



Child Rights Situation Analysis Guidelines



Save the Children

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Priscilla, a Save the Children community volunteer in West Point, a slum in Monrovia, Liberia. Photographer, Rachel Palmer/Save the Children

Hang’s friends from the disaster preparedness club discuss in groups. Photographer, Tul Pinkaew/Save the Children

School children watch a performance carried out by first grade-children. Photographer, Edgar Naranjo and Maruska Bonilla/Save the Children

1 year old Radhika looks on as mothers line up for OPD (out patient dept) in Jahangir Puri, New Delhi, India. Photographer, Prashanth Vishwanathan/Save The Children

Host Syrian family in north Lebanon. Photographer, Luca Kleve-Ruud/Save the Children

Grandmother Bendu Freeman with her grandchildren, Westpoint slums, Monrovia, Liberia. Photographer, Sebastian Rich/Save the Children

A Palestinian tea-boy collects glasses at Fras Market in Gaza City, Gaza Strip. Photographer, Warrick Page

Tin Lin Htun, eight, works on a map of his village in the Irrawaddy Delta, Myanmar (Burma). Photographer, Tina Salsbury

ABBREVIATIONS

ACRWC	African Charter on the Rights and Welfare of the Child
CAT	UN Convention Against Torture
CEDAW	Convention to Eliminate All Forms of Discrimination against Women
CERD	Convention on the Elimination of Racial Discrimination
CRC	Committee on the Rights of the Child
CRG	Child Rights Governance
CRSA	Child Rights Situation Analysis
CRPD	Convention on the Rights of Persons with Disability
CSOs	Civil society organisations
ECHR	European Convention on Human Rights
GMI	Global Measures of Implementation
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic, Social and Cultural Rights
INGO	International non-governmental organisation
NGO	Non-governmental organisation
UNCRC	United Nations Convention on the Rights of the Child
UPR	Universal Periodic Review

I. INTRODUCTION

Child Rights Situation Analyses have been used to inform Save the Children's strategic planning since shortly after the United Nations Convention on the Rights of the Child (UNCRC) came into force in 1990. They became a central part of Save the Children's planning cycle in the late 1990s. Over more than two decades, a considerable body of experience has been accumulated on good practice in carrying out such analyses. Much of this has been recorded in guidelines published by Save the Children members, Save the Children Alliance and now Save the Children International.

These current guidelines draw on those experiences and provide tools and resources needed to develop a Child Rights Situation Analysis (CRSA). The document describes the components and sequencing that will result in a good CRSA, and includes tips on how to manage the process in particularly complex or challenging situations.

While the principal use of a CRSA remains as an input into strategic planning, CRSAs potentially have a significant value to other aspects of Save the Children's work.

AUDIENCE

These guidelines have been written for Save the Children staff (and possibly partners) who are responsible for managing the development and maintenance of a CRSA.

We publish them at this time as a resource to assist the updating of Country Strategies to be in place by 2016. The document should be read in conjunction with other Save the Children publications that provide in-depth descriptions of the underpinning conceptual framework, principles and practice standards guiding Child Rights Programming. These documents will be referenced throughout this document, with web links provided.

HOW TO USE THESE GUIDELINES

A wide range of Save the Children staff were consulted during the development of these guidelines. Those consulted expressed a range of needs – ranging from in-depth information on the concepts and theory of Child Rights Situation Analyses, to succinct instructions on how to develop a CRSA.

Section 2 describes key child rights concepts and principles. This general introduction will be of benefit to Save the Children staff who have not had training in Child Rights or Child Rights Programming nor been involved in a CRSA. It will also be useful for people external to Save the Children who might be involved in supporting or (on hopefully rare occasions) be contracted to undertake this work.

Those who have been involved in a CRSA in the past may want to skip Section 2. However, the content has been significantly updated and draws on a wide range of CRSAs undertaken in the past decade. Therefore, we do recommend that you look through it – at least as a reminder.

Parts 1 and 3 are of particular importance to senior management teams, providing overall guidance and tips on the CRSA process. Annex 2: CRSA in Nutshell provides a succinct briefing document.

Parts 4 and 5 give detailed descriptions of the CRSA data-gathering and analysis processes and are aimed at teams charged with designing a good CRSA process.

Box 1: Building on Previous Work

These guidelines build on earlier documents. These include: *Getting it Right for Children*, Save the Children Sweden, 2007; Save the Children UK's CRSA Toolkit and CRSA Guidelines from UNICEF and PLAN. It also takes into account recent publications by the Child Rights Governance initiative, in particular a CRG Situation Analysis Guideline and a 'How to' Note on how to create an Addendum to a standard CRSA.

WHAT IS A CRSA?

A Child Rights Situation Analysis is an in-depth description of the extent to which children's rights are being enjoyed and an analysis of the obstacles to, and enablers of, their realisation. The CRSA will be informed by a range of perspectives, including those of children and young people. The contents of the analysis will vary depending upon the context and needs of the programme, but it would be expected to include:

- methodology used
- country facts
- situation in relation to rights enshrined in the UNCRC
- cross-cutting factors and key actors
- recommendations regarding the country strategy process.

See Section 7 for the suggested CRSA contents list.

The process described in these guidelines separates the analysis (which should be objective and holistic, and consider the full range of rights) from a final exercise where the team formulates recommendations based on their knowledge of Save the Children and the findings and analysis they have been developing. This will be the point at which the findings can be linked to Save the Children's global strategic framework and recommendations made on new and emerging issues that are not part of the current strategic framework.

WHY DO A CRSA?

STRATEGIC PLANNING

The primary reason for undertaking a CRSA is to inform Save the Children's strategic decision-making (as referenced in the leadership section of the MOS¹). A CRSA is the external analysis that will enable Save the Children to understand how well a country is progressing towards achieving the child rights goals to which it is committed and the status of initiatives to improve their realisation. A CRSA provides an opportunity to map the roles and assess the capacities of those with responsibility for children's rights – be they parents, state institutions or other significant civil society, private sector or international actors. The CRSA process generates information and insights that can enable Save the Children to identify where

it can best contribute to the achievement of a nation's goals for its children and to position itself relative to other actors. The definition of a good CRSA is one that informs strategic decisions, and also one that is valued and used by staff members throughout the strategic cycle.

These guidelines describe how to produce a **General CRSA** that can be used as an input into strategic planning alongside other inputs such as SWOT analyses, programme evaluations, etc. A General CRSA takes a holistic, broad overview of the realisation of all rights in a country, sufficient to inform longer-term decisions as to future thematic priorities in a country (or region).

A **Thematic/Sectoral CRSA** is further development providing a more detailed analysis of a specific issue or sub-group of rights as part of a sectoral programme strategy. Guidelines for these more in-depth CRSAs include, for example, the Child Rights Governance analysis tool: <http://resourcecentre.savethechildren.se/library/child-rights-governance-analysis-tool>.

The CRSA process itself is a strategic opportunity to stand back from day-to-day programme activities and explore the root causes of injustice and aspects of gender, power and influence that are significant to the enjoyment of rights and with which Save the Children may choose to engage. A good CRSA will provide the information needed to enable Save the Children to make informed judgements as to where it should focus its unique strengths and resources to improve children's lives (especially the lives of the most marginalised children) – not just in the present, but for future generations.

Alongside this primary reason for undertaking a CRSA there are a range of other tangible benefits, as follows.

CHILDREN'S PARTICIPATION IN SAVE THE CHILDREN'S PLANNING

A CRSA provides Save the Children with the means to fulfil its obligation to children to seek and take into account their views in decision-making that will affect them (UNCRC Article 12). How this happens will depend on the context, risk assessment and available skills, but should at the very least mean that girls and boys (especially from marginalised groups) will be consulted in the process of information-gathering. It may also be feasible for girls and boys and members of children's and youth organisations to be involved in other ways, for example, in gathering data themselves or

participating in the process of analysis and in key informant meetings guiding decision-making. Although outside the scope of these guidelines, programmes are encouraged to inform and actively involve children and young people in the strategic planning process and ongoing programming design, implementation, monitoring and evaluation.²

THEORY OF CHANGE

CRSAs provide programmes with ideas of how the Theory of Change can be realised:

- **We will be the voice:** CRSAs provide a means of ensuring that children's voices are heard (particularly those of children most marginalised or living in poverty) and of identifying and advocating for better practice and policies for children. In some circumstances, the CRSA, or an edited version developed from it, may provide a useful advocacy publication.
- **We will be the innovator:** States and societies face considerable challenges putting into place the means by which children's rights can be realised, especially in the context of a fast-changing and globalising world. The CRSA methodology provides a means to systematically analyse challenges and to develop and prove evidence-based replicable solutions to the problems children encounter.
- **We will achieve results at scale:** As the world's leading independent organisation for children, we are in a unique position to leverage our international experience and child-focused expertise to ensure that successful, evidence-based solutions are replicated and taken to scale by others. A CRSA provides the information and analysis that will enable us to influence and support implementation of systems, policies and programmes that achieve national-level (or in some cases sub-national) impact for children.
- **We will build partnerships:** The CRSA process provides a means of working with children, civil society organisations, communities, governments and the private sector to share knowledge, influence others and build capacity to ensure that children's rights are achieved.

Take a look at the 'Strategy' pages of OneNet for further resources on the Theory of Change, including some materials on how this links to the pillars of Child Rights Programming.

POSITIONING AS THE EXPERT

Save the Children aims to be an expert and authoritative voice on children's rights both nationally and internationally. This means that our knowledge and analysis of the situation of children and their rights in a country needs to be current, cutting edge and comprehensive. Programmes increasingly find that the nature and pace of change requires CRSAs to be updated more frequently than a 5-yearly strategic planning cycle. In order to keep the CRSA current, a number of countries have reconfigured the process into an ongoing series of information-gathering activities rather than only producing a CRSA as a one-off exercise in the months (or weeks) before a strategic planning exercise.

MONITORING

Although the CRSA does not constitute a baseline survey, it potentially constitutes a critical input into a country office knowledge management system. The CRSA process will generate data that can contribute to an understanding of baselines, for example, through disaggregated mapping of service provision.

CAPACITY BUILDING

The process of developing a CRSA creates a valuable opportunity for all those involved – staff, partners, collaborators, children and young people – to broaden their knowledge of the situation of children's rights; this knowledge then underpins decisions on programme design and during implementation. The capacities developed in using tools for child rights-oriented data gathering and analysis have applications in many other aspects of our work. They are sought after by other civil society actors and increasingly by state agencies as they become more sophisticated in looking for ways to fulfil their rights commitments. In several countries, CRSAs have been undertaken in partnership with government officials, providing a unique opportunity to build a shared analysis and create a collaborative environment utilising a framework based on child rights.

DUAL MANDATE

A country's progress in achieving rights may be slowed down by humanitarian crises that compromise or overwhelm the capacity of state to uphold the rights of its citizens. A state's responsibilities for upholding rights include putting

into place preparedness plans for times of disruption. This is especially important where known risks – eg, to regular cyclones, flooding, earthquakes or food shortages – in vulnerable areas can be predicted and where climate change is anticipated to have an impact in the longer term. Incorporating into the CRSA, and subsequently into the country strategic plan, the effects on child rights of these cyclical and longer-term risks is an active way of informing programming and of meeting our commitment to the **Dual Mandate**. Furthermore, regularly updated CRSAs can inform the development and updating of early warning and disaster risk reduction plans.

FUTURE POSSIBILITIES

Findings generated through CRSA processes have the potential to be analysed across countries and to inform regional and international initiatives. CRSA processes provide an opportunity to identify emerging issues and areas of particular intransigence to change that may be significant in multiple settings. They can be a trigger to identifying issues that are of significance regionally or globally where Save the Children can innovate and contribute by including the voice of children in regional and international planning.

INFORMING CRC OR UPR REPORTS

CRSAs, especially when undertaken through a collaborative process with civil society partners and children, can inform the development of child rights and human rights monitoring reports, including: supplementary reports to the CRC (Committee on the Rights of the Child), Universal Periodic Review (UPR) human rights reports, and other relevant regional or international human rights reporting mechanisms.

2 CHILD RIGHTS SITUATION ANALYSIS: KEY CONCEPTS AND PRINCIPLES

This section describes the rights-based conceptual frameworks that underpin the design of and decision-making involved in a CRSA. Generally, staff in a Save the Children programme will have knowledge of these concepts, but in new programmes or where there have been significant staff movements this conceptual underpinning might need strengthening. Also, if a country programme contracts external organisations, it will need to have available a clear statement of the conceptual framework underpinning Save the Children activity. The core concepts outlined below are elaborated in other Save the Children publications that provide the detailed resources necessary to undertake capacity development.

THE CHILD RIGHTS CONCEPTUAL FRAMEWORK

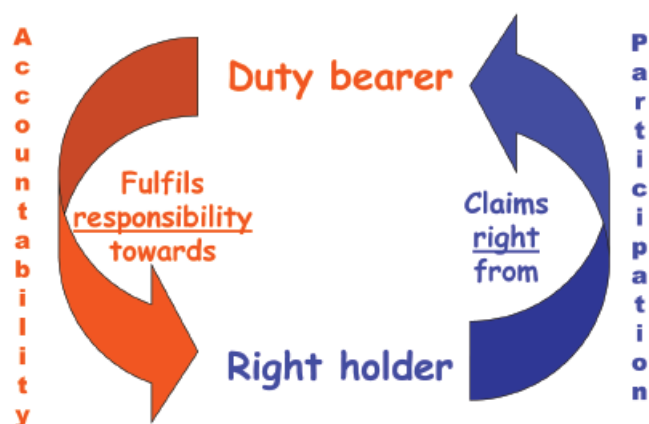
It is important for the CRSA team to be guided by a clear understanding of the nature of particular children's rights and whether, in any setting, those rights are being realised.

CHILDREN'S RIGHTS: A SOCIAL CONTRACT

A country's ratification of the United Nations Convention on the Rights of the Child (UNCRC) creates what can be regarded as a **social contract** between the state and its citizens as to the entitlements that children in its jurisdiction should be able to claim from state and society.

At the core of a CRSA is the status of the relationship between the parties to the **social contract**, in other words between the children who are the subjects of rights (the **rights holders**) and the people and institutions who have obligations to respect, protect and fulfil those rights (the **duty bearers**). Key to children's sustained realisation of their rights are systems of **accountability** and the provision of opportunities for rights holders to **participate** in these systems and in decision-making that affects them and the realisation of their rights.

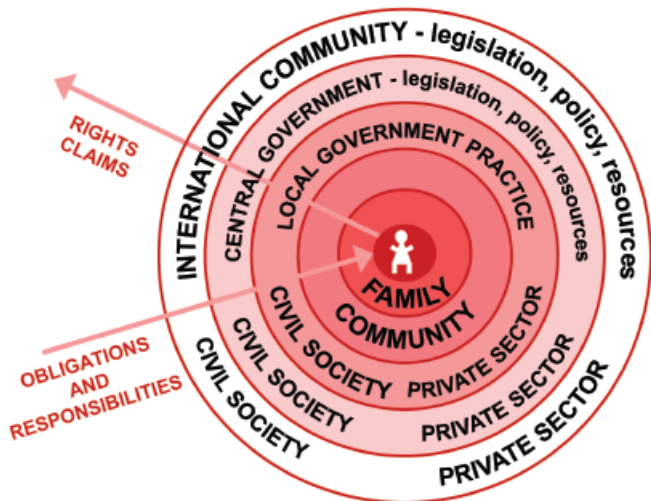
Figure 1. Duty Bearers and Rights Holders



The establishment of rights requires that people and institutions with responsibilities (**duty bearers**) not only fulfil them, but also collaborate and support each other in a **chain** of public service delivery such that all children everywhere have access to what they need to survive and develop to their full potential. All parts of this duty bearer chain should be functioning together for us to say that the right is being fully realised.

Every country has its own particular mix of state and non-state involvement in protecting and fulfilling rights. Key actors involved in the delivery of public services (eg, health, education, protection) will include the state itself (at the very least in determining policy, formulating legislation and raising resources from its taxation base), but may also involve individuals (as taxpayers and electors), civil society, faith and not-for-profit organisations, and the private sector. The mix of actors depends on the way in which a state and society choose to ensure that commitments made to children are best fulfilled.

Figure 2. Rights Claims and Obligations



The protection of rights inevitably depends on political choices, ideally undertaken by well-informed electorates who can install, hold to account, and if necessary change governments to whom they give a mandate to use their resources (tax, national resources, etc) on their behalf.

The concept of **a rights holder/duty bearer relationship** is valid in relation to any human right. In the case of children’s rights, because of the evolving capacities and relative vulnerability of children, their family environment has particular importance. The UNCRC assigns parents/caregivers a primary responsibility for their children’s rights. When they need it, parents/caregivers are to be supported by the state (Article 18 creates obligations on the state to assist them in fulfilling their responsibilities to children), but also from other community structures and institutions with whom the state will have a more distant relationship through leadership, the rule of law and regulatory frameworks.

Children are often those most at risk in humanitarian crises. The state remains the primary duty-bearer under international law, even in contexts of acute or chronic humanitarian crises, and children’s rights cannot be suspended or derogated. The obligation of every state is to work towards creating the means (policy and institutional capacity) to deal with changing and disrupted environments. However, during a humanitarian crisis and an early recovery, other non-state actors and individuals often have general responsibilities to respect the human rights of others. Some states have established policy and institutional capacity to deal with disrupted environments or are well on their way to doing so, sometimes with assistance from international agencies.

Mapping and analysing these roles and responsibilities, and the capacities to fulfil them, is a crucial initial component of the CRSA. Relationships between actors can also be analysed as part of the CRSA. Where these responsibilities are not yet fully defined, the CRSA process provides an opportunity to discuss with a range of actors what should be in place. To inform this mapping it is essential to gather perspectives from those responsible for delivering on rights commitments and from those who should be enjoying them.

POINT OF REFERENCE: UNCRC

The **United Nations Convention on the Rights of the Child (UNCRC)** provides the first point of reference for managing a Child Rights Situation Analysis. The UNCRC articles establish a holistic set of indivisible and interdependent rights and a framework of principles and standards to be used by all actors. The UNCRC 5-yearly monitoring and reporting to the Committee on the Rights of the Child (CRC) requires information about progress to be organised according to this framework of rights, organised into eight clusters of articles (see box). The CRC has periodic interaction with States and other key actors, typically including civil society coalitions, but also UN and other specialist agencies who use the same framework to present alternative or supplementary information.

The eight clusters of articles used by the CRC form a suitable framework for a CRSA for a number of reasons:

- They provide a sustainable and enduring framework for CRSAs (contrasting with Save the Children International’s framework of strategic objectives, which can be anticipated to change with each strategic cycle).
- They ensure that Save the Children International country programmes take a comprehensive and holistic approach to exploring any child rights violations/issues they are not working on as well as those on which they are already involved.
- They are familiar to key actors in children’s rights and provide a legitimate and well-established entry point for interviews and discussions.
- The CRC’s Concluding Observations and Recommendations are structured around these **eight clusters** and so secondary data linked to the state can be expected to make use of this framework.

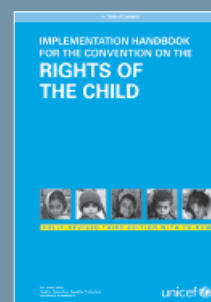
- They enable the CRSA to more directly inform the CRC (and other human rights bodies) reporting. It is a straightforward exercise to convert the information from a CRSA organised around the **eight clusters** into Save the Children's Global priority areas when needed (see table below). The CRC clusters encompass a key emphasis on child rights governance (CRG), child protection, education, health and nutrition Global Initiatives. However, at present we ourselves need to ensure a focus on humanitarian issues/analysis as integral to the CRSA.

It is a straightforward exercise to convert the information from a CRSA organised around the eight clusters into Save the Children's Global priority areas when needed (see table below). The CRC clusters encompass a key emphasis on child rights governance (CRG), child protection, education, health and nutrition Global Initiatives. However, at present we ourselves need to ensure a focus on humanitarian issues/analysis as integral to the CRSA.

Box 2: Key Rights Documents

Three key sources of guidance on the UNCRC are:

- UNICEF's **Implementation Handbook for the UNCRC**: This publication draws on the UNCRC's periodic reporting process and the General Comments to provide an article-by-article analysis of good practice. Of particular value are the **checklists** at the conclusion of each article, which provide questions that will assist in understanding the degree to which rights are being realised. The checklists also help to see the interrelationship between different rights, and have a specific section cross-referencing with General Principles
- CRC's **'General Comments'** and **'Days of General Discussion'**: Since 1990 the UNCRC has been elaborated through 'Days of Discussion' and by the publication of 'General Comments'. These provide detailed guidance of what should be in place for all children to realise their rights and will be a practical point of reference for assessing the implementation and approach taken by the state. They can be found at: <http://www2.ohchr.org/english/bodies/crc/comments.htm>
- 'Soft Law' guidelines, such as the International Guidelines for the Alternative Care of Children, INEE Guidelines, CPIE Guidelines. Each sector should ensure they have a list of the most relevant international standards to refer to throughout the CRSA process.



Box 3: The Reporting Clusters of the UNCRC

Global Initiatives (2010-2015)	Eight UNCRC reporting clusters	Humanitarian
Child rights governance (including investment in children)	• General Measures of Implementation (Articles 4, 42, 44.6)	<i>The CRSA should endeavour to add analysis concerning the actual or potential impact of emergencies, climate change and the presence of emergency preparedness on the realisation of children's rights.</i>
	• General Principles (Articles 2, 3, 6, 12)	
	• Definition of Child (Article 1)	
	• Civil rights and freedoms (Articles 7, 8, 13-17, 37)	
Child protection	• Family environment (Articles 5, 9, 10, 11, 18, 19, 20, 21, 25, 27) • Special protection measures (Articles 22, 37-40)	
Education	• Education and culture (Articles 28, 29, 31)	
Health and nutrition, hunger and livelihoods	• Basic health and welfare (Articles 6, 18, 23, 24, 26, 27)	

Other human rights instruments and their treaty body systems are other important sources of information and analysis for CRSAs where they provide extensions to the UNCRC provisions. These include the International Covenant on Civil and Political Rights (ICCPR), International Covenant on Economic, Social and Cultural Rights (ICESCR), Convention on the Rights of Persons with Disability (CRPD), Convention to Eliminate All Forms of Discrimination against Women (CEDAW), UN Convention Against Torture (CAT), Convention on the Elimination of Racial Discrimination (CERD), and ILO Conventions 138 and 182 relating to children's work. In contexts where there is ongoing armed conflict, analysis should also draw on the Geneva Conventions and International Humanitarian Law, which regulates the conduct of armed conflict and seeks to limit its effects. Also of significance, where they exist, will be regional human rights instruments, such as those established in Africa, Europe and the Americas.

POINT OF REFERENCE: THE STATE AS THE PRIMARY DUTY BEARER FOR CHILDREN'S RIGHTS

Countries that have ratified the UNCRC have an obligation to commit resources to achieving children's rights "to the maximum extent of their availability" and to put into place Measures of Implementation,³ through which they can achieve and then sustain the realisation of children's rights.

States also have an obligation to put into place the means to prepare for and then manage their response to humanitarian crises such that appropriate adaptations can be made during periods of disruption and meeting their obligations to children resumed as quickly as possible.

The UNCRC Measures of Implementation include Articles 4, 42, 44.6 and constitute one of the eight clusters. In contrast to the other seven clusters, these articles do not establish rights but rather define the systems and institutions required to implement rights. The Measures of Implementation are therefore relevant to the implementation of all rights, describing cross-cutting systems and institutions, the presence or absence of which may have significant implications to the realisation of rights. It is very desirable for CRSA team members, (particularly team leaders) to have a sound grasp of these implementation requirements.

The **General Measures of Implementation** (GMI) include:

- Law reform and enforcement: ensuring that all law is compatible with the Convention, Removal of reservations and ratification of key human rights instruments
- Ensuring that rights are justiciable, 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 UNCRC, and taking policies into account
- Developing permanent mechanisms in government to ensure effective coordination, monitoring and evaluation of implementation
- Developing training and capacity building for all those involved in the implementation process
- Making children's needs visible in budgets and carrying out adequate budget analysis for children
- Ensuring the development of appropriate indicators and sufficient collection of data on the state of children
- Creating a mechanism or process to ensure all state and non-state (eg, private sector, NGO/civil society) service providers respect the UNCRC
- Ensuring awareness of children's rights among adults and children and disseminating reports under the UNCRC
- Promoting cooperation and coordination with civil society – with professional associations, non-governmental organisations, children, etc
- Promoting international cooperation in implementation
- Creating statutory independent children's rights institutions/ombudsman offices
- Fulfilling UNCRC reporting obligations (Article 44).

General Measures of Implementation and humanitarian contexts

While the 2005 General Comment 5 does not list systems and institutions oriented to preparedness and response in the case of disruption and humanitarian crises, recent documents⁴ do propose that states put into place preparedness, response and recovery measures.

As part of the CRSA, it will be important to ascertain the existence and effectiveness of policy documents, legal provisions, and operational capacity that will allow the state to continue upholding children’s rights during humanitarian crises for each area of state provision associated with children’s rights, eg, education and healthcare. If the state requires international support to uphold its obligations then there should be officially

identified institutional responsibility and relationships with national and international agencies.

RIGHTS-BASED ANALYSIS COMPONENTS

Those involved in designing and undertaking the CRSA must have a sound grasp of the concepts underpinning children’s rights and be familiar with the child rights-based analysis tools that will be used, what they are, how they work and what they will provide. These tools provide the prompts to questions that need to be asked of secondary data, and are needed in the design and undertaking of fieldwork. At least one person in each fieldwork team should be confident in using these tools.

Box 4: Types of Analysis	
Disaggregated mapping	A CRSA should articulate a clear picture of who does and who does not enjoy the rights to which they are entitled and identify the gaps in provision and violations of children’s rights.
	Data disaggregation will to some degree be dependent on the context, but routinely will include whether the situation is different for boys and girls or for disabled or non-disabled children, or whether there are other differences, eg, age, ethnicity, caste, religion, or geographic or economic factors.
Causal analysis	Also known as ‘problem tree analysis’, this helps to identify underlying causes of the non-enjoyment of rights – eg, gender and other power factors.
Role/responsibility analysis	Mapping of who should be taking responsibility, what their and other actors’ roles should be, and how duty bearers’ roles and responsibilities are linked. Analysis will need to be informed by different perspectives, ensuring that generational and gender factors are taken into consideration.
Capacity gap analysis	Analysis of reasons why duty bearers are not meeting their responsibilities, whether due to lack of political will or authority to act, lack of access to or control over resources, the absence of personal motivation, or a combination of these.
Stakeholder analysis	Analysis of who is doing what for change and the impact they are having and will have.
Trend analysis	Identification of past and future trends of significance to children’s rights.

More information about these analysis tools and how they can be undertaken can be found in *Getting it Right for Children* (see Annex I), and in the *ARC Foundation Module: Programme Design* (see Annex I).

GENDER ANALYSIS: THE 'WHAT-WHY' PRINCIPLE

Gender analysis can lead to better decisions about programmes and policies by highlighting and understanding differences between girls and boys – and men and women – in different contexts, and the consequences of these differences in fulfilment of rights. It involves analysing information disaggregated by sex, and applying gender theories to explain differences. It also involves looking at specific gender issues, such as violence against girls and maternal health.

The first step in a gender analysis is to determine the differences between groups; the second is to ask why those differences exist. It should then go on to explain why the rights of certain groups are not being fulfilled. For example, why are only 38% of secondary school students female? Is it due to cultural attitudes about girls' education, discrimination in schools, inadequate sanitation facilities or perhaps the fact that girls are more likely to be caring for parents with HIV and AIDS?

Recording information: The importance of sex disaggregated and gender-sensitive data

To identify the most disadvantaged and marginalised children, we need to analyse information that enables us to separate children into different groups using disaggregated data – by sex and other social

determinants such as ethnicity and disability. Official statistics tend to look at aggregate averages rather than disaggregated groups, so we often need additional information to form a comprehensive picture of children's rights.

It is also essential to understand how children are affected by multiple disadvantages. One form of disadvantage may simply add to another, and make the negative effects increase. For example, according to a survey by UNDP in 2004, Roma in nine south-east European countries were five times less likely than non-Roma to reach secondary education. In addition, the percentage of Roma men reaching secondary education was double the percentage of women. However, among non-Roma people, the gender difference was less marked.⁵ So Roma women appear to be subject to additional disadvantage by being both female and members of a minority group.

A CRSA should examine these situations – eg, by looking at gender issues such as maternal mortality and violence against women. But collecting data on minority ethnic groups is complex and may involve ethical difficulties: how do you identify members of minority ethnic communities for participation in a survey or an assessment – do you use self-identification, or other types of identification? For a discussion on these issues, see the gender and minorities paper from a UNECE statistical conference.⁶

3 PLANNING AND MANAGING A CRSA

As each country programme will have its own resources and constraints to contend with, it is not possible to provide a definitive blueprint for planning and managing a CRSA. However, CRSAs that have been undertaken provide valuable learning and this section provides a basic sequence, framework and tips from past CRSAs.

OVERALL APPROACH

The central task in managing a Child Rights Situation Analysis is to gather sufficient information to produce a ‘good enough’ analysis to inform Save the Children’s strategic decision-making.

The CRSA process includes a review of secondary data, meetings with key informants, and the gathering of data from primary sources. These are combined in a concluding analysis workshop. The eventual use of the CRSA in strategic planning should be central to decisions about how much information to gather and from whom.

Two components of the process should be stressed:

- The sources of information (secondary data, key informants, primary sources) provide different perspectives on the situation of children and the realisation of their rights. Sources may agree or differ in their understanding of what is happening and why. Different sources will have access to different information, and may interpret (and articulate) it in ways influenced by their circumstances and agendas. The CRSA team gathering the data should endeavour to sample a cross-section of sources, deal with them impartially and objectively, and then use them in the creation of their own overall analysis at the end of the process.
- The CRSA process draws not only on sources of information but also on the capacity and insights of the CRSA team who, at the conclusion of the data gathering, bring together information and process it using the analysis tools. Preparation of (and, if necessary, support to) the CRSA team is thus key to a successful outcome.

It may also be helpful to the management of a CRSA to clarify that a CRSA is not a baseline survey, nor is it an academic research exercise. It is not the purpose of a General CRSA to gather sufficient information to write a project document or a sectoral strategy. Furthermore, the CRSA is just one input into the strategy process; other inputs might be programme evaluations or audits, SWOT (Strength, Weaknesses, Opportunities and Threats) analyses, and consultations with other actors.

Box 5: CRSA Outcomes

What is a good outcome to aim for from a Child Rights Situation Analysis process?

“.. Ownership of staff throughout the entire process, fostering of a team work culture and motivating staff to see this not only as a document to be stored/shelved, but something we should feel proud of, that it became a usable document we continue to share with other actors, both within and outside Albania. A final outcome would also be the positioning of Save the Children in the country as the leading point of reference on child rights.”

(Save the Children Albania 2013)

A missed opportunity

“...Often the default can be to hire a consultant to save time. This should be avoided unless there are very good reasons such as urgency/lack of capacity within office/starting new programme area, etc. The process can be a cost-effective way of increasing staff capacity as well as being more likely to result in an analysis that actually influences planning and implementation. Consultants learn a great deal from the process but then walk out the door, taking that learning with them.”

Three pieces of advice were consistently provided by people involved in the development of effective CRSAs:

Early planning: CRSAs are significant undertakings, and their scope and complexity are not to be underestimated. Feedback from both country programmes and individuals who have facilitated CRSAs stressed the need to allow sufficient time, especially if capacity development and consultation with children are involved. This applies to CRSAs undertaken in-house, and also to those contracted out to external agencies or consultants. It may be difficult to find a consultant or agency with relevant competencies to support an effective CRSAs process if they are given short notice.

Retain ownership of the process: Where possible, the CRSAs should be undertaken by internal staff. A CRSAs contracted out to an external agency or consultant has the potential for significant shortcomings (see box 'A missed opportunity'). If it is necessary to use external resources, the process needs to have a strategy and resources allocated to achieve ownership, especially if the team is not familiar with a rights-based conceptual framework. The external agency or consultant should ideally only facilitate the process rather than researching and writing the report.

Wonderful opportunity to build capacity: Above all, it is good practice from the outset to view the process of developing a CRSAs as an end in itself, not simply a means to an end. Done well, it can be a catalyst to develop the staff team – providing opportunities for learning, sharing experience, questioning existing ways of working, and deepening understanding of other programme areas within the Country Programme. It can also bring people up to date on current thinking and research on different aspects of child rights and can contribute to the development of a very useful external report to support thought leadership and advocacy efforts.

TIPS: POSITIONING A CRSAs WITHIN THE STRATEGIC CYCLE

The following tips may be useful in positioning CRSAs as an ongoing feature of programme quality management as well as part of the strategic planning.

- Establish a country programme CRSAs Coordination Team: responsible first for providing oversight to the development of the

CRSAs to inform the country strategy, and second to take responsibility for organising periodic reviewing, updating and revisiting aspects of analysis.

- Manage CRSAs as an ongoing process, regularly updated with new information gained through programmes or research (eg, through children's consultations, research findings or other relevant assessments, including emergency assessments). Such information can then be consolidated in the run-up to a strategic planning exercise.
- Take time to sell the idea within the office and to prepare for the CRSAs, so it is not perceived as an additional burden with uncertain benefits but rather a vital part of programming. This will be easier if there is a regional CRSAs success story to draw on, or if an office has positive experiences from an earlier CRSAs.
- Undertake, or work with partners/established children's groups, to support consultation meetings with children. Open discussions on the child rights situation or participatory research can be used to identify and explore emerging issues, especially with the most marginalised groups of girls and boys.
- Initiate a capacity building programme for staff and partners (including child/youth-led organisations) in CRSAs concepts and tools. Each CRSAs should be able to draw on staff with the requisite skills and knowledge base.
- While updating the country emergency preparedness/disaster preparedness plans, you can also update CRSAs sectoral information – particularly related to structure, systems and institutions that may have been put into place.
- Use engagement with the UNCRC periodic report (and/or the UPR review, CEDAW report, CRPD report) as an opportunity to review or add to your analysis.

TIPS: PREPARING FOR A CRSAs

- Identify methodology for your next CRSAs well in advance and aim to integrate activities into work progress. Start detailed planning at least six months before the CRSAs outcome will be used in strategic planning.
- Make sure it's clear to everyone what the CRSAs will be used for (eg, country strategy planning, decision-making, advocacy, publication, CRC reporting, etc). Confirm CRSAs objective(s).

- The CRSA Coordination Team may want to establish a **steering group** that will be responsible for day-to-day project management of the CRSA process. The resources needed and the nature of decision-making required suggest that at least one member of the senior management team should be involved. Other involvement might be from thematic teams; thematic focal points would be ideal. Steering group members should be familiar with the conceptual framework and content of these guidelines. A CRSA requires decisions to be made at multiple points. The CRSA Coordination Team must retain oversight of the development of content and be prepared to make decisions as part of the ongoing process. This will be easier if prioritisation criteria have been agreed beforehand. The **principle challenge with a CRSA process is to keep a focus on objectives and keep the amount of information and the range of perspectives reviewed and gathered sufficient to produce a usable result.** The Coordination Team should be able to judge where to draw the line as to what is sufficient.
- Decide who will be involved in undertaking the CRSA. Consider alternatives, ie, an in-house exercise, a joint exercise with partners or with children/children’s groups, or as a collaborative project with other agencies. Consider who is available and who could take on the role of leader, researcher, interviewer or children’s workshop facilitator (see box below).
- Identify people from within Save the Children and from other agencies and state and non-state institutions, who could take on **key informants/experts** function at different stages of the process. **Key informants** might be approached individually, or in groups. to assist in, for example, the identification of good sources of secondary data, as a reference group to assist in planning primary data collection, or to inform workshops to complete the CRG matrices. **A key informant** should have in-depth knowledge of a particular sector and be able to offer specialist input, eg, in legal systems, statistics, or gender, humanitarian or environmental issues.
- Map an overview of the CRSA process to inform discussion as to who will be involved (internal, external, children) and key steps. Estimate the timeframe needed.
- Draw up terms of reference for use internally by the Coordination Team and also in negotiation with partners, children, collaborators or external contractors if used.

ADVANTAGES/DISADVANTAGES OF DIFFERENT APPROACHES TO CRSAS







In-house	With partners	In collaboration with other agencies
<p>Confidentiality: If government employees are asked to inform analyses formally, it may be difficult for them to obtain permission to provide an official position. In such cases, a CRSA could be an internal document not for publication, and interviews would be confidential, ‘for our internal use only’ – thereby perhaps leading to more useful ‘off-the-record’ input</p> <p>Internal ownership: A group of staff members who have been through this process will have a strong connection with the analysis and with the perspectives of the people and institutions they come into contact with</p> <p>Follow through: Insights and contacts will be available to further child rights programme planning, including the development of Thematic and Sectoral CRSAs</p>	<p>Shared ownership: Has the potential to contribute to an environment of sharing and future collaboration</p> <p>Contacts Local partners will have access to informants</p> <p>Capacity building: Can be an opportunity to assist partners in introducing or strengthening their knowledge of children’s rights and their child rights-based programming skills</p>	<p>Shared ownership: Has the potential to create joint ownership of an analysis</p> <p>Builds relationships with other partners/civil society organisations (CSOs), facilitates networking</p> <p>Relationship building: Provides space around a common framework for staff to come together and get to know each other</p> <p>If with government: Breaks down barriers and contributes to joint understanding that can be the basis for future collaboration</p>

In-house	With partners	In collaboration with other agencies
<p>Capacity building: The CRSA process provides opportunities for development of programme skills appropriate to a child rights-based organisation, including analysis and research skills. Contributes to establishing a programme team able to carry out ongoing CRSA activities, eg, consultations with children</p>	<p>Children: If undertaken with children as partners will provide a rich experience, but places additional requirements in terms of preparation and logistics</p>	<p>Capacity building: Assists government with capacity building in a child rights-based approach, including rights-oriented analysis tools and child rights practice standards in research (eg, safeguarding, child participation)</p> <p><i>Contributes to establishing Save the Children's authority as a lead actor in children's rights</i></p>
Disadvantages / Considerations		
<p>Can require a significant commitment of staff time and needs to be planned carefully and in advance to spread the load so as not to adversely affect other ongoing programme activities</p>	<p>Balance of capacity building and follow-through capacity oriented towards partners. Requires clear commitment and agreement as to who takes responsibility for what</p>	<p>Not 'confidential', and may place constraints on what can be recorded, particularly where it may be controversial</p> <p>Can be more difficult to negotiate, and requires clear guidelines and determination of who takes responsibility for what</p>



4 DATA GATHERING SEQUENCE AND PROCESS

A CRSA will need to draw on available data and analyses (**secondary data**) across a wide range of rights and data from a diverse range of informants and other sources (**primary data**). The process will be more manageable by careful sequencing and by engaging key informants/knowledgeable experts who can help with identification of relevant

secondary data and with verification/cross-checking of findings and analysis. The following diagram provides a summary overview, and Annex I a more detailed description. It is strongly recommended that Annex I is used as a working tool by the team responsible for managing the CRSA process. These can be adapted to different circumstances.

OVERVIEW OF CRSA SEQUENCE	
	<p>Key informants help to identify secondary data to review – including materials developed by Save the Children since last the CRSA (child consultations, reviews, research), plus external documents such as government policy, research, media, academia</p>
	<p>Secondary data reviewed and organised using the UNCRC clusters and CRG matrices</p> <p>Output used to determine primary data requirements, agree sampling, identify questions for verification and alternative perspectives</p>
	<p>Key informants meetings enable: a) initial completion of CRG matrix for general measures, key actors and key factors; and b) identification and planning of primary data requirements</p>
	<p>Primary data gathered from sample of respondents: rights holders (children and young people, parents), duty bearers, other key actors/influencers. To include a combination of:</p> <ul style="list-style-type: none"> • Open consultations – respondents facilitated to identify and explore issues for children important to them • Guided discussion – seeking specific information/perspectives on issues identified in secondary data <p>Findings sorted and recorded to feed into analysis workshop</p>
	<p>Analysis workshop Bring together and analyse: a) secondary data review (document and/or reviewers); and b) primary data part analysed, representation of primary data covering sampling undertaken. Ensure all eight clusters of UNCRC articles covered</p> <p>Recommendations Once analysis concluded, participants make recommendations to management based on their knowledge of Save the Children and the analysis they have developed</p>
	<p>Initial drafting Analysis workshop output written up as: a) a record of findings (detailed analysis, with references, no recommendations); and b) a document to circulate (summary, together with recommendations)</p>

OVERVIEW OF CRSA SEQUENCE

	<p>Verification workshop Findings presented to key constituencies/key informants for verification and comment</p>
	<p>Final document(s) Two parts:</p> <ul style="list-style-type: none"> • CRSA analysis organised around UNCRC eight clusters • recommendations written as an input into Save the Children International decision-making to align with Theory of Change, Save the Children International Global Areas, plus extras – ie, those areas not presently part of Save the Children International programming <p>Additional documents for publication including a child-friendly summary document (in local languages)</p>

CRSA TIMELINE

As each country programme will be influenced by logistical and organisational factors particular to its own situation, it is not appropriate to provide a one-size-fits-all timeline. However, the GANTT

chart below provides main headings and a rough idea of the relative timeframe for different components of the CRSA and their sequencing. See Annex 3 for a more detailed and annotated version of this chart.

Child Rights Situation Analysis ~ Timeline



4.1 SECONDARY DATA: REVIEW OF EXISTING DOCUMENTATION

The principal objectives of collecting and analysing secondary data are two-fold:

- to consolidate and organise available data, evidence and research from a variety of reliable sources in order to build a picture of the current documented understanding of the situation of children’s rights
- to identify gaps in information and data that may require inputs from primary sources.

It is useful to consider two approaches to developing and maintaining an overview of secondary data:

- It can be managed as an ongoing task undertaken by Save the Children thematic teams charged with responsibility for monitoring key changes within their brief. A CRSA exercise in preparation for strategic planning then serves to consolidate and bring up to date this body of knowledge and supplement it with a secondary data review of those cross-cutting and thematic areas for which the programme does not have existing capacity or knowledge. The advantages of this approach are that the workload of reading and reviewing is spread over time and it contributes to Save the Children’s positioning as a source of expertise on children’s rights situation.
- It can be undertaken in the run-up to a strategic planning meeting, within a limited timeframe and, if necessary, using external resources, eg, by contracting an external consultant or researchers. With the latter approach, the challenge lies in managing the volume of documents to review in a limited time, ensuring that the external contractor is appropriately guided as to the conceptual framework to be applied and achieving understanding and ownership of the analysis within the programme.

SCOPE OF SECONDARY DATA REVIEW

Secondary data should provide a starting point to assembling two main bodies of information: an understanding of the **Country environment**, and a **Mapping of the rights situation** that sets out what is known about the factors preventing children’s enjoyment of their rights and interventions undertaken or planned.

COUNTRY ENVIRONMENT

The specific issues you choose to explore (and eventually document) in this part of the secondary data review will be context driven but should be selected because they have a profound impact – whether negative or positive – on the environment that shapes the realisation of children’s rights. Seeking out this information at the start of the secondary data review will provide prompts for things to look for in the mapping of the rights situation. The information extracted and retained should demonstrate how these issues contribute to the landscape of children’s rights and should include:

- political and historical context
- demography and population dynamics
- key trends that may be impacting on children’s rights (eg, urbanisation, migration, IT, climate change, etc)
- macro-economic factors and trends
- international and regional contexts, the framework of development assistance
- humanitarian context, the presence of risk factors, environmental issues including climate change
- legislative and political environment for civil society, private sector, media.

Secondary data gathered and analysed concerning the country environment will also inform your understanding of the situation of child rights governance (CRG) (encompassing analysis of the Global Measures of Implementation (GMIs), alongside the cluster of civil rights and freedoms), and in particular to budget allocation, tax, corruption and aid.

MAPPING OF THE RIGHTS SITUATION

A CRSA informing country strategy decision-making should aim to provide a basic overview of the status of *all* eight clusters of articles in the UNCRC. This can be contrasted with a Thematic CRSA, which builds on the General CRSA’s holistic coverage of the eight clusters and explores more deeply a specific sub-set of rights (eg, protection rights or education rights). In both General and Thematic CRSAs, the use of these eight clusters as a structure to organise analysis and reporting provides a coherent, interrelated and logical way of analysing all rights. They also provide information that can more easily feed into periodic CRC reporting. Use of the eight clusters will help build staff understanding of

the full range of rights to which children are entitled and to their interrelatedness and indivisibility. Analysis of the clusters can be managed in three blocks, one including the articles that establish State implementation obligations (green), one including articles that establish cross-cutting principles (orange), and the third including articles that establish substantive rights (yellow).

Eight UNCRC reporting clusters	
• General Measures of Implementation (Articles 4, 42, 44.6)	
• General principles (Articles 2,3,6,12) • Definition of Child (Article 1)	
• Civil rights and freedoms (Articles 7, 8, 13-17, 37) • Family environment (Articles 5, 9, 10, 11, 18, 19, 20, 21, 25, 27) • Special protection measures (Articles 22, 37-40) • Education and culture (Articles 28, 29, 31) • Basic health and welfare (Articles 6, 18, 23, 24, 26, 27)	

For each cluster of articles, you should select documentation that will provide answers to the following questions:

1. **Structure:** Have laws or policies codifying the content of the article/right(s) been established? Do they reflect the **General Principles** of the UNCRC? Do policies provide an appropriate framework for ensuring the implementation of rights in humanitarian crises? Has information been disseminated to those who need to know? If not, what obstacles and constraints have been identified?
2. **Process:** What measures have been taken to implement particular rights, and if necessary, to implement them in times of humanitarian crisis? Specifically, are the required institutions and organisations in place, and have duties and responsibilities been identified together with systems of accountability to maintain them? Have duty bearers been made aware of their roles and responsibilities and have they been provided with the inputs and support necessary to fulfil them? If not, what obstacles and constraints have been identified?

3. Outcomes: What is the present level of fulfilment of the rights set out in the articles? Are there particular groups of children who do not enjoy the rights that have been created? Try to identify the differences in realisation of rights by disaggregating data by gender, age, disability and other relevant factors, depending on the context. For each right, consider the key elements that should be in place.⁷ Map out a conceptual framework to include information for each element. For example, the right to the highest attainable standard of health for children should include information on:

- a. **available, accessible, acceptable and quality** essential healthcare services, including maternal and child health and family planning; immunisation against major infectious disease; prevention, control and treatment of common health problems and accidents; provision of essential drugs
- b. **availability and access** to determinants of health, including water and sanitation, food and nutrition
- c. **availability and access** to these services during humanitarian crises.

4. Activities: Who/which agency/institution/donor has been, or is planning to be, involved in achieving improvements in the realisation of rights? What is/will be their focus, eg, support for rights holders and duty bearers? What is the logic of their intervention, their relationships with others? What are the trends?

SOURCES OF SECONDARY DATA

The quantity and quality of information available in a country will vary. **It is essential to get a good balance of sources, where they exist, in order to provide different perspectives.** The list below provides a summary list of potential sources to be considered; Annex 4 provides further suggestions.

Save the Children

Reviews, research, evaluations, past CRSAs
Consultations or participatory research with children

National

Government (national and provincial/local levels)
Civil society organisations including INGOs, children's organisations
Business/private sector
Research institutions, think tanks, media and academia
National human rights institutions/ombudsperson,

human rights reporting mechanisms
Reports to UN Committee on the Rights of the
Child, Universal Periodic Review

External

UN agencies
Donors
International finance institutions
Research institutions, think tanks, media and
academia
Internet resources

TIPS: SELECTING RELEVANT AND RELIABLE SECONDARY DATA

- Start the process in a CRSA planning workshop by asking staff and partners to identify documents they consider to be relevant to the CRSA and that are also up to date.
- Consult with staff, partners and valued **key informants** for recommendations.
- Focus on identifying recent documents (prioritise those less than five years old).
- Identify documents that represent a balance of perspectives, eg, from children, parents and caregivers, the state, civil society and external agencies.
- Draw on documents from reliable and accurate sources (see Annex 4 for a list of internationally recognised resources). Critically appraise all documents and note whether objections have been raised about the legitimacy of information in them. Take particular care when assessing the reliability of media reports (although sometimes this will be a crucial source). Cross-check information as far as possible.
- Use contacts and networks to obtain reports that are relevant but not publicly available.
- Read executive summaries first to help you decide if a report is applicable for the CRSA or not.
- Remember that the process is a cycle and you will need to go through several stages before it is complete.

TIPS: ORGANISING YOUR ANALYSIS OF SECONDARY DATA

- The first phase of your analysis should be written up and organised to give a picture of what information is available, what is lacking and what

needs further attention. This information then serves as the basis for the final CRSA report – and added to and edited as the process evolves. If necessary, crucial pieces of research can be annexed to the main research report.

- It is essential to clearly reference all items that you use in the CRSA in order to acknowledge the sources of information. It is also essential to remain objective and impartial when evaluating and analysing the data, and ensure that conclusions drawn are from reliable sources that can be verified.
- **As far as possible, the data on each right/group of rights should be disaggregated so that a picture develops of how different children in different situations experience the realisation of their rights – or not.** Disaggregation should be by gender, age and (as appropriate) various population groups such as child-headed households, urban/rural households, education level, wealth, disability status, ethnicity, religion, caste and race. Identification of disaggregation criteria can be one of the responsibilities of the CRSA Coordination Team.
- Be aware that it is not always possible to make statistical comparisons across different data sources or to infer commonality between different studies. Although data is not always directly comparable, it can certainly be complementary and build up a comprehensive picture of the extent to which children's rights are realised.
- It is not necessary to produce a polished stand-alone analysis report from the review of secondary data, unless it is needed as a separate document. The key facts and analysis should be recorded and organised in such a way that they can be: a) used by the CRSA Coordination Team group to determine primary data collection, and b) available to primary data gatherers as a resource for the planning of interviews, focus groups and workshops with children, etc.
- Secondary data covers a large, potentially a vast scope of documents. It is recommended to set up a system to organise key information and analysis as it is identified. Systems might be manual – eg, using different coloured Post-it notes on flipchart sheets allocated to each cluster, or using digital organisation tools such as Microsoft OneNote.

TIP: DATA GATHERING

Assessment:

- Issue
- Scale
- Trends

Analysis

Causes:	Responsibilities:	Capacity Gaps:
To inform problem/tress analysis	Who has a role/responsibility, Mapping of duty bearers	Obstacles faced by duty bearers: <ul style="list-style-type: none"> • Motivation • Authority • Resources

Actions:

Who is doing what for change...

> +ve

> -ve



4.2 INPUTS FROM KEY INFORMANTS

Once the secondary data analysis has been completed, a series of key informant meetings can elicit current thinking and perspectives on your findings, provide longer-term insights, identify gaps and contribute to the design of your primary data collection. Key informants should be chosen for their knowledge of the analysis areas.

Key informant meetings might be undertaken separately with experts in different fields, or as a large meeting with multiple exercises being undertaken simultaneously. The meetings can be informal or highly structured. The process adopted

will depend on the specialist input you require. If your programme has little experience in this field, it may be a good investment to make sure the exercise is sufficiently well informed; a knowledgeable CRSA team may need less back-up information. The matrixes developed for the Child Rights Governance analysis (Measures of Implementation, Key Factors and Key Actors) provide a summary overview of the general systems and institutions, while a matrix of the five clusters of articles establishing substantive rights can provide a framework for discussion with a range of key informants/experts, depending on the context.

KEY INFORMANTS MEETING FOR CHILD RIGHTS GOVERNANCE

After analysing your secondary data, and prior to planning primary data gathering, it will be appropriate to undertake an initial analysis of factors important to Child Rights Governance. Information will have been generated through the secondary data review when considering the country environment and in mapping the rights situation when considering children's civil rights and freedoms and the General Measures of Implementation. One or more key informant meetings, using the matrixes from the CRG Addendum 'How to' Guideline⁹ as a framework, will allow this secondary information to be consolidated and verified, and any primary information requirements identified.

KEY INFORMANTS MEETING FOR MAPPING OF RIGHTS SITUATION

Annex 9 can be used to tabulate the availability of secondary data concerning the five clusters of articles establishing substantive rights. It might also form a framework for discussion with key informants, who can assist in cross-checking findings from your secondary data and in identifying areas for primary data collection.

KEY INFORMANTS MEETING FOR DISASTER AND HUMANITARIAN SITUATIONS

Annex 9 can be used as a prompt in a meeting of key informants in the fields of climate change adaptation, disaster risk reduction, vulnerability analysis, and preparedness – as appropriate to your country context.

A YOUNG INFORMANTS MEETING

Bringing together children and young people who have some knowledge about analyses of children's rights (eg, through involvement in children's organisations, children's monitoring projects, etc)

will allow their perspectives to influence the design of your primary data collection. You can also use the CRG matrixes and Annex 9 at these meetings.

4.3 PRIMARY DATA: INFORMATION AND PERSPECTIVES FROM PRIMARY SOURCES

The CRSA Coordination Team should decide how much primary information needs to be gathered, and from whom, after completion of the secondary data review and key informant meetings.

In planning primary data collection, the Coordination Team should ask:

- Are there specific issues identified from secondary data that we need to follow up?
- Are there findings from secondary data that we need to cross-check, seek different perspectives on, or triangulate the perspectives of rights holders with different duty bearers?
- Are there gaps in our knowledge?
- Are there particular groups of children we don't know enough about – eg, stateless children, girls and boys living in institutions, disabled children, children affected by recent humanitarian crises, minority ethnic children, children living in remote areas, children living in urban poor or peri-urban poor households, or any other marginalised groups?

Collecting primary data requires resources that may not be readily available. There may be implications in terms of staff time and investment in training. The benefits of staff and partner involvement in primary data collection are considerable: it contributes to staff development, giving them contact with a range of stakeholders, duty bearers and rights holders and exposure to the realities of rights and the challenges of implementation.

PRIMARY SOURCES OF INFORMATION should include:

- **Children** (girls and boys, especially from marginalised groups): providing the perspective of rights holders, as subjects of rights established by the UNCRC and other international human rights instruments. It is important to seek the perspectives of different groups of children. **Staff should observe good practice in child participation (guidance in *Child Participation Practice Standards* – see Annex I), ensure that adequate**

safeguarding mechanisms are in place and that teams are prepared to deal with disclosures, should they occur.

- **Parents and caregivers** (female and male): as duty bearers with a primary responsibility for children's rights, but also as children's co-claimant.
- **Professionals/service providers:** duty bearers who have contact with children in the direct provision of services, either as employees of, or contractors to, the state, or in a private sector or civil society role.
- **Decision-makers:** with responsibilities for policy development and/or implementation. These will include state actors, but in some circumstances may include non-state actors such as military or international personnel with mandated responsibilities (eg, UNRWA in occupied Palestinian territory).
- **Other actors/stakeholders** who are not duty bearers or are only temporarily duty bearers, but who influence social norms, processes and dynamics of change – eg, members of civil society or private sector organisations, those in the media or international institutions, parliamentarians, academics, and faith/religious/ traditional leaders.
- **Attitudes towards the fulfilment of children's rights** can be observed in media coverage of the issue, eg, noting public opinion or perhaps noting it is not discussed in the public sphere and therefore may not be an issue the public considers important.

WAYS OF GATHERING PRIMARY DATA

- **Key informant interviews** might include key government officials with responsibility for policy or decision-making, or individuals involved in issues affecting children, eg, civil society/Child Rights Coalition members, academics, donors, etc.
- **Stakeholder/focus group** meetings where a selection of people with different perspectives are brought together for a guided discussion to determine the scope of opinions that might be relevant.
- **Workshops** where children or young people, for example, work through exercises that can provide a perspective from a particular grouping (eg, marginalised groups) in society. Participants might be selected on the basis of gender, age,

geographic location, disability or other factor pertinent to the context.

OBJECTIVES OF GATHERING PRIMARY DATA

There are three objectives of gathering primary data. They may be undertaken separately or in combination.

- 1. Following up:** Secondary data analysis and key informant meetings will have revealed gaps or indicate a need to check, validate, or cross-reference information or analysis. For example, there may be a new law or policy and although people may be reported as having been trained and equipped to implement it, this may be so recent that no insights are available as to how this change is experienced by children. Contact with primary sources will provide an opportunity to ask why some children have benefitted but not others, and to identify and discuss where the challenges lie.
- 2. Open enquiry:** It is important to give primary sources the opportunity to identify issues and concerns important to them. New challenges to children and the enjoyment of their rights may be arising, threats may be emerging, changes in the social, political, technical, legislative, security, environmental or economic environment may be affecting (positively or negatively) children or the capacity of duty bearers to fulfil their responsibilities. Secondary data might not have picked up issues that are important for children. CRSA activities allow staff to step back from programme work and look more widely at what is happening for children in diverse contexts, creating opportunities to bring issues out into the open that are not addressed by existing programming. Whether or not such issues are taken up as part of a future Save the Children programme, it is important that such information is logged. It should also prompt questioning in future CRSAs and be monitored by the CRSA Coordination Team.

Role/pattern analysis and capacity gap analysis tools can be used in meetings and workshops as a way of structuring discussions of who should be doing what, and what obstacles and challenges they face, and undertaking power/gender analysis to explore dynamics between key actors.

Box 6: Consulting with Children

An open enquiry exercise might start by asking a group of children to identify and then rank issues by importance or seriousness. Exercises such as **body mapping**, **good plants/bad plants**, **community mapping** or child rights mapping exercises using various **child rights visual cards** can be used with children.

Questions such as **‘what is a good childhood?’** and **‘do all children enjoy this childhood?’** can provide openings for parents and community members, but also be a warm-up exercise for professionals.

A selected issue or issues (eg, the most violated right, expressed by children through drama) might then be explored in more depth, undertaking a **problem tree analysis** to explore causality and identify not only immediate causes but more importantly underlying and root causes, undertaking **role/responsibility mapping** and **capacity gap analysis** to understand the factors inhibiting the fulfilment of rights.

- 3. Looking to the future:** The CRSA process provides an opportunity to engage in forward-looking discussions with different stakeholders. **‘What would you like to see (in relation to this right or issue) when your children are your age?’** Such discussions generate ideas as to who should be taking responsibility for what in the future and also gives a sense of the level of awareness of rights and pressures that may exist. The use of timeline exercises – eg, **‘how was it (eg education, rights to speak, etc) for your grandmother, mother, yourself, your children ... how will it be for their children?’** – can provide a sense of both expectations and the pace and nature of change.

Key stakeholder consultations may be organised to elicit responses to specific questions, but can take advantage of a warm-up or icebreaker session to ask general questions. In contrast, children’s meetings might have a primary aim of identifying issues of concern to children in a specific setting, but then delve deeper into a few of those issues.⁹

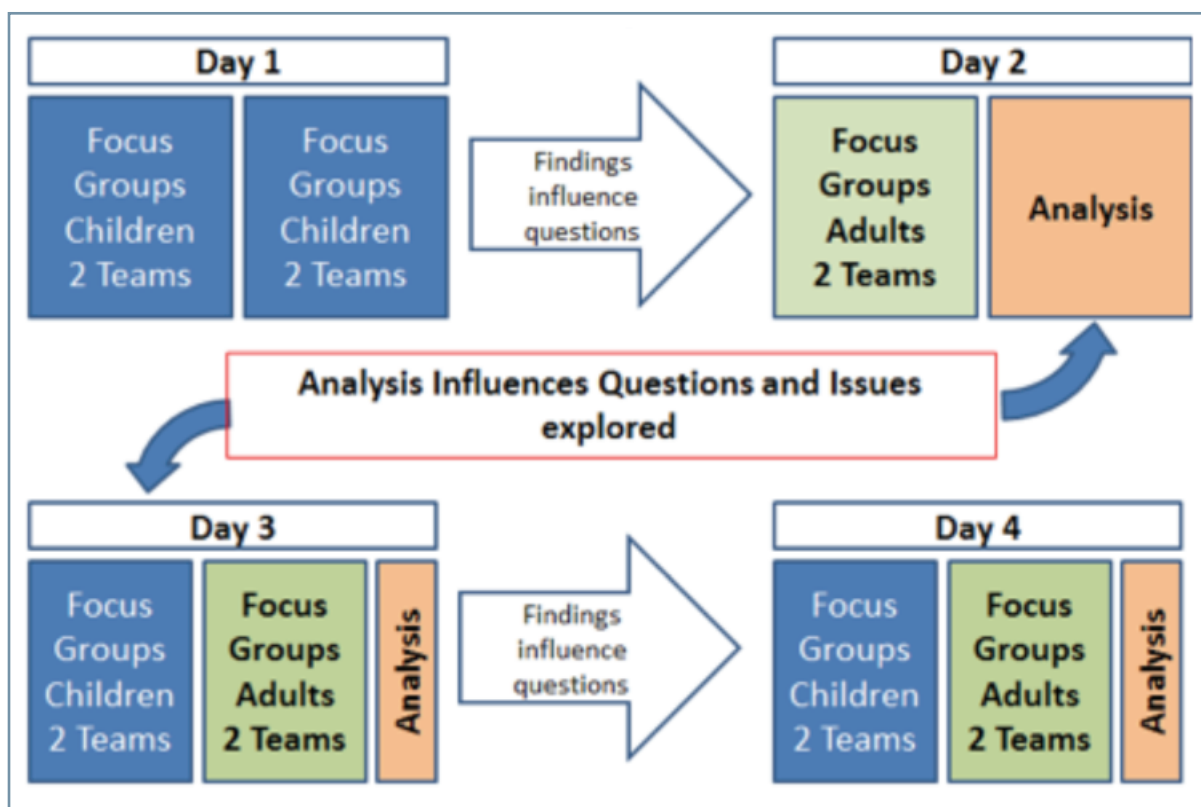
ORGANISING DATA RECORDING AND UNDERTAKING ONGOING ANALYSIS

It is important to be systematic in recording primary data. One way to achieve this is for the team to debrief as soon as possible after each participatory exercise, interview, meeting or focus group and to record information on 'issue sheets'. This will make it much easier to deal with in the analysis workshop. Different colour Post-it notes can help to distinguish between the perspectives of different actors, eg, use green Post-its for children's inputs, pink for parents, blue for government, etc.

The process of collecting primary data will be an iterative experience. If a series of consultations are to be undertaken there may be benefits in sequencing, for example starting with children's perspectives and then moving to parents, duty bearers, decision-makers. Space should be left for end-of-day debriefs, initial analysis, and for findings from one consultation to influence questions in following consultations.

EXAMPLE OF SEQUENCING FIELDWORK PLANNING AND TIMING + BUILDING ANALYSIS AS YOU PROGRESS...

Figure 3. Planning data collection



5 ANALYSIS WORKSHOP

The CRSA process ideally concludes with a workshop in which all, or a significant proportion, of the people (or their representatives) involved in the secondary and primary data research are brought together to review and analyse the data that has been collected.

The analysis process should provide the opportunity to review secondary and primary data. It should also draw on the insights and perspectives of Save the Children staff. Partners and/or children who have been involved in secondary or primary data collection might also be involved. A concluding workshop is an excellent way to ensure that the analysis and strategic decisions that follow are owned by programme staff and partners (including, where relevant, representatives of children's/youth organisations).

The data-gathering exercises will have identified many issues for children. It is not necessary to analyse all of them. The overall workshop objective should be to cover a cross-section of issues sufficient to provide a broad analysis relevant to country programme decisions. A process of prioritisation should start at the beginning of the workshop and should be guided by factors agreed on by the Coordination Team and participants.

A logical sequencing for the analysis workshop is to start by analysing substantive rights issues that the fieldwork/secondary data review has identified. Once this has been achieved, use the information generated to inform a cross-cutting analysis of the General Principles and Measures of Implementation. When this is concluded, other cross-cutting factors and trends can be identified and explored.

Box 7: Analysis workshop overview

1. Introductions, objectives, principles	Set the scene, clarify outcomes required and methodology/sequencing to be used.
2. Analysis of specific issues concerning substantive rights	Agree prioritisation criteria for decision-making on initial issues to be analysed. Choose and analyse issues from the five clusters of substantive rights.
3. Analysis of cross-cutting articles	Analyse cross-cutting rights and Implementation Obligations: <ul style="list-style-type: none"> • UNCRC General Principles (effectively four issues) • UNCRC Implementation Obligations.
4. Analysis of key factors and key actors in the rights environment	Compile information about the overall rights environment. What are the important features of this country/society that will have a bearing on bringing about an improvement in the realisation of children's rights: key factors (including analysis of key trends and common causes of rights violations) and key actors.
5. Reality check	Take stock, review, anything forgotten, rank issues
6. Break	It is important to keep the analysis and the recommendations separate. Divide the workshop into two.
7. Compose recommendations	Once analyses are completed, participants can compose recommendations to the Country Strategy Team. Include: <ul style="list-style-type: none"> • priority issues to address • areas/issues requiring a watching brief • questions arising to be followed up before CRSA finalised. These recommendations can be organised using current strategic priorities as a starting point, but must not be restricted to existing programming.

WORKSHOP SEQUENCE

EXAMPLE OF A 4 DAY ANALYSIS WORKSHOP

Day 1	Day 2	Day 3	Day 4
Identification + Prioritisation of issues to analyse (eg 16-20)	2 nd Group of Issues	4 th Group of Issues	Cross Cutting: General Measures of Implementation
1 st Group Of Issues	3 rd Group of Issues	Cross Cutting: General Principles	Cross Cutting: Factors in Overall Rights Environment

5.1 INTRODUCTIONS, PREPARATIONS

A Child Rights Analysis workshop relies on the holistic framework described in the eight UNCRC monitoring clusters. It is advisable to take time at the beginning of the workshop to re-stress the importance of their use and how they link together and how the outputs of the exercises are to be recorded. This time can also be used to allocate responsibilities to analysis team members, eg, to maintain a watching brief for cross-cutting issues.

5.2 ANALYSIS OF ISSUES CONCERNING SUBSTANTIVE RIGHTS

An efficient group, using the sequence of analysis exercises required, takes about three hours - effectively a morning or an afternoon. This determines how many issues can be analysed. Workshop participants can be divided into three or four groups, each of which can analyse two issues in a day. Undertaking more than three days of analysis exercises of a similar nature will probably be counterproductive. We suggest that 20 should be the total number of substantive issues to analyse. Some of these may be in areas where Save the Children has some experience through existing programming.

Prioritisation of issues to analyse can be undertaken either before the workshop by the CRSA Coordination Team or as an initial workshop exercise where secondary data review is brought together with fieldwork findings cluster by cluster (eg, family environment, health, education, civil rights, special protections). Make sure that issues identified by the CRC in its Concluding Observations and Recommendations are considered, and that you have a balance between sectors/themes within Save the Children International's existing strategic guidance and those new to the programme.

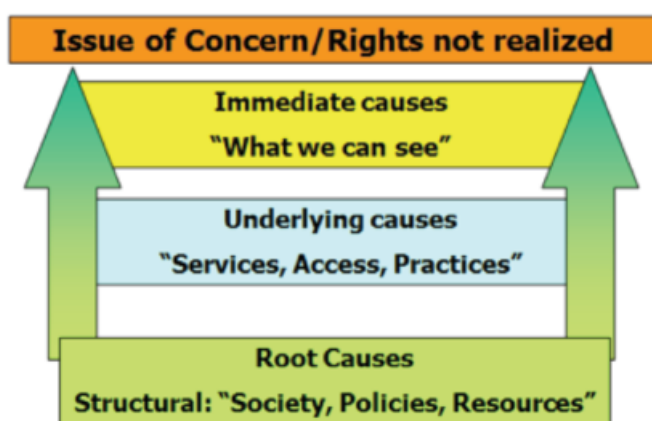
Criteria for prioritising issues might include:

- numbers of children affected (small, medium, high, very high, everyone)
- critical nature of violation, eg, potential damage to the child, to the realisation of their rights – participation/protection/survival/development (low, medium, strong)
- progress being made in resolving the rights violation (getting worse, no progress, weak, adequate, strong)
- potential for resolving the problem (low, medium, strong)

- children’s voice – identified and emphasised as a concern by girls and boys (low, medium, high)
- part of Save the Children’s existing thematic priorities, or existing Thematic Programme Plans that need updating.

For each issue identified, undertake the following exercises:

- **Assessment and manifestation:** Develop a summary description of issues affecting children from secondary and primary information gathered: identify particular groups of children, geographically, ethnically, what is the scale, numbers and trends. Use this statement as a point of reference.



• Analysis

- **Causal analysis:** Build a causal analysis/problem tree to map the causes of the problem as identified by secondary data and respondents. Structure causes into branches – separating immediate, underlying and root causes. Particular attention should be paid to the gender dimension of causal factors.
- **Mapping of roles and responsibilities (patterns of obligation):** as understood from secondary data and fieldwork. Who are duty bearers, what role/responsibility do they take? If it is not clear who should bear responsibility and what it should be, then this is a key finding. It can be useful to refer to the Child Rights Implementation Handbook Checklists for CRC expectations on what should be in place.
- **Capacity gap analysis:** Why are duty bearers unable or unwilling to fulfil their responsibilities? Is it an absence of:
 - political will
 - resources (human, knowledge, tools, skills, finances, etc)

- authority to act
- motivation, personal sense of responsibility

- **Who is doing what:** What do we know about:
 - groups seeking to exercise their rights (their experiences, strengths and weaknesses)
 - agencies (government, non-government) that are filling gaps, engaging with change(their capacities and capacity gaps). Look for positive and negative influences.

Remember that it is not necessary to develop the in-depth analysis that would be required for a Thematic CRSA. **The objective of a General CRSA is to take the analysis far enough to be able to gauge whether the issue should be considered in the country strategy process.**

Each analysis session should conclude with the analysis team recording key points into a summary sheet and presenting it to the other teams. This is a validation exercise, and should ensure that cross-cutting issues are evident to all analysis workshop participants.

It is important to keep a record of the raw analysis. Ideally, this is written up as it is developed, and typed up as soon as possible. It can assist those with this responsibility to set up templates before the analysis session. Photographs should be taken of the documentation, eg, flipchart sheets or Post-it note walls, as a backup in case information is lost or there are staff changes.

5.3 ANALYSIS OF CROSS-CUTTING ARTICLES

Exploring issues concerning substantive rights provides workshop members with an opportunity to discuss real-life situations. These can then be analysed more generally around the UNCRC guiding principles, the Implementation Obligations and how different actors are or are not engaging with children’s rights and the quality of that interaction (the ‘Key Actors’ pillar of Child Rights Governance).

Guiding principles: Once issues concerning substantive rights have been explored, insights will have been gained into the significance and role of the General Principles in the non-realisation of rights. This analysis requires a good grasp of the UNCRC Articles 2, 3, 6 and 12 and their practical implementation.

- Review key indicators of achievement for each of the guiding principles.

- Consider these principles in relation to the issues that have been identified, and in general.
- Gauge how well is the country doing – eg, moving backwards, no progress, little progress, good progress.
- Analyse whether there are obstacles in relation to these four articles, and what the obstacles they. Use capacity gap analysis as a prompt to decide if obstacles concern authority to act, personal motivation, or resource considerations.
- Identify who is working to bring about improvements in the understanding and application of these umbrella rights in everyday decision- making and activities.

Childhood and evolving capacities: Take time to look at the broad social and cultural factors important to children by undertaking one or more of the timeline exercises described below, and then responding to the question: **“What are the key factors that shape the rights environment for children in our country?”**

Perspectives on childhood:

- What are five common negative beliefs, attitudes and views about children and childhood in my country?
- What are five common positive beliefs, attitudes and views that are supportive of children and childhood in my country?
- What changes have we seen in the last 25 years, since we were children?
- What change do we expect to see in the next 25 years, what will it be like for our children’s children?

Who has an interest ?

- Ask participants to consider a picture of a child.
- **Who has an interest in or influence over the sort of adult that this child grows up to be?**
- Discussion: How important are these interests and influences, how important are they to the child (look especially for politicians, religious leaders, forms of media, private sector/ business, etc)? Are these positive or negative prospects for the child’s future (using Article 29 as a checklist for inputs into development (see also *The Child’s Right to Development*¹⁰).

General Measures of Implementation: Once the five clusters of Substantive Rights and the General Principles have been analysed, workshop participants can revisit the initial analysis of government progress in putting into place the General Measures of Implementation that was undertaken immediately following the secondary data review.

This analysis is best undertaken by people who have a good understanding of the content of CRC General Comment 5 concerning Implementation Measures. Analysis can be done by four teams, each taking on three General Measures, and recorded by completing the Implementation Matrix (see Annex 6). For each Implementation Measure, ask the following question:

A generation from now, what would we want to see in place in this country to fulfil this obligation. How would it be functioning, and with whom, if it was fulfilling its objectives?

Compare this aspiration with the present situation and, using capacity gap analysis, identify obstacles and constraints that will need to be overcome.

5.4 ANALYSIS OF KEY FACTORS AND KEY ACTORS IN THE RIGHTS ENVIRONMENT

The Child Rights Governance Situation Analysis guideline provides tools that can be used to undertake a detailed sectoral analysis of this area of Save the Children’s programming. The guideline provides three summary matrices that are used for a preliminary analysis, one for General Measures of Implementation, one for Key Actors in Governance, and one for Key Factors in Governance. Guidance on key actors can inform a final workshop exercise to consider the roles of, and relationships between, key actors. Guidance on key factors covers children’s civil rights and freedoms (which will have been analysed under the mapping of the rights environment), and issues of economic governance.

Key factors: In the final part of the analysis workshop, participants reflect on the causal factors identified for the non-realisation of rights, to identify actors in the rights environment important to the realisation of rights, and to note trends. Some key factors will be context specific (eg, factors concerning climate change or security), while others will be applicable to every country, for example:

- investment in, and financing of, the recurrent costs of rights
- corruption, transparency.

Key actors: This part of the general overview corresponds to the 'Key Actors' pillar of CRG. Reflect on the analyses above and consider each key actor in turn, asking the question:

A generation from now, what would be the role that this actor should ideally be undertaking in relation to children and their rights, given our particular country environment, and how should they be interacting with each other?

Compare this aspiration with the present situation and, using capacity gap analysis as a prompt, identify obstacles and constraints (eg, in the legislative or operating environment) that will need to be addressed in order for key actors to fulfil this role.

Key actors might include:

- civil society
- private sector
- media
- religious/faith groups
- regional actors
- academia
- military
- non-state actors.

5.5 CONCLUSION: REALITY CHECK

From all of these exercises, flag those issues that are important to consider in the country strategy workshop – list, develop and use criteria to prioritise them. Revisit workshop outputs – is there anything that has changed status, or gained a lower or higher significance as we've progressed through the exercises? Finally, is there anything that we've missed?

5.6 TAKE A BREAK!

It is important to keep the CRSA separate from the workshop recommendations to the country strategy team. Divide the analysis part of the workshop from the exercise to compose recommendations so as to maintain the integrity of the analysis.

5.7 RECOMMENDATIONS

At the conclusion of the workshop, there is an opportunity to ask those who were involved in the secondary data review and those who were involved in primary data collection and the analysis to propose recommendations to the strategy decision-makers.

At this point in the process, it will be appropriate to reference a framework based on Save the Children's organisation of its strategic objectives, as might be in place at the time. In the current strategic cycle, this will make reference to areas presently covered by the global strategic objectives, ie:

- Education
- Health and Nutrition
- Hunger and Livelihood
- Child Protection
- Child Rights Governance
- Humanitarian.

However, it is important not to restrict recommendations to current global strategic areas. There may be new, emerging issues that need to be considered.

Recommendations might include proposals for initiatives that Save the Children may be well placed to engage with, partnerships that may be strategically important to consider, further research or investigations, or watching briefs to maintain.

6 VERIFICATION

It is highly desirable that the analysis is verified by sharing the content with key actors and asking for their feedback. How this is achieved will depend upon the situation - eg, whether the CRSA was undertaken in partnership or collaboration, and the degree to which some aspects might need to be kept internal due to their sensitivity.

Ideally, key findings should be checked with different actors – children, parents, government and non-government/private sector personnel.

Information can be shared as a full draft document or can be reduced to a presentation of key findings and, if appropriate, recommendations.

7 CRSA DOCUMENT

A good CRSA document should be short and readable (ideally, no more than 30 pages long), and should inform all planning. It should be accessible to staff and partners, and translated if necessary. The document should be publically available, unless there are good reasons for it not to be (eg. sensitive operating environment in country).

A longer academic version can be published, with more extensive references to hand for preparing project proposals. A child-friendly version should also be produced.

The exact contents will be determined by the context and should be discussed and regularly reviewed by the CRSA Coordination Team. The box below sets out a suggested list of contents.

CRSA Contents (2013)

Part 1

1. Introduction, background (Save the Children history), methodology/ CRSA process
2. Country facts (descriptive) important as a background to understanding rights progress:
 - a. geography, economy, environment, pollution, climate, demography, security
 - b. treaties ratified + reservations: international, regional
 - c. nature and status of national legal system/s, political system
3. Analysis of situation on UNCRC rights (eight clusters of articles)
 - a. Articles establishing cross cutting principles systems, and institutions
 - i. General Measures of Implementation
 - ii. General Principles
 - iii. Definition of the Child
 - b. Articles establishing Substantive Rights
 - i. Education and Culture
 - ii. Health and Welfare
 - iii. Civil Rights and Freedoms
 - iv. Special Protections
 - v. Family Environment
4. Analysis of cross-cutting factors and actors
 - a. **Key factors important to the realisation of rights** (eg. governance factors, citizenship, investment in children, disaster preparedness, etc)
 - b. **Key actors in rights**, nature of, and relationships between state, civil society and private sectors and role of other key actors (military/non-state entity, international mandates, occupying powers, etc)

Part 2

5. Recommendations to the country strategy process from the team that undertook the CRSA, using Save the Children International Global Strategic Issues as a framework

ANNEXES

ANNEX I: RESOURCES	
<p>Getting it Right for Children</p> <p>http://resourcecentre.savethechildren.se/library/getting-it-right-children-practitioners-guide-child-rights-programming</p>	<p><i>Getting it right for children – a practitioner’s guide for child rights programming</i> explains how to adapt every stage of the programme cycle so that it works to make children’s rights a reality. Chapter 3 focuses on CRSAs. Useful materials are included, providing detail on responsibility mapping, capacity gap analysis, diversity and discrimination analysis. Versions are available in Arabic, English.</p>
<p>Child Rights Governance Analysis Tool</p> <p>http://resourcecentre.savethechildren.se/library/child-rights-governance-analysis-tool</p>	<p>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. This publication is also available in Spanish and French. The CRSA Guideline makes use of a number of matrixes (GMI, Key Actors, Key Factors) in this publication.</p>
<p>Child Rights Governance. A “How to” Note. Incorporating Child Rights Governance into your Generic Child Rights Situation Analysis</p> <p>http://resourcecentre.savethechildren.se/library/child-rights-governance-how-note-incorporating-child-rights-governance-your-generic-child</p>	<p>This note is also available in Spanish, French and Arabic. It was written as a supplement to earlier CRSA guidance to strengthen the analysis of Child Rights Governance. It provides a useful overview of the sector.</p>
<p>A guide to increasing children’s participation in the analysis, planning & design of programmes</p> <p>Save the Children UK 2013</p>	<p>A guide to mainstreaming child participation in programme activities: a source of participatory tools and guidance that can be used in CRSA fieldwork and analysis with children and young people.</p>
<p>Child Participation Practice Standards</p> <p>https://onenet.savethechildren.net/whatwedo/child_participation/SCDocuments/Practice%20Standards%20child%20participation%202005.07-%20English%203rd%20pp.pdf</p>	<p>The practice standards state what children and others can expect of Save the Children’s practice in child participation. They are designed to apply to all Save the Children’s child participation work and represent minimum expectations of the ways in which staff will behave and operate.</p>
<p>ARC Foundation Module: Participation and Inclusion</p> <p>http://www.arc-online.org/foundation/participationinclusion.html</p>	<p>A source of guidance for many participatory exercise and standards that can be used in CRSA fieldwork and analysis with children and young people.</p>
<p>ARC Foundation Module Programme Design</p> <p>http://www.arc-online.org/foundation/participationinclusion.html</p>	<p>A source of guidance for many of the analysis tools used in CRSAs, together with exercises.</p>

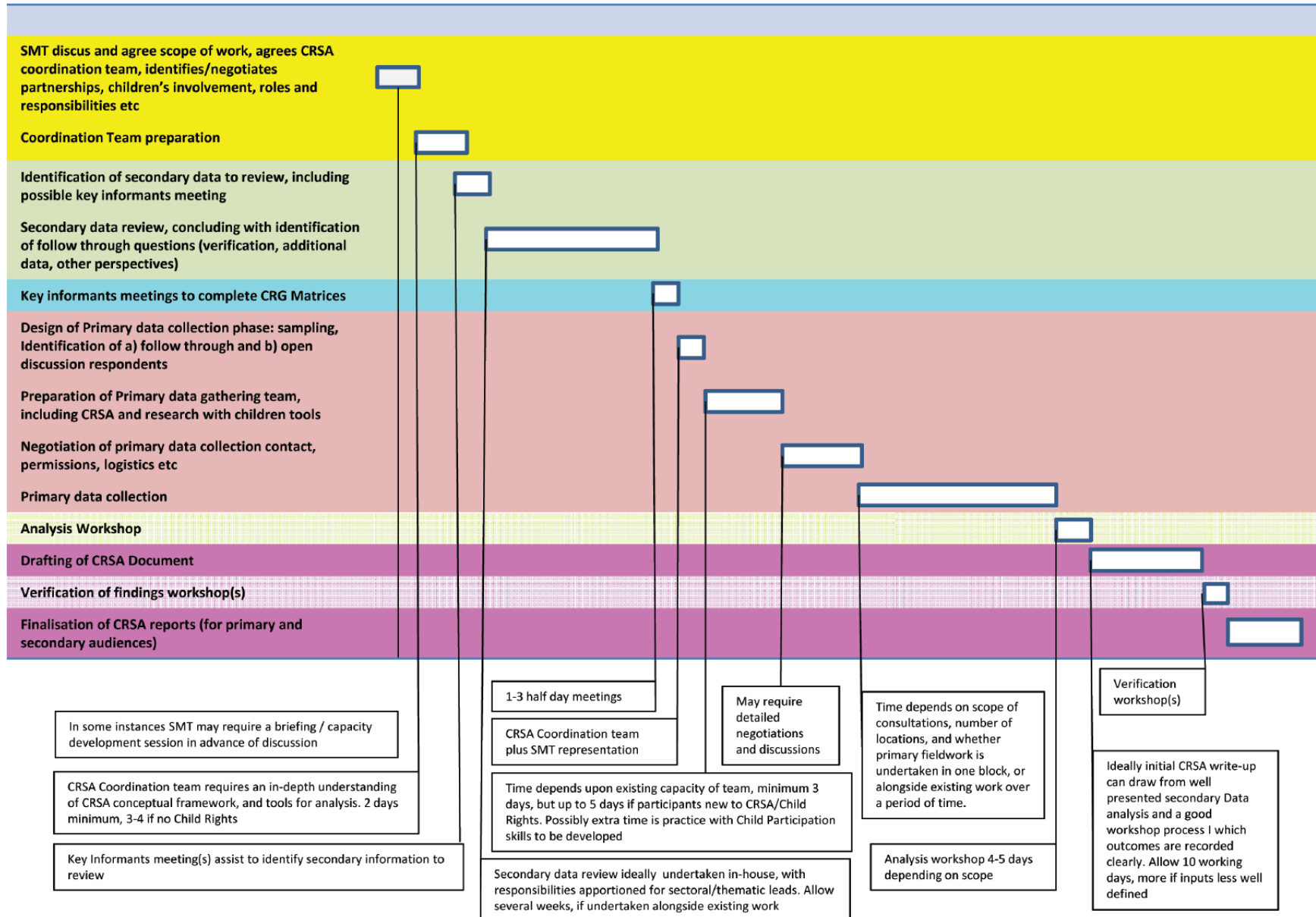
ANNEX I: RESOURCES

<p>Implementation Handbook for the Convention on the Rights of the Child</p> <p>http://www.unicef.org/publications/files/Implementation_Handbook_for_the_Convention_on_the_Rights_of_the_Child_Part_1_of_3.pdf</p>	<p>An invaluable reference document for children’s rights, providing article-by-article description of ways in which each right should be implemented. Checklists at the conclusion of each article provide detailed, point-by-point factors to look for, including links with other articles and UNCRC General Principles. This should be a key reference point for all team leaders and be available to the analysis workshop.</p>
<p>UNCRC General Comments</p> <p>http://www2.ohchr.org/english/bodies/crc/comments.htm</p>	<p>The General Comments provide a source of best thinking as to the implementation of rights. These can be used by thematic team leaders to familiarise themselves with factors to look for in the implementation of rights.</p> <p>General Comment 5: General Measures of Implementation is a recommended read for those team members responsible for monitoring and analysing progress in this field.</p>
<p>SIGI</p> <p>Social Institutions and Gender Index</p> <p>http://genderindex.org/ranking/</p>	<p>As a composite index made up of 14 unique variables, SIGI and its sub-indices provide powerful and interpretable tools to compare the level of underlying discrimination against women for over 100 countries and economies, allowing cross-country, regional and sub-regional analyses. The scores and ranking of each country is complemented with detailed country profiles, which set the context and describe how social institutions discriminate against women, with country-specific information.</p>
<p>So You Want to Consult with Children: A toolkit of good practice</p> <p>http://resourcecentre.savethechildren.se/sites/default/files/documents/2553.pdf</p>	<p>This toolkit supports the meaningful and ethical participation of children in research relating to violence against children. It includes studies on effective participative research from around the world, promoting research that sees children as active agents in their own lives, not passive victims or research subjects. It also explains why child participation in the UN Study on Violence against Children is important, and how to involve children in secondary research and why it is important.</p>
<p>So You Want to Involve Children in Research? A toolkit supporting children’s meaningful and ethical participation in research relating to violence against children</p> <p>http://www.unicef.org/adolescence/cyppguide/files/So_you_want_to_research_apr2004.pdf</p>	<p>Children can undertake roles as researchers in collecting and analysing data.</p>
<p>Kit of Tools: For participatory research and evaluation with children, young people and adults</p> <p>http://tn.reddbarna.no/default.asp?V_ITEM_ID=19028</p>	<p>A compilation of tools used during a thematic evaluation and documentation on children’s participation in armed conflict, post conflict and peace building, 2006-2008</p>
<p>Children’s rights: turning principles into practice</p> <p>Save the Children Sweden/UNICEF ROSA, 2000</p>	<p>Chapters 1 to 4 provide succinct and practical guidance as to how the four General Principles should be implemented. This is very useful preparatory reading for CRSA team members, and can be a useful prompt to thinking immediately prior to the analysis workshop section on cross-cutting principles.</p>

ANNEX 2: CRSA IN A NUTSHELL

- The Senior Management Team (SMT) agrees the overall purpose and goal of the CRSA and sets specific objectives. Indicates factors to be taken into consideration in CRSA process. Establishes Coordination Team, ensures that they are prepared with skills in CRSA process design, analysis tools and participation skills. If necessary, seeks support for Coordination Team to assist in planning.
- Coordination Team reviews CRSA objectives against available and potential personnel who can do the work, together with SMT decision made as to who will undertake and whether in-house, with partners, in collaboration with other agencies, or contracted out. Consider co-opting staff from other programme within region with recent experience of undertaking a CRSA.
- Initial CRSA planning meeting identifies documentation and analysis already available for review including any existing material developed as part of ongoing process for past strategic period (eg, children's consultations). If in partnership this can be an initial workshop with key informants or collaborators.
- Secondary data reviewer/s identified. Can be individual, small team or thematic teams. Familiarised with analysis tools and framework and method of documenting and reporting (this can be done together with primary data gatherers – see below).
- Secondary data assembled to cover full range of UNCRC content arranged by eight periodic reporting clusters (unless scoped otherwise). Output presented in a format that can guide decisions on primary data needed, for example in briefing sheets per cluster.
- Key informant meetings to develop initial analysis of Child Rights Governance and completion of the three CRG matrices: General Measures, Key Factors, Key Actors, and possible review of other sectoral packages depending upon need (eg, humanitarian systems and institutions). These will be revisited later, but initial discussions identify existing institutional framework and questions to guide primary data collection.
- Coordination Team uses findings from secondary data and key informant interviews as an input into identifying what needs to be sought from primary sources. Consider both follow-through questions from the secondary data review and CRG Matrices, verification, alternative perspectives and 'Open enquiry', with a focus on most marginalised children to identify issues important to them.
- CRSA primary data gatherers/researchers identified among staff and partners (including youth organisation partners).
- Coordination Team undertakes skills assessment of CRSA primary data team. Planning and training meeting ensures necessary capacity building for primary data collectors on analysis tools and consultation methods, especially skills on participatory work with children and children's groups. Meeting concludes by producing sampling plan for primary data gathering and formation of teams of primary data gatherers with team leaders. Sampling to include contact with children (boys/girls), parents/caregivers, community members, professionals, decision-makers, and influencers/opinion leaders. Core questions and means of getting information to be drafted.
- Primary data gathering to include regular debriefs and progressive building of analysis. Each team uses secondary data review as a point of reference. Flexibility retained to identify new respondents as needed. Coordination Team maintains communications and overview. Data gatherers maintain analysis sheets for each issue explored so as to bring partially completed findings to final analysis.
- Analysis workshop. Bring together secondary and primary data reviewers. Develop and present overview of findings. Map issues (violations and non-realisation of rights) identified from secondary and primary data and code to assist with prioritisation. Agree issues to explore in depth. Analyse Substantive Rights first, followed by General Principles and finally General Measures. Using the issue analysis developed, continue by identifying cross-cutting issues, mapping and analysis of key actors, and completion of CRG matrices on General Measures, Key Actors and Key Factors. Conclude by identifying questions that remain to be identified, and agreeing issues that Save the Children should keep a watching brief on.
- Close analysis section of workshop.
- Final exercise: workshop participants compose recommendations to country strategy team, together with justifications. Recommendations shaped around Save the Children International's Global Impact Areas and Theory of Change.
- Final questions asked of key respondents.
- Draft CRSA written.
- Key findings presented to verification workshop/s: children, key informants.
- CRSA finalised and used to inform country strategy, programming and advocacy.

Child Rights Situation Analysis ~ Basic Timeline



SAVE THE CHILDREN

- Existing research, baseline studies, consultations with children/children's organisations, monitoring and evaluation reports, project proposals with relevant data, previous CRSAs, strategies

NATIONAL

Human rights reporting mechanisms

- Reporting to the UN Committee on the Rights of the Child
This is an essential starting point and you should consider all aspects of the reporting process, not just the Concluding Observations themselves, which can provide up-to-date and detailed information about the situation of children's rights in a country and highlight key factors in progress. Other relevant documentation from the reporting process includes:
- State party reports
- complementary civil society reports (shadow reports/alternative reports)
- records of the proceedings of meetings between the CRC and government representatives

Universal Periodic Review

- So far, 20% of the recommendations relate to children's rights and reviewing a series of reports can help to identify trends in achieving or not achieving progress
- others include CEDAW, ICESCR, Human Rights Committee, reports of visits from UN Special Procedures' mandate holders, SRSGS, etc

Government

Include wide range of different ministries and departments including Finance and Planning, Justice, Education, Labour, Health, Social Affairs, etc. Use the periodic reporting documentation to identify key government institutions. Also a wide range of different documents including censuses, health surveys, policies, legislation, National Action Plans for Children, budgets, etc

National human rights institutions/ombudspersons

Annual reports, reports of complaints received

Research institutions, think tanks, media and academia

- research institutions (within the country)
- academic – including law, anthropology, sociology, economics, political science, social sciences at the national university, etc
- local and national media outlets – online and print

Civil society organisations including INGOs

- Plan International, World Vision, etc
- Human rights NGOs, eg, Amnesty, Human Rights Watch
- faith- and community-based organisations
- women's rights organisations
- disability rights organisations

EXTERNAL

International finance institutions

- World Bank, IMF and Economist Intelligence Unit, for macro-economic analysis and statistics (including Poverty Reduction Strategies, Country Assistance Plans, Progress on MDG commitments, economic growth, debt, investment, etc)

UN agencies

- UNICEF – its own situation analyses, statistics from Multiple Index Cluster Surveys and State of the World's Children reports, as well as Common Country Assessments where they exist
- other UN agencies, eg, ILO, UNESCO, UNHCR, WHO, UNDP (Human Development Reports), UN Women, etc
- Millennium Development Goals documentation

Donors

Research institutions, think tanks, media and academia

- research institutions (within the country and internationally, eg, Institute for Development Studies, International Development Centre)
- academic – including law, anthropology, sociology, economics, political science, social sciences, etc

WEB RESOURCES

- CRIN <http://www.crin.org/>
- IRIN <http://www.irinnews.org/>
- Business and Human Rights Resource Centre – Children’s portal <http://www.business-humanrights.org/ChildrenPortal/Home>
- Childwatch International Research Network <http://www.childwatch.uio.no/>
- Innocenti <http://www.unicef-irc.org/>
- ECPAT
- DevInfo <http://www.devinfo.org/libraries.aspx/Home.aspx>
- Global Studies on Child Poverty and Disparities – UNICEF http://www.unicef.org/socialpolicy/index_45357.html
- CEE/CIS: Transmonee <http://www.transmonee.org/>
- Child Friendly Cities database <http://www.childfriendlycities.org/en/cfc-database>
- Multiple Indicator Cluster Surveys http://www.unicef.org/statistics/index_countrystats.html

ANNEX 5: SEQUENCING OF SECONDARY DATA

Organising and sequencing the review of information in blocks, as shown below, can help to efficiently manage the review of a large number of documents in one exercise.

Secondary data focus on:	Process:
<p>Rights environment</p> <p>(demographic, political, religious, economic, geographic, environmental, cultural, humanitarian, security, regional, civil society, private sector and media)</p>	<p>Start by consulting a selection of overview documents (identified by your key informants as being of good quality and relevant) and note trends in and factors formative of the rights environment. These may be external (eg, Economist, World Bank, UNDP, international agencies) or locally produced (eg, think tanks, media).</p> <p>Exploring the ‘rights environment’ at the beginning of the process will provide a context for the more focused review of specific articles and rights that follows.</p> <p>Throughout the review of data in the sections below, look for insights that will build on, confirm or challenge this overview of the rights environment. Factors in the external environment will potentially contribute to reasons why progress in achieving rights is poor or good, and may contribute to analysis of Child Rights Governance.</p>
<p>General Measures of Implementation</p> <p>(the systems and institutions required by the State to manage its response to commitments to rights)</p>	<p>Consult the most recent documentation from the Periodic Reporting Process, especially the Concluding Observations and Recommendations (COR). If it has already been undertaken, use Save the Children’s CRG Sector Analysis findings. As far as possible, complete the Implementation Matrix analysis sheet (see Annex 6). Consulting a sequence of Concluding Observations will enable comparisons to be made over time and any progress/ trends to be identified. This will provide an initial picture of progress made in establishing the means, systems and institutions by which rights are to be realised and sustained. This will be a snapshot at the time of the last periodic report and a background to all other parts of the analysis.</p> <p>Use the completed matrix to identify material to look for in other secondary data, and to identify questions to follow up with primary sources, particularly as to the experience of respondents on the quality of implementation. Add to, and revisit this analysis as other clusters or articles are examined.</p>
<p>UNCRC General Principles (Articles 2, 3, 6, 12) + Evolving Capacities (Article 5) + Definition of Child (Article 1)</p> <p>(these articles have cross-cutting significance as they establish principles of relevance to the implementation of every other right)</p> <p><i>Tip: Checklists in the Implementation Handbook for the Convention on the Rights of the Child (see Annex 1) provide guidance as to how each of the General Principles relates to other articles</i></p>	<p>Consult documentation from the Periodic Reporting, especially the Concluding Observations for each thematic cluster. Identify status and trends in implementation for these principles.</p> <p>Formulate questions to be monitored in the review of information on substantive rights. Review of data on each of the five clusters below will provide further insights as to the degree to which realisation of the general principles is a positive or negative factor in their implementation.</p> <p>This review will also provide insights as to how State and society accommodate key defining aspects of childhood, eg, in ensuring that Children’s Evolving Capacities are appropriately reflected in legislation.</p> <p>Make notes, and following review of the five clusters below, consolidate the findings and identify questions for follow-up with primary sources.</p>

Secondary data focus on:	Process:
<p>5 Clusters of articles establishing rights</p> <ul style="list-style-type: none"> • Civil rights and freedoms • Family environment • Basic health and welfare • Education and culture • Special protection measures 	<p>For each cluster of rights, review the Concluding Observations, State Party Reports and policy documents from responsible parent Ministries for the rights involved.</p> <p>Follow with a review of documents describing how rights have been codified in policy or law, the commitments made and plans of action, etc. Then look for data to indicate the level of enjoyment of rights and causes of their violation.</p> <p>Disaggregated data should be sought, to build a picture of differences in enjoyment of rights by age, gender, disability, HIV status, and ethnic, religious, cultural and linguistic groups, location, etc.</p> <p>Finally, review materials from support agencies to verify or question your findings, scope identified challenges, and ascertain plans for support. Use the Structure/ Process/ Outcome/Activities Framework to organise the information gathered.</p>
<p>Throughout the secondary data review, information will be identified that informs causal analysis, responsibility analysis and capacity gap analysis and that helps to build a picture of which issues are being worked on by which agencies.</p> <p>As the review of secondary data progresses, identify questions for follow-up, checking, verification from primary sources, and any emerging or new themes.</p>	

ANNEX 6: MATRIX: GENERAL MEASURES OF IMPLEMENTATION

UNCRC MEASURES OF IMPLEMENTATION	Assessment on progress of primary duty bearer in meeting implementation obligations (Compared to what it should be by this point, how does it appear?)					What do you consider the reasons for this level of progress ?
	Negative	None	Minimal	Adequate	Strong	
Law reform and enforcement: - Ensuring that all law is compatible with the UNCRC - Removal of reservations and ratification of key human rights instruments						
Ensuring that rights are justiciable - including access for children and their advocates to independent complaints mechanisms and courts with 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 UNCRC, and taking into account relevant policies						
Developing permanent mechanisms in government to ensure effective coordination, monitoring and evaluation of implementation						
Developing training and capacity building for all those involved in the implementation process						
Making children visible in budgets and carrying out adequate budget analysis for children						
Ensuring the development of appropriate indicators and sufficient collection of data on the situation of children						
Creating a mechanism or process to ensure all State and non-state (eg, private sector, NGO/civil society) service providers respect the UNCRC						

ANNEX 6: MATRIX: GENERAL MEASURES OF IMPLEMENTATION

UNCRC MEASURES OF IMPLEMENTATION	Assessment on progress of primary duty bearer in meeting implementation obligations (Compared to what it should be by this point, how does it appear?)					What do you consider the reasons for this level of progress ?
	Negative	None	Minimal	Adequate	Strong	
Ensuring awareness of children's rights among adults and children and disseminating reports under the UNCRC						
Promoting cooperation and coordination with civil society - with professional associations, NGOs, children, etc						
Promoting international cooperation in implementation						
Creating statutory independent children's rights institutions/ombudsman offices						
Fulfilling UNCRC reporting obligations (Article 44)						

EXPLANATORY NOTES

This matrix provides a framework for discussing and analysing the State's progress in putting into place the UNCRC Measures of Implementation: the 'Systems and Mechanisms' that bring about and sustain the realisation of children's rights.

Assessment of Progress

Twenty-three years after the UNCRC came into force, and normally at least a decade after most countries ratified or acceded to it, there should be evidence of the degree to which key institutions have brought about change and are maintaining children's rights. The analysis and judgement in the matrix is necessarily subjective, and should be discussed and compiled by people who have working contact with the implementation areas and ideally who can compare the progress of a country with others in a similar situation.

Progress might be considered as:

- strong - if the State has shown evidence of swift and committed actions, prioritising and adequately resourcing
- adequate - if there is a track record of planning and steady progress towards implementation on a routine basis
- minimal - if it is on the agenda, but only scant movement is evident, or there are only words rather than actions
- none - if there is no evidence of any movement having been made in relation to this implementation obligation. It is not on the agenda in any meaningful way
- negative - if the primary duty bearer/responsible agency has placed significant obstacles in the way of this system/mechanism being established

ANNEX 7: KEY FACTORS IN CHILD RIGHTS GOVERNANCE

This table is to assist in making decisions on areas that it may be appropriate to investigate in more depth. Suggest that it is used as an agenda by a groups of informed people, in conjunction with the associated text from the CRG CRSA Framework .

	<i>In your country, how much is this a factor in preventing children realising their rights?</i>	What is the trend in your country?	How many children does this impact upon?	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?
	<ul style="list-style-type: none"> • Not at all • Small impact • Significant impact • Major impact 	Trend <ul style="list-style-type: none"> • Getting worse • No change • Improving slowly • Improving quickly 	<ul style="list-style-type: none"> • None • A few - less than 25% • A lot - 25-50% • A majority - 50%+ 	Which category ?	
Citizenship					
• Birth registration					
• Stateless children					
• Children's civil and political rights in matters of governance					
Economic governance					
• Corruption					
• Income and taxation					
Decentralisation					
• Decentralisation					

ANNEX 8: CAPACITIES AND INTERACTIONS OF KEY ACTORS IN CHILD RIGHTS

*** DRAFT *** This table is to assist in making decisions on areas that it may be appropriate to investigate in more depth. Suggest that it is used as an agenda by a groups of informed persons, in conjunction with the associated text from the CRG CRSA Framework.

		How well is this actor fulfilling its potential as a key actor in children achieving their rights?	How well is this actor engaging with other actors in change for children?	Is improved engagement of this actor important for particular groups of children (eg, gender, location, ethnicity, religion, ability, age)? Which ones ?	Is improved engagement of this actor important for particular groups of rights? Which ones ?	Could the engagement of this actor with child rights or with other actors be improved ?
The State		<ul style="list-style-type: none"> • Not at all • A little • Well • Very well 	<ul style="list-style-type: none"> • Not at all • A small amount • Quite a lot • Very strong 			
Citizens / Children						
Non-state actors	Civil society					
	Private sector					
	Religious institutions					
	Media					
	Academia					
Regional actors						
International actors						

ANNEX 9: MAPPING OF RIGHTS ENVIRONMENT: CHECKLIST FOR KEY INFORMANTS MEETING

	Indicators				To follow up
	Outcome	Structure	Process	Interventions	
Each of the clusters of articles below should be further divided into the specific articles	Availability of disaggregated mapping + issues identified (groups denied rights)	Laws, policies, establishing rights, and dissemination of information	Indication of capacity, of people, systems and institutions to deliver on rights obligations	Who, what, where: nature, scale, vision	What additional information /perspective should be sought
Education, culture and leisure					
Health and welfare					
Special protection					
Family environment and alternative care					
Civil rights and freedoms					
General principles					

NOTES

- ¹ <https://onenet.savethechildren.net/sci/ip/Pages/Operations%20Quality%20and%20Continual%20Improvement.aspx>
- ² See Save the Children UK, forthcoming, A guide to increasing children's participation in the analysis, planning & design of programmes; Save the Children UK, September 2013, A guide to mainstreaming child participation.
- ³ Ref: General Comment 5
- ⁴ For example, the Day of General Discussion on Education in Emergencies (2008)
- ⁵ UNECE, 2006, Gender Aspects and Minority data: A Illustrative Case of Roma Women in Southeast Europe, <http://www.unece.org/stats/documents/ece/ces/ge.30/2006/20.e.pdf>
- ⁶ UNECE, 2007, Gender and minorities
http://unstats.un.org/unsd/demographic/meetings/wshops/Gender_Statistics_10Dec07_Rome/docs/2.3_Me.pdf
For more information on time use surveys, and on gender statistics look at *Developing Gender Statistics: A Handbook* (UNECE and the World Bank). <http://www.unece.org/stats/documents/ece/ces/2010/7.rev.1.e.pdf>
- ⁷ Consult UNICEF Implementation Handbook http://www.unicef.org/publications/index_43110.html
- ⁸ Ref the CRG Addendum
- ⁹ Links to the many resources
- ¹⁰ Petrán A and Hart R, 2000, 'The child's right to development', in Petrán A and Himes J (eds), *Children's Rights: Turning Principles into Practice*, Save the Children Sweden and UNICEF ROSA
- ¹¹ Child Rights Governance Analysis Tool <http://resourcecentre.savethechildren.se/library/child-rights-governance-analysis-tool>



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