

Foundation module 3

Programme design

Section 3 Child rights situation analysis

Exercise 2



Responsibility mapping

Purpose

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

- highlight the interlinked nature of obligations and responsibilities connected with rights
- form a clear idea of which causal links can be explored.

This is the second 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

30 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 5** Responsibility mapping table
- flipchart paper taped together and pens
- sticky notes or cards





Method

- 1 Ask the participants to brainstorm how the enjoyment of rights will be made a reality in the context of an identified issue. Use the following sentence as a prompt:
*'Eventually, **[these]** rights will be realised when **[these duty bearers]** meet their responsibilities, and are supported in doing so by **[these people and institutions]**.'*
- 2 Ask the participants to identify which rights are involved in relation to the issue.
 - Main right, such as access to education (CRC Article 28).
 - Supportive rights, such as the right to an identity (birth registration).
 - Supportive rights, such as non-discrimination (CRC Article 2) or best interests (CRC Article 3).
- 3 Ask the participants to brainstorm responsibilities in relation to those rights.
 - Identify who has responsibilities or obligations for realising the rights (ie. who are the duty bearers?).
 - Map the relationships and linkages between those who have responsibilities and obligations in relation to those rights, and identify what this responsibility consists of.
 - If it is not clear who should take responsibility, flag this as a factor for further exploration.
- 4 Ask the participants to copy the table in **Handout 5** on to flipchart paper and fill it in as follows, using the education example in the handout, or one more relevant for your context.
 - List duty bearers for the given right in a column (downwards).
 - List the primary and secondary rights holders in relation to the right in the row (horizontally).
 - In each box, record the role or responsibility of the duty bearer in relation to the right holder.
 - Identify claims that duty bearers have on others so that they can fulfil their responsibilities in relation to the right holder.
 - Where it is not clear who should take responsibility or where there is ambiguity, note the variations with alternatives.

