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HUMAN RIGHTS  
& DEVELOPMENT

# THE RIGHTS OF THE CHILD

Ensure their realisation  
to achieve sustainable societies

#WorldInCommon



"In light of the significant regressions observed over the course of the past decade in many regions of the world, France has adopted, on the occasion of the 70th anniversary of the Universal Declaration of Human Rights, a new and different Human Rights and Development Strategy. Fully in line with France's action to achieve the Sustainable Development Goals, **this strategy reaffirms the indissociable link between the realisation of human rights and sustainable development**. Although the global health crisis has sometimes been used as a pretext for violating human rights, it has also made it possible to show the universality and interdependence of such rights. The right to reliable and pluralistic information has thus emerged as an indispensable public good for effective and fair treatment of the crisis. The heavy toll paid by populations who are the most vulnerable due to their poverty or who suffer discrimination also underlines all that remains to be done to ensure full respect of fundamental rights, including equal access to health, the right to decent housing, the right to a decent standard of living and every person's right to social security. France's development cooperation policy aims to address these issues."

"The Human Rights and Development Strategy establishes **a new method so that our international solidarity actions fully contribute to respect human rights and are resolutely more sustainable**. France's conception of development is built on the idea that while the fulfilment of human rights is the common ideal to be attained, it is also a means to achieve sustainable development. Development creates the conditions for the enjoyment of human rights for all, and respect for human rights contributes to a development that is truly sustainable. Therefore, it is important to further develop France's approach and design **development programs that are no longer just focused on solidarity-based action** but that can also be used as tools to implement states' international human rights obligations. To achieve this objective, France has committed to two aspects: **ensuring that none of the projects and programmes which it finances violate human rights and that throughout all sectors, they aim to produce the maximum amount of positive effects to fulfil human rights**."

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# CONTEXTUALISATION OF THE SUBJECT IN LIGHT OF THE HUMAN RIGHTS-BASED APPROACH



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**T**he Convention on the Rights of the Child (also called the International Convention on the Rights of the Child – CRC) defines a child as every human being below the age of eighteen years.<sup>1</sup> There are now over two billion children on earth and in several priority countries for official development assistance such as Madagascar<sup>2</sup> or Mali<sup>3</sup> they represent 50% of the population.

It is predominantly during childhood – and at each stage of childhood (infancy, early childhood, school age, adolescence) – that human beings develop and forge the potential that they will use throughout their life. Due to this continuous development, children of all ages and all genders have specific needs and vulnerabilities that require protection and adapted assistance. As a result, in addition to holding “generic” human rights, children hold specific rights: child rights.

**“In sheer numbers alone, children are central to development as they are one of the most important beneficiaries of development cooperation.”<sup>4</sup>**

<sup>1</sup> “A child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.” (Article 1 International Convention on the Rights of the Child).

<sup>2</sup> Madagascar Multiple Indicator Cluster Survey, 2018 – Executive summary of survey results – INSTAT, August 2019. [www.unicef.org/madagascar/en/documents/mics-6-2018-executive-summary-survey-results](http://www.unicef.org/madagascar/en/documents/mics-6-2018-executive-summary-survey-results)

<sup>3</sup> [www.unicef.org/mali/en/children-mali](http://www.unicef.org/mali/en/children-mali)

<sup>4</sup> Child Rights Toolkit: Integrating Child Rights in Development Cooperation – UNICEF, European Commission, 2014. [www.unicef.org/bih/media/726/file/EU-UNICEF%20Child%20Rights%20Toolkit%20.pdf](http://www.unicef.org/bih/media/726/file/EU-UNICEF%20Child%20Rights%20Toolkit%20.pdf)



# The Rights of the Child

The CRC is the reference text for all child rights and the most universally ratified international treaty in history. It is the first text to explicitly recognise children as human beings in their own right, as holders of social, economic, civil, cultural and political rights.

The States Parties to the CRC are legally bound to “undertake all appropriate legislative, administrative and other measures for the implementation of the rights” enshrined in the CRC, pursuant to Article 4. The States’ capacity to do so may be constrained by their available resources and require that other States commit to supporting them in implementing their obligations within the framework of international cooperation.

The Committee on the Rights of the Child, comprising 18 independent experts, is responsible for monitoring the implementation of the CRC and its three optional protocols<sup>5</sup> by the State Parties.

The CRC covers three main categories of rights:

**Survival and development rights** guarantee the basic well-being of each child, the right to an adequate standard of living and the right to health.

**Protection rights** guarantee protection against physical and mental abuse, neglect, exploitation and cruelty, and ensure special protection in times of armed conflict, catastrophes and population displacements.

**Participation rights** guarantee the freedom of expression and free child-friendly access to information and the media. They also include the right to have their expressed opinions heard and taken into account.



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## The challenges

Most of the children in the world are nonetheless prevented from exercising their rights. As a result:

- ▶ One quarter of the children born every day may never have an official birth certificate or qualify for a passport.<sup>6</sup>
- ▶ 13,800 children under the age of five die each day, most of them from treatable diseases or other preventable causes.<sup>7</sup>
- ▶ Twelve million girls in the world are married each year before the age of 18 – one third of them before age 15.<sup>8</sup>
- ▶ In 2020, the number of working children between the ages of 5 and 11 increased by 16.8 million compared to 2016.
- ▶ 258 million children and youth were out of school in 2018 – representing nearly one fifth of the global population in this age group.<sup>9</sup> In 2022, in low- and middle-income countries, 70% of 10-year-old children are unable to understand a simple written text, compared to 57% in 2019.<sup>10</sup>
- ▶ 36.5 million children were left displaced at the end of 2021: 13.7 million refugee and asylum-seeking children and nearly 22.8 million children internally displaced due to conflict and violence.<sup>11</sup>

<sup>5</sup> The Optional Protocol on the involvement of children in armed conflict (2000), the Optional Protocol on the sale of children, child prostitution and child pornography (2000), and the Optional Protocol on a communications procedure (2011).

<sup>6</sup> [www.unicef.org/child-rights-convention/open-letter-to-worlds-children](https://www.unicef.org/child-rights-convention/open-letter-to-worlds-children)

<sup>7</sup> [data.unicef.org/topic/child-survival/under-five-mortality](https://data.unicef.org/topic/child-survival/under-five-mortality)

<sup>8</sup> UNICEF database 2020.

<sup>9</sup> Meeting Commitments: Are Countries on Track to Achieving SDG 4, UNESCO, 2019.

<sup>10</sup> UN Info – June 2022.

<sup>11</sup> UNICEF, June 2022 [www.unicef.org/rosa/press-releases/nearly-37-million-children-displaced-worldwide-highest-number-ever-recorded](https://www.unicef.org/rosa/press-releases/nearly-37-million-children-displaced-worldwide-highest-number-ever-recorded)





© Action Education – Chandra Kiran

## The commitments

Children and their rights are recognised as an integral part of the global development agenda as defined by the 2030 Agenda and its Sustainable Development Goals (SDGs). Upstream of the adoption of the SDGs, the 2015 Third International Conference on Financing for Development in Addis Ababa recognised that “investing in children and youth is critical to achieving inclusive, equitable and sustainable development”.<sup>12</sup> In 2017, Resolution 34/16 of the UN Human Rights Council<sup>13</sup> called for a child rights-based approach to implementing the SDGs.

At European level, the European Commission's Strategic Plan 2020-2024 for International Cooperation and Development states that the application of a rights-based approach is a mandatory cross-cutting obligation of the main EU instrument<sup>14</sup> for international partnerships on sustainable development, climate change, democracy, governance, human rights, peace and security in neighbouring countries and beyond.

In France, an affirmed attention is paid to the rights of the child and, since the adoption of the programming act on inclusive development and combating global inequalities (LOP-DSLIM) of 4 August 2021, these rights are among the cross-cutting priorities of France's cooperation and development policy.

### ARTICLE 1 of the French Programming Act on inclusive development and combating global inequalities:

The policy on inclusive development and combating global inequalities has the following objectives:

1. Eradicate poverty in all its dimensions, combat inequalities, fight against food insecurity and malnutrition, and act in support of education and health.
2. Promote human rights, particularly the rights of the child, strengthen the rule of law and democracy and promote La Francophonie.
3. Preserve global public goods, particularly the protection of the planet.

<sup>12</sup> Addis Ababa Action Agenda, paragraph 7.

<sup>13</sup> HRC Resolution 34/16, documents-dds-ny.un.org/doc/UNDOC/GEN/G17/085/41/PDF/G1708541.pdf?OpenElement

<sup>14</sup> Regulation (EU) 2021/947 of the European Parliament and of the Council of 9 June 2021 establishing the Neighbourhood, Development and International Cooperation Instrument – Global Europe, Article 8.2.

## A child rights-based approach (CRBA)

Children – as holders of specific rights and in need of appropriate protection – are a priority target group for the rights-based approach. When **applied specifically in terms of child rights, the approach is usually referred to as a “child rights-based approach (CRBA)”**.

In a CRBA, children are rights-holders and considered as actors of their own development. The duty-bearers (first and foremost, the State) are responsible for creating environments that respect and protect children's rights and for setting up mechanisms that allow the victims of violations to ensure that their rights are respected.

Implementing a CRBA means putting in place concrete actions that operationalise the four main principles of the CRC:

- ▶ **Non-discrimination:** no unfair distinction between children, whatever the children's or their parents' origin, situation (social, health or civil), gender, language, religion, political opinion – among others. This means that a CRBA is necessarily inclusive.
- ▶ **Respect of the child's best interests:** “In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.”<sup>15</sup>
- ▶ **Participation:** children have the right to express their views on all matters affecting them and to have these views duly taken into consideration.
- ▶ **Life, survival and development:** every child has the inherent right to life and survival, and States are to ensure the child's survival to the maximum extent possible.

<sup>15</sup> Article 3 of the CRC.

<sup>16</sup> For more details on the “Youth rights-based approach”, see the AFD fact sheet “The Rights of Youth”.

<sup>17</sup> The Committee on the Rights of the Child published specific recommendations on the rights of adolescents (General Comment No.20 of 2016).

<sup>18</sup> Intergenerational justice is an integral part of the sustainable development concept. It is related to intergenerational equity. In other words, the current generation's search for well-being must not limit the opportunities for the well-being of following generations.

### Complementarity of the youth rights-based approach<sup>16</sup> and the child rights-based approach

The youth rights-based approach and the child rights-based approach are closely interlinked and complementary. In fact, both approaches are grounded on the same components of the human rights-based approach.

Both imply the engagement of under-18-year-olds<sup>17</sup> and both are underpinned by the principle of respect for intergenerational justice.<sup>18</sup>

Adopting a CRBA in a project does not mean that the project focuses exclusively on child rights and services for children. It also means that the project will ensure throughout all its stages (design, implementation and evaluation) that:

- ▶ The children's situation and their rights are systematically taken into account and that certain underlying causes for violations of these rights are targeted.
- ▶ Children are considered as actors (and not simply beneficiaries) and that their viewpoints are solicited and taken into account at each stage of the project cycle, depending on their capacity.
- ▶ All the needs of girls and boys, and the different phases of childhood, are taken into account when choices are made and priorities established.



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Depending on its context, resources, technical capacities and ability to forge partnerships, each project will focus on some of these elements in line with its own specific scope.

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Implementing a child rights-based approach is crucial for the effectiveness of development policies and programmes. It ensures that actions are relevant and provides new insights into the issues involved. Likewise, it aims to be cross-cutting and systematic, regardless of the sector involved and/or the type of project implemented.

In France, Groupe Enfantec,<sup>19</sup> which serves as umbrella platform for 19 French NGOs committed to advancing child rights, is one of the actors that promotes and supports the operationalisation of a CRBA in international solidarity projects, notably in collaboration with AFD and other civil society actors active in this area.



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### CRBA and humanitarian action

Historically the rights-based approach relates to the international development field but also strongly integrates the field of humanitarian action. Conflicts are increasingly drawn-out and crises – mainly linked to climate change – are more intense and more frequent.

It is now clear that development programmes, humanitarian actions and peace-keeping programmes must, in many contexts, be run concurrently and in a coordinated manner.

For some ten years now, the reference documents of the UN Inter-Agency Standing Committee show that “a human rights-based approach provides the framework and necessary standards for humanitarian assistance activities”.<sup>20</sup>

<sup>19</sup> [www.groupe-enfantec.org](http://www.groupe-enfantec.org) (in French).

<sup>20</sup> Inter-Agency Standing Committee (IASC), Operational Guidelines on the Protection of Persons in Situations of Natural Disasters – 2011.



# FOCUS

## CONCRETE EXAMPLES OF SOLUTIONS IMPLEMENTED BY PROJECTS

The solutions described below are not exhaustive and aim to highlight some selected elements specific to implementing a child rights-based approach in a given context. Additional information on the projects presented is available on the websites of the organisations concerned, and in some cases on the AFD website.

### PROJECT

#### “AGIR – Project for governance support and relay initiatives for quality education in Benin”



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COUNTRY	KEYWORDS
Benin	<ul style="list-style-type: none"> <li>Children with disabilities</li> <li>Education</li> <li>Civil registration</li> <li>Children's participation</li> </ul>
PARTNER ORGANISATIONS	
Plan International Action Education	

**CONTEXT** Benin has reported significant results in several areas such as birth registrations. However overall, violence and abuse against children seem to be constantly on the rise, and nearly 1.6 million school-age children are still denied their right to access education.<sup>21</sup>

**PROJECT** The project aims to help improve education provision, notably for girls and children with disabilities in 170 schools.

It intervenes on several levels: strengthening the teachers' pedagogical capacities, personalised follow-up for children with the greatest drop-out risk, introduction of school kits and savings groups for the most vulnerable families, construction of gender-specific latrines that are also adapted to certain types of disability, access to civil registration for unregistered children – carried out together with the municipal authorities and competent courts.

This project is co-financed by the Swiss Development and Cooperation Directorate (DDC).

**A MAJOR DETAIL** The project contributes to creating innovative tools and mechanisms to promote children's participation, empowering the children to claim their rights:

- “School governments” in which the children, and particularly girls, are trained on their rights and on how to express their opinions
- “Excellence clubs” that foster peer-to-peer educational support
- The creation of brigades to “combat school drop-out”, which ensure the monitoring of those students at risk of dropping out.



<sup>21</sup> [www.unicef.org/benin/recits/protection-de-lenfant-progr%C3%A8s-et-d%C3%A9fis](http://www.unicef.org/benin/recits/protection-de-lenfant-progr%C3%A8s-et-d%C3%A9fis) (in French).

PROJECT

# “ Social inclusion of children and families living in the streets ”



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COUNTRY	KEYWORDS
Philippines	
PARTNER ORGANISATIONS	
Asmae Bahay Tuluyan Child Hope Foundation Kanlungan Sa Ermita Ministry Inc. National Council of Social Development	▶ Education ▶ Protection against violence ▶ National multi-sector plan ▶ On-line exploitation

**CONTEXT** In the Philippines, an estimated 2.85 million children aged 5–15 are out of school. Exploitation of children in the workplace and the absence of universal birth registration are some of the most serious protection risks.<sup>23</sup> A further important protection issue is the sexual exploitation of children (including online), which affects 20,000 children living on the streets of Manila.<sup>24</sup>

**PROJECT** The project supports access to public services in Manila for street children and families through advocacy work and by strengthening the capacities of duty-bearers. Concerning education, the

project simultaneously builds up the capacity of the education system to integrate the most marginalised children, while at the same time proposing them alternative educational activities that facilitate their school integration. In parallel, the quality of childhood protection services is strengthened to ensure appropriate care.

As a result, the project has enabled:

- ▶ The setting-up of collaboration agreements to foster the readmission of street children into school and keep them there. These agreements are signed between the heads of schools, municipalities (*barangay*), parent-teacher associations, and partner civil society organisations.
- ▶ Technical assistance for the social services of Manila municipality, which has reviewed the municipal standards for identifying, referencing and caring for children who are victims of violence.
- ▶ The drawing up and subsequent implementation of the first national multi-sectoral plan for street children to provide a holistic response to their specific needs. It includes improvements regarding their access to civil registration and healthcare services. This national plan is then disseminated in the municipalities and applied locally via “localisation plans”.

This project is co-financed by AFD.

**A MAJOR DETAIL** The project highlighted the prevalence of online sexual exploitation of street children. A risk assessment involving 116 children was conducted by Asmae. The conclusions enabled the actors, parents and the children themselves to better understand the phenomenon, the risk factors and existing protection mechanisms. Following the recommendations, the children participated in designing an awareness-raising campaign on social networks that they ran themselves.



<sup>22</sup> Situation of children in the Philippines – 2017 – UNICEF.

<sup>23</sup> National Economic and Development Authority (NEDA) and UNICEF Philippines 2018.

<sup>24</sup> National multi-sector plan for street children 2020–2025 – Philippines.

PROJECT

# “ Shadow report to the CEDAW Committee ”



© Harka Raj Ghalan & Ram Tamang

Video presenting the project:



COUNTRY	KEYWORDS
Nepal	<ul style="list-style-type: none"> <li>► Situation analysis</li> <li>► Report to the CEDAW Committee</li> <li>► Participation process</li> </ul>
PARTNER ORGANISATIONS	
Girls Advocacy Alliance Plan International Terre des Hommes Netherlands ECPAT	

**CONTEXT** Expert committees are tasked with ensuring the application of the international conventions and agreements – for example, the Convention on the Rights of the Child (CRC) or the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). These committees examine the reports provided by governments and compare them with shadow reports generally prepared by NGO coalitions or national human rights institutions.

**PROJECT** In 2018, a first shadow report to CEDAW was produced by girls in Nepal and submitted to the CEDAW Committee. The report was written by 527 girls, 110 boys and two people from sexual minorities, and represented the seven Nepalese provinces.

The process was managed by a group of 17 female facilitators below 18 years of age. This group was formed on the basis of proposals from existing children's clubs. Capacity-building workshops enabled these 17 girls to hold consultation sessions with groups of 25–30 girls (and a few boys) in their own neighbourhoods in order to gather their opinions on girls' conditions and rights in their country. "Special consultations" were held with girls in specific vulnerable situations, particularly girls in care facilities, girls with disabilities and the survivors of trafficking and sexual exploitation.

**This project is financed by the Ministry for Foreign Affairs, Netherlands.**

**A MAJOR DETAIL** The data analysis and production of the report were also done by children. All the contributions collected during the consultations were examined and analysed by a core group of three girls who then drafted the final report with the help of adult facilitators.





PROJECT

# “Tobatela Bana”

Promoting the rights and protection of vulnerable children



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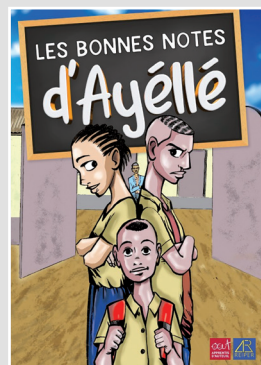
COUNTRY	KEYWORDS
Congo	<ul style="list-style-type: none"> <li>Indigenous children</li> <li>Data production</li> <li>Psycho-social support</li> <li>Participation in international mechanisms</li> </ul>
PARTNER ORGANISATIONS	
Apprentis d'Auteuil REIPER	

**CONTEXT** In Congo, one indigenous child in two has no birth certificate, whereas the national civil registration rate is 96%.<sup>25</sup> The network *Réseau des Intervenants sur le Phénomène de l'Enfance en Rupture* (REIPER),<sup>26</sup> made up of 22 Congolese civil society organisations and international NGOs, is one of the key child protection actors in Congo.

**PROJECT** In view of the limited capacities of the country's social services, the Tobatela Bana project responds directly to the needs of the most marginalised children by providing psycho-social support and support aimed at family and social integration (1,598 children supported in the project's first year).

As a result:

► The project supports improving the conditions for the detention of children in conflict with the law, promoting the social reintegration of vulnerable children and preventing the risks of family break-ups. An emergency helpline is also being deployed.



© Agence Graphik'noir et enfants ayant pris part au projet Tobatela Bana

► REIPER and the Fondation Apprentis d'Auteuil also support children's participation in awareness-raising actions for the general public and other children; for example, by producing short theatre plays or by creating and disseminating a comic strip designed together with indigenous Bantu girls and boys.

► The REIPER members' structures benefit from capacity building in the domain of social work, mainly involving emotional, relationship and sexual education for street children.

► The project helps bolster advocacy for better recognition of child rights and for budgeting from the authorities to support these rights. This is carried out by gathering reliable data, running high-profile round tables and participating in the Universal Periodic Review (UPR) and the Committee on the Rights of the Child with presentations of shadow reports integrating children's consultations hosted by REIPER structures.

This project is co-financed by the Delegation of the European Union to Congo.

**A MAJOR DETAIL** It is important that professionals be trained to carry out consultations with children and promote children's effective and inclusive participation, be it within their structure or in advocacy actions. To achieve this, REIPER members share practices and have regular training sessions.



<sup>25</sup> [www.unicef.org/congo/les-politiques-sociales](http://www.unicef.org/congo/les-politiques-sociales) (in French).

<sup>26</sup> REIPER is a network of actors working for street children experiencing situations of social disruption and family break-up.

PROJECT

“AVENIR”

Empowering the most vulnerable through inclusive education and social reintegration in the Yaoundé II district



© Plan International France

COUNTRY	KEYWORDS
Cameroon	
PARTNER ORGANISATIONS	
Plan International France Plan International Cameroon Association des Femmes Haoussa pour le Développement (AFHADEV) Amicale des Jeunes Solidaires de la Briqueterie (AJSB) Cameroon Education For All Network (CEFAN) Cameroon Ministry of Basic Education and Ministry of Women's Empowerment and the Family	▶ Social norms ▶ Access to education ▶ Sexual and gender-based violence

**CONTEXT** In Cameroon, social and political instability and violence in the region have created complex social situations involving a high number of refugees and internally displaced people as well as difficulties in accessing basic social services. Poverty and the lack of infrastructure are fuelling non-enrolment at school, child labour and forced marriages.

**PROJECT** The AVENIR project, set up in two working class districts of the capital, aims to enable the most marginalised children to access state education and make the school environment more equal. To achieve this, the project tackles one of the most deep-rooted causes of the violation of children's right to education, particularly for young and adolescent girls: harmful social norms relating to gender.

For this:

- ▶ At the start of the different project phases, studies are produced with the actors of the districts involved – including children –, to gain a better understanding of the educational issues and issues involving gender-related social norms.
- ▶ Based on this, awareness-raising actions on unequal access to education, gender-based violence in school, teenage pregnancies and forced marriage are provided for the different actors in the school system.
- ▶ The project has helped to keep over 15,000 children aged 6–13 in school between 2017 and 2019 – 51% of whom are girls. The rate of school attendance has greatly increased as has the pass rate for the Certificate of Primary Education.

This project has been supported and co-financed by AFD since 2017.

**A MAJOR DETAIL** According to the final evaluation of the project, the civil society organisations (CSOs) partnering the project have a high technical and organisational capacity and are firmly rooted in the communities covered by the project. These components are key to the success of this action, which involves sensitive social norms. However, these CSOs have a limited capacity to generate resources and long-term support for these structures is required in order to ensure the sustainability of the results achieved.



PROJECT

# “ SAWASYA II: Promoting the rule of law ”



©Projet Sawasya

COUNTRY	KEYWORDS
Palestine	
PARTNER ORGANISATIONS	
UNDP / UN Women / UNICEF / Palestinian Ministry of Justice Ministry of Social Development High Judicial Council Attorney General Office Supreme Judge Department Palestinian Bar Association CSOs and universities	<ul style="list-style-type: none"> <li>Justice system</li> <li>Children in conflict with the law</li> <li>Child-friendly procedures</li> </ul>

**CONTEXT** Palestinians, especially women and children, face multiple layers of insecurities, violence, and discrimination, affecting their rights to access justice. However, the Palestinian State made significant headway in the area of justice for children by enacting the Law No.4 on Juvenile Protection in 2016 and by publishing the CRC in its Official Journal. Applicable in the West Bank, this law guarantees the establishment of child-friendly procedures and modalities.

**PROJECT** The Sawasya II programme aims to support the Palestinian government in instituting an increasingly inclusive rule-of-law system. With a strong emphasis on children's rights, the Sawasya II programme works with the relevant national partners to strengthen the procedures and services adapted to children in contact with the law, be they offenders, victims or witnesses.

Since 2018, the programme has made significant headway in ensuring the development of a child-friendly justice system. It supports the application of child-friendly procedures and alternatives to detention, capacity-building for the child service providers, access to free quality legal aid and raising legal awareness among children. More specifically, the programme has made it possible to:

- ▶ Institutionalise and strengthen a child-friendly juvenile justice system by developing guideline and standards, as well as legal aid standards for lawyers working on juvenile cases.
- ▶ Support the setting-up of child-friendly services, such as children's telephone helpline in the Juvenile and Family Police Unit and the introduction of a complaints system for children within the High Judicial Council and the state ministry.
- ▶ Support digitalisation for managing juvenile case files.
- ▶ Strengthen the capacities of providers of justice services for children with respect to the standards and rights of child protection by providing training and accredited diplomas.
- ▶ Support the implementation of alternatives to detention.
- ▶ Provide over 1,500 children in conflict with the law with initiatives for rehabilitation and reintegration, as well as free quality legal aid.
- ▶ Organise legal awareness-raising sessions on the rights of the child for children and families, with over 2,000 people having benefited from these.

**A MAJOR DETAIL** The exhibition "We Want to Dream" presented 40 artworks by children in contact with the law. It aimed to make actors involved in juvenile justice more aware that detention should be a measure of last resort and that they should ensure that rehabilitation and the reinsertion of young offenders into society be duly taken into account.



UNDP/UN Women/UNICEF Joint Programme: Promoting the Rule of Law in the State of Palestine



PROJECT

“A safe, healthy and learning-friendly environment for migrant children”



© Action Education – Chandra Kiran

COUNTRY	KEYWORDS
India	<ul style="list-style-type: none"> <li>Early childhood</li> <li>Inclusion migrant populations</li> <li>Education system</li> <li>Access to healthcare services</li> </ul>
PARTNER ORGANISATIONS	
Action Education	

**CONTEXT** India has 400 million internal migrants, including some 100 million seasonal migrants living in “distressed” situations.<sup>27</sup> The children of these seasonal migrants have no access to essential rights, living in slums and wandering around building sites where they are often exploited and victims of violence.

**PROJECT** The model developed by Action Education aims to strengthen access to education and healthcare for migrant children. It was developed and adapted in collaboration with employers and local authorities, and, whenever possible, with representatives from migrant populations. Launched in 2010, the project has been replicated in several Indian cities.

Within the project framework:

- Childcare and education centres set up at the parents’ workplaces or dwellings have provided a safe, healthy and good quality learning environment for the youngest children (0–5 years) and ensured that children aged 6–14 years can access education (non-formal education and integration into local state schools) and continue their schooling after they return to their home villages.
- Mobile healthcare camps are regularly organised for migrant children and their families on building sites, in collaboration with the government and private hospitals.
- Advocacy work with the regional departments for education, health and childcare have helped to extend access in some towns to birth certificates and social protection for migrant children, pregnant women and nursing mothers.

This project is self-financed, with support from different companies and foundations.

**A MAJOR DETAIL** Actions targeting employers and local authorities help to improve the populations’ living conditions, reduce violence and fight against child labour and debt bondage situations.



<sup>27</sup> Indian 2011 census and National Sample Survey 2007-2008.

## PROJECT

# “Protecting girls and boys in the Centre-Est region”



Psychosocial support activity for children affected by the crisis in Zékéz.  
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COUNTRY	KEYWORDS
Burkina Faso	
PARTNER ORGANISATIONS	
<p><b>ECPAT France</b> Directorate-General of Women and Children (DGFE) Regional Directorate of Women, National Solidarity, Family and Humanitarian Action (DRFSNFAH) 3 provincial directorates of Women, National Solidarity, Family and Humanitarian Action (Kourritenga, Koulpélogo and Boulgou)</p>	<ul style="list-style-type: none"> <li>Humanitarian emergency</li> <li>Community actors</li> <li>Sexual and gender-based violence</li> </ul>

**CONTEXT** The outbreak of the security crisis in Burkina Faso has further weakened community and institutional protection mechanisms and reduced the delivery of basic social services. As a result, thousands of children are exposed to the risk of violence, abuse and exploitation, discrimination and neglect.

**PROJECT** In three municipalities of the Centre-Est Region, the project is providing holistic support for children affected by the crisis in order to protect them against all the different forms of violence that they could face.

This involves:

- Strengthening the capacities of those actors still present on the sites (mainly community leaders and primary school teachers) to prevent and respond to situations of violence. The project has helped to provide mental health services and psycho-social support to 10,000 children.
- An action to strengthen children's self-protection capacities, which means ensuring that the girls and boys are able to identify at-risk situations (including recruitment by armed forces and groups) and seek support from the responsible actors.
- Individual care for the victims of sexual and gender-based violence and children separated from their parents/guardians. Over six months, the project accompanied 100 children separated from their parents/guardians.

This project is co-financed by UNICEF.

**A MAJOR DETAIL** The project provides targeted support for a group of children with special needs and whose reintegration is extremely complicated: children presumed to have been associated with armed forces and groups.





# LESSONS LEARNED AND GOOD PRACTICES

The lessons learned and good practices presented here are not exhaustive and focus on two key issues for the operationalisation of the CRBA: children's participation and the safeguarding of their rights. Groupe Enfant has also produced a series of "practical information sheets" that present good practices for implementing the CRBA, available (in French) at [www.groupe-enfant.org/fiches-pratiques](http://www.groupe-enfant.org/fiches-pratiques).

## Children's participation

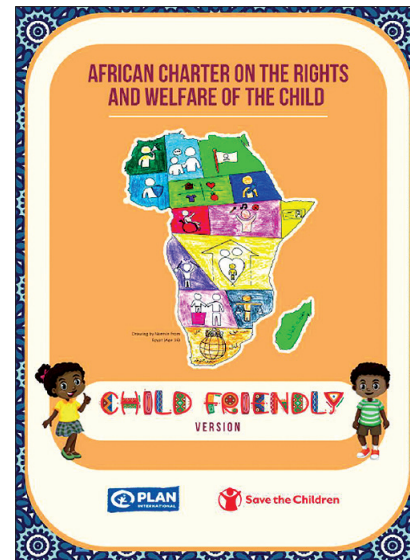
### ▶ Why this is crucial

The participation of children not only supports their personal development and their ability to take part in discussions and decision-making. It also enables development projects to be more relevant, effective and inclusive. Children's participation is a guiding principle and key component of any project that implements a CRBA.

### ▶ Good practices

► **Training for adults is indispensable.** In order for children's participation to meet the internationally recognised standards (see the tool, "The Nine Basic Requirements", in the "Tools" section), projects have to dispose of adequate resources. This means stable, well-trained teams with the means to ensure that the children's participation processes are adapted to their age, gender and context. The participatory methods may vary considerably depending on the project's environment and developments.

► **Children's participation in the different stages of the project cycle.** Children's participation is not a one-off activity but a continuous process. Development and international solidarity actors must solicit and take into account children's opinions when making the decisions necessary for the different phases of the project cycle (situation analysis, planning, implementation, monitoring/evaluation).



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► **Child-friendly formats** If children are to participate in the decisions affecting them, whether individually or at a "political" level concerning their school, district or society, they must be given sufficient information to understand what choices they have and what these choices mean. The forms and formats of communication must be adapted to girls and to boys in a language suited to their age and maturity.

► **Children's clubs<sup>28</sup> are supported in many projects.** The objectives of these clubs and the roles of its members must be defined and regularly reviewed by the children. Development actors have a key role to play in facilitating the relations between children's clubs and adults in the community, whose support is vital for the children's actions.

<sup>28</sup> Children's clubs are organised groups – made up mainly or entirely of children – which have been created in order to acquire new knowledge or skills and participate in the development of their community and society.





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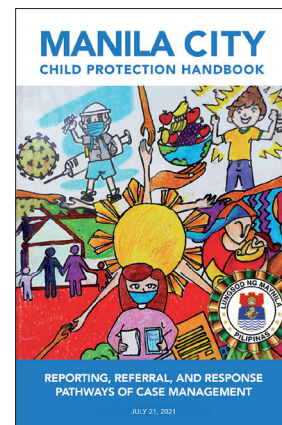
## Safeguards

### ▶ Why this is essential

Safeguarding efforts include all activities implemented to ensure security and avoid any harm to the communities, young people and children with whom the project teams and partners interact – and to prevent, report and adequately respond to any incidents. The procedural safeguards must include child-specific considerations due to children's particular vulnerabilities.

### ▶ Good practices

- ▶ **A specific risk analysis concerning safeguards must be carried out** for each intervention to identify and reduce the potential harmful effects of projects.
- ▶ **It is important to have focal points**, trained in safeguarding, on each project site in order to ensure the implementation of safeguard policies and procedures tailored to the local context.



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- ▶ **Implementing and respecting safeguard policies is the responsibility of all staff of the organisations**, whatever their area of intervention. It is therefore crucial that everyone be involved in developing the safeguard policies and procedures.
- ▶ **It is crucial, even if this is not easy, to support the project partners** (service providers, civil society organisations, media, research institutes, etc.) **in elaborating then implementing their own safeguard procedures**. In fact, local partners are often in regular contact with the communities, particularly the children.



# EXAMPLES OF TOOLS FOR THE RIGHTS-BASED APPROACH AND THE TARGET SUBJECT

## Advice for engaging with the Committee on the Rights of the Child (Child Rights Connect)

These two guides aim to help NGOs to engage effectively with the Committee on the Rights of the Child.



### Checklist for the child rights-based approach (Groupe Enfance – 2021)

This tool was created collaboratively by the NGO members of Groupe Enfance. It is presented as a list of criteria enabling development and humanitarian professionals to self-assess their practices and question them in light of the child rights-based approach. It is intended not only for civil society organisations but also for governmental technical services and the private sector, whether or not they are child-rights professionals.

Available in French and English.

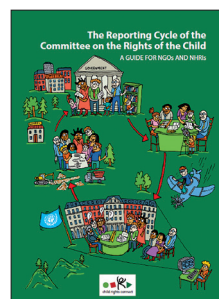
[www.groupe-enfance.org/check-list](http://www.groupe-enfance.org/check-list)

### Self-assessment of organisational safeguarding capacity – Resource and Support Hub (RSH)

This self-assessment tool helps organisations to assess their safeguarding capacity and develop action plans to strengthen it. It proposes 17 statements split into three categories: Diagnosis, What is Needed, and Mechanisms in Place.

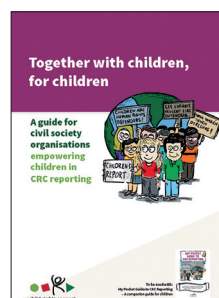
Available in English, French, Arabic, Swahili, Hausa and Amharic.

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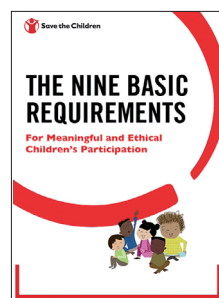
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### The Nine Basic Requirements for Meaningful and Ethical Children's Participation (Save the Children, 2021)

This document proposes practical considerations for implementing the nine basic requirements to involve children in the United Nations Committee on the Rights of the Child.

Available in English, French, Spanish, Arabic and Portuguese.

[resourcecentre.savethechildren.net/pdf/basic\\_requirements-english-final.pdf](http://resourcecentre.savethechildren.net/pdf/basic_requirements-english-final.pdf)



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This fact sheet was prepared by HAA, a technical and creative agency for the rights of the child ([www.haagence.com](http://www.haagence.com)), under the supervision of the Strategy, Foresight and Official Relations Department (SPR) of the Agence Française de Développement (AFD) and the Groupe Enfant of the Coordination Humanitaire et Développement (CHD) ([www.groupe-enfant.org](http://www.groupe-enfant.org)).  
With support from AFD's Civil Society Division (OSC) and Social Link Unit (CLS).

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## Towards a world in common

AFD Group implements France's policy in the areas of development and international solidarity. The Group includes Agence Française de Développement (AFD), which finances the public sector and NGOs, as well as research and education in sustainable development; its subsidiary Proparco, which is dedicated to private sector financing; and, Expertise France, a technical cooperation agency. The Group finances, supports and accelerates transitions towards a fairer, more resilient world.

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