

# Reader on Children and Rights-Based Approaches to Development Programming

The following list contains selected resources about children and rights-based approaches to programming. This includes basic texts, legal instruments, best practice documents, policy and advocacy documents, monitoring and reporting tools, training material and websites. Further resources are available on the rights-based programming website [www.therightsapproach.org](http://www.therightsapproach.org)

## I. Basic texts

### **Child Rights Programming – How to Apply Rights-Based Approaches in Programming – A Handbook for International Save the Children Alliance Members REVISED 2<sup>nd</sup> Edition 2005**

This handbook aims to provide an introduction to Child Rights Programming – Save the Children's approach to the use of human rights principles and standards in its work with children, their families, carers and communities.

[www.crin.org/docs/resources/publications/hrbap/allianceCRPhandbook2005.pdf](http://www.crin.org/docs/resources/publications/hrbap/allianceCRPhandbook2005.pdf)

### **Rights-Based Programming: CRIN Newsletter 18 (2005)** The Child Rights Information Network (CRIN).

For those not familiar with rights based approaches, this edition of the newsletter starts with the basic introduction, including a Questions and Answers section, a glossary of key human rights terms and reviews of some of the essential readings on the subject. Guy Cave's article is a clear introduction to the topic offering a historical background and an explanation of what it actually means to take a rights based approach to programming.

[www.crin.org/hrbap/index.asp?action=theme.docitem&item=5603](http://www.crin.org/hrbap/index.asp?action=theme.docitem&item=5603)

### **Promoting Rights-Based Approaches: Experiences and Ideas from Asia and the Pacific (2004)** Joachim Theis, Save the Children Sweden.

This book draws on Save the Children's experiences with rights-based approaches in East and South-East Asia. It is one of the most accessible and comprehensive guides to rights-based approaches.

[www.crin.org/docs/resources/publications/hrbap/promoting.pdf](http://www.crin.org/docs/resources/publications/hrbap/promoting.pdf)

### **The Human Rights Based Approach to Development Cooperation: Towards a Common Understanding Among the UN Agencies**

This short statement, known as the Stamford Agreement, resulted from an interagency workshop held in May 2003, which looked at the human rights-based approach in the context of UN reform. It attempts to reflect those aspects of the human rights-based approach common to the policy and practice of different UN agencies.

[www.crin.org/hrbap/index.asp?action=theme.docitem&item=4689](http://www.crin.org/hrbap/index.asp?action=theme.docitem&item=4689)

### **Applying a Human Rights Based Approach to Programming: Experiences of UNICEF (2001)** Dorothy Rozga, UNICEF.

This paper outlines the general programme implications of UNICEF's rights-based approach, and sets out how key human rights principles influence programming, giving brief examples of how these principles have been 'operationalised'.

[www.crin.org/docs/resources/publications/hrbap/Applying\\_Human\\_Rights\\_Approach\\_to\\_Programming.pdf](http://www.crin.org/docs/resources/publications/hrbap/Applying_Human_Rights_Approach_to_Programming.pdf)

### **"What is the 'Rights-Based Approach' all about? Perspectives from International Development agencies" IDS working paper 234 (November 2004)**

The Institute of Development Studies.

This paper seeks to unravel some of the tangled threads of contemporary rights talk. Where is today's rights-based discourse coming from? Why rights and why now? What are the differences between versions and emphases articulated by different international development actors (focusing particularly on the UN, World Bank, SIDA, DFID, CARE and ActionAid)? What are their shortcomings, and what do these imply for the practice and politics of development?

[www.crin.org/hrbap/index.asp?action=theme.docitem&item=5020](http://www.crin.org/hrbap/index.asp?action=theme.docitem&item=5020)

### **A Rights Based Approach to Development: what the Policy Documents of the UN, Development Cooperation and NGO Agencies say (September 2002)** Susan Appleyard, OHCHR Asia-Pacific.

This document summarises how a selection of development cooperation agencies, UN Agencies and NGOs active in Asia define the rights-based approach

to development, why they have adopted their policy and how they have incorporated it into their programmes.

[www.crin.org/docs/resources/publications/hrbap/RBA\\_policy\\_docs\\_UN\\_NGO.pdf](http://www.crin.org/docs/resources/publications/hrbap/RBA_policy_docs_UN_NGO.pdf) Legal Instruments

**Human Rights and Development** (2004) Peter Uvin

By advocating a rights-based approach to development, Uvin shows how practitioners can surmount the tough ethical and human rights obstacles encountered in their endeavours.

[www.crin.org/docs/resources/publications/hrbap/HR\\_development.doc](http://www.crin.org/docs/resources/publications/hrbap/HR_development.doc)

**Human Rights Approaches to Development Programming** (2003) Urban Jonssen, UNICEF.

This, one of the first on the subject, explores the practical application of human rights principles and standards to development work. Written with a primary focus on work supported by UNICEF in East and Southern Africa, the book explores how rights based approaches will change what UN agencies are doing, how they work, and particularly why they do their work. A concise overview of human rights principles provides the basis for a theoretical framework to a human rights based approach to programming, leading into an exploration of its practical application in community capacity development.

[https://unp.un.org/howto\\_customer\\_service.aspx](https://unp.un.org/howto_customer_service.aspx)

**Children's Rights: Turning Principles into Practice** (2000 and 2005) Save the Children Sweden and UNICEF Regional Office for South Asia, Stockholm.

How can the key principles of the Convention on the Rights of the Child be used to create concrete and effective programmes for children? How can abstract rights be turned into real change for children at the grass roots level? These are the questions addressed by this important collection of essays and they are key ones for anyone wishing to use a rights based approach to work with children.

[seweb01.rb.se/Shop/Products/Product.aspx?Itemid=1190](http://seweb01.rb.se/Shop/Products/Product.aspx?Itemid=1190)

## 2. Legal Instruments

**Convention on the Rights of the Child**

The UN Convention on the Rights of the Child, adopted by the United Nations in November 1989, spells out the basic human rights to which children everywhere are entitled.

[www.unhchr.ch/html/menu3/b/k2crc.htm](http://www.unhchr.ch/html/menu3/b/k2crc.htm)

**United Nations Convention on the Rights of the Child CD-ROM Training Kit** (2004) Save the Children UK.

This offers a comprehensive training package on the United Nations Convention on the Rights of the Child

(UNCRC). Activities cover the background to the UNCRC, content and implementation of the UNCRC and how to use and work with the UNCRC in policy and practice. Available from:

[www.l.rb.se/Shop/Products/Product.aspx?Itemid=1187](http://www.l.rb.se/Shop/Products/Product.aspx?Itemid=1187)

**Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict**

[www.unhchr.ch/html/menu2/6/protocolchild.htm](http://www.unhchr.ch/html/menu2/6/protocolchild.htm)

**Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography**

[www.unhchr.ch/html/menu2/dopchild.htm](http://www.unhchr.ch/html/menu2/dopchild.htm)

**Children and Armed Conflict: A Guide to International Humanitarian and Human Rights Law** International Bureau for Children's Rights.

This publication serves as a quick reference guide for those involved in researching, promoting and protecting the rights of children affected by armed conflict.

[www.ibcr.org](http://www.ibcr.org)

**A World Fit for Children** (2002) UNICEF.

United Nations official outcome document from UN Special Session for children.

[www.unicef.org/publications/pub\\_wffc\\_en.pdf](http://www.unicef.org/publications/pub_wffc_en.pdf)

**A World Fit for Us** (2002) Children's Forum at the UN Special Session for Children, UNICEF.

Message from the Children's Forum, delivered to the UN General Assembly Special Session on Children by child delegates.

[www.unicef.org/specialsession/documentation/childrens-statement.htm](http://www.unicef.org/specialsession/documentation/childrens-statement.htm)

**A Tool for Change? Reporting to the UN Committee on the Rights of the Child** (2003) Daniela Baro, Save the Children UK.

This report looks at the effectiveness of State reporting to the UN Committee on the Rights of the Child and at the value of NGOs involvement in this process. It reviews Save the Children's experiences of participation in this process in eight countries across the world, and suggests how both the reporting process and Save the Children's participation could be more effective.

[www.crin.org/hrbap/index.asp?action=theme.docitem&item=5977](http://www.crin.org/hrbap/index.asp?action=theme.docitem&item=5977)

**Implementation Handbook for the Convention on the Rights of the Child** (2002) UNICEF.

The Implementation Handbook for the Convention on the Rights of the Child, now in its second edition, is a practical tool to assist in understanding the implications of each article of the Convention of the Rights of the Child. It is a recommended programming tool to any institution, governmental or non-governmental, that is involved in child rights work.

Under each article of the Convention, the Handbook records and analyses the interpretation by the Committee on the Rights of the Child, the internationally elected body of independent experts established to monitor progress worldwide. The Handbook adds analysis of relevant provisions in other international instruments, comments from other UN bodies and global conferences, as well as illustrative examples. For each article there is an 'Implementation Checklist'.

[www.unicef.org/publications/index\\_5598.html](http://www.unicef.org/publications/index_5598.html)

For a comprehensive list of other international legal standards related to children's rights, visit the Children's Rights section of the Human Rights Watch web site:

[www.hrw.org/children/child-legal.htm](http://www.hrw.org/children/child-legal.htm)

### 3. Best Practice Documents In Key Thematic Areas

#### PARTICIPATION

**Practice Standards in Children's Participation** (2005) International Save the Children Alliance.

The primary purpose of these practice standards is to ensure consistent, high quality child participation practice throughout Save the Children's programmes. They aim to provide a framework that gives guidance and direction first and foremost to field staff in continuously improving their participatory practice. They are also intended for sharing with partners and others as the basis for dialogue about ways to ensure meaningful children's participation.

[www.crin.org/hrbap/index.asp?action=theme.docitem&item=6221](http://www.crin.org/hrbap/index.asp?action=theme.docitem&item=6221)

**Understanding and Evaluating Children's Participation** [October 2003] Ackermann et al., Plan UK / Plan International.

The review examines current approaches to the evaluation of children's participation in development. Its principal focus is on children's participation in local level activities, both child-led initiatives, as

well as community development processes, involving adults and children together.

[www.plan-uk.org/pdfs/literaturereview.pdf](http://www.plan-uk.org/pdfs/literaturereview.pdf)

**So You Want to Consult with Children? – A Toolkit of Good Practice** (November 2003) International Save the Children Alliance.

This how-to toolkit contains materials, advice and tips for those who would like to involve children in discussions about issues that affect them but do not know how to get started. It is as relevant for those who have already begun to involve children in policy or other discussions and want to take their ideas forward.

[www.crin.org/docs/resources/publications/hrbap/childconsult\\_toolkit.pdf](http://www.crin.org/docs/resources/publications/hrbap/childconsult_toolkit.pdf)

**So You Want to Involve Children in Research – A Toolkit for Supporting Children's Meaningful and Ethical Participation in Research Relating to Violence against Children** (2004) Sophie Laws and Gillian Mann, Save the Children Sweden.

If you would like to involve children in discussions about issues that affect them but do not know how to do it, then this toolkit will provide you with a lot of useful material for getting started. If you have already begun to involve children in policy or other discussions, you may find some useful ideas here to help you take this work forward. This publication is based on Save the Children's learning from involving children in consultations at local, national, regional and international meetings leading up to the UN Special Session on Children.

[www.crin.org/docs/resources/publications/hrbap/childconsult\\_toolkit.pdf](http://www.crin.org/docs/resources/publications/hrbap/childconsult_toolkit.pdf)

**Children and Participation: Research, Monitoring and Evaluation with Children and Young People** Save the Children UK.

This publication is about participatory information gathering in the process of research, monitoring and evaluation with children and young people. Its purpose is to guide the reader to sources of information.

[www.crin.org/docs/resources/publications/hrbap/SCUK\\_participation.pdf](http://www.crin.org/docs/resources/publications/hrbap/SCUK_participation.pdf)

**Children and Young People Participating in PRSP Processes - Lessons from Save the Children's Experience** (2004) Kate O'Malley, Save the Children.

This paper outlines Save the Children's experience in facilitating children and young people's participation in PRSP processes, arguing that they can make a significant contribution within this vehicle to developing effective strategies to tackle poverty.

[www.crin.org/docs/resources/publications/hrbap/PRSPS\\_children\\_young\\_people.pdf](http://www.crin.org/docs/resources/publications/hrbap/PRSPS_children_young_people.pdf)

**Access for All: Helping to Make Participatory Processes Accessible to Everyone** (2000) Ingrid Lewis, Save the Children UK.

The handbook describes common obstacles to participation, how to overcome them with specific procedures and planning. Particular sections concentrate on using simple language and what accessibility means in practice.

[www.crin.org/docs/resources/publications/hrbap/SCUK\\_participation.pdf](http://www.crin.org/docs/resources/publications/hrbap/SCUK_participation.pdf)

## HEALTH

**The Right to Health: A Resource Manual for NGOs** (August 2004) Judith Asher, Commonwealth Medical Trust.

The Manual shows health professionals, their associations and other interested non-governmental organisations, some of the practical ways in which they can promote, protect and monitor the right to health in their communities and countries. It considers the obligations of states in relation to individuals within their borders, as well as the human rights responsibilities of states beyond their borders. As befits a human rights manual, it has a particular preoccupation with the right to health of the vulnerable, marginalised and otherwise disadvantaged groups and those living in poverty.

[www.commat.org/Medical%20Ethics%20and%20Right%20to%20Health/Right%20to%20Health/pdf/Right\\_to\\_health\\_www.pdf](http://www.commat.org/Medical%20Ethics%20and%20Right%20to%20Health/Right%20to%20Health/pdf/Right_to_health_www.pdf)

**25 Questions and Answers on Health and Human Rights** (July 2002), World Health Organisation (WHO).

WHO has launched the Health and Human Rights Publication Series as a framework and guide for analysis and action.

[English] [www.who.int/hhr/en/NEW37871OMSOK.pdf](http://www.who.int/hhr/en/NEW37871OMSOK.pdf)

[French]

[www.who.int/hhr/activities/en/Q&AfinalversionFrench.pdf](http://www.who.int/hhr/activities/en/Q&AfinalversionFrench.pdf)

[Spanish]

[www.crin.org/hrbap/index.asp?action=theme.themeltem&subtheme=8&item=5091](http://www.crin.org/hrbap/index.asp?action=theme.themeltem&subtheme=8&item=5091)

## EDUCATION

**Human Rights Education Pack** (November 2003) Asia-Pacific Regional Resource Center for Human Rights Education (ARRC).

One of the main goals of this HRE PACK, New Edition, is to provide informative, tested activities for teaching human rights education, for both formal and non-formal education audiences.

[www.arrchre.com/publications/hrepack1/hrepack\\_frameset.html](http://www.arrchre.com/publications/hrepack1/hrepack_frameset.html)

**COMPASS: A Manual on Human Rights Education with Young People**

Compass is an online manual on human rights education with young people. The manual is central to the Human Rights Education Youth Programme piloted by the Directorate of Youth and Sport of the Council of Europe. The programme aims to bring human rights into mainstream education. Compass contributes to this goal as an accessible, useful and usable guide to educators, facilitators, leaders, teachers, volunteers and trainers.

[www.arrchre.com/publications/hrepack1/hrepack\\_frameset.html](http://www.arrchre.com/publications/hrepack1/hrepack_frameset.html)

**Manual on Rights-Based Education: Global Human Rights Requirements Made Simple** (March 2003) Katerina Tomasevski, UNESCO, Asia and Pacific Regional Bureau for Education.

The aim of this manual is to provide an easily-referenced, one-stop guide to rights-based education by explaining international human rights documents while drawing on numerous country-specific examples. It presents the key human rights as they relate to children, parents and governments, and the corresponding obligations, especially of governments, that must be met to fulfil those rights, while summarising and analysing the major human rights treaties and conventions from the perspective of education. The manual is intended as a reference tool for policy-makers and practitioners in education.

[www.hrc.co.nz/hrc/worddocs/p1-12.pdf](http://www.hrc.co.nz/hrc/worddocs/p1-12.pdf)

**Human Rights Education: Effective Practices for Learning, Development and Change** (2000) Nancy Flowers et al., The Human Rights Resource Center & The Stanley Foundation.

This tool assists those interested in promoting human rights to become effective educators. It sets out the basic principles of human rights and explains how these can be used to effect change in practice. The handbook draws on the experiences of educators and organisations. It is divided into seven chapters, each one of which stands alone and can be read independently.

[www.crin.org/hrbap/index.asp?action=theme.docitem&item=4764](http://www.crin.org/hrbap/index.asp?action=theme.docitem&item=4764)

## HIV/AIDS

**Small Voices, Big Concerns: A Child Rights Approach to HIV / AIDS** (August 2004) World Vision UK.

This guide is intended to assist European Union officials and other policy makers in taking a child rights approach. It aims to demystify the approach and contribute to forming a common understanding of both the concept and application of a child rights approach across the EU institutions. The guide provides a generic overview of the child rights approach and focuses specifically on

HIV/AIDS as a cross-cutting issue which threatens the survival and development of millions of children across the world.

[www.worldvision.org.uk/resources/small%20voices,%20big%20concerns.pdf](http://www.worldvision.org.uk/resources/small%20voices,%20big%20concerns.pdf)

**HIV / AIDS and Human Rights International Guidelines. Guideline 6: Access to Prevention, Treatment, Care and Support** (2002) Joint United Nations Programme on HIV / AIDS.

This guideline aims to help States design policy and practice to ensure respect for human rights. It is a revised version of Guideline 6 on "Access to prevention, treatment, care and support" adopted in 1998 by the Office of the High Commissioner for Human Rights (OHCHR). It reflects the new standards in HIV / AIDS treatment and international law which have been adopted since then.

[www.crin.org/docs/resources/publications/hrbap/HIV\\_AIDS\\_HR\\_Intnl\\_Guidelines\\_OHCHR\\_UNAIDS.pdf](http://www.crin.org/docs/resources/publications/hrbap/HIV_AIDS_HR_Intnl_Guidelines_OHCHR_UNAIDS.pdf)

**HIV / AIDS Stigma and Human Rights: A Localised Investigation of Hammanskraal Communities** (2004) Centre for the Study of AIDS.

The training manual aims to tackle stigma at a local level. It is a practical tool introducing rights in an accessible format, with basic information on HIV / AIDS, why it is a human rights issue and common challenges to human rights for people living with AIDS.

[www.humanrights.uio.no/forskning/programmer/sorafrika/Tswelopele%20manual.pdf](http://www.humanrights.uio.no/forskning/programmer/sorafrika/Tswelopele%20manual.pdf)

## NON-DISCRIMINATION

**Demystifying Non-Discrimination and Gender for Effective Child Rights Programming** (2003) Leni Karlsson & Ravi Karkara, Save the Children Alliance.

This report on a two-day workshop includes a refresher guide on child rights programming and discusses how one of the core principles of the Convention on the Rights of the Child – non-discrimination – can be implemented in practice

[www.crin.org/docs/resources/publications/hrbap/SC\\_Asia\\_non-discrimination\\_workshop.pdf](http://www.crin.org/docs/resources/publications/hrbap/SC_Asia_non-discrimination_workshop.pdf)

**Gender Guidelines for Child Rights Programming** (2003) The International Save the Children Alliance.

The International Save the Children Alliance (the Alliance) adopted the Gender Equity Policy in 1999. The guidelines provide practical advice on how to incorporate the policy and make gender perspectives a central concern in projects and programmes.

[www.crin.org/hrbap/index.asp?action=theme.docitem&item=5975](http://www.crin.org/hrbap/index.asp?action=theme.docitem&item=5975)

**SC UK Diversity Primer** (January 2005) Tina Hyder, Save the Children UK.

The aim of this primer is to provide a basic introduction to issues of diversity/non-discrimination in Save the Children (SC UK). It will also outline a common framework for promoting diversity/non-discrimination in all areas of SC UK policy and programmes.

[www.crin.org/hrbap/index.asp?action=theme.docitem&item=5976](http://www.crin.org/hrbap/index.asp?action=theme.docitem&item=5976)

**A Rights-Based Approach to Realising Gender Equality** Savitri Goonesekere, United Nations Inter-Agency Network on Women and Gender Equality.

A guide to the international human rights framework, and discussion of the challenges that integration poses when trying to achieve gender equality. It surveys international human rights law at all levels and considers gender-specific norms and standards, concentrating on the Convention on the Elimination of All Forms of Discrimination against Women. The scope and application of human rights are discussed, including the identification of rights-holders and duty-holders and States' obligations as a result of human rights provisions.

[www.un.org/womenwatch/daw/news/rights.htm](http://www.un.org/womenwatch/daw/news/rights.htm)

**A Human Rights-Based Approach to Programming for Children and Women in Viet Nam: Key Entry Points and Challenges** (August 2004) Christian Salazar-Volkman, UNICEF.

This case study examines the conditions for and experiences with "human rights-based programming" for children in Vietnam. The Human Rights-Based Approach to Programming was introduced in UNICEF in 1998, and since then its application has been analysed in numerous case studies around the world. This case study presents a situation analysis on child rights in Vietnam. It identifies key strategies and entry points, as well as challenges and future topics for progress in rights-based programming in the country. It is the first case study of its kind in East Asia.

[www.crin.org/docs/resources/publications/hrbap/Vietprintaug04.pdf](http://www.crin.org/docs/resources/publications/hrbap/Vietprintaug04.pdf)

**Integrating Rights-Based Approaches into Community-Based Health Projects: Experiences from the Female Genital Cutting Project** (August 2002) Susan Igras et al., CARE.

These case studies from East Africa demonstrate and discuss community-based initiatives that use human rights to frame issues of access to women's and men's rights to sexual and reproductive health in Ethiopia and Kenya.

[www.crin.org/hrbap/index.asp?action=theme.themeltem&subtheme=13&item=4682](http://www.crin.org/hrbap/index.asp?action=theme.themeltem&subtheme=13&item=4682)

**Think of Me, Think of You: An Anti-Discrimination Training Resource for Young People by Young People** (2004) Save the Children UK, Belfast

This guide is a resource designed and developed to help people think about some aspects of cultural diversity and children's rights.

[www.crin.org/hrbap/index.asp?action=theme.docitem&item=6223](http://www.crin.org/hrbap/index.asp?action=theme.docitem&item=6223)

**Disability, Equality and Human Rights: A Training Manual for Development and Humanitarian Organisations** (2003) A. Harris & S. Enfield, Oxfam.

This book's basic premise is that disabled people themselves know best what their needs are and that they should be involved in the planning and delivery of relief and development initiatives. The most effective support that agencies can offer is to empower them to claim their basic human rights and their civil and legal rights.

The text is based on the experience of Oxfam staff working before, during and after the crisis in Kosovo; but its principles and practical training materials can be applied far more widely. It suggests practical materials particularly useful to trainers working in geographically isolated areas without access to sophisticated equipment. Most activities and exercises can be adapted for use in groups of people with a wide range of impairments and educational levels.

[publications.oxfam.org.uk/oxfam/display.asp?isb=0855984856&](http://publications.oxfam.org.uk/oxfam/display.asp?isb=0855984856&)

## POVERTY AND LIVELIHOODS

**Draft Guidelines: A Human Rights Approach to Poverty Reduction Strategies** (September 2002) UN Office of the High Commissioner for Human Rights.

Since the reforms introduced by the United Nations Secretary-General in 1997, a major task for the United Nations, and in particular for the Office of the High Commissioner for Human Rights (OHCHR), has been to integrate human rights into the whole of the Organisation's work, including the overarching development goal of poverty eradication. In 2001 the United Nations Committee on Economic, Social and Cultural Rights requested the Office of the High Commissioner "to develop substantive guidelines for the integration of human rights in national poverty reduction strategies". The present document is the outcome of that request.

[www.crin.org/docs/resources/publications/hrbap/HR\\_Approach\\_PRS\\_OHCHR.pdf](http://www.crin.org/docs/resources/publications/hrbap/HR_Approach_PRS_OHCHR.pdf)

**To Claim our Rights: Livelihood Security, Human Rights and Sustainable Development** (2001) Caroline Moser and Andy Norton.

This concept paper is based on discussions at an ODI-organised workshop held in June 2001, and a

follow-up visit to the World Bank the following month. It aims to explore the potential contribution of a human rights perspective to the development of policies and programmes that strengthen the sustainability of poor people's assets and livelihood security.

[www.crin.org/docs/resources/publications/hrbap/ODI\\_claim\\_%20our\\_%20rights.pdf](http://www.crin.org/docs/resources/publications/hrbap/ODI_claim_%20our_%20rights.pdf)

**Integrating Human Rights with Sustainable Human Development** (1998) UNDP.

Drawing on the relationship between human rights and sustainable human development, the document outlines three areas for UNDP action. The first is providing support for institutions of governance, with an emphasis on building the human rights capacity of these institutions and providing direct support to human rights institutions. The second is developing a human rights approach to sustainable human development. The third is contributing to the human rights policy dialogue and UN conference follow-up.

[www.crin.org/docs/resources/publications/hrbap/UNDP\\_integrating\\_hr.pdf](http://www.crin.org/docs/resources/publications/hrbap/UNDP_integrating_hr.pdf)

**ODI Briefing Paper: The Work of Amartya Sen** (November 2001) The Overseas Development Institute.

This Briefing Paper reviews the ways in which Nobel Prize winning economist Professor Amartya Sen has focused international attention on the significance of fundamental human freedoms and human rights for development theory and practice.

[www.crin.org/docs/resources/publications/hrbap/ODI\\_approach\\_a\\_sen.pdf](http://www.crin.org/docs/resources/publications/hrbap/ODI_approach_a_sen.pdf)

## BUDGETS

**Children's Budgets / Budgetary Analysis** Leave No Child Out Project.

This guide explores the implications of state budget allocations for children. It identifies the obligations of governments to prioritise children in budget allocation in accordance with the Convention on the Rights of the Child and domestic legislation. The guide provides an example of a workshop to sensitise participants to the importance of budget analysis on their daily lives. This section concludes with an example of budget work undertaken by UNICEF in Brazil.

[www.crin.org/hrbap/index.asp?action=theme.themeltm&subtheme=5&item=4766](http://www.crin.org/hrbap/index.asp?action=theme.themeltm&subtheme=5&item=4766)

**Child-Focused Budget Study: Assessing the Rights to Education of Children with Disabilities in Viet Nam** (2000) Nguyen Thi Van Anh et al.

Vietnam has lacked budget studies, especially those involving children. Problems collecting data and a

centrally planned economy are two of the reasons and the process of budget allocation remains unclear to most people. This study examines the budget for primary education at district level with emphasis on expenditure for children with disabilities (CWD). It also looks at utilisation of budgets and other financial resources for CWD in some primary schools that have inclusive education classes for CWD.

[www.crin.org/docs/resources/publications/hrbap/VietnamChild-Budgets.pdf](http://www.crin.org/docs/resources/publications/hrbap/VietnamChild-Budgets.pdf)

**Where's the Money Going? Monitoring Government and Donor Budgets** (2004) Save the Children UK.

Save the Children UK has a long track record of lobbying for improved services for children around the world and of working with the public sector to improve implementation, accessibility and relevance of services. As public expenditure is central to providing key services for protecting children's rights and wellbeing, several Save the Children UK programmes are carrying out budget monitoring activities. This publication draws together lessons from this widely varied work.

[www.crin.org/hrbap/index.asp?action=theme.themeltem&subtheme=13&item=4682](http://www.crin.org/hrbap/index.asp?action=theme.themeltem&subtheme=13&item=4682)

**A Guide to Budget Work for NGOs** (December 2001) The International Budget Project.

This guide offers an overview of effective budget analysis by drawing lessons from experiences into coherent guidelines. It focuses on activities and approaches that an NGO might want to undertake in its first years of budget work. The guide assesses the activities of groups who are writing general reviews of government budgets; advancing budget literacy in their countries through budget training and other educational efforts; and seeking to make budget systems more transparent and participatory. The guide is intended for groups with a relatively new interest in budget work.

[www.crin.org/hrbap/index.asp?action=theme.themeltem&subtheme=5&item=4638](http://www.crin.org/hrbap/index.asp?action=theme.themeltem&subtheme=5&item=4638)

## 4. Policy and Advocacy Instruments / Monitoring and Reporting Tools

**Experience of Impact Assessment** (January 2004) Save the Children UK.

In 2001, Save the Children UK began developing a new framework for assessing the impact of its work within a rights-based framework. The aim was to improve the organisation's accountability as well as learn from its work to maximise its impact. This paper documents some of SC UK's experience in developing the new framework, and some of the

lessons learned from implementing it in 40 country programmes.

[www.savethechildren.org.uk/scuk/jsp/resources/details.jsp?id=1851&group=resources&section=policy&subsection=details](http://www.savethechildren.org.uk/scuk/jsp/resources/details.jsp?id=1851&group=resources&section=policy&subsection=details)

**CARE RBA Rating Scale** CARE.

This tool was developed by CARE's Senior Advisor for Rights Based Programming together with CARE's office in Uganda, to outline a scale of fulfilment of the CARE International Programming Principles.

[careint.test.poptel.org.uk/pn726/modules/UpDownload/store\\_folder/Tools\\_and\\_Practical\\_Resources/CARE/RBARatingScale-Fin..pdf](http://careint.test.poptel.org.uk/pn726/modules/UpDownload/store_folder/Tools_and_Practical_Resources/CARE/RBARatingScale-Fin..pdf)

**Rights-Based Monitoring and Evaluation** (April 2003) Joachim Theis, Save the Children Sweden.

This paper proposes a rights-based approach to monitoring changes in human and children's rights, accountability, participation and equity by measuring different dimensions of change: changes in people's lives, in policies and practices, in equity, and in participation and empowerment. These dimensions of change should be applied consistently to programme goals, priorities, objectives and become the basis for monitoring changes at different levels.

[www.crin.org/docs/resources/publications/hrbap/RBA\\_monitoring\\_evaluation.pdf](http://www.crin.org/docs/resources/publications/hrbap/RBA_monitoring_evaluation.pdf)

**Report to DFID: Rights-Based Approach Evaluation, Learning, Resources** (May 2005) Inter-Agency Group on Rights-Based Approaches.

The UK inter-agency group on RBA ("the inter-agency group") initiated a joint learning process to explore the fundamental assumption that underlies the commitment to addressing rights through their work. This initiative builds on collaboration during 2003 and 2004 to promote learning around RBA, as well as discussions with DFID in December 2003 and June 2004. With the support of DFID, the agencies are currently conducting rigorous evaluative case studies, joint country-focused learning workshops and a synthesis of findings to examine the impact of RBA and non-RBA projects on the multidimensional experience of poverty and the realisation of the Millennium Development Goals (MDGs).

[www.crin.org/hrbap/index.asp?action=theme.themeltem&subtheme=17&item=5578](http://www.crin.org/hrbap/index.asp?action=theme.themeltem&subtheme=17&item=5578)

**Benchmarking Progress in Adopting and Implementing Rights-Based Approaches** (March 2005) Gerison Lansdown, Save the Children UK.

This report examines the progress made by members of the International Save the Children Alliance in adopting and implementing its distinctive approach to rights-based programming with children. The focus is mainly on the organisational decisions and strategies that were used to integrate rights-based programming into the work of these organisations - rather than, for

example, considering the content or impact of those approaches. It also compares Save the Children's experience with that of other agencies (UNICEF, Oxfam, Plan and Care) that have also adopted rights-based approaches.

[www.crin.org/hrbap/index.asp?action=theme.themeltem&subtheme=17&item=5578](http://www.crin.org/hrbap/index.asp?action=theme.themeltem&subtheme=17&item=5578)

## 5. Training or Educational Material

**CARE Human Rights Initiative Basic Introduction to Human Rights and Rights-Based Programming – Facilitator's Guidebook and Participant's Workbook** (1999) CARE.

This manual provides a thorough guide for both those planning a rights-based programming workshop and the participants. It is designed for relief and development workers with basic facilitation skills although no prior experience of rights based programming is required.

[www.crin.org/docs/resources/publications/hrbap/CARE\\_intro\\_HRA.pdf](http://www.crin.org/docs/resources/publications/hrbap/CARE_intro_HRA.pdf)

**The Human Rights Approach to Development: A Source Book** (December 2003) Anita Cheria et al., Action Aid.

This source book offers development workers broad concepts and guidelines on how to integrate human rights in their work, so they can be mainstreamed into activities. It looks at the development model, its limitations, those it excludes and assesses why there is a need for a human rights approach to development.

[www.crin.org/hrbap/index.asp?action=theme.docitem&item=4657](http://www.crin.org/hrbap/index.asp?action=theme.docitem&item=4657)

**Training Manual on Child Rights Programming** (2002) Save the Children Sweden.

This manual sets out a four-day training session in child rights programming. It is divided into three sections. The Human and Child Rights module gives a general background to the development of human rights, the Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child.

[www.crin.org/docs/resources/publications/hrbap/SCSw\\_training\\_manual\\_RBA.doc](http://www.crin.org/docs/resources/publications/hrbap/SCSw_training_manual_RBA.doc)

**A Toolkit on Child Rights Programming** (2002) Save the Children Denmark.

This toolkit was written to help Save the Children Denmark staff and partners to become better at practising Child Rights Programming (CRP). It applies the principles of the UN Convention on the Rights of the Child to the programme or project planning systems in use by Save the Children Denmark.

[www.crin.org/docs/resources/publications/hrbap/SC\\_Denmark\\_CRP\\_toolkit.pdf](http://www.crin.org/docs/resources/publications/hrbap/SC_Denmark_CRP_toolkit.pdf)

## 6. Website Links

**[www.therightsapproach.org](http://www.therightsapproach.org)**

A web resource containing a collection of key publications on rights-based approaches to programming.

[www.therightsapproach.org](http://www.therightsapproach.org)

**SCRAID (Save the Children Regional Alliance Information Databank)**

The rights section of the SCRAID web site, which is an initiative of Save the Children Regional Alliance for South and Central Asia, provides a range of articles, case studies and reports on child rights. The site's aim is to share experiences with Save the Children member organisations to encourage networking and collaboration.

[www.savethechildren.org.np/search\\_result.php?keyword\[\]=Child+Rights+CRP&fields\\_search\\_logic\[\]=&order\\_by=&start=0&mode\\_navigate=1&catID=&mode\\_advanced=1](http://www.savethechildren.org.np/search_result.php?keyword[]=Child+Rights+CRP&fields_search_logic[]=&order_by=&start=0&mode_navigate=1&catID=&mode_advanced=1)

**UNICEF**

[www.unicef.org](http://www.unicef.org)

**Human Rights Watch**

The child rights division of the Human Rights Watch web site contains news and country reports on the situation of children's rights world wide.

[hrw.org/children](http://hrw.org/children)

**Office of the High Commissioner for Human Rights**

This link contains all UN Conventions, information about Human Rights Bodies and International Law.

[www.ohchr.org/english/bodies/](http://www.ohchr.org/english/bodies/)

**IDASA** Institute for Democracy in South Africa.

Contains information about civil society participation in budget work and analysis, particularly for women and children.

[www.idasa.org.za](http://www.idasa.org.za)

**Human Rights Education Associates**

This web site contains training materials, research, and other information to promote understanding, attitudes and actions to protect human rights

[www.hrea.org/](http://www.hrea.org/)

**UN Committee on the Rights of the Child**

Office of the United Nations High Commissioner for Human Rights website of the Committee.

[www.ohchr.org/english/bodies/crc/index.htm](http://www.ohchr.org/english/bodies/crc/index.htm)



## WEB SITES FOR YOUNG PEOPLE

### ***Rightonline!***

Save the Children's web pages for young people around the world.

[www.savethechildren.org.uk/rightonline/](http://www.savethechildren.org.uk/rightonline/)

### ***I Have the Right to...***

This site is a global education project, developed by the BBC World Service Trust which details children's rights around the world.

[www.bbc.co.uk/worldservice/people/features/ihavearightto/](http://www.bbc.co.uk/worldservice/people/features/ihavearightto/)

### ***Article 12***

Article 12 is a children's rights based organisation run by under 18-year-olds, for under 18's in England.

[www.article12.com/](http://www.article12.com/)

### ***Magic (Media Activities and Good Ideas by, with and for Children)***

This web site, which has been developed by UNICEF, is a response to the Oslo Challenge of 1999, which called on media professionals, educators, governments, organisations, parents, children and young people themselves to recognise the enormous potential of media to make the world a better place for children.

[www.unicef.org/magic/users/children.htm](http://www.unicef.org/magic/users/children.htm)

### ***Advocates for Youth***

Advocates for Youth is dedicated to creating programs and advocating for policies that help young people make informed and responsible decisions about their reproductive and sexual health.

Advocates provides information, training, and strategic assistance to youth-serving organisations, policy makers, youth activists, and the media in the United States and the developing world.

[www.advocatesforyouth.org/](http://www.advocatesforyouth.org/)

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This reader can be downloaded from: [www.crin.org/docs/resources/publications/crin-reader-4.pdf](http://www.crin.org/docs/resources/publications/crin-reader-4.pdf)

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