



# Child Rights Governance

**Child Rights Governance  
Analysis Tool**



**Save the Children**

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## Introduction

In 2010 Save the Children International created a sixth sector of work (alongside child survival, education, child protection, emergencies, and HIV and AIDS), called Child Rights Governance (CRG). In order for Save the Children International to have strategic and effective CRG programmes which improve the situation of children in emergencies as well as in development contexts, all programme plans must be based on an analysis of CRG issues in the country. This module of the CRG programming toolkit aims to provide a framework, tools and question sets that can assist you in developing a sectoral CRG analysis.

We hope that you are reading this document because (1) you have completed a generic Child Rights Situational Analysis (CRSA) (using the “How to” Note: Incorporating Child Rights Governance into your generic Child Rights Situation Analysis)<sup>1</sup> and (2) on that basis are interested in exploring Child Rights Governance issues in more detail with a view to programming in that area.

## Good governance and good governance programming: a definition

Governance is the set of institutions and processes by which authority in a country is exercised, public policy is carried out, and public services are provided. From a citizen's point of view, including the perspective of children, governance is good governance when it incorporates:

- human rights
- democratisation
- non-discrimination/equity
- the rule of law
- the voice of civil society
- responsible management of public resources in the best interests of everyone
- decentralised power-sharing
- effective public administration.

Usually, the state is a main actor in governance, but there may be situations where the state is very weak or almost non-existent, or where, in emergency situations, other actors have temporarily taken over some key governance functions. Whatever the situation, we are concerned with whether all children can access good-quality services, receive equal and fair treatment, trust the officials, know where to take complaints, and have input into important decisions made by those who govern and deliver services that affect their lives.

<sup>1</sup> “How to” Note: Incorporating Child Rights Governance into your Generic Child Rights Situation Analysis  
<http://resourcecentre.savethechildren.se/node/4958>

## The importance of good governance to children

Good governance is important to all sectors of the population, but is particularly important to children because:

- poor governance not only affects the lives of children now, but also results in diminishing prospects for children in the future
- children do not vote and thus must rely on good governance being in place to deliver results for them
- even though children are a large segment of the population, their voices are often silenced or marginalised by more outspoken and powerful adult constituencies and equitable intergenerational balance is often better accomplished in a well-governed society
- children are more dependent, than adults, on social sector services (such as education and health services and social security systems), which need good governance if they are to run effectively
- bad governance can itself lead to conflict, and in emergencies children in particular are dependent on equal access to services and more vulnerable to consequences of bad governance.



# What is Child Rights Governance to Save the Children International?

Save the Children International's CRG programming has three key focuses:

**1) The General Measures of Implementation for the United Nations Convention on the Rights of the Child (UNCRC)**, which are the concrete steps set out by the UN Committee on the Rights of the Child (the Committee) for the state to take in order to establish the systems and mechanisms that are necessary to ensure that rights are delivered for all children. General Comment 5 provides in-depth reading and should be considered a key point of reference for the process.

**2) The key governance issues** which we have identified as crucial to rights realisation. We have decided to focus on issues of citizenship and 'Investment in Children'. A CRG analysis will therefore identify key factors in those areas according to the country context.

**3) Achieving quality interaction between key stakeholders to deliver rights.** These stakeholders include non-state actors (including the private sector; media, civil society and academia), children and the state. CRG is not just about building systems and mechanisms: it is about improving the quality of relationships and interaction. CRG aims to increase accountability for child rights through dialogue, regulation and increased transparency.

To meet these strategic objectives SCI, alongside our partners, will work to generate political will, support social mobilization, call for new systems and institutions, foster innovations and work to achieve shifts in social norms.

Several other agencies already operate programmes on child rights and governance (notably Plan International and UNICEF). Each agency focuses on those issues that are most important to its own mission and strategic niche. Many other organisations and agencies (including Transparency International and Christian Aid) have a wider focus on improving governance more generally, although with a noticeable absence of recognition of children and their rights. Strategic partnerships with these agencies in both analysis and programming are encouraged.

## What a governance perspective brings to our work for children and their rights

A CRG perspective can help Save the Children to understand how interactions between people – especially between children and young people and decision-makers *in and outside the state* – can affect the way children's rights are realised. It enables us to understand the significance of children and young people's participation in decision-making processes, such as those that relate to the provision of services, accessing decentralised funds, resource allocation, community development, and influencing the formulation, implementation and monitoring of policy. In emergency contexts, children should continue to be included to the extent possible in decision-making processes where they can play an important role in monitoring children's situations, the effectiveness of services and efficient use of funds.

A governance approach helps us to understand and appreciate how other contextual factors such as structures and systems, ideologies, incentives and institutions shape social, economic and political action and the development outcomes in the countries where we work. This can be extremely useful when

considering the feasibility of change within a given context, knowing the contribution that we can realistically make and the risks involved. Such insights enable us to identify our strategic niche and potential entry points that may truly bring about sustained change. This is particularly important in reconstruction phases of emergencies, where the opportunity to ‘build back better’ can help to establish good governance principles combined with the child rights infrastructure that is needed if we are to make real progress in realising children’s rights.

## The process to follow when doing your Child Rights Governance Analysis

A good strategic CRG programme is built on good-quality analysis, but it would be unrealistic to ask you, as country staff, to spend months undertaking an in-depth analysis of the whole range of CRG issues in your country.

We have therefore designed a process that we hope maintains the balance between ensuring good-quality data and operating a manageable process at country level.

The sectoral analysis on CRG therefore has two stages. The first is a preliminary rather ‘light’ look at the CRG issues in the country using the three tables included in this guide (see Annex 1), which follow the three focus areas presented above: General Measures of Implementation, key governance issues affecting the realisation of children’s rights and quality interaction between key stakeholders on quality interaction between key stakeholders on child rights. The second stage is a more detailed analysis of areas identified in your preliminary analysis as key gaps and areas of concern that you may wish to programme on and therefore need to know in more detail.

### Stage 1: preliminary analysis

*We strongly encourage all country programmes to carry out this preliminary stage in house with their own staff rather than relying on consultants.* There are a number of reasons for this: first, it is an important capacity- and knowledge-building exercise for all involved and it helps to encourage a sense of ownership among staff for the future CRG programme. It is also an opportunity for country teams to invest in reflection around the root causes of children’s problems. It is very helpful for staff members working in other sectors to be involved in this stage, as it highlights synergies between CRG and the work of initiatives by exposing the fact that CRG issues are often the root causes of our other sectoral work in education, protection, child survival, emergencies, and HIV and AIDS.

We have designed three tables that correspond to the three areas of CRG programming (General Measures, key governance issues, and quality interaction between actors). The preliminary analysis is therefore the process of completing these tables and identifying particular areas of concern and gaps.

### How to complete the three tables

As noted above, this process should be carried out by CRG focal points and teams, not by external consultants. We have piloted these tables in Bangladesh and found that we should say ‘seven days with a dedicated team of four people’ was sufficient etc.

Initial key documents to enable staff to fill in these tables are the UN treaty body reports (including UNCRC and the Universal Periodic Review (UPR)) and the generic CRSA. It is advisable also to carry out three or four stakeholder interviews. Who these stakeholders are will vary from country to country, but they could include the ombudsman, the UNICEF Representative, the chair of the national child rights coalition, government officials etc.

It is important to note that the tables will be completed by Save the Children International staff, and in the event of differing opinions (between Save the Children International staff and interviewees) it will be the analysis of our staff that is included in the tables. The interviews are undertaken to ensure that our opinions are informed and take account of the experience and knowledge of others.

It is then advisable to take a day or half a day in a workshop to present the draft tables for verification and debate.

The whole process should not take longer than seven days and is therefore easily carried out by staff without external support.

**We have highlighted in lightblue (throughout the question sets in this document) the questions you might find useful to answer in the preliminary analysis.**

## Bangladesh Case Study

The steps followed for the preliminary assessment stated below.

**Formation of assessment team and orientation:** The assessment team was formed of Save the Children staff and an ex Save colleague who now works for the Anti-Corruption Commission in Bangladesh. All team members received half a day's training from the CRG Programme Manager in Bangladesh. The team members then selected the questions they wished to use and the relevant persons to be interviewed.

**Review selected secondary information:** The team selected the relevant documents together. Considering the three sections outlined in this guide (the 12 questions in general measures, key governance issues and relationships and interactions) on that basis they selected a few relevant documents that covered most of the questions in the tool. The selected documents are as follows:

1) UNCRC periodic report. 2. Concluding Observations from the Committee 3. Alternative reports by the Civil Society and children groups 4, Government of Bangladesh's Five year development plan. 5. Report on budget analysis by UNICEF and Save the Children.

**Conduct interview:** Six persons were selected from Government and civil society. The selection criteria were as follows:

a. It should be a diverse group; b. have in depth knowledge on child rights and governance c. be responsible for child rights and governance in their respective roles.

The team interviewed them on an agreed set of questions taken from the tool. The aim was to have a structured discussion rather than simply a Q&A. Key points from the interviews were noted. The assessment team sat together beforehand and translated the questions in Bangla to contextualize and explain interviewee before the interview. On average, one and a half hour of time was spent for each interview. The following people were interviewed; Deputy Secretary at the Ministry of Women and Children Affairs, Deputy Secretary and Director of Capacity Building for Monitoring Child Rights Projects- Ministry of Women and Children Affairs. Chairman- National Human Rights Commission, Chairman – Bangladesh Economist Association, UNICEF Representative, Senior Adviser Transparency International.



**Consult children:** A consultation with children was organised during the preliminary assessment stage. Child representatives from different socio economic background participated in the consultation.

**Verification:** The report was shared twice with partners and staff. The first draft was shared with CRG colleagues and partners for their comments and feedback. The next draft of the report, after incorporation of all the comments and feedback, was during a CRG strategy workshop. **Time frame and staff involvement** –The team spent 7 working days to complete the process including writing the final preliminary analysis report. They made the decision to divide into two groups. One group was responsible for interviewing and facilitating consultations and the another group focused on the documents review.





## Stage 2: in-depth analysis of key areas

Once you have filled in the tables it will become clear that there are key CRG issues in your country that have a particularly negative impact on children, and that these issues warrant closer attention and possibly targeted programming. For example, it may become clear that a number of the 'measures of Implementation' have not been put in place by the government or that there are governance issues such as birth registration and corruption that are particular obstacles to the realisation of child rights. Ideally, a number of issues from Parts 1, 2 and 3 will be chosen and a more in-depth analysis will be carried out before you design a programmatic strategy to deal with them.

Once the key issues are identified, the question sets in this guidance can be a guide to the more detailed analysis. The literature review can be widened to include UN, World Bank and NGO reports on those specific issues. For example, if you want to analyse corruption in more depth you would seek out Transparency International reports and the UNDP's corruption index reports. In addition, you can interview a larger group of stakeholders: for example, in the case of corruption it would make sense to identify and interview a corruption expert in country. On the basis of this in-depth analysis (what the problem is) you can design the CRG programme strategy (how we will address it).

**TIP!** Publication of Child Rights Situation Analyses may provide a much-needed rights-orientated analysis that can be used by actors other than Save the Children and that may make a significant contribution to improving the rights environment in a country. However, some information and sources in the analysis might be too sensitive to publish. It might therefore be a good idea to have two versions of the CRG analysis: one that is internal and confidential, that can guide programming, and a second with a selection of information for more public dissemination.

*Please note: the complete question sets in this guide are not designed for the preliminary analysis but for the more in-depth analysis. We do not expect you to do an in-depth analysis on all CRG issues listed in this guide: just do it for those that seemed particularly important in the light of your preliminary analysis. For the purposes of the preliminary analysis we have highlighted one or two questions from each sector that may be helpful in completing your tables.*

## Part I: The General Measures of Implementation

### Introduction

In a country that is a state party to the UNCRC, the government in power bears the primary responsibility for bringing about and sustaining the realisation of children's rights. We know that rights don't just happen but require concrete action and sufficient resources. There are many things that need to be done to make rights realities. Meeting this promise to children sustainably and over time might be a challenge, and indeed in some countries it may take a considerable time to get to a point where the national resources and institutional capacity to deliver on the promises made. This is the case in many countries where the state is weak or lacks the trust of its citizens. Also, in countries with protracted conflicts or recurrent emergencies, long-term work on establishing child rights infrastructure and good governance for children is a challenge. Nevertheless, it is equally important to keep improving good governance for children in these situations, as the root cause of long-term conflict or a weak state might be bad governance and lack of trust.

The General Measures of Implementation in Article 4 of the Convention (and elaborated in General Comment 5) set out the steps, the systems and institutions that are necessary to ensure rights are fulfilled and sustained necessary to ensure rights are fulfilled. Some of the state's responsibilities can be translated into direct obligations, whereby the government manages its own resources, its staff and its infrastructure and delivers a service. Other responsibilities might be implemented indirectly through the establishment of laws and regulatory frameworks, or through contracting out or giving responsibility to non-state actors such as civil society or the private sector. The General Measures of Implementation include the means of achieving coordination or regulation of the activities of state and non-state actors. The government's relationships with other actors will be central to the way change is achieved and sustained. As the primary duty-bearer, the state also has to create the means whereby the rights-holder, the child (supported or represented by the guardian in the case of younger children) can have a voice in the realisation of their rights and hold to account those with duties and responsibilities who fail them.

We have explained each General Measure of Implementation in the "How to" Note: Incorporating Child Rights Governance into your generic Child Right's Situational Analysis. In this sectoral analysis we are seeking to understand not only whether the measures exist but also their efficiency, their effectiveness, and the engagement of other actors in their establishment.

## UNCRC General Measures of Implementation

1. Law reform and enforcement: ensuring that legislation is fully compatible with the Convention, that reservations have been removed and human rights instruments ratified and that the Convention is enforced through national courts.
2. Ensuring that there is a systematic process of assessing new laws, policies or programmes for their impact on children's rights ('Child Impact Assessments')
3. Developing a detailed, comprehensive national strategy or agenda for children, based on the UNCRC and other human rights instruments for children (for example, the ACRWC) and taking into account policies of decentralisation, federation and privatisation
4. Ensuring adequate resource allocation and making children 'visible' in budgets
5. Developing permanent mechanisms in government to ensure the effective coordination, monitoring and evaluation of implementation
6. Developing training, education and capacity building for all those involved in the implementation process, including ensuring awareness of children's rights among adults and children and disseminating reports under the Convention
7. Creating a mechanism or process to ensure all state and non-state service providers (eg, the private sector, faith organisations, NGOs/civil society) respect the Convention
8. Promoting cooperation and coordination with civil society – with professional associations, non-governmental organisations, children etc
9. Ensuring the development of appropriate indicators and sufficient data collection on the state of children
10. Promoting international cooperation in implementation
11. Creating statutory independent children's rights institutions/ombudsman offices





# I. Law reform and judicial enforcement of rights

The Convention makes it clear that States Parties should review national legislation and ensure that national laws are compatible with the rights set out in it. Additionally, states are urged to review and withdraw any reservations made on Convention articles and to ratify other relevant international instruments such as the three optional protocols. The Committee on the Rights of the Child welcomes, for example, the development of consolidated children's rights statutes, which can highlight and emphasise the Convention's principles. But the Committee also emphasises that it is crucial in addition that all relevant 'sectoral' laws (on education, health, justice and so on) reflect consistently the principles and standards of the Convention.

## Structure

### Ratification

- **Have the optional protocols to the UNCRC and other key international and regional human rights instruments been ratified, including international humanitarian obligations? If not, what are the reasons for not ratifying these specific instruments?**

### Reservations

- **Are there reservations to the UNCRC, its optional protocols, or to other human rights instruments concerning children? If they remain, what are the reasons for their non-removal?**

### Legislative reform

- **Is all legislation compatible with the UNCRC? If not, why not, and what is the nature of any gaps that might exist?**
- To what extent are children's rights reflected in the constitution?
- Are there appropriate legal instruments in place, in which the full range of children's rights (including civil rights and freedoms) is codified?
- Have legal instruments been made available, and is there evidence that those who need to know about them (duty bearers, rights holders) know about them.
- Do all relevant 'sectoral' laws (on education, health, justice and so on) reflect consistently the principles and standards of the Convention?
- Is customary and/or religious law recognised alongside statutory law and if so, to what extent is customary law compatible with the UNCRC?

## Process

### Legislative review

- Has a comprehensive evaluation/review of legislation in light of the UNCRC been undertaken by the state? If not, why not?
- Is data to assess laws collected and available, and if not, what is missing and why?
- Was civil society, including children themselves, involved in the process of legislative review/incorporation of the UNCRC into national legislation?
- Have there already been initiatives to address legislative reform? If so, by whom, when, what were their experiences?
- **Does the UNCRC constitute part of domestic law?** (In other words, is it enforceable through national courts?) Have there been cases argued in court? Have significant legal decisions based in whole or part on the UNCRC been adopted?
- Is the concept of children's evolving capacity reflected in legislation?
- Are the four general principles of the UNCRC appropriately reflected in legislation affecting children? They are:
  - All rights to be recognised for each child without discrimination on any grounds (appropriate anti-discrimination legislation and affirmative action for disadvantaged children).
  - The best interests of the child to be a primary consideration of all actions affecting children.
  - The right to life and to the allocation of available resources for survival and development.
  - Respect for the child's views, including the right to be heard in any administrative or judicial proceedings affecting the child.

### Outcome

- **Are laws implemented? To what degree? How, and if they are not, why?**
- What percentage of children and adolescents are aware of their rights/the laws concerning children?
- What percentage of parents are aware of the rights of their children

### Obstacles

- What are said to be the obstacles to putting this measure into place? Is it a question of authority to act, motivation, resources

### Actors/initiatives

- Who has been working, is now working or is planning to work on this measure? What has been/is their experience? What change, if any, is expected in the short and medium term?

## 2. Child Impact Assessments

Article 3 of the UNCRC states: "In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration". A child impact assessment is a tool used to assess the impact that proposed laws, policies or programmes may have on all children or specific groups of children.

### Structure

- **Is there a legal requirement to review all new legislation, policy and budget allocations (including that related to emergencies) for their impact on children? If not, why not?**
- Are there legal requirements for other similar assessments (gender, environment, disability etc) to be undertaken? (Does the concept or practice exist as a state duty?)

### Process

- Are child impact assessments undertaken and published on a regular basis?
- Is there the capacity to undertake such work? If not, what is missing?
- Is there an opportunity for civil society/children to be part of the process?

### Outcome

- If yes, what is the track record in terms of it being applied?
- How successful has it been?
- Is legislation which can indirectly impact on children's rights (for example, free trade agreements or intellectual property provision) also subject to impact assessments, or are these assessments targeted at legislation and policy with a direct impact on children (for example, health and education measures)?

### Obstacles

- What are said to be the obstacles to putting this child impact assessment into place? Is it a question of authority to act, does it depend on the motivation of key individuals, is it to do with resources (knowledge, institutions, skills, money etc) or some other hindering factor?

### Actors/initiatives

- Who has been working, is now working or is planning to work on this measure? What has been/is their experience? What change, if any, is expected in the short and medium term?



### 3. National Strategy/Action plan for children

In order to promote and protect the rights of the child at all levels, States Parties need to develop a comprehensive national strategy for children based on the UNCRC, to set out how they will make its provisions a reality for children in their respective countries over the immediate, the medium, and the long term. The strategy must set realistic and achievable targets and must include adequate allocation of human, financial and organisational resources.

The Committee on the Rights of the Child has emphasised that decentralisation of power, through devolution and delegation of government, does not in any way reduce the direct responsibility of the State Party's government to fulfil its obligations to all children throughout its jurisdiction, regardless of the state structure. In all circumstances the state remains responsible for ensuring the full implementation of the Convention throughout its jurisdiction. In any process of devolution, States Parties have to make sure that the devolved authorities have the necessary financial, human and other resources effectively to discharge responsibilities for the implementation of the Convention. The governments of States Parties must retain powers to require full compliance with the Convention by devolved administrations or local authorities and must establish permanent monitoring mechanisms to ensure that the Convention is respected and applied for all children throughout its jurisdiction without discrimination. There must also be safeguards to ensure that decentralisation or devolution does not lead to discrimination in the enjoyment of rights by children in different regions.

#### Structure

##### - **Is a comprehensive national strategy or national plan of action for children in place?**

- Who was involved in its development? How was it developed? What was the process? Who approved it?
- **Does the national strategy consider all the rights in the UNCRC? Does it cover all children (citizens and non-citizens, for example)?**
- Does the national strategy include children's rights under international humanitarian law, and does it include preparedness plans and childfocused emergency response plans?
- Is the national strategy based on the evaluation of an earlier programme (if there was an earlier programme)?
- Does it have clear goals, activities, timelines and a budget? If not, what is missing, and what are the reasons?
- How does the national plan of action link with other national and local plans of action, such as mid-term development programmes, Poverty Reduction Strategy Papers (PRSPs) etc?

#### Process

##### - **Is the national strategy or national plan of action in place implemented? If not, why not?**

- If yes, who was involved in its development? How was it developed? What was the process?
- Is there a secretariat charged with implementing the strategy?
- Who monitors progress?
- What mechanism is available to ensure devolved or federal structures are guided by national policy and priorities?
- Is there a monitoring system in place that allows disaggregation by the unit of decentralisation or federation?
- How is the national plan of action for children financed?

## Outcome

- Has there been a history of national plans of action/strategies?
- What is the evidence of the application of the strategy? To what degree are those who should be affected by it (a) aware of it, (b) guided by it?
- If a federal or decentralised structure applies, is there evidence of management of regional disparities?
- Are other sectoral plans based on or informed by the UNCRC?
- Does the strategy cover the actions of civil society, the private sector, faith organisations, child-led organisations?

## Obstacles

- If there is no national plan of action or it is not implemented effectively, what are the obstacles to progress? Is it a question of authority to act, does it depend on the motivation of key individuals, is it to do with resources (knowledge, institutions, skills, money etc)?

## Actors/initiatives

- Who has been working, is now working or is planning to work on this measure? What has been/is their experience?

## 4. Adequate resource allocation and visibility of children in budgets

States are expected to ensure that budget resources reach and benefit children “to the maximum extent of their [states’] available resources”. Steps should be taken at all levels of government to ensure that economic and social planning and decision-making are undertaken, and budgetary decisions are made, with the best interests of children as a primary consideration and that children are protected from the adverse effects of economic policies or financial downturns. The state should also be transparent with regard to how much money it spends on children as a proportion of its expenditure.

*Note: there is some overlap between questions in this section and the budget part of ‘Investment in Children’ in Part 2.*

## Structure

- Do laws or policies exist establishing children’s budget parameters

## Process

- Is there the capacity to produce budgetary information on children and the enjoyment of their rights, including in emergency situations?
- **What opportunities are there for civil society and children to be involved in budgetary decision-making processes? If these opportunities are lacking, what are the main constraints/obstacles and capacity issues?**
- Do the devolved levels of government have the necessary capacity/understanding concerning child rights principles in budgeting?
- Who is involved in deciding the budget?

### Outcome

- Does the annual budget show clearly how much is allocated to children?
- **Is it clear how much of the total budget is allocated to children's economic, social and cultural rights?**
- Is an annual 'children's budget' published?

### Obstacles

- What obstacles prevent adequate resource allocation?. Is it an authority to act issue (ie, an absence of law, policy), does it depend on the motivation of key individuals, is it to do with resources (knowledge of budget analysis techniques, institutions, skills, money etc)?

### Actors/initiatives

- Who has been working, is now working or is planning to work on this measure? What has been/is their experience? What change, if any, is expected in the short and medium term?

## 5. Developing permanent mechanisms in government to ensure the effective coordination, monitoring and evaluation of implementation

Full implementation of the CRC requires effective coordination both horizontally between government agencies and departments and vertically between different government levels, from local, provincial to central levels, but also between the government and the private sector:

### Structure

- Has the coordination mechanism been established by law or statute?
- Is the division of responsibilities between different departments clear?
- Is the division of responsibilities clear in the event of an emergency?

### Process

- **Is there a coordination unit in place within the government?**
- Where is it placed? Who is responsible for it?
- What mandate/power does it have?
- How is coordination between authorities structured?
- Is there coordination between different levels of decision-making (state–local etc)?
- What financial and human resources does the coordination body have?
- How centralised is this coordination body?

### Monitoring

- What mechanisms/structures are there for self-monitoring?
- What role does the parliament have?

### Outcome

- **Are the different departments coordinating effectively on issues concerning children?**



## Obstacles

- What are said to be the obstacles to putting this measure into place? Is it a question of authority to act, does it depend on the motivation of key individuals, is it to do with resources (knowledge, institutions, skills, money etc)?

## Actors/initiatives

- Who has been working, is now working or is planning to work on this measure? What has been/is their experience? What change, if any, is expected in the short and medium term?

# 6. Capacity building and awareness raising on child rights

Awareness raising on the CRC should be geared towards adults and children alike. The text of the Convention should be widely available and be presented in understandable language, eg by publishing a child-friendly version. Additionally, state reports and concluding observations submitted to the Committee on the Rights of the Child should be easily and widely accessible to the general public. As part of the process of creating awareness, children need to learn about their rights and the CRC. This should be incorporated into the school curriculum at all stages. Furthermore, education should extend to training and capacity building of personnel working with children. These include child psychologists, teachers, health and social workers, the police, judiciary and others who need to know the range of rights established for children and also their duties to provide equitable services for all that are in the best interests of the child.

## Structure

- **Is there a statutory (and resourced) requirement for professionals and decisionmakers working with or for children to have core knowledge and competencies on children's rights, including how to safeguard children's rights in emergency situations, and skills in communicating with children of different ages and maturities?**

## Process

- **Are children's rights included in basic university education for professionals coming into contact with children (including teachers, medical practitioners, legal practitioners and social workers)?**
- How do government officials working in departments not traditionally focused on child rights (such as trade and investment and planning and infrastructure) and emergency preparedness teams also receive training on their obligations under the UNCRC?
- Are government officials, parliamentarians and professionals coming into contact with children and care-takers also reached with recurring in-service training on child rights?
- Do parents receive information on children's rights? How does this happen?
- **Are children's rights and/or human rights included and/or mandatory in school curricula?**
- How are the governmental report to the Committee on the Rights of the Child and concluding observations disseminated? Are the concluding observations translated? -Are there child-friendly versions? Is the text of the Convention available in all languages?
- Who has been/is involved in developing training capacity? What partnerships exist? - What is the role of the state, civil society or academia?

- Do awareness-raising campaigns target all sectors of society, including children and young people?
- Are children and young people able to participate in awareness raising on child rights to the maximum extent of their evolving capacities?

### Obstacles

- What are the obstacles to developing training, education and capacity building for all those involved in the implementation process? Is it a question of authority to act, does it depend on the motivation of key individuals, is it to do with resources (knowledge, institutions, skills, money etc)?

### Actors/initiatives

- Who has been working, is now working or is planning to work on this measure?
- Is the process government-led or NGO-led? If it is NGO-led, what are the obstacles to the government taking the lead?

## 7. Mechanism or process to ensure all state and non-state service providers respect the Convention

The Convention makes it clear that the state has an obligation to ensure that non-state service providers operate in accordance with its provisions. It states that the best interests of the child shall be a primary consideration in all actions concerning children, whether undertaken by public or private bodies. In particular during emergencies, private organisations might take over service provisions. Article 3(3) requires that States Parties ensure that the institutions, services and facilities responsible for the care or protection of children conform to the standards established by competent authorities, particularly in the areas of safety, health, and the number and suitability of their staff, as well as competent supervision. This requires rigorous inspection to ensure compliance with the Convention. The Committee on the Rights of the Child proposes that there should be a permanent monitoring mechanism or process aimed at ensuring that all state and non-state service providers respect the Convention.

### Structure

- Is the authority of the state to regulate non-state providers established in law/ policy/statute?
- **Does there exist a regulatory framework and practice standards for service providers, which include provision for emergencies?**

### Process

- How does the state engage with the private sector, civil society organisations and faith-based organisations in relation to children's rights and service delivery? Is there coordination capacity and an institutionalised monitoring system?
- What is its mechanism/body to ensure that non-state service providers operate to children's rights standards and are held accountable, eg:
  - quality controls
  - professional training/standards?
- whistleblowing policies, complaints mechanisms that can be accessed by children / their parents, caregivers

### Outcome

- **Are services child rights-based and child-friendly?**
- What is the present level of respect by non-state providers for the Convention? What is the level of understanding and application of the principles and provisions of child rights?

### Obstacles

- What are the obstacles to creating and sustaining a mechanism to ensure all state and non-state actors respect the Convention? Is it an issue of authority to act (is it a statutory requirement), does it depend on the motivation of key individuals, is it to do with resources (knowledge, institutions, skills, money etc)?

### Actors/initiatives

- Who has been working, is now working or is planning to work on this measure? What has been/is their experience? What change, if any, is expected in the short and medium term?

## 8. Cooperation and coordination with civil society

A vibrant and consulted civil society is the hallmark of good governance. It is essential that civil society has the independence and space necessary to act as a check and balance to state power. Implementation of the UNCRC is an obligation for States Parties, but they need to engage all sectors of society, including children themselves. The media, civil society and in particular children and young people should participate and be directly involved in the process. This is equally important in emergencies, where inclusion of civil society and children can make valuable contributions to assessments as well as aid delivery, as they are locally rooted.

### Structure

- **Is there legislation in place to ensure effective coordination and cooperation with civil society, media, professional associations etc?**
- **Is there any legislation in place that restricts the existence and work of civil society?**
- Are there laws that support freedom of association and speech?
- Are there laws that allow civil society organisations (CSOs) to raise income and funds?

### Process

- Is the CSO registration process timely, low-cost and transparent?
- How much space is available for civil society to operate independently?
- What capacity does the government have for coordinating with civil society?
- What coordination and collaboration mechanisms exist? If they don't, what are the obstacles?
- How well do coordination mechanisms function? If poorly, what are the reasons?
- What mechanisms does the state have for engaging with children's own organisations and child-informed inputs supported by NGOs in order to influence budgeting, legislation etc?

### Outcome

- How effective and efficient is the existing mechanism?
- Is the state held to account by civil society?
- Is civil society a partner of the state in delivering its responsibilities to children?

### Obstacles

- What are the obstacles to coordination and cooperation? For example, is there legislation concerning NGOs that restricts civil society? What are the perspectives of each actor? How does the state view civil society: as a partner or as an adversary? Does it depend on the motivation of key individuals, is it to do with resources (knowledge, institutions, skills, money etc)? (See CRSA Capacity Gap Analysis tool.) For civil society and the private sector, to what extent is cooperating and coordinating with the state a perceived duty?

### Actors/initiatives

- Who has been working, is now working or is planning to work on this measure? What has been/is their experience? What change, if any, is expected in the short and medium term?

## 9. Appropriate indicators and sufficient data collection on the state of children

Two kinds of monitoring can be distinguished: the first is the monitoring of violations, the second is monitoring the implementation of the Convention. The Committee on the Rights of the Child encourages states to use different methods for the collection of qualitative and quantitative data. These can include interviewing children directly and asking them for their opinions and views. However, it is important that data is not only collected but also properly evaluated, and that the outcome is used to influence policy.

### Structure

- Is gathering of rights-sensitive data established and required in policy and statute?

### Process

- Is the importance of data reflected in the legislation and policies?
- **What mechanism has been created to ensure sufficient and continuous disaggregated data collection on children, including in emergencies?**
- How appropriate are the indicators, and do they capture rights-sensitive information (structure, process and outcome)?
- **Who is involved in the generation and use of this information? What is children's role? How is this organised?**
- Does the mechanism have the necessary capacity? How sustainable is it?
- Is the data used for child impact assessments and child impact evaluations?

### Outcome

How well is the mechanism performing? Is the 'system' producing meaningful, disaggregated data in a form that is usable? Is there evidence of its application?

- Is disaggregated data available on children's situations?
- Does it cover all children (up to 18)?
- Is data collected for all areas of the UNCRC?
- Are there clear indicators for data collection, and are they nationally applicable?
- How is data made available for the general public?

### Obstacles

- What are the obstacles to the establishment of indicators and sufficient data collection? Is it a question of authority to act or political sensitivities? Does it depend on the motivation of key individuals? Is it to do with resources (knowledge, institutions, skills, money etc)?

### Actors/initiatives

- Who has been working, is now working or is planning to work on this measure? What has been/is their experience? What change, if any, is expected in the short and medium term?



## I0. International cooperation in implementation

The UNCRC understands the importance of international cooperation in improving the lives of children in every country, particularly developing countries. States Parties to the Convention that are able to provide other States Parties with support for the realisation of children's economic, social and cultural rights should do so where needed and to the maximum extent of their available resources. The design and implementation of development assistance should be child rights-based.

*Note: there is some overlap between questions in this section and the section on Aid in Part 2.*

### Structure

- Are there mechanisms in international cooperation processes that include child/human rights?
- Are child rights sufficiently reflected in international humanitarian assistance?

### Process

- **Does the Convention form the framework for international development assistance related directly or indirectly to children?**
- Does the state meet internationally agreed targets, including the UN target for international development assistance of 0.7% of gross domestic product?
- **If the State Party receives international aid and assistance, does it allocate a substantive part of that aid specifically to children?**
- Can the State Party identify on a yearly basis the amount and proportion of international support earmarked for the implementation of children's rights?
- Are children's rights included in PRSPs?
- Are children's rights included as an element in humanitarian aid strategies?
- Are children's rights included in development strategies?
- Are funds allocated for children's rights programmes within the development aid?
- Does the donor community use the Concluding Observations and Recommendations? If not, why not (policy, motivation, resources)?
- Does the state use the Concluding Observations as a point of reference in its negotiations?

### Outcomes

- To what extent does international cooperation explicitly further the realisation of child rights in country (to increase duty bearers capacities, to support rights holders to claim their rights and hold duty bearers to account)?

### Obstacles

- What are the obstacles to making international cooperation more child rights-based?
- Is it a question of authority to act, does it depend on the motivation of key individuals, is it to do with resources (knowledge, institutions, skills, money etc)?

### Actors/initiatives

- Who has been working, is now working or is planning to work on this measure? What has been/is their experience? What change, if any, is expected in the short and medium term?

## II. Statutory independent children's rights institutions/ombudsman offices

The establishment of independent human rights institutions for children should not be a substitute for, but rather should be complementary to, self-monitoring governmental institutions. These institutions should be geared towards promoting and safeguarding the rights of the child. Increasingly, states are establishing independent human rights institutions for children – separate children's ombudsmen, children's rights commissioners, or focal points on children's rights within general human rights commissions or ombudsman offices.

### Structure

- **Is there an independent child rights institution in country?**
- **What legislation regulates the human rights institution? What mandate does it have? Does it meet the standards of the Paris Principles? If not, where are there differences and what are the reasons?**

### Process

- What is the appointment procedure?
- What financial and human resources does the institution have?
- How can children contact the office? What procedures are there for children to lodge complaints?
- What collaboration does the office have with civil society, in particular NGOs?
- How is the human rights institution reviewed and monitored? By whom?
- What is the role of the ombudsman officials in emergencies?

### Outcome

- How influential has the body been? What issues have been raised? How do children access and make contact with the institution?

### Obstacles

- What are the obstacles to creating an ombudsman office? is it a question of authority to act, does it depend on the motivation of key individuals, is it to do with resources (knowledge, institutions, skills, money etc)? (See CRSA Capacity Gap Analysis tool.)

### Actors/initiatives

- Who has been working, is now working or is planning to work on this measure? What has been/is their experience? What change, if any, is expected in the short and medium term?

## Periodic reporting to the UNCRC<sup>3</sup>

Guidelines are provided by the Committee on the Rights of the Child in which the obligation to undertake periodic reporting is encouraged both as a tool to enable government to reassess progress and also as an opportunity to engage with other key actors in change.

### Structure

- **Is there a mechanism/team etc to ensure cross-ministry coordination and information sharing around the state reporting to the UNCRC?**
- **Is there a mechanism to ensure consultation and collaboration with civil society and children?**

### Process

- Has authority been granted to a specific government department to manage and organise the reporting?
- Have information-generating systems utilising rights-sensitive indicators been established that can be used to periodically update on progress in the realisation of children's rights, including during emergencies?
- Has civil society organised itself with children to produce supplementary/alternative reports if necessary?

### Outcome

- **Has the government reported in a timely fashion to the UNCRC?**
- How good has been the collaboration among all stakeholders in reporting?
- How much are the Concluding Observations and Recommendations shared and used?
- Did the media engage with and use the reporting process?
- What have been the practical benefits from past processes?
- What is the quality and validity of the reports?
- Have reports been compiled for other international treaties? Is there synergy or harmonisation?

### Obstacles

- What are said to be the obstacles to providing periodic, good-quality reports? Is it a question of authority to act (absence of policy requirements), does it depend on the motivation of key individuals, is it to do with resources (knowledge, institutions, skills, money etc)?

### Actors/initiatives

- Who has been working, is now working or is planning to work on this measure? What has been/is their experience? What change, if any, is expected in the short and medium term?

<sup>3</sup> Periodic reporting is not technically a general measure of implementation but an obligation under the UNCRC

## Sources of information

### Who can provide information

- Government ministries responsible for children's issues
- Ministry of Foreign Affairs, Ministry of Justice, Ministry of Finance
- Government decision-makers in decentralised/federal/municipal structures, and in sectoral ministries
- UN agencies/CSOs potentially or actually involved in legal reform, eg, UNDP, UNICEF
- Children's commissioners/ombudsman offices, national children's organisations, coalitions of NGOs
- Parliamentarians
- Research institutions/academia
- Journalists
- Children

### Documentary sources

- UNCRC periodic reports, International Covenant on Economic, Social and Cultural Rights (ICESCR) reports, deliberations from reporting process, media reporting
- UPR reports, State Party reports to other human rights instruments, including regional human rights instruments
- National planning documents
- Sectoral ministry documents
- Ministry of Finance, budget documents
- Policy/national plan documents of line ministries (Health, Education etc)
- Debates in Parliament
- Research
- News articles
- Children's statements,

## Part 2: Key Governance Issues

In addition to work on the General Measures of Implementation, child rights governance activity will involve advocacy and programming in the following areas, and therefore it is important to include them in your sectoral analysis. They have been selected because they are important factors either preventing children accessing their rights, or providing obstacles to state (and society) in fulfilling their responsibilities to children.

### Citizenship

#### I. Birth registration

Key to the relationship between children and the state is their official recognition as citizens. Registration at birth is the permanent and official record of a child's existence and is fundamental to the realisation of children's rights and practical needs. Securing children's right to a nationality will allow them to get a passport, open a bank account, access credit, vote and find employment. In emergencies, it might support tracing of their families or provide access to humanitarian aid. It helps ensure access to basic services, including immunisation, health-care and school enrolment at the right age. Birth registration is also essential in protection efforts, including preventing child labour by enforcing minimum employment age laws, ensuring that children in conflict with the law are not treated (legally and practically) as adults, shielding them from underage military service or conscription, countering child marriage and reducing trafficking, as well as assisting children who are repatriated and reunited with family members.

The right to a name and nationality is well established. However, around 51 million births still go unregistered every year in developing countries. These unregistered children are almost always from poor, marginalised or displaced families or from countries where systems of registration are not in place or functional, sometimes because of an emergency situation. Every year some 48 million children globally are born and not registered. It is thought that as many as 50% of children in sub-Saharan Africa and 40% in South Asia are not registered.

Most countries have a legal provision for registering births of children within a prescribed period. However, often these laws are not comprehensive enough, are not enforced or do not function. Practical problems also exist, such as births which take place in isolated rural locations or away from medical facilities —where birth registration normally takes place — or births which take place in refugee camps, perhaps in a neighbouring country.

In some cases, particular groups of people are deliberately denied birth registration. Discriminatory policies intended to minimise the officially recorded size of ethnic minorities directly affect the provision of assistance to immigrants. Groups that have been denied the right of birth registration include children of Roma in central and eastern Europe, Kurds living in Syria, Tatars in Ukraine, and Russians in Estonia and Latvia.



## Key questions to ask are:

- **How many children are not registered in the country?**  
**Are there particular groups of children who are not registered ?**
- What are the factors contributing to non-registration?

## Structure

**Is birth registration compulsory, free and accessible?**

## Process

Are there are programmes/interventions in place to register older children who were not registered at birth?

Are special measures in place for registration in case of an emergency?

Is there an identifiable and dedicated budget for civil registration and birth registration, adequate to guarantee all aspects of the national system to support it (eg capacity development and training, establishment of offices and mobile teams if necessary, provision for taking care of the backlog of children unregistered, materials and supplies). Furthermore, does this budget permit free registration for all, and not depend on contributions through charging fees to some or all of the population?

Are comprehensive advocacy and information campaigns being conducted through all possible media to reach even the most marginalised groups (eg poor rural communities, ethnic minorities, refugees and displaced persons)?

## Outcome

- **How does non-registration affect children's access to their rights and basic services?**

## Obstacles

- What are some of the factors contributing to non-registration?

## Actors

- Are stakeholders – including CSOs and individuals in the community (birth attendants, teachers etc) who can provide an entry point into the birth registration system – helped to work in a coordinated fashion under government leadership in order to support birth registration for all children?
- Who has been/is working on this issue?

## 2. Stateless children

For most of us, citizenship is something we take for granted. It is a right of every child, and yet in reality it is a luxury many do not have. Rarely do we reflect on the particular rights and responsibilities that citizenship conveys, and because of this we often fail to understand the unique problems that non-citizens face. Recognition of nationality serves as the key to a host of other rights, including education, healthcare, employment and social services. Because of this, people without effective citizenship – people who are stateless – are among the most vulnerable in the world.

Among the more than 15 million stateless persons around the world, stateless children are some of the most vulnerable of all. Given current population trends around the world, it would be fair to assume that at least one-third of all stateless persons in the world are minors.

The consequences of these children's statelessness often start before they are even born: stateless pregnant women are frequently denied adequate pre-natal as well as post-natal care. As a result, many stateless infants and children do not receive immunisations and other essential medical care – something which can seriously compromise their health. A few years down the line, stateless children are sometimes denied access to primary education, and in most countries around the world secondary education is out of the question. Other key consequences of statelessness for children include a greater likelihood of growing up in extreme poverty, restricted freedom of movement, arbitrary deportations, social exclusion, and in some cases greater vulnerability to trafficking and exploitation.

Granting citizenship according to country of birth is in fact a minority regime among the world's countries: most countries grant citizenship by descent, that is, to the children of citizens. Children's stateless status is therefore often a direct result of their parents' own statelessness, which is in turn frequently due to deeply entrenched discrimination against persons of particular racial, ethnic, national and linguistic origins. Thus, in most cases statelessness is a multi-generational issue. It is a vicious circle in which parents hand down their own lack of legal status to their children, which severely compromises their childhood as well as their opportunities to live full, dignified lives as adults. This is why it is essential to address statelessness and provide children with effective nationality as early as possible – it is not just about the children of today, but also about their future children and grandchildren.

Statelessness caused by gender discrimination also severely affects children. Many countries still do not have gender-neutral citizenship laws, and leave women unable to pass their citizenship to their children and foreign spouses. In some places the situation is improving, however. Several North African countries – Algeria, Egypt, Morocco and Tunisia – have taken significant steps in the last 15 years to end government-sanctioned gender discrimination by amending their citizenship laws to enable women to pass their citizenship to their children. Nevertheless, there is still a long way to go in many countries.

Many children are also stuck in legal limbo as a result of state secession. Children who belong to ethnic minority groups are particularly vulnerable to statelessness when states break up and newly independent states are created. Countries such as Slovenia, Estonia and Latvia have made significant progress recently, but in both Eritrea and Ethiopia tens of thousands of children are still denied nationality rights on the basis of their parents' national or ethnic origins.

## Structure

- **How does the constitution and/or national legislation define citizenship?**
- **Does that exclude sections of society, and on what basis?**

## Process

- Is there an active process in the country to deal with these issues?

## Outcome

- **How many children are without citizenship in the country?**
- **What practical impact does this have on their rights?**

## Actors

- Who is working on these issues, and are there any gaps where no one is working?

## Obstacles

- What are the obstacles to and/or constraints on progress?

### 3. Children's civil rights and freedoms

Today political and civil rights form the bedrock of modern democracy, and the right to participate in the governance of the state is protected in international, regional and domestic law. Civil rights of children are probably the least understood rights and the most challenging to realise.<sup>4</sup> While children under 18 in most countries do not have the right to vote or hold political office, the UNCRC is the first international human rights instrument to explicitly recognise civil rights and freedoms of children. In conjunction with the general principles of the UNCRC, there are eight articles relating directly to civil rights and freedoms of children:

- Name and nationality (Article 7)
- Preservation of identity (Article 8)
- Freedom of expression (Article 13)
- Access to appropriate information (Article 17)
- Freedom of thought, conscience and religion (Article 14)
- Freedom of association and of peaceful assembly (Article 15)
- Protection of privacy (Article 16)

<sup>4</sup> See Inter-Agency Working Group on Children's Participation (2008) *Children as Active Citizens: A policy and programme guide*. Commitments and obligations for children's civil rights and civic engagement in East Asia and the Pacific, Bangkok.

In the two decades since the UNCRC came into force whilst there has been some progress on recognising the civil freedoms of children there remains much more to be done before children are treated as citizens of their countries. The systematic denial of their civil rights disempowers children and contributes to on-going violations of their rights. Increased efforts are needed by governments and other actors to create institutional spaces and mechanisms for all children in the country to experience their civil rights and freedoms. It is important to define the social, legal, economic and political dimensions of children's civil rights, and to develop a practical and long-term agenda for governments to take actions that reach all children.<sup>5</sup>



<sup>5</sup> Ibid

It is acknowledged that those responsible for upholding the UNCRC have the difficult task of weighing up children's right to (political) participation against their evolving capacities and rights to protection, taking the principle of 'children's best interests' into account. In other words, children have opportunities to take part in political and civil processes, if they are interested in doing so and have been appropriately prepared, while still being protected from any potential harm resulting from their political or civil engagement. Children have the right to information, but must be protected from harmful information, such as pornography. Children have rights to form and be part of associations, and to freedom of peaceful assembly, but need to ensure that their association members or other citizens are not placed at risk of harm as a result of their association initiatives. While we recognise and support children's civil rights and freedoms, the principle of their best interests remains paramount, taking into account the evolving capacity of the child. Involving children and young people in assessing both the risks and opportunities in relation to their meaningful participation in political and civil processes is encouraged, so that they can themselves influence decisions about when it is or is not safe or meaningful for them to participate.

*Children have the right to join political parties. It is an opportunity for them to learn about the political process and prepare for political leadership. Legislation preventing children from joining political parties or labour unions violates article 15 of the CRC. Especially in conflict situations, many children and young people take part in political struggles. Children's-rights agencies have generally approached children's political activism as a child-protection concern and have denied children the right to engage in political struggles. There is growing awareness that effective and participatory work with children and young people in conflict situations has to accept that children should not just be manipulated by adults and be denied the right to make their own decisions. (Inter-Agency Working Group on Children's Participation, 2008, p 70)<sup>6</sup>*

Children's capacity to exercise their rights changes as they develop and mature, a factor reflected in the UNCRC through the recognition that they have evolving capacities and thus that responsible adults – parents, caregivers, and professionals have an obligation to take these into account and provide appropriate guidance to the child in the exercise of their rights. This changing relationship between children, their parents, and the state constitutes a unique dynamic to the implementation of children's rights and to children's enjoyment of their civil rights and freedoms.

*In Moldova the review of children's involvement in the monitoring of their rights (an initiative supported by CRIC/SCSw) indicated that one of the significant challenges was the attitude of the adults that children came into contact with. The children had a sophisticated knowledge of their rights, but did not always have the diplomatic skills to discuss these rights with adults. In the third phase of the SCSw/CRIC initiative children's parents were also offered support so that they would be better able to support and guide their children as they explored the challenges to the enjoyment of their rights.*

<sup>6</sup> Ibid



## Structure<sup>7</sup>

- **Are the civil rights and freedoms of the child enshrined in law?**
- Is there a national policy on children's participation that ensures children's access to information, support for children's associations, and mechanisms for children's expression and participation in local and national governance so that they can influence practice and policy developments that affect them?
- **Do governments have legislation, policy and practices that promote children's rights to information?**
- Are complaints procedures mandated by law and easily accessible to all children? Are follow-up, referral and response mechanisms well-established, accessible and effective?

## Process

- Is information about children's rights made publicly available, and in languages and terms that are accessible to children of different ages and backgrounds (including children with disabilities and children from different ethnic groups)?
- Is reliable and independent information on a range of issues affecting children's lives (including policy documents) made accessible to children from a wide range of sources (radio, print, TV, the Internet etc)?
- Is information about children's rights, and parents responsibilities to guide their children in the exercise of their rights available to new parents, through civic education or parenting classes, or social studies/civic education in school.
- Can children from rural and urban areas access and use the media (eg radio, print, libraries, TV, the Internet) to express and communicate their views?
- **Do children have freedom of thought, religion and conscience in relation to their evolving capacities? If yes, how? If not, why not?**
- **Do child-led organisations and children's networks exist in country? Are children able to legally register their associations/organisations/networks?**
- Are working children able to form and/or be part of working children's unions or other trade unions?
- Have participatory processes, mechanisms and systems for children's participation in governance been institutionalised at the local, sub-national and national levels? Are these mechanisms still functioning in emergency situations?
- Are there policies in place requiring that children's views be taken into consideration when decisions are being made that may affect them (including, for example, in the planning and implementation of policies/programmes/legislation etc by government, in the courts in civil or criminal proceedings, in care proceedings, in hospitals, in schools, in children's homes or alternative care settings, by civil society, by the media)? If not, what are the barriers, and how might they be overcome?
- Are schools required to establish democratic school councils?

<sup>7</sup> See Lansdown, G. (2011) 'A Framework for Monitoring and Evaluating Children's Participation: A preparatory draft for piloting'. Matrices in Part I of the Framework for measuring the creation of a participatory and respectful environment for children could be used to 'map' existing structures and processes supporting realisation of children's civil rights.

- Are safe mechanisms created to enable children to participate in political debates, election campaigning and/or other processes that influence political party agendas on issues concerning children?
- Are all key government (including education, health, social welfare, planning and finance ministries) and non-state (including children's NGOs, parent-teacher associations, youth groups, unions etc) stakeholders involved in decision-making at the policy level? If not, why not?
- Are children's organisations and network representatives included in broader civil society forums/networks?

## Outcome

### **- In practice, do children have political and civil rights, and if not, why not?**

- Do children have knowledge about their rights and how to realise them?
- Do parents have knowledge about children's rights and how to assist their child to realise them
- Are inclusive children's organisations and networks supported at local, sub-national, national, regional and/or international levels?
- Are children's representatives included in local governance and national governance mechanisms?
- Are children consulted on local and national government legislation, policies, services and resource allocations; and do their views have influence?
- Do children (especially the most marginalised girls and boys) have the skills and competencies to have meaningful involvement in participatory processes and mechanisms at local, sub-national and national levels? If not, why not?
- Have government officials and CSOs been sensitised about the importance of children's participation and civil rights? Do they proactively support and respect children's active participation in practice and policy developments affecting them? If not, why not?
- Do government officials (at local, sub-national and national levels) have the necessary skills to ensure effective participatory governance, public communication and participatory practices? Have programmes (by government, civil society, aid agencies) been undertaken to build skills? If not, why not?
- Are children able to influence the agenda of political parties?
- Are children able to influence the agenda of civil society forums and networks?
- Do children (from diverse backgrounds) have opportunities to use broadcast and online media to communicate their own views?

## Actors

Who is working on these issues, and are there any gaps where no one is working?

## Obstacles

What are the main obstacles to progress in realising the political and civil rights of children?

## 4. Economic Governance

### I. Investment in children

The CRG initiative has decided to have its breakthrough on 'Investment in Children'. The focus of this breakthrough will be on four areas:

- Government budget allocation and spend on children
- Taxation
- Aid
- Anti-corruption.

All four of these issues are aspects of the 'continuum of financing' for child rights. The resources a country can mobilise, and how those resources are used, will have a significant bearing on its ability to finance the commitments it has made to fulfil children's rights. Put simply, all the money a government spends on children must come from somewhere. While most developing countries are severely resource-constrained, there is often much that can be done to improve the quantity and quality of the resources that are invested in children, and in the long term the government has to work towards developing a sustainable mechanism for ensuring the full financing of its commitments to children.

There are at least three powerful arguments with regard to why governments should invest in children, both in their own countries and, where possible, through international cooperation, in countries which have fewer resources to do so: the rights argument, the economic argument and the political and social argument.

The rights argument for investment in children is that Article 4 of the UNCRC binds signatory countries to "undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation" to fulfil children's social and economic rights.

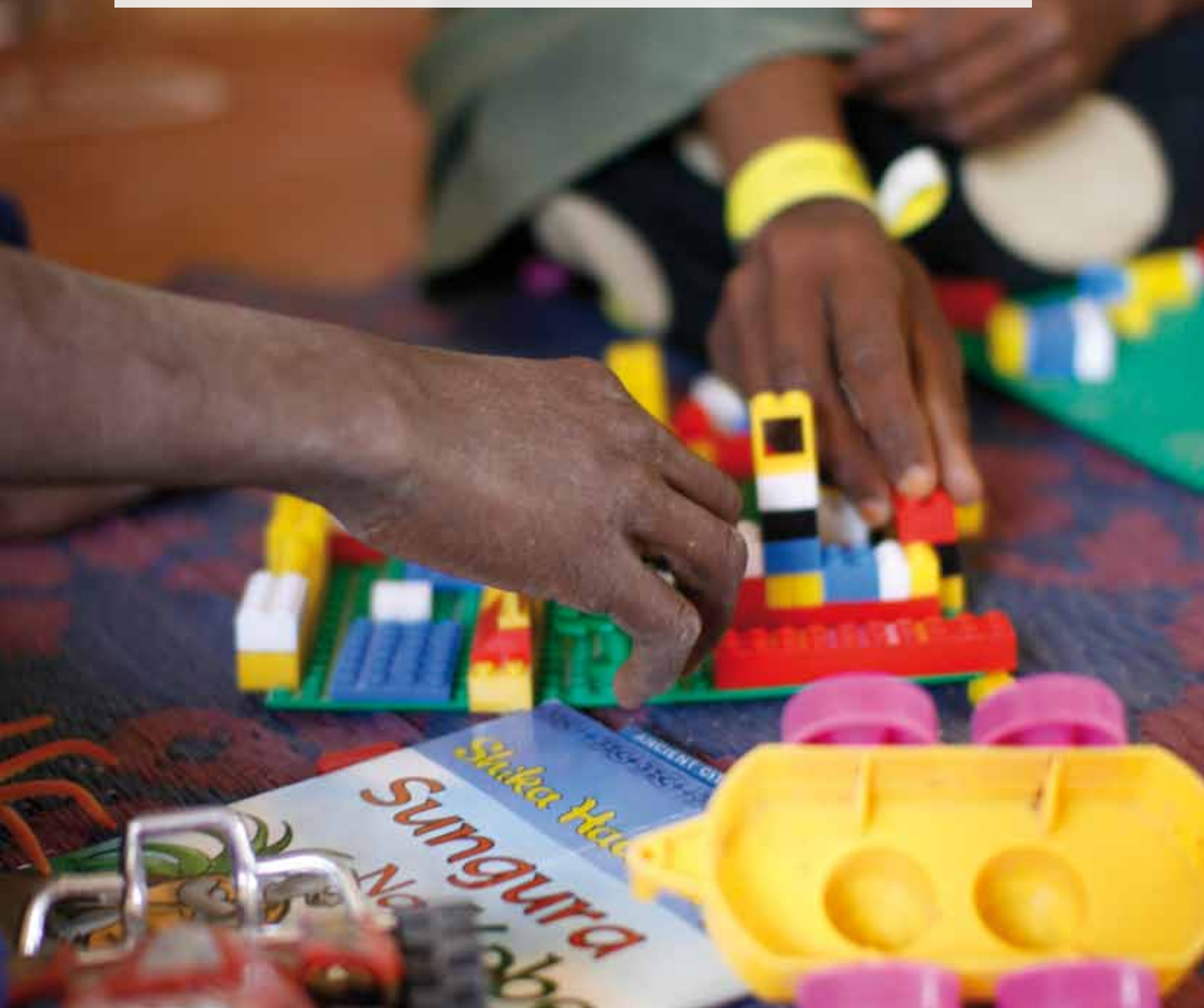
The economic argument is that expenditure on child-sensitive policies and programmes – particularly those that foster universal and good-quality education, health services, nutrition and water and sanitation – is an investment in the country's 'human capital', paving the way for improvements in productivity and economic growth and development.

The social argument is that inadequate social investment, high levels of inequality and severe poverty together hinder the development and consolidation of democracy, can undermine social cohesion, and contribute to fragility and conflict.

Advocating for greater investment in children is even more important in times of economic crisis and financial austerity, such as those facing most of the world at the start of 2012. The economic challenges that have arisen since the global economic crisis broke out in 2008 have meant countries have had to make difficult decisions regarding spending and debt reduction in an environment of poor economic growth, high unemployment and uncertainty. Studies have shown that the 2008–2009 financial crisis created a huge 'fiscal hole' in low-income countries. As a result, these countries cut budget allocations in 2010 to one or more 'priority' pro-poor sectors, which include education, health, agriculture and social protection. A recent UNICEF report, *Austerity Measures Threaten Children and Poor Households*, found that the scope of austerity is severe and widening quickly, with 70 countries reducing spending by nearly three percentage points of GDP during 2010, and 91 planning cuts in 2012. Moreover, nearly a quarter of developing countries are<sup>8</sup> undergoing excessive fiscal contraction, defined as slashing public spending to below pre-crisis levels.

8 (UNICEF, UNICEF, Economists and Economic Policy: Bringing Children into Development Strategies, October 2011).

But even in the absence of economic growth and in the face of economic uncertainty, governments can make policy choices that will improve the investment in children. For example, improving revenue collection, reallocating expenditure and increasing spending efficiency can create the fiscal space to increase social expenditure, provided there is political will. This means generating fiscal revenue in the form of taxes and, where necessary, complementing this with resources from aid – and improving transparency and accountability to ensure good and efficient use of resources. In big emergencies, substantial amounts of short-term donor funding and reallocation of budgets add to the challenge of securing the transparency and accountability that are necessary to safeguard children's rights during the response phase and, equally importantly, in the aftermath, when investment in children is likely to have to compete with a number of other important reconstruction priorities. Solid evidence on the economic and political arguments for investing in children are needed to demonstrate the high value of the investment.



## i) Socio-economic context

Although economic policies can seem far removed from the lives of children, they are often central to determining the environment in which children live and the potential for their rights to be realised. Economic policies at global, national and sector level can have an impact on children's welfare through two main routes:

- Through their impact on a country's economic development and inequality, and therefore on the wellbeing and opportunities of households
- Through their impact on the financing and design of basic services and social protection programmes, and therefore on children's ability to access those services.

It is also important to understand the environment of social policy in your country. The objectives of social policy are to enhance the wellbeing of all citizens, build human capital, support employment and enhance social cohesion. Social policies are justified not only from a humanitarian viewpoint; they are also an economic and political requirement for future growth and political stability, minimally to maintain citizens' support for their governments.

In planning to do CRG work on economic governance, it is essential to develop an overall picture of the climate for investment in children in your country, which will involve asking questions about economic policy and social policy and also about general trends and shocks. While thinking about these issues may be daunting, it is important not to panic or to avoid this analysis out of fear that it will be too complex. Most of these questions can be answered at a high level simply with information found in national newspapers and news reports.

### a. Economic context and 'fiscal space'

- **What are the characteristics of growth, employment and poverty?** Has poverty been reduced at the same speed as economies have grown? Has inequality been increasing or decreasing in the last five, ten, 15 years? Have the poor benefited from growth? Has growth generated sufficient and remunerative employment? What are the largest and fastest-growing sectors of the economy? Are they labour-intensive? Is the government prioritising investment in certain sectors?
- **How stable is the economy?** Are there factors such as high inflation, a large budget deficit (ie spending more than the country has in the bank), and large foreign debt or recurrent emergencies that can indicate macroeconomic instability?
- What is the fiscal picture? Does the government have tight fiscal targets that mean they are not willing to put more money into health or social protection? Is the government borrowing money to fund its spending?
- What aspects of monetary policy might affect investment in children? What is the recent pattern of inflation, and how has this affected the average household? Is high inflation making it impossible for families to buy basic staples?
- What is the situation with exchange rates? For example, has there been a sudden depreciation of the currency, making the staple of imported rice or heating fuel too expensive for poor families?



## b. Social policy context

- **Are there national development (ie PRSP) and sector development plans?** How participatory was the development of these plans? Were children involved in the design and implementation of plans that affect them? To what extent has impact on children been considered? Are the plans costed/financed?
- **What is the government's overall approach to social policy?** What philosophies or beliefs underlie social policy in the country? Are universal or targeted approaches favoured? How are social services delivered (ie public sector, market/private sector, NGOs and charitable institutions)?
- Are there structural or historical inequalities that have an impact on children? Are there differences in the distribution of resources and services between different areas or different groups of people? Why? Do citizens, particularly poor and excluded groups, face any constraints in accessing the benefits of social services and programmes (eg high transport costs, language barriers, social stigma, lack of documentation and information)?
- What are the major social services and programmes (both those to do with redistribution and protection and those to do with building human capital and promoting employment) available at the district and local level? What resources actually reach the points of delivery (eg schools, clinics, villages)?
- What types of social protection programmes exist in the country? Are these programmes reaching the poorest? Why/why not? Do they succeed in reducing the vulnerability of households and children, and do they help families to save/invest for productive activities?

## c. Trends and shocks

- Are there major trends or shocks (such as conflict, HIV and AIDS, rising fuel prices, political instability, environment and natural disasters) that could affect the potential for investment in children?

## ii) Financing investment in children

### a. budget analysis and aid

The budget is the government's most important economic policy tool. Public budgets translate a government's policies, political commitments and goals into decisions on how much revenue to raise, how to raise it, and how to use these funds to meet the country's competing needs, from bolstering security to improving healthcare and alleviating child poverty.

Good budgets should respond to equity considerations by emphasising non-discrimination and social inclusion and paying attention to power relationships. This could imply, for example, ensuring that actual public sector allocations as well as the decision-making processes that result in budget formulation (particularly at the local level) do not marginalise children, women and poor families. In particular, to foster gender equity, budgets should also be able to respond to the considerations of girls and boys.

Country programmes may wish to do advocacy work on the 'revenue' side of the budget (for example, looking at tax or aid in order to increase the resources available for investment in children), the expenditure side of the budget (for example, child budget tracking), or both. Countries that are recipients of aid may wish to advocate for more and better aid as a way of mobilising resources for investment in children.



a. Budget analysis – revenues/income

Government revenues are an essential part of the ‘investing in children’ equation: by better understanding where a government gets its money from, we can both identify potential financing opportunities for investment in children and better understand the balance of power in the country. NGOs that are knowledgeable about both sides of the budget – expenditure and revenues – will ultimately be more effective in their advocacy and influencing work. And there are many tools available to help civil society groups influence revenue policy in the same way that they have been able to influence expenditure policy. Analysing government revenues will enable us to ask both “Where is the money coming from?” and “Where is the money going?”

Government revenue falls into two main categories: tax and non-tax revenues. Tax revenue includes consumption taxes (eg value-added tax (VAT), sales taxes, excise taxes, trade taxes), income taxes (taxes on personal and business income), social security and payroll taxes, and wealth taxes (such as gift taxes, inheritance tax, property tax). Non-tax revenue includes grants from donors/international institutions (ie, aid), income from public enterprises (ie, user fees for government services), income from natural resource extraction, administrative fees and charges, and fines and penalties.

Some of the key questions about government revenues in countries doing CRG work include:

- **What are the main sources of national tax and non-tax revenues? What proportion of the government budget comes from taxes (income tax, consumption tax, etc) or non-tax revenues such as aid or licensing/extraction of natural resources?**
- Are any of the revenue sources ‘earmarked’ or dedicated to specific expenditure purposes?
- Is the tax system fair in terms of how the burden of taxes falls on the poor as opposed to the affluent? Are commercial interests such as the extractive industries paying their fair share? Are taxes raising enough income to fund critical social services and programmes for children? Is the tax code easy to administer or highly susceptible to evasion?
- Does the national budget follow best practices for revenue information, including information on actual revenue during the past year; medium-term revenue projections extending at least two years beyond the budget year; and detailed commentary on each source of revenue? (Revenues dedicated to specific expenditure programmes and user charges should be accounted for separately.)
- Are government revenue policies designed to comply with conditions imposed by international financial institutions?
- Does the country’s tax system facilitate tax evasion and encourage the use of tax shelters?
- Could a badly needed expenditure programme be funded by a specific tax increase or the creation of a new and innovative tax mechanism? (For example, a financial transaction tax or aviation and shipping fuels tax).

## b. Budget analysis – expenditures

NGOs, including Save the Children, have a history of engaging in advocacy to improve the expenditure side of government budgets. There are broadly three types of budget analysis: intersectoral and intra-sectoral analysis (ie, where is the money going?), monitoring over time (identifying trends) and tracking (does expenditure reach beneficiaries?).

Some of the questions that will help you to prioritise issues on the expenditure side of the budget include:

- **What percentage of the government budget has been spent on priority sectors for children (eg, education, health, social protection, child protection etc)? What sectors have the largest expenditure? How has this changed over time? In what ways could the allocation across all sectors be improved for children? What is the balance between recurrent and development/investment spending in the budget?**
- How progressive is the government budget allocation (ie, does it avoid putting unfair pressure on the poor?), and how has this been changing in recent years?
- What is the level of decentralisation (in theory and practice) in your country, and at what levels are budget decisions effectively being made?
- What are the different stages of budget formulation in your country, and what are the potential entry points where NGOs can have an influence? Do children have the opportunity to influence the budget process?
- What are the monitoring mechanisms now in place for your national budget? Does the government undertake ongoing monitoring and evaluation of the budget? Are there national audit reports? Have there been other independent analyses of the national budget, such as a public expenditure review (PER) or a public expenditure tracking survey (PETS)?
- What do household surveys tell you about how individuals and families are benefiting from national spending?
- What are the key flaws in the budget process? Gaps in budget estimates and expenditure? (Estimates tend to be smaller than the real expenditure requirements and actual allocations.) Problems in flows of funds from national to local authorities? Inability of local governments to meet the matching grant requirement from the state in the case of centrally sponsored schemes, which hinders the flow of funds to sub-national governments? Inadequacy of mechanisms to check misappropriation and misuse of funds? Flaws in planning of various ministries and departments? Lack of meaningful communication and coordination between planning commissions, finance ministries and ministries/departments concerned with child rights-related issues during formulation of annual or multiannual strategic plans, midterm reviews and final evaluations of plan periods?

### iii) International aid and child rights

There are extensive and well-established campaigns calling for improvements in aid effectiveness globally. The five key principles for improved aid effectiveness are:

- ownership (partner countries exercise effective leadership over their development policies and strategies and coordinate development actions)
- alignment (donors base their overall support on partner countries' national development strategies, institutions and procedures)
- harmonisation (donors' actions are more harmonised, transparent and collectively effective)
- managing for results (managing resources and improving decision-making for results)
- mutual accountability (donors and partners are accountable for development results).

But beyond the general agenda advocating for greater aid effectiveness, Save the Children is concerned that aid should be used more effectively for the fulfilment of children's rights. There is a general lack of information and data to allow us to assess whether and how international aid is contributing to the realisation of children's rights. At present there is no composite index of total donor investment in the four core but interlinked children's rights (survival, development, protection and participation), and how these funds are distributed across and within different geographical regions. It is vital that we better understand the extent to which donors are supporting the realisation of children's rights, especially in states where the capacity, resources and often the will to fulfil the social, cultural, economic and political rights of marginalised social groups such as children are weakest. Improved data and reporting would also help us to better explore the tensions inherent in the UNCRC with regard to the indivisibility of rights and the principle of progressive realisation, and the question of how donor action (or inaction) shapes the way these principles play out in practice.

Some of the questions that CRG country programmes may want to ask about international aid include:

- **How dependent is the government on external aid? Who are the biggest donors? Has the donor profile changed over recent years (ie, entry of major new donors)? How much influence do these donors have on government policy?**
- Has your country's government fulfilled the commitments to aid effectiveness that it made as part of international aid effectiveness agreements (eg, the Busan Partnership in 2011)? Have the major donors in your country fulfilled their international commitments related to improving aid? Have the major donors in your country endorsed the International Aid Transparency Initiative (IATI)?



- **How transparent are aid disbursements and financial management? What data and/or databases are available to monitor aid flows? Is there enough data available to assess the balance of spending between domestic expenditure and different types of aid across the economy and in the sectors most important for children?**

- Is there an existing national civil society aid effectiveness forum that we could align with?

- Have the government and donors created space for meaningful civil society participation in national debates about aid and development? What multi-stakeholder processes are underway (eg, national development strategies, budget support groups, formulation of key development policies such as joint assistance strategies and performance assessment frameworks), and is there an opportunity to influence these process as an NGO participant?



## iv) Improving transparency of, and accountability for, investment in children

Global work on child rights and governance is built around the premise that child rights cannot be fully realised without effective, transparent and accountable governance mechanisms. Central to a rights-based approach is the state's role as 'duty-bearer', with the responsibility to uphold the human rights of all people within its territory. During emergencies, where international humanitarian organisations may take over bigger parts of service provision, they must adhere to the same child rights obligations as the state, and in principle it is still the role of the government to ensure that this happens and to monitor compliance. Citizens and other institutional actors also have an important role to play in holding states and the international community to account for their performance in this respect. Through transparent access to information, different branches of the government, citizens and other institutional actors can measure the government's performance and guard against possible misuse of powers and resources. This serves to achieve accountability. Transparency and accountability thus serve as a check against mismanagement and corruption on the part of public officials and are pillars of sound governance, which is crucial to winning and maintaining the confidence of citizens, investors and the international community.

In general, government accountability is facilitated by approaches and practices that ensure the activities and outputs of the government in question meet the intended goals and standards. The concepts of transparency and accountability go hand in hand, since without adequate information on performance and outputs it is difficult to hold governments to account for their actions. Giving account for use of public resources and policy decisions is an integral part of democracy.

### General questions about transparency and accountability

- Do government staff and other implementers at various levels have the capacity to implement policies?
- How capable are institutions of fulfilling their roles and delivering services?
- **How accessible and transparent is information on policy and public finance? How does your country rank in the Open Budget Index? How transparent and accountable is the government concerning its sources of revenue?**
- How accountable is local-level administration?
- What level of planning and budgets is controlled at the district and local level?
- What is the capacity of staff to administer these processes?
- **Are poor people and civil society involved in planning and budgeting, and do they have access to the necessary information?**
- **What is the capacity of NGOs and poor people's groups to be heard and to influence decision-making?**

## a. Corruption

Despite progress by national and international civil society actors in promoting transparency, corruption remains an obstacle to progress in many countries. The 2010 Transparency International Corruption Perceptions Index shows that nearly three-quarters of the 178 countries in the index score below 5, on a scale from 10 (highly clean) to 0 (highly corrupt). This indicates serious corruption problems.

The UNDP defines corruption as “the misuse of public power, office or authority for private benefit — through bribery, extortion, influence peddling, nepotism, fraud, speed money or embezzlement”. The broader definition is “the misuse of entrusted power for private gain”. Some of the factors that contribute to corruption include weak institutional structures, a weak law-enforcement environment, conflict, and a shortage of well-paying jobs.

Corruption is frequently cited as a widespread and significant barrier to children’s access to services. Studies have shown that corruption has a substantial effect on access to services and on the quantity and quality of service delivery. Corruption can swallow up a large part of the cost of setting up and implementing public services, many of which are particularly relevant to children. For example, one study in 1999 found that between 10% and 86% of students in the countries surveyed were paying extra fees for their education. Of the 47% of girls who were able to get into primary education in one province of Pakistan, all reported unofficial demands for money. In emergency and conflict situations there are well-documented cases of children having to pay or perform sexual services in order to access services.

Corruption is often negatively associated with child and infant mortality, the likelihood of attended birth, immunisation coverage and low birthweight. This is hardly surprising: mothers and children cannot enjoy essential healthcare if payments are demanded that they cannot afford. The more households believe that institutions are dishonest, the greater the probability that households will not use a public service when needed.

Since corruption will have myriad impacts on the realisation of children’s rights, it is important to identify which forms of corruption are having the most negative effects on which rights and which children. Note that these might be areas that adults are more unaware of or do not experience themselves (eg, bribery – financial or ‘in-kind’ – for school exam results), and they may be different for boys and girls. It is therefore essential to involve children in identifying the forms of corruption that are most affecting them, and to target these specifically.

- **How does the country rank in the Transparency International Corruption Perceptions Index?**
- **Which forms of corruption are the most prevalent, and why?**
- **Which children’s rights are being violated or not fulfilled as a result of corruption?**
- Where can corruption be seen to be affecting access to services? How is it affecting the quality of these services?
- What mechanisms are in place to control corruption? How effective are these mechanisms at the local and national levels, and at levels in between these?
- Do anti-corruption measures target areas where children’s rights are most, or most likely to be, violated, such as education, health and protection?

- Is information publicly available to enable children and the public to know their rights and if necessary hold those responsible for corrupt practice (be they in government, the private sector, civil society, media, local or national government) to account? What mechanisms are available for doing this?
- How are children (and their communities) involved in identifying corruption and in deciding upon workable solutions?
- Do any organisations programme in anti-corruption? What do they include, and what have their experiences been?
- Is there collaboration between the children's sector and agencies monitoring corruption or human rights?

## 2. regulation of the private sector

In addition to assessing the accountability of governments for children's rights, it is important to assess the impact that non-state actors may have on children. The private sector (ie, profit-making business) includes important actors that impact on a government's ability to fulfil its obligations to children: private actors are essential to the state's successful discharge of its UNCRC obligations. Private actors help the state to fulfil its duties by, among other things:

- paying their taxes, so that the state will have resources to carry out its responsibilities
- obeying the laws pertaining to child and adolescent welfare
- pressuring the state to fulfil its UNCRC responsibilities (eg, lobbying for a budget increase or for a child-abuse law to be passed)
- assisting boys and girls in enforcing their rights under both the UNCRC and national laws (eg, informal conflict resolution or litigation)
- entering into, and fulfilling, contracts as service-providers.<sup>9</sup>

Business policy and action can have a very significant impact – both positive and negative – on children's rights. Children are at times more vulnerable than adults to the effects of corporate violations of their rights: they have a greater susceptibility to pollution, they are more vulnerable to exploitation and discrimination in the workplace, and they may be more swayed by irresponsible marketing than adults. Violations of children's right at key stages in their development may have life-long consequences: economic exploitation, sexual exploitation and abuse of children and harmful physical punishment can have long-term negative effects on their health and physical and mental development. It is not always possible to make up years of schooling lost because of economic exploitation or violence in the workplace. Lack of healthcare at critical stages due to private holders' discriminating in its provision may have irreversible effects on a child's development.

<sup>9</sup> Bruce Abramson, 'The Private Sector as Service Provider and Its Role in Implementing Child Rights', submission to UNCRC Day of Discussion

States have an obligation to protect children's rights from corporate violations, and this is a crucial aspect of their duties under the CRC, but they have been slow to fully acknowledge this duty. With regard to the duty to protect human rights from corporate violations, this reluctance has been explained as the result of a lack of knowledge of the duty and lack of ability and willingness to act upon it. Since children do not vote, they must rely on appropriate systems of governance to deliver results for them to ensure that their rights are not 'left-behind' and overshadowed by state support and consideration for business interests.

Some of the questions that CRG country programmes may want to ask about regulation of the private sector include:

#### *Legislation and regulation*

- Are there appropriate legislation and related regulations to protect children from business abuse of their rights?
- Is business activity monitored, and are relevant legislation and regulations enforced?
- Are there effective and accessible remedies for violation of children's rights by business?
- Is there a process by which periodic assessments of legislation and regulations take place in order to fill the gaps as and when they arise?
- Is there mandatory corporate reporting which includes children's rights?  
Does the state encourage reporting by the private sector by creating instruments to benchmark and recognise good performance with regard to children's rights, by promoting awareness of the benefits of reporting, and by requiring state-owned companies to publish reports on their impact on children's rights?
- Is there adequate regulation to ensure that foreign and domestic investment through private and state business is mindful of and responsive to child rights?

#### *Administrative measures*

- **Is there a comprehensive strategy for child rights which takes into account the links between business and children and includes a strategy for preventing and remedying corporate violations?**
- Is the government ensuring cross-sectoral coordination within all government departments on implementation of the CRC, including those that shape business policy and action? (These would include, for example, ministries of trade, investment and finance, as well as departments that 'traditionally' cover children's issues, such as education, health and family welfare.)



- To what extent is the state ensuring that the obligation to protect is being met both internally within government and externally through National Human Rights Institutions (NHRIs) and NGOs?

#### *Other measures*

- Does the NHRI have a mandate to protect children's rights from corporate violations, and if so, does it use it?
- Are there voluntary initiatives to encourage business to respect children's rights?
- Do all businesses have a clear understanding of their responsibility to respect and support child rights wherever they operate and is there guidance for the business on how to respect and support children's rights?
- Do children and their families have a clear understanding that business has a responsibility to respect and support child rights wherever it operates?

### 3. Social protection

For decades, poverty reduction efforts have focused on improving a state's supply of goods and services. In recent years, however, there has been growing interest in the possibilities of transferring resources directly to poor people as an instrument of social protection. For the purposes of this document, the term 'social protection' is understood as a set of public actions that address poverty, vulnerability and exclusion and provide means to cope with life's major risks throughout the life cycle.

The obligation on states to implement social protection policies for children flows directly from a number of human rights, in particular the right to social security and the right to an adequate standard of living, which are enshrined in the UNCRC and other key international human rights instruments. Social protection measures can include transfers of cash to individuals or households. This might be wholly unconditional or linked to certain activities. Conditional cash transfers link the provision of money with the obligations of recipients to participate in work, training, education, health, nutrition or other services, or with obligations such as registering children at birth or attending parenting classes.

In guaranteeing equal and fair access to social protection measures to all citizens of every class, the right to social protection is intrinsically political. To the extent that this applies equally to everybody, it also addresses the need for redistributing economic resources between different social groups and across the life cycle. As redistribution touches upon diverging interests, it contains conflictive potential. However, it also creates the opportunity for associated values such as solidarity, equality and fairness to become general societal values which can positively influence nation-building processes by helping them to create political consensus and social cohesion.

When assessing whether to focus on social protection, the following questions should be taken into account:

- **Is there a social protection system in country? What does it consist of (cash transfers, insurance etc)?**
- **Does the social protection system adequately cover those in need? Are there any groups of children who are discriminated against in accessing social protection programmes?**
- Is corruption by administrators of social protection programmes an obstacle to children accessing social protection for which they are eligible?
- Does the state allocate maximum public resources to social protection programmes?
- Are social protection programmes well administered in terms of transparency, monitoring and use of discretion in allocation of transfers?
- Is there effective coordination between government departments responsible for implementing the UNCRC and those responsible for administering social protection programmes, so that these programmes are in compliance with the Convention?
- Are children involved in the design and implementation of social protection programmes which affect them?
- Are social protection programmes being evaluated/reviewed?  
Are any reforms taking place in the sector?
- Is civil society involved in monitoring social protection programmes to ensure they are accountable and transparent?
- Who are the main actors in this sector?

## Part 3: Capacity of, and quality interaction between, key actors in child rights

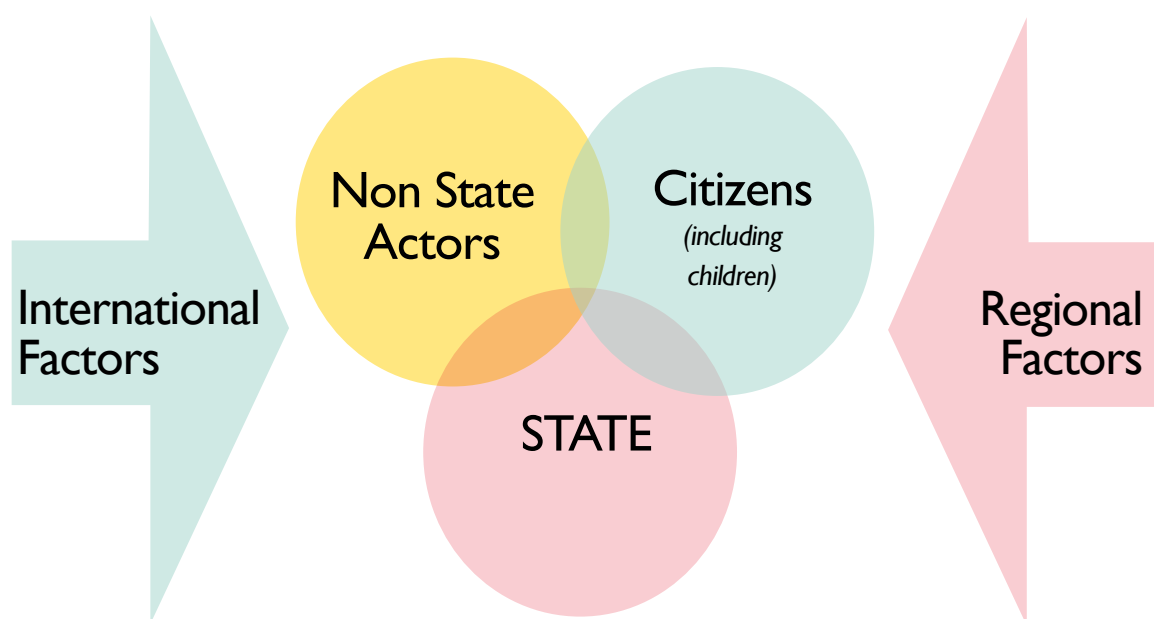
We have asked you to consider both the General Measures of Implementation (Part 1) and key governance factors that have an impact on the realisation of child rights (Part 2). The final part of the sectoral analysis (Part 3) will look at the capacities and quality of interaction between the key actors on child rights.

While the state is the signatory to the UNCRC and the main duty-bearer responsible for child rights realisation, a number of non-state actors play a vital role in this. In some cases non-state actors might even be more influential than the state, eg, where the private sector is particularly powerful, where the government is not fully recognised as legitimate by sections of society, or in situations of conflict. It is vital to know who are the key actors influencing the situation of children, whether they are an obstacle or a positive force for change for child rights, and how we can facilitate good-quality interaction between them and with children.

Governance work isn't just about building systems and mechanisms: it is about understanding and improving the interactions and relationships between people (particularly decision-makers and children and young people). It is about expanding the space for children (and citizens more broadly) to exercise their civil and political rights.

In Part 3 we provide examples of how to unpack, analyse and understand the nature of the interactions between young people, decision-makers and other actors, within the context in which they live and work, in the hope that CRG programming can attempt to improve these relationships. The ultimate goal of this, of course, is to improve the child rights environment in the country.

Save the Children is particularly interested in the interaction between citizens (in particular children) and the state and key non-state actors. Plan International has developed an interesting set of tools to measure interaction and to help to identify programmatic opportunities to strengthen those relationships. This section will draw on those tools, and we recommend that you contact Plan in country to explore the possibility of joint analysis in this area.



## Key actors

Save the Children recognises five key types of actors in CRG and works to improve the quality of relationships between them and children in order to further the realisation of children's rights.

It is important to stress that each of these key actors has a role to play in achieving all rights, for all children, and sustaining their realisation. The process may be a long one, and their roles may sometimes be indirect. Each one of them will have direct responsibilities for children's rights, most particularly relating to their civil and political rights. More broadly, however, they are often in a position to establish or sustain social norms, to influence, to hold to account, to innovate, to find ways to identify and respond to change, or to support or act on behalf of the state.

For the purposes of developing a Child Rights Situation Analysis around CRG it is useful to identify the roles, responsibilities and capacities of five main groups of actors and how they could and should be collaborating and contributing to the overall process of change. Sometimes the responsibilities are indirect, for example the media's contribution to social change or the private sector building capacity for services. Three of these can be termed national, in that they exist within the nation state, while the other two operate within the international community. The nature and quality of the relationships between these actors is a key component of the dynamic of change.

## 1. The state

The state is the primary duty-bearer for children's rights. We have focused on the state in Part I ('General Measures of Implementation') and we list it here simply to ensure that our analysis also documents the quality of interaction between the state and non-state actors and between the state and children in the realisation of child rights. It bears the primary responsibility to lead and manage the process of change that is necessary to bring about the realisation of their rights. Once a state has become a party to the UNCRC it has an obligation to put into place "General Measures of Implementation". The state cannot, however, achieve improvements in the realisation of children's rights alone and must interact with others in order to act 'in the best interests' of the child. The focus when examining the state should not be limited to the political bodies alone (ie, parliament, cabinet, politicians etc) but should also include the administrative sections (civil servants) and the enforcement bodies (police, military). It is important to look at all levels of government, not simply the national level. It may be that the quality of interaction between the state and children is stronger or weaker at the local level. It is important to identify this in order to know where to prioritise your programming.

- Generally, how is state decision-making undertaken (transparency, accountability)?  
What is the nature of the division of responsibilities between sectors, and between the centre and the local context through decentralisation, federal structures?
- **What is the relationship between the state and citizens? Is it one of respect? Consultation? Open communication?**
- **Specifically, what is the state's attitude towards children and young people? Are children viewed as citizens and consulted?**
- Does the state also interact with and consult other key actors who directly or indirectly affect rights realisation (media, military actors, UN-mandated agencies, religious communities and private sector)?

## 2. Children

A major area where Save the Children has a role is in supporting the creation of spaces for quality interaction between children as active citizens and all other key actors working on child rights. This can be achieved by strengthening children's capacity to act, by sensitising adult stakeholders about the importance of children's participation and civil rights, and also by expanding the space for meaningful participation and interaction. As noted earlier, governments have the primary responsibility to ensure mechanisms and processes that support the realisation of children's civil rights and freedoms. Article 5 establishes that parents have an explicit responsibility to guide their children in the exercise of their rights and are thus potentially a critical factor and support mechanism to children's knowledge of their rights and their capacity to engage with other key actors.

Plan International has a particular focus on children in governance ie, children's participation in political and social dialogue. It has developed an interesting table that has been updated and can be used to analyse children's ability to act, the space within which they have the opportunity to act, and the quality of their interaction with others.



# Figure I

## Unpacking interactions:

### Questions for exploring aspects of children's 'interaction'

(Adapted from a table by Plan International)

| Aspect of 'interaction' | Checklist of questions   |
|-------------------------|--|
| Purpose                 | <p>Q Are children's and young people's representatives included in formal governance mechanisms at local, sub-national, national and/or regional levels to exercise their civil rights?</p> <p>Q If so, what is the purpose of children's and young people's representation? Is it to draw attention to children's and young people's concerns? And/or for children and young people to influence decision-making on matters that affect them? And/or to increase recognition of children's role as active citizens who can make important contributions?</p> <p>Q Are children's and young people's representatives included in school governance bodies? If so, what is the purpose?</p> <p>Q Are working children able to form their own working children's unions/associations? And to have interaction with their employers? If so, what is the purpose?</p> <p>Q Are children's and young people's representatives included in civil society organisation boards, forums or networks? If so, what is the purpose?</p> <p>Q Are children and young people expressing their views through informal or formal media channels (radio, TV, the Internet etc)? If so, what is the main purpose?</p> <p>Q Are children and young people supported to form their own networks and/or alliances at local, sub-national and/or national levels? If so, what is the main purpose?</p> |
| Structure               | <p>Q <b>Which actors (government – including teachers – civil society, media etc) do children and young people interact with? (Including decision-makers and other actors, and between children and young people themselves.)</b></p> <p>Q <b>What structures or networks exist to enable children and young people to exchange their views, to network and to undertake collective action and advocacy initiatives with their peers at sub-national, national and/or regional levels?</b></p>   |

## Types of participation

Q What structures/spaces/platforms exist to enable children and young people to meet with government decision-makers and other actors (teachers, employers, family members, civil society, media) at local, sub-national, national and/or regional levels, to have a voice and an influence in decision-making?

Q What is the 'size' of these spaces? Is the space (intersection) enough for meaningful engagement between children and young people from diverse backgrounds (especially including the most marginalised children) and decision-makers?

Q What kind of spaces are these? Formal or informal, invited or claimed?

Q Do the structures provide a safe space for children's and young people's participation and interaction?

Q Which children and young people (age, gender, income groups, school-going/out of school, ethnicity, religion, (dis)ability, rural/urban etc) get most and least opportunities to participate in these structures/spaces?

Q What types of participation are children and young people engaged in? (a) Adult-organised children's consultations, (b) child-led initiatives/organisations, and/or (c) collaborative processes between adults and children?

Q To what extent can young people exercise their civil rights? Do they have access to information they need? Are they able to freely express their views? Are they able to participate in decisions affecting them? To what extent is their voice being heard? To what extent can they hold decision-makers to account for services provided?

Q To what extent can children and young people access information from diverse sources? To what extent can children use the media to share their views and ideas with others?

## Mechanisms and tools

Q What specific mechanisms and tools are in place to support children's and young people's meaningful participation in governance at local, sub-national and national levels (if any)? (For example, social accountability + score cards?)

Q Are parents encouraged/supported to guide their child in the exercise of their civil rights and freedoms? Does school policy actively encourage parents of younger children to support their children in school governance?

## Dynamics

Q Are parents encouraged / supported to “guide their child” in the exercise of their civil rights and freedoms. Does school policy actively encourage parents of younger children to support their children in school governance.

Q What are the dynamics of interaction? Who speaks and who listens? Who speaks to whom? Who is given more time to speak?

Q What are the power dynamics? Who is being included and who excluded (age, gender, income groups, school-going/out of school, ethnicity, religion, (dis)ability, rural/urban etc)?

Q What is causing and sustaining these? (For example, beliefs, ideologies.)

Q Who is being included and excluded in discussions? Whose voice carries most weight? Why?

Q How is gender affecting dynamics – between decision-makers and young people, and among children and young people themselves?

Q Who are the actors who usually gain the most, have more access to resources, hold power and make decisions? Why?

Q Who are the actors who are left behind in decision-making, have little or no voice and are often excluded from decision-making? Why?

The question, then, is not only who children interact with but also the quality of that interaction. Is their participation and interaction meaningful or tokenistic? Basic requirements on children’s participation can be used to monitor and support meaningful participation and interactions. One of the key things that CRG programming will aim to do is to improve the quality of the interaction between children and young people and key decision-makers.

### 3. Non-state actors

Non-state actors are key contributors to the dynamic of the implementation of rights in a country. As they are not the state they do not bear overall responsibility for managing the process of bringing about the realisation of children's rights: this is the clear responsibility of the state. But they do have roles, and they have the potential for holding the state to account, for supporting the state or working with it, for supporting children as subjects of rights. They also have the potential for violating children's rights, and thus often need to work within laws or regulations established by the state.

### Civil society

For the purposes of this analysis we are interested in the capacity of civil society to work on child rights issues and the extent to which they interact with the state, children (and their communities) and other non state actors on child rights.

There are many different types of civil society organisations including self help groups, local, national and international organisations; organisations 'of' and organisations 'for'; not for profit organisations and faith based organisations. We define civil society as "citizens who act collectively and voluntarily in an organised way in order to express or promote a common interest or opinion". Their collective contribution to the monitoring and promotion of children's rights is a key part of the implementation of the Convention as recognised in the Committee on the Rights of the Child's *Guidelines for Periodic Reports*.

- **What is the level of awareness of the UNCRC in the civil society sector? Is there a programme of capacity-building not only of 'children's organisations' but also of general agencies whose work focuses on children?**

- **Is it routine for organisations working with children to:**
  - **treat children as citizens, affording them the respect and consideration of active subjects of rights**
  - orientate their work to the realisation of children's rights, to national priorities, to capacity-building of duty-bearers, to supporting rights-holders in claiming their rights and holding duty-bearers to account, and to applying the general principles in their ways of working
  - undertake capacity-building in children's rights, and in skills of participatory work with children
  - provide a means for children to have input to the organisation's policy development, to programme design, analysis, monitoring and evaluation
  - have child safeguarding policies in place and apply them
  - hold themselves accountable to children, and make use of/have access to children's reference groups/advisory panels?

- Is it routine for organisations working indirectly with children to:
  - have child safeguarding policy and procedures in place
  - align themselves with national policy on children's rights?
- Do civil society organisations and groups collaborate:
  - with the state, conceptualising their work as contributing to the national strategy of realising children's rights and collaborating with the state in the development of national reports and national policy? How does this happen?
  - with each other? Is there a network or coalition of children's organisations? Is it active? What purpose does it serve? Does it have clear objectives? How do they link with other sectors? Is there competition or discrimination between agencies, and if so, why?
- What is the relationship between civil society and the state? To what degree is it collaborative? To what degree is it adversarial?
- What are the obstacles or barriers limiting the capacity of civil society?

## The private sector

The private sector includes a multitude of 'for profit' organisations of varying sizes and forms – ranging from large multinational corporations (MNCs) to small and medium enterprises (SMEs) and micro-enterprises – all of whose actions may at times support or threaten children's enjoyment of their rights. It is now widely recognised that business has a responsibility to respect and support human rights. The corporate responsibility to respect means a commitment to avoid any infringement of the human rights of others, including children, and to address any adverse impacts on human rights with which the business is involved. The corporate responsibility to respect applies to the business's own activities and to its business relationships, linked to its operations, products or services. The corporate commitment to support means that in addition to respecting human rights, business has a responsibility to help advance human rights, including children's rights, through core business activities, strategic social investments and philanthropy, advocacy and public policy engagement, and/or working in partnership and other collective action.

Given the ever-increasing influence that the private sector has on development processes and in developing countries, it is essential that we work to ensure that business fulfils its responsibilities to respect and support children's rights. Children are key stakeholders of business – as consumers, future employees and business leaders, and as citizens in the communities and environments in which business operates. They should be empowered to have a voice in decisions that affect them.

- **Who are the major private sector players?** What role do the various types of private sector organisations (large multinational corporations, SMEs, microenterprises) play in governance systems (both formally and informally)? What is the private sector's relationship with the state? Has this changed over time?
- Does the private / not for profit sector play a role in service delivery? What role does the state play in ensuring universal delivery of services? What quality controls and systems of accountability are in place for services run by the private sector?
- How important is corporate tax in terms of overall government revenues? Are revenues from natural resources or extractive industries (such as oil, gas or mining) significant? How transparent and accountable is the private sector with regard to its payments to government?
- **How much awareness is there of children's rights within the private sector? Have business actors used their voice and influence to advocate for children's rights in the past?**
- Is there a significant tradition of social investment and/or philanthropy within the private sector?

## Religious groups

Many factors influence what the citizens of a country understand and regard as social norms, and what they expect of each other, their communities and their state. All countries will be influenced by their history, tradition and culture, in which religious institutions, teaching and belief systems may have had (and may still have) an influential role. Some of these will have historical significance, having shaped existing social norms; others will be current and actively shaping new norms in response to changes in the world around them. Religious teachings and texts and religious institutions will play an active part in the lives of many, sometimes having a greater influence than the state. Religious groups often play a significant role in providing social and psychological services. Religion can be both a positive and negative force for children's rights in a country, and it is important to engage with religious groups and institutions to ensure they help rather than hinder the realisation of child rights.

- What is the state's relationship with religious institutions? Are religious beliefs/systems codified in the constitution? What role does religious law play in the legal system?
- **Are religious institutions in country a positive or negative force for children's rights?**
- How does the guidance or belief of the religion compare with the standards of the UNCRC or regional human rights instrument?



- How does the religion 'see' children, in the context of family, society, state?
- Are there particular groups of children who are at risk because of religious beliefs (eg, "Spare the rod, spoil the child", "Children should be seen and not heard", girls' status, unacceptability of homosexuality, reservations on freedom of belief etc)?
- **Are there any success stories of religious institutions supporting children's rights?**
- If there are incompatibilities, what impact have these had on children's rights, and what has been/is being done about them?

## Media

The importance of the media as an agent in the enjoyment of children's rights has been established in Article 17 of the UNCRC and elaborated in a Day of General Discussion. The media has an important role:

- in enabling children's perspectives to be heard
- in raising awareness of issues faced by children, particularly utilising the rights that have been created as a point of reference
- in ensuring children's access to information
- in protection responsibilities, particularly relating to children's rights to privacy
- in holding people in power to account and raising issues, be they state or non-state actors..

### Capacity of journalists

- **What is their knowledge of child rights, and their application of this knowledge in analysis and reporting?**
- **How do they portray children in the media?**

### State regulation

- Are there laws/guidelines on privacy, and controls, guidance on age-sensitive content?

### Monitoring

- Are there systems of monitoring journalistic content against UNCRC practice standards, and feedback mechanisms?

### **Media's engagement with children's rights**

#### **- Is there a history of media's reporting on children's issues? (Is there a media monitoring service?)**

- Is there national engagement with the Oslo Challenge?
- Are there organisations of journalists/the media engaging with children's rights?
- What has the media's track record been with UNCRC/UPR reporting?

### **Children's voice**

- What support has there been for children's journalism?
- What is the track record concerning journalists' inclusion of children's perspectives?
- What is the capacity of the children's sector to engage with the media?

## **Academia**

Academia in the 21st century have a significant influence over public policy formulation. They help inform and shape debates about children as well as training and supporting the professional development of key actors in child rights. We have therefore decided that a focus on academia in CRG work is justified.

#### **- Are there academic institutions with a focus on children and their rights?**

- What is the nature of the research work being undertaken, and how relevant is it to issues faced by children?
- Do academic institutions actively engage with other actors, government, civil society, media?
- In courses that educate professionals whose work has an impact (directly or indirectly) on children's lives, what is the capacity to educate on concepts and practice of child rights?

## 4. Regional actors

Most, if not all, countries are part of or have aligned themselves with regional bodies such as the African Union, the Council of Europe, the Organization of American States, ASEAN and SAARC. In some instances, countries are states parties to regional treaties which may provide additional rights and safeguards to children. These regional institutions may provide a means of enabling cross-border rights to be established (for example in relation to the trafficking of children, or adoption). In any event they are powerful actors that can and do impact on the realisation of children's rights at the national level. It is therefore important that we engage with them.

- Do regional actors have policy statements relating to governance and children's rights? What are their resources and capacity?
- **Do any regional actors establish rights for children at the regional level? Is the country a party to this regional human rights instrument? Has the country engaged with any regional human rights mechanism?**
- How do the member states combine implementation of UNCRC and the possible regional commitments? Is one hindering the implementation of the other, or are the national, regional and international laws and conventions implemented equally and in a comprehensive way?
- Is it a requirement of regional actors to use the UNCRC and other related human rights instruments as a normative framework for policy? Is there evidence of this being applied in the country?
- Is there any history of regional actors engaging with children's rights issues in the country?
- Have regional actors institutionalised the involvement of children in informing analysis and programming?
- **Are there neighbouring countries whose actions have a significant effect on governance and children's rights in your country?**

## 5. International actors

There is a range of international/supranational institutions that will have an influence on the ways in which progress is made in relation to children's rights. In some countries the international community or international institutions have been given a mandate to play a role in the management of the state, examples being UN agencies such as UNRWA in the Occupied Palestinian Territories

Several articles of the UNCRC expressly make reference to the need for countries to proactively give and seek international assistance and international experience to provide all children with the same quality of start in life. The principle is that children's rights are of international importance and that the international community has a collective responsibility to ensure that every child can enjoy their rights. Particularly important for 'investment in children' are international actors such as the World Bank and the International Monetary Fund.

- **Are there international factors which have a bearing on the implementation of children's rights, for example sanctions, UN General Assembly resolutions? Have any international agencies been given mandates which require them to take proxy roles in relation to children's rights?**
- What is the nature of donor engagement with children's rights? Are there donor coordinating committees with a focus on children's rights?
- **Are donor policies aligned with the state's national strategies on child rights? Do they take into consideration the concluding observations and recommendations of the Committee on the Rights of the Child?**
- Does the state proactively engage with the donor community in relation to children's rights?

## Annexe I

Tables for preliminary analysis stage

| Part One<br>General Measures<br>of Implementation  | Assessment of progress of primary<br>duty-bearer (How does it appear<br>in comparison with what it should<br>be by this point?) |      |         |          |        | What do you consider the<br>reasons for this level of progress ? |
|--|---|------|---------|----------|--------|--|
|  | Negative  | None | Minimal | Adequate | Strong |  |
| <b>Implementation obligation</b>   |   |      |         |          |        |  |
| Law reform and enforcement:<br>-Ensuring that all law is compatible with the Convention<br>-Removal of reservations and ratification of key human rights instruments<br>-Justiciability of rights including access for children and their advocates to independent complaints mechanisms and courts with the necessary legal and other assistance. |   |      |         |          |        |  |
| Ensuring that there is a systematic process of assessing new laws, policies or programmes for their impact on children's rights ('Child Impact Assessments')   |   |      |         |          |        |  |
| Developing a detailed, comprehensive national strategy or agenda for children, based on the Convention, and taking into account policies of decentralisation, federation and privatisation   |   |      |         |          |        |  |





## Explanatory notes

This matrix provides a framework for discussing and analysing progress made in relation to the UNCRC's Implementation Obligations – those 'systems and mechanisms' that would be required in order for improvements to be made that would result in the realisation of rights.

## Assessment of progress

The analysis and judgement in the matrix is necessarily subjective, and should be discussed and compiled by persons who have working contact with the implementation areas. Progress might be considered as:

### **Strong**

- the state has shown evidence of swift and committed shift, prioritising and resourcing

### **Adequate**

- there is a track record of planning and a steady progress towards implementation on a routine basis

### **Minimal**

- it's on the agenda, but there is only scant movement, words rather than actions

### **None**

- there is no evidence of any movement having been made in relation to this implementation obligation:  
it's not on the agenda in any meaningful way

### **Negative**

- the duty-bearer/responsible agency has placed significant obstacles in the way of this system/mechanism being established.

## Part 2: Child Rights Governance issues

|   | Is this factor having an impact on children realising their rights. Its possible to answer the first question as an academic response        | What is the current trend?  | How many children does this affect?   | Is this an issue for particular groups of children (eg, gender, location, ethnicity, religion, ability, age)? | Is this being worked on by anyone? Is there progress? |
|---|--|---|---|---|---|
|   |  |   |   |   |   |
| <b>Citizenship</b>  |  |   |   |   |   |
| <ul style="list-style-type: none"> <li>- Birth registration</li> <li>- Citizenship definitions</li> <li>- Childrens civil rights and freedoms</li> </ul>  | <ul style="list-style-type: none"> <li>- Not at all</li> <li>- Small impact</li> <li>- Significant impact</li> <li>- Major impact</li> </ul> | <ul style="list-style-type: none"> <li>- Getting worse</li> <li>- No change</li> <li>- Improving slowly</li> <li>- Improving quickly</li> </ul> | <ul style="list-style-type: none"> <li>- None</li> <li>- A few: less than 25%</li> <li>- A lot: 25–50%</li> <li>- A majority: 50%+</li> </ul> |   |   |
| <b>Economic Governance</b>  |  |   |   |   |   |
| <b>Investment in children</b>   |  |   |   |   |   |
| <ul style="list-style-type: none"> <li>i) Socio-economic context</li> <li>ii) Financing investment in children</li> <li>- Budget analysis and aid</li> <li>- Budget analysis – expenditures</li> <li>iii) International aid and child rights</li> <li>- Transparency and anti-corruption</li> </ul> |  |   |   |   |   |
| <b>Regulation of the private sector</b>   |  |   |   |   |   |
| <b>Social protection</b>  |  |   |   |   |   |

## Part 3: Capacities and interactions of key actors in child rights

Note: This part should be done after Part 1 and Part 2

It may be helpful for you to look back over the questions in Part 3 of this tool as a reminder of where different actors/stakeholders have a role in child rights and governance. Don't forget that we are assessing the actual capacity of, and interaction between, these actors in the country you are analysing.

|                                    | Does this actor have considerable influence?<br>Does it have a particular impact on specific groups of children (eg, gender, location, ethnicity, religion, ability, age)?<br>- Which ones? | Is this actor a positive or negative (or both) influence in child rights in the country? (Please provide brief reasons for answer.) | To what extent does this actor consult and engage with others, including children, on the issues of child rights in the country?<br>- Not at all<br>- A small amount<br>- Quite a lot<br>- Very strongly | What are some of the factors preventing this actor from being a more positive force for children in country and/or achieving more meaningful interaction with others on child rights. |
|------------------------------------|---|---|--|---|
| <b>The state</b>                   |   |   |  |   |
| <b>Citizens including children</b> |   |   |  |   |
| <b>Non-state actors</b>            | Civil society   |   |  |   |
|                                    | Private sector  |   |  |   |
|                                    | Religious institutions  |   |  |   |
|                                    | Media   |   |  |   |
|                                    | Academia  |   |  |   |
| <b>Regional actors</b>             |   |   |  |   |
| <b>International actors</b>        |   |   |  |   |



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