Summary Guidance on Risk, Resilience and Linking Humanitarian and Development Programming

This Guide is a summary based on the UNICEF Guidance for Risk-Informed Programming (GRIP), with some updates, and is for use by UNICEF staff in support of partners. It provides an overview of key steps for risk-informed programming including risk analysis, design, adaptation and implementation of programme actions, monitoring and sector-specific guidance and includes a set of concrete, practical examples. This Guide is also a key tool for linking humanitarian and development programming. Supporting materials are available online through the following links:

- The complete Guidance on Risk-Informed Programming, including sector modules
- Full package of guidance and tools for conflict sensitivity, peacebuilding and social cohesion
- The February 2019 Executive Board Paper and related materials on Linking Humanitarian and Development Programming

For complementary resources, including technical guidance, working materials and case studies, and to connect to fellow practitioners through Yammer, see the UNICEF Community of Practice for Risk, Resilience & Peacebuilding: https://unicef.sharepoint.com/teams/PD-RRFP

CONTENTS OF THE GUIDANCE ON RISK-INFORMED PROGRAMMING (GRIP)		
The GRIP has a modular structure with a step-by-step approach to risk-informed programming. This Practitioner's Guide provides a brief summary for each module.	**1. Introduction**	**Page 2**
	2. Risk Analysis Preparation, assessment, analysis & validation	**Page 4**
	3. Implementation, Action, and Results for Children TOCs, programme results, risks to the programme	**Page 8**
	4. Monitoring of risks and of risk-informed programming	**Page 12**
	5. Sector-specific guidance with country-specific examples	**Page 15**

1. Introduction

A changing world for children

Across the world, crises are becoming more frequent and complex, lasting longer and affecting more children than ever.

535 million children – nearly a quarter of the world's children – were living in countries affected by violent conflicts or disasters in 2017.

50 million children were uprooted in 2016, having either migrated across borders or been forcibly displaced by conflict, disaster, climate change or poverty.

800 million people were living in low-income, informal settlements in 2014, residing on land exposed to hazards (e.g. floods, droughts, earthquakes) and without adequate protective infrastructure, decent housing or access to basic services.

385 million children were living in extremely poor households in 2013, meaning they had limited capacity to cope with the impacts of shocks and stresses.

136 million people across the world are currently in need of humanitarian aid and protection. The global humanitarian appeal for 2018 is set at a record US$22.5 billion to cover 91 million people.

What is risk-informed programming?

Children face many types of crises, ranging from violent conflict and fragility to disasters and negative impacts of climate change, epidemics and economic instability. Unless the risks of such crises are prevented, mitigated or prepared for, they will erode development gains, cause harm to vulnerable children, communities and social service systems.

The integration of a risk-informed approach into routine programming strengthens systems and builds resilience to shocks and stresses by identifying and addressing root causes and drivers of risk. It necessitates a robust analysis of the risks faced by households, communities and social service systems, and requires government and other partners to be involved in the design or adjustment of programmes. For UNICEF, risk-informed programming is child-centred and uses a human rights-based approach to programming.
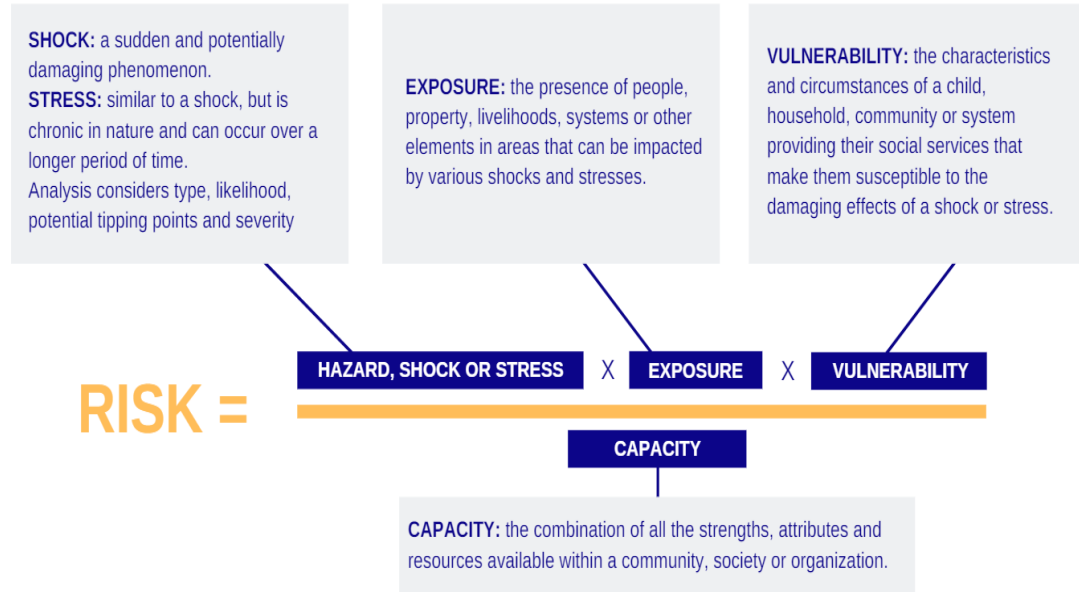
The risk-informed approach to programming therefore:

- Makes resilience and peace central goals of child-rights focused programming in all sectors
- Protects development gains from the negative impacts of shocks and stresses by strengthening systems
- Is a change strategy to better support governments to realise the 2030 Agenda
- Strengthens the linkages between humanitarian and development work whereby, for example, humanitarian action can address the underlying risk factors, avoid creating new risk and set the stage to build back safer and better.
- Targets the most 'at risk' populations.
- Is based on a sound analysis of the risks facing children, their communities and systems that provide their social services
- Includes disaster risk reduction, emergency preparedness, climate change adaptation and conflict-sensitivity and is linked to peacebuilding and social protection. Humanitarian programming should be risk informed.

Understanding Risk

The GRIP adopts the standard risk formula of the UN Office of Disaster Risk Reduction (which is also used by other UN Agencies, the OECD DAC and the World Bank Group) as the main conceptual framework for risk analysis. The formula presents risk as a function of the interaction between different variables. As one variable changes, so does the overall risk. To understand risk, it is therefore necessary to systematically analyse each of the variables involved.

- **Examples of how this risk formula and analysis has been applied in country contexts can be found on the Risk, Resilience Fragility and Peacebuilding community site.**

SHOCK: a sudden and potentially damaging phenomenon.
STRESS: similar to a shock, but is chronic in nature and can occur over a longer period of time.
Analysis considers type, likelihood, potential tipping points and severity

EXPOSURE: the presence of people, property, livelihoods, systems or other elements in areas that can be impacted by various shocks and stresses.

VULNERABILITY: the characteristics and circumstances of a child, household, community or system providing their social services that make them susceptible to the damaging effects of a shock or stress.

$$RISK = \frac{\text{HAZARD, SHOCK OR STRESS} \times \text{EXPOSURE} \times \text{VULNERABILITY}}{\text{CAPACITY}}$$

CAPACITY: the combination of all the strengths, attributes and resources available within a community, society or organization.

To assess and compare various risks, each risk is assigned two scores: The *Likelihood* score is the likelihood of any hazard, shock or stress occurring. The *Impact* score combines exposure, vulnerability and lack of capacity. Each is assessed on a scale of 1 to 5.

Example of Country Risk Profile
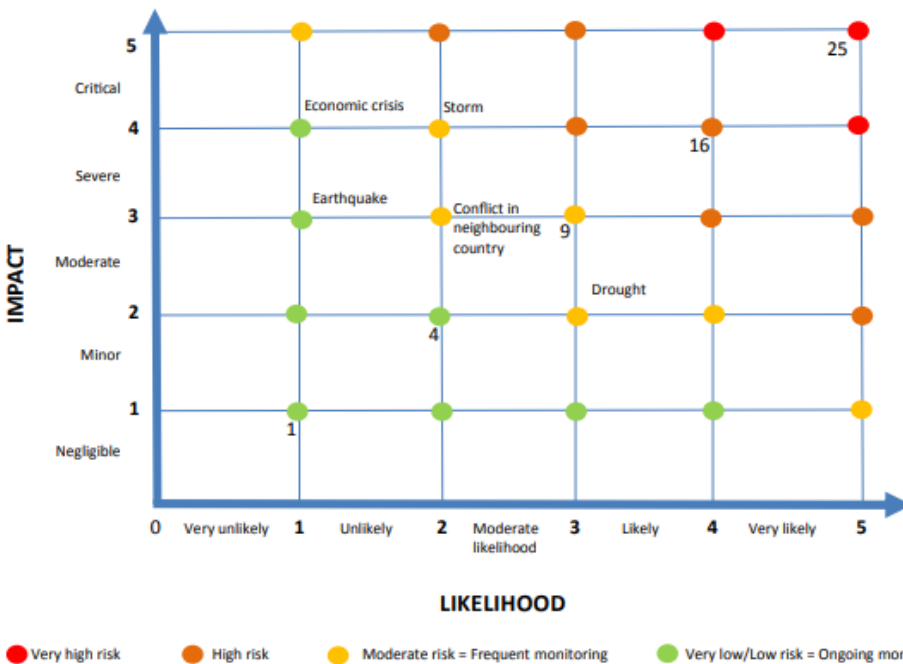
- **The country risk matrix is an essential part of the UNICEF Emergency Preparedness Platform allowing for the smooth integration of analysis results into both short-term humanitarian preparedness and longitudinal risk-informed programming. Examples of the application of this simplified risk formula can be found on the EPP community site.**

● Very high risk   ● High risk   ● Moderate risk = Frequent monitoring   ● Very low/Low risk = Ongoing monitoring

2. Risk Analysis

All UNICEF country offices regardless of the country's risk rating should develop a child-centred risk analysis with national partners and the UN country team during the course of the programme cycle.

Risk analysis is particularly relevant at specific stages of the UNICEF, interagency and national country programming cycles. The Situation Analysis (SitAn) is the best time to conduct a risk analysis – preferably integrated directly into the SitAn. However, other opportunities in the planning cycle include the Strategic Moment of Reflection or the development of Programme Strategy Notes, as well as external reviews or major national or inter-agency planning milestones, such as development of Common Country Assessments (CCA) and UN Development Assistance Frameworks (UNDAF). The new UNDAF guidance (available here) requires a common risk analysis.

A risk analysis should also be undertaken when developing or reviewing humanitarian response plans. The Emergency Preparedness Platform (EPP) is an opportunity for a regular update of the risk analysis.

2.1 Preparing the Analysis

Establishing the strategic purpose and scope of the analysis as well as its timing, participants, governance structures and budget.

1. Strategic purpose. Initially, the scope of the analysis should be agreed as well as the profile of stakeholders and participants (such as government, civil society and other counterparts), the methodology, data sources and management, and an estimation of the technical and financial resources. Ideally, government partners are key participants in developing a joint risk analysis.

2. Country risk rating and scope of the analysis. This includes an agreement on the type of shocks to be considered as well as the thematic and geographic coverage of the analysis. Tools such as the Index for Risk Management (INFORM), the Global Peace Index and the World Bank Group's Harmonized List of Fragile Situations can be used**.**

3. Accountabilities and management structure. The Country Office management should oversee both the analysis and an optional workshop for verification and consensus building. Supporting roles and responsibilities can also be given to regional office and HQ staff. The process should be linked to the management of the Emergency Preparedness Platform.

4. Participation of Child-Rights Stakeholders. The risk analysis should include UNICEF staff as well national counterparts, such as government representatives, major development partners, academic institutions and civil society. Engaging with women, children, adolescents and youth is also recommended including under the UNICEF Adolescent and Youth Engagement Strategic Framework.

5. Estimate of resources required, including time, technical expertise and financial resources.

Potential shocks and stresses, listed by category

2.2 Assessment
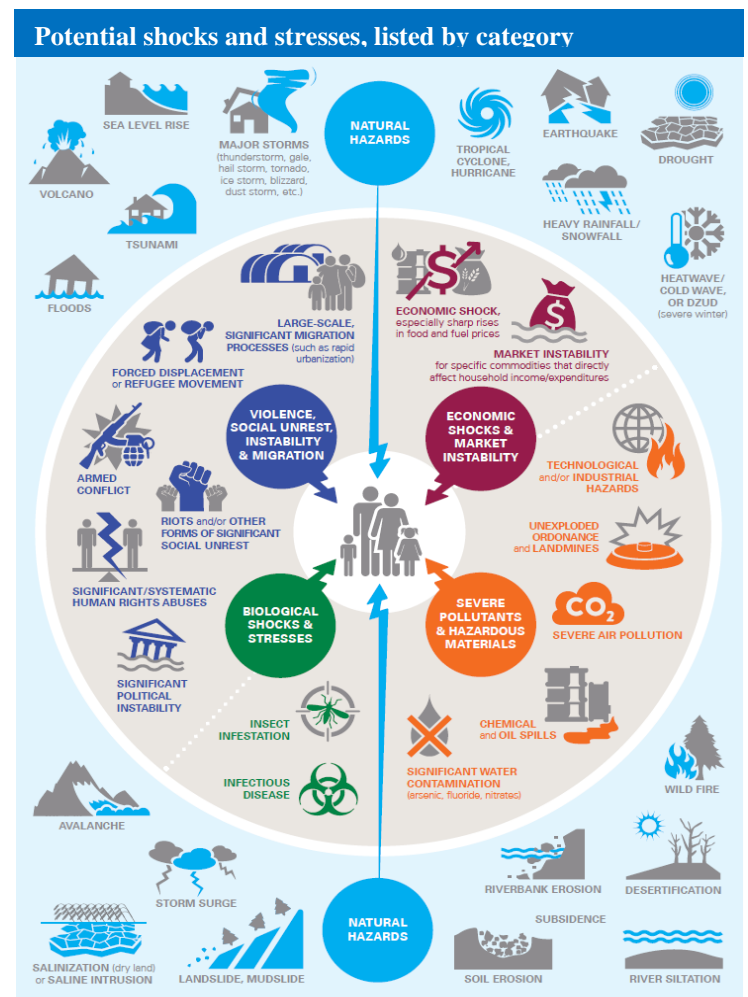
Identifying and presenting relevant data and information to assess both the exposure of children (and systems that support children) to various shocks and stresses, and the existing vulnerabilities and capacities.

Step 1 - Likelihood Identify shocks and stresses and consider their historical frequency and potential future trends to estimate the likelihood of their occurrence within a four to five-year period.

Risk Identification. Identify the most significant shocks and stresses that can interact with vulnerabilities and capacities to negatively impact development or trigger a humanitarian crisis (see graphic for an indicative list).

Assessing likelihood. Use the following scale to assess the likelihood of each shock or stress: very unlikely (< 5% chance), unlikely (5-15%), moderate (15-30%), likely (30-50%), very likely (> 50%).

Step 2 - Impact **Determine the potential impacts of shocks and stresses, considering:**

Patterns of exposure. List the geographical areas most exposed to the shocks and/or stresses identified in Step 1 (the appropriate level of disaggregation will vary). Trends such as population growth, violence and instability, environmental degradation and climate change may change patterns of exposure and should be considered.

Historical impacts and losses. Record the direct and indirect historical impacts and losses of the shocks and/or stresses noting in particular impact on children, deaths, displacement, persons affected and/or economic losses and impact on social service systems.
- Where possible, obtain disaggregated data to better understand equity, disability, age and gender dimensions of past crises.
- Consider potential impacts of each shock or stress on individuals and households, communities and/or social service systems.

Vulnerabilities and capacities. Gather national-level data and information on the vulnerabilities of children and households, including significant geographical patterns. Collect information on the capacities of communities, institutions and local or national authorities.

Assigning a score to impact. Assign an impact score from negligible (1), minor (2), moderate (3), severe (4), or critical (5). *See page 26 of Module 2* in the GRIP for scoring criteria.

Step 3 - Risk Multiply the likelihood and probable impact scores to produce a combined risk score for each shock or stress. Provide a justification for the ranking and suggest which hazards to prioritize in the design and adaptation of programmes, and preparedness measures.

Complementary Methods

The approach to risk assessment outlined above is ideal for diverse groups and applies an easy step-by-step approach. However, some programmes may require additional, specialized assessments or analyses. In countries affected by conflict or fragility, it is necessary to conduct a conflict analysis to ensure conflict sensitive programme designs. In some contexts, it may be useful to capture sub-national variations of risk, e.g. through spatial risk assessment, or to analyse the impact of climate change on children.
The following tools are available for these types of specialized risk assessments and analysis:

Conflict Analysis

High-risk countries or areas experiencing armed conflict, civil unrest and/or major threats to social cohesion need to develop a context-specific conflict analysis. UNICEF programmes should use the conflict analysis to develop conflict sensitive programmes ('do no harm') and to identify suitable entry points to promote peace and social cohesion ('do more good')

See resources on Sharepoint

Spatial Risk Assessment

This method can help assess the spatial distribution of risk across distinct geographical areas to sharpen targets for resource allocation and programming. Relative risk scores are assigned to geographic areas. Using a geographic information system, data can be converted into layers of information that can enable the estimation of the sub-national distribution of risk.

See resources on Sharepoint

Climate Landscape Analysis for Children

This approach can help multi-stakeholder teams to consider the overall climate, environment and energy (CEE) landscape. It involves five steps of analysis: the CEE situation in country; government responses; impacts on children; child-inclusive CEE policies, strategies and programming; and a discussion of how UNICEF country programmes can strengthen the CEE programming environment for children.

See resources on Sharepoint

Example: In 2017, UNICEF conducted an analysis of conflict dynamics for Afghanistan to inform programme strategies, a mid-term review and the development of a new country programme. The analysis made recommendations to improve conflict sensitivity and strengthen contribution to peacebuilding as well as a shift in programming to better reach children in areas not controlled by the government.

Example: In 2016, UNICEF worked with a private sector firm to develop spatial risk assessments for seven Pacific Island countries. The findings were integrated into SitAns and contributed a strategic moment of reflection, informing the new multi-country programme. The assessments also supported WASH intervention to reach islands deprived of WASH facilities and highly exposed to climate change and disaster hazards.

Example: In Timor-Leste, UNICEF commissioned a climate landscape analysis for children in 2017. It provided the essential baseline information on climate, environment and energy issues affecting children and offers recommendations to the country office on how to incorporate the most important issues and opportunities in the new country programme

2.3 Analysis

The analysis phase provides an opportunity to 'dig deeper' into the assessment. This is usually done in a workshop setting with staff and partners.

The analysis looks at **why** there are risks (i.e. why children are not receiving services or realizing their rights), **who** is responsible for addressing those factors and **what** capacities are needed to address them. The best approach to analysis is a participatory one, involving national counterparts and partners.

A CAUSALITY ANALYSIS is used to examine the causes of shortfalls and inequities in the realization of child rights. The methodology is based on the UNICEF Guidance on Conducting a Situation Analysis of Children's and Women's Rights. When analysing risk related to conflict and fragility, the causality analysis should be based on the UNICEF Guide to Conflict Analysis.

To complete a risk-focused causality analysis, teams take the following steps:

1. Develop a statement related to child deprivation: Consult existing causality analyses developed for the SitAn or country programme and use the same point of departure. In most cases, this will be an impact-level deprivation or inequity (i.e., a gap in the realization of child rights). Use this 'problem statement' as the top of the problem tree and list four or five immediate causes of this deprivation.

2. Consider the impacts of a high likelihood shock or stress on the deprivation and its immediate causes: Use the highest-ranking shock or stress from the assessment phase and consider how it could lead to a worsening of the deprivation and its immediate causes. Then ask why this would occur to identify further structural and underlying causes.

3. Check and verify the analysis: Ensure that the analysis is holistic, complete and if not developed with government and civil society it should at least be verified by them.

2.4 Validation

Review and validation. Depending on its depth and scope, a risk analysis should be reviewed and validated by UNICEF technical experts, UN and government partners, external peers and, if possible, stakeholder groups including women, children and adolescents. A risk workshop can facilitate this validation process and build consensus among stakeholders of findings and actions.

Dissemination and use of the analysis should be considered strategically from the start. Consider suitable presentations for different user groups, integration into other analyses and the utility of findings to national authorities.

Assessing performance with quality criteria. *See GRIP Module 2 p.37* for a set of quality criteria for risk analyses.

The Role of a Risk Workshop

A risk workshop is a flexible, participatory-style workshop tailor-made to support UNICEF country offices and their national partners to consider how the risks associated with various shocks and stresses can affect children, their caregivers and their communities. It can be utilized when designing or reviewing country programmes or emergency preparedness plans. A 'stand-alone' risk workshop can be particularly useful in helping multi-stakeholder groups to:

- validate the risk assessment and analysis with key stakeholders
- develop sector-wide, or multi-sectoral, risk-informed theories of change (TOCs)
- embark on strategic planning for a new UNICEF Country Programme, UNDAF or humanitarian action plan
- consider the adaptation of joint work plans and partnerships to reinforce resilient development

Aspects of a risk workshop can also be integrated into existing UNICEF trainings and processes, including:

- RBM training sessions, strengthening the application of the 'risk lens'
- TOC workshops or 'write-shops' held with counterparts and regional advisers
- Strategic moments of reflection to reaffirm the organizational commitment to resilient development
- Optional mid-term reviews, providing a means to adjust programme results and strategies
- A Gender Programme Review, which is usually carried out once during the programme cycle

UNICEF regional office planning and emergency advisers, in cooperation with sector colleagues and headquarters (Programme Division / Humanitarian Action and Transition Section), can support country offices to consider if, how and when a risk workshop may be useful.
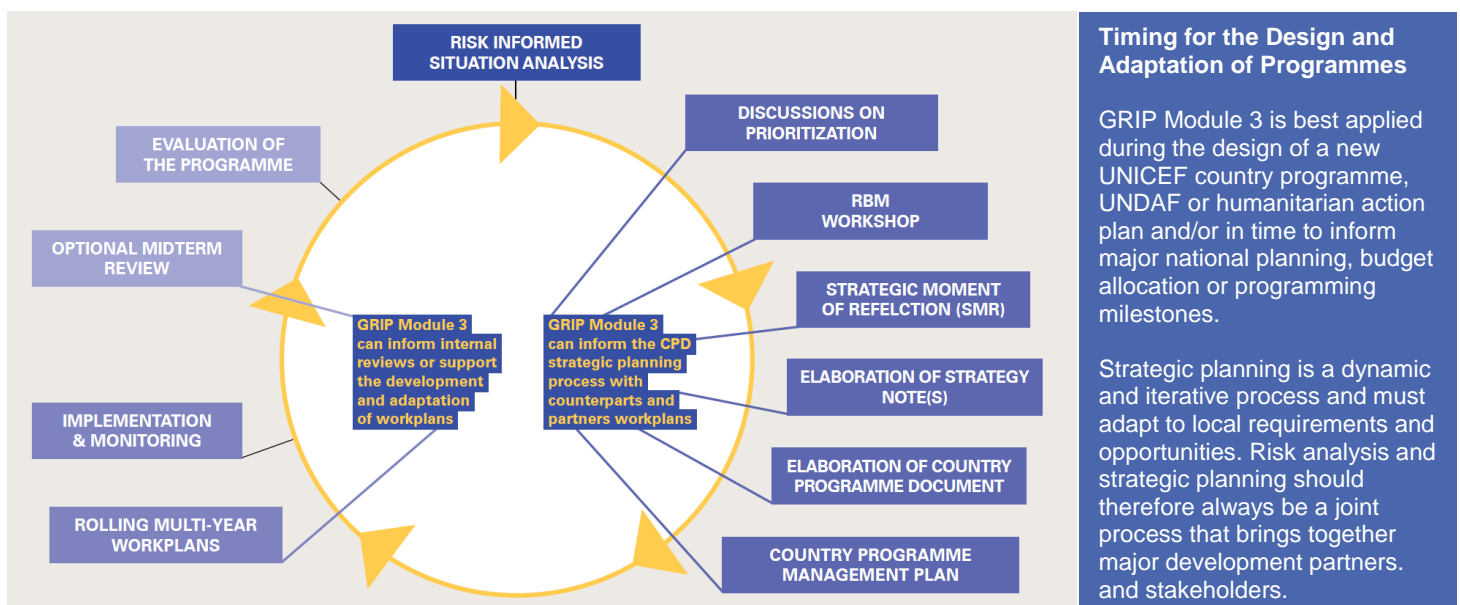
3. Implementation, Action and Results for Children

Applying the findings of the risk analysis to design and adjust programmes and emergency response plans, using the results-based management approach

3.1 Risk Informed Programming as part of RBM

GRIP
Mod. 3

UNICEF plans, implements, monitors and evaluates programmes with national counterparts and partners using a Result Based Management (RBM) approach. It also stresses the importance of identifying, reducing and managing risks in the environment – risks that may affect vulnerable children and families, and risks that may affect the ability of UNICEF and its partners to achieve the results as planned.

The risk approach is now integrated into the RBM Learning Package and Programme Policy and Procedure Manual, providing additional guidance on how to apply a 'risk lens' and identify specific means to further risk reduction and resilient development for children.

Timing for the Design and Adaptation of Programmes

GRIP Module 3 is best applied during the design of a new UNICEF country programme, UNDAF or humanitarian action plan and/or in time to inform major national planning, budget allocation or programming milestones.

Strategic planning is a dynamic and iterative process and must adapt to local requirements and opportunities. Risk analysis and strategic planning should therefore always be a joint process that brings together major development partners. and stakeholders.

3.2 Risk-informed Theories of Change

A critical aspect of UNICEF's programming process is the development of a theory of change (TOC) that articulates a collective vision for reaching a desired impact and makes explicit how one level of change leads to another. It should display a clear understanding not only of what changes are necessary to achieve the broader, impact-level goals, but also of *how to protect those gains from the negative impacts of shocks and stresses, to ensure that all children benefit from development progress.*

There is no TOC template or standard approach. To elaborate a risk-informed TOC, UNICEF country offices and key child rights stakeholders should start at the end and work backwards, to identify the:

- long-term change that all stakeholders wish to see in the lives of children and families (impact-level change/result)
- several 'preconditions' (long- and medium-term results) that are necessary to not only achieve this change, but also to protect this gain from the negative impacts of future shocks and stresses, thus enhancing the resilience of children, families, communities, systems and institutions (outcome-level changes/results related to a change in the performance of institutions or the behaviour of individuals)
- specific short-term results that reflect a change in the capacities of duty bearers, including their capacity to reduce, mitigate or manage risk (output-level changes/results)
- key programme strategies that will move all partners in the direction of the long-term goal of resilient development (or specific inputs to the change process).

3.3 Risk-informed Programmes

In general, UNICEF risk-informed programming will either:

- **aim to ensure that national risk reduction, climate change adaptation and peacebuilding efforts are more child-sensitive**
- **support technical line ministries and key stakeholders to ensure that child-sensitive programmes are more risk-informed.**

Risk-informed programming includes efforts to **strengthen national capacities for preparedness, crisis management and response**. The *Guidance Note on Preparedness for Emergency Response in UNICEF* provides additional guidance on identifying long- and short-term preparedness interventions, including contingency planning.

Risk-informed programming is not limited to development programming: during **humanitarian action**, risk-informed programming is an opportunity to begin to address the underlying drivers of the crisis, to avoid creating new risks and to set the stage for safer and better reconstruction (for example, rehabilitating inundated shallow wells to be above flood levels rather than providing bladder tanks).

In **fragile or conflict-affected countries**, or countries facing serious challenges to social cohesion, the *UNICEF Conflict Sensitivity and Peacebuilding Programming Guide* supports UNICEF programmes to meet the minimum requirement of being conflict-sensitive and identifying entry points for peacebuilding where possible.

The UNICEF commitment to **equity and initially reaching the furthest behind** is a key element of risk-informed programming. Since exposure to shocks and stresses is recognized as one of the primary determinants of inequity, focusing on the most 'at-risk' households, communities and systems is a way to sharpen the 'equity lens'.

Results that represent a proactive commitment to reducing risks for children:

Reflect the desired impact in terms of resilience and peace	*UNICEF can contribute to strengthening the resilience of children and households, institutions and systems. It can also contribute to building peace and fostering social cohesion. Ideally, the impact-level result should reflect this through results statements or indicators chosen.*
Focus on the most at-risk populations, rather than on the general population or the most deprived	*UNICEF results often target the most deprived populations. A 'risk-informed' result may, however, refer to the most at-risk populations (those who are both extremely deprived or vulnerable and disproportionately exposed to specific shocks and stresses). During conflict or in humanitarian action, this may involve focusing not only on affected populations, but also on those who are vulnerable and exposed but not yet experiencing crisis.*
Ensure a commitment to strengthening national performance in risk reduction	*UNICEF can also support governments and a range of duty bearers to reduce risks by either changing their performance or their behaviour (outcome-level changes) or by enhancing their capacity to do so (output-level changes). These contributions can be reflected in the wording of the result statement or in the selection of indicators.*
'Unpack' definitions to note the commitment to risk reduction	*In larger frameworks, commitments to reducing risk tend to get 'buried'. In instances where definitions of approaches and standards are neither context-specific nor check for conflict sensitivity or risk relevance, aspects of risk reduction may need to be added, clarified or 'unpacked'.*

Programme implementation and system strengthening

The purpose of risk-informed programming is to achieve more results for children and for those results to be sustainable when subjected to inevitable shocks and stresses. Therefore, it is critical that the analysis and planning process lead to practical, concrete actions for children and their communities. In particular, they should lead to actions that strengthen systems.

3.4 Risks in Programme Implementation

While GRIP focuses primarily on risks posed to children and vulnerable households, communities and social service systems, it is also critical to consider how various shocks, stresses and larger threats can affect the capacity of actors to work effectively and achieve their results as planned.

CHILDREN (& vulnerable households)

1

Subject:
A significant "contextual" shock or stress - like a cyclone

RISKS TO CHILDREN

- **Risk definition:** The likelihood of shocks and stresses leading to an erosion of development progress, the deepening of deprivation and/or humanitarian crisis affecting girls and boys and/or vulnerable households or groups.
- **Purpose:** To determine WHAT to work on
- The risk analysis helps to shape and design programmes that make a proactive commitment to resilience and peace – by reducing vulnerabilities, increasing capacities and reducing exposure to shocks and stresses. This is the process of '**risk-informing the programme**'.

THE PROGRAMME (and its results)

2

Subject:
Any potential threat to achievement of programme results - like a Cyclone

RISKS TO THE PROGRAMME

- **Risk definition:** The likelihood of a potential event or occurrence beyond the control of the programme adversely affecting the achievement of a desired result.
- **Purpose:** To determine HOW best to work to be most effective
- The risk analysis should help to design feasible programmes that Do No Harm and identify appropriate **mitigation measures** that enable actors to stay on track and continue to achieve their goals, despite the threats in the programming environment. This is '**programme risk management**', which is explained in the *Results-based Management Handbook*.[21]

THE PROGRAMME

3

Subject:
Interaction of Programme Activities with
Programme Context

RISKS FROM THE PROGRAMME

- **Risk definition:** The possibility that the programme itself creates or exacerbates tensions or risks for children and communities as it interacts with programme context.

- **Purpose**: To ensure conflict sensitivity and do no harm.

- **Conflict analysis** serves to ensure that both design and implementation of programmes **do not exacerbate conflict dynamics** through a conflict sensitivity lens (do no harm). This requires careful review and adjustment of processes, policies, and activities – both internally and externally – to **identify, prevent, and mitigate harm** that may be inadvertently triggered or exacerbated by programming interventions. Included in this analysis, UNICEF should also ensure that programming interventions do not expose children to the risk of sexual exploitation and abuse. UNICEF should also ensure that interventions do not have negative environmental impacts.

Examples of how to protect the programme from the impacts of shocks and stresses and respect the 'do no harm' principle:

Suggestions	Links to tools and resources
Identify risks and prioritize mitigation measures in programme design	• Revisit the UNICEF Results-based Management Learning Package • Ensure that risks and mitigation measures are identified in work plans, Programme Cooperation Agreements, annual management plans, humanitarian response plans and reviewed periodically in CMT/RMT meetings
Meet all institutional requirements for risk management	• Revisit the UNICEF Enterprise Risk Management Policy • Consult the Guidance Note on Preparedness for Emergency Response in UNICEF • Find more information on the Emergency Preparedness SharePoint site
Build flexibility and 'agility' into partnership agreements	• Review milestones in light of seasonal hazards and potential conflict triggers. • Adapt work plans and partnerships and build in flexible implementation modalities • Ensure all staff complete the Core Commitments for Children e-course
Differentiate risks for women and men, and girls and boys in programme design and implementation	• Conduct a Gender Programmatic Review • Refer to the Gender Action Plan • Complete the Gender in Humanitarian Action e-course
Assess and address the risk of sexual exploitation and abuse, and ensure accountability to affected populations	• Visit the UNICEF SharePoint site on the prevention of sexual exploitation and abuse • Follow the Global SOPs on community-based complaints mechanisms • Report all reasonable suspicion to your Head of Office, to integrity1@unicef.org or the PSEA Network in your country and use the resources of the PSEA Task Force • Take the Prevention of Sexual Exploitation and Abuse e-course and see the UNICEF Policy on Conduct Promoting the Protection and Safeguarding of Children
Mitigate the risk of harassment, sexual harassment and abuse of authority in your own office	• Be aware of the UNICEF Executive Directive on the Prohibition of harassment, sexual harassment and abuse of authority • Visit the related intranet site for policies, guidance and training
Manage risks in complex and high-threat environments	• Consult EMOPS for training and support • Apply the UN Programme Criticality Framework and take the e-courses on programme criticality and humanitarian civil-military coordination

Meet requirements for addressing the impacts of climate change on children and for the 'greening' of UNICEF	• Consider the risks associated with a changing climate • Revisit the Executive Directive on the impact of climate change on children
Ensure the programme is 'conflict-sensitive' and can 'do no harm'	Consult the UNICEF Conflict Sensitivity and Peacebuilding Programming Guide and the Conflict Sensitivity Checklist

4. Monitoring

Gathering information for systematic and purposeful observation. For UNICEF, there are two types of monitoring: situation monitoring, which measures the condition of children, women and their environment; and programme monitoring, which measures progress of achieving programme results.
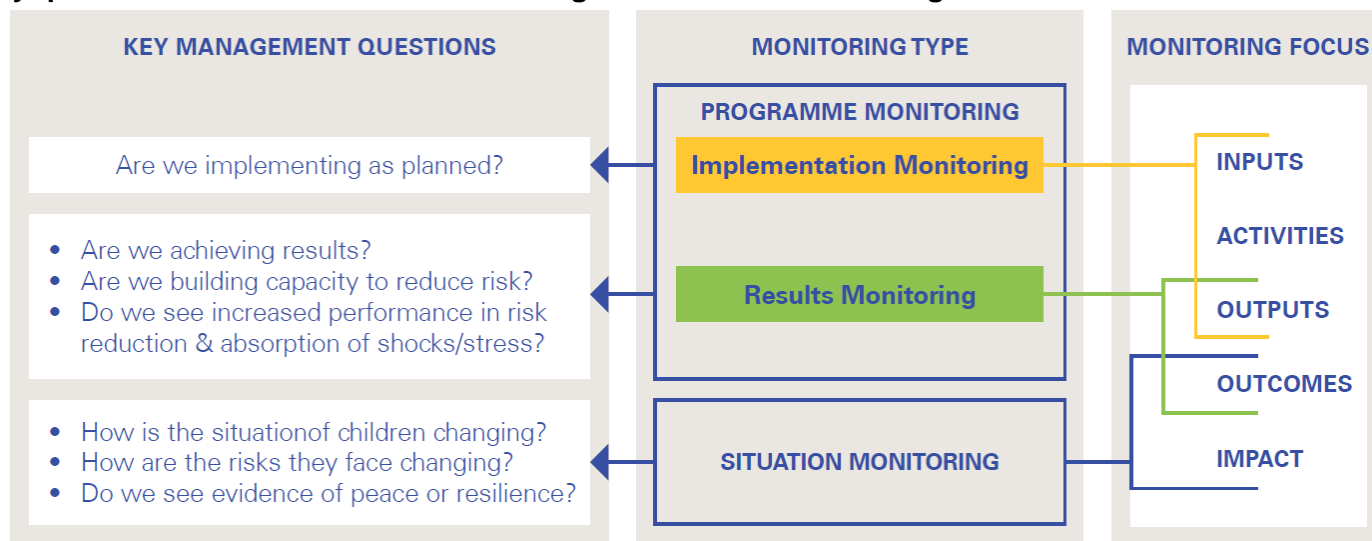
4.1 What is monitoring of risks and risk-informed programming?

When programming is risk-informed, a different lens is applied to each of the two levels of monitoring:

GRIP
Mod. 4

- Situation monitoring entails *identifying and tracking changes in contextual risks*
- Programme monitoring involves tracking whether results *contribute to reducing these contextual risks to children and women* (by reducing vulnerabilities and/or strengthening systems and capacities to absorb or adapt to shocks and stresses)

Key questions for Risk-informed Monitoring of the Situation and Programme

KEY MANAGEMENT QUESTIONS	MONITORING TYPE	MONITORING FOCUS
Are we implementing as planned?	**PROGRAMME MONITORING** Implementation Monitoring	INPUTS
		ACTIVITIES
• Are we achieving results? • Are we building capacity to reduce risk? • Do we see increased performance in risk reduction & absorption of shocks/stress?	Results Monitoring	OUTPUTS
		OUTCOMES
• How is the situation of children changing? • How are the risks they face changing? • Do we see evidence of peace or resilience?	SITUATION MONITORING	IMPACT

4.2 Risk-informed situation monitoring

When monitoring risk, it is important to track changes in each variable of the risk formula as well as the pace of change.

Shocks and stresses	• Shocks and stresses have the potential to be the fastest-changing dimension of the risk formula. • Early warning monitoring systems can play a role in hazard monitoring, but they are often highly specialized and require specialist knowledge to interpret and convert data. UNICEF country offices are therefore encouraged to seek external support or work with partners. *See GRIP Annex 1* for potential data sources. • Rapid conflict scans should be conducted regularly (every four to six months) to monitor changes in the conflict situation which concern programme management or activities • Monitoring of stresses can be slower and should consider the accumulation of negative impacts and the potential to reach a 'tipping point'--potentially following a trigger event.
Exposure	• This variable is closely linked to population size and location, and generally changes more slowly than other variables, except where there are mass population movements. Monitoring exposure may entail updating population estimates or tracking changes in the location of key infrastructure and services for children. • UNICEF can play a role in drawing attention to deprived or socially marginalized groups that are often 'hidden' or overlooked in sampling frameworks.
Vulnerabilities and capacities	• UNICEF staff are most familiar with vulnerability monitoring. The pace of change in vulnerabilities is generally slower than in other variables, except in the event of a major shock or population shift. • See GRIP section 2.2.1 for information on rapid assessments of the impacts of shocks and stresses on multiple deprivations facing girls, boys, women and men while ensuring comparability with data from previous surveys

UNICEF can strengthen national capacities for monitoring risks and risk-informed programmes by:

- Strengthening the capacity for monitoring and reporting progress towards the **goals and targets of the 2030 Agenda for Sustainable Development**, with consideration of the potential impacts of crisis.
- Advocating for the **increased availability of disaggregated data and increased use of child-sensitive indicators** in national risk assessments and damage and loss data sets.

It is also important to clarify the expectations placed on UNICEF country offices:

- UNICEF country offices **may or may not undertake detailed primary data collection** in relation to specific shocks and/or stresses. A wide range of global, regional and national specialist bodies are involved in generating such data (*see GRIP Annex 1 for details*)
- As per the UNICEF Procedure on Preparedness for Emergency Response, it is expected that "**Country Offices monitor the risks regularly, at least every six months**, to identify changes in the risk profile – a light process using external information sources and collaborating with interagency and government as feasible."
- Country offices in medium- to high-risk countries are expected to maintain an understanding of the most up-to-date specialist data sources on likely shocks and stresses relevant to the country's risk profile. They are encouraged to seek external support or forge partnerships to access data and convert into usable form.

4.3 Risk-informed programme monitoring

Monitoring of risk-informed programming entails bringing together data to answer the question:
Are we achieving results as planned, *including for those elements of programming that reduce risk and build social cohesion and resilience?*

Agile Monitoring: In high-risk, emergency and fragile situations, UNICEF programming with partners must be more agile. This means addressing current key deprivations and bottlenecks as well as the prevention and mitigation of the negative impacts of likely future crisis scenarios, balancing longer-term capacity development objectives while also ensuring external capacity to scale up support for service delivery as needed. It also means being ready to make rapid shifts in programme delivery strategies, partnerships and risk management strategies.

Agile monitoring in high-risk environments needs to consider:

- **humanitarian imperatives**, as more rapid and accurate information can very often save lives and alleviate suffering for those affected by crisis
- **access to more frequent updates or real-time data** since dynamic environments need rapid programme adjustments, which means there is a high demand for systematic updates on needs, programme delivery, responses and changes in contextual risks
- **greater social accountability**, given the critical importance of ensuring accountability to affected populations, including participatory methodologies that engage children and young people
- **access to 'open data' and greater transparency**, due to increasing demands for information that can be freely used and for more aid transparency

Rather than establish parallel monitoring systems, UNICEF and child rights stakeholders should ensure that existing systems are sufficiently agile to keep up with both the changing context and programming.

When UNICEF is investing in strengthening results-based planning and monitoring, the following criteria are critical to allow the UNICEF and its partners to adapt when and where the situation deteriorates or improves:

- human capacities (front-line data collection staff) and partnerships that can be easily shifted geographically and which receive ongoing training
- technological platforms and partnerships that are not locked down to a specific geographic focus
- methods/tools that can be easily shifted in terms of results focus – i.e., open methods, or easily adapted software
- scalable monitoring systems – i.e., systems that allow for a higher frequency of data collection or the addition of more data collection points or more people dedicated to data collection –

5. Sector-specific Examples of Risk-Informed Programming

This section sets out a non-exhaustive list of specific actions, based on experience across sectors, to illustrate what risk-informed UNICEF programmes may look like.

5.1 Health

Adjustments to development programmes:

- Support the decentralization and strengthening of primary health care systems including at community level, for rapid scale up in areas most at risk to disaster and conflict (e.g. Ethiopia and India).
- Ensure community health care workers are paid and supported by their local communities and local government and/or local faith-based organizations and NGOs; ensure systems are in place for rapid expansion of community health care services as and when required (e.g. Ethiopia, eastern DRC, Afghanistan).

Preparedness actions:

- Robust disease outbreak surveillance system in place (e.g. Indonesia)
- Strengthen and adapt supply chains that can rapidly scale-up the delivery of essential drugs and health care material in response to emergencies.
- Identify risks that are most likely to arise in the response to an emergency and where a disaster or conflict has damaged health and water and sanitation infrastructure, cholera and other disease outbreaks are likely to follow (e.g. Haiti earthquake, Yemen conflict).

Adjustments to humanitarian programmes:

- When responding to emergencies, identify which health systems still have capacity and work to strengthen them with the intention of establishing durable arrangements for a sustained, resilient recovery.
- Rely on faith-based organizations and local NGOs to provide basic health services at community level in chronic emergencies where government is not present (e.g. parts of DRC; CAR) or consciously rely on these to provide services (e.g. parts of DRC, Afghanistan).

Country Examples:

- **Lake Chad Basin:** In the Lake Chad Basin, migration between countries makes it impossible for actions taken within the borders of a single country to be effective in preventing outbreaks in the region. Informed by a cross-border study and broad stakeholder consultation, UNICEF and partners identified the highest risk populations with consideration to insecurity, displacement and increasing water scarcity. UNICEF mapped a database of actors across the four countries and supported the establishment of the West and Central Africa Cholera Platform for coordination and knowledge sharing. UNICEF also published a regular regional 'Cholera Epidemiological Bulletin', supported multi-country studies, exchange visits and workshops to interpret epidemiological surveillance data. Finally, they supported the development of national elimination plans that employ a 'sword and shield' approach to integrate both early and targeted emergency responses (sword) and prevention activities with health and behaviour change communication (shield).

- **Latin American and the Caribbean**: In Latin America and the Caribbean, in response to the Zika outbreak, the U-Report – a social messaging tool – was activated. This provided life-saving information to those in Zika-affected areas, gave young people the opportunity to report back on the situation and led to the first online Zika Information Centre, reducing risk in the longer term.

- **Philippines:** Typhoon Haiyan hit the Philippines in November 2013, affecting more than 18 million people and causing some 6,000 deaths. Damage to health facilities and the cold chain system; loss of

health care providers due to death, displacement or personal tragedy; and the loss of electricity for several weeks, resulted in an abrupt halt to immunization services, leaving 2.5 million affected children at risk of disease. The Philippines experiences up to 20 typhoons every year, so building resilience is a national priority. In the post-Haiyan recovery phase, the Department of Health, UNICEF Philippines, UNICEF Supply Division and the World Health Organization supported the systematic, re-establishment of the cold chain system, adding specialized equipment and standards to enhance resilience. Not only does the new equipment ensure optimum vaccine temperature for at least 10 days in the absence of power, but it is also built to withstand earthquakes measuring up to 7.5 on the Richter scale and 300 km/h typhoons. Some 500 health care workers were trained as trainers to improve vaccine and cold chain management in the context of future crises and disasters, with training disseminated to several thousand health care workers in total.

5.2 Education

Adjustments to development programmes:

- Strengthen school buildings and other infrastructure from hazards such as floods (e.g. Bangladesh), hurricanes (e.g. Philippines) or earthquakes (e.g. Chile) as determined by the risk assessment.
- Where conflict is a risk, curricula designed to increase tolerance, acceptance and inclusivity (e.g. Bosnia in Herzegovina).

Preparedness actions:

- Implement the Comprehensive School Safety Framework, including safe learning facilities (disaster-resilient infrastructure), school disaster management, and disaster risk reduction and resilience education (e.g. Madagascar).
- Work with education authorities to ensure student records are stored in a robust manner (i.e. backed up digitally and off-site) that can be transferred to other locations, including in other countries for refugee children.

Adjustments to humanitarian programmes:

- Strengthen social cohesion and protect the rights of children to access school in conflict, displacement and crisis-affected areas through the Child-Friendly Schools Initiative, and through integration with host national education system (e.g. Syrian and Palestinian refugee children in Lebanon).
- Ensure that temporary schools and other learning shelters are safe from hazards such as floodd, storms and earthquakes while promoting inclusion of all groups. Students should also be supported in knowledge and life skills associated with such risks.

<u>**Country Examples:**</u>

- **Armenia:** In 2018, UNICEF provided technical support to the Government on Disaster Risk Reduction (DRR) resulted in the adoption of a state budget programme for safer schools. In 2018, the Government decided to invest in small-size remote and rural schools, because of UNICEF technical assistance and advocacy through programme budgeting. The Government also used the 2013-2017 UNICEF-supported nationwide school safety assessment to shortlist the most urgent 46 at-risk schools for retrofitting or construction out of 425 vulnerable schools. Programming advanced community resilience through embedding a monitoring mechanism for sub-national authorities to report on progress in child sensitive local level risk management.

- **Palestine:** To support disaster preparedness UNICEF with partners equipped 80 adolescents from three communities in the West Bank and Jerusalem with knowledge, skills and tools to become primary first responders before, during and after man-made or disasters. **The adolescents received disaster risk training which covered learning to identify and document risks, risk awareness and enhancing community-member access to information**. In Gaza 74 school emergency committees were established out of which 228 committee members and directorate staff were trained on fire suspension, first aid and school drill evacuation. In the face of the shortage in the MOEHE operational

budget, UNICEF distributed over 14,000 emergency education supplies for vulnerable students in Gaza and facilitated emergency fuel delivery to operate generators in schools and correction centers in Gaza

- **Jordan**: At the start of the 2017/18 academic year, UNICEF launched the "Nashatati" programme, a programme operating along the life course approach, aimed at enabling students to participate in activities that foster tolerance, healthy living and personal development,. UNICEF and partner Generations for Peace have integrated Nashatati in 100 Ministry of Education schools, benefitting 9,834 students (51 per cent female and 0.4 per cent children with disabilities). A participatory evaluation found that 20 per cent of teachers and students reported improved peer-to-peer relationships, increased confidence and tolerance, enhanced communication and problem-solving skills, and a greater sense of community.

5.3 Water, Sanitation and Hygiene (WASH)

Adjustments to development programmes:
- Inclusion of community-level risk assessment in WASH vulnerability analysis and programming (e.g. Pacific)
- Adapt WASH infrastructure to current and future climate impacts (e.g. well-heads and latrine caps raised above one-in-hundred-year flood levels) (e.g. Bangladesh)
- WASH infrastructure, especially at health care facilities and schools, is robust and can store water for prolonged periods including when mains supplies are interrupted.
- Where conflict is a risk, water access points are placed in areas to avoid competition for resources and to bring communities together.
- Invest in public private partnerships (PPP) to provide sustained access to safe water through drilling of strategic boreholes with private water company and local authorities (e.g. Dollow, Somalia).

Preparedness actions:
- Support national and regional and intersectoral platforms for preparedness (e.g. cholera preparedness in Benin)

Adjustments to humanitarian programmes:
- Promote adaptive and environmentally sustainable WASH systems using solar power (e.g. South Sudan)
- Establish water and sanitation infrastructure as soon as possible and keep water trucking and desludging to a minimum (e.g. Zaatari Refugee Camp in Jordan, Ugnido Refugee Camp in Gambella, Ethiopia).
- Train and build national and local capacity for local water and sanitation system management that can remain after the emergency has passed (e.g. Sudan).

Country Examples:

- **Pacific:** Given their small size, unique geography and fragile water resources, Pacific Island-communities face significant challenges in terms of water and sanitation. Climate change poses further risks by increasing the frequency and severity of hazards such as cyclones and raising sea levels. In Fiji and Vanuatu, UNICEF is working with government partners to roll out the Drinking-Water Safety Planning (DWSP) approach. UNICEF and their NGO partners have trained Village Water Committees to prepare Water Safety Plans, which allows them to identify, prioritize and mitigate existing risks to water supply. Once the village committees have made improvements and are engaged in management activities agreed on by the community, additional support is provided to develop an investment plan to ensure that enough safe water can be provided for everyone throughout the year. When required, training is also provided to enhance operation and water system maintenance skills. In Vanuatu, the Department of Water Resources and its NGO partners used the same approach to 'build back better' following Cyclone Pam, a Category 5 tropical cyclone that hit in March 2015. The Water Safety Plan

process ultimately resulted in rehabilitated or replacement water supply systems that were more resilient than those previously in use, thus ensuring resilience in some of the islands' most vulnerable communities.

- **Peru:** The regions of the Peruvian Amazon have some of the worst sanitation coverage rates in South America. Almost 100% of families practice open defecation, and the region and the highest prevalence rates of diarrhea in Peru, reaching almost twice the national average. In addition, communities experience seasonal flooding from December to May each year, which leads to the fecal contamination of soils and water sources. In response to this WASH crisis, UNICEF is rolling out a project which aims to inspire communities to construct, flood resilient latrines. The project includes the use of Dry Ecological Baths (BESs) water supply, the sanitary disposal of excreta, hygiene promotion, in addition to political advocacy at the national and regional levels. The BESs are raised, above the height of regular floodwaters, with fecal matter being securely contained in a lined and sealed pit. The latrines have two chambers, allowing for an alternating filling mechanism. After 8 to 12 months the contents of the chambers can be used as compost. The rooves of the latrines also collect rainwater, which is stored for use during the dryer seasons. Circles of banana trees are planted around the community, in order to improve drainage and filter dirty water (greywater) from people's homes. The trees also prevent the formation of puddles, which provide breeding sites for mosquitos. Since 2014, a total of 550 BES systems have been installed and are currently in operation. [1]

- **South Sudan and Ethiopia:** In South Sudan, where much of the urban water systems require power, organizations are using solar power for pumping, thus reducing dependency on fuel and moving towards more sustainable water systems Country example: In Ethiopia, the Ministry of Water and partners developed an open-source method to identify more-sustainable groundwater sites. The initiative provides multi-village water points for households, health facilities, schools, and livestock, allowing communities to better manage periods of drought.

5.4 Child protection

Adjustments to development programmes:

- Register all children at risk of disaster or conflict with biometric data (iris scan and finger print) linked to personal/family, health and education records so if displaced continuity of services can be maintained (e.g. Jordan).
- Sharpen the targets for child protection systems' building; strengthening of community-based networks and monitoring of child protection risks towards areas that are not just vulnerable or socio-economically deprived, but also highly exposed to various shocks and stresses.
- Work with national partners in the child protection system and in the Gender Based Violence (GBV) sector to ensure emergency preparedness plans, including appropriate referral services, in all the most at-risk areas .

Preparedness actions:

- Enhance capacity of communities and families to care for their children during crisis, and identify and encourage existing positive coping mechanisms that can support them when shocks or stress hit.
- Establish permanent safe spaces for women and children in crisis-prone areas as part of the community-based child protection network.
- Promote measures to safeguard identification documents and offices for civil registration and vital statistics against natural and man-made hazards.
- Systematically include GBV in Emergencies in all preparedness plans, and in all emergency response, including comprehensive services, risk mitigation and when possible prevention.

---

[1] WASH Climate Resilience: A Compendium of Case Studies

Adjustments to humanitarian programmes:

- Build a cadre of social workers/case workers, who can manage cases of children who are harmed or potentially displaced due to the humanitarian crisis (e.g. Philippines).
- Develop systems and protocols that can improve access to information for populations in high-risk areas (or those affected by crises) including on availability and locations of services, for example, through mobile safe spaces.
- Systematically include GBV in Emergencies in all emergency response, including comprehensive services, risk mitigation and when possible prevention.
- Train health and social workers to respond to GBV in emergencies in a way that can support their post emergency work with domestic violence, workplace violence and harassment etc. (e.g. Colombia)

Country Examples:

- **Bangladesh:** In Bangladesh, UNICEF and partners established over 500 youth and adolescent clubs for Rohingya refugees to empower girls and boys to make informed decisions, advocate for their own issues and access and influence information/services through mentoring, life-skills, peer-to-peer outreach and skills building. Moreover, early marriage and sexual violence were identified as an existing violation that could worsen in the near future. The response plan incorporated this information, placing emphasis on prevention services and care, and included the establishment of mobile teams for outreach, given that adolescent girls often do not share public spaces and do not access services easily.

- **Nepal:** In Nepal, in districts prone to earthquakes and other hazards, communities were supported to prevent and respond to the increased risk of child trafficking (including border surveillance and rescue operations). With the District Child Welfare Board, Ministry of Labour, Ministry of Women, Children and Social Welfare, Nepal Police, Immigration authorities and Ministry of Justice, community groups (including boys and girls) were sensitized to the risk of trafficking and family separation. Community monitoring mechanisms were established to prevent traffickers from recruiting and trafficking children. Awareness-raising was also conducted for children to obtain vital documents including the replacement of lost documents.

- **Lebanon:** In Lebanon, priority was given to building government capacity as part of establishing broad-based response and prevention services in the context of the Syrian crisis response. The Ministry of Social Affairs (MoSA) was supported to develop a National Plan to Safeguard Women and Children. The National Plan provides an important framework under which GBV programming and protocols have been established. The National Plan focused on strengthening existing capacity of the MoSA at central and regional levels to provide integrated social services for GBV survivors.

5.5 Nutrition

Adjustments to development programmes:

- Promote collaborative actions to respond to climate-related drivers of migration, such as increased drought and flooding that negatively impact on nutrition.
- Prevent and treat severe acute malnutrition through Community-Based Management of Acute Malnutrition (CMAM) programmes (e.g. Bangladesh, Mali, Ethiopia, Somalia, etc.).
- Provide nutritional support for vulnerable groups, including pregnant and lactating women, people with HIV and children, through systems that can be rapidly scaled up as required by food security needs (good examples from India and Bangladesh).

Preparedness actions:

- Robust malnutrition surveillance and alert system in place (e.g. DR Congo, Peru, etc.)
- Strengthen and adapt nutritional supply chains that can rapidly scale-up in the case of to emergencies.
- Capacity development to strengthen systems, governance and Community structures to implement nutrition programmes and enhance nutrition resilience (Zimbabwe, Kenya, etc.)

Adjustments to humanitarian programmes:

- Establish safe spaces that protect, support and promote optimal infant and young child feeding practices (good examples from DRC and South Sudan).
- Protracted conflict often leads to food insecurity and increased child malnutrition (e.g. South Sudan). Therefore, humanitarian responses need to be designed and implemented accordingly – to prevent the identified risks, or at a minimum, prepare for rapid response.

Country Examples:

- **Nepal:** In Nepal, in response to the 2015 earthquake and ahead of monsoon rains, Nepal's Child Nutrition Week was planned as a fixed-day, village-based strategy to deliver a package of six nutrition interventions. Without the intervention, The Ministry of Health and Population and Nutrition Cluster estimated one-third of women in the second or third trimester of pregnancy would have not received iron and folic acid supplements. Building on the successful implementation of Child Nutrition Week and in anticipation of the cyclical nature of rain-catalyzed disasters, the Government of Nepal is considering the implementation of biannual Child Nutrition Weeks to deliver an integrated package of nutrition services as an extension of the routine services provided by the primary health-care system.

- **DRC:** In the Democratic Republic of the Congo, support to the government national surveillance system for the transmission of data by mobile phone has allowed the system to be maintained during periods of violence and displacement and thereby to provide an early identification of worsening risks.

- **Latin America and the Caribbean:** In Latin America and the Caribbean, by combining 11 nutrition-specific indicators with the LAC-INFORM risk index, the Nutrition in Emergency Risk Assessment Model was developed. This calculates, per country, the overall risk of deterioration of nutritional status of children during emergency situations such as those linked to the worsening intensity of hurricanes

5.6 Social inclusion and protection

Adjustments to development programmes:

- Develop national Child Friendly Local Governance (CFLG) that facilitates the participation of children as well as child-sensitive planning and budgeting to reduce disaster and crisis risk (e.g. Nepal)
- Establish accountability mechanisms and build citizen's (including children's) capacity to make local government accountable (e.g. Philippines)
- Strengthen and support local government planning to be risk informed such as the adoption and application of the INFORM risk index at Municipal level (e.g. Honduras)
- Work to establish durable cash transfer/social protection systems prioritized for most at-risk children and communities (e.g. Mauritania)

Preparedness actions:

- Ensure cash transfer/social protection systems are designed with capacity for rapid expansion in times of crisis (e.g. Nepal).
- Link cash transfer/social protection systems to early warning to make them shock-responsive (i.e. inclusive targeting and registration, strengthening cash delivery mechanism for timely scale-up, contingency budgeting at national and subnational level to increase support for humanitarian assistance).

Adjustments to humanitarian programmes:

- Utilize local social protection systems to deliver humanitarian assistance, especially cash transfers (e.g. Yemen, Malawi)
- Strengthening social protection systems in contexts of chronic crisis to enhance community resilience (e.g. Kenya)

- **Armenia:** The Ministry of Education, with support from UNICEF, has worked on a number of ways to strengthen non-formal education activities to increase DRR awareness in Armenia. The agency works closely with student councils to engage them in exploring DRR issues in their communities. The councils select one issue they feel is more relevant to them and their communities. The council members research the particular issue by reviewing documents, conducting interviews, watching TV programmes, searching the Internet and meeting with local authorities. They then present their findings to their schools and local government administrations and recommend ways to address the particular DRR issue.

- **Kenya**: In Kenya, the cash-plus social protection programme facilitates women's access to maternal and child health and nutrition services during periods of stress such as El Niño-catalyzed drought or floods, and social unrest. An evaluation found: "[cash] programmes based on an analysis of local patterns of vulnerability can help protect children and mothers by removing economic barriers to services; helping temper gaps in consumption during a period of stress and increased need; and addressing some of the root causes of social and economic exclusion"

- **Caribbean:** Following the widespread destruction caused by Hurricane Maria in Dominica in September 2017, UNICEF partnered with the Government and WFP to design a humanitarian cash transfer programme for hurricane affected households. Implemented by the Ministry of Social Services, Family and Gender Affairs, the programme comprises the vertical, as well as the horizontal, expansion of the national Public Assistance Programme (PAP), including the provision of emergency child grants to 1,091 children by Dec 2017. UNICEF plans to leverage this experience to also influence governments of other Caribbean countries, including the British Virgin Islands and Antigua/Barbuda.

5.7 Conflict sensitivity, peacebuilding and social cohesion

Adjustments to development programmes:

- Where the risk of violence, conflict or fragility is elevated, conduct a joint conflict analysis to identify stakeholders, underlying causes, conflict dynamics, triggers and peace capacities.
- The findings of the conflict analysis must be integrated in all programmes to avoid exacerbating conflict and violence and, where appropriate, better address the causes of conflict and violence through adequate peacebuilding approaches.
- The analysis should identify vulnerable groups that face patterns of exclusion, such as denial of opportunities, unequal income-generating prospects, and unequal participation in political, civic and cultural life. Targeted measures, necessary to address the obstacles faced by excluded social groups, include increased data disaggregation, promotion of inclusive institutions, and reversing entrenched prejudice.

Preparedness actions:

- Include a regularly updated conflict analysis in contingency and preparedness plans to improve beneficiary selection processes and mitigate latent political tensions at the community level

Adjustments to humanitarian programmes:

- Make accountability to affected population the cornerstone of the humanitarian response strategy
- Engage in response and recovery programmes that build social cohesion and prevent a relapse into conflict

Country Examples:

- **Democratic Republic of Congo**: UNICEF Democratic Republic of the Congo implemented a Programme of Expanded Assistance to Returnees (PEAR+) between 2012 and 2018. PEAR+ targeted the most vulnerable communities in South Kivu province, through multi-sectoral interventions to:

improve access to basic social services; foster social cohesion; and increase the resilience and capacities of communities to manage risk in their environment. Community members were trained in conflict resolution and supported to identify some 712 potential conflicts in 20 villages. Collective efforts enabled the prevention or resolution of about 446 of these conflicts. Community members also enhanced their capacities to identify risks in their environment, develop mitigation plans and strengthen resilience (20 risk reduction plans were developed implemented, monitored and validated by 20 school communities). PEAR+ represents the critical integration between humanitarian and development actors, as the project is designed to support the implementation of regular UNICEF programming in areas which remain vulnerable to the impact of protracted conflict

- **Mali:** Promoting peacebuilding: in partnership with the International Organization for Migration (IOM) and UNESCO, the capacity of 2,500 young peace actors (1,000 girls) and 900 women was strengthened to raise awareness of their peers and their communities about inter and intra community tolerance, while conducting home visits, focus groups and organizing intercommunity and generational dialogues. The use of new technology and local media enhanced awareness raising: to date, 57,255 youths subscribed to the SMS-based platform U-report to share their opinions about children's rights, peace and social cohesion.

- **Colombia:** UNICEF supported the implementation of the Peace Accords with a child focus, in two areas -support for demobilized children and prevention of new recruitments. UNICEF's role centred on the accompaniment of institutions and communities in local processes that permit the recognition and care for child victims of the armed conflict, promoting reconciliation, child Protection and local peacebuilding. Some 4,200 girls, boys and adolescents participated in peacebuilding actions in 25 municipalities through the *Somos Paz* strategy. The children, their families and their communities gained skills and led 105 local reconciliation initiatives. The exercise also permitted UNICEF to identify and bring into social activities youths and adolescent victims of recruitment who had not been included in the previous demobilization actions. To support stabilization in the territories, UNICEF technically and financially supported the programme Mi Futuro es Hoy ("My Future is Today"), which engaged 28,247 girls, boys and adolescents in 166 municipalities and 593 rural zones, who have suffered the direct impacts of the armed conflict. UNICEF provided training to the children and adolescents, their families, schools, communities and government institutions to collectively construct child protective environments and promote human rights. UNICEF supported 900 peacebuilding initiatives formulated and led by children.

- **Niger:** To help youth organize and get heard, UNICEF supported platforms in 26 municipalities. These included 44 youth peace brigades, which promote a culture of peace and mediate community conflicts, and 19 youth dialogue structures, to help young people of both sexes participate in municipal decision-making. 1,600 youth, including 320 girls/women, were active on these 63 platforms in 2018. Initial observations point to these platforms' potential to positively influence social norms on decision-making. In addition, UNICEF supported training on life skills, leadership, associative activities, civic education and the culture of peace for 2,213 youths (30% girls/women) to strengthen self-esteem and promote full community engagement.   UNICEF continued to work closely with 573 traditional and religious leaders to promote positive social norms. These leaders, who strongly influence communities, helped spread information on service availability and promote behavioural changes linked to health, nutrition, education and child protection. They relied on the comprehensive argument on children's rights based on the Koran that UNICEF and the Islamic Council had developed in 2017. This approach has started to bear fruits, with a high-up traditional leader (Illela canton chief in Tahoua region) who banned early marriage in his constituency.

5.8 Cross-cutting issues

There are certain cross-cutting issues that must be emphasized and focused on in any development or humanitarian programme, and especially in building resilience in fragile, disaster and conflict affected situations. They include gender and human rights (Human Rights Up Front), and for children, early child development and disabilities are imperative. For sustainability and effectiveness, it is vital that all programmes have a specific focus on youth and adolescents, especially in peacebuilding and social cohesion.

5.9 Child and Youth Participation and Empowerment
Country Examples:

- **Sierra Leone:** Girls and boys aged 12–19 years were mobilized through schools, youth clubs, mother's clubs and local NGOs to participate in workshops, focus group discussions and brainstorming sessions separate from adults. Issues identified as conflict drivers included lack of employment opportunities for youth, lack of inclusion in political processes, the inequalities in access to tertiary education, unjust distribution of land and concerns related to corporal punishment and poor parenting. Young participants highlighted their desire to realize their potential and feel a sense of belonging to the nation. UNICEF is now working with adolescents to engage parents, teachers and community members through drama and media advocacy.

- **Bosnia and Herzegovina**: In early 2018 a new UN Joint Programme kicked off: 'Dialogue for the Future (DFF) 2 - Promoting Social Cohesion and Diversity' which is implemented by UNICEF (as convening agency), UNDP and UNESCO in close collaboration with the BiH Presidency and supported by the UN Peacebuilding Fund. The main objective is strengthening reconciliation in BiH, with a focus on strengthening the capacities of youth and other vulnerable groups to propose solutions for jointly identified problems in communities through local dialogue platforms in 28 municipalities across the country. UNICEF's emphasis is on adolescents and youth in primary and secondary schools as well as promoting media literacy and preventing hate speech. In 2018, 650 people including 240 adolescents benefited from enhanced peacebuilding skills, while about 450 people participated in the first round of local dialogues.

- **DRC:** Following the gendered Community Dynamics Analysis in PEAR+III zones undertaken in 2017, 130 trained gender champions undertook community-based gender analysis and developed 27 action plans. In addition, 1,530 community leaders received training on identifying and addressing gender disparities. The approach led to the training of an additional 1,230 people on non-violent conflict transformation techniques in Ituri province, and the establishment of 123 peace committees. Seven of the 20 conflicts brought before the committees were resolved successfully, with the others still under mediation. PEAR+ supported the organization of four democratic dialogue sessions, and children and youth are also encouraged to participate in community dialogue.

- **Haiti:** Children and young people have unique perspectives of underlying risk as well as emergency and recovery needs. In post-earthquake Haiti (2010), 54 focus groups held separately with 925 boys, girls and young people in three age groups covering nine departments of Haiti, areas both directly and indirectly affected by the disaster. Children highlighted "high costs of schooling, poorly built/maintained schools, not enough schools in general, no secondary schools, long travel distances, underpaid teachers and teachers going on strike, and parents unable to afford tuition and school materials." These are all problems that pre-existed the earthquake.

BOX 2 - A CHILD-CENTRED APPROACH MAKES SENSE FOR EVERYONE

A child-centred approach is relevant not only for UNICEF and its partners, but also for a wide range of stakeholders committed to Leaving No One Behind, for the following reasons:

- **Children's vulnerabilities are good indicators of larger challenges.** The negative effects of shocks and stresses are often first seen in children. Measuring and tracking their health, nutrition, education and protection status can help to forecast vulnerabilities in larger population groups.
- **Children are a significant demographic group with special needs, vulnerabilities and capacities.** As of mid-2017, the global share of children under 18 (2.3 billion) of the total population (7.6 billion) is 30.7%, ranging regionally from 18.9% in Europe to 47.2% in Africa and with 28.8% in Asia[28], evidence shows that they are disproportionately affected by emergencies. Approximately 100 million children and young people around the world are affected by crises every year.[29] If children are not properly considered before a crisis strikes, their needs will pose one of the most significant and pressing burdens afterwards.
- **Children have invaluable contributions to make.** The current generation of children lives in pivotal times, with pressure on the effectiveness of collective global action at its greatest and the risks of inaction potentially more devastating than ever. Children not only have the right to be considered in plans that will affect their lives, but they can also be agents of change in their communities – informing, influencing and participating in decision-making processes.
- **Children have the right to participate**. Conflict, disaster and crisis affect children's basic right to survival and development. Participating in the decisions that affect their lives and those of future generations is more than just useful for children – it is a right.

BOX 5 - UNICEF PRINCIPLES IN RISK MANAGEMENT
(FROM THE UNICEF PROGRAMME POLICY AND PROCEDURE MANUAL)

- **Risk management is everyone's business.** All staff members are expected to identify, assess and manage risks related to their area of work.
- **Accept no unnecessary risk.** There is no benefit in accepting any risk if it does not help to advance towards UNICEF objectives.
- **Accept risk when benefits outweigh costs.** The aim is not always to eliminate risk: total risk elimination would involve extensive controls and is costly, and walking away from risky situations would often be impractical and may not serve the UNICEF strategy and objectives.
- **Anticipate and manage risk by planning.** When developing strategies and office work plans, designing or reviewing programmes, or preparing for emergencies, consider risks to the achievement of the expected results. Risks are more easily mitigated when they are identified during planning.
- **Recognize opportunities.** Explore opportunities that may arise in support of the expected results and assess the risks related to such new interventions.
- **Take decisions promptly.** Avoiding or delaying decisions may exacerbate the problem or cause an opportunity to be missed, and in humanitarian situations may even lead to the loss of lives. Taking no decisions is a decision to default to the status quo; affirmative management of risks is critical to success.
- **Consider risks individually and in the aggregate.** Each risk should be evaluated on its own and in combination with other risks related to the same overall objective. The best strategy for the achievement of a major objective may involve a combination of different responses to risks related to contributing objectives.
- **Make risk management decisions at the right level.** Decisions on risks should be taken at the level of delegated authority; risks should not be assumed for which authority has not been received.
- **Embed risk management.** Risk management is a discipline that should be embedded into existing business processes.

For any questions, please contact: Programme Division, Humanitarian Action and Transition Sections (HATIS), UNICEF, 3 United Nations Plaza, New York, NY 10017, USA

These materials were produced with the generous support of the following partners:

DFID Department for International Development

Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Prudential

unicef
united states fund