

**Manual for Child Rights Programming with a focus
on Sexual and Reproductive Health Rights**

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Manual for Child Rights Programming with a focus on SRHR

Based on the Child Rights Programming TOT for the EC SRHR project, 27-29 September 2011

Introduction

The information contained in this training manual has been developed with the aims to introduce and guide partner organizations to Child Rights programming, and to provide session plans for basics on Child Rights Programming with a focus on sexual and reproductive health rights (SRHR). It is based on the training of trainers (TOT) of CRP conducted in September 2011 for the EC SRHR project, led by Save the Children Sweden Regional office MENA. The manual covers activities for about 3 days.

Content of the manual

The manual includes a total of 8 sessions:

Session 1: Introduction

Session 2: Childhood and child centeredness

Session 3: CRC and CRP

Session 4: Analysing root causes of children's situation

Session 5: Duty bearers and CRSA development

Session 6: Planning your program

Session 7: Child participation and rights programming

Session 8: Project implementation and learning from the SRHR project

A suggested outline for 3-day training can be as follows:

- **Day 1:** Introduction, Childhood and Child centeredness, CRC and CRP, Analysing root causes of children's situation
- **Day 2:** Duty bearers and CRSA development, Planning your program
- **Day 3:** Child Participation and Rights Programming, Project Implementation

Resources

There are two key resources that are the basis for all the exercises within this manual:

- Training Manual Child Rights Programming, Save the Children Sweden 2007, Regional offices SCA & SEAP
- Getting it Right for Children, International Save the Children Alliance 2007

Additional resources:

- Action for the rights of children ARC resource pack, in particular their Critical Issues module 4 on Sexual and Reproductive Health (<http://www.arc-online.org/arc/criticalissue/sexualreproductivehealth.html>)

Training Methods

This manual uses a variety of methods conducted with the training materials to enable participants to:

- Apply knowledge in Child Rights and Child Rights programming through interactive and participatory approaches.
- Create a plan for capacity building including training partners at national level.
- Review the SRHR manuals from a rights based perspective acquired throughout the training.

There are 8 sessions in the manual structured to sequence learning in the following manner using different techniques:

- Rationale for Children’s development, Child rights and Child rights programming, Childhood and Child centeredness.
- Framework for the programing cycle, from Analysis to Evaluation.
- Application of a rights based approach while reviewing the SRHR project’s objectives and manuals.
- Sessions were structured with a presentation of new information delivered through PowerPoint slides and at least one exercise which requires participants to apply the concepts through activities. These included case studies, personal readings and group reading (the carousel), such as small group discussion, plenary discussion and after exercise presentations.
- Each session outlines objectives, duration, needed materials and the process.

Tip! The facilitator should promote active participation through encouraging participants to contribute their own ideas, opinions, and views and thereafter should add, discuss and provide feedback as required. And include a lot of icebreakers, energizers and games related to the concepts like the drop quiz that would consolidate the concepts and clarify grey sections.

For more support and information for facilitation, we strongly recommend the “Facilitator’s toolkit” produced by Action for the rights of the children ARC resource pack.

You can download the Facilitator’s toolkit here: <http://www.arc-online.org/using/facilitators.html>

Materials

LCD projector, flip chart (2 if available) and papers, coloured paper of different sizes, pens of different colours, board markers, large post it notes, tape, flash cards, speakers, notebooks, colouring pencils, blue tack.

All relevant materials for the exercises (handouts and PowerPoint presentations) are available on the attached CD-rom.

Session I: Introduction

Objectives

By the end of the session the participants will be able to:

- Familiarize with Save the Children's approach to child rights;
- Understand why Child Rights Organizations should develop their programmes through a Child Rights based approach;
- Get to know each other, their expectations and laying the foundation for team work.

Duration

90 Minutes

Preparation

You should prepare 3 flipcharts to hang on the wall: Expectations, Parking Lot and Confidence Line

Handouts/PPTs

- Welcome and Save the Children's commitment to CRP PowerPoint presentation

Process

Step 1 – CRP and Child rights oriented organization (15 min)

Give a PowerPoint presentation of a rights-based organization and briefly introduce the organization's commitment to children's rights and the use of the UNCRC as a basis of our work. You may use your own organization or Save the Children's commitment as an example.

Step 2 – Introductions (30 min)

Ask participants to take a coloured paper and draw themselves. They should write their name and draw things that represent themselves. Afterwards each participant will present themselves in a circle and put the picture on the wall.

Step 3 – Expectations (10 min)

In small groups (two or three depending on the number of participants), participants should write down two expectations per group for the training on post-it notes and put it on the Expectations flipchart.

The facilitator will then group the expectations and carefully read them to revise the training program accordingly or inform the participants (at a later stage) of the objective of the training.

Step 4 – Confidence line (10 min)

Ask each participant to write down the percentage of confidence they have towards CRP on post-it notes and put it on the Confidence line flip chart. Participants should remember their percentage as we will get back to it at the end of the training.

Step 5 – Ground rules (10 min)

In a plenary set 5 ground rules for the workshop.

Assign responsibilities: 2 evaluators for each day, 1 time keeper, and everybody animates!

Step 6 – Parking lot (5 min)

Explain the Parking lot flipchart as a space where issues not directly relevant to the workshop can be 'parked' for further discussion in the future. Explain also that issues can be raised throughout the training course.

Step 7 – Logistics and other issues (10 min)

If needed to inform participants of practical information in regards to the training venue, the breaks, the length of the training and if they want to change the timing and all vote for it, and that the facilitators is ready to receive any questions.

Step 8 – Agenda and objective of the training (5 minutes)

Go over the prepared Agenda with the participant and clearly explain the objective of the training if you haven't done this yet. (Refer to Annex I for the SRHR CRP training agenda and objectives)

Session 2: Childhood and child centeredness

Objectives

By the end of the session the participants will be able to:

- Explore the diversity of childhoods;
- Relate the concepts of diverse childhoods and their application in CRP;
- Identify the key elements of a child-centred approach and relate them to their application in CRP.

Duration

120 Minutes

Handouts/PPTs

- Handout 1: Exercise on childhood (p.75 Training Manual CRP SEAP)
- Handout 2: Perceptions of Childhood (p.76 Training Manual CRP SEAP)
- Copies of section "Children and childhood" (p.6 Getting it right for children)

Process

Step 1: Diverse childhoods (25 min)

In plenary pose the question “What comes to your mind when we say ‘child?’”. Allow participants to brainstorm on associations related to the child. Facilitate the discussion by viewing the child through different perspectives: legally, socially, development stages, vulnerability, strengths etc. Write up the answers in a flip chart.

Step 2: Common attitudes, beliefs and views on diverse attitudes (65 min)

Divide participants into small groups and ask them to discuss the 3 columns of Handout 1 (Training Manual CRP SEAP).

Each group will write and present their answers on a flip chart followed up by a group discussion.

The facilitator will take notes and further question participants if s/he thinks there are missing beliefs or these can be challenging from a Child rights perspective.

Facilitators can take the discussion a bit further through posing questions such as: What age of children are the groups thinking about when they are discussing? What about beliefs around children from certain families/groups (single parents, parents in conflict with the law etc)?

In a **carrousel** read Handout 2 (Training Manual CRP SEAP) and “Children and childhood” (p.6 Getting it right for children). The carrousel exercise: participants sit in a circle and every participant will have copy of one document which she/he can read for 1 minute and highlight key messages, ideas and questions then pass on the participant next to her/him.

Once participants finish reading, ask the questions:

- Do you think that the papers we have now read further clarify who is a child?
- Do we still have ambiguities?

Step 3: Child-centred approach (30 min)

Discuss in plenary the question:

- What is a child centred approach?
- In the implementation of your work, do you consider the child from such a holistic perspective?

Session 3: CRC and CRP

Objectives

By the end of the session the participants will be able to:

- Explain what the CRC is and a brief history of child rights;
- Define the guiding principles of the convention;

- Explain the key components of a child rights-based programming (CRP) approach.

Duration

150 Minutes

Handouts/PPTs

- CRP vs CRC PowerPoint presentation
- Handout 4: Human rights principles and main ideas (p. 83 Training Manual CRP SEAP)
- Handout 8: Unofficial summary of the UNCRC (p. 90-93 Training Manual CRP SEAP)
- Handout 6: CRC: Monitoring and Reporting (p.87 Training Manual CRP SEAP) *optional*

Process

Step 1: Introduction to the UN Convention on the Rights of the Child (10 min)

Show Slide 2-4 and introduce the participants to the child rights convention as an international agreement.

The Child Rights Convention

- Was Adopted by the UN in 1989
- Is the most ratified in the world (except USA and Somalia)
- Has UNCRC as a monitoring body



Slide 2

The Child Rights Convention

Gave birth to a new social contract based on :

- Children as *holders of rights*
- AND**
- The states as *bearers of non-transferable responsibility*



Slide 3

The Child Rights Convention

However,

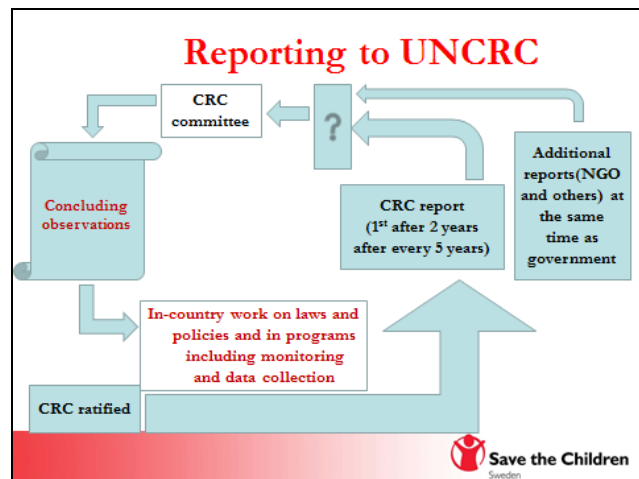
It is still difficult to move from the *conceptual* understanding of CRC to *practical* delivery... Application remains intermittent and unsystematic !



Slide 4

Step 2: Reporting to the CRC (20 min)

Explain the monitoring and reporting mechanism in Slide 5. For detailed explanation of MRM refer to Handout 6 (Training Manual CRP SEAP).



Slide 5

If you think is relevant elaborate with the participants how the last report to the UNCRC was developed in their country

Step 3: Knowledge of CRC (30 min)

Divide into smaller groups and work on the questions in Slide 6, writing answers on flip charts but ensuring that the group work is organized in the following four steps.

1. What rights of the convention are you familiar with?

(Allow participants to brainstorm on all the rights they are familiar with in the terms their own terms, then give out Handout 8 before question 2)

2. Which articles are they related to?

(Now each group should correct their answers and relate them to articles in the CRC)

3. What other rights are included in the CRC that we have not discussed about?

4. Of all the right of children, which are the ones that relate the most to your work (i.e. SRHR)?

Probe further if participants are aware of other international instruments.

Here is a list of international instrument to support the facilitator:

- International Convention on the Elimination of All Forms of Racial Discrimination
- International Covenant on Civil and Political Rights
- International Covenant on Economic, Social and Cultural Rights
- Convention on the Elimination of All Forms of Discrimination against Women
- Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
- International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
- Convention on the Rights of Persons with Disabilities
- Convention Relating To the Status of Refugees
- Convention on the Reduction of Statelessness
- Convention for the Suppression of the Traffic in Persons and Exploitation of the Prostitution of Others
- Convention on Protection of Children and Co-Operation In Respect Of Intercountry Adoption
- Convention on the Civil Aspects of International Child Abduction
- Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages
- Convention Concerning the Minimum Age for Admission to Employment
- Convention Concerning the Elimination of the Worst Forms of Child Labour
- Convention against Discrimination in Education (UNESCO)
- Rome Statute of the International Criminal Court
- Convention on Cluster Munitions
- African Charter on the Rights and Welfare of the Child

! The 2010 Marrakesh declaration was an important stepping stone for SRHR in Arab countries. The Marrakesh Declaration, adopted unanimously at the end of the Fourth High-Level Arab Conference on Children's Rights, calls for better prevention and response mechanisms towards GBV, the adoption of legislation to protect children from all forms of GBV, especially with regards to female circumcision, sexual exploitation and early marriage, promote awareness-raising and extension programmes and services as well as protection efforts related to the transmission of HIV/AIDS by different means, especially among adolescence, and ensuring access for all children to health care, education and social services.

Read the full declaration here:

http://www.childsrightrights.org/html/site_fr/cnews/userfiles/file/Marrakech_Declaration%20English%20final%20version.pdf

Conclude by asking participants why they think we did the exercise?

! NGOs and civil society work towards the full implementation of the CRC, however if we only focused on providing service and making sure that child rights and needs are being met we are in some ways going against the CRC which states that the State is the primary duty bearer for the implementation of the rights. The CRC provides us with a guiding principle that our work must always support the States' and parents/caregivers' resources and capacity to fulfil their obligations towards the child.

Step 4: Human rights principles and main ideas (30 min)

Explain the four key concepts in human rights in Slide 7.

Rights are:

- Inalienable
- Universal
- Indivisible
- Interconnected



Slide 7

Inalienable:

- Every human being is born with human rights;
- Human rights cannot be taken away;
- Human rights cannot be given up.

Universal:

- All human beings have the same rights – everywhere – all the time (there are situations allowing restriction of certain human rights, e.g. freedom of movement of criminals in jail; right to information during state of emergency).

Indivisible & interconnected:

- All rights are linked and have effects on each other:
 - If one rights is denied this has an impact on other rights;
 - One person's enjoyment of rights should not come as a result of the suppression of rights of others.

Give each participant a copy of Handout 4. In 20 minutes they will individually read the handout and write the main instruments in their country. Allow them 5 minutes to share with the participant sitting on next to them.

Discuss what participants liked from the handout and particularly stress the difference between needs based approach and rights based approach. i.e. beneficiaries = recipients of aid, target group = rights holders.

Ask participants to give examples of needs vs. rights based approach.

Tip! Share CRIN country profiles to research on resolutions that have signed in every country.
Website: <http://www.crin.org>

Step 5: Child Rights Principles (30 min)

In Slide 8 explain that the four general principles embody the spirit of the CRC and are fundamental to the interpretation of all the other rights. They apply to all aspect of children’s rights. Ask the participants to name the four general principles.

In Slide 9 define each of the four general or guiding principles together with the participants and finish with the best interest of the child:

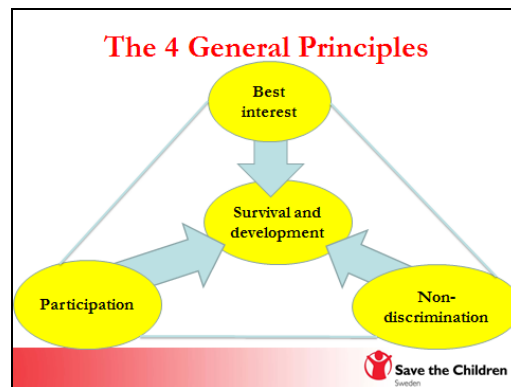
Child Rights Principles

Four general principles embody the spirit of the CRC and are fundamental to the interpretation of all other rights.

They apply to all aspects of children’s rights



Slide 8



Slide 9

Non-discrimination:

Article 2 establishes that child rights apply to all children all the time, anywhere, without discrimination of any kind of the ground of gender, disability, ethnicity, religion or citizenship.

Participation:

Article 12 sets out the principle that children should be listened to on any matter which concerns them and their views are given due consideration in accordance with their age and maturity.

Survival and development:

Article 6 prioritises children’s rights to survival and development but also the right to develop to their fullest potential in every respect including their personality, talents and disabilities.

The best interests of the child:

Article 3 establishes that in all actions concerning the children, the best interest of the child should be a primary consideration.

Divide participants into smaller groups and ask each group to discuss one case they have encountered when they had to take a difficult decision regarding the best interest of the child. Depending on the audience choose one case to be presented to all participants.

Step 6: Child Rights Programming (30 min)

Explain child rights programming using Slide 10 & 11:


Child Rights Programming

“Using the principles of children’s rights to plan, implement and monitor programs with the overall goal of improving the position of children so that all boys and girls can fully enjoy their rights and can live in societies that acknowledge and respect children’s rights.”



Slide 10

- Is the basis for the SC operations in development and emergency situations
- Puts children at the center of programming
- Is based on the CRC and the 4 general principles
- Recognizes children as rights-holders and governments as duty-bearers.



Slide 11

Explain how CRP involves the use of the principles and best practices related to each of the constituent words of CRP

- Child – Child-centred approaches
- Rights – human rights/CRC principles
- Programming – good development practice

Introduce the duty-bearer and rights-holder relationship in Slide 12 and highlight the importance of CRP in enabling the effective functioning of this cycle in Slide 13.

Game! Divide into two groups and do the Drop Quiz in Slide 14-18. After reading each question out allowed the first group that says “tic tac talk” and answers the missing word correctly gets a point.

Session 4: Analysing root causes of children’s situation

Objectives

By the end of the session the participants will be able to:

- Distinguish between direct causes and root causes of children’s situation;
- Understand the link between root causes and other causes of children’s situation.

Duration

120 Minutes

Materials

- Luiza’s story
- Iceberg and drowning man concepts PowerPoint presentation

Process

Step 1 (30 min)

Read “Luiza’s story” out loud and each participant should actively take notes.

Step 2 (60 min)

Divide into smaller groups (of 4 to 6 participants depending on the number of participants) and ask each group to write down the root causes and all other direct and related causes of Luiza’s death on coloured flash cards. Once ready blue tack the cards on the wall creating a top layer of root causes and 2-3 layers of related causes with the lowest layer the most detailed visible and direct causes of Luiza’s death. Ask each group to present their answers.

Example of answers:

Top layer (root causes): State not fulfilling its responsibility as the main duty-bearer to realise children’s rights.

Second layer (social/community level): Gender discrimination, poverty, non-existing infrastructures, health practitioners failing to meet their responsibility of ensuring vaccination of children and providing basic health care, lack of awareness at different level of the community structures, etc.

Third layer: Vaccines were not available, treatment of tetanus too expensive, did not going to school, bad infrastructure, very limited access to health care, insufficient planning of vaccination program by health centre, refusal of sending vaccination through the midwife, etc.

Bottom layer (direct causes): Being barefoot and not having shoes, getting sick from tetanus, not receiving the vaccination in time, unavailable means of transportation, no resources to afford available health care system, etc.

Step 3 (30 min)

Show the Powerpoint presentation “Iceberg and drowning” concepts. The Iceberg theory states that the tip of the iceberg only shows the direct causes which only constitute 10% of the root causes. Each tip of the iceberg is an effect of a course that might not be visible or tangible. In order to remove the iceberg it is not enough to remove what is visible and above water but we need to tackle the bottom of the iceberg, the root causes which needs to be foreseen and analysed beyond what is visible.

Excerpt from Child Rights Situational Analysis, Save the Children Sweden SEAP 2008:

“To develop appropriate responses towards fulfilment of children’s rights it is important to analyse the situation from a rights perspective. This will clarify which rights are being denied or violated, and what the causes are. Here, two aspects are important: a study of immediate causes as well as an in-depth analysis to see the deep-rooted causes. For instance for a girl child who has never been to a school the immediate causes may lie in the family situation such as burden of household work but the root cause might be social and cultural norms related to women’s subordination and patriarchal norms. Using the method of problem analysis the harmful aspects of a situation that children face in a given condition can

be identified. This will help identify the violated rights that the state is obligated to fulfill. The immediate and root cause analysis once completed will present a comprehensive picture of causal factors which should be key factors to inform the interventions. During this analysis it is important to ask “Why and what causes certain situations” and therefore to identify the reasons. A series of Why’s to each of the answers will help conduct an in-depth analysis. At the same time, it is crucial to see the links between different causes.”

Session 5: Duty bearers and CRSA development

Objectives

By the end of the session the participants will be able to:

- Understand what is meant by a child rights situation analysis (CRSA);
- Know how to carry out a CRSA using the key steps.

Duration

120 Minutes

Handouts/PPT

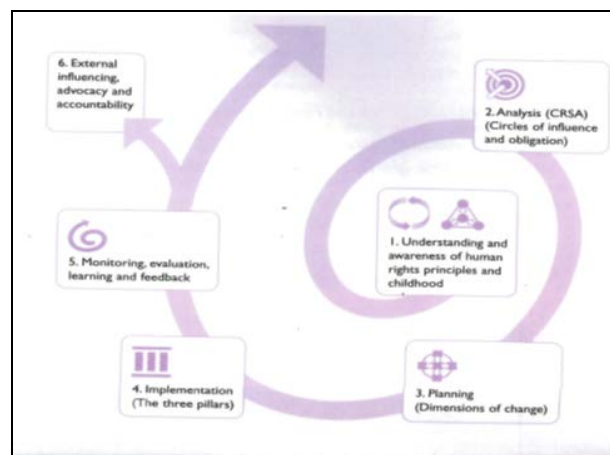
- Copies of section “Key questions to ask for your CRSA” (p. 22, Getting it right for children)
- Copies of section “Capacity analysis matrix” (p. 30-33 Getting it right for children)
- Our Road Map PowerPoint presentation

Process

Step 1: The CRP roadmap (10 min)

Explain the CRSA road map on Slide 2 to refresh the participants’ knowledge and put it in a broader perspective. On Day 1 we worked on Understanding and awareness of human rights principles and childhood. Day 2 we will work on CRSA analysis, Planning and Implementation. Draw attention to the symbols in each step, and ask participants what they associate with each symbol.

1. The duty-bearer and rights-holder relationship AND The four general principles of UNCRC
2. Circles of influence and obligation
3. Dimensions of change
4. The three pillars



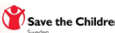
Slide 2

Step 2: What is a CRSA? (10 min)

Ask participants to answer the question followed by the correct definition and explanation on Slide 4.

What is a CRSA?

- A CRSA is an analysis of the situation of children and their rights.
- Is used to set out the extent to which children's rights have been realized and to identify the obstacles to fulfilling their rights.
- Your CRSA can cover a country, a region or a sector of work (eg SRHR)
- **No two CRSAs look the same!**



Slide 4

Step 3: Key questions to ask for your CRSA (35 min)

Divide into smaller groups and give out copies of p. 22 (Getting it right for children). Ask the participants to rephrase the key questions in the context of SRHR.

Example: What is the prevailing rights climate? → What is the prevailing rights climate with regards to sexual and reproductive health rights in Lebanon, oPt and Yemen?

Allow 10 minutes for each set of questions and after each set let each group present their result in plenary.

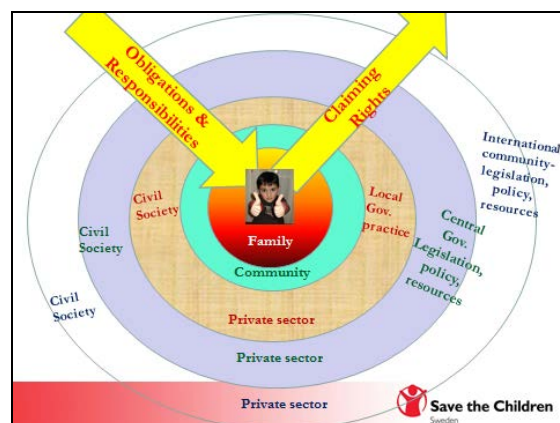
Remind participant of the two key tools in Slide 6-7:

1. **The four general principles and the UNCRC**
2. **The duty-bearer and rights-holder relationship**

Introduce the 3rd key tool in Slide 8:

3. **Circles of influence and obligation**

Circles of influence and obligation is a practical tool you can use to establish two key things: the dynamic relationship that children, as rights-holders, have with a range of different groups and individuals; and the obligation that duty-bearers hold in relation to children. Understanding who the duty-bearers and stakeholders are at every level and their respective roles, responsibilities and capacities, is a crucial step.



Slide 8

Step 4: State as the main duty-bearer (15 min)

Emphasize the importance of understanding that the state is the main duty-bearer towards children through Slides 9-11.

As the MAIN Duty-bearer, the state has obligations to:

- **Respect**
- **Protect**
- **Fulfill**

Children's Rights



Slide 9

Respect: state must not interfere directly or indirectly with the enjoyment of rights.

Protect: state must take measures to prevent third parties from interfering with the enjoyment of rights.

Fulfill: state must adopt proper legislative, administrative, budgetary, judicial, promotional and other measures towards the full enjoyment of rights. State must also provide services for the realization of rights.



Slide 10

- The rights holder must be **enabled** to claim his/ her rights and hold duty-bearers to account for the fulfillment of their obligations.
- A child's ability to do this directly will change over time according to his/her **evolving capacities**.
- Rights holders also have a duty to respect the **rights of others**



Slide 11

! Children are also duty bearers and are also accountable for the fulfilment of their obligations. Discuss.

Step 5: Capacity analysis matrix (30 min)

Divide into groups and hand out copies of the capacity analysis matrix in p. 30-31 (Getting it right for children). Each group will work on filling in the matrix as if they were designing a programme intervention on SRHR in their country. The group can take help from the worked example in p. 32-33 (Getting it right for children). Allow each group to present and discuss their results in plenary.


Step 6: Steps in CRSA (20 min)

Explain the 8 steps in developing a CRSA following slide 12.

Child Rights Situation Analysis

STEPS

1. Planning your CRSA
2. A desk review
3. Primary research
4. Initial analysis
5. Further data gathering
6. Drafting your CRSA
7. Consulting widely
8. Finalizing and using CRSA



Slide 12

Session 6: Planning your program

Objectives

By the end of the session the participants will be able to:

- Understand what is meant by child rights-based programme planning;
- Know how to develop a child rights-based plan;
- Be ready to try out child rights-based planning tools.

Duration

150 Minutes

Handouts/PPT

- Our Road Map PowerPoint Presentation
- Copies of Logframe of EC SRHR project

Process

Step 1: Set your goal (45 min)

Start with refreshing the participants' memory of the Iceberg theory in Slide 14. Highlight the importance of root causes of children's situation. The goal should address the root causes.


! It is not realistic that a single project/programme will be able to eliminate the root cause, which is why the goal is not something that the project will achieve but something that it will **contribute** towards. It's a vision.

Explain the elements of the CRP goal from Slide 15-16.

Step 1: Set your Goal

Elements of a CRP Goal:

- Pertains to all the children and all children means boys and girls, those with dis/abilities, those who are in a minority, those who...
- Shows impact on children
- Must reflect language from one of the human rights instruments as applied to children
- Use the CRC as a guide!
- Must have a geographic limiter



Slide 15

This means that the CRP Goal:

- Focuses on children and their rights (rather than on adults and their organizations)
- Is a long term vision focusing on the rights of all children (rather than on short term incomplete targets)
- Is broad enough to cover all work (it provides a common focus for all work/interdependent rights)
- Makes it clear that we need to work with others
- Needs cooperation at all levels



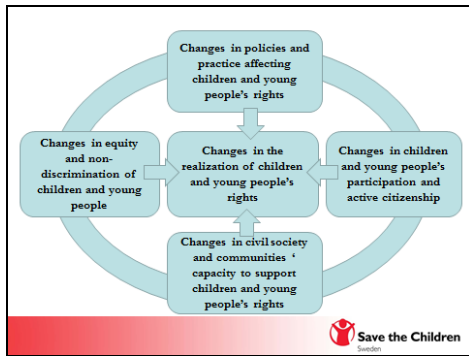
Slide 16

Divide into groups and work on the exercise to rephrase the original goal to a rights-based goal on Slides 17-21.

Step 2: Set your change objectives (60 min)

Introduce the concept of change objectives in Slide 22.

Explain the 5 dimensions of change using Slide 23-24. The dimensions of change are inter-related and mutually reinforcing. They address aspects of the duty-bearer – rights-holder relationship (vertical axis), and the issue of power relations (horizontal axis). Taken together, the five dimensions provide a framework for measuring sustainable impact and change in the realisation of children's rights.



Slide 23

The 5 dimensions of change

- Are based on gaps identified in the CRSA
- Bringing change in one or more areas will children achieve positive, long lasting changes in their lives.
- The dimensions are interrelated and mutually reinforcing

Slide 24

Divide into groups and hand out copies of the Logframe of the EC SRHR project asking participants to identify in the specific objectives of the project the dimensions of change addressed and if necessary to correct the project objectives.

Use a little game exercise by dividing participants into groups of 2 or 3 and do a Right or Wrong game on Child Rights based objectives by providing examples from written projects around the globe.

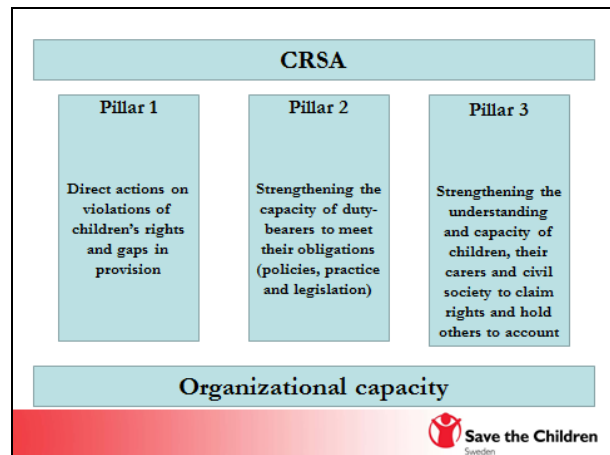
Step 3: Set the actions (45 min)

Introduce the three pillars of child rights programming on Slide 26 as the guiding principles for implementation.

The first pillar refers to direction actions you take that address gaps in provision and violation of children's rights.

The second pillar focuses on strengthening the capacity of duty-bearers to fulfil their obligations to children.

The third pillar is concerned with strengthening the understanding and capacity of children (as rights-holders) and their carers and civil society to hold duty-bearers to account and to claim rights for children.



Slide 26

Divide into groups and ask participants to revise the SRHR project results and highlight if these are addressing the three pillars.

Session 7: Child participation

Objectives

By the end of the session the participants will be able to:

- Define child participation and understand the relevance of the principle and standards of child participation in programming;

- Describe good practices for child participation.

Duration

120 Minutes

Handouts/PPTs:

- Child Participation PowerPoint presentation
- Handout 21: Roger Hart’s Ladder of Participation (p. 112-113, Training Manual CRP SEAP)
- Handout 23: Save the Children’s Practice Standards for Child Participation (p. 115, Training Manual CRP SEAP)

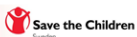
Process

Step 1: Definition of Child Participation (20 min)

Follow Slide 2 and define child participation.

Definition of Child Participation

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



Slide 2

Step 2: Children’s Participation – Good practices and Overcoming Resistance (60 min)

Explain Save the Children’s practice standards for child participation on Slide 3-4. For detailed explanation of the practice standards refer to Handout 23 (Training Manual CRP SEAP).

There are 7 practices standards

- **Standard1:** An Ethical Approach: Transparency and Honesty
- **Standard2:** Children’s participation is Appropriate and Relevant
- **Standard3:** A Child Friendly Enabling Environment
- **Standard4:** Equality of Opportunities



Slide 3

There are 7 practices standards

- **Standard5:** Staff are Effective and Confident
- **Standard6:** Participation Promotes the Safety and Protection of Children
- **Standard7:** Follow up and Evaluation



Slide 4

Ask participants to work in small groups and share experiences of working with children and young people as partners in their programme/projects. Ask them to focus on those that have resulted in positive outcomes.

Allow each group to share their key examples. When they present their examples, ask their reason for selecting these as key examples.

It is good that the facilitator will be prepared to share a strong example on Child Participation that s/he has practically encountered or quote a story from a colleague or any Child Rights practitioner.

Give copies of Handout 23 and ask groups to:

- Identify adult's resistance to child participation and ways of overcoming adult's resistance towards child participation (in family, schools, communities, local government etc);
- Analyse the output to present the common resistance and strategies for overcoming resistance;
- Reflect on resistance: how is it different if the child is a boy or a girl, younger or older, school-going or non-school going, abled or disabled, rural or urban, working or not working etc.

Ask participants to share their outcomes.

Step 3: Hart's Participation ladder (40 min)

Give copies of Handout 21 and introduce Roger Hart's ladder, the internationally adopted concept on participation that clearly define participation in 8 stages related to decision making.

Ask participants in a smaller group to put the degrees of participation in a ladder. In plenary come up with examples for each level of participation.

Session 8: Project implementation and learning from the EC SRHR project

Objectives

By the end of the session the participants will be able to:

- Analyse the modules developed in the SRHR project as regards to child participation, child rights-based language and general principles of the UNCRC.

Handouts

- KAP baseline surveys for Lebanon, oPt and Yemen

Duration

180 min

Process

It is important to note that this session has been adapted to the requirements of the SRHR project in partnership between Save the Children and NGOs in oPt, Yemen and Lebanon, nevertheless, this session can be replaced to suit any project's requirements and its relation to CRC and CRP.

Divide participants into groups and ask them to revise one component of the module. Based on the findings of the KAP baseline and consultations with children and adults, participants divided in three groups will be asked to revise one component of the module and analyse if this is developed based on the findings and recommendations of the children, if it reflects a child rights language and if it mainstreams the four core principles of the UNCRC.

Annex I: Agenda & Objectives of SRHR CRP training

Child Rights Programming TOT for the SRHR project September 27-29, 2011 Istanbul, Turkey

Participants are staff from:

- SCS Lebanon, oPt, Yemen and MENA Regional office
- Kafa and AFEL in Lebanon
- Juzoor and UNRWA in oPt
- Women Union in Yemen

Goal: to empower participants in CRP knowledge and skills with a focus on SRHR

Direct Objectives of the workshop

- To demystify the concept of Child Rights Based Programming
- To master the CRP program cycle and its steps in relation to SRHR
- To train trainers on CRP with a focus on SRHR

Indirect objectives of the workshop:

- Ensure team building among participants
- Further field testing the CRP module developed hereby

Main references used:

- Getting it right for children: a practitioner's guide to child rights programming- Save the Children
- Training manual Child Rights Programming- Save the Children SCA and SEAP
- EC SRHR project
- Various child friendly materials from SC work regionally and globally

Methodology:

- Hands on methods to CRP linking theory to practice.
- Peer education approach relying on participants expertise and experience.
- Active learning techniques for individual, pair and group work.
- Low cost materials

Agenda:

Day 1: Laying the foundations			
Session	Content	Details	Preps needed
Introduction 9:00- 10:30 90 minutes	<ul style="list-style-type: none"> - Introduction & getting to know each other - Expectations - Agenda and objectives - Working together for 3 days 	<ol style="list-style-type: none"> 1. Welcome to everybody and PPT 2. Introductions: take a card board and draw yourself. Your name on the card and things that represent you. Present yourself to the group. Then hang your ID on the wall. 3. Expectations to be written down on yellow tags in pairs 4. The confidence line 5. Agenda and objectives 6. Brainstorm on 5 rules for working together 7. Assign responsibilities for 2 evaluators everyday, 1 time keeper, everybody animates! 8. Parking lot 9. Logistics: Complaint on the rooms Set menu for the lunch Per diem to cover costs related to dinner and other, SCS will not cover the cost of the minibar or other costs except for the cost of the room free time after the training USB 	<ul style="list-style-type: none"> - LCD projector -Speakers - CRP personal book -the CRP manual copies - Folders, notebooks and pens -flipchart - markers -BINGO sheets - cardboard - Ropes - clips -coloring pencils - Large colored post it notes -blue tack - copies of agenda - VIPP cards all colors
10:30-11:00	Coffee break		
Childhood and child centeredness	<ul style="list-style-type: none"> - Who is a child? Legally? Socially? 	<ol style="list-style-type: none"> 1. This section is about the child. When we say “child” what comes to your mind? Facilitate the discussion: legally, socially, development stages, vulnerability, strengths, etc... Co-facilitators write in a flip chart.... 	<ul style="list-style-type: none"> - Handout 1 SEAP copies - Handout 2 SEAP copies - Page 6 copies - Highlighters

<p>11:00-1:00</p> <p>120 minutes</p>	<ul style="list-style-type: none"> - Why a child centered approach to programming? - Background of the CRC and its guiding principles 	<p>15 minutes</p> <p>Give Handout 1, in pairs fill in. we have 15 minutes. Who would like to start? Group discussion 20 minutes</p> <p>(Co-facilitator to prepare for the exercise) In a carrousel read Handout 2-SEAP and page 6. Then discuss in plenary (as you read, highlight the main ideas, questions, etc...) give each highlighters Facilitator explains the carousel technique and the use of the highlighters</p> <p>Questions:</p> <ul style="list-style-type: none"> - Do you think that the papers we have now read further clarify who is a child? - Do we still have ambiguities? <p>45 minutes for the exercise</p> <p>2. In the implementation of your work, do you consider the child from such a holistic perspective? 20 minutes for discussion</p> <p>3. Start the presentation of CRP versus CRC, go until slide 5 20 minutes</p>	
<p>1:00-2:00</p>	<p>Lunch break</p>		
<p>CRC and CRP</p> <p>2:00- 4:00 (coffee break</p>	<ul style="list-style-type: none"> - Continuation of Background of the CRC and its guiding principles - What is CRP? The duty-bearer/right-holder relationship 	<p>4. Continue from Slide 6 about the articles of the CRC. Divide the participants in groups (3) and follow the questions in the PPT.</p> <p>Q1. Answers written by each group in a flip chart. 5 min</p> <p>Q2. Give the UNCRC text Handout, groups write in the used flipchart the article number and are invited by</p>	<ul style="list-style-type: none"> -Handout 4 SEAP copies -Handouts 7 SEAP copies -Handout 9 SEAP copies -Handout p 5 SC statement of intent -Ppt presentation

<p>included)</p> <p>120 minutes</p>	<p>- How is SC committed to CRC and CRP?</p>	<p>the facilitator to change the working used to describe the right. 10 min</p> <p>Q3. The groups will write in a flip chart paper the rights not mentioned and then will present to the group. 15 min</p> <p>Present to the group. 3 minutes each group</p> <p>Q4. Plenary discussion. 20 minutes</p> <p>Q5. Do you know about other international and regional instrument which refers to children’s SRHR?</p> <p>5. Slide 7. Give each participant a copy of Handout 4. In 20 minutes they will individually read the handout and write the main instruments in their country. 5 minutes to share with the participant sitting on next to them.</p> <p>6. Slide 8. The facilitator asks participants to name the four core principles and provide a description to each. Only for the Best Interest Right participants divided in country groups will have to present one case encountered where they had to take a difficult decision in the Best interest of the child. 15 minutes</p> <p>7. Slide 10 to 13, read out loud allowing participants to ask question if needed or comment. 15 minutes.</p> <p>8. Drop Quizzzz</p>	
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Day 2: Steps for CRP programming

Session	Content	Details	Preps needed
Evaluation 8:00 – 8:30	Team evaluates previous day's work	A. Evaluation from the participants 15 minutes B. Presenting what will be done during the day, link it to the Luisa exercise 5 min	PPT
Duty bearers and CRSA development 8:30 – 10:30 120 minutes	- Analysis (CRSA) (circles of influence and obligations)	1. PPT CRSA Start from what is a CRSA, then at the question "KEY Questions...." Provide participants with handouts P22 Getting it Right for Children. At the end of the presentation the participants divided in three groups will do the exercise on page 30/31 Getting it Right for Children on Capacity Analysis Matrix with a focus on the SRHR in their country	
10:30-11:00	Coffee break		
Planning your program based on CRSAs 11:00-1:00 150 minutes	- Planning a program	1. Start with the PPT. step 1 is introduced with the Iceberg theory. After describing the elements of the CRP goals do the Drop Quizz 2. Step 2 present the 5 dimensions of change and provide the project Logframe asking participants to identify in the specific objectives of the project the dimensions of change addressed and if necessary to correct the project objectives 3. Step 3 introduces the three pillars as guiding principles for implementation. Ask participants to revise the project results and highlight if these are addressing the three pillars	-

		Right or wrong game!!!!	
1:00 – 2:00	Lunch break		
Project implementation learning from our EC SRHR project 2:00 – 5:00 165 minutes	A. Analyzing the SRHR Module	Energizer: Bingo game 1. Child participation. 60 minutes 2. Based on the findings of the KAP baseline and consultation with children and adults, participants divided in three groups will be asked to revise one component of the Module and analyze if this is developed based on the findings and recommendations of the children, if it reflects a child rights language and if it mainstreams the core principles of the UNCRC	

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