



# **Instrument for the Children's Rights Programming monitoring process**

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## **Guide for reflection**

This guide aspires to be an instrument that can contribute to individual and collective reflection relating to our practice in placing greater emphasis on the incorporation of children's rights in our programmes towards a Child Rights Programming (CRP). With this we can identify the moment at which we find ourselves, define how far we want to go and on this base establish parameters to measure such advances gradually. It also aims to be a guide that can be taken into account at times in which our work is being evaluated.

## **I. The practical application of CRP**

### **A. Knowledge of rights based approaches and its application in the programme**

1. Is the programme developed by your institution formulated from a rights or needs based approach? How is it expressed?
2. Do the staff and the main groups with which you work understand the principles, standards and instruments on human and children's rights?
3. Do the staff and the main groups with which you work have knowledge of the legal instruments in their country that give protection to children's rights? Do these instruments include human rights principles?
4. When planning the work, does the institution or organisation take into account national and international human rights instruments, laws, policies and national plans?
5. In your organisation and its programmes, how are the following expressed: the principles of the CRC, equality, inclusion and non-discrimination, accountability?
6. Has an analysis of the situation regarding the violation of children's rights been made (rights violated, causes, consequences and impact on children), in particular relating to the main groups with which you work?
7. Are the perceptions, opinions, experiences, practices and attitudes held by civil society, organisations, public officials, children and adolescents taken into account?
8. Have the guarantees for compliance with children's rights and those who must take on shared social responsibility, stakeholders, been identified? Is their role strengthened through advocacy? How?

9. Which of the following specific strategies or actions are implemented by your institution or organisation in response to the violations identified or prioritised?

Monitoring of the compliance with children's rights \_\_\_\_\_

Direct treatment of violations \_\_\_\_\_

Protection of children and adolescents \_\_\_\_\_

Awareness-raising and training on rights \_\_\_\_\_

Promotion of children's rights \_\_\_\_\_

Facilitate the participation of boys and girls \_\_\_\_\_

Generate public opinion regarding children's rights \_\_\_\_\_

Others, please specify \_\_\_\_\_

10. With whom do you coordinate, collaborate and/or establish mechanisms or alliances to guarantee or demand the compliance with children's rights? What other actors should be included?
11. Who do you think you should account to for work on the application of the CRP (groups of children, organisations in society assigned with responsibility to implement children's rights, etc.)?
12. Does your institution carry out monitoring and evaluation to measure the advance and impact of compliance with children's rights relating to:
- The level of understanding of children's rights
  - The policies, strategies and institutional abilities oriented to the respect and fulfilment of children's rights
  - The real situation of children
  - The participation of children, taking into account their opinions in decision-making processes

## **B. Participation of boys and girls**

1. In the work carried out with boys and girls by your organisation, do you positively favour their participation? What methods have you promoted or developed?
2. In what spaces do the boys and girls with whom you work participate? Is their participation voluntary? Do all children have the same opportunity to participate? Are their opinions taken into account?
3. What do boys and girls do to demand their rights? What support are they offered to strengthen their abilities, express themselves and take decisions?

4. Are initiatives promoted by the boys and girls themselves supported? What support is offered to them to help strengthen their abilities and those of the organisations and initiatives they run?
5. Do mechanisms for boys and girls participation internally to your institution exist? In what spaces do they participate in decision-making?
6. Are the opinions of boys as well as girls taken into account? Are they given the same weight? Are their opinions incorporated into the planning, implementation and evaluation of projects or actions?
7. Does the working team respect the development of the abilities of children and adolescents, including those with disabilities?
8. What are the factors that help and what are the factors that hinder the participation of children?
9. What do you think could be done to counteract these difficulties?

### **C. Institutional development**

1. What values does the organisation work toward?
2. How would you define the management style of your organisation?
3. What does accountability from a rights-based approach mean to your organisation? How do you carry it out? To whom are you accountable?
4. Who takes the decisions in your institution or organisation? Who takes the important decisions? What mechanisms are set up for decision-making?
5. Do procedures exist that take into account and feed back the content and approaches developed by the institution internally and with the groups with which you work?
6. Do you promote reflection among staff on diversity within society relating to gender, age, disability, ethnicity, religious beliefs and others?
7. Do the staff know their own rights?
8. Does the organisation have organisational policy on human resources management: staff selection, induction of new staff, job descriptions, contracts, supervision, performance evaluation, training, skill increase, benefits, stimuli, etc?
9. Does the organisation have policies that protect children from sexual abuse by teachers, promoters and social workers?

## Information guide on the CRP process

1. What activities have you carried out to promote the CRP process internally within the organisation, with other actors, and with children and adolescents? What materials have been used?
2. What difficulties have been found in the management and application of CRP and the application rights-based approaches?
  - a. In your organisation
  - b. With the groups you work with/with other actors
  - c. In the analysis of the situation, planning, monitoring and evaluation
  - d. In the conceptual framework
3. What suggestions do you have to improve the CRP process that is carried out?
4. What changes have given rise to the application of the child rights-based approach in:
  - a. The programmatic content of your organisation, organisational layout, operation mechanisms, decision taking.
  - b. The implementation of actions in the face of a situation of rights violations.
  - c. Coordination and alliances you have established
  - d. Demands for compliance with children's rights
  - e. Accountability
  - f. Among target groups and children and adolescents
  - g. Among other actors
  - h. Others
5. What strategies have been put forward to incorporate children's rights with greater force within your programming?
6. What should be done in order to advance towards a greater understanding and application of the child rights-based approach in different spheres?
7. What is needed or required as practical support?
8. Identify the mechanisms you are using or that you recommend to continue moving forward in the application of the CRP.