible for organising the workshop.
Step 3 Chapter 6 Tools : 6.0.1 6.0.2 6.0.3 6.0.4	**Problem Analysis** Description of problem, identification of causes and effects through the development of a problem tree. Identification of violations of children's participation rights. *Objective:* Ensure an understanding of cause and effect relationships.	Task force for each theme (country office, partners, resource persons & facilitator?). • Studies including participatory methods for the involvement of children. • Card storming/ analysis. • Studies & consultations. Some of the consultations should be with adults working with children. • Focus group discussions with children.	A task force appointed at the workshop (Step 2) is responsible for making the problem and stakeholder analyses. . The task force should include at least one Save the Children Denmark CO programme officer as well as representatives from the partner organisation(s). The timing will differ from programme to programme. If the studies are included, more time will be needed.
Step 4 Chapter 7 Tools: 7.0.1 7.0.4 7.0.2 7.0.5 7.0.3 7.0.6	**Stakeholder mapping and analysis** Duty bearers, support groups opponents. *Objective:* Check and link the problem analysis to the direct actors, context & potential partners. Analysis of the duty bearers, of the support groups and of the opponents. Analysis of the caregivers.	Same as for the problem analysis.	Same as for the problem analysis.
Step 5 Chapter 8 Tools: 8.0.1 8.0.4 8.0.2 8.0.5 8.0.3 8.0.6	**Formulation of programme or project strategies in relation to integrated child development and advocacy.**	A workshop based on input from Steps 4 and 5 takes care of the final programme/ project development. Review of the programme/project in relation to the CRC principles.	The workshop is organised by the CO. Partners, CO staff and maybe external consultants participate.

III   The Process

The diagram below illustrates the process that the tool kit prescribes. The diagram - or parts of it - is included at each step as a guideline for where in the process the step belongs.


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┌─────────────────────────────────────────────┐
│   Task force/consultant/programme staff:     │
│  The mapping of Provision, Protection and     │
│              Participation                    │
└─────────────────────────────────────────────┘

         ┌─────────────────────────────┐
         │       Workshop :             │
         │ Processing of data and       │
         │    selection of theme         │
         └─────────────────────────────┘

         ┌─────────────────────────────┐
         │       Task force:            │
         │     Problem analysis         │
         └─────────────────────────────┘

         ┌─────────────────────────────┐
         │       Task force:            │
         │ Stakeholder mapping and      │
         │        analysis               │
         └─────────────────────────────┘

┌─────────────────────────────────────────────┐
│           Planning Workshop                   │
│   ┌─────────────────────────────────────┐    │
│   │        Objective Analysis            │    │
│   └─────────────────────────────────────┘    │
│  ┌──────────────────┐  ┌──────────────────┐  │
│  │ Strategy for     │  │ Strategy for     │  │
│  │ Integrated child │→ │ advocacy         │  │
│  │ development      │  │                  │  │
│  └──────────────────┘  └──────────────────┘  │
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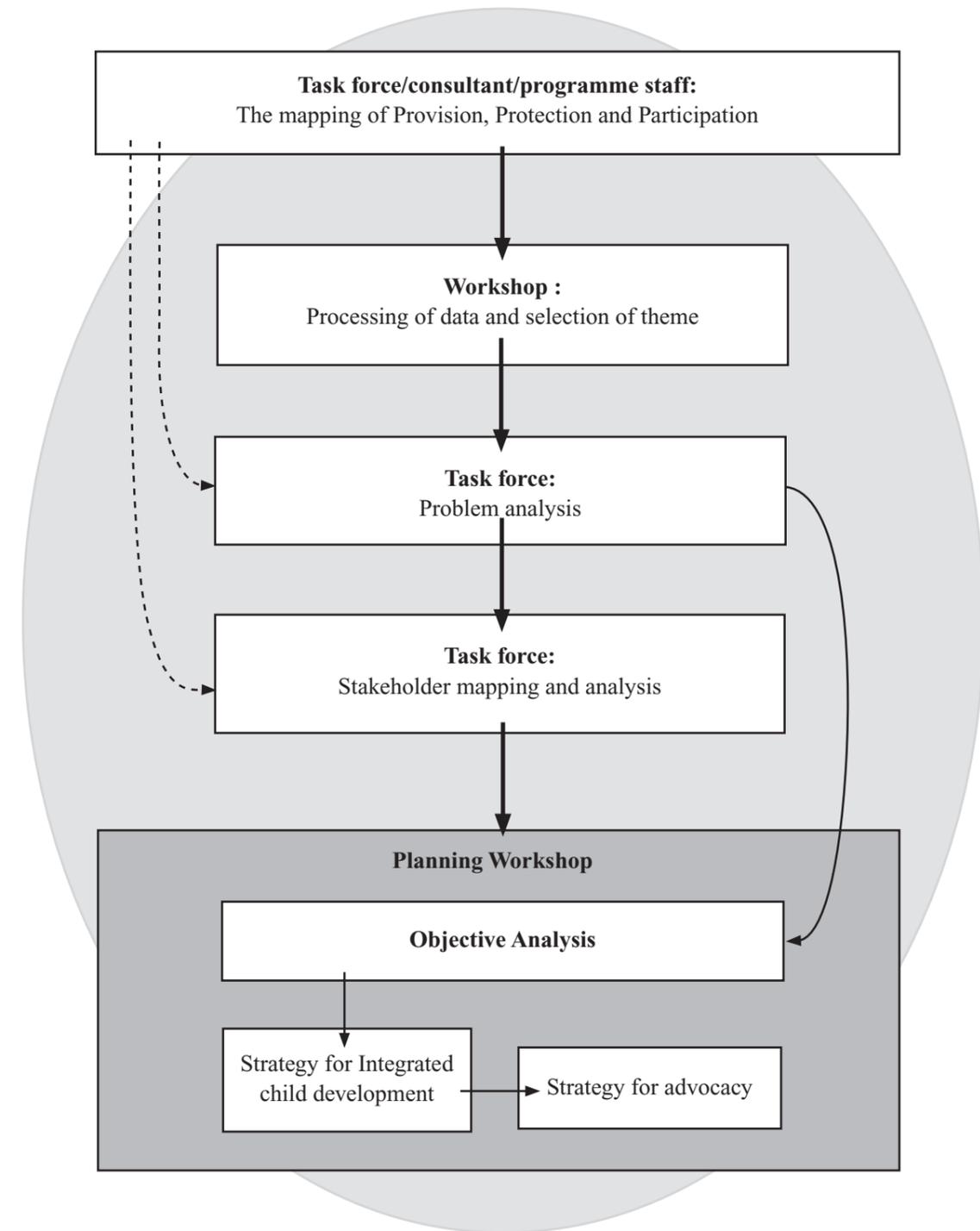
IV How is the tool kit organised ?

The tool kit is divided into 8 chapters. The first chapters are general introductions. The "real" tool kit starts in Chapter 3. As shown in the overview there are 5 steps in the ideal process. There are a number of tools for each step.

Each step follows a standard format. Below is a brief description of this format.

FOR EXAMPLE:

Chapter 4.0 Mapping of the Child Rights Situation (Step 1)

4.1 Aims of the ……
Under this heading the expected output from this step is described briefly.

4.2 Introduction to the tools for ………….
This section describes in some detail the various tools included in the step. The section provides a quick introduction to the tools and thus to the content of the step. The section also includes a list of the tools and their numbers. .
The numbers of the tools follow the number of the chapter. 4.0.1; 4.0.2; 4.0.3; 4.0.4 etc.

4.3 It is important to sum up the findings – how ??…………..
This section describes how to follow up on the findings after having used all the tools. Some of the tools include a summing-up of the findings made using that particular tool, but this section is about summing up the entire section.
The summing-up is very important in order to avoid the piling up of huge amounts of unanalysed data.

4.4 The process of the …………….
This section describes the process of how to use the tools, whether a task force or a workshop uses them. .

4.5 List of areas where information is missing or not available
This section is included at every step. It is important to make a note of what data and information is missing.

4.6 Which participatory methods to apply?
A very brief list of participatory methods and how to apply them at the step in question.

The tools follow the standard introduction to the step. There is a thorough description of each tool and how to apply it. In some cases a matrix is part of the tool. The matrix has the same number as the tool.

Tool 4.0.1 Mapping of Provision:
Tool 4.0.3 Mapping of Participation:
Tool 4.0.3 Mapping of Children's Participation:

Chapter 1.0
Child Rights Programming and Child Rights Analysis

Photo : Charlotte Bøgh

1.1 Rights-based development

Over the past ten years, rights-based approaches have gained widespread acceptance among UN organisations, NGOs and donor agencies. The idea of combining development and human rights is not new. Eighty years ago, the founder of Save the Children provided emergency relief and at the same time advocated for children's rights. Over fifty years ago, the United Nations was established to promote peace, development and human rights. For various historical reasons, human rights and development evolved as separate systems, but since the end of the Cold War they have moved closer together. A rights-based approach to development is the most significant shift in development thinking and practice since the move from charity to sustainable development. Rights-based development means integrating the principles and approaches of human rights and those of development.

1.2 Child Rights Programming (CRP)

Child rights programming applies rights-based approaches specifically to children and young people under 18 years of age. It is based on the following principles:

- Children have rights.
- Children take active part in shaping their families, communities and environment.
- Governments, institutions, adults and children are responsible for children's rights.
- Children have the right of access to information, the right of freedom of expression and the right of freedom of association. By exercising

these rights children can take active part in realising their own rights.
- All children are included and discrimination against children based on differences such as gender, ethnicity, ability, etc. must be fought.
- Child-friendly approaches that are in children's best interests in the short and long term must be promoted.
- All the developmental needs and abilities of the child must be taken into consideration.
- The factors that lie at the root of the violations of children's rights must be addressed.
- Children must be considered in the broad social, economic, political and cultural context.

1.2.1 Accountability for children's rights

The most important difference between a rights-based and a needs-based approach to development is the recognition of people as rights holders, not as passive beneficiaries. Related to this approach is the concept that there must be accountability for human rights. . We can realise children's rights by demanding greater responsibility for children's rights from governments, institutions and adults in general. This can by done by advocating for better policies and programmes for children; by lobbying for the allocation of more resources for children; by campaigning for the application and enforcement of existing laws; by educating the public to change its behaviour towards children; by designing programmes that focus on responsibilities for children's rights; by involving children in claiming their own rights; and by monitoring children's rights and reporting on them.

1.2.2 Approaches to the realisation of children's rights

Approaches to the realisation of children's rights combine practical action, work on laws and policies, and the building of broader alliances for children's rights.

The three approaches can be described as[1]:

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 for instance through awareness raising 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.

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.

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 governmental 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.

1.2.3 Implications

A child rights approach to programming implies that:

- There is a clear focus on children and their rights;
- There is a comprehensive analysis of the causes of child rights violations and the reasons for unfulfilled rights;
- There is a strong emphasis on accountability for children's rights (not only through advocacy, but also through partnership co-operation);
- The most marginalized children are included;
- Children's participation in society and in programmes is promoted;
- Programming is based on what is in children's best interests in the short and long term;
- Practical action is linked to policy work, the strengthening of structures and the building of constituencies for children's rights;
- Advocacy, communication and public education are used as programming tools throughout the programme
- There is a strengthening of links across sectors, departments and the various levels of society.

1.2.4 Challenges

Child Rights Programming offers exciting new opportunities for programming but it also creates some challenges for our organisations and partners. With the growing trend – not least among donors – towards rights-based approaches to development, some organisations may be tempted to adopt the rhetoric of a rights-based approach while maintaining needs-based pro-

grammes. Rights-based approaches can take different forms and there is a risk that they may lead to a re-interpretation or a watering down of human rights principles. Strong rights rhetoric and high-profile campaigns on their own are unlikely to bring about measurable improvements in children's lives. It is important that rights-based approaches build on Save the Children's solid programming experience around the world. .

1.2.5 Developing child rights programming approaches

We are just beginning to explore the full potential of combining human rights and development and of recognising children as rights holders and as active participants in society.

1.3 Child rights analysis

CRP is based on rights but also on reliable evidence. Children are members of families and communities. They contribute to the national economy and are affected by all government policies and programmes. CRP requires a rights-based, multi-causal analysis of the problems, of the context and of the root causes that lie behind the violations of children's rights. This includes data on children and the analysis of children's rights and needs in the broader context of the family, the community, the state and the global economy.

Analysing the situation of children and their rights is a necessary first step for developing any part of our work, whether it be a project, a sub-programme or a country programme. It requires us to analyse:

- The incidence and intensity of violations of children's rights and of rights that are not realised.
- The mix of causes underlying these violations and the obstacles to the realisation of these rights.
- The obligations of duty bearers, institutional

mechanisms and responsibilities, as well as potential support and opposition.

We also need to understand the views and experiences of children.

All of this should be included in the child rights analysis.

1.4 The marginalised groups of children

One of the main Save the Children Denmark target groups is "economically, socially and culturally marginalised children." That is very much in line with the overall principles of CRC, which includes a focus on the marginalised groups of children. The question is, however, what does being marginalised mean. . Are the children considered to be marginalised when their living conditions are compared to the mainstream of living conditions within the given developing country? Or are they considered to be marginalised when their living conditions are compared to the living conditions of children in a developed country? It can actually be difficult to identify marginalised children, as they are not likely to appear in general statistics.

The question of marginalisation is a question of perspective. One could argue that the populations of the poor countries in the South are marginalised compared to the populations of the rich countries in the North. That is a global perspective. Seen from a national perspective, the marginalised might be children living in certain geographical areas where living conditions are worse than in other parts of the country, maybe because of drought, maybe because of inaccessibility. From a community perspective the marginalised might be a specific group of children, maybe young girls who have dropped out of school because of pregnancy, maybe the handicapped children, maybe children whose parents are dead because of AIDS. When analysing the data it is important to look out for these children. It is important to make sure they are not forgotten.

Projects and programmes must be designed to include the marginalised, but care must be taken that they do not at the same time exclude those children who are not marginalised. Before concrete decisions on the allocation of extra resources for marginalised groups are made, it is important to know who and where these groups of children are. An education project in Bangladesh aimed at increasing the number of children attending school should focus on girls because they are marginalised as far as school going children is concerned. However, the project should not exclude boys.
One of the principles of Child Rights Programming is to seek inclusive solutions which focus on those children who are at risk and who are victims of discrimination. .

1.5 Overview of child rights programming in the project cycle.
The matrix on the following pages provides an overview of the implications child rights programming have on the different stages in the project cycle: preparation, implementation, monitoring and evaluation.
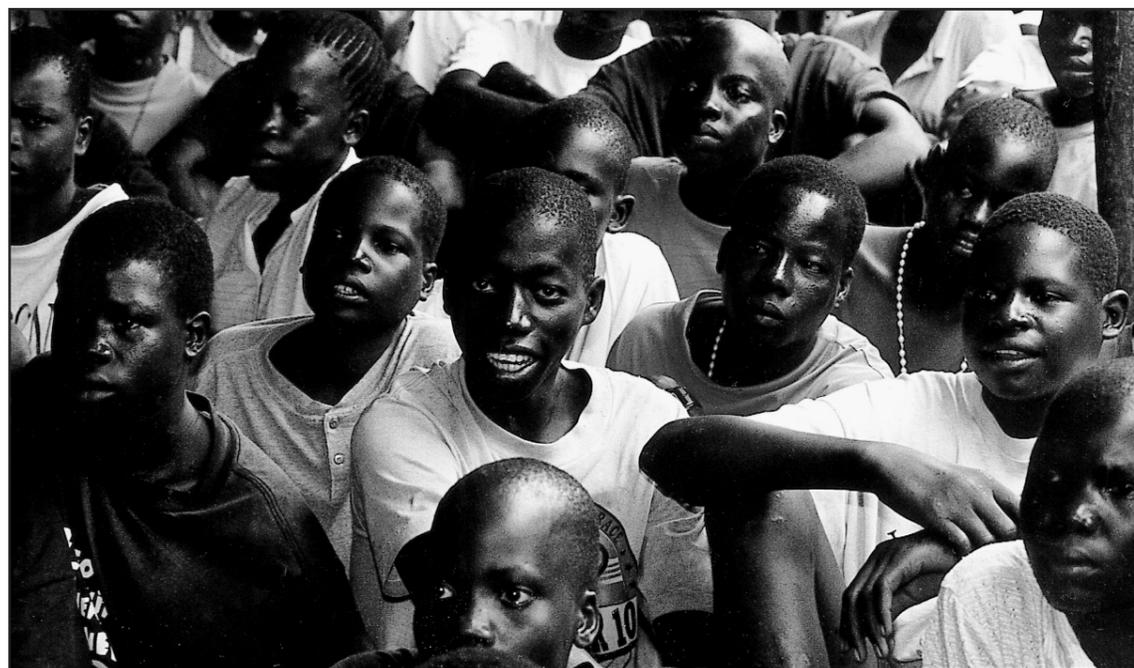
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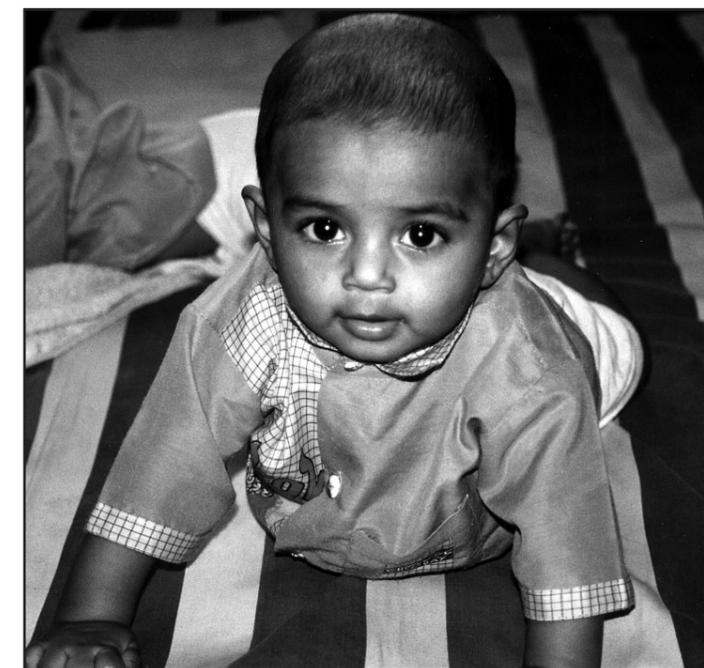
Photo : Susanne Glending

Overview of how CRP influences the project cycle

How does CRP influence the work in practice: Applying CRP means:	Key points on: **What to do in practice in the phase of preparation? (The situation analysis, the problem and the objectives analysis.)**	Key points on: **What to do in practice during the period of implementation?**	Key points on: **What to do in practice in relation to monitoring & evaluation? (Based on the objectives analysis.)**
Recognising children as rights-holders and social actors.	Problems are identified based upon an analysis of the extent to which children's rights are fulfilled.	Provision, protection and participation – integrated child development.	Indicators for fulfilment of children's rights in relation to provision protection and participation.
Recognising parents, family and guardians as primary caregivers.	The situation analysis should uncover how the primary caregivers fulfil their role – what are the obstacles.	Provision, protection and participation – integrated child development. In particular awareness raising.	Indicators for improving the role and possibilities of the caregivers.
Recognising governments as primary duty bearers accountable to their citizens - including children - and the international community	The situation analysis must include an analysis of who the duty bearers are and to what extent they fulfil their duties	Advocacy and lobbying to put pressure on the government and government institutions to fulfil their duties.	Indicators for fulfilment of advocacy objectives.
Being gender sensitive and seeking inclusive solutions which involve a focus on those boys and girls who are at risk and who are the victims of discrimination.	The situation analysis, the problem analysis and the objectives analysis should have a gender perspective. Seek gender-aggregated data.	Women, men, girls and boys should be involved at all levels in the implementation.	Include gender sensitive indicators.
Addressing unequal power structures (class, sex, ethnicity, age, etc).	Include class, sex, ethnicity, age etc. in the analysis of whose rights are violated.	Awareness raising, advocacy and lobbying to reduce the unequal power structures. Empowerment of the suppressed.	Include indicators for the empowerment of the most vulnerable groups.
Upholding a holistic vision of the rights of the child while making strategic choices and taking specific actions.	The problem analysis should be holistic. The choice should be based upon a strategic framework. The objectives should be selected on the basis of a thorough objectives analysis.	Implement according to planned activities. Revise work plan in relation to objectives.	Monitor on the basis of t the concrete plan but also on the basis of the overall objectives.
Setting goals in terms of fulfilment of rights.	The point of departure for the situation analysis is rights. Problems are defined as violations of rights. Thus objectives are fulfilment of rights.	Make sure everybody involved – including target groups- understands the concept of "rights". If necessary the concept must be "translated".	All indicators should focus on rights. Use qualitative indicators.
Achieving sustainable results for children by focusing on not only immediate but also root causes of problems.	The situation analysis shall provide information for the problem analysis to focus on root causes.	Advocacy and awareness raising. Always keeping the long term perspective	Indicators on root causes.
Using participatory and empowering approaches in particular regarding children.	Participatory methods should be applied in the situation analysis as well as in the problem and objectives analysis.	Use a participatory approach in all activities at all possible levels. Empowerment to be included as an aspect of any kind of educational activities.	Indicators on children's participation at all levels.
Building partnerships and alliances for promotion of the rights of the child.	Mapping of potential partners and possible alliances. Partner capacity and organisational analyses.	Formation of partnerships. Support to partner capacity building. Involvement in alliances when possible.	Indicators for partnership capacity building. Indicators for involvement in alliances.
Counting on international co-operation.	Include mapping of international co-operation partners.	Active involvement in international co-operation in particular for advocacy.	Support international monitoring.
Having a focus on those who are most at risk and discriminated against.	The analysis should identify the most vulnerable groups.	The primary target groups must include the most vulnerable children. Integrated child development for their empowerment.	Indicators on empowerment of the most vulnerable.
Taking a holistic perspective, which requires a multi-sectoral response.	Include all sectors in the analysis of the rights situation.	Co-operate with other agencies to ensure all sectors are covered.	From time to time reviews with a holistic perspective should be conducted.
Providing a long-term goal, which is clearly set out in international legal frameworks, shared by governments, donors and civil society.	(Included in the other points.)	Use the legal framework (the CRC) for advocacy and awareness raising.	
Encouraging legal and other reform, such as the establishment of regular monitoring mechanisms, which create a much greater likelihood of sustainable change	Identify existing official monitoring mechanisms.		Use the reports to the CRC committee (the official and the alternative) as a source for overall monitoring.

Photo : Michael Myrdal

Chapter 2.0
The principles of the CRC

A project or a programme based on CRP must reflect the four main principles of the CRC. These principles must be taken into consideration throughout the whole preparation phase. Below is a list of what to consider.

Discrimination:

- Is the programme likely to benefit boys and girls from different social identities/groups in different ways? If yes, how?
- Does it have an inclusive approach, ensuring full participation and access for all? Are empowering strategies included?
- Will the programme address discrimination? (Age, disability, sex, ethnicity, class, HIV/aids status, etc.) Think about attitudes, practices, laws and policies.
- Does the programme aim to provide one group of children with rights not enjoyed by other groups of children? If so, is it appropriate?
- Are the government and other actors being lobbied in order to mobilise the resources needed to prevent and combat discrimination and stereotypes?
- Are governments being lobbied to provide information about how budgeting, spending and impact are related to the sex, class, age etc. of children?

Best interests:

- What is the vision or the understanding of the best interests of the child in the field of intervention? Who formulated this vision?
- Are the best interests of girls and boys being fully considered during project planning and implementation? How?
- How is the budget allocated? Is it in the best interests of all the children in the target group?
- Is the government and other actors being lobbied to undertake child/impact analysis before taking decisions, passing new laws, etc.?

Survival and development:

- Is a multi-sectoral approach being taken in order to address and strengthen physical, cognitive, emotional, social, cultural and spiritual development?
- Are children's evolving capacities recognised? Are parents and the extended family recognised as primary caregivers?
- Are there any possible negative consequences for different groups of boys and girls in relation to survival and development?

Participation:

- Are the views of boys and girls being incorporated in all stages off programming, identification, planning, design, implementation and evaluation?
- Are the views of different groups of girls and boys being taken into consideration and given equal weight?
- Is relevant and accessible information provided and are their evolving capacities respected?
- Are any special measures being taken to encourage all children to speak out? What kind of support is being provided in order to help girls and boys to develop their capacity for informed choice?
- Are government and other actors being lobbied to take children's views into consideration on any matters that effect them? Are children being provided with relevant information in a form they understand?

Chapter 3.0
Children's participation in Child Rights Programming

Photo : Michael Myrdal

One of the main principles in the CRC is the right of the child to be involved in making decisions concerning his or her own life:

"The child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child." (From the unofficial summary, UNICEF.)

This is also one of the important principles in CRP. Since a programme or a project for children is meant to affect children's lives it is obvious that children should be involved in the preparation as well as in the implementation, monitoring and evaluation. Experience has shown that when children are involved in the planning, new aspects of the problems and new solutions are often brought up.

Experience has shown another positive side effect of a participatory approach. Both the adults and children from the target groups develop a much better understanding of child rights than they would have done, if they had just been told about them. The participatory tools and methods might therefore be useful for sensitising and awareness raising activities, too.
The present tool kit contains a large number of tools for the preparation of a child rights based programme or project and it also contains an outline for the process.

This chapter provides a set of guidelines, tools and methods for how to involve children in the preparation. Some of the tools described in this tool kit can, with a few changes, be used to involve children actively in the implementation and monitoring of the project.

3.1 How to work with children in a participatory way

In order to achieve the best results, the exercises should be carried out where the children live and work. It is important that the children feel safe in the situation. If this requires the presence of an adult – one trusted by the children – then such an arrangement should be made . It is, however, important that it is the children who do the exercises, not the adult. The presence of an adult should not limit the openness of the children. If necessary, boys and girls should be divided into two groups. Age differences should be taken into consideration. . The process should be easy and the children should not feel threatened by it.

It is important to have a good facilitator for the exercises with the children.

A good facilitator is a person who:

- Believes in the participants and their capacities.
- Has patience and is a good listener.
- Is prepared to learn.
- Has self-confidence without being arrogant.
- Has life experience and general knowledge.
- Respects the opinions of others.
- Is experienced in creative and innovative thinking.
- Is capable of creating a trusting atmosphere among the participants.
- Is flexible with regard to the methods and the sequences of the exercises.
- Is able to assess the general mood in the group and adapt the programme to the situation.
- Is good at arranging the setting so that the participants find it attractive. .
- Is good at drawing and writing.

It is important that, when adults work with certain phases of the planning alone, they take the opinions and information provided by the children seriously and they take them into account.

3.2 Tools and methods for a participatory preparation with children

The list below is not an exhaustive list of tools. More exist and probably many more could be developed. The list does not provide a step by step guideline for how to use the tools. For more information about participatory tools and methods (for adults and for children) please see the list of references.
The list below is mainly copied from the *"Children and Youth in Development Work. A guide to development based on rights for and with children and youth. Developed by UNICEF Denmark, Danish Youth Council, Save the Children Denmark and The Children Foundation*.

Brainstorming
Brainstorming is a useful tool to bring forth as many ideas as possible. It is important that the ideas are spontaneous and therefore it is important to instruct the group before starting. It is also important that the theme or question is precisely and clearly formulated. In a brainstorm all ideas and points of view are considered equally important. The ideas are written on a blackboard or a flipchart. A team leader must never judge an idea and participants must never criticise each other's ideas or points of view. It is only during the discussion and analysis, which follows the brainstorm that the group will deal with the qualitative content.

A brainstorm is often used in connection with the LFA problem tree but it can be used in many other connections where it is important to generate as many ideas as possible.

Hierarchy, sorting and order of priority exercises
These exercises are useful in connection with most planning methods. The common denominator of the exercises is that they force participants to make an order of priority with regard to the problems and/or solutions. Furthermore, most of the exercises include the use of educational materials such as maps, wall sheets, drawings and photos.

Photo : Michael Myrdal

Examples of exercises:

Group vote
The participants are divided into groups. The team leader presents a number of statements concerning a specific problem (approx. 10). Each group gets 3 – 4 votes that they have to assign to the various statements.

Card sorting
The team leader writes down different statements regarding a specific problem on small cards. One statement per card. The contents of the cards are discussed in small groups and then the cards are placed in descending order of priority with the most important problem/statement at the top. The differences in the groups' orders of priority are discussed in a plenary session.

Hierarchy by way of the diamond method
The team leader prepares sets of, for instance, nine cards with relevant problems/solutions (one for each card). Participants are formed into groups and the groups place the cards in the shape of a diamond either on a table or on the floor. The problems/solutions which the group considers to be the most serious are placed at the top of the diamond, while those which are considered to be the least serious are placed at the bottom. This method is particularly useful in a situation where the group of participants finds it difficult to decide on a precise order of priority.

Sorting out picture cards
With a specific problem as the point of departure a number of cards sets are produced. Each set consists of about 30 drawings or photographs of, which 1/3 is positive, 1/3 are negative and 1/3, are neutral. This exercise takes a certain amount of preparation and requires the assistance of a skilful drawer or photographer. On the other hand, the cards can be used again and again, if they are made of durable material. . It is important that the drawings or photos reflect an environment and a cultural context that the participants can recognise and relate to. The participants are divided into groups and each group receives a set of cards. After a group discussion the group members place the cards in three different piles, one with good cards, one with bad cards and one with neither good nor bad cards. The topic may be hygiene. A good/positive card

could then be a little child washing his or her hands, while a bad/negative card may be a child urinating outside the kitchen. The groups then present their piles and compare the results.

The problem tree and the objective tree
The problem tree and the objective tree are methods from the LFA approach. Children can use these methods if the principles of the exercises listed above are applied. Let the participants draw a picture of a real tree. Explain to the participants about the roots (the causes), the stem (the focus problem) and the branches (the effects). Explain the theme and the task to the participants. Use cards.

Case stories
Case stories are useful in that they inspire discussions about certain topics. For a case story to be successful, the case must be described in a way that makes it relevant to the topic that is under discussion and that makes it relevant to the target groups. When children are in the target group it is extremely important that cases are grounded in everyday life, in situations that are familiar to them. The team leader must prepare a relevant case story in advance, ready for presentation and discussion in a plenary session or in smaller group sessions. The various points of view in the discussion should be written down on a blackboard or flip chart. Alternatively, the participants may develop a case story from their own daily life. However, this method demands more of the participants. In some cases it is useful to replace the case story with pictures, posters, items, songs or poems.

When a case story is used the discussion will always be concrete. Case stories are useful because they stimulate people's awareness about their own life conditions. They also force people to take a stand on issues they would normally not think about in their everyday lives.

Focus groups
The team leader facilitates a group discussion with a selected group of boys or girls. The group should not be too big, 5 – 6 participants only.

The team leader has prepared some key questions beforehand and asks the group to discuss them. To encourage participants to probe deeper, follow-up questions should be added during the process. Another team member takes notes to record the discussion.

Drama
Drama is known to be an efficient exercise and communication tool. Many good experiences have come out of the use of creative processes in work with children. Drama includes role-play, puppet theatre, sketches, simulations, musicals, dramas, songs, poems, and storytelling and radio and television drama.
As an exercise drama can be very demanding and in general the level has to be high in order to have an impact. Special attention has to be paid to the fact that drama includes certain conventions, traditions and storytelling techniques. Therefore it is necessary to be certain that the exercises are compatible with the culture in which they are being used.

Role-play requires a vast amount of preparation and a successful outcome depends on a good manuscript and instruction. In a role-play the participants are forced to put himself or herself in another person's place and act in the way that is described in the play. The exercise is useful because it illustrates a number of acting and decision making patterns. Such exercises activate the participants. However, they can pacify the onlookers at the same time. It is therefore important to realise what the goal of the exercise is. Records show that the best experiences acquired through drama occur when the drama is used to communicate important messages. Drama may, however, also be used successfully in combination with other exercises to further discussions because drama contributes to making issues more concrete. Anything that has to do with drama benefits from the participation of experienced people. It is important to pay attention to the fact that it may harm children to participate in activities that deal with sensitive issues.

Mapping/modelling
This technique covers a number of exercises that are similar in that the participants depict a physical space or a problem with the aid of available materials or by producing a map. Mapping and modelling may uncover how a person or a group of people perceives an area of interest of the problem in hand. The participant's choices of material, symbols, colours, sizes and distances may disclose a lot of information about how he or she perceives reality. The advantage of this technique is that it is visual and it makes it possible for even young children to participate.

Mapping on the ground
In connection with problem identification in a village the inhabitants are divided into two or more groups. One group's assignment is to make a map of the village, as it was 10 years ago. The other group's assignment is to make a map of the village as it is today. The groups may use any available material. The mapping exercise carries on for approx. 15 – 20 minutes. After this the map is presented to the other group and vice versa.

The combination of mapping, presentation and comparing results is likely to lead to a discussion about the basic problems of the village.

The mapping exercise may be carried out without the use of a historical map. It can be limited to the drawing of a map of the village as it known at the present time. The participants may then be asked to mark households with specific problems or those households that use the services available. The map may be used to find out the exact number of inhabitants in the village. Children usually have a clear understanding of who is who in a village. They can often identify the abused children and sometimes also the perpetrators of the abuse. They have knowledge of the services available and know who in the village makes use of those services.
Such mapping can be linked to stakeholder mapping and analysis.

Life curves
Girls and boys often have different ways of experiencing their personal development and life situations. By having them depict their experiences

in a curve, it is possible to detect where the biggest differences are. All participants depict their life curves in a diagram in which the horizontal line represents the lifeline and the vertical line represents the most central life experiences (positive as well as negative). Each participant then presents his/her life and the differences are discussed. For this exercise to be successful participants must be able to relate their experiences and feelings in abstract terms. The exercise is therefore not suitable for small children.

3.3 What to consider when working with children?

General rules:
Use numbers instead of percentages.
Whenever possible use pictures and drawings instead of writing.
Record the discussions and the results generated by the techniques.
 Be clear about the objectives for applying the techniques.

When to apply these tools and methods in the preparation
If the adults who are part of the project or programme preparation are open towards children's participation it is possible to involve the children at all the steps of the preparation process.

Consideration should, however, be given to:

The time frame
Participatory methods are not more time consuming than conventional methods for preparation and children often produce a huge amount of data in a short time. However, if the use of participatory methods is in addition to the use of conventional methods, sufficient time must be allocated in the time frame to assure that the participatory part is not done superficially.

Ethical considerations in connection with children's participation
It is necessary to take a stand on certain ethical questions when children are involved in the proc-

ess. There is a code of conduct – what to do and what not to do – which also serves as a checklist.   . The points mentioned below are based on concrete experiences from children's projects.

- **Informed consent:** It is important to make sure that the children understand to what they have given their consent when they agree to become part of a project.

- **The right to decline:** It is important that the children understand that they have the right to decline to participate and that this right is valid.

- **Capacity to make decisions, to discuss them and to implement them**: It is not enough that the children understand what the project is about and understand that they may decline to participate It is important that they are supplied with the capacity needed to contribute to the discussions and to make decisions.

- **Do not ignore, block or manipulate** children's points of view: Adults often pay no attention to children's statements, or they interpret them, especially in situations where the children's statements may be perceived as annoying or as obstacles to the course and development of a project.

- **Local traditions:** Local concepts of and views on children and childhood must be thoroughly examined – hereunder the question of education.

- **Children's power and authority:** Note that some children are more powerful and are more dominating than others. Find out who plays the dominating role and how he/she/they maintain their power and authority.

- **Power raises hope:** The goal of the project is often to empower the participating children at some level or other, if for no other

reason than to give them some control of their own lives. Have the consequences for the children not involved in the project been considered? Is there any certainty that the project will not lead to conflict and possible jealousy?

- **Parent/adult participation:** If parents feel estranged with regard to the project, they may develop a distrust of it and this may complicate the project's further development. Involving the parents from the outset of the project will contribute to the development of a feeling of responsibility for it, and this is of great value. In the long run this is important for both the project in question and similar projects that might take place in the future.

- **The rest of the society:** How is the project related to the rest of the society? If the goal is long-term improvements and changes for the children, the rest of society must be brought on board. Projects may have a substantial impact on children's life conditions. If the rest of society is not involved - the elderly and government institutions for instance - the whole project may disintegrate and have an effect that is quite the opposite to the one which was planned.

Trust and communication

- **The relationship between children and adults is unequal:** No matter how well meaning the adults are, adults and children are unequal in the sense that adults are more powerful than children. It is important that adults as well as children are aware of this in connection with their co-operation.

- **Be prepared to give a lot of explanation:** Patience is a virtue. It is necessary to be prepared to explain things over and over again.

- **Listen, observe, refrain from interrupting and be patient:** Participation takes time. It is very important to realise just how long

it takes to develop children's participation and how much talk and other activities it requires.

- **Refrain from using abstract exercises and concepts:** Some exercises and concepts may be very abstract and though adults understand them, children do not. Children's ability to think in the abstract varies according to their cultural background, their level of education and their age.

- **Use understandable language:** use words and concepts that are part of the usual vocabulary of the target group. If you use jargon, it has to be that of the target group. Metaphors may be adequate in order to explain as long as the target group understands them. Beware of abbreviations.

- **Beware of promises:** Do not promise anything that you cannot keep. Most target groups tend to expect a lot from projects - expectations that are hard to meet - at least in the short term. Therefore, avoid blowing up their expectations.

- **Note what is not being said:** What is not being said out loud may in many cases be more important than what is said. If children are silent, there are often good reasons for them being silent.

Children's safety and Private Sphere

- **Projects are in the public eye:** As projects may draw attention to a problem it is important to predict whether they may have the opposite and unwanted effect on the children's lives. The risk of retaliatory measures against the children has to be examined carefully and if possible forestalled.

- **To get to know a child too well may be counterproductive:** A typical example is the case in which the experts look upon certain children as their favourite children. Some

times they develop a relationship that may resemble a parent-child relationship. When the expert leaves after the conclusion of the project, the consequences for the child may be dire.

- **Protection of vulnerable children:** Vulnerable children need protection. It is, however, important to know that in some cases the best protection for a vulnerable child may be not to be branded as vulnerable.

- **Children's basic emotional needs ought to be met:** Usually we know when children need food, accommodation, care, protection etc. How about their emotional needs?

- **Children have secrets:** Children have secrets and perhaps that is one of the few universal characteristics of children - apparently they love secrets. If a child tells a secret, you are under an obligation to keep it whether or not you are bound by professional secrecy.

- **Conflict resolution:** Like adults, children have conflicts. However, the conflicts differ from those of the adults and thus require different solutions. Is there an adult involved in the project who knows how to solve conflicts among children?

- **Assaults against children:** Is there a conviction that the staff - foreign as well as locally hired - are unlikely to commit assaults (sexual, violent etc.) against children participating in the project? Has it been discussed and was the issue raised in the job interview?

- **Especially marginalised groups:** It is of course desirable that children participate. However, what are the chances of participation, if the target group is the most marginalised children who are perhaps very weak? It should be discussed if the target group is capable of participating with regard to the requirements of participation. It is advisable to discuss under which circumstances it is

realistic to expect that the children in the target group will be able to participate.

- **Children's social and financial responsibility:** Most children in developing countries are socially and financially responsible, or partly responsible, for their families from an early age. Are the activities suitable for such children? Have other arrangements for the financial support of the family been made?

- **Space:** Has it been discussed whether the places - buildings and areas - where the meetings with the children are to take place are adequate and acceptable to all? Has the safety of the children been under scrutiny or are the children required to travel across areas that may pose a danger to them? Are there any issues of gender to be discussed?

3.4 In the tool kit

In the present tool kit each of the steps in the process has a paragraph about children's participation. . Here ideas and suggestions are given, but they are not exhaustive. The suggestions given are seen as relevant to the content of the chapter in question.

Photo : Anisur Rahman

Photo : Charlotte Bøgh

Chapter 4.0
Mapping of the Child Rights Situation

Child rights mapping is three things:

- Collecting data
- Organising the data
- Analysing the data and summing-up

Mapping is the analysis of the child rights situation in a given context. Mapping is NOT an analysis of WHY the situation is as it is. It is not an analysis of the reasons for the situation. Mapping is only an analysis of WHAT the situation is like.

The point of departure for the mapping is the summarised sets of rights as they are presented in the three P's: Provision – Protection - Participation.

Provision:

The CRC states a number of provisions, which are the rights of any child. Among these rights are, for instance, the right to be provided with a name and the right to be provided with a nationality. The provisions also include a number of services, for instance health care and education. If a child is a victim of abuse, torture, neglect, maltreatment or exploitation, it has the right to be provided with rehabilitation care.

This manual suggests a mapping of provision within three major areas of concern for SCD: primary health care (including HIV/AIDS), basic education and rehabilitation. By using available indicators, the mapping provides a picture of how good the rights for provision within these three areas are.

Protection:

The CRC holds a number of special protection measures. In a mapping of the child rights situation it is therefore important to map the protection situation. It is, however, difficult to map protection, for very often protection in itself is not visible. By contrast, the consequences of the lack of protection of children are clearly visible. The mapping of protection is therefore primarily a mapping of abuse and a mapping of neglect, in other words the consequences of children not being protected. Areas to map include the sexual abuse of children and the effects of war and armed conflict on children. .

Participation:

The CRC has a number of rights usually referred to as the rights of participation. The articles include the child's right to express his or her opinion freely and in any appropriate manner and in relation to any matter or procedure affecting the child; the child's right to information; and the child's right to organise. The articles also emphasise the right of the child to maintain his or her own culture and religion; the right of the child to choose his or her beliefs according to his or her own conscience; and the right of the

child to be respected by fellow children and by adults, including the child's own parents. It is recognised that school plays a role in the upholding of these rights. Finally, the articles emphasise the right of the child to leisure and play, as a child's way of expressing his or her views, and for personal development.

The mapping of participation is a mapping of how the legislation and the administrative framework include these participation provisions and how they are implemented. The mapping also includes a small participatory survey among boys and girls in a local community to identify the local options and/or obstacles for children's participation.

4.1 Aims of the mapping

The aim of the mapping exercise is to create a map of the child rights situation. It is not an indepth analysis but a broad picture of the rights situation.

The specific aims are:
- To create an overview of the legal and administrative framework in relation to the CRC within a selected country (nation-wide, or at any sub-level chosen).
- To sketch a profile of the child rights situation in the country in relation to provision, protection and participation rights of the CRC.
- To identify the most exposed groups of children, those most at risks of having their rights violated, to describe how their rights are violated and thus make them visible in the analysis.

4.2 Introduction to the tools for mapping

The mapping tools are divided into three main tools, one for each of the three Ps. These are

again sub-divided into a number of "sub-tools". Each of the sub-tools consists of four parts plus a short introduction. The introduction is either a brief explanation of the topic or a quotation of the CRC article of relevance.

The first part is keywords for the mapping of the legal and administrative frameworks. It is merely a list of questions concerning what to describe. The description of the legislative and administrative frameworks shall compare the frameworks with the principles of the CRC. Do the frameworks match the principles of the CRC?

Note! The stakeholder analysis in Step 4 is an analysis of how the duty bearers use the frameworks.

The second part is a list of indicators on child rights violation in relation to the specific topic. These indicators act as a sort of guideline for the data collection – the secondary as well as the primary data. Primary data are data collected through own surveys, reviews or studies. Secondary data are data which have been collected and processed by others and can be obtained through various reports and books.
The mapping is done first and foremost using secondary data. We need to recognise the limitations of our ability and resources to conduct our own surveys and data collection, in particular at national level. If the mapping is to cover a limited geographical area only, it might, however, be necessary to do a survey in order to get the detailed data. There should always be an assessment of how much secondary and how much primary data to include. Keep in mind that the understanding of the child rights situation within a country or a district should be built up over time. It is not a one-off process.

The data sources include, but are not limited to:

- Knowledge and experiences gathered from partner projects.
- Reports from specific studies supported by SCD.
- Key informant interviews, for instance with

local partners.
- Focus group discussion with children and/or adults.
- Participatory surveys with children.
- Workshops.

- The State of the World, UNICEF.
- State Party Report to the Committee on the Rights of the Child.
- Concluding observations from the Committee on the Rights of the Child.
- Alternative reports submitted to the Committee on the Rights of the Child.
- UN reports by for instance WHO, UNDP.
- Reports by Amnesty, Human Rights Watch and the Save the Children Alliance.
- Statistics and reports published by the government, local NGOs, international NGOs (INGOs), local UN branches, universities and research institutes.

Note! Remember always to include the sources of the data.

The third part is an outline of how to organise the findings, mostly in the form of a table. Sometimes the indicators have already been put into the table to ease the task.

The fourth part is guidelines for how to sum up the findings.

For each of the tools there are also a few guidelines for children's participation in relation to the mapping. They are key words and refer to Chapter 3 about children's participation.

The level of detail and the geographical area to cover:

The level of detail in the mapping will naturally depend on the geographical area covered by the mapping. The type of project or programme in question will determine the geographical area to be covered: Is it a national programme, a

regional sub-programme, a community project or a project covering several communities within a district?

It is difficult to give clear guidelines because there are many options. Here are a few:

- If it is a new sub-programme within a new theme, the national level should be covered. .
- If it is a sub-programme under review, the mapping should be concentrated on the areas where the sub-programme has been implemented, unless there has been a decision to expand or change the target area.
- If it is a project with a pre-set and limited geographical area, coverage should be limited to the set area.
- If it is a - new project or sub-programme where the specific target areas have yet to be identified, the entire area in question should be covered.

If the mapping is of the national situation, it will not be possible to identify the groups of children who are most at risk amongst the major groups of children. In that case the identification might be of children living in a drought-stricken area of the country, or children growing up in a geographical area which for other reasons are below the average standard. It might be that girls' rights are violated more frequently than those of boys and that girls constitute a marginalised group just because they are girls.

The tools included are:

Tool 4.0.1 Mapping of provision:
- **A:** Primary health care
- **B:** Basic education
- **C:** Psycho-social rehabilitative care

Tool 4.0.2 Mapping of protection:
- **A:** Protection from abuse and neglect (Article 19)
- **B:** Refugee children (Article 22)
- **C:** Armed conflicts (Article 38)

- **D:** Child labour (Article 32)
- **E:** Drug abuse (Article 33)
- **F:** Sexual exploitation (Article 34)
- **G:** Sale, trafficking and abduction (Article 35)
- **H:** Torture and deprivation of liberty (Article 37)
- **I:** Other forms of exploitation (Article 36)

Tool 4.0.3 Mapping of Participation (Matrix 4.0.3):

- **A**: Mapping of the legislation, the administrative framework and the actual situation
- **B:** Guidelines for a small mapping of boys and girls' options for participating

4.3 It is important to sum up the findings – how?

The mapping is sub-divided into many "sub-maps" (see the tools above). For each of these exercises a short summing-up is done (see the tools for further details about that).

A thorough analysis of all the data develops the final map of the child rights situation. The analysis shall identify the most serious child rights violations and which groups suffer from these serious violations.

The findings – or at least some of the findings-from this mapping exercise will eventually be part of the final project or programme document. They will serve as background material, as documentation for the choice of theme.

In Step 2, Tool 5.0.1 is a tool for summing up the findings. This tool might be useful to apply, even if the theme has already been selected.

4.4 List of areas where information is missing or not available.

It is unlikely that information is available for all the necessary areas. It is therefore important to make a note of the missing areas and of the missing information. .

These notes can later be useful, for example in relation to decisions concerning preparatory studies.

The notes about missing information or data should be included in the final presentation of the map.

4.5 The mapping process

Collecting data, organising the data, analysing the data and summing up make up the first step in a child rights analysis. The more precise and concrete the map, the better is the foundation on which the future programme will build and the better is the basis for future evaluation. It provides the baseline and the foundation for the design of the programme/project.

The outputs from the mapping are fed into a workshop where the data is scrutinised and the choice of theme to focus on is made. If the theme was chosen before the mapping (and the mapping thus has been concentrated on that theme only), the findings are used as input to the problem analysis in Step 3, Chapter 6 and to the stakeholder analysis in Step 4, Chapter 7.

Who
A consultant can do the data collection, but a team of project staff members or field workers from the partner organisation can also do it. Programme staff from SCD can also be involved. One of the advantages of involving the partner and SCD in this way is that it increases their understanding of the target groups and of rights violations within the field of work.

Time
It is difficult to say anything general about how much time is required for the mapping. It depends on how thorough and inclusive the mapping is to be in terms of area and themes.

It is important to start the mapping in good time before the next steps in the process have to be taken.

4.6 Which participatory methods to apply?

Children should be involved in the mapping through small surveys for the collection of primary data. The mapping of children's participation rights includes a concrete tool for that. The mapping of provision and protection may, however, also include such surveys. Other methods that can be applied are: brainstorming, drama, modelling or mapping, and focus group discussions.

The Process

Here

Task force/consultant/programme staff:
The mapping of Provision, Protection and Participation

Workshop :
Processing of data and selection of theme

Task force:
Problem analysis

Task force:
Stakeholder mapping and analysis
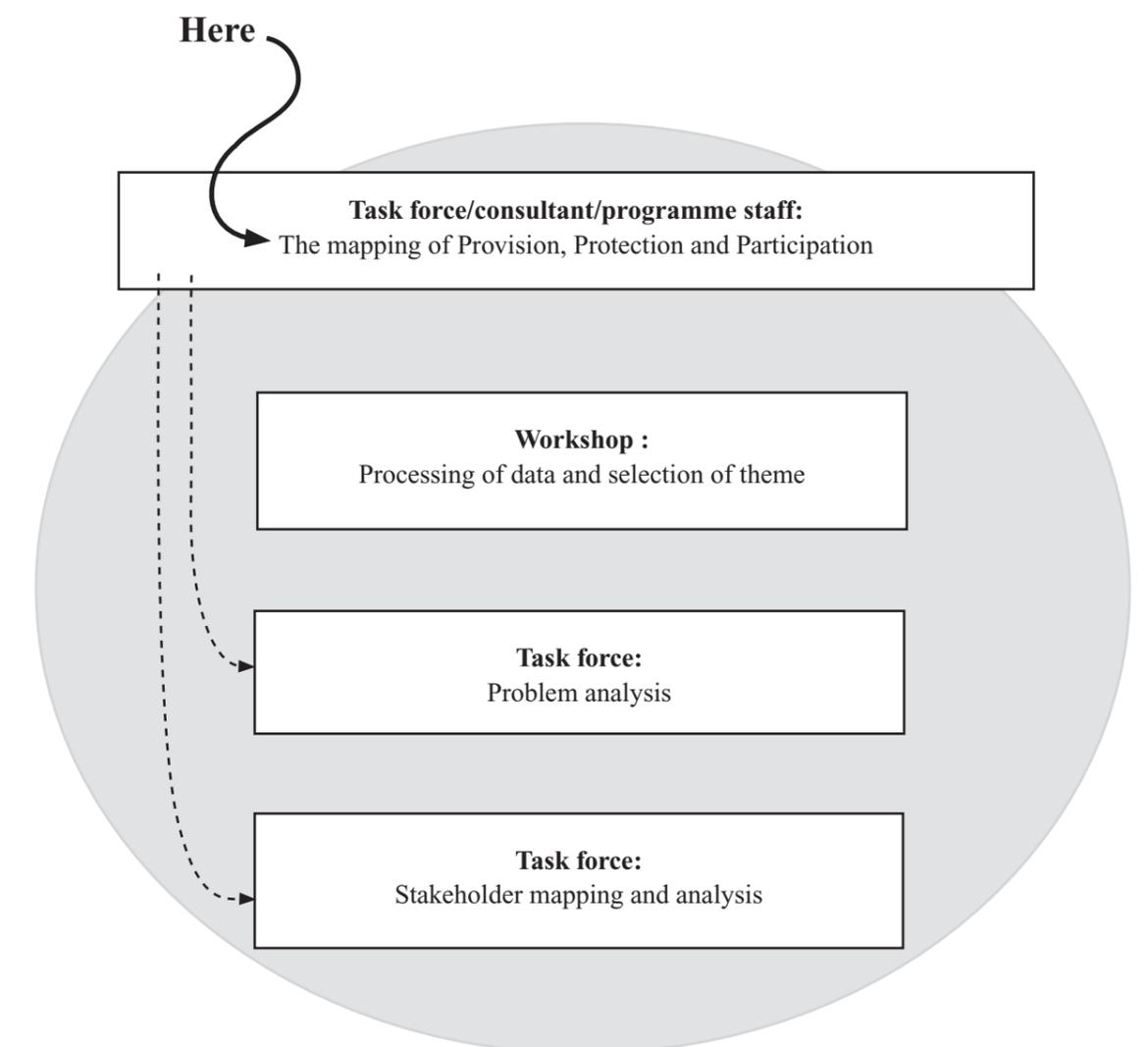
Photo : Hans Otto

Tool 4.0.1
Mapping of Provision

The mapping of provision includes the mapping of the situation in relation to the right to be provided with health care, (Article 24 of the CRC); the right to be provided with education, (Article 28 of the CRC); and the right to be provided with rehabilitation care, (Article 39 of the CRC).

How to apply the tools

There are three mapping tools for the mapping of provision. Each of them should be applied as described below:

1) Use the indicators and guidelines for the data collection. Please note that this might be a rather time consuming process. If some important indicators are not included in the tool, please add them. If data are not available for an indicator,

then either they should be left out or estimation should be made based on experience. It is important to state clearly what has been done in either case

2) Use the tables or matrices for organising the data. This should be done either in a report or on posters.

3) Use the summing-up guidelines for the analysis and the summing-up of the findings.

4.0.1 A : Primary Health Care

Primary health care includes:
Adequate supply of safe water and basic sanitation;
Promotion of a steady food supply and proper nutrition;
Maternal and child health care, including family planning;
Immunisation against the major infectious diseases;
Education on prevailing health problems and methods of preventing and controlling them;
Prevention and control of local diseases; appropriate treatment of common diseases and injuries;
provision of essential drugs. (*Definition by WHO*)

The legal and administrative framework
Briefly describe the legislation in relation to primary health care. According to the legislation how is the primary health care system organised? Are there user fees for primary health care services? How well does the legislation reflect the principles of the CRC?
How is the administrative framework? How well does it reflect the legislation? Are the organisations and institutions necessary for the implementation in place? (Note that mapping of stakeholders is included in Step 4, Chapter 7).

The child rights situation: Describe the child rights situation concerning the provision of primary health care by making use of the following indicators. If possible provide disaggregated data on men, women and children (boys and girls and age), geographical areas within the country and ethnic groups, if relevant.

Indicators: Infant mortality rate (number of deaths of infants under one year of age per 1000 live births in a given year)

• What is the most widespread cause of death of infants under one year?

• Mortality rate for children under 5 years (number of deaths of infants under 5 years of age per 1000 in a given year)

• What is the most widespread cause of death of children under five years of age?

• What is the average calorie intake per person per day?

• What is/are the main source/s of nutrition for children?

• Percentage of population with access to safe drinking water?

• Percentage of population with access to basic sanitation?

• Percentage of 1- year old children fully immunised against: TB, DPT, polio and measles where government financed the immunisation.

• What is the rate of HIV infected (adults/ men and women)?

• What is the rate of children infected with HIV/ AIDS (alternatively what is the rate for women)?

• Budgetary allocations to the health sector at the national level, the relevant meso level and, if possible, at the community level.

• The actual allocation to the health sector at the national level, the relevant meso level and, if possible, at the community level.

• What is the number people per primary health clinic (in the cities and in the rural areas)?

• What is the number of people per nurse (in the cities and in the rural areas)?

• What is the number of people per doctor?

• What is the number of people per health worker?

• What is the number of women per midwife and/or traditional birth attendant?

• What are the possibilities for training traditional birth attendants?

• What is the average age of women giving birth for the first time?

• Is there any education on prevalent health problems, including HIV?

• Is there any education for reproductive health rights for children and teenagers?

Organising the data:
Organise the findings in a table like the one below:

Area covered by mapping (national, district (name of) or community (name of)		
Indicator	Findings (note here if no data available)	Comments E.g. on the quality of the data, are they primary data?

Summing up
When the data have been collected and organised it is important to sum up the findings. Analysis is an important part of mapping. This can be compared to the process of actually drawing the map. If the data are not analysed there is no map – just a pile of data.

To guide your summing-up, answer the key questions below. If answering the questions does not complete the summing-up, you should add to it. Keep in mind, however, that the summing-up should not just repeat the findings, but **should** be extracted from the findings.

The violations
What are the most serious or widespread violations of children's rights that appear in the findings?

Are there any relations or connections between the rights violations? If yes, please describe the connections or relations?

The victims
Which groups of children are most affected by these violations or are most at risk of being affected by these violations? Describe these groups of children in terms of economic aspects, cultural aspects, gender aspects, age aspects, ethnic and geographical aspects. Describe the children in relation to the rights violation(s). How do the violations affect the lives of the children?

Relation to legislation and administrative framework
Are any of these violations related to legislative and administrative frameworks that do not fulfil the principles of the CRC? If so, please elaborate

4.0.1 B : Basic Education

The concept of basic education can be elaborated with some of the elements of the "education revolution" as UNICEF has defined it:

Learning for life: literacy, numeracy and psycho-social skills and a knowledge base that will equip the children to be active and effective participants in society.

Accessibility, quality and flexibility: The educational system must reach children who, because of gender, ethnicity or poverty, e.g. child labourers, have least access to basic education.

Gender sensitivity and education of girls. Schools and educational systems must be gender sensitive and girl friendly. This means that they must offer a learning experience that is child-centred, relevant and conducted in the local language; recruit and train teachers to be more sensitive to gender and child rights; locate schools closer to children's homes; ensure that schools are places of safety, with a supply of safe water and latrine; and root out gender bias from text books and materials.

The legal and administrative framework
Briefly describe the legislation in relation to basic education. According to the legislation how is basic education organised? Is basic education free and compulsory? How well does it reflect the principles of the CRC? How is the administrative framework? How well does it reflect the legislation? Are the organisations and institutions necessary for the implementation in place? (Note that mapping of stakeholders is included in Step 4.)

The child rights situation
Describe the child rights situation in relation to basic education by using the following indicators. If possible provide disaggregated data on boys and girls, age, rural and urban, geographical areas within the country and ethnic groups, if relevant.

Indicators
• Gross enrolment ratio for primary school. (Number of students regardless of age enrolled in primary school divided by the number of children in the age group which officially corresponds to the same level.)

• Net enrolment ratio in primary schools. (Number of children of official primary school age enrolled in primary school divided by the total population of the same age group.)

• Primary school entrants reaching grade five.

• Secondary school enrolment ratio. (Number of children enrolled in secondary school, regardless of age, divided by the population of the age group, which officially correspond to the same level.)

• Average number of children in primary school per school.

• Average number (or if possible the precise number) of primary schools per community?

• Average number of children per teacher in primary schools.

• Average number of children per class in Class 1.

• Average number of children per class in Class 5.

• Teaching language in primary school? Is it the mother tongue of the children or another language?

• What is the general educational background of a teacher in primary school?

• Are there alternative sources of basic education for children available? (Non-formal classes for instance.)

• What is the budgetary allocation for basic education (national, meso and community level)?

• What is the real allocation for basic education (national, meso and community level)?

• Which political and cultural factors inhibit access to basic education?

• Adult literacy rate.

Organising the data

Organise the findings in a table like the one below:

Area covered by mapping (national, district (name of) or community (name of)		
Indicator	Findings (note here if no data available)	Comments E.g. on the quality of the data, are they primary data?

Summing up
When the data have been collected and organised it is important to sum up the findings. Analysis is an important part of mapping. This can be compared to the process of actually drawing the map. If the data are not analysed there is no map – just a pile of data.

To guide your summing up, answer the key questions below. If answering the questions does not complete the summing-up, you should add to it. Keep in mind, however, that the summing-up should not just repeat the findings, **but** should be extracted from the findings.

The violations
What are the most serious or widespread violations of children's rights that appear in the findings?

Are there any relations or connections between the rights violations? If yes, please describe the connections or relations?

The victims
Which groups of children are most affected by these violations or are most at risk of being affected by these violations? Describe these groups of children in terms of economic aspects, cultural aspects, gender aspects, age aspects, ethnic and geographical aspects. Describe the children in relation to the rights violation(s). How do the violations affect the lives of the children?

Relation to legislation and administrative framework
Are any of these violations related to legislative and administrative frameworks, which do not fulfil the principles of the CRC? If so, please elaborate.

4.0.1 C : Rehabilitative care

The state has an obligation to ensure that child victims of armed conflicts, torture, neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social reintegration. This is stated in Article 39 in the CRC. (Note that mapping of the abuse and neglect is done in 4.0.2 Mapping of Protection.)

The legal and administrative framework:
Briefly describe the legislation in relation to rehabilitative care. When can a child receive rehabilitative care? Which forms of abuse are included under one or another kind of legislation? Which types of rehabilitative care should be available according to the legislation? How well does it reflect the principles of the CRC? How is the administrative framework? Is the framework in line with the legislation? Are the organisations and institutions necessary for the implementation in place? (Note that mapping of stakeholders is included in Step 4, Chapter 7, Stakeholder analysis).

The child rights situation
Describe the child rights situation in relation to the provision of rehabilitative care to children. If possible provide disaggregated data on boys and girls, age, rural and urban, geographical areas within the country and ethnic groups, if relevant.

Indicators
Tick off which of the following services are provided and which of the institutions exist and are operational at national level and local level. The local level can be subdivided according to the local context.

The quality should be measured against the standard set out in the legislation and the administrative framework.
The rate is: High standard = 5
                Low standard = 0

The comments may include limitations and explanations as to why services are rated low.

Photo : Charlotte Bøgh

Service	Availability	Quality	Comments
The police	Exists at national level: ☐ Is operational at national level: ☐ Exists at local level: ☐ Is operational at local level: ☐		
Medical support e.g. medical practitioners, health services or hospitals	Exists at national level: ☐ Is operational at national level: ☐ Exists at local level: ☐ Is operational at local level: ☐		
Medical examination e.g. police surgeon	Exists at national level: ☐ Is operational at national level: ☐ Exists at local level: ☐ Is operational at local level: ☐		
Psychological support	Exists at national level: ☐ Is operational at national level: ☐ Exists at local level: ☐ Is operational at local level: ☐		
Legal support	Exists at national level: ☐ Is operational at national level: ☐ Exists at local level: ☐ Is operational at local level: ☐		
Criminal proceedings	Exists at national level: ☐ Is operational at national level: ☐ Exists at local level: ☐ Is operational at local level: ☐		
Entry point to the services	Exists at national level: ☐ Is operational at national level: ☐ Exists at local level: ☐ Is operational at local level: ☐		State which entry points:

…more services can be added

Additional information:

• How many children were referred to rehabilitative care of any kind at any level last year? State which service, which level and number and age of boys and girls.

• What are the three to four most typical ways that a child is referred to the system? Who refers them? What is the entry point?

• Do the local communities have their own traditional methods for psycho-social rehabilitation in cases of abuse? Describe these.

• What are the most common causes for children to be referred to rehabilitative care?

Summing up

When the data have been collected and organised it is important to sum up the findings. Analysis is an important part of mapping. This can be compared to the process of actually drawing the map. If the data are not analysed there is no map – just a pile of data.

To guide your summing-up, answer the key questions below. If answering the questions does not complete the summing-up, you should add to it. Keep in mind, however, that the summing-up should not just repeat the findings, but should be extracted from the findings.

The violations

What are the most serious or widespread violations of children's rights that appear in the findings?

Are there any relations or connections between the rights violations? If yes, please describe the connections or relations?

The victims:

Which groups of children are most affected by these violations or are most at risk of being affected by these violations? Describe these groups of children in terms of economic aspects, cultural aspects, gender aspects, age aspects, ethnic and geographical aspects. Describe the children in relation to the rights violation(s). How do the violations affect the lives of the children?

Relation to legislation and administrative framework:

Are any of these violations related to legislative and administrative frameworks, which do not fulfil the principles of the CRC? If so, please elaborate.

Summing up in relation to provision

If possible and applicable, try to sum up and conclude if any groups of children seem to be more exposed to a lack of provisions than others.
Sum up the data on these groups of children and draw up their common features and characteristics. . Try to characterise them in terms of the economic, cultural, gender, age and ethnic aspects of their situation. If possible, also try to ascertain whether or not these groups of children live in specific geographical areas. Relate this information to their family situations and the position of their communities as a whole.

Sum up the data on the legislation and the administrative frameworks. Are they in line with the principles of the CRC?

• Article 2 states the child's right to non-discrimination.
• Article 3 states that all decisions related to the child should be taken in the best interest of the child.
• Article 6 states the child's right to survival and development.
• Article 12 states the child's right to participate in decisions relevant to the life of the child.

If this is not the case, then elaborate on which of the principles they do not fulfil. .
Note! The output from this summing-up on the legislation should be included in the advocacy strategy formulation.

Photo : Svend Kjeldgaard Petersen

Photo : Hans Otto

Tool 4.0.2
Mapping of Protection

The mapping of protection is actually a mapping of the lack of protection – the abuse and neglect of children. The mapping is done in relation to the articles in the Convention that describe the protection measures.

Photo : Susanne Glending

How to apply the tools

There are nine mapping tools for the mapping of protection. Choose which of these are relevant to apply in the situation. It is rare to be in a situation where all of them should be applied. . The choice depends on the type of project/programme and on the extent of common knowledge of the child rights situation.

Each of the selected tools should be applied as described below:

1) Use the indicators and guidelines for the data collection. Please note that this might be a rather time consuming process. If some important indicators are not included in the tool, please add them. If data are not available for an indicator, then either they should be left out, or estimation should be made based on experience. It is important to state clearly what has been done in either case.

2) Use the tables or matrices for organising the data. This should be done either in a report or on posters.

3) Use the summing up guidelines for the analysis and the summing-up of the findings.

The legal framework
Briefly describe the legislation in relation to protection. Are each of the special protection measures of the CRC (see the articles below) included in the national legislation? Give a brief description of how the special protection measures are included. How is the administrative framework? How well does it reflect the principles of the CRC? Is the framework in line with the legislation? Are the organisations and institutions necessary for the implementation in place? (Note that the stakeholder mapping is included in Step 4.)

The child rights situation
Even if the special measures are incorporated in the legislation it is not always a guarantee that children are being protected. The mapping of the actual situation is a mapping of abuse and neglect.

The aims of this mapping are:
-       to uncover the most crude and frequent forms of child abuse and neglect
-       to establish a reliable picture of the extent of the various forms of abuse
-       to identify which groups of children are the victims of the various forms of abuse

The protection measures as they are included in the CRC are listed below article by article (all quoted from the unofficial summary of the main provisions, UNICEF). For each of these measures a few questions have been added.

Keep in mind that the aim of this mapping is to create an overall picture of the situation. It is NOT the aim to have detailed descriptions for each of the groups.

Some of the mapping will most likely have to be done without statistical data or thorough reports as supporting material. Nonetheless, it is important to mention how the data have been developed, even if they are mainly estimates, maybe based on stories in the media.

4.0.2 A : Protection from abuse and neglect (Article 19)

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

Note! Article 19 includes non-commercial and non-organised forms of sexual exploitation and abuse. Organised sexual exploitation and abuse of children belong under Article 34.

Children can be victims of violence in the home, at school, on the street, in the community or in the custody of the state. Article 19 recognises the broad scope of violence against children. The problem is that all these types of violence and abuse are very difficult to map. These types of violence are among the most hidden types. They include kidnapping, infanticide, homicide, traditional practices involving bodily harm, and sexual, mental and physical abuse. They include incest, defilement and physical punishment in the home, at school, at the workplace and even within the justice system itself.

List in a table like the one below, the types of child abuse, which are commonly known to occur in the country or in parts of the country.

Type of abuse	Typical victims (age, sex & social background)	Typical abusers (age, sex & social background)

Analyse the following issues (if not already covered in the first table) and fill in the table opposite page :

Types of abuses	Findings – indicate how widespread the practices are and which groups of children they include (age, sex, geographical area)
Do parents in general use physical punishment on their children? For instance smacking or beating?	
Do teachers in general use physical punishment on their pupils? For instance smacking or beating?	
Do the police or any other authority within the justice system smack or beat children?	
Do traditional practices involving bodily harm of children exist? For instance: circumcision, initiation, and traditional methods for punishment and body decorations.	
Have there been any cases of infanticide or homicide of children?	
Does sexual abuse occur in the school system, for instance defilement?	
Are there any examples of the sexual abuse of children within the communities?	
Does sexual abuse within the home, for instance incest and defilement, occur?	

Summing up

When the data have been collected and organised it is important to sum up the findings. Analysis is an important part of the mapping. This can be compared to the process of actually drawing the map. If the data are not analysed there is no map – just a pile of data.

To guide your summing-up, answer the key questions below. If answering the questions does not complete the summing-up, you should add to it. Keep in mind, however, that the summing-up should not just repeat the findings, but should be extracted from the findings.

The violations:
What are the most serious or widespread violations of children's rights that appear in the findings?
Are there any relations or connections between the rights violations? If yes, please describe the connections or relations?

The victims:
Which groups of children are most affected by these violations or are most at risk of being affected by these violations? Describe these groups of children in terms of the economic aspects, cultural aspects, gender aspects, age aspects, ethnic and geographical aspects. Describe the children in relation to the rights violation(s). How do the violations affect the lives of the children?

Relation to legislation and administrative framework:
Are any of these violations related to the legislative and administrative frameworks, which do not fulfil the principles of the CRC? If so, please elaborate.

4.0.2 B: Refugee children (Article 22)

Special protection shall be granted to a refugee child or to a child seeking refugee status. It is the State's obligation to co-operate with competent organisations, which provide such protection and assistance.

Fill in the table below:

Child refugees in country: Internal or external Nationality and/or ethnic group	Age groups Separated or with guardians	Typical victims Major risks e.g. Security, lack of health and education, lack of judicial protection	Keywords to the background for becoming a refugee	Is the situation for girls different from the situation for boys? If yes, how?

Summing up

When the data have been collected and organised it is important to sum up the findings. Analysis is an important part of the mapping. This can be compared to the process of actually drawing the map. If the data are not analysed there is no map – just a pile of data.

To guide your summing-up, answer the key questions below. If answering the questions does not complete the summing-up, you should add to it. Keep in mind, however, that the summing-up should not just repeat the findings, but should be extracted from the findings.

The violations:
What are the most serious or widespread violations of children's rights that appear in the findings?

Are there any relations or connections between the rights violations? If yes, please describe the connections or relations?

The victims:
Which groups of children are most affected by these violations or are most at risk of being affected by these violations? Describe these groups of children in terms of the economic aspects, cultural aspects, gender aspects, age aspects, ethnic and geographical aspects. Describe the children in relation to the rights violation(s). How do the violations affect the lives of the children?

Relation to legislation and administrative framework:
Are any of these violations related to the legislative and administrative frameworks, which do not fulfil the principles of the CRC? If so, please elaborate.

4.0.2 C: Armed conflicts (Article 38)

State parties shall take all feasible measures to ensure that children under 15 years of age (NOW under 18 years of age according to the optional protocol no. 4) have no direct part in hostilities. No child below 18 shall be recruited into armed forces. States shall also ensure the protection and care of children who are affected by armed conflict as described in relevant international law.

Are there any children under the age of 18 being recruited into armed forces and/or taking direct part in armed conflicts?

If yes, fill in the table below.

Background of the children involved in armed conflict Nationality and/or ethnic group Sex and age	What is the type of conflict?	How are the children involved? Describe their roles?	Do girls have different roles than boys? If yes, describe them	What is the main risks the children face?

Summing up

When the data have been collected and organised it is important to sum up the findings. Analysis is an important part of the mapping. This can be compared to the process of actually drawing the map. If the data are not analysed, there is no map – just a pile of data.

To guide your summing-up, answer the key questions below. If answering the questions does not complete the summing-up, you should add to it. Keep in mind, however, that the summing-up should not just repeat the findings, but should be extracted from the findings.

The violations:
What are the most serious or widespread violations of children's rights that appear in the findings?

Are there any relations or connections between the rights violations? If yes, please describe the connections or relations?

The victims:
Which groups of children are most affected by these violations or are most at risk of being affected by these violations? Describe these groups of children in terms of the economic aspects, cultural aspects, gender aspects, age aspects, ethnic and geographical aspects. Describe the children in relation to the rights violation(s). How do the violations affect the lives of the children?

Relation to legislation and administrative framework:
Are any of these violations related to the legislative and administrative frameworks, which do not fulfil the principles of the CRC? If so, please elaborate.

4.0.2 D : Child labour (Article 32)

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

Note! Save the Children uses the following definitions:
*Any activity of a child that **contributes** to a child's physical and mental development is **"child work".***
*Any activity of a child that **violates** the rights of the child to proper mental and physical development is **"child labour"**.*

Fill in the table below to describe the various forms of harmful child labour widespread in the country:

Type of work	Estimated number of child labourers, if possible divided into boys and girls	Estimated minimum age	Main risks in relation to health and education?	Other types of risks involved in the job?
The formal sector				
The non-formal sector				

Summing up

When the data have been collected and organised it is important to sum up the findings. Analysis is an important part of the mapping. This can be compared to the process of actually drawing the map. If the data are not analysed, there is no map – just a pile of data.

To guide your summing-up, answer the key questions below. If answering the questions does not complete the summing-up, you should add to it. Keep in mind, however, that the summing-up should not just repeat the findings, but should be extracted from the findings.

The violations:

What are the most serious or widespread violations of children's rights that appear in the findings?

Are there any relations or connections between the rights violations? If yes, please describe the connections or relations?

The victims:

Which groups of children are most affected by these violations or are most at risk of being affected by these violations? Describe these groups of children in terms of the economic aspects, cultural aspects, gender aspects, age aspects, ethnic and geographical aspects. Describe the children in relation to the rights violation(s). How do the violations affect the lives of the children?

Relation to legislation and administrative framework:

Are any of these violations related to the legislative and administrative frameworks, which do not fulfil the principles of the CRC? If so, please elaborate.

4.0.2 E : Drug abuse (Article 33)

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

Are any children involved in drugs abuse and/or trafficking of drugs? If yes, fill in the table below:

Types of drugs	Estimated number of children abusing the drug. If possible divided in boys and girls	Age of the children	Social background of the children	Major implications for the children

Types of drugs trafficked by children	Estimated number of children involved in the trafficking of the drug. If possible divided in boys and girls	Age of the children	Social background	Major implications for the children

Summing up

When the data have been collected and organised it is important to sum up the findings. Analysing is an important part of the mapping. This can be compared to the process of actually drawing the map. If the data are not analysed, there is no map – just a pile of data.

To guide your summing-up, answer the key questions below. If answering the questions does not complete the summing-up, you should add to it. Keep in mind, however, that the summing-up should not just repeat the findings, but should be extracted from the findings.

The violations:

What are the most serious or widespread violations of children's rights that appear in the findings?

Are there any relations or connections between the rights violations? If yes, please describe the connections or relations?

The victims:

Which groups of children are most affected by these violations or are most at risk of being affected by these violations? Describe these groups of children in terms of the economic aspects, cultural aspects, gender aspects, age aspects, ethnic and geographical aspects. Describe the children in relation to the rights violation(s). How do the violations affect the lives of the children?

Relation to legislation and administrative framework:

Are any of these violations related to the legislative and administrative frameworks, which do not fulfil the principles of the CRC? If so, please elaborate.

4.0.2 F : Sexual exploitation (Article 34)

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

Note! Article 34 is about organised sexual exploitation and abuse of children. Non-commercial and non-organised forms of sexual exploitation and abuse is included in Article 19.

Do examples of organised sexual exploitation of children exist, for instance child prostitution and child pornography? If yes, fill in the table below:

Forms of organised sexual exploitation	Typical victims (age, sex and social background)	Typical abusers (age, sex and social background)	Describe in key words how the system of sexual abuse is organised.

Summing up
When the data have been collected and organised it is important to sum up the findings. Analysis is an important part of mapping. This can be compared to the process of actually drawing the map. If the data are not analysed, there is no map – just a pile of data.

To guide your summing-up, answer the key questions below. If answering the questions does not complete the summing-up, you should add to it. Keep in mind, however, that the summing-up should not just repeat the findings, but should be extracted from the findings.

The violations
What are the most serious or widespread violations of children's rights that appear in the findings?

Are there any relations or connections between the rights violations? If yes, please describe the connections or relations?

The victims:
Which groups of children are most affected by these violations or are most at risk of being affected by these violations? Describe these groups of children in terms of the economic aspects, cultural aspects, gender aspects, age aspects, ethnic and geographical aspects. Describe the children in relation to the rights violation(s). How do the violations affect the lives of the children?

Relation to legislation and administrative framework:
Are any of these violations related to the legislative and administrative frameworks, which do not fulfil the principles of the CRC? If so, please elaborate.

4.0.2 G: Sale, trafficking and abduction (Article 35)

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

Do examples of organised sale, trafficking and abduction of children exist? If yes, fill in the table below:

Destination of children abducted/sold or trafficked	Typical victims (age, sex and social background)	For what purpose are the children abducted/sold or trafficked?	Estimate how widespread is the trafficking/ abduction/selling?	Typical abductors/ traffickers (age, sex and social background)

Summing up
When the data have been collected and organised it is important to sum up the findings. Analysis is an important part of mapping. This can be compared to the process of actually drawing the map. If the data are not analysed, there is no map – just a pile of data.

To guide your summing-up, answer the key questions below. If answering the questions does not complete the summing-up, you should add to it. Keep in mind, however, that the summing-up should not just repeat the findings, but should be extracted from the findings.

The violations:
What are the most serious or widespread violations of children's rights that appear in the findings?

Are there any relations or connections between the rights violations? If yes, please describe the connections or relations?

The victims:
Which groups of children are most affected by these violations or are most at risk of being affected by these violations? Describe these groups of children in terms of the economic aspects, cultural aspects, gender aspects, age aspects, ethnic and geographical aspects. Describe the children in relation to the rights violation(s). How do the violations affect the lives of the children?

Relation to legislation and administrative framework:
Are any of these violations related to the legislative and administrative frameworks, which do not fulfil the principles of the CRC? If so, please elaborate.

4.0.2 I : Torture and deprivation of liberty (Article 37)

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

Do examples of children being subjected to any of the violations mentioned in the article exist? If yes, please summarise the examples in the table below.

Forms of torture and deprivation of liberty (refer to text in Article 37)	Background of the children, victims to the violations in Article 37 (age, sex and social background)	What are the typical crimes committed by the children?	Other comments to the cases

Summing up
When the data have been collected and organised it is important to sum up the findings. Analysis is an important part of mapping. This can be compared to the process of actually drawing the map. If the data are not analysed there is no map – just a pile of data.

To guide your summing-up, answer the key questions below. If answering the questions does not complete the summing-up, you should add to it. Keep in mind, however, that the summing-up should not just repeat the findings, but should be extracted from the findings.

The violations:
What are the most serious or widespread violations of children's rights that appear in the findings?

Are there any relations or connections between the rights violations? If yes, please describe the connections or relations?

The victims:
Which groups of children are most affected by these violations or are most at risk of being affected by these violations? Describe these groups of children in terms of the economic aspects, cultural aspects, gender aspects, age aspects, ethnic and geographical aspects. Describe the children in relation to the rights violation(s). How do the violations affect lives of the children?

Relation to legislation and administrative framework:
Are any of these violations related to the legislative and administrative frameworks, which do not fulfil the principles of the CRC? If so, please elaborate.

4.0.2 H : Other forms of exploitation (Article 36)

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

Do any other forms of abuse or neglect exist which have not been covered by the articles above? If yes, please explain the cases in terms of what types of abuse, who are the victims and who are the abusers.

Summing up
When the data have been collected and organised it is important to sum up the findings. Analysis is an important part of mapping. This can be compared to the process of actually drawing the map. If the data are not analysed, there is no map – just a pile of data.

To guide your summing-up, answer the key questions below. If answering the questions does not complete the summing-up, you should add to it. Keep in mind, however, that the summing-up should not just repeat the findings, but should be extracted from the findings.

The violations:
What are the most serious or widespread violations of children's rights that appear in the findings?

Are there any relations or connections between the rights violations? If yes, please describe the connections or relations?

The victims:
Which groups of children are most affected by these violations or are most at risk of being affected by these violations? Describe these groups of children in terms of the economic aspects, cultural aspects, gender aspects, age aspects, ethnic and geographical aspects. Describe the children in relation to the rights violation(s). How do the violations affect lives of the children?

Relation to legislation and administrative framework:
Are any of these violations related to the legislative and administrative frameworks, which do not fulfil the principles of the CRC? If so, please elaborate.

Summing up on lack of protection

If possible and applicable, try to sum up and conclude if any groups of children seem to be more exposed to abuse and neglect than others. They might be groups of children who are at highest risk of abuse and neglect. They might be children who are victims of particular crude abuse and/or neglect. Or it might be a group of children who constitute the majority of abused and neglected children.

Sum up by drawing up the common features and characteristics of these groups of children. Try to characterise them in terms of the economic, cultural, gender, age, and ethnic aspects of their situation. If possible, try also to determine whether or not these groups of children live in specific geographic areas. Relate to their family situation and the situation of the community as a whole.

Sum up the legislative and the administrative frameworks. Are they generally in line with the principles of the CRC?

- Article 2 states the child's right to non-discrimination.
- Article 3 states that all decisions related to the child should be taken in the best interest of the child.
- Article 6 states the child's right to survival and development.
- Article 12 states the child's right to participate in decisions relevant to the life of the child.

If the legislative and administrative frameworks are not in line with these principles, then elaborate by explaining where they are not in line.
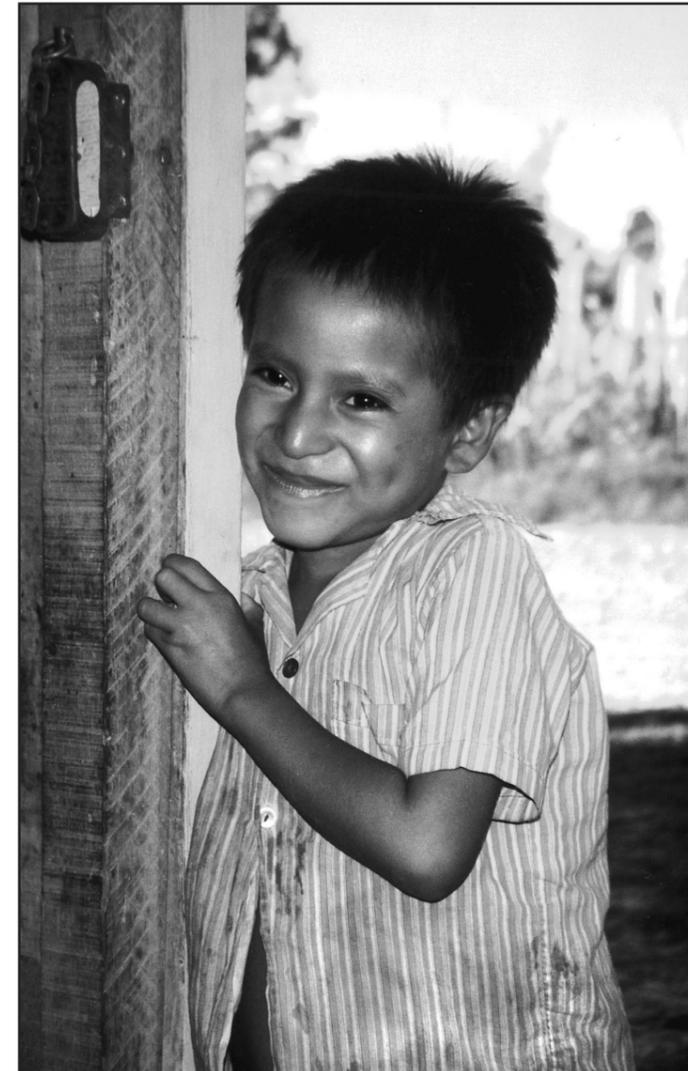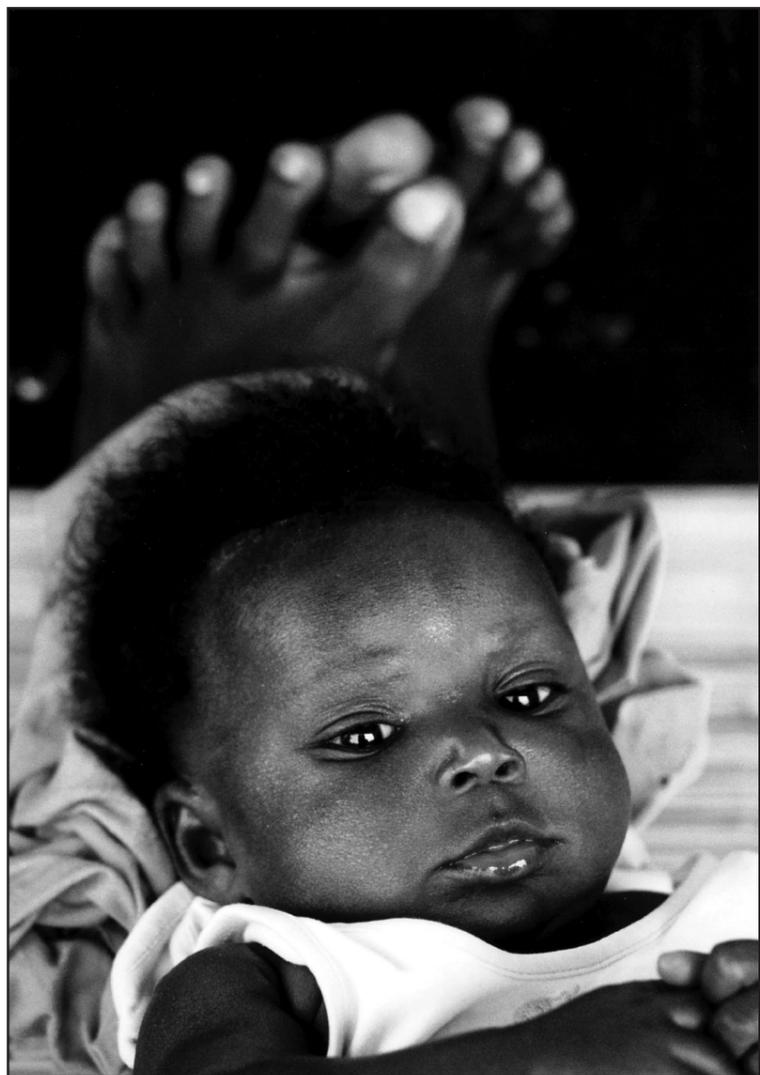
Photo : Hans Otto

Tool 4.0.3
Mapping of Participation

The CRC has a number of articles, which are generally referred to as children's rights to participation. The articles do, however, include more than just the right to participate. See the articles overleaf.
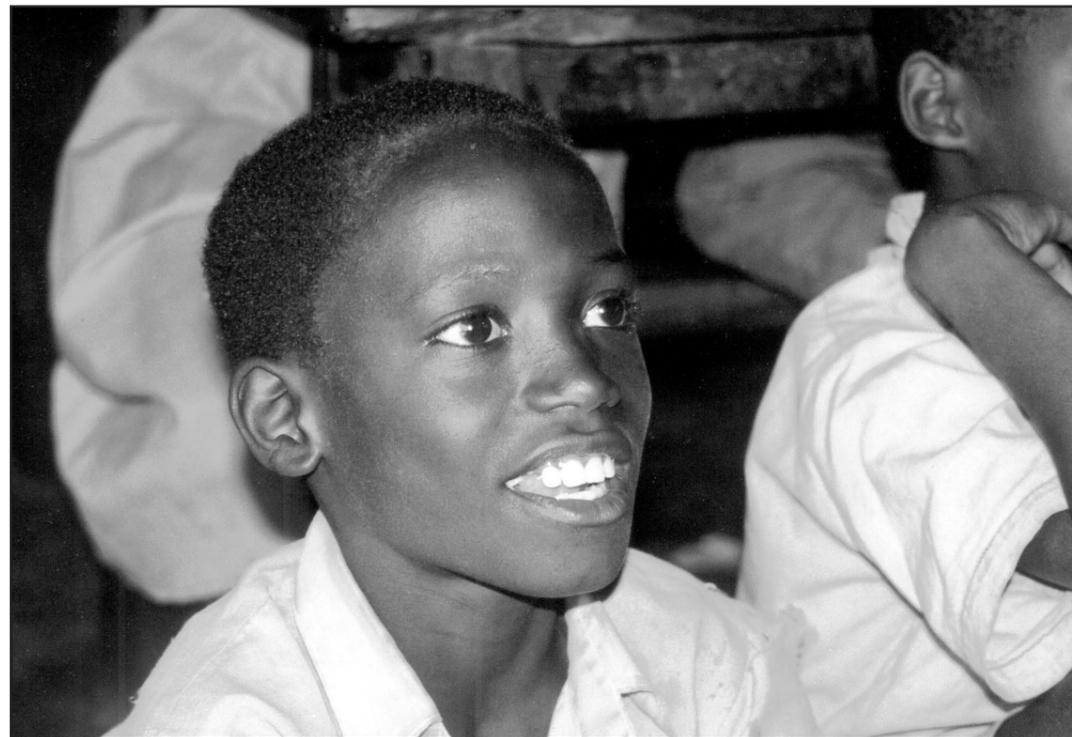
Articles about Participation

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

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

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

Article 15: Freedom of association
Children have the right to meet others and to join or form organisations.

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

Article 29: Aims of education
Education shall aim at developing the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and shall foster respect for the child's parents, his or her own cultural identity, language and values, and for the cultural background and values of others.

Article 31: Leisure, recreation and cultural activities
The child has the right to leisure, play and participation in cultural and artistic activities.

To sum up the key points from the articles:
They confirm the child's rights to express his or her opinion freely and in any appropriate manner and in relation to any manner or procedures affecting the child; and the child's right to information and the right to organise. The articles also emphasise the child's right to maintain his or her own culture and religion but also to choose his or her own religion and conscience, and to be respected by fellow children and adults, including the parents. It is recognised that the school plays a role in that respect, too. Finally, the articles emphasise the right to leisure and play for his or her personal development and as a child's way of expressing his or her views.

A thorough mapping of all these rights and of the violations of them is a huge task. Therefore the mapping is concentrated on two types of mapping: a mapping of the legal framework to identify provisions or the lack thereof for children's participation rights and to identify how this is being implemented; and a mapping of the concrete possibilities for boys and girls in a local community to influence decisions of relevance to their lives.

How to apply the tools

A: Mapping of the legal and administrative framework for children's participation and of reality:

1) In Matrix 4.03 the participation articles are listed in the first column. Go through the national legislation as well as the administrative framework systematically to identify how each of the articles is or is not catered for.

2) In the last column list keywords to describe how the legislation is being implemented or is not being implemented. Include in this column any existing *government* supported organisations and institutions that facilitate children's rights to participation, for instance, an ombudsman or a children's congress.

Keep in mind that this is a mapping at a rather overall level. A mapping of details is done in the next tool and a more thorough analysis is done at Step 3, Chapter 6 -The problem analysis.

B: Guidelines for a survey on children's participation

The second tool is a set of guidelines for a small survey of the concrete possibilities for boys and girls in a local community to influence decisions of relevance to their lives. The tool is based on a participatory approach. The tool is a kind of spot test on how the situation is at the very local level.

Preparations:
Choose the community in which to conduct the survey. If a geographical area of the programme or the project has already been selected, the choice should be within that area. Choose an average community with regard to size, infrastructure (for instance, roads and electricity) and the cultural background of the population.

Make sure that the timing of the survey suits the children. In a rural community the peak agricultural seasons may not be suitable.

Make sure the survey team includes both men and women.

Make sure everybody in the team knows how to apply the methods.

Conducting the survey:
The survey should include, but should not be limited to, the following topics:

Within the family:
Decisions about school attendance and maybe about the choice of school. .
Decisions about further education.
Decisions about work (child labour and child work).
Decisions about marriage – when and whom to marry.
The freedom to opt out of certain rituals.

In school:
The language used as the medium of instruction. Is it the mother tongue of the child?
Are the children taught about their own culture?
Do the teachers listen to the opinions of the children?

Access to information:
Do the children have access to information about diseases, for instance HIV/Aids?
Do they have access to information about reproductive health?
Do they have access to information about education possibilities?

The team may add more topics to the list.

Methods:
Separate boys and girls and maybe also divide them into groups according to age.
The following methods can be used:

Focus group discussions.
The team leader facilitates a group discussion with a selected group of boys or girls. The group should not be too big, 5 – 6 participants only. The team leader has prepared some key questions beforehand and asks the group to discuss them. To encourage participants to probe deeper, follow-up questions should be added during the process. Another team member takes notes to record the discussion.

Card sorting:
A selected group of children is presented with cards illustrating relevant situations such as a child playing, a wedding, a school, a child at work, a sick child etc. The children are asked, if they recognise the situations. They are then invited to discuss whether or not they feel that they have - or will have - any influence on the outcome in similar situations in their own lives. A team member takes notes.

Drawings:
The group is provided with paper and pencils, either one big piece of paper which they share, or individual pieces of paper. The members of the group are asked to draw those situations in their lives where they think they had a chance to participate in decisions taken. They can also be asked to illustrate situations where they were not allowed to participate.
Note that the children need to be familiar with drawing for this exercise.
For more sensitive topics such as access to information about reproductive health, information about HIV/Aids, the best method might be individual interviews or interviews in pairs.

After the field work
The team prepares a small report where they list the findings. If possible it is a good idea to share the findings and the conclusions with the children and to ask for their comments.

See Chapter 3 for more information about participatory methods, including ethical considerations

Sum up the findings in the two tools and draw conclusions about children's possibilities for participating.

Which options for participation does the legislation provide for? And how are these provisions implemented in reality?
In which life situations do girls have influence on decisions concerning themselves?
In which life situations do boys have influence on decisions concerning themselves?
What are the major differences?

Tool 4.0.3 Matrix for the mapping of the legal and administrative framework for children's participation and of how this is administered in reality.

Legislation, administration and reality / Participation articles	Keywords for how the articles are reflected in the legislation	Keywords for how the articles are reflected in the administrative framework, (If applicable).	Keywords for how the legislation is implemented or not implemented. Name any established government supported organisations and institutions, which facilitate children's rights to participation.
Article 12: The child's opinion. The child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child.			
Article 13: Freedom of expression The child has the right to express his or her views, obtain information, make ideas or information known, regardless of frontiers.			
Article 14: Freedom of thought, conscience and religion. The state shall respect the child's right to freedom of thought, conscience and religion, subject to appropriate parental guidance. Article 15: Freedom of association. Children have the right to meet others, and to join or form organisations.			
Article 17: Access to appropriate information. The state shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information which is of social and cultural benefit to the child, and to take steps to protect him or her from harmful materials.			
Article 29: Aims of education. Education shall aim at developing the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and foster respect for the child's parents, his or her own cultural identity, language and values, and for the cultural background and values of others.			
Article 31: Leisure, recreation and cultural activities. The child has the right to leisure, play and participation in cultural and artistic activities.			

Photo : Hans Otto

Chapter 5.0 The choice of Sub-Programme or Project Themes

This step is designed to facilitate the choice of theme for the programme or project: which rights violations to choose for which target groups.

A theme is defined as a violation of a specific right or a set of rights for a specific target group.

Maybe the theme has already been selected and the mapping of rights violations has been concentrated on the theme only. In that case it might still be very useful to apply Tool 5.0.1 Maybe only part of the theme has been decided. Maybe the final decision about target groups has not been made. After all, applying Tool 5.0.1 is a good method for organising the findings from the mapping. It might also serve as a checklist for target groups that might have been forgotten.

If the theme has not yet been decided, Tool 5.0.1 and Tool 5.0.2 will facilitate the choice.

The mapping of child rights violations in relation to provision, protection and participation has uncovered a number of different violations. It is, however, unlikely that SCD and her partners have the capacity to intervene in relation to all of the identified areas.

The first issue to clarify is how many sub-programmes or projects the country programme should include and how big the sub-programmes or projects should be. That decision should be made in another context.

The overall limiting factors:
Two factors limit the choices: the overall SCD target groups and the key competencies of SCD. Both are defined in the international strategy:

SCD has two overall target groups for concrete service delivery activities, namely:

• Economically, socially and culturally marginalised children
• Children affected by armed conflict, displacements and disasters

The two main key competencies of SCD are education and psycho-social rehabilitation

5.1 The aim – what are the choices?

The overall aim is choosing among the many identified options and thereby establishing the frame for a sub-programme in terms of:
Which theme and thus which target group(s)?
Which geographical area(s)?
If applicable: Which partner(s)?

5.2 A brief description of the tools for making the choices

The first step in the selection process is the development of a list of themes. Tool 5.0.1 facilitates the process.
.
The next step is to add a number of criteria for making the selection. In the Matrix 5.0.2 these criteria are listed. When the list of themes is added to the matrix and the scoring is worked out, a ranking of the options will appear.

Tools included:
Tool 5.0.1: Matrix for listing the themes
Tool 5.0.2: A checklist for guiding the final choice.

5.3 Conclusion on the choice of themes for the sub-programmes

Draw up the conclusion on the choice of themes, using the output from Matrix 5.0.2. Explain why each theme was chosen. .

Give a brief description of the identified themes in terms of:

What is the concrete violation the theme puts in focus?
Who are the target group(s)?
Which geographical areas are included?

5.4 List of areas where information is missing or not available

It is likely that some data and information are missing in relation to the selection process. It is most likely that the information that is missing was identified in Chapter 4. In this chapter a

list should be made of information missing with regard to the selected theme. These notes can be useful later in relation to decisions concerning preparatory studies.

5.5 The process

The theme choosing process takes place at a two-day workshop. Steps 1 & 2 of this manual have been completed before the workshop and the output from the mapping and the stakeholder mapping is the main input to the workshop.

The objective of the workshop is to make an informed selection of themes for the sub-programme(s) of the SCD country programme.

Furthermore, the workshop shall make recommendations for the advocacy aspects of the sub-programme.

Finally, the workshop shall produce a plan, a timetable and an allocation of tasks for the remaining three steps. The workshop shall also decide who is to carry out the next steps. A task force (with suggestions for who should be in the task force) or a consultant?

Who?
Participants in the workshop will be SCD programme staff, key partners and other (external) resource persons.

Timing
Here is a rough idea for the timing of the workshop:

1st day – scrutinising results from Steps 1 & 2

2nd day – workshop on step 3.
The outcome from this day is a choice of themes for a sub-programme – or maybe a revision of an old sub-programme. The choice of sub-programmes includes:

- Choice of right violation(s) on which to focus
- Choice of target group(s) on which to focus
- Choice of geographical area on which to focus

5.6 Participatory methods

Children can be involved in this selection, but it might, however, prove to be difficult to involve

them at this stage. It is therefore important that the input from the participatory surveys from the mapping is taken into serious consideration, when the choice is done.

The process

| Task force/consultant/programme staff: |
| The mapping of Provision, Protection and Participation |

| Workshop : |
| Processing of data and selection of theme |

| Task force: |
| Problem analysis |

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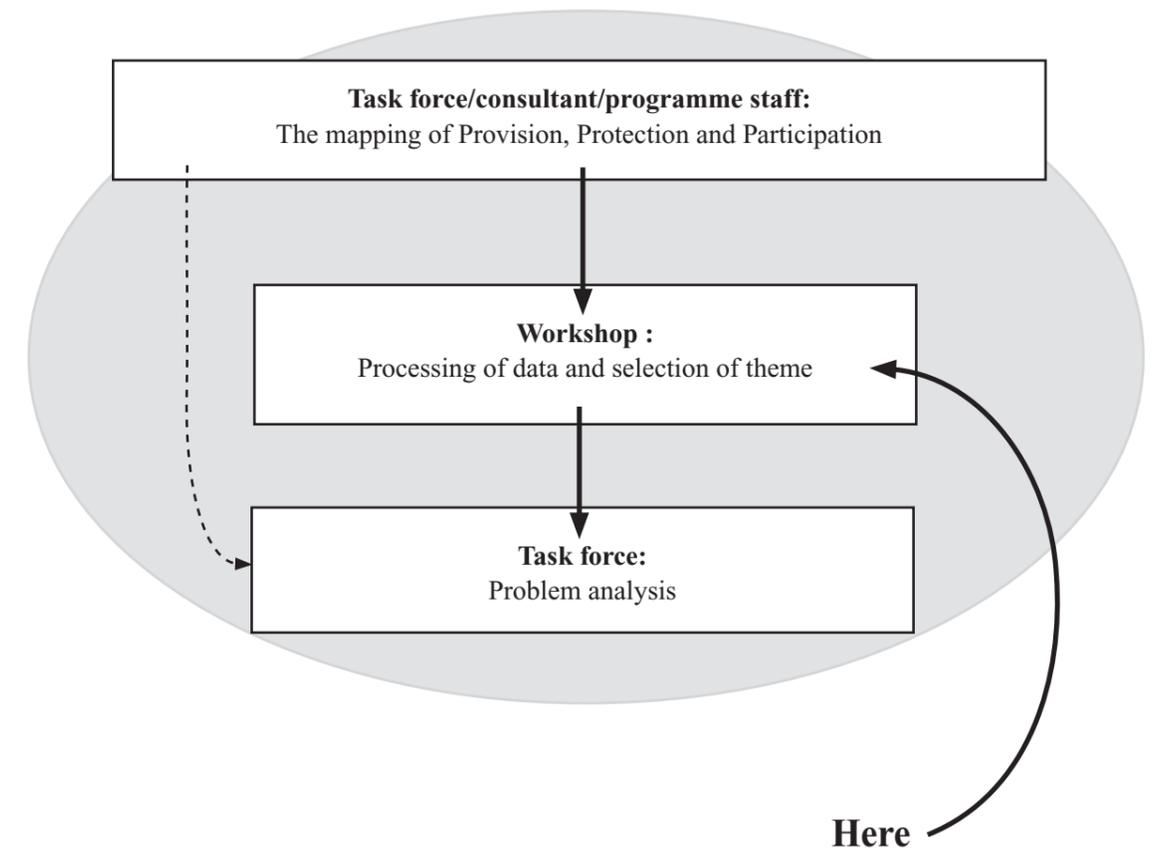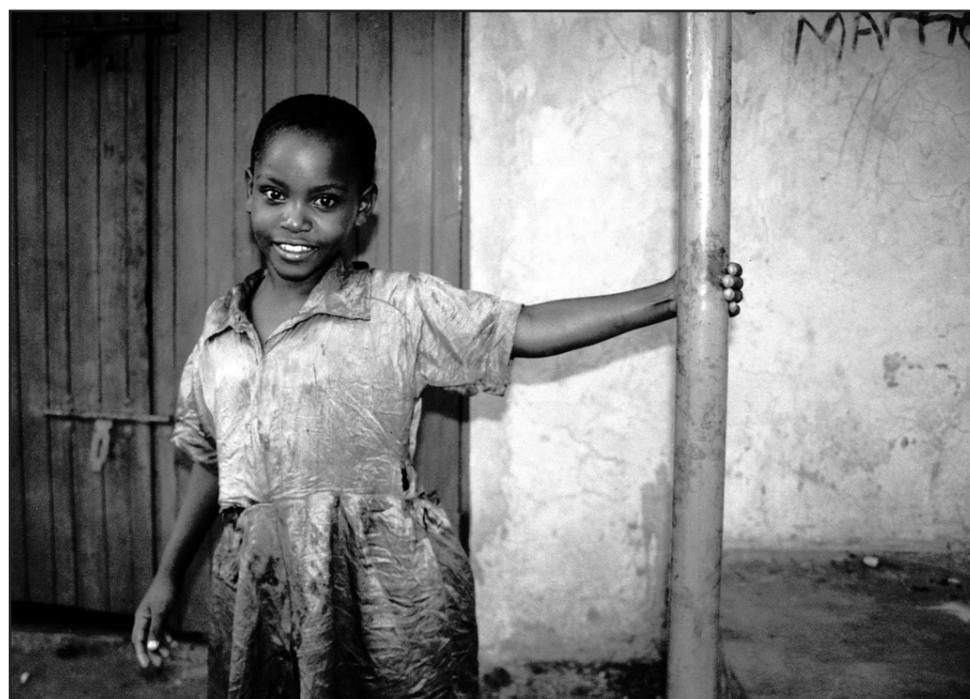
Photo : Lotte Ladegaard

Tool for Step 2
The Choice of Sub-Programme or Project Themes

Tool 5.0.1 List of the options

Tool 5.0.2 A checklist for guiding the final choice
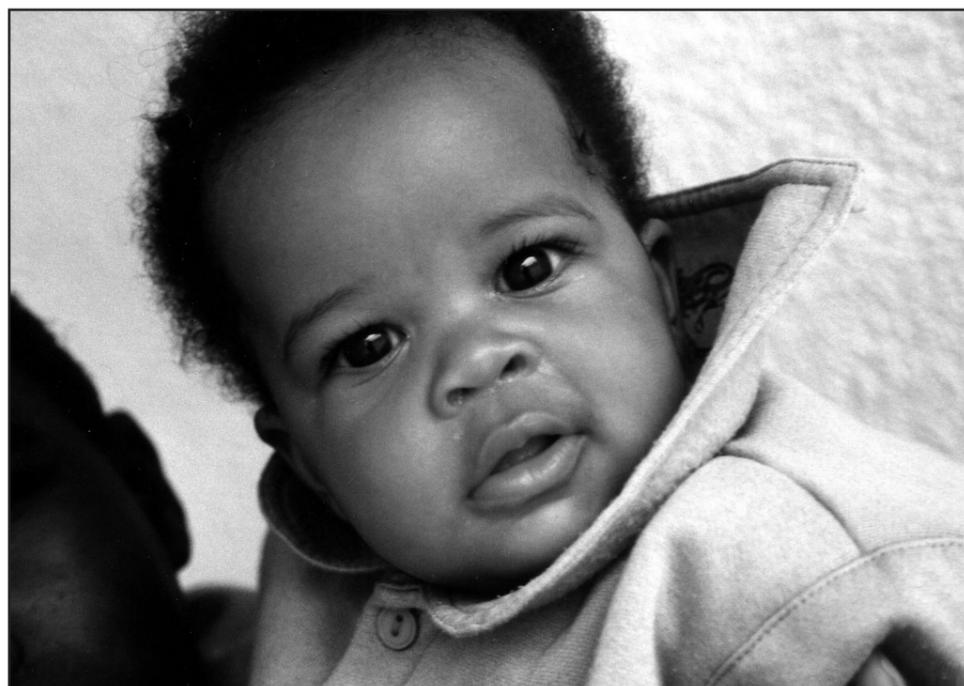
Photo : Susanne Glending

Tool 5.0.1 List of the options

The mapping produced a lot of data about child rights violations for specific groups of children. For each of the tools a summing-up was done. The next thing is to establish an overview of the findings based on the summing-up from the mappings.

How to apply the tool:

1) First the findings should be listed. Use the summaries from the mapping as sources.

In the top row of Matrix Tool 5.0.1 all the groups identified as victims of the child rights violations should be listed. The more precisely described and the more delimited the group is the more precise will the final choice be. If possible, include the geographical area.

Whether or not all groups identified through the mapping or only the most exposed groups should be included, will depend on the type of violation and the resources available for the programme/ project. The more broadly defined the listed

groups are, the broader will the target group be. The target groups should be divided into boys and girls as far as possible.

2) In the rows below, using a few key words, describe the violation in relation to the target group.

Try to keep one type of violation for one target group. The same target group may be listed several times.

3) Finally, a choice among the many target groups and violations must be made. Choose 10 – 15. A method for making the choice is to identify target groups, which are listed several times under different types of violations.

The selected target group and the corresponding rights violation constitute the theme.

Tool 5.0.2 A checklist for guiding the final choice

It might be difficult to choose among the selected 10 to 15 themes. Tool 5.0.2 provides a checklist for what to consider when making the choice.

How to apply the tool:

1) The selected themes (target groups and violation of right) are listed in the top row of the matrix.
In the left column a list of things to consider is listed. More can be added if it is considered necessary.

2) Go through each of the points and fill in the matrix with the required comments.

3) When the matrix has been filled in relation to all the selected themes, the participants discuss them and make the final choice.

Tool 5.0.1 Summarising findings of target groups and violation of rights

The identified target groups / The "P- level"	[Name the target group, which has been identified.]	[Name the target group, which has been identified.]	[Name the target group, which has been identified.]	[Name the target group, which has been identified.]
Provision of health care	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]
Provision of primary education	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]
Protection from abuse and neglect (Article 19)	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]
Protection of Refugee children (Article 22)	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]
Protection against armed conflicts (Article 38)	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]
Protection against child labour (Article 32)	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]
Protection against drug abuse (Article 33)	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]
Protection against sexual exploitation (Article 34)	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]
Protection against sale, trafficking and abduction (Article 35)	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]
Protection against other forms of exploitation (Article 36)	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]
Protection against Torture and deprivation of liberty (Article 37)	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]
Administration of juvenile justice (Article 40)	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]
The participation rights	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]	[Describe in key words the violation of the right.]

Tool 5.0.2 Checklist for guiding the final choice

Criteria to consider (more can be added)	[Description – in key words - of the theme = violated right and target group.]	[Description - in key words - of the theme = violated right and target group.]	[Description – in key words - of the theme = violated right and target group.]
How relevant are the SCD or partner key competencies in relation to the theme?			
Will a project or programme for this theme require a Substantial financial input (above 600.000 US$ per year)?			
Is it a risky theme to work with?			
Is it a risky geographical area to work in?			
What are the possibilities for successfully reducing the violation of rights?			
Is working with this theme going to benefit a lot of children directly or will the number be low?			
Is the rights violation a widespread violation?			
Are many donors already involved in the field/theme?			
Are many donors already working in the same geographical area (not necessarily the same field/theme)?			

Photo : Jakob Jespersen

Chapter 6.0
The problem analysis
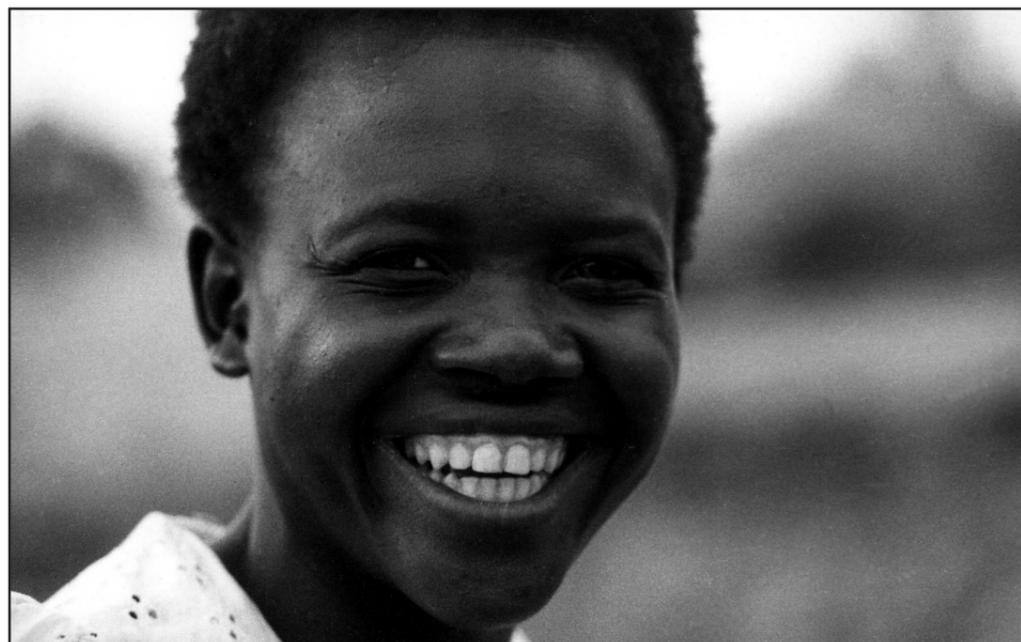
The problem analysis is a thorough and in-depth analysis of the identified and selected child rights violations (those selected in Step 2, "The choice").

It is one of the most crucial and important analyses. The output from the problem analysis serves as the steering tool throughout the rest of the planning process.

The problem analysis results are used as input to the design of a sub-programme or a project. The identification of the concrete intervention areas is based on the findings of the problem analysis.

6.1 The aim of the problem analysis

The aim of the problem analysis is to ensure that the sub-programme or the project tackles the focus problem and the causes behind the problem. In other words it is to ensure that the sub-programme not only treats the symptoms, " but also the causes of the focus problem.

The problem analysis identifies a focus problem and the causes and effects of the focus problem. The problem analysis also identifies how the problem and its effects hamper the fulfilment of children's participation rights.

6.2 Introduction to the tools for the problem analysis

The point of departure for the problem analysis is the findings from the mapping of provision and protection in particular and to some extent the findings from mapping of participation. These data have (unless the theme was pre-selected) been through a process of prioritising and selection.

A theme is the violation of a specific right or a set of rights for a specific group of children. The

problem analysis should, by use of the data from the mapping, develop a logically structured and organised picture of the theme.

The problem analysis consists of phases.

The first phase is an identification and description of the focus problem. The choice of focus is crucial to the analysis. Tool 6.0.1 provides a set of guidelines for what to consider.

When the problem has been identified and formulated, the next thing to do is to draw the so-called problem tree. Tool 6.0.2 provides the guidelines for how to make the problem tree and an example of a problem tree.

The problem tree describes the causes and effects of the focus problem. Most likely the problem tree has its roots in a problem which is either provision or protection. It is important to include an analysis of how the problem and the effects of the problem hamper the fulfilment of children's participation rights.

Tool 6.0.3 facilitates the identification of how the participation rights have been affected by the focus problem and its effects.

An elaborated description of the problem tree and of how the problems affect the participation rights must be part of the project or programme document. Tool 6.0.4 facilitates this elaboration. Additionally, an elaborated analysis serves to check the cause-effect relationships of the problem tree.

Tools included:

Tool 6.0.1: Identification and description of the problem.
Tool 6.0.2: Development of the problem tree.
Tool 6.0.3: Matrix for the identification of violations of children's participation rights.
Tool 6.0.4: Analysis of the causes and the effects of the problem – summing up.

6.3 It is important to sum up the findings – how?

A problem analysis is done for each of the themes chosen in the selection process.

Tool 6.0.4 is a summing up tool. It is important to notice that the analyses from that tool should be written down and will most likely form part of the project or programme document.

6.4 List of areas where information is missing or not available

It is unlikely that information is available for all the necessary fields. It is important to make a note of those fields and to note what information is missing. . These notes can later prove useful, for instance in relation to decision-making concerning preparatory studies.

6.5 The process

It is important not to build the problem analysis on assumptions about a cause-effect relationship.

The problem analysis should first and foremost be based on the findings from the mapping. If data qualifying the cause –effect relationship are missing, they should be found and included in the mapping.

Who?
A selected task force does the problem analysis. The task force prepares a thorough presentation of the problem analysis to the workshop. The workshop participants should be given a chance to scrutinise the problem analysis before the workshop starts. The workshop should therefore start out by going through the problem analysis. The participants may change the analysis, if it is found necessary.

Timing
The time frame for the problem analysis can be long or short depending on how deep the analysis needs to be. If, for instance, it is necessary to conduct some studies beforehand, the process will be long.

6.6 Participatory methods to include:

A selected group of children should develop their own problem tree. The input from that exercise should be taken into consideration when the final problem tree is developed. Please see Chapter 3 for details about hierarchy-, sorting- and order of priority exercises, hereunder problem tree.

The process

Task force/consultant/programme staff:
The mapping of Provision, Protection and Participation

Workshop :
Processing of data and selection of theme

Task force:
Problem analysis

Task force:
Stakeholder mapping and analysis

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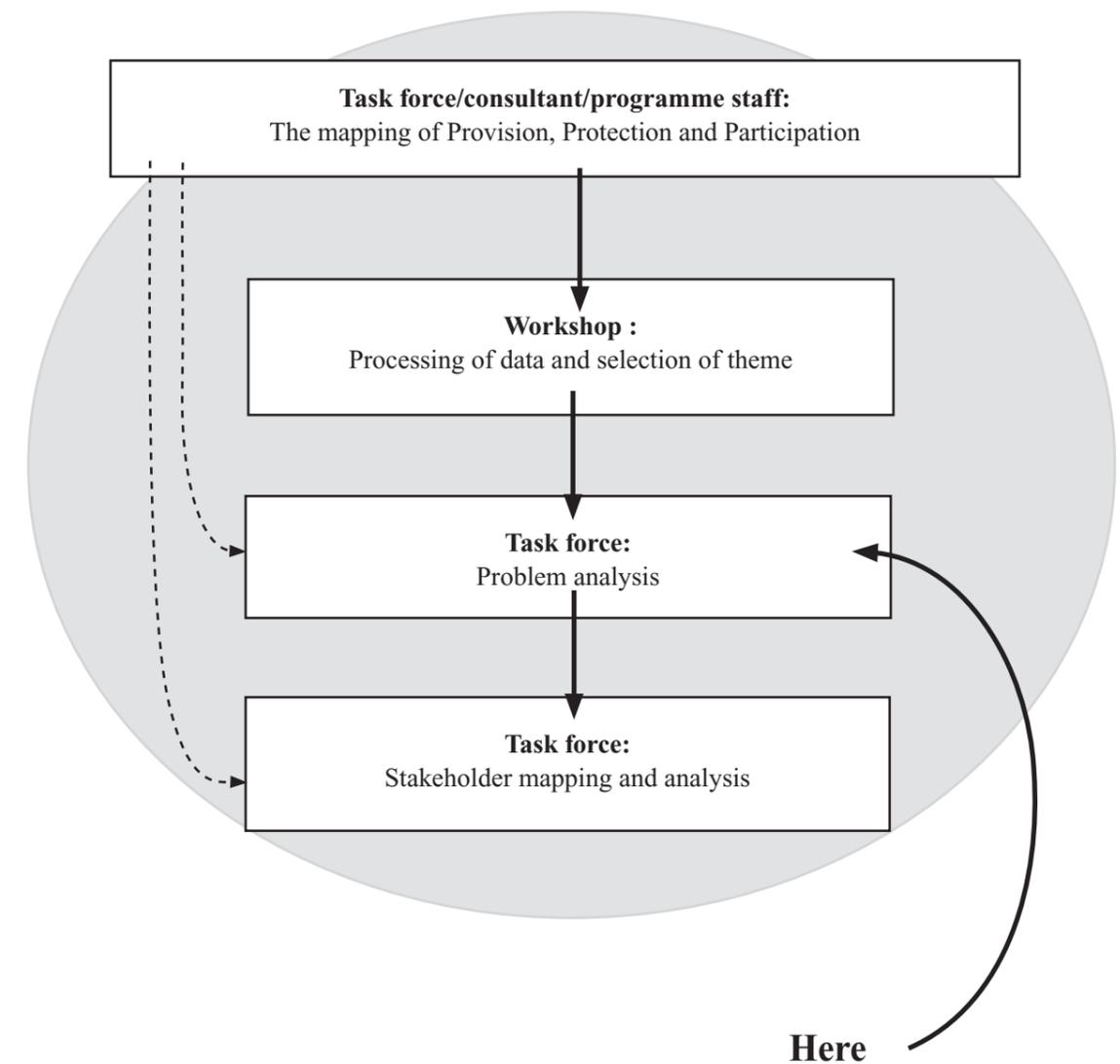
Photo : Jakob Jespersen

Tool for Step 3
The Problem Analysis

Tool 6.0.1
Identification and description of the focus problem

Tool 6.0.2
The problem tree

Tool 6.0.3
Analysis of violations of children's participation rights in relation to the identified problem

Tool 6.0.4
Summing up the problem analysis

Tool 6.0.1
Identification and description of the focus problem

Tool 6.0.1 is a set of guidelines for how to identify and describe the focus problem. The output from applying the guidelines is one selected focus problem and a thorough understanding of the problem.

The problem should be selected on the basis of the data from the mapping as well as on an analysis of what the core problem among all the problems is.

A "problem" is defined as: a concrete manifestation of a rights violation for a well-defined group of children.

How to apply the tool:

The first thing is to formulate the problem. Though it has been formulated in the process of mapping and selection, it is important now to make a very precise formulation of the problem. Notice that the problem is not the absence of a solution, but the existing negative state. The formulation must be as short and precise as possible. Use the three questions below to help with the formulation and elaboration of the focus problem.

A) How does the violation of the right(s) manifest itself?
For instance: the children work from 6 o'clock in the morning to 6 o'clock in the night producing fireworks. They use a number of very dangerous chemicals. They are paid 2 US $ per day. They have no vacation. Etc.

The formulation of the problem is then:
"The children from X and Y communities work for 12 hours every day under dangerous conditions."

Notice that the description does not include any causes or effects of the problem.

The next step is to expand the description of the problem:

B) For whom is it a problem?
Describe the group(s) of children with the problem. Describe the children in terms of: age, gender and if relevant ethnic background. Do they live alone, with their parents, with other adults or with other children? In which areas do they live (rural or urban)? If possible, give a precise description of the geographical areas?

C) Which right(s) are being violated?
State the right(s) being violated. Formulate the right briefly using simple language. If the problem involves the violation of several rights, some of these violations might well be effects of the main violation. This should be considered. For instance, a violation of the right to education might be an effect of the violation of the right to be protected from doing work, which threatens the health, education and development of the child. (If in doubt, check the logic via the problem tree).

Example: The right being violated is: The right to be protected from doing work which threatens the health, education and development of the child.

Make sure that the problem identified is in fact the focus problem. Is it in fact the problem, which the sub-programme or the project shall focus on t? Is the problem considered to be the focus problem by the target group? Do the children themselves consider it to be a problem?

Tool 6.0.2
The problem tree

Tool 6.0.2 facilitates the development of the problem tree.

The problem tree is a graphical presentation of the problem, its causes and effects. In particular it promotes an analysis of the relationship between the problem, the causes and the effects. When developing the problem tree it is important to remember:

- The level of detail must be suitable to create an overview. Too many details will confuse instead of creating clarity.

- The relations between problems are never simple. The relations between problems as they are described in a problem tree may appear to be linear cause-effect relationships. Presenting the problem- cause- effect relationship in such a simple way facilitates the understanding and the analysis. In the real world, problems cannot, however, be isolated and traced to a single cause.

- The problem -cause and effect is not the absence of a solution, but the existing negative state. The formulation must be as short and precise as possible.

Even though the problem tree is a simple presentation of the problem-cause-effect, it is important that it is built on a solid knowledge and understanding of the problem, the causes and the effects.

For an example of a problem tree, see opposite page.
(Note! As this is an example it is quite general – there is no local context.)

How to apply the tool:

1) Use cards. Write the short version of the identified focus problem and place it at the centre of the tree.

2) The next step is to identify the problems, which are the root causes of the focus problem. Write the problems on cards and place the cards under the focus problem.

3) When all the root problems have been identified, the next step is to organise the problems into a hierarchy of problems all leading up to the focus problem. Direct causes of the focus problem are placed immediately below the focus problem, and the causes of the "direct causes" are placed immediately below the direct causes.

4) The next step is to identify problems, which are the effects of the focus problem. Write the effect problems on cards and place the cards above the focus problem.

5) Those that are the direct effects are placed immediately above the focus problem. The effects that are effects of the "direct effects" are placed above the cards with the direct effects
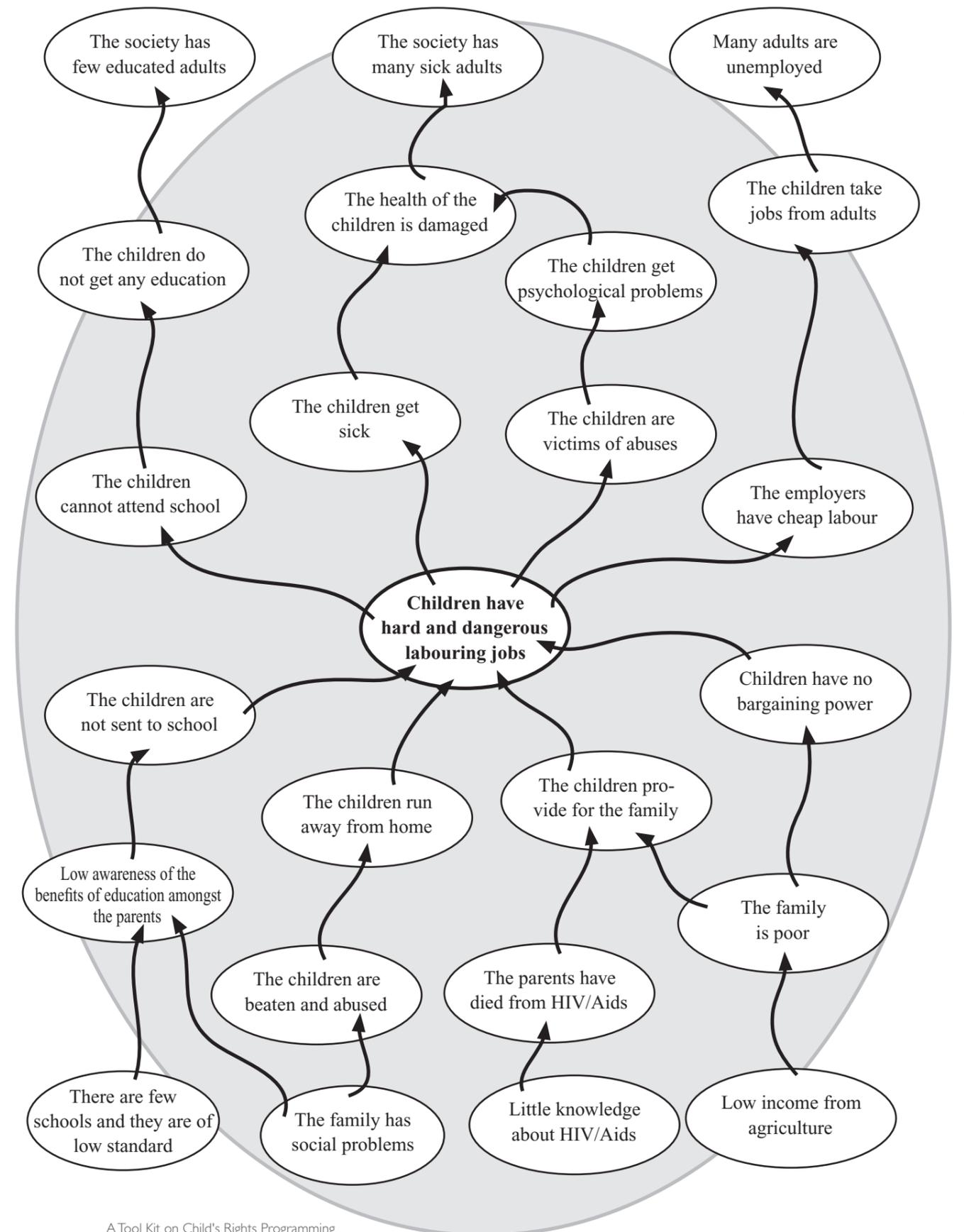
Tool 6.0.3
Analysis of violations of children's participation rights in relation to the identified problem

In child rights programming the principles of the CRC are important as guidelines for the analysis. One of the important principles is the principle of children's rights to participation. The principle is stated in a number of CRC articles. Please see the introduction the mapping of participation, Tool 4.0.3 for details about the articles.

Some of these rights are likely to be violated as a result of the focus problem or some of the effects of the focus problem. In the rights based analysis it is important to include these violations in the problem analysis.

The output from this analysis will be an input to the stakeholder analysis and later to the strategy development with regard to integrated child development and advocacy.

This tool facilitates an analysis of how the focus problem and the effects of the problem hamper the realisation of children's participation rights.

How to apply the tool:

In the top row the various participation rights are listed.

1) Fill in the matrix by writing down the focus problem in the first column and the first row.

2) Take each of the participation rights one by one and analyse them to determine if and how that particular right is being violated as a result of the focus problem. Analyse the situation separately for boys and for girls.

3) If more than one kind of violation is identified for one of the rights in relation to the focus problem it should be listed in a new row. Use one row per identified violation in relation to each of the participation rights.

4) When the list of violations in relation to the focus problem is complete, continue by noting the first of the effects of the focus problem. Repeat point 2 and 3, now in relation to the effects.

(The summing-up is done in Tool 6.0.4)

Tool 6.0.3 Matrix for the analysis of violations of children's participation rights

	Freedom of expression	Freedom of thought, conscience and religion	Freedom of association	Access to information	Special support for disabled children	Education for personal fulfilment and responsible citizenship	Play and participation in cultural and artistic life
[the focus problem]	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:
[the focus problem]	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:
[the focus problem]	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:
[the focus problem]	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:
[effects of the focus problem]	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:
[effects of the focus problem]	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:
[effects of the focus problem]	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:
[effects of the focus problem]	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:	For girls: / For boys:

Tool 6.0.4
Summing up the problem analysis

When the problem tree has been developed, it is important to analyse, to elaborate and to sum up the identified causes and effects, both those of the problem tree and those related to children's participation rights. Tool 6.0.4 is a set of guidelines for how to elaborate and how to do the analysis and the summing up. A summary of the analysis should be written down. It will later serve as input to the project or programme document.

How to apply the tool:

1) Describe and analyse the root causes of the problem

The root causes (immediate and underlying) must be described and analysed from the following angles:

The economical root causes: Avoid general statements like "poverty". Try instead to specify. For instance: "Low income from farming" or "No food supply as a result of drought". .

The social and political root causes: For instance: "lack of social security systems" or " lack of legislation concerning the protection of children from dangerous work" or " lack of allocation of funds to the district education offices".

The cultural root causes: Avoid general statements like: "lack of awareness" or " cultural habits". Try instead to specify, for instance: "culturally low status of girls" or "religious taboo with regard to talking about sexual transmitted diseases".

2) Describe the effects of the problem
The effects (immediate and underlying) must be described and analysed from the following angles:

• *The child – boys and girls:*
For instance: effect on the health; effect on education; effect on social status; effect on physical development; effect on life quality; effect on the child as an adult.

• *The family:*
For instance: effect on the income of the family; effect on the social status of the family.

• *The community:*
For instance: effect on the health system; the effect on the education system; the effect on the labour market; effect on the cultural values within the community.

• *The society:*
For instance: the effect on development; the effect on the Gross National Product; the effect on the Human Development Index; the effect on international relations, the effect on its international reputation.

3) Making use of the findings, describe and analyse how the focus problem and its effects hamper the fulfilment of children's participation rights
Summarise the analysis of violations of children's rights to participation and conclude what the most serious violations of participation rights are for girls and for boys.

4) Check the problem tree
Check the problem tree once more and compare it with the analysis. Is it correct or has the analysis identified some new causes and new effects? If so, these should be added to the tree. Note! Do not include the violation of participation rights unless it is of importance for the cause –effect relationships on the tree.
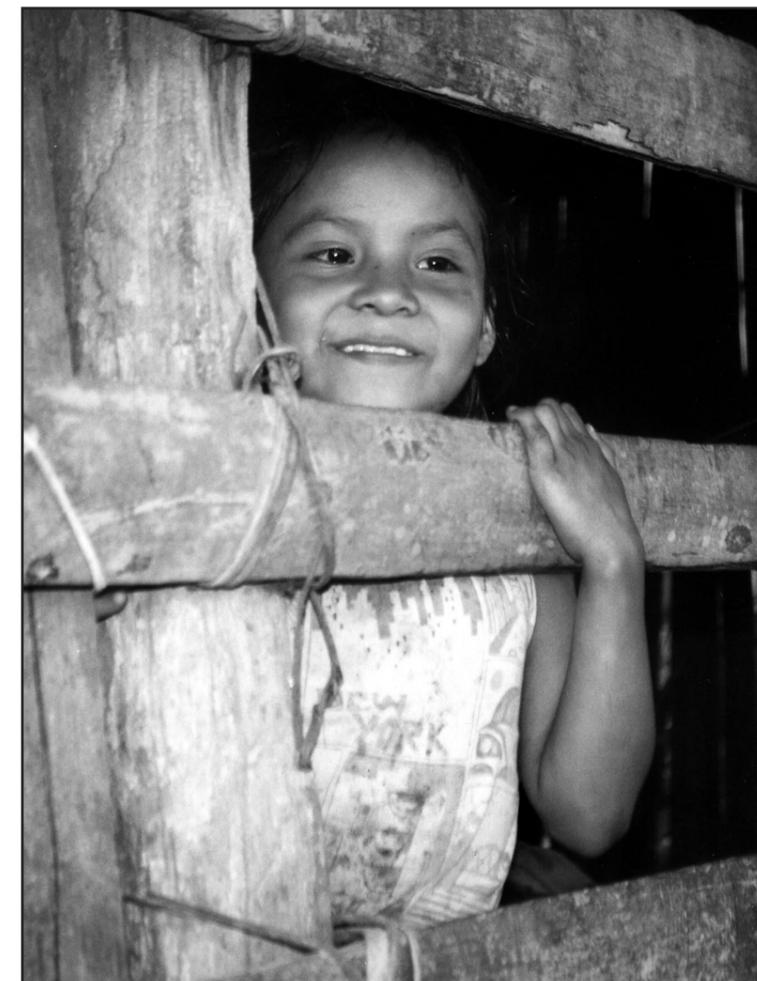
Photo : Hans Otto

Chapter 7.0
Stakeholder mapping and analysis
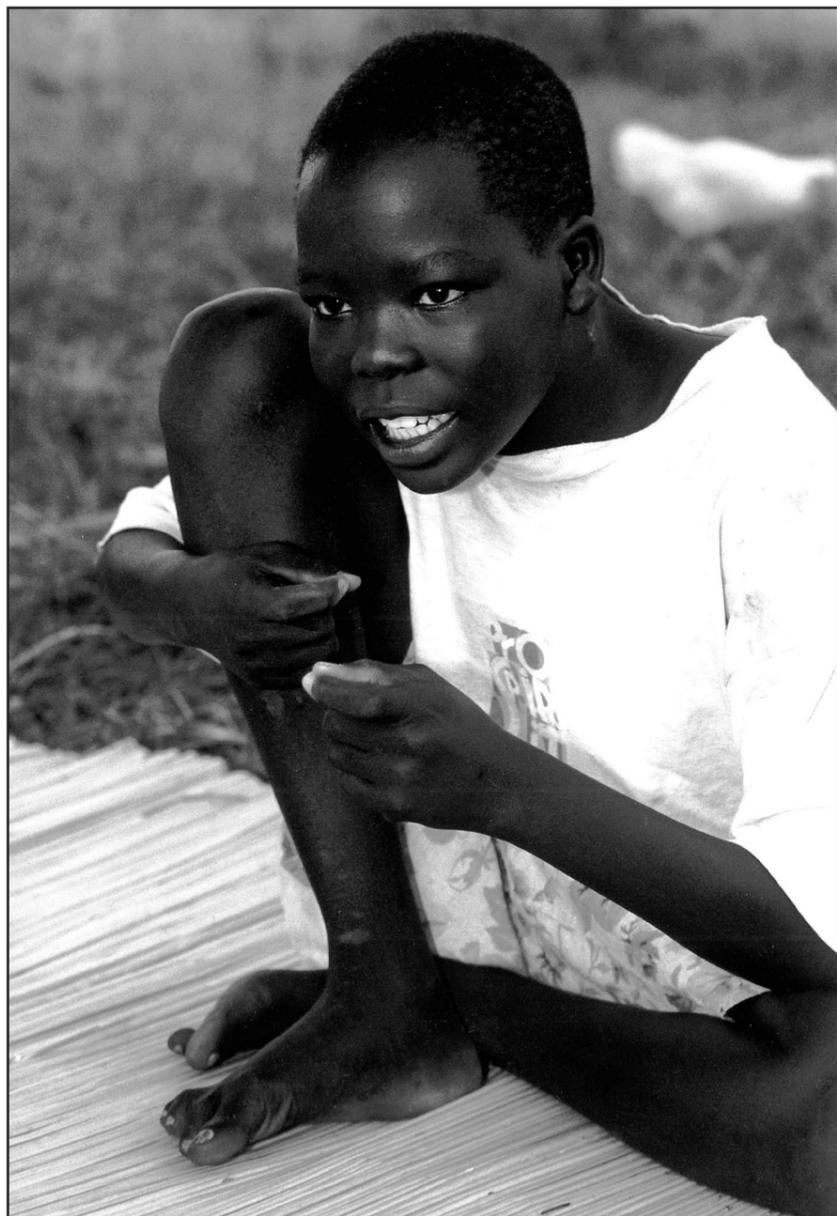
The stakeholder mapping is a mapping of the stakeholders at the various levels of the society. The stakeholder analysis is an analysis of their roles and responsibilities and of how they fulfil these roles and responsibilities. Step 4 combines the two processes.

Stakeholders

Stakeholders are individuals as well as organisations and institutions with a key interest in children's rights. The interest may be of a negative kind. Some groups of stakeholders consider the fulfilment of children's rights as a threat to their power or interests.

The group of stakeholders includes parents, extended families, communities, community organisations, traditional leaders, local and national government authorities, the parliament, the members of parliament, organisations and institutions, local NGOs, international NGOs, UN organisations and other international organisations.

The stakeholders can be divided roughly into four main groups: the caregivers, the duty bearers, the opponents and the support groups.

These four groups have very different roles and very different responsibilities. For the success of the stakeholder analysis it is important to understand these differences.

The caregivers

The caregivers are the parents and/or guardians of the child. In some cultures guardians may be members of the extended family, neighbours and other adults who have been given the role of taking care of the child. The preamble of the CRC and many of the articles emphasise that it is the family, society's most basic institution, which plays a crucial role in providing care and an appropriate environment for a child's development. In Articles 3 and 18 the CRC recognises that parents (or guardians) have the primary responsibility for the upbringing and development of the child.

The caregivers, therefore, have a role to play in the realisation of children's rights. It is nonetheless the responsibility of the state to ensure that parents can fulfil their roles. The CRC is very explicit on that. The primary obligation of the caregivers is, therefore, to make the best use of the provisions that the state provides in order to provide for and protect their children.

By not providing the necessary services to their children, by not protecting their children and by not enabling their children to participate in decisions concerning their own lives, the caregivers fail to fulfil their roles. They often fail because they are not able to overcome the obstacles they meet in their struggle to provide for and protect their children. In many cases these obstacles are the result of the duty bearers not meeting their obligations. In some cases, however, the obstacles are their lack of awareness, understanding and knowledge about the rights of the child.

The duty bearers

The overall responsibility for the fulfilment of children's rights in relation to the CRC is with the State. By signing and ratifying the CRC the national governments have taken on the obligation to realise children's rights and the overall responsibility for doing so. Article 18 refers to the State's obligation to "render appropriate

assistance to parents and legal guardians in the performance of their child-rearing responsibilities." It is thus the responsibility of the State to "provide for the child", to "protect the child" and to ensure options for "children's participation".

The State delegates its overall responsibilities and obligations for the CRC. Through legislation and the creation of institutions and organisations the obligations are delegated to a variety of duty bearers.

The duty bearers are all those institutions, organisations and individuals that have both the formal obligations to realise children's rights and the responsibility for doing so. They include politicians, parliaments, ministers, ministries, district authorities, councils, councillors and civil servants at all levels of society. Their obligations and responsibilities in relation to children's rights are outlined in the legal framework relating to their area of overall responsibility.

Even though the duty bearers are legally obliged to meet their obligations as outlined in the legal framework they might not always do so. They might have other interests, which act as obstacles to the realisation of children's rights. An obstacle might be the conflicting interest of two or more stakeholders. These often come into play when scarce resources are to be allocated at national or district level.

The support groups:
The State and the duty bearers are, however, not the only actors in the field of child rights. The CRC recognises that there are other actors who can promote and monitor the realisation of children's rights.

In the preamble "the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries" is underlined. The CRC thus calls upon the international community to support the poorer countries. Support groups

could well be governmental development agencies such as Danida; multilateral organisations such as UNICEF and WHO; international NGOs (INGOs) such as Save the Children.

Article 45 of the CRC recognises the role local NGOs can play in monitoring and Article 44 obliges states to "make their reports widely available to the public in their own countries." Not only should the public have access to state reports, the public should also make alternative reports to the Committee on the Rights of the Child. NGOs have thus been made indirectly responsible for the realisation of the CRC through their official role in monitoring.

In many countries NGOs also play a role as service providers, in awareness raising and in advocacy.

The realisation of the CRC is thus also influenced by the roles played by the NGOs. The stakeholder analysis should therefore include an identification of the "support groups" and potential "support groups" at the various levels in relation to provision protection and participation, as well as advocacy.

The fact of being an NGO does not automatically define the organisation as being a support group. Not all NGOs and INGOs are support groups.

The opponent:
The opponent is the group of stakeholders who, for one reason or another, is against the realisation of children's rights or against the process of realising children's rights. Opponents could be support groups, which have chosen to be in opposition. The opponents are not a homogeneous group. They may include NGOs, INGOs, religious groups, political parties, political leaders and traditional leaders.

The opponents also influence the realisation of the CRC. The stakeholder analysis should therefore include the identification of the opponents at the various levels in relation to provision, protection and participation.

7.1 The aim of the stakeholder mapping and analysis

The stakeholder analysis is a mapping and an analysis of the stakeholders. There are two overall aims. One is to identify the stakeholders (duty bearers, support groups and opponents) at international, national, meso and community levels with an obligation and/or an interest in children's rights. The second overall aim is to gain as much knowledge about the stakeholders as possible relevant to the theme's focus problem and to understand their points of view.
The more concrete aims include:

The caregivers:
What obstacles do the caregivers face when they try to fulfil their roles? Which of these obstacles are caused by the duty bearers and which are caused by the lack of awareness of the caregivers?

The duty bearers:
Who are they? What are their obligations in relation to the concrete problem, to the causes and the effects of the problem? How do they meet these particular obligations? If they do not meet the obligations, why do they not meet them?

The support groups:
Who are they? Are they powerful or weak? At which levels in the society are they based? At which levels in the society do they work? How are they organised? Are they potential partners?

The opponents:
Who are they? Where are they? Have they organised themselves? Why do they oppose solutions to the problem?

7.2 A brief description of the tools for the stakeholder mapping and analysis

The stakeholder analysis is a major exercise that includes a number of tools.

Each of the tools serves two purposes. One is to facilitate the process of mapping and analysis. Another is to facilitate the presentation of the data and the analysis.

The tools should only be ap0plied for one theme at a time. In other words, each of the themes requires the full process.

The point of departure for the application of the tools is the problem analysis of the theme. The focus problem, the root causes and the effects.

The diagram (next page) provides an overview of the tools in relation to the different stakeholders. The diagram also indicates what the final output of the process is.

The tools included are:

Tool 7.0.1 Matrix for mapping and analysis of duty bearers in relation to identified causes.

Tool 7.0.2 Matrix for mapping and analysis of duty bearers in relation to identified effects.

Tool 7.0.3 Matrix for mapping and analysis of opponents.

Tool 7.0.4 Matrix for mapping and analysis of supporters and support groups.

Tool 7.0.5 Matrix for mapping and analysis of the roles of the caregivers.

Tool 7.0.6 Matrix for the analysis of responsibility for violations of participation rights.

7.3 It is important to sum up the findings – how?

The tools are designed to lead to the summing-up of the findings. However, the findings and the conclusions should be elaborated on in a narrative.

7.4 List of areas where information is missing or not available

It is unlikely that data and information are available for all the areas to be covered. It is important to make a note of which areas are not covered and what information is missing. These notes may be useful later when decisions have to made in connection with a preparatory study.

7.5 The process

For a stakeholder analysis to be successful the problem analysis must be completed before the stakeholder analysis is started.

When the tools are applied it is likely that some research has to be done to identify all the stakeholders and the extent of the data needed.

The stakeholder analysis, in particular the duty bearer analysis, requires thorough knowledge and understanding of the legislation and of the administrative framework in relation to the legislation. If the knowledge is not available in house, it is recommended either to include an external expert in the exercise or to consult one before or after the exercise.

Who:
A task force (maybe the same one that does the problem analysis) does the stakeholder analysis. The task force prepares a thorough presentation for the planning workshop.

Time:
The stakeholder analysis must not to be too timing consuming, if the data are available.

7.6 Participatory methods

Children in a local community know the stakeholders. By applying methods such as mapping, case stories and drama the children can easily identify stakeholders and relate how these do or do not fulfil their obligations. Small surveys can provide useful information about local stakeholders that can be included in the stakeholder analysis.
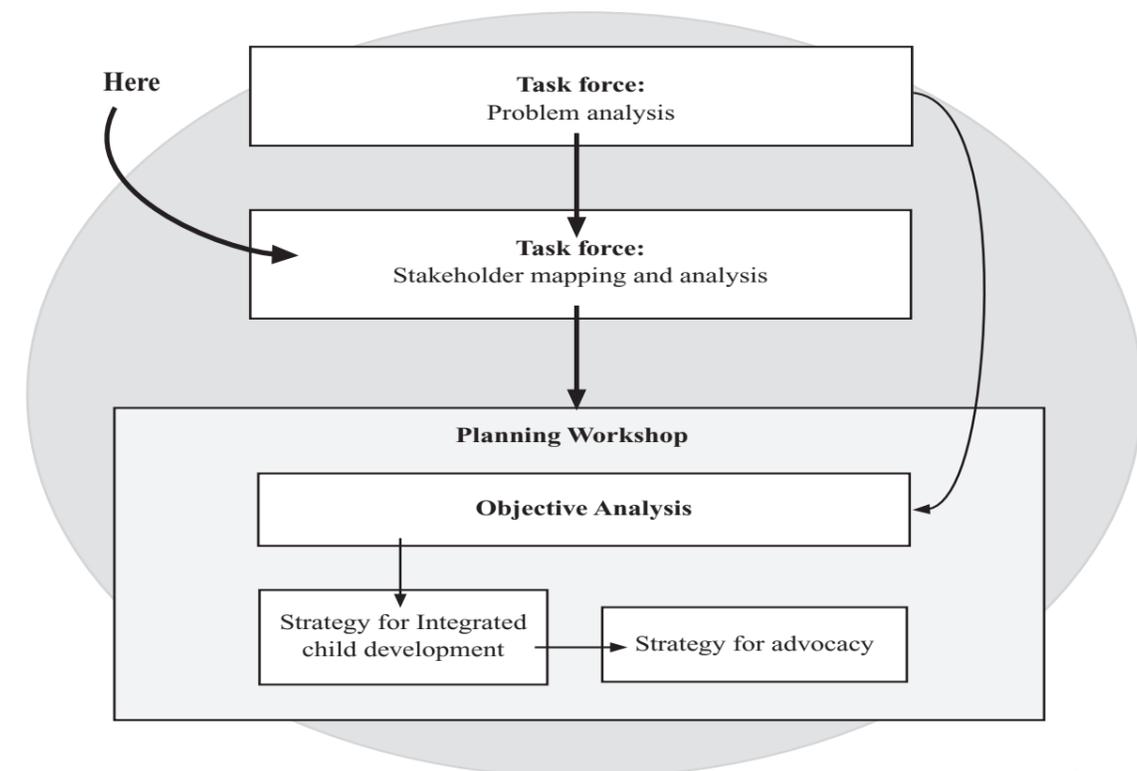
The diagram below shows the different analyses that are part of the stakeholder analysis. It indicates the tools and what the analyses lead to.

The support groups — Analysis of who the supporter are, their strengths and weaknesses — Tools: 7.0.4 — **Partnerships:** Formation of partnerships, alliances and networks.

The opponents — Analysis of the opponents and the reasons behind their opposition. — Tools: 7.0.3 — **Awareness raising strategy:** Targeted at the opponents to provide them information that might make them change their position.

The caregivers — Analysis of the obstacles met by the caregivers in their endeavours to fulfil their roles in relation to provision, protection and participation — Tools: 7.0.5 & 7.0.6 — **Awareness raising strategy** Targeted at the caregivers.

The duty bearers — Analysis of their responsibility in relation to the violations of children's participation rights — Tools: 7.0.6 — **Advocacy strategy:** For promotion of children's participation rights

The duty bearers — Analysis of: their obligations and how they fulfil these in relation to the causes and the effects of the focus problem; and how the lack of fulfilment presents the caregivers with obstacles in their endeavours to fulfil their roles are obstacles for the caregivers to fulfil their roles — Tools: 7.0.1 & 7.0.2 — **Advocacy strategy:** For protection and provision. And for removing obstacles faced by the caregivers

Photo : Jakob Jespersen

Tool for Step 4 Stakeholder Mapping and Analysis

Tool 7.0.1 Matrix for mapping and analysis of duty bearers in relation to identified causes

Tool 7.0.2 Matrix for mapping and analysis of duty bearers in relation to identified effects

Tool 7.0.3 Matrix for mapping and analysis of opponents

Tool 7.0.4 Matrix for mapping and analysis of supporters and support groups

Tool 7.0.5 Matrix for mapping and analysis of the roles of the caregivers

Tool 7.0.6 Matrix for the identification of responsibility with regard to violations of children's participation

Tool 7.0.1
Matrix for mapping and analysis of duty bearers in relation to identified causes

The point of departure for the application of the Tool 7.0.1 is the problem analysis of one theme. The problem analysis identifies one focus problem and a number of root causes of the problem. A new matrix is prepared for each theme.

Tool 7.0.1 enables the user to identify the duty bearers at all levels with obligations in the field that relate to a particular root cause. Furthermore the tool facilitates the identification of the relevant legal framework and to what extent the duty bearer fulfils the obligations laid down in the framework. Finally the tool also facilitates the identification of reasons why some of the duty bearers fulfil their obligations only to a certain extent.

Some research is probably needed to identify all the duty bearers relating to a cause. The obligations in relation to a cause will be more obvious in connection with some duty bearers than for others. For instance, it is obvious that the Ministry of Education will have obligations towards root causes within education, but it is likely that the Ministry of Finance has also an obligation. Similarly duty bearers at community level might in some cases have obligations which are less directly related to the root cause.

How to apply the tool:

1) In the second column list the identified causes – one cause per row.

2) In the first column list the duty bearer at national level/meso/community level with an area of responsibility that directly includes the cause. If the same duty bearer has obligations that include several of the root causes, the same duty bearer will be listed several times. One time per root cause.

3) In the third column the legislation and various legal frameworks describing the obligations of the duty bearers shall be listed.

4) The obligations that the duty bearer has in relation to the cause are listed in the fourth column.

5) This is followed by the fifth column where an analysis of the extent to which the duty bearer meets the obligation is done. If the duty bearer fulfils the obligation completely, the rate is 5, if not at all, then the rate is 0.

6) In the last column, using key words, list the assumptions made to explain why the duty bearer fulfils the obligations only to a certain extent - if this is the case.

Tool 7.0.1 Matrix for mapping and analysis of duty bearers in relation to identified CAUSES

Theme: _____
(The violation of a particular right or cluster of rights for a particular target group)

Focus Problem: _____
(From the problem analysis)

Name and title of duty bearer \ Topics to list	Which of the identified *effects* (from the problem analysis) is the responsibility of the duty bearer? List the *effects*.	In which legal framework are the obligations described?	Precisely which obligation(s) does the duty bearer have in relation to the *effects*?	To what extent does the duty bearer meet these obligations? Rate each on a scale 0 = not at all 5 = completely	Keywords on assumptions why the duty bearer does not fulfil obligations?
National level:					
[Title of duty bearer]					
[Title of duty bearer]					
Meso level: (can be sub-divided)					
[Title of duty bearer]					
Community level: (can be sub-divided)					
[Title of duty bearer]					
[Title of duty bearer]					

Tool 7.0.2
Matrix for mapping and analysis of duty bearers in relation to identified effects

As with Tool 7.0.1 the point of departure for the application of Tool 7.0.2 is the problem analysis of one theme. For each theme one new matrix is prepared. The problem analysis identifies one focus problem and a number of effects caused by the problem. Tool 7.0.2 enables the user to identify the duty bearers at all levels with obligations in the field that relate to a particular effect. Furthermore the tool helps the user identify the relevant legal framework and determine the extent to which the duty bearer fulfils the obligations. Finally, the tool also facilitates the identification of reasons why some of the duty bearers fulfil their obligations only to a certain extent.

Some research probably needs to be done if all the duty bearers related to an effect are to be identified. In some cases the relation between the obligation of a duty bearer and its effect will be more obvious than in others.
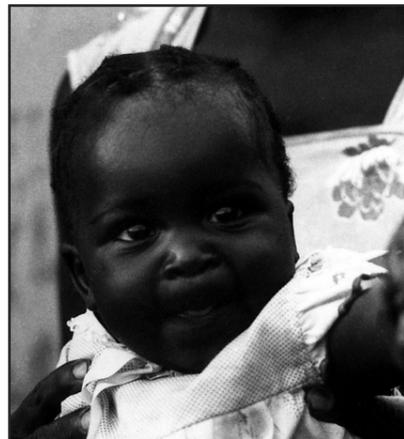
Photo : Jakob Jespersen

How to apply the tool:

1) In the second column list the identified effects – one cause per row.

2) In the first column list the duty bearer at national level/meso/community level with an area of responsibility that directly includes the effect. If the same duty bearer has obligations that include several of the effects, the same duty bearer will be listed several times.

3) In the third column the legislation and various legal frameworks describing the obligations of the duty bearers shall be listed.

4) The obligations that the duty bearer has in relation to the effect are listed in the fourth column.

5) This is followed by the fifth column where an analysis of the extent to which the duty bearer meets the obligation is done. If the duty bearer fulfils the obligation completely, the rate is 5, if not at all, the rate is 0.

6) In the last column, using key words, list the assumptions made to explain why the duty bearer fulfils the obligations only to a certain extent - if this is the case.

Tool 7.0.2 Matrix for mapping and analysis of duty bearers in relation to identified EFFECTS

Theme: --
(The violation of a particular right or cluster of rights for a particular target group)

Focus Problem: ---
(From the problem analysis)

Name and title of duty bearer \ Topics to list	Which of the identified *effects* (from the problem analysis) is the responsibility of the duty bearer? List the *effects*.	In which legal framework are the obligations described?	Precisely which obligation(s) does the duty bearer have in relation to the *effects*?	To what extent does the duty bearer meet these obligations? Rate each on a scale 0 = not at all 5 = completely	Keywords on assumptions why the duty bearer does not fulfil obligations?
National level:					
[Title of duty bearer]					
[Title of duty bearer]					
Meso level: (can be sub-divided)					
[Title of duty bearer]					
Community level: (can be sub-divided)					
[Title of duty bearer]					
[Title of duty bearer]					

Tool 7.0.3
Matrix for mapping and analysis of opponents

Tool 7.0.3 facilitates the mapping and analysis of stakeholders opposed to solving the problem identified in the problem analysis as the focus problem. It could be of stakeholders who oppose the solutions SCD and her partners promote, both in relation to the problem and also in relation to the causes and effects of the problem. The tool combines the mapping and the analysis of how and why the opponents oppose the solution of the problem and it includes a brief analysis of the organisational structures of the opponents.

How to apply the tool:

1) In the first column list the opponents according to the level in society at which they operate. Only one opponent per row. If some opponents operate at several levels they should be listed at each level.

2) In the second column, use keywords to describe what it is the opponent opposes in relation to the problem/effects/causes – solutions. .

3) In the third column state in keywords assumed reasons for their opposition.

4) In the fourth column describe in keywords how they demonstrate their opposition. Key words could be: through the media, in parliament, street campaigns etc.

5) The fifth column is where the organisational structure – if any – of the opponents is described in keywords. Are they organised at all levels in the society? Is it a formal or non-formal organisation? Do they have a spokesperson/chairman? Do they have a secretariat?

6) Finally, keywords describing possible actions to take are listed in the last column. These may include awareness raising campaigns, lobbying or training.

Tool 7.0.3 Matrix for mapping and analysis of opponents

Theme: --
(The violation of a particular right or cluster of rights for a particular target group)

Focus Problem: ------------------------------------
(From the problem analysis)

Title or category of opponent:	What (in relation to the problem) do they oppose? If several issues, list them all.	Why do they oppose them?	How do they oppose them?	Are the opponent(s) organised? If yes, describe in key words how?	Suggestions for actions from SCD and/or partner.
National level:					
[Title of duty bearer]					
[Title of duty bearer]					
Meso level: (can be sub-divided)					
[Title of duty bearer]					
Community level: (can be sub-divided)					
[Title of duty bearer]					
[Title of duty bearer]					

Tool 7.0.4
Matrix for mapping and analysis of supporters and support groups

Tool 7.0.4 facilitates the mapping of supporters and of potential supporters, individuals as well as groups at all levels in society. Support should be understood as support for solving the problem identified in the problem analysis, or as supporting solutions promoted by SCD and her partners. It could also be solutions to the identified causes and effects of the focus problem.

How to apply the tool:

1) In the first column list the supporters, support groups and those stakeholders who are potential supporters.

2) In the second column one or two words should describe the type of support group. The text in the matrix includes some suggestions.

3) In the third column the main activities of the supporter should be listed using keywords.

4) In the fourth column the main advocacy themes of the supporter should be listed. Only – of course – if the supporter does advocacy.

5) The fifth column should list the main beneficiaries of the activities implemented by the supporter.

6) It might be difficult to find data for the sixth column, particularly if the support group is a small community based NGO. For INGOs at national level it should, however, be possible to get an overall figure for their annual budgets and a list of their the main donors. The figures indicate the size of the group/organisation.

7) Suggest some strengths and weakness of the support group, e.g. big, strong, powerful, poor, and low of capacity, very local.

8) The last column is meant to provide a first hint as to whether or not the supporter could become a partner either for SCD or for some of the SCD partners. It is the first indicator of a potential network.

Photo : Jakob Jespersen

Tool 7.0.4 Matrix for mapping and analysis of supporters/support groups

Theme: --
(The violation of a particular right or cluster of rights for a particular target group)

Focus Problem: --
(From the problem analysis)

Title or name of supporter/ support groups:	Type of supporter/ support group (INGO, NGO, CBO, UN org. or an individual).	Main activities of the supporter/ group	If applicable: What does the supporter/group advocate?	List the main beneficiaries of the supporter/ support group.	If applicable: Source of funding and annual budget in US$..	Strengths and weaknesses of the support group.	Is the supporter a possible partner?
National level:							
[Title of duty bearer]							
[Title of duty bearer]							
Meso level: (can be sub-divided)							
[Title of duty bearer]							
Community level: (can be sub-divided)							
[Title of duty bearer]							
[Title of duty bearer]							

Tool 7.0.5 Matrix for mapping and analysis of the roles of the caregivers

Tool 7.0.5 facilitates a mapping of the roles of the caregivers in relation to provision and protection of the child. Furthermore it facilitates the identification of the obstacles which the caregivers face and discloses whether these obstacles come about as a result of duty bearers not fulfilling their obligations or as a result of the lack of awareness of the caregivers. The group of caregivers may vary from culture to culture. It may include the father, the mother, and the extended family, the neighbours and legal guardians.

How to apply the tool:

1) In the first column list the focus problem, the causes and the effects. Repeat as many times as necessary to match the roles/obligations.

2) In the second column list the different roles/obligations of the caregivers in relation to the

focus problem and the effects. State which caregiver has which particular role. If there are more caregivers with the same role, they should all be included. One role/obligation per row.

3) In the third column list the obstacles that the caregivers meet in fulfilling their roles and obligations. Write all the obstacles identified for each obligation defined in column 2.

4) In the fourth column note those obstacles identified to be the result of the caregivers lack of awareness. In some cases an obstacle is partly a result of the lack of awareness and partly a result of the fact that the duty bearer does not fulfil the required obligations. . In such cases "extract" the part which is the result of the caregiver's lack of awareness.

Photo : Jakob Jespersen

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Tool 7.0.5 Matrix for mapping and analysis of the roles of the caregivers
(One matrix per theme and problem)

Theme: _____

(The violation of a particular right or cluster of rights for a particular target group)

Focus problem and the causes and effects of the focus problem.	Roles/obligations of the caregivers in relation to the focus problem and the causes and effects: One role/obligation per row. State which caregiver has this particular role.	Obstacles that the caregivers meet in fulfilling their roles and obligations?	Obstacles that are the result of the lack of awareness.

Tool 7.0.6 Matrix for the identification of responsibility with regard to violations of children's participation

Tool 7.0.6 facilitates the last stakeholder analysis, which is an analysis of the responsibility for violations of children's participation rights as identified in Tool 6.0.3 in the problem analysis (Step3).

How to apply the tool:

1) In the first column list all the violations of children's participation rights that were identified in the problem analysis in Step 3 Tool 6.0.3

2) In the second column describe which duty bearers are responsible and how they are responsible for the violation of that particular right.

3) In the last column describe how the caregivers are responsible for the violation of the right of participation.

Photo : Lotte Ladegaard

Tool 7.0.6
Matrix for mapping and analysis of responsibility for violations of participation rights
(One matrix per theme and problem)

Theme: _____
(The violation of a particular right or cluster of rights for a particular target group)

Focus Problem: _____
(From the problem analysis)

List the violations of participation rights. (Those identified in Step 3, Tool 6.0.3.).	Which duty bearer(s) are responsible and how are they responsible for the violation of the participation right – key words?	How are the caregivers responsible for violation of the participation right? Key words.

Photo : charlotte Bøgh

Chapter 8
Strategy Formulation

The last step in the programme or project planning process is the formulation of strategies for its implementation. The formulation of a strategy is based on the outcome of the two previous steps: the problem analysis and the stakeholder analysis. The tools in the strategy formulation are designed to facilitate a choice amongst the various strategy options.

The two main focus areas - integrated child development and advocacy - require two different but closely linked strategies.

8.1 The aim of the strategy formulation

The strategy formulation has three aims. The first is to identify possible solutions to the problems identified in the problem analysis. If the solutions are then looked on as objectives, a choice of realistic objectives for the planned programme or project can be made. Choosing which objectives to attack is the second aim. The last aim is to develop the strategies; one strategy for integrated child development and one for advocacy.

8.2 A brief description of the tools

Step 8 includes 6 tools, which should be *applied in the same order as they are listed here*. The transformation of the problems into solutions or objectives is the first tool. It starts with the problem tree: when Tool 8.0.1 is applied, the problem tree is transformed into an objective tree. The problems are reformulated as positive statements, which include an indication of the relationship between the "means" and the "end". The objective tree consists of a number of means-ends chains, each of them representing a possible project or programme. Each of the options should be analysed in relation to available resources and competencies ensuring that the final choice is, in fact, also a realistic choice. Finally, the suitable means-ends chains

are selected. In this way the overall framework for the project or programme strategies is developed.

Tool 8.0.2 and Tool 8.0.3 facilitate the development of a *strategy for integrated child development.* The first tool is a traditional LFA tool with the identification of development and immediate objectives followed by outputs and activities. The second tool, Tool 8.0.3 is an additional tool for awareness raising. Its purpose is to improve the effects of awareness raising activities by sharpening the focus of these activities. It is directly linked to the caregivers and the obstacles they face in the form of lack of awareness as identified in the stakeholder analysis. The tool helps create a direct link to the immediate objective by facilitating the analysis of the need for awareness raising in connection with the immediate objective.

Tools 8.0.4 and 8.0.5 and 8.0.6 are tools for the formulation of an *advocacy strategy.* The advocacy strategy cannot be formulated as an LFA model but it needs to be closely linked to the strategy for integrated child development. Therefore the starting point for the advocacy tools is the immediate objective.

Tool 8.0.4 identifies "WHO" among all the duty bearers should be selected as targets for the
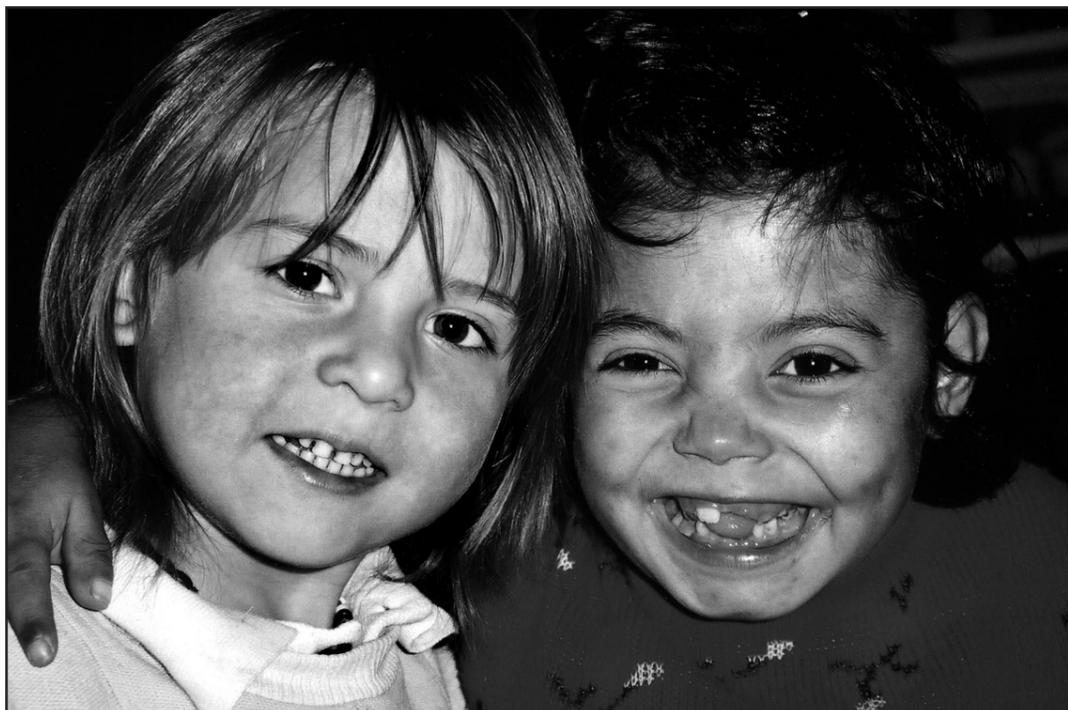
advocacy and which advocacy message should be sent to them – the "WHAT". It takes its point of departure in the immediate objective from the LFA and from the analysis of the duty bearers.

Tool 8.0.5 facilitates deciding "HOW to target them". Through which channels can they be reached? It is a mapping of how the duty bearers, identified in Tool 8.0.4, relate to each other within the hierarchy of the state apparatus (the political as well as the administrative). Furthermore the tool links the support groups and the opponents to the various duty bearers in a hierarchy.

The last tool, 8.0.6, facilitates the planning of advocacy actions. It combines the outputs from Tools 8.0.4 and 8.0.5 – the messages and the relationships - in a strategy for advocacy in relation to the immediate objective.

Tools included are:

Tool 8.0.1 The objective analysis
Tool 8.0.2 Strategy development for integrated child development
Tool 8.0.3 Awareness raising
Tool 8.0.4 Matrix for analysis of duty bearers and advocacy
Tool 8.0.5 Mapping of duty bearers' relationships
Tool 8.0.6 Planning of advocacy actions

8.3 It is important to sum up the findings – how?

The two strategies need to be elaborated in the project or programme document. This means that the project or programme document must contain the summing-up that was made for the various elements, such as the awareness raising and advocacy messages. . The main summing-up is thus done in the project or programme document.

8.4 List of areas where information is missing and list of assumptions and risks

If, in the process of developing the strategies, some information is found missing, it should be noted down and immediately after the workshop the information should be found and included in the summing-up.

The success of the programme or the project depends to a large extent on a number of external factors: situations, events, conditions and decisions. All project and programme designs are built upon a number of assumptions. List the assumptions and the risks, which are included in the design.

8.5 The process

The strategy development is the last step in the preparatory phase of a project or a programme. This is where the threats are collected. . The strategy development is based on two inputs from the previous step: the problem analysis and the stakeholder analysis.

The strategy development takes place at a workshop, if possible with an external facilitator who has experience in LFA. It is a condition for the success of the workshop that all the data from the previous steps are made available to the workshop participants. The outputs from the stakeholder analysis and the problem analysis are particularly important. If possible, most of the information should be made available as keywords on posters.

It is a good idea to use A5 sized cards during the workshop when working out the strategy. (These can be made by cutting a piece of A4 in half.) It is a good idea to alternate - between plenary and group work. For example, let the participants discuss the objective tree and the problem tree in groups before the objective tree is finalised. Group work brings out more ideas and more critical points of view than a plenary session does.

8.6 Participatory methods

Children can be involved in setting the priorities. However, children's priorities should probably not be tested at the workshop, but rather during the preparations for it.   See Chapter 3 for information about hierarchy-, sorting- and order of priority exercises, which could be used.

The process

Task force:
Problem analysis

Task force:
Stakeholder mapping and analysis

Planning Workshop

Objective Analysis

Strategy for Integrated child development

Strategy for advocacy

Here

120   121
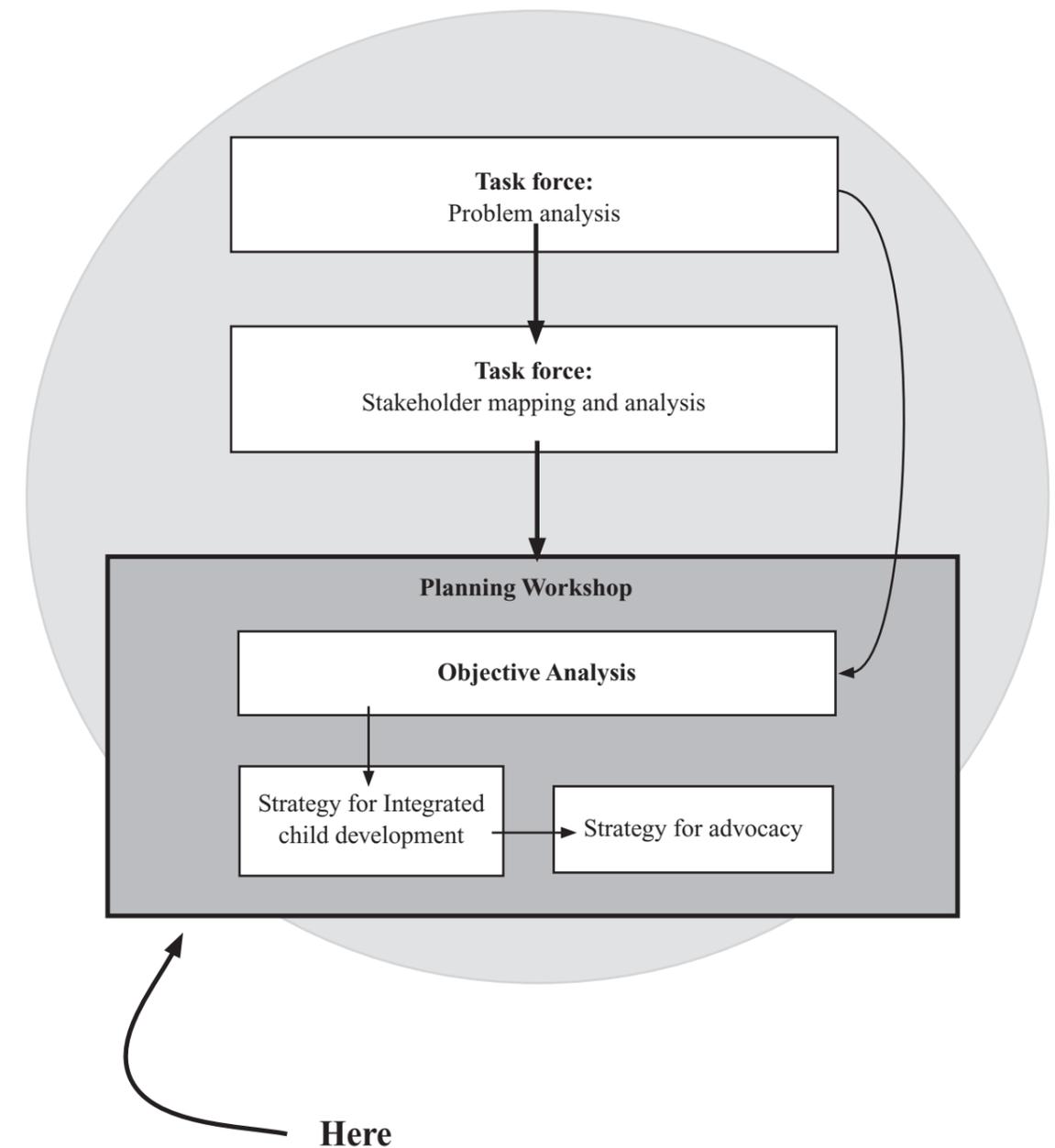
Photo : John Truelsen

Tool for Step 5
Strategy Formulation

Tool 8.0.1 The objectives analysis

Tool 8.0.2 Integrated Child development

Tool 8.0.3 Awareness raising

Tool 8.0.4 Matrix for an analysis of duty bearers and advocacy

Tool 8.0.5 Mapping of duty bearers relationship

Tool 8.0.6 Planning for Advocacy Action

Tool 8.0.1
The objectives analysis

The first part of the objective analysis is to transform the problem tree into a tree of objectives i.e. to change the problem formulation into positive statements and to indicate the means-end relationships. Each of the options should be analysed to see if they are realistic and if they make sense.

The development of the objective tree is followed by the selection of one means-end chain. The selection is based on a number of criteria.

How to apply the tool:

1) Take the problem tree and work from the top downwards
Change each of the problems into a positive statement. If it is not easy to restate a problem as a positive condition, the reason might be that the problem itself was poorly formulated. There may be a need to revisit and restructure the problem tree (and consequently the objective tree), if an inconsistency in the logic is identified.
Note! Changes in the problem tree might lead to changes in the stakeholder mapping and analysis of causes and effects.

3) Work from the bottom and upwards
Check that meeting objectives at one level are sufficient to achieve the objective at the next level. Be aware that it is not every cause-effect relationship that automatically becomes a means-end relationship. Add new objectives where necessary.

Note! The original starter problem (the focus problem in the problem analysis) is now turned into an objective. It is no longer emphasised, being merely one objective among others.

The objective tree is not a reflection of the real world as is the case of the problem tree. The objective tree is rather an outline of the project or programme's operational logic.

The objective tree consists of a number of means-ends chains, each of them representing a possible project or programme. These means-end relationships are identified and marked.

4) Choose one of the means-ends relationships. The chosen chain is the outline of the programme or project strategy. The choice should therefore be carefully considered in relation to a number of criteria.

The participants in the workshop should carefully discuss each of the chains with regard to the following criteria:

• The cost in relation to available funds.
• The option in relation to the overall strategies of the involved parties, for instance, the international strategy of SCD. Use the background material collected during the process as the basis for these deliberations, for example material related to the stakeholders.
• The direct benefits to children in the target groups.
• The probability of achieving objectives.
• The institutional capacity, capability and technical skills available.

The participants can choose to include more criteria.

See example of an objective tree where the chain of mean-ends has been selected (the grey boxes):

Example of a objectivetree:
(Note! As this is an example it is quite general – there is no local context.)
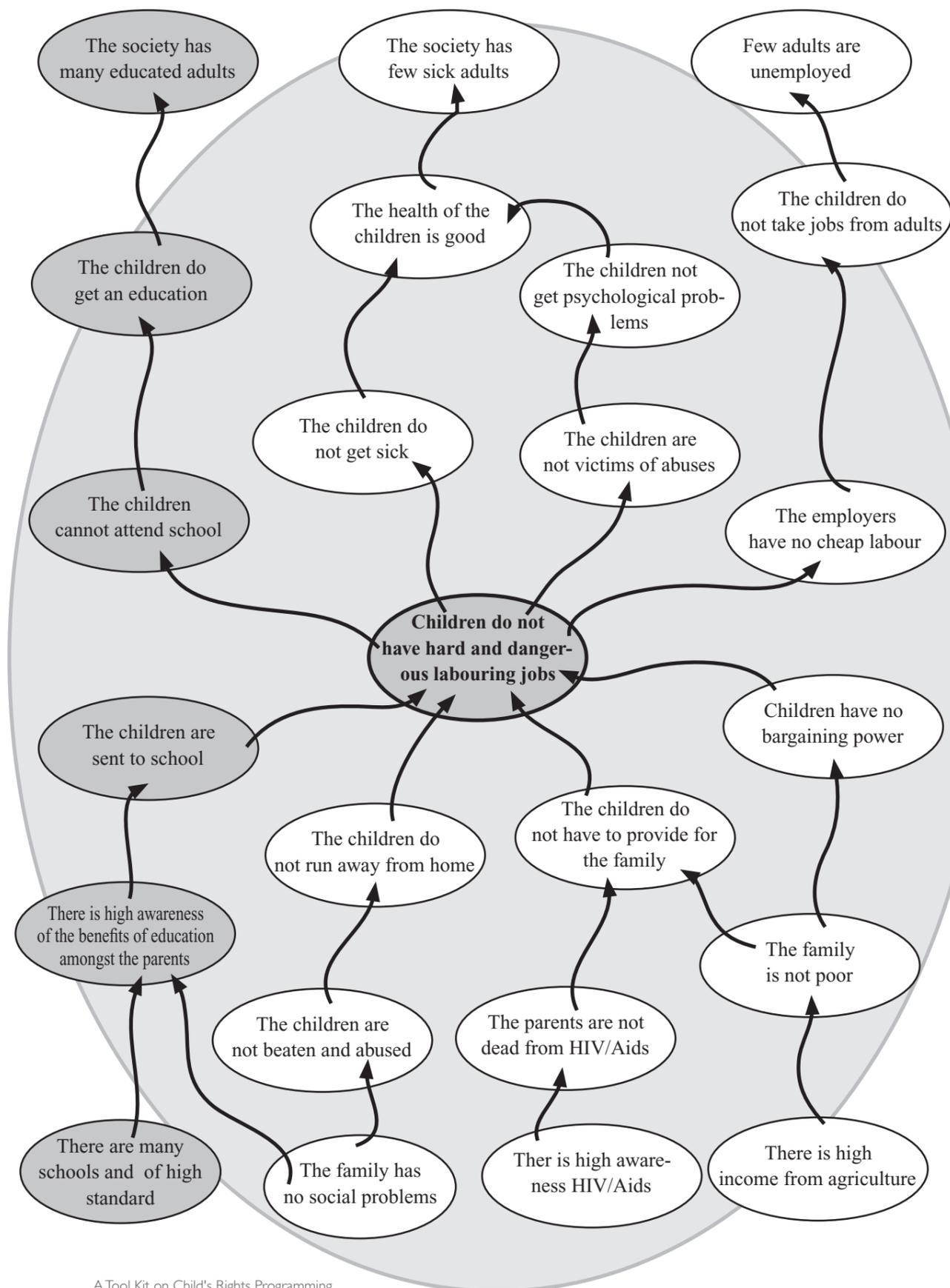
Tool 8.0.2
Integrated Child development

The development of the strategy for integrated child development is based on the LFA tool and principles. (For further information about LFA, please refer to the list of references).

It is important to keep in mind the three areas for intervention within integrated child development: concrete service delivery, awareness raising and children's participation. All three areas must be included in the strategy. In particular they should be reflected in the outputs and the activities, e.g. as a means to achieving the immediate objective. (Please see Tool 8.0.3 in relation to awareness raising.)

If a concrete target group has not already been selected, it should be done at this stage. A concrete target group must have been identified before the LFA for integrated child development can be developed.

The output from applying the tool is a draft LFA matrix.

How to apply the tool:

1) Start from the top of the selected chain of means-ends on the objective tree.
Decide on one development objective and one immediate objective. The development objective describes the anticipated long-term objective to which the programme or project will contribute.

2) The immediate objective describes the intended effects of the programme or project on the direct beneficiaries as a precisely stated future condition (not a process or action).

3) Thereafter add outputs. Outputs are expressed as objectives, which the project management must achieve and sustain within the life of the programme or project. Their combined impact should be sufficient to achieve the immediate objective. Remember the three intervention areas: concrete service delivery, awareness raising (Tool 8.0.3) and children's participation.

4) If possible at this stage, add activities, input and indicators to the matrix. Remember to consider children's participation in the implementation of the project or the programme.
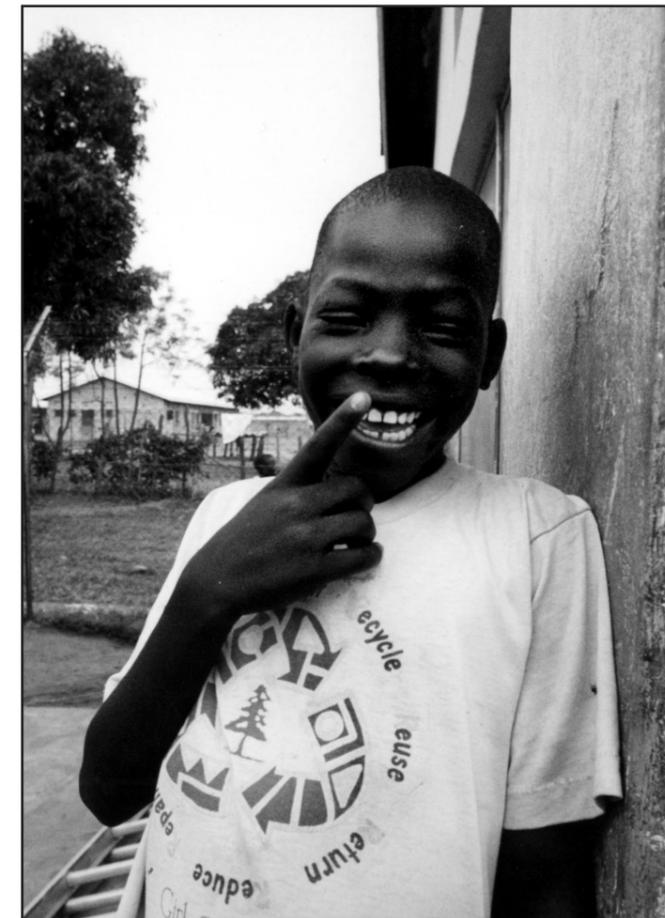
Photo: Hans Otto

Tool 8.0.3
Awareness raising

The stakeholder analysis identified obstacles in the form of lack of awareness, understanding and knowledge among the caregivers in relation to the focus problem and the causes and effects of the focus problem. These are obstacles that prevent the caregivers from fulfilling their roles.

Tool 8.0.3 focuses on the lack of awareness. The tool should be applied in connection with the development of the LFA model (Tool 8.0.2). Its purpose is to improve the effects of awareness raising activities by sharpening the focus of these activities.

Caregivers are not targets for advocacy but they may be targets for awareness raising and receivers of services provided to assist them in fulfilling their roles. They are furthermore important actors to consider in relation to children's participation. The stakeholder analysis showed how the lack of awareness among the caregivers prevented the realisation of children's participation rights.

The tool facilitates the formulation of which awareness raising messages to promote.

An "awareness raising message" is a formulation of the knowledge and/or understanding we want the caregiver to have in order for him/her to change his/her attitude towards the child. An example could be: The child must learn to read and to write. Send the child to school.

Later on, when the project or programme implementation is planned in detail, a number of "sub-messages" can be developed to qualify the message.

The output from the tool serves as input to the formulation of the project or programme document. It should be included in the LFA matrix. How to apply the tool:

Go back to the findings from the stakeholder analysis, Step 4 Tool 7.0.5, where obstacles resulting from the lack of awareness among the caregivers were identified and Tool 7.0.6, where violations of children's participation rights caused by the lack of awareness among the caregivers were identified.

How to apply the tool

1) State the theme and the immediate objective to which the identified obstacles relate.

2) Fill in the first column in the matrix by listing the obstacles that are relevant to the immediate objective. Divide the obstacles into the two groups: obstacles in relation to provision/protection and obstacles in relation to participation.

3) In the second column state which caregiver or caregivers the obstacle relate to. In some cases they will differ a lot, in other cases they might be the same for each and every one of the obstacles identified.

4) In the third column the messages to use in the awareness raising activities should be stated. The messages might be the same for all the caregivers but they might differ depending on the role of the caregiver. The messages should differ from one caregiver to another.

5) In the last column the main activities for awareness raising should be listed. It is thus not enough to state "awareness raising". There must be concrete suggestions (in key words) for how to do the awareness raising.

The output from the tools is hereafter applied to the LFA matrix in Tool 8.0.2 This input should mainly influence the planned outputs and planned activities in relation to awareness raising and children's participation.

Tool 8.0.3
Awareness raising
(One matrix per theme and immidiate objective)

Theme: _____
(The violation of a particular right or cluster of rights for a particular target group, as identified in Step 3)

Immidiate objective: _____
(From LFA analysis in relation to Integrated Child Development)

Obstacles for caregivers as a result of lack of awareness in relation to provision and participation (identified in Tool 7.0.5)	Which caregiver(s)	Which message to give to the caregiver in order to raise his/her or their awareness.	Activities for sending the message
Obstacles for caregivers as a result of lack of awareness in relation to children's participation rights (identified in Tool 7.0.6)	Which caregiver(s)	Which message to give to the caregiver in order to raise his/her or their awareness.	Activities for sending the message

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Tool 8.0.4
Matrix for an analysis of duty bearers and advocacy

By applying this tool an overview of the most important duty bearers at national, meso and community level in relation to the immediate objective is established. The tool facilitates the "WHO" and the "WHAT" in relation to the advocacy strategy - who to target and what message to send.

The principle behind this tool is that advocacy activities should be closely linked to the integrated child development. This tool certifies the link.

Another principle is that advocacy messages differ according to which duty bearer it is meant to target. The responsibilities of the duty bearers in relation to the objectives/ the solutions differ. Some have overall responsibility while others have only limited responsibility. This depends on their position and the legislative and administrative framework of relevance to the problem.

An advocacy message is a statement, which has been tailored to a particular duty bearer. The statement shall define the issue, state the solutions and describe the actions the duty bearer is required to take.

The tool uses the information that was generated from the stakeholder analysis in Step 4, Tool 7.0.1 and Tool 7.0.2. Furthermore it should include information about the legislation and the match with the CRC principles which was done in Step 1, the mapping.

How to apply the tool:

1) State the immediate objective. If there is more than one immediate objective, the tool should be applied for each of the objectives separately.

2) State the level: national, meso or community. If necessary the meso and the community levels can be sub-divided to match the local context.

3) In the first column state which duty bearer. Use the matrix from Step 4, Tool 7.0.1 and Tool 7.0.2 as sources of information. Choose the first duty bearer whose obligations in relation to causes or effects will have some influence on the achievement of the immediate objective.

4) In the second column give keywords on how this duty bearer can be expected to contribute when the obligations which this duty bearer has in relation to the immediate objective are taken into consideration.

5) In the third column give an estimate of the extent to which the duty bearer is already contributing. The rates are: No contribution = 0 Maximum contribution = 5

6) In the fourth column keywords of the advocacy message should be stated. The message should be stated in its full version in the summing-up. The message must relate directly to the obligations of the duty bearer and to the immediate objective.

7) In the last column state the risks that the advocacy activities involve. Advocacy can sometimes be risky. It touches upon power structures and difficult problems. It might disturb a diplomatic balance between two parties. In the worst case it might lead to the punishment of the "advocate". It is important, therefore, to consider the risks.

Repeat the process with the next duty bearer at the same level. When all duty bearers at this level have been included, move to the next level. Remember to state level and objective (the objective is of course the same).

Tool 8.0.4
Matrix for analysis of duty bearers and advocacy
(One matrix per theme and immidiate objective)

Theme: _____
(The violation of a particular right or cluster of rights for a particular target group, as identified in Step 3)

Immidiate objective: _____
(From LFA analysis in relation to Integrated Child Development)

Level: _____
(National, meso or community - can be sub-divided)

The duty bearer: Name of institution/ or individual. Position/title	How can the duty bearer contribute to the achievement of the immediate objective?	To what extent does the duty bearer already contribute. No contribution = 0 Max. contribution = 5 .	State in key words the advocacy message.	What are the risks involved?

Tool 8.0.5
Mapping of duty bearers relationship

Tool 8.0.5 facilitates the mapping of how the duty bearers, identified in Tool 8.0.4, relate to each other within the hierarchy of the state apparatus (the political as well as the administrative). The tool furthermore links the support groups and the opponents to the various duty bearers in a hierarchy.

The application of the tool facilitates an identification of HOW to channel the advocacy messages. When the primary relationships among the duty bearers are mapped and added to the positions of supporters and opponents, a map of possible channels for influence will appear.

The duty bearers to include in the map are only those identified in Tool 8.0.4, the WHO and the WHAT. Additional duty bearers (duty bearers, who were not identified in Tool 8.0.4) should be included in the mapping, only if they are found to be important for an understanding of the relationships.

In some cases it might be convenient to separate the political hierarchy from the administrative hierarchy.

Adding arrows indicates the relationships. An arrow indicates to which duty bearer the duty bearer below is directly responsible. The arrow should point from the one below to the one above.

The size of the boxes has no symbolic meaning. They should be big enough to include name/title of the duty bearer.

A limited number of opponents and support groups should be added. Choose only the most significant ones.
They are added to the right side and indicated with a grey box. Arrows indicate which duty bearer they influence.

Photo : Jakob Jespersen

The map could look like this:
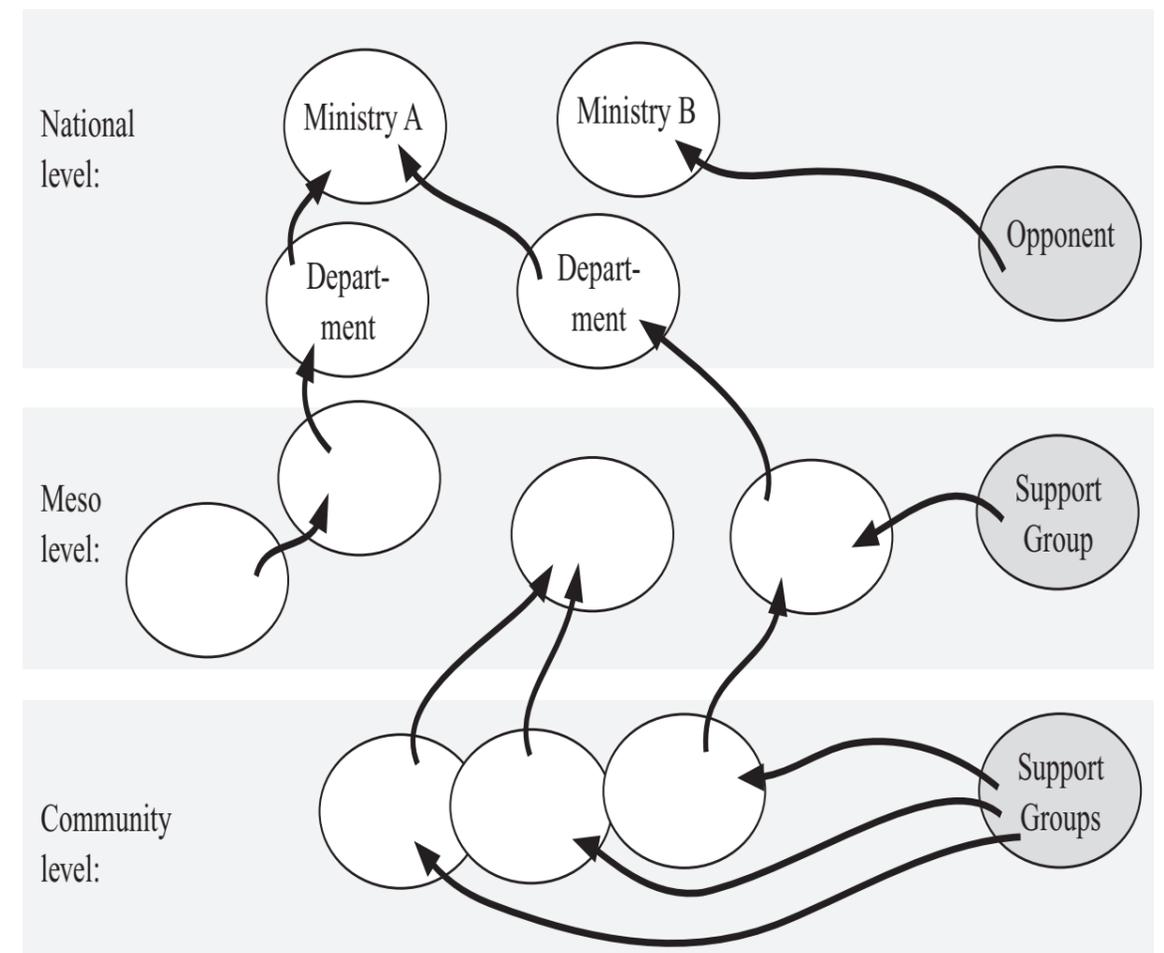
Tool 8.0.6
Planning for Advocacy Action

Tool 8.0.6 is a tool for the very last part of the advocacy strategy development. It takes its point of departure in the map produced by Tool 8.0.5 and in the messages identified in Tool 8.0.4.

Advocacy is about taking action to influence the duty bearers. The present tool facilitates the planning of such actions.

It is, however, important to remember that an advocacy strategy should be flexible but the overall objective must never be lost from of sight. If a possibility for influencing a duty bearer occurs, it should be utilised as long as it serves the achievement of the objective, even if neither the action nor the duty bearer is in the plan.

How to apply the tool:

Look at the map of duty bearers, opponents and support groups and look at the matrix from Tool 8.0.4. Make an analysis to determine who among the duty bearers has most influence with regard to the objective and who among the duty bearers is most easy to influence. Include in the analysis the role of opponents and support groups.

1) Select the duty bearers. It is a good idea to select more than one, but not too many. If applicable, it is also a good idea to select some from the different levels in society.

2) Next look at the support groups. Which of these could be useful as partners (maybe through an alliance or a network).

3) Analyse the opponents. Which of them might be influenced? Which of them have most influence on the selected duty bearers?

4) Pick from the previous tool and include which message to advocate and which duty bearer(s) to target.

5) In the column for channels to reach the duty bearer list those duty bearers, support groups and maybe also opponents who could be used as mediums to influence the selected duty bearer. The duty bearers listed in this column are therefore not the primary duty bearers.

6) In the last column methods for advocacy should be listed. These may include lobby, media campaigns, street theatre, awareness raising etc. The choice of method depends on who the duty bearers is and the channels available. It is, for instance, useless to choose lobby as a method, if there are no channels through which to lobby. . Much more detailed planning is needed for applying the methods for advocacy. This should be done in connection with the annual planning of the project or programme.

Use the matrix for developing the action plan.

Tool 8.0.6
Matrix for analysis of advocacy action
(One matrix per theme and immidiate objective)

Theme: _____
(The violation of a particular right or cluster of rights for a particular target group, as identified in Step 3)

Immidiate objective: _____
(From LFA analysis in relation to Integrated Child Development)

The selected duty bearer	Selected support groups	Opponents necessary to include	The message to the duty bearer	Channels to reach the duty bearer	Methods

Photo : Hans Otto

List of references:

LFA:

The Logical Framework Approach (LFA)
Handbook for Objectives-Oriented Planning
NORAD (1992)

CRP:

Child Rights Programming
How to Apply Rights-Based Approaches in Pro-
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A Handbook for Save the Children Alliance
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A Training Manual
Joachim Theis, Save the Children UK and
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An Introduction to Child Rights Programming.
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Save the Children UK
London (2001)

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of involving young citizens in community devel-
opment and environmental care.
UNICEF/Earthscan, London & New York (1997)

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Stepping Forward. Children and young people's
participation in the development process.
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