

# 3 Child rights situation analysis

**By the end of this chapter you will:**

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

*This chapter builds on and requires an understanding of the core CRP principles, tools and processes given in Chapter 2.*

This chapter shows you how to do a CRSA, making sure that children and duty-bearers participate in the process. Your CRSA will identify the problems facing children so that you can plan how to make a positive difference to their lives.

## What is a CRSA?

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

## How to do a CRSA

Your CRSA should be carried out by team members, where possible, because they, along with the children and communities you work with, need to own the process. Equip them with extra skills if necessary.

Start by asking some key questions about overall rights, duty-bearers and stakeholders, and the capacities of key groups of people.

## Key questions to ask for your CRSA



### 1. To find out about existing rights

- What is the prevailing rights climate (overall macro economic, political, cultural and social situation as well as likely trends and scenarios)?
- What rights are being violated and why (immediate, underlying and root causes, including a macro analysis)?
- To what extent are all children's survival and development rights being guaranteed?
- What is the situation of marginalised and vulnerable groups of children; what discrimination is taking place and why?
- What is the legislative, policy and practice environment, including national integration of and reporting on the UNCRC?
- To what extent are children's best interests prioritised at every level of society?
- What are the likely scenarios and trends in the coming years and how will they affect different groups of children?



### 2. To find out about duty-bearers and stakeholders

- Who are the duty-bearers?
- Who are the other key actors and stakeholders involved in the protection and fulfilment of children's rights?
- What are the power dynamics between the various stakeholders?
- What are the views and perspectives of a range of stakeholders, including children and young people, particularly in relation to the role different children play within the society?



### 3. To find out about capacity of key groups of people

- What is the capacity of duty-bearers to fulfil their responsibilities?
- What are the obstacles or barriers limiting the capacity of the duty-bearers?
- What is the capacity of stakeholders to fulfil their roles in strengthening the capacity of the duty-bearers and holding them to account?
- What is the capacity of stakeholders to fulfil their roles in empowering children, their carers and communities to claim their rights?
- How far can children influence decisions affecting their lives and why?

## Key steps

Before we present the key steps you will take, here are some top tips to help you plan your CRSA.

### Top tips:

- Treat this as a learning opportunity for your staff and the people they work with.
- Plan well and include a training element if necessary.
- Encourage the participation of children, carers, duty-bearers and other key stakeholders from the start.
- Think carefully before bringing in consultants. You already know a lot. Use the insights and experience you have!
- Make it clear and concise. This will help you share the findings with the children and communities involved.

Here are the key steps to carrying out your CRSA.

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

Your CRSA is likely to take at least two months. Take care not to let the process take much more time than this, as it may be using up limited resources. You may risk losing momentum.

### 1. Planning your CRSA

Be clear about the purpose, process, roles and responsibilities, time frame and support needs for your CRSA. Discuss your CRSA with your team. A planning workshop is a useful way of discussing the role and process of a CRSA (see sample timetable overleaf).

**Sample timetable for a CRSA planning workshop**

**Aims of the workshop**

1. Achieve a common understanding among all participants of the characteristics of CRP and its practical application within the strategic planning process.
2. Agree on what the current situation for children is (and likely future scenarios) within the country and analyse this situation from a rights-based perspective.
3. Identify areas of missing information and analysis in order to plan for completion of the key areas of the CRSA.

Day 1	Day 2	Day 3
<ol style="list-style-type: none"> <li>1. Introduction                             <ul style="list-style-type: none"> <li>– Aims and outputs/context</li> <li>– Introductions</li> <li>– Approach and expectations</li> <li>– Day’s programme</li> </ul> </li> <li>2. Exercise: your personal and professional values and motivation – links to rights-based approaches</li> <li>3. Overview/recap                             <ul style="list-style-type: none"> <li>– UNCRC (quiz)</li> <li>– CRP, including rights-based programme cycle, Three Pillars and Dimensions of Change</li> </ul> </li> <li>4. CRSA                             <ul style="list-style-type: none"> <li>– aims, purpose, headlines, process</li> </ul> </li> <li>5. Brainstorm/meditation – what images do we have of children today across the country?</li> <li>6. Presentations (sectors or groups of rights) – max. 10 minutes each                             <ul style="list-style-type: none"> <li>– general context (macro political, economic; perceptions of children)</li> <li>– health</li> <li>– education</li> <li>– protection</li> </ul> </li> <li>7. Recap of day and evaluation</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to the day and feedback from day 1</li> <li>2. Exercise: “But why” – problem tree on key rights violations and gaps based on agreed problem statements to give an appreciation of linkages and perceptions of cause and effect relationships (immediate, underlying and root causes)</li> <li>3. Exercise: duty-bearer and stakeholder analysis                             <ul style="list-style-type: none"> <li>– mapping duty-bearers/stakeholders at different levels</li> <li>– barriers to duty-bearers/stakeholders meeting their obligations and responsibilities</li> <li>– identification of other stakeholders including <i>influentials</i> and allies</li> <li>– Tools: using Circles of Obligation and Influence and capacity gap analysis matrix</li> </ul> </li> <li>4. Recap of day and evaluation</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to the day and feedback from day 2                             <ul style="list-style-type: none"> <li>– taking stock – where have we got to so far?</li> <li>– what do we know and what do we still need to find out?</li> </ul> </li> <li>2. Brainstorm/mapping of sources of information                             <ul style="list-style-type: none"> <li>– secondary data</li> <li>– key informants</li> </ul> </li> <li>3. Exercise: children’s participation                             <ul style="list-style-type: none"> <li>– identify benefits of and barriers to children’s participation within the country</li> <li>– identify solutions for overcoming those barriers</li> </ul> </li> <li>4. Action planning                             <ul style="list-style-type: none"> <li>– next steps on CRSA (timing, roles, responsibilities, etc)</li> <li>– next steps on overall strategic planning process</li> <li>– challenges and proposals</li> </ul> </li> <li>5. Workshop evaluation</li> </ol>

The box below outlines the areas you would want to consider for a sector-specific CRSA, in this case a CRSA focusing on issues of poverty and economic justice.

### **A sectoral CRSA: Poverty and economic justice**

Checklist of areas to consider:

- *Poverty affecting children and their families* from: national survey data (eg, household budget surveys), administrative data, participatory poverty assessments, vulnerability assessments (including household economic approach), other NGO, donor or academic assessments of poverty and exclusion.
- *The root causes of poverty*: economic policy, pandemics, conflict and natural disasters, socio-cultural discrimination, geographic isolation, natural resource base, etc.
- *What keeps the poorest children poor?* Political, cultural, economic, national policy, local (and intra-household) power relations, etc.
- *To what extent is poverty caused by economic policy, and how?* Based on an assessment of the major sources of national income and major economic policies being promoted in your country (contained in a variety of policy documents including those listed below).

You also need to understand the policy context and opportunities for influencing change.

- *Poverty policy frameworks and plans*: Poverty Reduction Strategy Paper (PRSP), other national poverty reduction strategies (interim or agreed), local poverty plans, sectoral poverty plans (eg, social protection plans), national plans of action for children/orphans and vulnerable children (OVC).
- *The poverty monitoring system/structures*: the institutions involved, approaches to monitoring poverty, the role of civil society organisations (CSOs) and international NGOs, indicators monitored, progress made, PRSP review documents, poverty and social impact analysis work.
- *Key national processes underway*: decentralisation, public sector reform, etc.

*continued overleaf*

### **A sectoral CRSA** *continued*

- *Key donor policies:* World Bank Country Assistance Strategy, other key donor strategies, aid co-ordination frameworks, key funds for sectors/ poverty reduction.
- *Budget frameworks and processes:* Medium Term Expenditure Frameworks, public expenditure reviews, etc.
- *Sector strategies,* including sector-specific financing policies and processes.
- *The private sector's role,* and regulatory framework.
- The major private companies and other institutions operating.

Remember to prioritise getting children's perceptions and analysis of poverty.

## **2. Desk review**

You can use data that is already available from other sources. These sources might include your organisation's own reports and programme evaluations; reports from other NGOs or UN agencies (particularly UNICEF); statistics from research institutes and others, such as the World Bank; reports from local and national government (ministries dealing with finance, planning, development, women and children); key donor reports; information produced by civil society groups; and information from the UNCRC monitoring

### **Case study**

In **Somalia**, Save the Children decided to undertake a CRSA with a particular focus on food security and livelihoods in preparation for a three-year strategy. Two consultants with knowledge of Somalia and the programme were involved; one a livelihoods expert and the other with extensive CRP experience. Using mainly secondary data, including Save the Children's own materials, and some primary data (on the perspectives of children, community members and key duty-bearers), the final document presented a unique analysis of children and their rights in this area. It has played a key role in ensuring that the programme focuses on real change for children through its sectoral strategy, and does not assume that changes in overall food security will automatically benefit vulnerable children.

process. Your aim is to identify what support is already available for children, and where there are gaps.

### 3. Primary research

The best way to find out about the issues affecting children is to use participatory research tools. Here are just a few: direct observation, semi-structured interviewing, focus group discussions, ranking and scoring, drawing diagrams and maps, and special techniques for working with children. If you do not have any experience of using these tools, see *Toolkits: a practical guide to monitoring, evaluation and impact assessment*, Save the Children, 2003. This will take you through all of the steps you need to follow. See also *So You Want to Consult with Children? A toolkit of good practice*, Save the Children, 2003.

### 4. Initial analysis

Your initial analysis should:

- assess the prevailing rights climate and future trends/scenarios
- identify the causes of rights violations
- map the duty-bearers
- map other key stakeholders
- analyse the capacity of duty-bearers and other stakeholders
- identify gaps in data and analysis
- plan for the completion of the CRSA.

You could do this using a **workshop** format. Include the core CRSA team and some external stakeholders, if possible, for mapping the duty-bearers and stakeholders and the capacity gap analysis.

**Rights climate:** To assess the prevailing rights climate where you are working, use the general principles and measures of implementation of the UNCRC (see box overleaf). From this assessment, you will know what is in place, what works, what does not work and how you can contribute to make the system work better.

**Causal analysis:** Use a problem tree analysis to see the immediate and root causes of violations of children's rights, the key problems children face, and how these are linked. See [www.odi.org.uk/rapid](http://www.odi.org.uk/rapid)

**Excluded children mapping:** To make sure you are using a non-discriminatory approach, you should map the different groups of children and the factors that

## General measures of implementation

- **Law reform:** Requires States Parties to ensure compatibility of new and existing legislation and judicial practice with the UNCRC. This includes: constitutional amendment, amendments to legislation and development of new laws, responding to new issues relating to children's rights and by considering effective remedies for children and their representatives.
- **Independent national institutions for children's rights:** Such as children's ombudsman offices, child rights commissioners and focal points within national human rights institutions.
- **National plans of action:** Comprehensive national agendas or strategies for implementation of the UNCRC are needed; their relationship to the follow-up process to the World Summit for Children and UN General Assembly Special Session on Children is critical.
- **Children's rights-focused permanent institutions and structures within government** are required to ensure co-ordination and pursue implementation.
- **Allocation of resources** to the maximum extent of their availability.
- **Systematic monitoring of the implementation of the UNCRC,** through effective child-related data collection, analysis, evaluation and dissemination.
- **Education, training and awareness raising** on children's rights should be steadily promoted.
- **Involvement of civil society, including children, in implementation.**

prevent their rights being fulfilled. For a ready-made tool, see *Making a Difference: Training materials to promote diversity and tackle discrimination*, task 14, Save the Children UK, 2005.

Opposite is a checklist of points to ensure your CRSA takes a non-discrimination perspective.

### Diversity/non-discrimination analysis

Your CRSA should include a thorough diversity analysis that considers:

- which groups of children experience discrimination – data must be disaggregated according to relevant categories such as age, gender, disability, ethnic, religious, cultural or linguistic groups
- multiple impacts of discrimination – for example, regarding access to education for children with disabilities from marginalised ethnic communities
- the impact of discrimination in terms of rights – using the UNCRC and other human rights instruments such as the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), the Committee on the Elimination of Racial Discrimination (CERD), or the Convention on the Rights of Persons with Disabilities (CRPD)
- any work that other local, national or international groups are doing to tackle discrimination.

With this information you can plan appropriate interventions that recognise multiple layers of discrimination and that do not reinforce existing inequalities.

You need to **map duty-bearers, influentials and other stakeholders**. You can use the Circles of Influence and Obligation tool (see Chapter 2) to help you. There are other useful tools to help you: see [www.odi.org.uk/rapid](http://www.odi.org.uk/rapid); Laws S *Research for Development: A practical guide*, Save the Children/Sage Publications, 2003, p.336; Gosling L and Edwards M *Toolkits: A practical guide to monitoring, evaluation and impact assessment*, Save the Children, 2003, p.302; and Save the Children *Working for Change in Education: A handbook for planning advocacy*, 2000.

Finally, you need to understand the **capacity of duty-bearers and others** to meet their obligations and their ability to influence processes of change.

Overleaf is a capacity gap analysis matrix that can be used within the context of a CRSA workshop.

### Capacity analysis matrix

You need to identify gaps in capacity so that you can design your programme interventions to address them. Capacity gaps may include lack of information, knowledge or skills, will/motivation, and/or financial or material resources. Duty-bearers (be they families, communities or governments) might not be aware of their responsibilities, or not have the authority and support to carry out their duties.

<b>Duty-bearer/stakeholder (focus on influential)</b>  As defined in relation to the issue at hand and local situation	<b>Role analysis</b>  Responsibilities and roles of each actor
Immediate caregiver, eg, parents	
Community, eg, village leader	
Private sector, eg, multinational company	
Civil society	
Local government, eg, teachers, health workers	
National government, eg, Ministry of Education, Ministry of Finance	
International community, eg, UN agency, donor	



**Capacity analysis matrix – worked example (child protection)**

<p><b>Duty-bearer/stakeholder (focus on influential)</b></p> <p>As defined in relation to the issue at hand and local situation</p>	<p><b>Role analysis</b></p> <p>Responsibilities and roles of each actor</p>
<p>Immediate caregiver, eg, parents</p>	<p>To protect children directly in care from abuse and exploitation</p>
<p>Community, eg, village leader</p>	<p>To protect children in the community from abuse and exploitation; assist carers in their responsibilities; create opportunities and listen to children</p>
<p>Private sector, eg, multinational company</p>	<p>To protect children directly in employment from abuse and exploitation</p>
<p>Civil society</p>	<p>Support children and their carers to claim rights, hold State (and others) to account, demonstrate effective child protection approaches</p>
<p>Local government, eg, teachers, health workers</p>	<p>To protect all children directly from abuse and exploitation</p>
<p>National government, eg, Ministry of Education, Ministry of Finance</p>	<p>To protect all children directly from abuse and exploitation</p>
<p>International community, eg, UN Agency, donor</p>	<p>To assist the State in its responsibilities to children</p>

<b>Capacity analysis</b>		
<b>Motivation/willingness</b> Does the duty-bearer/ stakeholder accept their responsibility? If not, why not?	<b>Authority</b> Does the duty-bearer/ stakeholder have the authority to carry out their role? If not, why not?	<b>Resources</b> Does the duty-bearer have the knowledge, skills, organisational, human and material resources? If not, what's missing?
Cultural/religious taboos Gender/power relations Lack of access to information	Male decision-makers	Knowledge, prioritisation, limited livelihood options; weakened family base (HIV and AIDS)
Cultural/religious taboos Gender/power relations Lack of access to information	Decision-making processes led by traditional few Prioritisation	Knowledge and skills No effective child protection mechanisms
Motivation based on profit Responsibilities not widely accepted Role as a social actor not widely accepted	Authority – yes, but not willing Weak policy and legislative environment Access to prime duty-bearers	Knowledge Skills
Knowledge of child protection and children's rights	Limited recognition of role of civil society reflected in policy and legislative frameworks, funding patterns	Organisational capacity, knowledge, skills, political space; funding – donor prioritisation
Often motivated but frustrated by lack of resources, particularly poor terms and conditions. Political appointees; high turnover	Official authority with potential for abuse rather than in support of fulfilment of children's rights. Limited knowledge of obligations	Lack of effective technical capacity, financial resources, bureaucratic decision-making processes
Little demonstrated political will. Other priorities, particularly to fund ongoing conflict	Authority with lack of clarity of specific obligations to children; content and implications of UNCRC and other international instruments	Ministerial technical capacity weak, decision-making process dominated by President's cabinet – limited consultation and overall poor governance
Child protection high on the donor agenda	Ability to set State agenda – but competing priorities. Weak authority within PRSP	Poor understanding of child protection and programming implications. Funding and monitoring mechanisms not adapted

## 5. Further data gathering and analysis based on gaps identified

The CRSA workshop will no doubt reveal that some information you need is still missing. Some information may simply be impossible to get hold of, so just note this in your CRSA. Allocate any resources needed for additional information gathering. If this is not possible immediately, build it – and the necessary research – into the early stages of your programme plans.

## 6. Drafting your CRSA

You need someone to draft your CRSA – ideally someone who has been involved in the process, is familiar with the context and with rights-based approaches, and has good writing and analysis skills. This could be someone from your team, a partner organisation and/or a consultant.

Here are the contents pages of two real CRSAs from Save the Children programmes in Myanmar (Burma) and Côte d'Ivoire.

### Myanmar CRSA (54 pages in total)

1. Introduction
  - 1.1 Background
  - 1.2 Conceptual framework
  - 1.3 Country context
2. General measures for implementing the UNCRC
  - 2.1 Application of the general principles of the UNCRC
  - 2.2 Role of civil society
  - 2.3 International community
3. Main challenges to achieving children's rights
  - 3.1 Civil rights
  - 3.2 Education
  - 3.3 Health and nutrition
  - 3.4 HIV/AIDS
  - 3.5 Human trafficking
  - 3.6 Children in need of special protection
  - 3.7 Food security
  - 3.8 Children displaced as refugees or IDPs
4. Summary of opportunities and constraints for Save the Children
  - 4.1 Cross-cutting issues
  - 4.2 Summary of thematic opportunities

### Côte d'Ivoire CRSA (40 pages in total)

1. Introduction
  - 1.1 Methodology
  - 1.2 Approach/conceptual framework
  - 1.3 Challenges
  - 1.4 Scenarios
2. General context
  - 2.1 Geography
  - 2.2 Population and profile
  - 2.3 Administration
  - 2.4 History and political process
  - 2.5 The economy
3. Legal and policy framework for children
  - 3.1 International instruments and national legislation
4. Children – perceived by children and perceived by adults
  - 4.1 Key obstacles to children's participation
5. Main challenges to achieving children's rights
  - 5.1 Education
  - 5.2 Health
  - 5.3 HIV/AIDS
  - 5.4 Food security and nutrition
  - 5.5 Children in need of special protection
  - 5.6 Discrimination against children
6. The duty-bearers
  - 6.1 Who are the duty-bearers?
  - 6.2 Civil society
7. Summary of opportunities and constraints for Save the Children

## 7. Consult widely

Once you have a good draft of the CRSA you should send it around for wide consultation both within your programme team and with as wide a range of stakeholders and potential partners as possible. Not only is this good rights-based practice (part of the learning and feedback loop), it is essential to validate your analysis. If others have major issues with your analysis, they may be unlikely to work with you to achieve the goals you set out.

## 8. Finish your CRSA and use it!

Having finished your CRSA it's time to use it! Use it to inform your programme plans and strategies, funding proposals, research projects, advocacy strategies, etc. Treat it as a living document, to be revisited and updated regularly.

### Case study

In **Sri Lanka**, following important internal organisational changes and recognising the need for more strategic and long-term considerations in the post-tsunami phase, Save the Children carried out an ambitious CRSA. Planning was extensive. Terms of reference were drawn up for the CRSA itself, and consultants and team members from across the country were brought in to the discussions. The CRSA was essentially a field-led participatory process; programme staff spent two weeks gaining a better understanding of the situation of children in different parts of the country, using a range of participatory approaches. To complement this primary research, a consultant was hired to undertake a wide-ranging desk review, analysing national and international influences on the fulfilment of children's rights. The analysis from the secondary data was presented, for the first time, at the country strategic planning workshop.

All in all, the CRSA involved 700 working days. It guided our strategic planning process at a key time in the programme's history in the country, and also exposed team members directly to children's realities and helped build their capacity as effective children's rights practitioners.

The CRSA brought out some unexpected directions for our programme, such as a shift in emphasis onto protecting children from physical and sexual abuse, children's access to education in conflict areas, and an overall thematic focus on integrating and applying a children's rights perspective at all levels of society. The programme has also decided to adapt its geographical coverage based on the CRSA.

*continued opposite*

### Case study *continued*

Here are the key lessons learned from Save the Children's CRSA in Sri Lanka:

- the CRSA provides a really good opportunity to build team capacity in child rights programming. But it does make it more difficult to guarantee consistent results when the people who are involved are also learning
- the need to split CRP/CRSA concept development from skills development around participatory research
- the need to have team leaders in the field who are confident enough to adapt fieldwork exercises to take into account local circumstances
- the need to set up a common framework beforehand so that the secondary data matches the fieldwork parameters, and the desirability of managing research internally, so that it is better owned
- collecting secondary data and analysing this before the fieldwork means you can use it as a prompt for things to 'check up on', so reducing the time and human resource needs for the fieldwork
- the importance of acknowledging, as part of the fieldwork design, that questions about who bears and takes responsibility for what might produce different answers from different stakeholders, and that an analysis of these different perceptions is important.

### Yes, but...

**“Undertaking a CRSA takes too long, costs too much and takes staff away from their already pressurised jobs.”**

A CRSA, though rigorous, need not be a long drawn-out process. The essentials can be covered in two months. Think of this time as an investment – your CRSA is the foundation for your programme plans, baseline data, indicators, monitoring and evaluation, advocacy work – everything that you do! The process will enhance your team's understanding, commitment and ownership. And remember – making sure that children and their families and communities participate is going to take time.

**“We already know the situation; we’ve been working here for years.”**

Situations and contexts change constantly and are subject to new influences. Your CRSA will allow you to check and document knowledge that your programme has been accumulating. It also gives your programme team the chance to move away from routine responses and consider different options in taking a holistic view of children. Root causes can be analysed, assumptions questioned and new linkages made.

**“We have so little room for manoeuvre – what with organisational strategies and donor agendas, the CRSA will not be able to inform our strategic choices.”**

Your CRSA may inform your overall programme strategy, but you can also carry out a CRSA for a particular sector or area of work (eg, education) or even a geographical area. It will help identify the areas and possibilities for manoeuvre given the existing constraints. It is the key starting point for advocacy work. Mapping duty-bearers and power relations will help determine the most effective ways to respond, as well as what to respond to.

**“The information just doesn’t exist.”**

It is true that in many countries good quality information doesn’t exist. Government statistics may be inaccurate or have been destroyed, census figures are out-of-date, disaggregation has never taken place, etc. Your CRSA needs to clearly state what information is missing and why. Where possible it should complement the data that does exist with your own primary research. No CRSA will be perfect, but it should give the fullest picture possible. It can also identify areas to advocate for the establishment of better data collection mechanisms in the future.

**“The security and political situation prevents us from involving key stakeholders; we can’t get to the field and certainly not to all parts of the country.”**

Where the security situation limits movement, try using alternative sources of information – eg, from other organisations and agencies. Be open about the limits to the information you are presenting. You may be able to get a clearer picture of children’s situation as the operating environment evolves. You should then review and update your CRSA to reflect this.

**“We already know which sectors we want to work in.”**

If you have already made decisions about your overall strategy, a CRSA offers an opportunity to look at your chosen sector(s) in depth, analysing the root causes, ensuring links with other sectors, and applying a holistic approach.

**“This is an emergency. We simply don’t have the time or resources to carry out such an assessment before deciding what we’re going to do.”**

At the onset of an emergency, it is good practice to undertake a range of assessments. The CRSA framework allows you to do this quickly and effectively, with a core range of questions and approaches at your fingertips. If the emergency situation is prolonged (a ‘chronic’ emergency), the core questions remain relevant. The CRSA framework can also be used to good effect as part of your emergency preparedness planning (see Chapter 8).

## Where to go for more information

*A Toolkit on Child Rights Programming*, Save the Children Denmark, 2002

This toolkit applies the principles of the UNCRC to the practice of project planning in order to strengthen the child rights profile of programmes.

*Making a Difference: training materials to promote diversity and tackle discrimination*, Save the Children UK, 2005

A comprehensive training manual for teams wanting to understand issues of diversity and non-discrimination both from a personal perspective and in terms of programming. It includes a number of tools to help analyse what different groups exist, their situations and responses for working with them to improve the fulfilment of their rights.

*Toolkits: A practical guide to monitoring, evaluation and impact assessment*, Save the Children, 2003

*Research for Development: A practical guide*, Laws S, Save the Children/Sage Publications, 2003

*So You Want to Consult with Children? A toolkit of good practice*, Save the Children UK, 2003