

## Foundation module 3

### Programme design

## Section 3 Child rights situation analysis

### Exercise 1



### Causal analysis

*Using a problem tree*

#### Purpose

By the end of this exercise, participants will be able to:

- understand how to undertake a causal analysis exercise
- appreciate the different levels of causality.

This is the first of three exercises in which participants practice the application of the basic concepts of rights through the use of analysis tools that can assist in identifying and formulating questions for fieldwork. It will be important to distinguish whether this is done as a generic exercise (learning how the tool works) or as a Critical-issue-based exercise, in which case you would be asking participants to use the relevant Critical issue module as a source of additional information for analysis and guidance on intervention good practice.

The Arcodia case study (**Handout 3**) has been developed to minimise the risk that participants will argue over the details of case study environments, or get bogged down in details from real situations. This is especially relevant when participants are practising the use of assessment and analysis tools.

#### Timeframe

60 minutes

#### Resources

- enough copies of **Section 3, Handout 3** The Arcodia case study (optional) see the **ARC training manual** Guidelines for using the Arcodia case study.
- enough copies of **Section 3, Handout 4** The PESTLES framework for each participant
- flipchart paper and pens
- sticky notes or cards



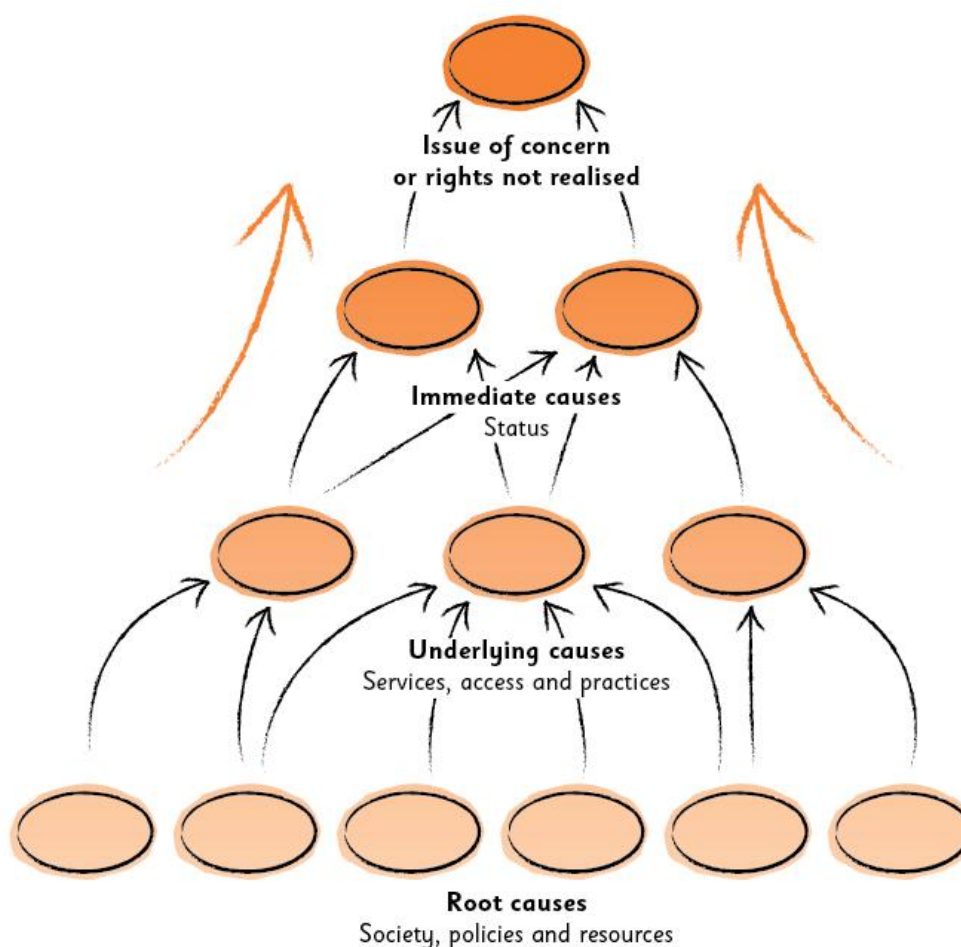


## Overview

The problem tree tool provides a means to **unpack** an issue by providing a structure and methodology to explore deeper causes of the non-realisation of a right, an issue or a positive trend.

It produces a visual map in which the issue, its causes and patterns of inter-relationships can be shown. It can be generated by groups made up of all kinds of informed people including children, carers, project staff, government and private sector. Undertaking this in mixed groups can stimulate the sharing of knowledge and perspectives. Participants may wish to use the Arcodia case study (**Handout 3**) for this exercise as well as the other situation analysis exercises in this section (**Exercise 2** and **Exercise 3**).

Problem tree analysis will enable stakeholders to be identified, and potentially duty bearers, in the realisation of rights and is a starting point for the responsibility mapping exercise (**Exercise 2**).





### Method

- 1 About a third of the way down a sheet of flipchart paper write down the issue that participants are going to analyse.
- 2 Identify what the participants see as causing the issue. Ask the participants to try to identify the immediate, tangible, personal factors that people actually witness.

For example, the issue may be that children are experiencing violence in the household. Immediate causes may include parents':

- frustration
- lack of knowledge of non-violent discipline methods
- inability to control anger.

Write the immediate causes on sticky notes or cards (**one per card**). Stick these in a line below the issue, with some space between them.

- 3 Pick one of the immediate causes and ask '**But why does this happen?**'

Ask the participants to write this next level of cause on cards (**one per card**). Stick these below the relevant immediate cause card.

There may be several causes. You might begin to group together the ones that seem related. Remember these can be positive or negative.

- 4 Pick a cause or group of causes from the last set of responses and again ask, '**But why does this happen?**' Stick the responses on to the sheet as before.
- 5 In this way a sort of **flow** or **tree** of causes begins to develop. Generally, the more immediate causes are grouped close to the issue statement, with **underlying** and then **root** causes being identified as you move down, asking '**But why?**' each time.
- 6 Repeat the process for each of the immediate causes identified.  
You may need to move the notes or cards around as different groupings emerge and debate changes opinions about the more fundamental causes.
- 7 When asking '**But why?**' has gone to a level that you feel is sufficient, you might draw lines linking key causes to show how they relate.

### Remember

- Use **Handout 4** to prompt the exploration of different factors with the PESTLES framework.
  - Think about causes at family, local, sub-national, national and international levels.
  - It may be necessary to do additional work to validate the assumptions made in drawing up this analysis or to fill in any gaps in understanding that are revealed.
  - It is important to differentiate **symptoms** or **effects** from causes. If you find it useful effects could be put above the issue statement and be grouped and related in the same ways.
- 8 Ask the participants to think about using the process of analysis more broadly.
    - How far can this tool be used to foster the participation of children and their carers and build the capacity of others to support children's rights through the process?





- What information should be assembled?
- Who would be able to provide it?
- How might this exercise be best undertaken to achieve a useful result?
- What practical constraints should be anticipated, how would you overcome them?

