

# Workshop Facilitation Guide



## CHILD RIGHTS TOOLKIT

Integrating Child Rights in Development Cooperation

# Module 6 Child-Responsive Budgeting



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# Training plan

This training plan is for Toolkit module 6, which focuses on investing in children, a fundamental element of ensuring the realization of their rights. The budget is the principal instrument by which a government translates its child rights commitments into practice.

## Objectives

1. Explain/list the key elements of child-responsive budgeting
2. List 5 categories of recommended interventions in support of child-responsive
3. Given a scenario, be able to identify what actions need to be set in place to ensure child rights considerations are properly reflected in national budgets
4. Access tools to support child-responsive budgeting work

## Training Tips

**Slide presentations:** The slides for each session contain detailed notes on content and facilitation notes.

**Case studies:** You may have each group work on all of the different case studies, or alternatively, have groups work on filling out different forms from the same case.

**Small group work and presentation to plenary:** There are a number of options for how groups can conduct their work and present their findings. The simplest is for each group to designate a presenter to present the group’s findings; another option is to have each group post its findings and to have participants move among the posted presentations requesting details from group members. Adjust the session time dedicated to these presentations based on reporting method selected and number of participants in the plenary.

**Large group activity:** As an alternative to the large-group discussion, participants may work on these questions in independent small groups or in “buzz groups” that take place within the plenary session.

## Training methodology

Slide presentation of session content (Slides 1-8)	10 mins.
Slide presentation with guided large-group discussion on recommended interventions (Slides 9-15)	20 mins.
Small-group work <ul style="list-style-type: none"> <li>• Same problem statement given to groups</li> <li>• Review the background and any supporting/additional resources</li> <li>• Propose what strategies are most appropriate to ensure national budgets are child-responsive and why.</li> </ul>	1 hr. 20 mins
Small groups present findings to plenary session	30 mins.
Slide presentation of session content (Slides 17-19)	10 mins.
Facilitated large-group discussion (Slides 20-28)	10 mins.
Session close	5 mins.

## Advance preparation

1. Review the contents of Module 6 of the Child Rights Toolkit
2. Review slides for this session & facilitation notes in slides
3. Review & become familiar with steps of presenting the case for the exercise from the Facilitator’s Notes
4. Review the questions for large-group discussion
5. Copy materials from the Participant Handouts section for the case study exercise. At minimum, each participant group should have one copy of the handouts for the exercise.

## Session outline

Time	Content & Activity	Training Materials & Notes
10 mins	<p><b>Content/Activity 1</b>  <b>Objective &amp; contents:</b></p> <ul style="list-style-type: none"> <li>Introduce the topic and session</li> <li>Explain/list the key elements of child-responsive budgeting</li> </ul> <p><b>Methodology:</b>  Slide presentation</p>	<p><b>Facilitator materials:</b></p> <ul style="list-style-type: none"> <li>Slide presentation: Session 6, slides 1-8</li> </ul> <p><b>Facilitation notes:</b></p> <ul style="list-style-type: none"> <li>See detailed notes on contents within the slide presentation</li> </ul>
20 mins  (10 mins) (10 mins)	<p><b>Content/Activity 2</b>  <b>Objective &amp; contents:</b>  List 5 categories of recommended interventions in support of child-responsive.</p> <p><b>Methodology:</b></p> <ul style="list-style-type: none"> <li>Slide presentation</li> <li>Guided large-group discussion</li> </ul>	<p><b>Facilitator materials:</b></p> <ul style="list-style-type: none"> <li>Slide presentation: Session 6, slides 9-15</li> </ul> <p><b>Facilitation notes:</b></p> <ul style="list-style-type: none"> <li>Introduce the five interventions on these slides, soliciting ample feedback from participants to ensure they fully grasp each element.</li> <li>Use these interventions as a jumping off point to facilitate a large-group discussion of the opportunities and challenges in implementing these interventions in practice</li> </ul>
1 hour 30 mins  (10 mins) (1 hr 20 mins)	<p><b>Content/Activity 3</b>  <b>Objective &amp; contents:</b>  Given a scenario, be able to identify what actions need to be set in place to ensure child rights considerations are properly reflected in national budgets</p> <p><b>Methodology:</b></p> <ol style="list-style-type: none"> <li>Introduction of exercise</li> <li>Small-group activity</li> </ol> <ul style="list-style-type: none"> <li>Same problem statement given to groups</li> <li>Review the background and any supporting/additional resources</li> <li>Propose what strategies are most appropriate to ensure national budgets are child-responsive and explain why.</li> </ul>	<p><b>Facilitator materials:</b></p> <ul style="list-style-type: none"> <li>Slide presentation: Session 6, slides 16-19</li> </ul> <p><b>Facilitation notes:</b></p> <ul style="list-style-type: none"> <li>See detailed notes on contents within the slide presentation</li> <li>Before conducting this session, become familiar with the case scenario and the steps of the exercise in the Facilitators Notes</li> <li>Explain the small group exercise, break participants into groups of 4 or 5, and provide each group with the handouts for the exercise (see Participant Handouts)</li> </ul> <p><b>Participant handouts:</b>  Each case consists of a synopsis of the case and questions for analysis. Please distribute at least one copy to each group for the small-group exercise.</p>
30 mins	<p><b>Content/Activity 4</b>  Small group presentation to plenary</p>	<p><b>Facilitation notes:</b>  After participant presentations, step through slides 20-23 to remediate findings, if necessary, and to summarize and generalize from the case example</p>
10 mins	<p><b>Content/Activity 5</b>  <b>Objective &amp; contents:</b></p> <ul style="list-style-type: none"> <li>Access tools to support child-responsive budgeting work</li> </ul> <p><b>Methodology:</b>  Slide presentation</p>	<p><b>Facilitator materials:</b></p> <ul style="list-style-type: none"> <li>Slide presentation: Session 6, slides 24-26</li> </ul> <p><b>Facilitation notes:</b></p> <ul style="list-style-type: none"> <li>See detailed notes on contents within the slide presentation</li> <li>As you introduce the different tools within this module, point participants to the appropriate tool in the Toolkit</li> </ul>
10 mins	<p><b>Content/Activity 6</b>  <b>Objective &amp; contents:</b></p> <ul style="list-style-type: none"> <li>Applying concepts to the local context</li> </ul> <p><b>Methodology:</b>  Slide presentation of Illustrative Example  Large-group discussion</p>	<p><b>Facilitator materials:</b></p> <ul style="list-style-type: none"> <li>Slide presentation: Session 6, slides 27-28</li> </ul> <p><b>Facilitation notes:</b></p> <ul style="list-style-type: none"> <li>See detailed notes on contents within the slide presentation</li> <li>Use the discussion topics on slide 28 to facilitate a large-group discussion</li> </ul>
5 mins	<b>Session close</b>	

# Participant Handout

## Module 6 Exercise: Recommended Interventions

**Case description:** The 2007-2013 EU Strategy Paper (SP) for a South East Asian country identified education sector as a focal sector. Up to 80 percent EU's assistance is on supporting a sector-wide approach in basic education, with a strong focus on children from remote areas, indigenous/minority groups and those with special needs. The overall objective of this operation, in line with government's Medium Term Development Strategy, is to contribute to achieving sustained poverty reduction by improving equitable access to quality education.

The specific objectives are to contribute to the government policy/strategy to improve basic education, in particular with reference to for example a) governance and management systems, b) overall quality; and c) planning and budgeting process for education and to upgrade efficiency of those resources. In developing the sector-wide approach for basic education, the Strategy Paper identified the following challenges and risks that need to be taken into account:

- **Decentralization**, in the context of the on-going reconciling of new roles of the central ministry, the provinces, the district/city, the sub-district and the school
- **Education financing:** the Government's investment in its education system has been low compared to other countries in the region, and the majority of the government funds are committed to routine expenses including primarily salaries, leaving little room for funding education development.
- **Civil service reform:** lack of political will to address the sheer size of the bureaucracy, corruption, inefficiencies and low pay.
- **Transparency:** in an environment of poor governance, proper financial management mechanism and appropriate auditing and monitoring mechanisms need to be put in place.

**Assignment for participants:** In your working group, answer the questions below. Please appoint a chairperson and a secretary who will make a 5-minute presentation of your findings and proposals to the group.

Child-Responsive Budgeting Interventions	
Questions to answer	
What may be the value added of rights-based framing?	
How could the design of the SP or the SWAP be improved to be more child rights sensitive?	
How would child responsive budgeting (CRB) interventions promote child rights while helping mitigating the risks in EU programs?	
What are some of the key takeaways from this exercise?	

# Facilitator Notes

## Exercise: Governance Interventions

**Time:** 1 hour 20 minutes

**Purpose:** Given a set of categories of governance reforms (institution building, anti-corruption efforts, child-friendly services, rule of law/legislative reform, capacity-building, accountability mechanisms), select three categories and identify concrete actions/approaches to improve their effectiveness in realizing child-rights.

### Advance preparation

- Review and become familiar with the case examples presented in the slides and handout
- Make copies of the exercise for participants. Ideally each participant should have a copy of the exercise; at minimum copy at least one set of handouts for each group.

### Steps of performing the exercise

After presenting the content on the interventions on slides 9-15, perform the following steps:

1. Break participants into groups of four or five
2. Distribute one set of handouts to each group (see Participants Handouts)
3. Step through the facts of the case as presented in Slides 17-19. Stop the presentation at slide 19 and have participants break to review the questions.
4. In working groups, have participants review the case and answer the questions provided on the question sheet
5. Explain that each group will be asked to present their findings during the plenary session
6. The facilitator should move among groups ensuring that participants understand the exercise and are addressing the questions appropriately. Use the sample solution below to help guide participants, if needed
7. After participants have presented their findings, step through slides 20-23 to remediate findings, if necessary, and to summarize and generalize from the case example

### Example solution for case study

<b>Child-Responsive Budgeting Interventions</b>	
<b>Questions to answer</b>	
<b>What may be the value added of rights-based framing?</b>	<ul style="list-style-type: none"> <li>• The case for government to invest in education goes beyond the economic argument. Children have right to education. It is a government obligation to invest maximum possible domestic resources in progressive realization of that right.</li> <li>• By drawing on the synergy with the push from child rights based organizations (including UNICEF), a more likely outcome may be achieved in which the government allocates greater amount of its own resources towards education (thus mitigating the second risk listed above).</li> </ul>
<b>How could the design of the SP or the SWAP be improved to be more child rights sensitive?</b>	<ul style="list-style-type: none"> <li>• Child rights are inter-dependent, with mutually reinforcing effects. It is important to tackle other dimensions of deprivations that targeted populations are experiencing simultaneously. Without improvements in these other dimensions (e.g. access to clean water and safe sanitation in the school and community, protection from child labor or domestic violence), the education outcomes of a child will suffer.</li> <li>• Design enhancements could include a coordinated or integrated mixture of school-based and home-base interventions to address these other deprivations, to ensure quality education outcomes.</li> </ul>
<b>How would child responsive budgeting (CRB) interventions promote child rights while helping mitigating the risks in EU programs?</b>	<p>Recognizing that budget or PFM related bottleneck or barrier is a common cause of child rights' deprivation, the CRB work by UNICEF and its civil society partners:</p> <ul style="list-style-type: none"> <li>• Raise child rights issues in public and in policy processes through deprivation and budgetary analyses and advocacy, and the enhanced public and policy awareness buttresses the national ownership and the resource commitment of programs aimed at achieving the child right to education, for example.</li> <li>• Open up the space that would enable public analysis and scrutiny of budgetary allocations and utilization through analytical and advocacy interventions aimed at enhancing budgetary transparency and accountability, while fostering the ground for better governance.</li> </ul>

	<ul style="list-style-type: none"><li>• Develop the capacity of stakeholders to understand and assess the role of budgets and PFM in child rights, especially at the decentralized levels. This work includes, critically, i) helping line ministries to develop child-sensitive budget proposals; ii) building and presenting investment cases to ministry of finance or other top decision makers; and iii) developing capacity of local communities to better monitor and track government allocations.</li></ul>
<b>What are some of the key takeaways from this exercise?</b>	<ul style="list-style-type: none"><li>• Incorporating child rights contributes to achieving the objectives of the EU programs, by directly or indirectly addressing the risks and challenges in the implementation of EU programs.</li><li>• In the context of the new EU framework, it is important for EU to invest in others' work aimed at leveraging government's resources for greater child-responsive investments. This in turn helps achieving the aim of EU to use ODA to leverage government's own resources in achieving sustainable results.</li></ul>