

Sida's report in response to the
Government's annual directives, 2003

The Child Rights Perspective in Practice



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The Assignment

No later than December 31, 2003, Sida shall present a report on the ways in which it has put into operation the guidelines given in the Government's communication 2001/2002:186 for concretizing a children's rights perspective in programmes of development cooperation.

From the Government's annual directives to Sida 2003

Government Communication 2001/2002:186

The guidelines given in the Government Communication have the form of a ten-point programme: *Put children first! Listen to the children! Invest in the future! Exclude no one! Education for all! Equal opportunities for girls and boys! Health for all! Protect children in war! Combat HIV/AIDS! Stop exploitation of children!*

Four strategic areas are given prominence in the programme: *Health and health services, social reform, education, and disadvantaged children.*

Framework and limitations

This report is limited to the four above-mentioned strategic areas and provides examples of what Sida has achieved in them. However, Sida's main strategy is to mainstream the rights of the child in all activities supported by Sida (see further 1.1). Accordingly, there are a number of contributions that are not described in this report but which are worthy of attention.

The examination and revision of legislation in Sri Lanka is one example of this type. Contributions in respect of water and sanitation and contributions for rural development in Bangladesh, Cambodia and Tanzania are others. A similar contribution in Zambia focuses on child-headed households.

There are also several examples of Sida contributing to a child-rights perspective in the environmental sector. In Dar es Salaam in Tanzania support has been given for contributions implemented by the *City Council* and UN HABITAT. The goal of these contributions is to combat criminality and promote security for women and children. Further examples are the support provided to UNICEF's research centre *Innocenti* and to Swedish Save the Children Sweden in order to make cities more "child-friendly".

To sum up, it is accordingly only a small proportion of all the contributions supported by Sida that have a child-rights perspective that are included in this report.

1. The rights of the child – a social issue

1.1 Mainstreaming – Sida's main strategy

Sida has always regarded children as an important target group, particularly in contributions in the health and education sectors. However, with the UN Convention on the Rights of the Child and with the Government's programme, a new approach has emerged.¹ A child-rights perspective thus needs to be mainstreamed in *all* programmes. This is clearly evident from Sida's guidelines "The Rights of the Child in Swedish Development Cooperation" which were produced in 1999, and were translated into English (2000) and to Spanish (2001).

Sida's guidelines consistently reflect and interpret the Convention on the Rights of the Child and its four fundamental principles.² They emphasise the necessity of analysing all programmes of cooperation from the standpoint of the best interests of the child. Priority shall be given to what is good for the child, i.e. children shall be in focus and contributions shall be investments for the future.

Another important principle in Sida's guidelines is that children shall not be regarded as recipients or users of social services but shall have the right to exert an influence over their lives as they mature. Children shall accordingly be regarded as participants in society and be given the opportunity to participate actively in social life on their own terms.

The principle of counteracting discrimination against children also carried great weight when the guidelines were drawn up. According to the guidelines Sida shall contribute to ensuring that legislation and practice give *all* children the same rights. Discrimination on account of gender, ethnic background or disability is given particular prominence. Discrimination of this type shall be counteracted not only in schools and health services, but in all contexts. It is also essential that attention is drawn to the rights of children and adolescents.³

Questions relating to disadvantaged children, i.e. children who live under exceptionally difficult conditions, are constantly in focus. In

¹ The new approach is also made clear in the Government's communications "Democracy and human rights in Sweden's development cooperation" (SKR 1997/98:76) and "Human rights in Swedish foreign policy" (SKR1997/98:89).

² In the Convention all children and adolescents under 18 years of age are defined as "children". The four principles are: a) non-discrimination; b) the best interests of the child; c) the right to life, survival and development; and d) the right to participation.

³ A survey has therefore been made of how this is done in practice (*The Rights of Adolescents*. Sida 2002).

addition an entire chapter in the guidelines is devoted to six groups of children, selected on basis of the Government's initiative: children subjected to sexual exploitation; children affected by HIV and AIDS; children with disabilities; child labourers; children affected by war, armed conflicts and refugee situations; and children in institutions. The ways in which Sida and its partners in cooperation should act to ensure that children's rights are protected in armed conflicts is taken up particularly in Sida's publication "Humanitarian assistance in armed conflicts with a children's rights perspective" (1998).

During recent years Sida has endeavoured to translate the guidelines into practice. The gradual mainstreaming of a child rights perspective into policy documents such as action programmes, country strategies and methods documents is often the first essential step since these documents constitute the basis of the *dialogue* with the partner countries as well as other partners (see for example chapter 3). Below a summary is provided of the most important documents from a child-rights perspective.

1.2 General policy documents at Sida

During the last part of the 1990s Sida produced four action programmes that had the aim of putting the goals of Swedish international development cooperation into action. These were the action programmes for combating poverty; peace, democracy and human rights; gender equality; and sustainable development. In recent years the poverty perspective has been given more emphasis and in 2002 the policy document *Perspectives on Poverty* (PoP) was approved. This is a revised version of the action programme for poverty reduction and is a main policy document. The fact that the child-rights perspective has been given a considerable amount of attention in PoP is accordingly particularly positive. The other programmes are also covered since they are of great importance for the living conditions of children.

1.2.1 Perspectives on Poverty (PoP)

PoP (2002) is intended to function as a road map for the ways in which Sida should combat poverty in its many dimensions. The point of departure is a holistic perspective (in which democracy and human rights are included as an important component). Its foundation is that civil society, people locally, can often find adequate solutions to problems and can act powerfully. The state has liabilities in respect of *all* children, girls and boys. Consequently PoP and "The Rights of the Child in Swedish Development Cooperation" complement each other well.

PoP emphasises that it is particularly important to give attention to children and adolescents in vulnerable situations. This is the case, for example, in respect of children in wars and conflicts, children affected by HIV/AIDS, street children, children with disabilities, working children and children subjected to sexual exploitation or taken advantage of in other ways.

1.2.2 Action programme for peace, democracy and human rights

The action programme for peace, democracy and human rights (1997) lays down that Sweden will "support efforts addressing the respect for and protection of the rights of children according to the Convention on the Rights of the Child". A negative attitude towards children, not least girls, is a major democratic problem that must be eliminated.⁴ Sweden

⁴ Problems of this type are taken up, for example, in the programme of support for democratic governance in Tanzania (2001–2005).

will “support education in civics and participatory methods for children”. One fundamental concept is that state and civil society should work together and that it will eventually be possible to make more general use of results of contributions implemented by local NGOs.

1.2.3 Action programme for gender equality

Sida's Action Programme for Promoting Equality between Women and Men in Partner Countries (1997) is based on the international strategy that was adopted at the UN Conference on Women in Beijing.⁵ The strategy identifies twelve particularly important areas in which action is needed. One of these is the “situation of girls”. Examples of contributions are the work being done in respect of trafficking, female genital mutilation, child prostitution and sexual exploitation.

Equality between adults has a positive effect on children but it is also important to analyse the situation of girls and boys from a perspective of this type. This issue is being given more amount of attention in the ongoing revision of the action programme.

1.2.4 Action programme for sustainable development

The Action Programme for Sustainable Development (1996) has the aim of long-term sustainable use of natural resources and protection of the environment. Investing in sustainable development has positive consequences for children and young people in both the short term and the long term.

Linkages to the rights of children and adolescents will be further specified in future updates of Sida's Action Programme for Sustainable Development, Sida's environmental management system and handbooks for environmental assessments.

1.3 Country analyses, country and regional strategies

A study of seven country strategies drawn up at different points in time shows that the child-rights perspective has become more common over the years.⁶ The country strategies for Bosnia & Herzegovina, Sri Lanka and Zambia, and the regional strategy for South America, specifically stipulate that rights of children and adolescents should be given attention.

Two examples

The regional strategy for South America (2003–2007) is based on Sida's PoP and on international conventions on human rights. With an approach of this type it is possible to focus on groups that are subjected to discrimination and marginalisation. Since this above all refers to women, children and indigenous groups, the Convention on the Rights of the Child, the Convention on the Elimination of Discrimination Against Women (CEDAW) and ILO Convention 169 on the rights of indigenous populations and tribal peoples are important instruments in programmes of development cooperation.

In the country strategy for Zambia 2003–2007 special attention will be given to democratic governance, the environment, gender equality, children and HIV/AIDS. The mainstreaming of selected cross-sector issues will be included as part of the assessment, analysis and follow-up of the various programmes in Swedish-Zambian development cooperation.

Where it is possible Sweden will act to ensure that poor people participate in and exert an influence on the planning, design, monitoring and evaluation of the programmes.

⁵ In the 1980s gender equality became a social issue. Previously it had been regarded as a women's issue. This development has clear parallels with the present change in attitudes towards children and adolescents.

⁶ The following country strategies were compared: Bangladesh (1997), Zimbabwe (1997), Kenya (1998), Vietnam (1999), Bosnia & Herzegovina (2003), Sri Lanka (2003) and Zambia (2003).

The fact that the rights of children and adolescents are now being given more attention than before is related to the new guidelines for country strategies (2001). According to these guidelines, “the Rights of the Child in Swedish Development Cooperation” shall be used as one basis when drawing up country strategies. This is also related to an increase in cooperation with Swedish NGOs. For example, in the ongoing country strategy process in South Africa, Save the Children Sweden is contributing important analyses on the conditions of children.

1.4 Methods development

1.4.1 Updating of “Sida at Work”

“Sida at Work” is a handbook on Sida’s methods for the entire agency. It is a main policy document that lays down principles, goals and methods regardless of geographical or thematic area. In the first edition, which was published in 1997, children were not mentioned at all. Now there is a new version. In this new version “The Rights of the Child in Swedish Development Cooperation” is given as a key document and the Government Communication as a document for further reading. It is an important step forward that children have been made visible in the handbook. It will facilitate the work of mainstreaming their rights.

1.4.2 Study of programme support

There is a general international trend towards the programme support concept within the framework of a country’s poverty strategy. Sida is thus faced with strategic issues in respect of policies, methods for assessment, monitoring and evaluation. A project group at Sida is currently studying the possibilities available to Sida to increase the number of its programme support contributions.⁷

The project group assumes that the different forms of programme support will be further developed under the leadership of the World Bank and IMF. However, Sida can contribute and still retain its profile by pursuing priority issues in the dialogue. Even if the concrete issues are defined and decided on the basis of each specific situation, it is important that they are given a child-rights perspective. This is clearly evident from a study of *Poverty Reduction Strategy Papers* (PRSPs) in southern Africa, which Save the Children Sweden has recently commissioned (Shirley Robinson. *Children first in the poverty battle*, 2003). The report also contains proposals for the role child-rights organisations can play in PRSP processes.

Experience of working with *Sector Wide Approaches* (SWAp) shows that they provide opportunities to take up rights issues in the dialogue at high political levels. Programmes of education support in Cambodia, Mozambique, Namibia, Tanzania and Bolivia are examples of this (*Facts & Figures 2002. Education*, Sida 2003).

1.5 Strategies for UN cooperation

Sida and the Swedish Ministry for Foreign Affairs have drawn up a strategy for Swedish cooperation with UNDP, UNFPA and UNICEF (*Working in Partnership with UNDP, UNFPA and UNICEF*, 2002). The strategy is based on

⁷ According to the project group, the concept of programme support is used in several senses. It is used as the overall concept for different forms of support, for example budget support or sector programme support. It is also used to describe the process and the programme of cooperation that is intended to lead to a programme support contribution. Internationally the latter definition is common. Sector Wide Approach (SWAp) denotes both a coordinated programme of support to a sector and the process of achieving this coordinated programme. The same applies to Poverty Reduction Strategy papers (PRSPs), which sometimes denote the analysis itself, sometimes a country’s poverty strategy, and sometimes a coordinated external programme of budget support for a poverty strategy.

promoting the coordination process in the UN system at the same time as it emphasises the importance of mainstreaming a child-rights perspective. It should therefore be a powerful tool in connection with *Common Country Assessments*, CCAs, and action plans (*UN Development Assistance Framework*, UNDAF).⁸

UNDP will be encouraged to link together human development and human rights and to make advanced child impact analyses in connection with its reform programmes. It is proposed that UNFPA should form alliances with other UN agencies such as UNAIDS, UNICEF and WHO as well as with bilateral donors and with civil society. UNICEF is being encouraged to integrate and consolidate a child-rights perspective and to develop methods to work with teenagers and children in need of special protection (see further under 3.2).

Sida's Health Division has drawn up Sweden's strategy for cooperation with WHO for the next few years (*Sweden's Development Cooperation with WHO – a strategy for the period 2002–2005*). Under this strategy women and children will be in focus and all cooperation will have a human rights perspective. Key issues given priority by Sida include a reduction in maternal mortality and the right to sexual and reproductive health. The right of adolescents to health care and sex education, access to trained midwives, safe and legal abortions and the right to breast-feeding are issues that will be given special emphasis in Sida's programmes of cooperation. Sida also wishes to strengthen cooperation in the UN and between WHO and civil society in the WHO strategy, since cooperation of this type makes it more likely that contributions will reach their planned goals and target groups.

Sida has also recently drawn up a strategy for cooperation with ILO for the forthcoming three-year period: "Sweden's development cooperation with ILO 2003–2006". The strategy states that ILO is a central actor where children's work is concerned and exemplifies this with the project "*Understanding Children's Work and its Impact*". ILO, UNICEF and the World Bank are cooperating in this project. Sida has also supported the work done by the ILO to promote employment of young people through the "*Youth Employment Network*".

Sweden intends to strengthen ILO's activities in six fields in the future. One of these is to promote a culture of democracy and human rights and concerns, among other things, child labour and trafficking. Another field is social security systems for people working outside the formal sector. Also in this case it is often a question of children and young people, not least girls working in households.

Sida has also drawn up a proposal for a new strategy for Sweden's cooperation with UNESCO for the period 2003–2007 (*Working in Partnership with UNESCO*. Sida, 2003).⁹ In recent years Sweden's support has been channelled in particular to UNESCO's institutes. Sweden now wishes to give priority to UNESCO as a strategic, normative organisation – like WHO and ILO. Swedish cooperation will be based on international agreements and human rights. The rights of women and children are given particular prominence in the strategy, and more cooperation between UNESCO and UNICEF is encouraged.

⁸ In programmes of multilateral cooperation it is also common that the processes associated with the Poverty Reduction Strategy Paper, the Comprehensive Development Framework (CDF) and the Sector Wide Approach are linked together.

⁹ The strategy has been submitted to the Ministry for Foreign Affairs. However, the ministry has not yet made a formal decision on the strategy.

2. Strategic areas for a child-friendly society – policies and practice

Below a summary is provided of the ways in which Sida has put the ten-point programme into operation within the framework of the four areas for strategic action that were given prominence in the Government Communication 2001/02:186. However, as mentioned above, Sida also aspires to mainstream a child-rights perspective into other operational areas.

2.1 The right to health and medical care

2.1.1 Health policy

In 2002 Sida's Health Division published *"Health is Wealth"*. In this publication an analysis is made of Sida's role to improve health in the partner countries and thereby also combat poverty. Health issues will be given prominence from a broad human rights perspective, and the Convention on the Rights of the Child is mentioned as an example. Furthermore it is stated that there is a need for both general measures and measures that concern health and medical care more directly, that health care should be available for everyone, and that individuals should be able to exert an influence over the health resources that are available.

Two of Sida's five priority areas in its programmes of support to the health sector have a direct link to the rights of children and adolescents. One refers to the contributions to reduce maternal mortality. Contributions of this type give particular prominence to mothers and children. The other applies to contributions that promote a healthy style of living among young people. Contributions of this type often take up young people's sexual and reproductive rights, i.e. access to contraceptives, information about and treatment of sexually transmitted diseases, information on pregnancies and abortions, and education in personal relationships. The policy states that contributions should specifically take into account the wishes and needs of the young people. Accordingly it is important to listen to them. The contributions should take sexual roles into consideration as well as the social and cultural context. No one should be excluded.

The area relating to health and the environment also has strong links to children's rights and to several points in the Government's ten-point programme. Access to clean and safe water and good sanitary conditions are among the most important factors for the survival of small children. Children are more sensitive than adults to toxic substances that are harmful to the environment, and exhaust fumes from vehicles are more

harmful to the underdeveloped organs of small children. Contributions that have the aim of minimising injury and health risks and contributions for improving safety and security are good investments for the future.

According to both PoP (2002) and *“Health is Wealth”* each situation should be analysed before a decision is reached on the way health problems shall be tackled. Provided that analyses of this type make good use of the knowledge and experience of adults, children and adolescents, the health policy can be an effective instrument for the fulfilment of significant parts of the ten-point programme.

2.1.2 Examples of health contributions with a child-rights perspective

Children have always been given high priority in support to the health sector. For many years support to primary care in rural areas was a prominent feature in the programmes for most partner countries and this is still the case today, for example in Tanzania and Vietnam. We know from experience that it is principally small children and pregnant women that use primary health services. Many of the pregnant women are children themselves. Sida has pursued the issue of having trained midwives at village level for many years. The support provided for training programmes of this type in India and Nicaragua illustrates how a child-rights perspective can be concretised.

Other types of traditional health programmes are the water programmes that are now increasingly focusing on issues relating to hygiene. Contributions are being made via UNICEF to projects in India, Bangladesh, Laos and Central America.

Sida is also seeking new ways for its health support to fulfil the ambitions laid down in the Convention on the Rights of the Child. For example, a pilot project in Tamil Nadu in southern India contains various activities that, in combination, promote the physical and mental development of small children. The project is directed towards all small children in a poor area, including girls and boys with disabilities. No discrimination is permitted.

The sexual and reproductive rights of young people form the point of departure for initiatives relating to special youth clinics, for example in India, Nicaragua, Tanzania and Kenya. In Ukraine Sida has supported an interesting equality project in which young men have discussed their role and identity in sex and personal relationships. The aim of the contributions mentioned above is to provide knowledge on sexuality and sexually transmitted diseases, including HIV/AIDS, and to strengthen the position of girls so that undesired pregnancies and abortions can be avoided. Several of the programmes are being implemented by local groups with the support of Swedish partners in cooperation such as the Swedish Organisation for Sexual Education, RFSU.

Programmes of support for the struggle against female genital mutilation have both a health and gender equality perspective. They also contain measures to prevent violence and assault inside and outside the family. This type of support includes crisis centres for women, sheltered accommodation, socio-psychological and legal guidance, rehabilitation, and special measures for police forces. In these programmes it is common that support is channelled via NGOs.

A number of Sida-supported programmes are directed towards children and adolescents that have been affected by, or are at considerable risk of being affected by, HIV/AIDS. (See also section 2.4.)

2.2 Social reforms

2.2.1 Policy

Sida does not have a special policy for social reforms. However, issues of this type are taken up in other policies that concern health and human rights, in the “Guidelines for Support to Contributions in Central and Eastern Europe with a Focus on Child Rights” (1997) and in the “General Guidelines for the Department for Central and Eastern Europe’s Contributions in the Social Sectors” (1999).

The importance of support for social reforms is also reflected in “*Perspectives on Poverty*”. In PoP it is emphasised that social security shall apply to all, including children that do not have families or children whose parents for various reasons can not take care of them. Children and families with children are often severely affected by cutbacks in social services. Poverty analyses must therefore include the role of both formal and informal institutions.¹⁰

2.2.2 Ongoing studies

The Government Communication (2001/02:186) states that Sida shall support social reforms in the partner countries in order to improve the situation of children. Relevant Swedish experience of social reform work should be put to good use, and analyses of effects of economic growth and social development should be supported. Education and joint action programmes should be encouraged, as should exchanges of knowledge and experience between researchers, social institutions and government agencies.

A study is being made at Sida on “social development in a wider perspective”. It shows that contributions for social reforms are included in particular in Sida’s programmes of cooperation in Central and Eastern Europe. There is a demand for social reforms and the institutional conditions for reform are in place. These middle-income countries often have a social administration and a social policy, even if there are shortcomings. On the other hand, institutional capacity is weak in low-income countries. Sida’s programmes of cooperation for social reforms are implemented through other ministries, particularly through support to basic health and basic education, through decentralisation of health systems, HIV/AIDS contributions, and support to NGOs.

Among other things, the study is examining how cooperation in the field of social reforms can increase in low-income countries. This applies to both contributions and to the definition of responsibilities for policies in issues with strong links to the human rights field such as trafficking and social care. Support to children affected by HIV/AIDS in different ways is the subject of special analysis.

2.2.3 Examples of contributions

As can be seen from the above, support for social reforms has many different dimensions. It can be a question of reforms for social care, health care and medical care, social services and social insurance. Often reforms of this type include *everyone*, i.e. both adults and children, but the reforms can nonetheless have a clear child-rights perspective, which can be seen in the formulation of Moldova’s social policy.

In the programmes of cooperation with Central and Eastern Europe there are over a hundred contributions that include disadvantaged

¹⁰ However, in accordance with the Convention on the Rights of the Child, support to families should be given high priority. The Convention emphasises that the family, in the wide sense of the term, is the most natural environment for children to grow up in.

children and adolescents: children who do not have legal guardians, homeless children, children in institutions and young offenders. The aim of the programmes is often to develop local alternatives to government institutions.¹¹

The Department of Social Work, University of Stockholm, has arranged two conference (1999 and 2003). Sida has contributed to the financing of participants from the developing countries and to preparatory meetings and follow-up meetings in the participating countries. One aim of the conferences was to analyse ways of preventing children from ending up in institutions. Children who have become orphans as a result of the HIV/AIDS epidemic, conflicts and other disasters were in focus. Several examples were presented which showed how the right of girls and boys to social security had can actually be strengthened.

The Department of Social Work, University of Stockholm, has also trained Estonian social workers to improve their placements of children in foster homes. The knowledge gained is now being further disseminated by a new, local voluntary organisation.

The training programmes run by Save the Children Sweden for social workers, police and lawyers in several Latin American countries are also of great importance. The aim of the training is to ensure that social reforms actually have their planned effects. Support to the national action plan for Palestinian children on the West bank is another example. One of the sub-projects in this programme is based on implementing social and legal reforms, on training social workers, advisers and lawyers and on supporting local communities in creating a more secure environment for children to grow up in.

2.3 Education for all – the right to education and culture

2.3.1 Education policy

During the last few years Sida's Education Division has worked intensively on developing methods to mainstream a human rights perspective into assessment, monitoring, dialogue and evaluation activities.

The main document is entitled *"Education for All: A Human Right and Basic Need"*, (2001). This was supplemented later with a position paper *"Education, Democracy and Human Rights"*, in which it is laid down that the right to, in and through education is of utmost importance for the development of a democratic culture.¹²

Large parts of the Government's ten-point programme correspond directly to parts of the new education policy. It demands that children should be put first, that investments should be made for the future, and that no one should be excluded. To achieve the goal of "Education for All", attention should always be paid to any signs of discrimination. This can refer to discrimination against girls, children with disabilities, ethnic groups, sexually exploited children, refugee children or children in wars. The position paper also emphasises the importance of allowing everyone involved to exert an influence on decisions that concern them, since full participation of this type is the very core of the chosen perspective.

2.3.2 Examples of contributions in the education sector

Surveys have been made to obtain an understanding of how the "right to, in and through education" has been implemented in partner coun-

¹¹ One concrete example is an NGO in Croatia that is working to close institutions and to replace them with foster homes.

¹² As a consequence of the new policy, Education Division has been reorganised into two working groups, one working with a democracy and rights perspective in programmes of cooperation in the education sector, and one working with the development of education systems.

tries. The surveys have shown that legislation often corresponds to the principles of the Convention on the Rights of the Child but that indirect costs, such as those for school uniforms and educational materials, constitute obstacles to poor children to start school. They also show that the right of children to participation and the right to school health care are seldom fulfilled and that there is discrimination against children with HIV/AIDS and refugee children.

Analyses with their point of departure in a human rights perspective have been made in several countries. This has resulted in the identification of different issues for the dialogue. The dialogue with Ethiopia resulted for example in support to the UN's special rapporteur for the right to education. The dialogue with Mozambique took up the issue of the legal right to free education, while the right to education for refugees, minority groups and orphans was taken up in the dialogue with Namibia. In Cambodia the analysis resulted in the provision of support for better quality in schools in rural areas, and in Tanzania for a primary school reform that is intended make education for all possible, including children with special needs.

The aim of many of the contributions is to reach young girls who have left school prematurely. Sometimes particular emphasis is given to the importance of strengthening the self-confidence of girls. This is a common feature in the projects run by FAWE (*Forum for African Women Educationalists*) and the *Tuseme projects* in Tanzania, Kenya and Rwanda. A pilot project in the slums in Dhaka, Bangladesh, is directed towards girls and boys with hazardous jobs, and the students are encouraged to participate in schoolwork. Attention has also been drawn to issues relating to school committees and other forms of children's participation within the framework of support for decentralisation reforms. Several of the above-mentioned projects include the four general principles of the Convention on the Rights of the Child (see footnote 2) and accordingly have a "satisfactory child-rights perspective".

UNICEF is receiving support for a pilot project that has the aim of improving children's feeling of security in school. This project is taking place in five countries. Another UNICEF initiative supported by Sida is a project to improve educational conditions for girls.

2.3.3 Policy for cultural contributions

Both the education policy and the culture policy constitute excellent links between the overall ten-point programme in the Government Communication (2001/2002:186) and contributions of a more concrete type related to the right of children to education and culture. The overall goal of Sida's cooperation in the field of culture and the media is to "create opportunities for cultural diversity, creative activities and sustainable development based on human rights" (from "Policy for Sida's International Development Cooperation in the Field of Culture". Sida, 2000). Special attention is paid to children and adolescents and the opportunities provided by culture to contribute to equality between young people is given prominence.

2.3.4 Examples of cultural contributions

Music and theatre are used in many ways to reach young people, for example in HIV/AIDS contributions, for processing traumatic experience in areas of conflict, for encouraging unemployed young people to take an active interest in culture, or for offering vocational training.

The Market Theatre in South Africa awards scholarships to young people living in slums to enable them to study drama and the performing arts. *The Saturday Pop Workshop* is an attempt to persuade young people living in the slums in Harare to participate in musical activities. It is also an attempt to break the old cultural pattern in which men played instruments and women danced.

A regional organisation, the *Eastern Africa Book Development Association*, has the goal of promoting a reading culture among children and young people. Support to the organisation includes school libraries, “reading tents” and book weeks. Some activities are directed towards teachers, others focus directly on poor children in rural areas and in slums. The *Eastern Africa Theater Institute* is active in several East African countries. The institute provides instruction in acrobatics and other circus stunts for street children under the leadership of professional circus artists from Ethiopia.

The International Association of Theater for Children and Young People (AS-SITEJ) is another organisation that receives support. It emphasises the right of *all* children to culture.

In Malawi support is being given to a cultural programme led by young people who have left school. The young people decide themselves on the themes to be taken up. The result is often that sensitive subjects such as sexual and reproductive rights are taken up and that they choose to dramatise these subjects. In order to avoid conflicts with parents and other adults they are invited to meetings for information and discussions. The main responsibility rests with UNFPA but UNICEF is also involved. There are also programmes of cooperation with ministries (*Ministry of Gender, Youth and Community Services*), the *National Youth Council*, local authorities and local NGOs.

Some activities have the goal of promoting personal relationships between children with different ethnic affiliations. One example of this is the *Children's Theater* in Skopje. It was also one of the goals of a summer football school in which 16 000 children from the Balkans participated.

2.4 Contributions for disadvantaged children

2.4.1 Policy

Even if there are many groups of children who live under difficult conditions, Sida's attention mainly focuses on the six groups mentioned above in section 1.1. Sida's overall *mainstreaming policy* is to monitor these groups continuously. No one may be discriminated against in contributions designed for *everyone*. In addition to measures included in broad programmes, Sida provides support in the form of contributions that are directed towards disadvantaged children and children in the risk zone.

The contributions are often channelled through international, regional and Swedish organisations. They are based on Sida's guidelines, on the special strategies that were drawn up for the Government's communication, and on the strategy “Poverty and Trafficking in Human Beings” (2003) produced by the Ministry for Foreign Affairs for combating trafficking. As mentioned above, Sida has also developed special guidelines for children in armed conflicts.

2.4.2 Examples of contributions

The number of contributions for particularly disadvantaged children is extremely large. The contributions are provided via a number of different channels and consequently vary quite considerably in content.

If contributions against trafficking are taken as an example, there are both rehabilitation projects and campaigns that are designed to stop trafficking in women, girls and boys. Large national and regional contributions are implemented, for example together with the *International Organization for Migration* (IOM) in Eastern Europe and the Balkans. The target group of these contributions is women and children that have been forced into prostitution. In Bangladesh two organisations receive support. These organisations prevent trafficking in girls and provide assistance for sexually exploited girls. Among other things the girls are given legal aid.

End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes (ECPAT) is one of the most important international non-governmental organisations working against pornography, trafficking and sexual exploitation. ECPAT, which is active in more than 60 countries, is supported by Sida. UNICEF also receives support to prevent trafficking in children.

From a child-rights perspective it is important that disadvantaged children can express their views on the subject. A study made by the *International Catholic Child Bureau* (ICCB) with Sida's support provides a good example. In this study over 6 000 Russian children between 12 and 18 years described sexual assault.

Children affected by HIV/AIDS or that run the risk of being affected are supported in many programmes, in many countries and via many channels.¹³ However, programmes of support to children who have lost one or both parents through AIDS focus on southern Africa, since 95% of the orphans live there. The child-rights perspective is reinforced in HIV/AIDS contributions through Sida's support to UNICEF's regional offices and to innovative national programmes. Allowing young people to play an active role has, for example, proved to be successful. (Several examples are given in "*Developing Rights-Based Support to AIDS Orphans*". Sida, 2003.)

Further examples of contributions for disadvantaged children worthy of mention are the programmes of support to Zambian, South African and Kenyan organisations that provide legal assistance to young offenders.

2.4.3 Special funds for children

In May 2000 Sida received an additional SEK 45 million from the Ministry for Foreign Affairs to use in contributions directed towards particularly disadvantaged children. These funds were used for 16 projects. Most of the funds (79%) were used in contributions for three groups of children: children with disabilities (SEK 12.2 million), children affected by war, armed conflicts and refugee situations (SEK 12.2 million) and children affected by HIV/AIDS (SEK 11 million). Several of the projects indicate how the Convention on the Rights of the Child can be fulfilled for *all* children. For example, the working group "*Rights for Disabled Children*" (DAA) has the aim of finding methods that would allow children with disabilities also to participate in social activities.

In addition to the above-mentioned SEK 45 million, Sida received SEK 15 million in 1998 and SEK 4 million in 2002 from the Ministry for Foreign Affairs for ILO-IPEC (*International Programme on the Elimination of Child Labour*). The funds provided in 1998 were used partly to combat the worst forms of child labour in India and partly in SIMPOC, *Statistical Information and Monitoring Programme on Child Labour*. The SEK 4 million were used in contributions for children working in households in Kenya and Tanzania.

¹³ There are some 40 HIV/AIDS contributions in the programmes of cooperation with Central and Eastern Europe. Many of these programmes have a direct impact on children and adolescents. In other cases they are affected indirectly.

3. Strategic arenas and channels

3.1 Exerting a political influence at different levels

3.1.1 Internationally

Internationally Sida tries to exert an influence on the UN and other organisations to mainstream a child-rights perspective into their activities. This is done in various ways. Together with the Ministry for Foreign Affairs Sida was active, for example, in the preparations for the UN General Assembly Special Session for Children in 2002. At the bilateral annual reviews with UNDP and UNFPA in 2003 the question of the ways in which the organisations work with a human rights perspective, including the rights of the child, was taken up. The same issue has been taken up in the dialogue with UNICEF since 1999. An influence is exerted in all the three organisations mentioned above in board meetings and through long-term partnership (UNICEF is taken up in more detail in section 3.2 below.)

Education and culture is taken up with UNESCO, health issues with UNFPA, WHO and UNAIDS, and labour market matters and child labour is discussed with ILO. The rights of children and adolescents are also taken up with UNDP within the framework of general policy issues.

In general Sida has raised its level of ambition in respect of knowledge of multilateral organisations, their policies, forms of cooperation between them and their roles at country level. This provides a better basis for the dialogue and more systematic mainstreaming of children's rights into operations.

3.1.2 EU

Sida represents Sweden in some of the EU's executive committees which have the responsibility for making decisions on the EC's country strategies and major development cooperation programmes. Sweden also participates in expert groups. Sida has recently initiated a programme of cooperation with *Save the Children Alliance* in Brussels and has started to take up child-rights issues in the committees where Sida is represented.

3.1.3 Bilateral

In its bilateral development cooperation activities Sida exerts an influence through its dialogue with the governments, ministries and other government representatives in the partner countries. The content of the bilateral dialogue is based on the issues taken up by the partner country and the areas to which Sida gives priority.

In Nicaragua Sida pursues issues which concern the Office of the Children's Ombudsman and on issues relating to the special legislation on children's rights, *El Código de la Niñez*. In the country strategy for Sri Lanka children's rights is also an issue that is given priority and, together with UNICEF, the issue is taken up in the peace process.

In other cases children's rights have been emphasised in connection with sector programme support. When Tanzania presented its strategies for democratic governance, a day was spent for example that specifically focused on the rights of the child in the decentralisation process, financial management and aspirations in the education sector. Section 2.3.2 above provides further examples of matters taken up in the dialogue in connection with support to education.

A large part of Sida's contributions for the rights of children and adolescents are channelled through child-rights organisations such as UNICEF and Save the Children Sweden. Through contributions of this type visible results are often achieved rapidly, and the projects can function as models in the long-term political lobbying work.

3.2 UNICEF

Through its position in developing countries UNICEF has unique opportunities to exert an influence. The five priority areas are girl's education, integrated early childhood development, immunization, child protection, and the fight against HIV/AIDS. UNICEF's continuous methodology work is very important.

From the financial point of view, UNICEF is Sida's largest channel for providing support to the rights of children and adolescents and UNICEF has the main responsibility for some 40 programmes in Sida's partner countries, some of which have already been mentioned above.¹⁴ In addition to these there are further contributions in which UNICEF is one of several organisations involved. For example, UNICEF and Save the Children Sweden received support from Sida during the period 1998 to 2000 for drawing up a regional child-rights programme in Latin America which had the aim of adapting legislation, strengthening institutions and increasing awareness of children's rights.

Example of contributions with an excellent child-rights perspective

Young people are severely affected by HIV, and girls are particularly vulnerable. However, the programmes that are directed towards young people rarely take the basic causes of the problem into consideration and rarely ask the young people themselves how they regard the problems and what solutions they have. *The International Partnership against AIDS in Africa* (IPAA) wanted to change this. Therefore IPAA drew up the lines for a pilot project in Tanzania which is being implemented by UNICEF. The project is based on exhaustive analyses of the situation of young people, their knowledge, experience and social status in the community. The point of departure of the analyses is human rights. They analyse violations of the rights, the reasons for these violations, and what needs to be done.

One principle in the programme is that all categories of children and adolescents shall provide their points of view and participate on their own terms. Special measures have been taken to ensure that this principle shall also apply to marginalised groups, and this has proved to be of the utmost importance for drawing up contributions.

¹⁴ In total Sweden disbursed SEK 671 million in 2002. Of this amount SEK 297 million represents "core support" and SEK 374 million "multi-bi support" channelled via Sida (of which SEK 159 million is allocated to "emergency programmes" and SEK 215 million to "regular programmes"). Two-thirds of the amount for regular programmes is allocated to "Child Protection Education", "Child Rights", and "Water and Sanitation".

Yet another positive example is a project in the education sector in Bangladesh. The project emphasises a human rights perspective and focuses on children who are otherwise particularly difficult to reach. A further example is a project in Uganda to build up a national registration system. The aim of the project is that children should be registered and be given a birth certificate, which is essential to participate in social welfare programmes, to obtain medical care and to start school.

3.3 Other international child-rights organisations

The *Office of the High Commissioner for Human Rights*, OHCHR, in Geneva receives support from Sida. A certain proportion of this support is allocated to the UN Committee on the Rights of the Child, which is responsible for following up the Convention on the Rights of the Child.¹⁵

The *NGO Group for the Convention on the Rights of the Child* in Geneva receives a direct financial grant from Sida.¹⁶ The NGO Group supports organisations and networks that, for example, produce national reports which supplement the reports submitted by governments. The alternative reports often adopt a considerably more critical attitude to the situation in countries, take up controversial issues and are of great importance for assessing the rights of the child in practice. Three more international organisations that receive support are ECPAT (mentioned above in this report), a global network that has been formed to stop corporal punishment, and *Anti-Slavery International*, which among other things is an active opponent of child labour.

3.4 Regional organisations

The *UN Economic and Social Commission for Asia* (ESCAP) provides one example of Sida's cooperation with a regional organisation of strategic importance. ESCAP monitors the World Congress against the Commercial Sexual Exploitation of Children. ESCAP also runs programmes in Cambodia, Laos, Myanmar, Thailand, Vietnam and Yunnan province in China. Among other things, the programmes include education and training for health personnel and social workers to enable them to take care of children who have been subjected to different types of sexual exploitation, including sex slavery.

The *Balkan Children and Youth Foundation* has an important function for the activities of NGOs that focus on children and adolescents in the Balkans. SPANe (*Sida Partnership on Adolescents Network*) consists of a group of NGOs and governments in eastern and southern Africa. The group has been formed to exchange experience, a purpose that Sida supports. Other examples of regional organisations that Sida cooperates with are the *Regional Psychosocial-Support Initiative for Children Affected by AIDS* (REPSSI) and the *Forum for African Women Educationalist* (FAWE) mentioned above in this report.

3.5 National organisations in the partner countries

In addition to bilateral cooperation with governments (and cooperation via Swedish NGOs), Sida has direct programmes of cooperation with national NGOs. The support provided to NGOs working with children's rights is in some cases particularly strategic.

For example, this is the case with the support provided to four Kenyan organisations: *Kenya Alliance for the Advancement of Children* (KAACR),

¹⁵ The support provided for OHCHR is not directly earmarked and therefore it is not possible to draw any conclusions on the amount allocated to the Committee.

¹⁶ In 2002 the NGO Group received support from Sida amounting to SEK 800 000.

Child Rights Advisory and Legal Centre (CRADLE), Children's Legal Action Network (CLAN), and Widows and Orphans Welfare Society of Kenya (WOWESOK).

Several local organisations are supported in Croatia and Bosnia. For example Caritas runs a centre in Bosnia where young people are motivated to take an active interest in democratic development.

3.6 Swedish NGOs

A large proportion of the direct child-rights contributions are implemented by local organisations with support from Swedish NGOs, which in turn receive financial support from Sida.¹⁷

By far the largest Swedish child-rights organisation is Save the Children Sweden. It is also the organisation that most specifically pursues complete fulfilment of the UN Convention on the Rights of the Child. Save the Children Sweden is one of the very few organisations that consistently aspire to promote the participation of children. Save the Children Sweden has projects in several of Sida's partner countries. These projects often provide good examples that are replicated elsewhere.

Many other Swedish NGOs also have programmes that are directed towards a certain group of children or include children's rights in one or more areas. Therefore only a small sample can be mentioned here. For example, the Church of Sweden, PMU Interlife, and Africa Groups of Sweden have education and health projects. These projects are often directed towards disadvantaged children living in remote geographical areas and in slums.

Diakonia runs extensive activities. On the West Bank, for example, Diakonia is playing a major role in the development of a national plan for children, the distribution of children's literature and the rehabilitation of children with disabilities.

Children with disabilities are the target group in many countries. In South Africa, the Swedish Organisations' of Disabled Persons International Aid Association, SHIA, is supporting an agency which reports directly to the President. The mission of the agency is to ensure that the rights of the disabled permeate all government activities. Save the Children Sweden and AMREF (*African Medical and Research Foundation*) are other organisations that support children with disabilities and their parents.

A number of contributions for children who are affected by HIV/AIDS, particularly orphans, are implemented by Swedish NGOs. Through the Swedish Organisation for Sexual Information, RFSU, children are informed of how they can avoid HIV/AIDS and other sexually transmitted diseases, and above all the sexual and reproductive rights of girls are being strengthened.

ECPAT-Sweden puts controversial issues on the agenda. These include child pornography on the Internet and child prostitution in tourism. Several of the other organisations mentioned above also support projects for sexually exploited children via their local sister organisations.

Cooperation between Olof Palme International Center and several youth organisations in the south is another example of ways in which Swedish NGOs make children's rights visible.

¹⁷ A study of the support given to Bangladesh in 2001 showed that 15% of the bilateral support for children and adolescents was channelled via Swedish NGOs. The corresponding figure for Kenya was 30%.

3.7 The Office of the Children's Ombudsman and other Swedish institutions

In 2002 the Office of the Children's Ombudsman initiated a cooperation project between Sweden and five countries: Bosnia and Herzegovina, Peru, Sri Lanka, Tanzania and Vietnam. The aim was to develop systematic methods that would make it possible for children to express their points of view (Who Cares? Report from the Office of the Children's Ombudsman, 2003). The project, which is being financed by Sida, is an important step towards the goal of fulfilling the right of children to express their views on their own situation and on the development of society.

Sida has also given financial support to courses run by the Office of the Children's Ombudsman for politicians and administrators from Latin America, Africa, Asia and Eastern Europe. One of the main aims of these courses is to provide information on the methods used by Sweden to integrate a child-rights perspective in statistics and in urban and regional planning.

The National Council of Swedish Youth Organisations (LSU) has initiated a project in which it cooperates with organisations in Sri Lanka on issues relating to democracy, democratic leadership and youth organisations.

Also much of the cooperation between Swedish theatrical and musical institutions and groups in Africa and Central America concerns children. Unga Riks (a theatre ensemble that performs for children and adolescents all over Sweden) and the School of Music and Music Education at Gothenburg's University are examples of two institutions that make significant contributions to realising the right of poor children and adolescents to culture.

3.8 Statistics and action-oriented research

Where urban and regional planning that has its point of departure in children's rights is concerned, it is necessary to have relevant and systematic information on the living conditions of children. There is a great need for research that focuses on the perceptions and points of view of children. Often special research methods must be developed.

As mentioned above, Sida supports action-oriented research via several channels. These include the Office of the Children's Ombudsman, Save the Children Sweden and UNICEF's *Innocenti*. Another example is the support provided for research into the situation of working children in Vietnam where the opinions of the children are utilised.¹⁸ The support provided by Sida's Department for Cooperation with NGOs, Humanitarian Assistance and Conflict Management to Uppsala University for research into child soldiers is a further example. Also individual action-oriented studies are supported. One example is the interviews with young Russians on sexual assault. A study made in South Africa where Save the Children Sweden gave children the opportunity to express their views on human rights is another example.

¹⁸ SAREC's invitation research is financed by the sector departments' global appropriation, in this case via funds for democracy and human rights allocated to DESA.

South African children express their opinions – a positive initiative

Save the Children Sweden commissioned a study of the opinions of 1 200 children and adolescents in the age groups 8–12 and 13–18 years in South Africa (*Children's Poll*. David Donald, University of Cape Town, 2002). This has enabled information to be obtained on the thoughts and experiences of young people in respect of human rights. This information is now being spread to authorities and NGOs with the hope that use will be made of it when actions and programmes are being planned.

4. Resources for the ten-point programme

4.1 Disbursements

The question of how much of Sida's appropriation for the policy area "International Development Cooperation" that has been used to promote children's rights is relevant but difficult to answer.

In Sida's annual report for 2002 it can be seen that almost SEK 500 billion was disbursed to the child-rights organisations UNICEF (SEK 374 million) and Save the Children Sweden (SEK 105 million). However, these amounts are a relatively small proportion of the total amount that is used for contributions for children, since Sida's main strategy is mainstreaming of a child-rights perspective in *all* activities. However, there is no reliable method yet that shows the extent to which this mainstreaming has been put into practice. For example, in 2002 contributions for children or adolescents as shown in Sida's accounting system (PLUS) amounted to SEK 113 million, which is a gross understatement.

In view of the lack of exact figures, we can only make rough approximations. For example, experience has shown that measures taken in the social sectors usually provide an effective method of reaching children and adolescents. In 2004 contributions in these sectors amounted to SEK 1.4 billion, which corresponds to 12 per cent of Sida's disbursements in the policy area "International Development Cooperation" (SEK 11.4 billion).¹⁹

Earlier studies have estimated that 60 per cent of all contributions in the social sectors are more or less directly targeted at children and adolescents.²⁰ An estimate for 2002 using this basis would give the result that SEK 840 million was allocated to children and adolescents.²¹

However, children are also affected by contributions in other sectors than the social sectors. Improvements to housing environments, water

¹⁹ Health and education contributions accounted for 85% of the amount. Health contributions amounted to SEK 690 million (50%) and education contributions SEK 496 million (35%). A large proportion of the support provided for social sectors was allocated to Africa. The five countries that received most education support were Tanzania, Mozambique, Afghanistan, Bolivia and Rwanda. A great deal of the support provided in the health sector is regional but the countries that received most health support were Angola, Zambia, Tanzania, West Bank/Gaza and Bangladesh.

²⁰ Andersson Brolin, L. *The child perspective in Swedish development cooperation* (1996). Nordin Jayawardena, A. *Sida's contribution to the report submitted to the UN Committee on the Rights of the Child for the period 1997-2001*. DESO/DESA, Sida.

²¹ According to Sida's publication "Facts and Figures 2002. Health Sector" and "Facts and Figures 2002. Education", the total support provided to the health sector amounted to SEK 1.1 billion and the total support provided to the education sector to SEK 860 million. These figures also include humanitarian and conflict prevention contributions, contributions via NGOs and research cooperation.

and sanitation are some concrete examples. Rural development, humanitarian contributions, contributions for conflict prevention and contributions for democratic governance and human rights are further examples. Consequently, in order to obtain an idea of the total resources that are allocated to children and adolescents, information on contributions of these types is also needed. However, as mentioned above, there is no reliable data. Accordingly, all attempts to estimate the amount must be based upon assumptions.

The assumption that children are reached to the same extent as adults would give the result that more than half of the resources go to children and adolescents. However, there is a great deal that indicates that this is not the case. For example, programme officers not working with the social sectors often say that children or adolescents have not been a target group hitherto. It is therefore more reasonable to assume that 10–20 per cent of Sida's resources for the policy area "International Development Cooperation" are used to promote the rights of children and adolescents.

In addition to this there is a certain proportion of the special appropriation for the policy area "Cooperation with Central and Eastern Europe" that must be taken into consideration. For example, more than SEK 130 million was disbursed from this appropriation for the operational area "Social Security" in 2002. A relatively large proportion of these contributions can be assumed to have contributed to fulfilling the rights of children and adolescents.

If the above-mentioned assumptions are reasonable, we can draw the conclusion that SEK 2–3 billion were used in contributions for the rights of children and adolescents in 2002.

4.2 Personnel resources for mainstreaming

At Sida the Division for Democratic Governance (DESA) in the Department for Democracy and Social Development (DESO) is responsible for implementing the ten-point programme.

All members of staff at DESA have pursued child-rights issues. However, the main responsibility has rested with two members of staff whose total working time on children's rights is equivalent to one-full time post. Their main duties have been to hold courses for the staff at head office and for persons taking up posts abroad, to develop information material, and to function as advisers in various contexts. As can be seen from the report the work has provided many visible results, particularly in the four strategic areas. Also, in several cases the work has had a positive effect on Sida's dialogue with its partners in cooperation.

At present there is a network of Sida programme officers who have participated in the basic training programme on the rights of the child. The network meets approximately twice a term. Child-rights issues are also pursued in the UNICEF network which includes members of staff from all divisions that support UNICEF.

It is often the case that special initiatives are needed initially in order to gain support for a new approach in the organisation. In large organisations the inclination to undergo processes of change is usually low and Sida is no exception in this respect.

5. Summary

5.1 Transforming the ten programme points into reality

During recent years Sida's main policy has been to concentrate on *mainstreaming* a child-rights perspective in its activities, an ambition which goes further than the guidelines laid down in the Government communication 2001/2002:186. Sida has had the aspiration to gain support for a child-rights perspective in its organisation by extending and exchanging knowledge, forming networks, and ensuring that children's rights are integrated into its action programmes, sector strategies and country strategies, Sida at Work and other key documents. Sida has also attempted to influence on other interested parties to follow the same principles.

Even if much work remains to be done before Sida has achieved the goal to fully mainstream a child-rights perspective, the report shows that Sida is supporting a large number of contributions that promote children's rights.

With the ten points in the Government communication as its point of departure, Sida's work can be summarised as follows.

Sida's aspiration to implement a child-rights perspective in its programmes of bilateral cooperation has had, among other things, the result that the *best interests of the child* have been defined in programmes of cooperation with some countries. These country strategies can now function as models. Moreover, the dialogue on sector programme support, particularly in the *health* and *education* sectors, has had the result that the rights of children and adolescents have been given prominence. Many of these programmes have the ambition to include everyone, that *no one should be excluded*. They often have a gender equality perspective. They intend to give *girls and boys the same opportunities*.

The programme point that has been given least attention is *participation of children and adolescents*, even if it is given a strong emphasis in the training programmes for staff at Sida. It is probably also the right that is most difficult to fulfil. Hitherto, it is almost exclusively only child-rights organisations such as UNICEF and Save the Children Sweden that actually respect the right of children to be heard.

In addition to *mainstreaming* child-rights issues in bilateral development cooperation, Sida uses child-rights organisations and other organisations as channels. By limiting contributions to a certain group it is possible to focus on the rights of this group. An approach of this type can therefore be strategically viable for reaching *children in need of special protection*. A focus of this type can also facilitate innovative projects.

Another of Sida's strategies is to *exert an influence* on international and regional organisations that do not normally have a child-rights perspective. This is a long-term process in different arenas and at different levels. Nonetheless it is important in view of the fact that there is a trend among organisations working with international development cooperation towards increasing the number of joint activities. Putting the rights of children on the general agenda means hopefully that more resources will be mobilised and that larger *investments* will be made in children's rights, both now and in the *future*.

To sum up Sida has made a great deal of progress in the four strategic areas in the Government communication, while some work still remains to be done before Sida's own goal has been achieved, i.e. that all cooperation is permeated by a child-rights perspective.

5.2 Challenges

By introducing children's rights in important policy documents and guidelines, Sida has created a good theoretical foundation for fulfilling the vision of mainstreaming a child-rights perspective in all working areas.

The foremost challenge to Sida now is to exert an influence on contributions in the fields of rural development, research and urban development. The rights of children and adolescents also need to be introduced into the dialogue with bilateral partners in cooperation more systematically than is the case today. New country analyses and country strategies indicate a positive trend in this respect.

Exerting an influence on other parties to include children's rights, for example in PRSP processes, is still a major task for Sida.

Combating HIV/AIDS with a child-rights perspective is also a major challenge since the epidemic affects the living conditions of children in virtually all areas.

In all these cases children and adolescents must play an active role themselves. Girls and boys of all ages and with different living conditions must be given the opportunity to express their points of view. They must be permitted to participate in planning, implementation and evaluation. Of the tasks faced by Sida, eliminating obstacles in this respect and making a process of this type possible is perhaps the most difficult task of all.

Appendix

Abbreviations and acronyms

AMREF	African Medical and Research Foundation
ASI	Anti-Slavery International
ASSITEJ	The International Association of Theatre for Children and Young People
CCA	Common Country Assessment
CLAN	Children's Legal Action Network
CDF	Comprehensive Development Framework
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CRADLE	Child Rights Advisory and Legal Centre
DAA	Disability, Awareness, Action – Rights for Disabled Children
DESO	Department for Democracy and Social Development (Sida)
DESA	Division for Democratic Governance (Sida)
DRC	Democratic Republic of the Congo
ECPAT	End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes
ESCAP	Economic and Social Commission for Asia
EU	European Union
FAWE	Forum for African Women Educationalists
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
HUM	Division for Humanitarian Assistance (Sida)
HÄLSO	Health Division (Sida)
HR	Human Rights
IBE	UNESCO International Bureau of Education
ICCB	International Catholic Child Bureau
ILO	International Labour Organisation
IMF	International Monetary Fund
IPEC	International Programme on the Elimination of Child Labour
ICDC	International Child Development Centre, Innocenti
INGO	International Non-Governmental Organisation
IOM	International Organization for Migration
IPAA	International Partnership against AIDS in Africa
KAACR	Kenya Alliance for the Advancement of Children
KULTUR	Division for Culture and Media (Sida)

Lao PDR	Lao People's Democratic Republic
LSU	National Council of Swedish Youth Organisations
MPB	Mekong Partnership & Beyond
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Cooperation and Development
OHCHR	Office of the High Commissioner for Human Rights
PoP	Perspectives on Poverty
PRSP	Poverty Reduction Strategy Paper
REPSSI	Regional Psychosocial-Support Initiative for Children Affected by AIDS
RHR	Reproductive Health Rights
RFSU	Swedish Organisation for Sexual Information
SAREC	Department for Research Cooperation (Sida)
SC-UK	Save the Children United Kingdom
SEKA	Department for Cooperation with NGOs, Humanitarian Assistance and Conflict Management (Sida)
SHIA	Swedish Organisations' of Disabled Persons International Aid Association
SIMPOC	Statistical Information and Monitoring Programme on Child Labour
SPS	Sector Programme Support
SPANe	Sida Partnership on Adolescents Network
STD	Sexually Transmitted Disease
SRHR	Sexual and Reproductive Health Rights
SWAp	Sector-Wide approach
UK	United Kingdom
UN	United Nations
UN CRC	UN Convention on the Rights of the Child
UNESCO	UN Educational, Scientific and Cultural Organisation
UND	Education Division (Sida)
UNDAF	UN Development Assistance Framework
UNDP	UN Development Programme
UNFPA	UN Fund for Population Activities
UNICEF	UN Children's Fund
VACA	Visual Arts and Craft Academy
WB/G	West Bank/Gaza
WHO	World Health Organisation
WOWESOK	Widows and Orphans Welfare Society of Kenya

Halving poverty by 2015 is one of the greatest challenges of our time, requiring cooperation and sustainability. The partner countries are responsible for their own development. Sida provides resources and develops knowledge and expertise, making the world a richer place.



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