developing causalities

Lenses to be applied

# Human Rights and Child Rights

Approaches based on human rights recognise that development outcomes are achieved and best sustained by establishing systems of governance and social structures and norms which deliver on children’s rights as guarantees. They require that those with the power to make decisions affecting children’s lives must be accountable for making decisions which are in children’s best interests, which benefit all children without discrimination, and which give children and their families a say in the decisions which affect them.

The effective realisation of children and women’s rights requires the development of a country-specific strategy and the application of good programming skills, including:

* the ability to assess the situation of children, women and their families, to analyse the causes for the lack of fulfillment of rights, to distinguish between different levels of causalities and to understand their relationship to each other;
* the ability to identify the most urgent needs of children in a specific situation;
* the ability to assess, with national partners, available capacities to respond to the problems, and to understand how the human, financial and institutional resources and capacities in a country can contribute to solving them;
* the ability to identify and negotiate change where structures of accountability do not exist or have broken down, making duty bearers unresponsive to the rights of children and women;
* the ability to assess the context of international and national actors, their respective contributions to the identified problems, and where UNICEF’s limited resources can be strategically applied to achieve the best possible and most sustained results in support of national priorities for children, particularly within the priority areas of the UNICEF Strategic Plan (2014-2107) and the Millennium Agenda;
* the ability to develop a good emergency preparedness plan based on an understanding of specific vulnerabilities of and threats to children and women, and to be able to organise an effective rapid response based on UNICEF’s Core Commitments for Children ([CCCs](http://intranet.unicef.org/pd/pdc.nsf/0/F26FBCD2147D01C58525770A00745E2A/$FILE/CCC_final.pdf)); and
* the ability in humanitarian contexts to assess the impact of emergencies, both armed conflicts and natural disasters, on women, girls, boys and men and to develop responses appropriate to these different groups’ rights and needs.

Rights and Results  
  
Facilitating the enjoyment of human rights directly involves the attainment of the Sustainable Development Goals (SDGs). For instance, the right to survival relates to multiple goals, including the goals on global health and well-being (SDG 3); as well as the goals for reduced inequality (SDG 10); no poverty (SDG1), gender equality (SDG 5) etc. *If results are not achieved and sustained, human rights will not be realized.* At the same time, achieving results effectively and sustainably demands a human rights approach that targets systemic change in social and governmental arrangements so that they deliver on the rights of all children by guarantee. As UNICEF reinforces its support to countries with the view to achieve the SDGs, reducing inequities should become an important element of progress for all goals, and sustaining positive outcomes through programmes of cooperation.

From a human rights perspective we are concerned with the *nature and quality* of results. In the context of an equity approach, UNICEF is concerned with the distributional nature of results, including which children, families and groups have benefited from progress and which may have been left behind.

# Gender

Gender refers to the social roles of men and women, boys and girls, as well as the relationships among them and the power dynamics that underlie these roles and relationships, in a given society at a specific time and place. In broad strokes, gender defines and differentiates what women and men, girls and boys, are expected to be and do (their roles, responsibilities, rights, and obligations). Gender is a key determinant of who does what; who has what; who decides; and, importantly, who has power, resources and choices.

Gender equality means that women and men, girls and boys, enjoy the same rights, resources, opportunities, and protections. It also means that girls and women have agency to use their rights and capabilities to make choices and decisions about the course of their lives freely and without coercion or the threat of violence.

Situation Analysis using a Gender framework

 The UN Common Understanding's definition of a human rights-based situation analysis is particularly important for the development of programmes that further gender equality. It calls for "assessment and analysis [to] identify the human rights claims of rights holders and the corresponding human rights obligations of duty bearers, as well as the immediate, underlying, and structural causes when rights are not realized." It also calls for step to "assess the capacity of rights holders to claim their rights, and of duty bearers to fulfil their obligations," as well as for corresponding strategies to build these capacities.

Two main elements of conducting a Situation Analysis using a Gender Framework include:

* Assessment
* Analysis

The **assessment** involvesidentifying gender gaps through the use of sex- and age-disaggregated data and gender responsive data collection methods. Sources of global, regional and national sex-disaggregated data include [www.childinfo.org](https://www.childinfo.org/), where statistics from multiple indicator cluster surveys, Demographic and Health Surveys, the World Health Organization (WHO), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and other sources are compiled (not all are sex-disaggregated, however) and [genderinfo.org](http://genderinfo.org/), which provides sex-disaggregated statistics on education, families, health and nutrition, population, protection, public life and decision-making, and work.

National statistical ministries, national universities and non-governmental organizations can also be good sources of data, although using these sources can mean losing comparability or the ability to track change over time. They are often the only source of sex-disaggregated data at the subnational level, which can reveal patterns of inequality that national aggregates mask.

A gender **analysis** is an in-depth evidence based examination of the ways in which gender inequality is reproduced, including the influence of gender relations, roles, status, inequalities and discrimination in legislation and policies, as well as access to and control of resources. It helps to ensure that programme design is informed by facts and analysis rather than by untested assumptions. A sound gender analysis and systematic use of its findings throughout the programme cycle renders initiatives more effective and more likely to advance equality. Gender analysis tells us, in essence, who does what, who has what and who decides.

# Risk

As an evidence-based organisation, UNICEF programmes need to be developed on the basis of a sound analysis of disaster (including climate change) and conflict risks faced by children. All SitAns need to take into account the different risks a country is facing and undertake more detailed assessments of specific risks as needed.

The risk-informed SitAn is an analytical tool that can potentially be used by actors working to realize child rights in a given country. It can ensure that all actions taken are well-informed, and in particular, it can ensure that UNICEF's programmes reduce and where possible mitigate and address risks for children. The specific objectives for action will differ based on the level of risk.

The use of a Vulnerability Analysis to develop a risk-informed Situation Analysis (SitAn) is an important exercise, as it will guide programming to strengthen the resilience of institutions and communities to mitigate or address these risks through Disaster Risk Reduction (DRR), Climate Change Adaptation (CCA), conflict sensitive programming and peacebuilding. A Vulnerability Analysis will identify priority sub-national geographic areas where risks of different natures are high and where programmes need to factor in child vulnerability to disaster and underlying causes and dynamics of conflict.

Before starting the analysis, it is important for the CO to review the results of the **UNICEF Risk Index** developed annually by EMOPS to determine the level of risk (high, medium or low), as well as other existing sources and analyses on natural hazards trends, climate change vulnerability (future projections), and underlying causes and dynamics of conflict that could guide the analysis in consultation with RO and HQ staff. Once the general level and types of risk have been determined and reviewed, the terms of reference (ToR) for the analysis is developed. The information below serves as basic guidance on developing a Risk Informed SitAn.

The **assessment of the manifestations of shortfalls in child rights** starts by identifying relevant sources of data. All COs should collect existing secondary data; however, medium and high risk countries are encouraged to also identify primary data.

The objective of the review is to carry out a quantitative analysis and mapping of risks in order to understand (1) **Which risks** are the greatest to children and women? (2) **Where and how** do these risks manifest themselves?

The **causality analysis** is an important qualitative analysis of a Risk Informed SitAn. The causality analysis seeks to establish relationships between underlying/structural factors, disaster/risk of violent conflict, and the consequences of these events on children. This analysis also helps to identify which groups of children are most at risk and the nature of that risk. It answers the questions (1) **Who** is the most vulnerable and therefore the most affected? And (2) **Why** are these risks affecting the most vulnerable with such force?

A Vulnerability Analysis should be **consistent with the human rights-based approach**. Therefore, toproduce a qualitative analysis of risks**,** a detailed analysis of duty bearers and rights holders should be developed. The following questions are helpful to frame the understanding:

* **Who** or which individuals and/or institutions have the duty to reduce these risks?
* **What capacities** are needed to address the most critical risks, both for those who are being denied their rights, and to those who have the duty to address these problems?

For conflict settings, it will be important to conduct a specific **conflict analysis** to identify key stakeholders and duty bearers as well as determine the dynamics between these different actors.

After the analysis is complete, a process of validation of the findings must be conducted through consultations in order to secure support and commitment from key partners to seek to mitigate and address identified risks. This process allows actors working on the improvement of child well-being to prioritise issues and articulate shared responsibilities by positioning the SitAn for use.

## Equity

**For UNICEF, equity means that all children have an opportunity to survive, develop, and reach their full potential, without discrimination, bias, or favouritism.**

* Draws attention to discrimination and exclusion, and the most disadvantaged segments of society.
* Highlights inequities, where certain population groups are unfairly deprived of basic resources, opportunities and influence over decisions that are available to other groups.
* Underscores the rights of all children and women, regardless of gender, disability, religious beliefs, income, physical attributes, geographical location, ethnicity or indigenous status, or any other factor.
* Seeks to understand and address the root causes of inequity so that all children, particularly those who suffer the worst deprivations in society have access to education, health care, sanitation, clean water, protection and other services necessary for their survival, growth and development.
* Programmes should seek to reduce disparities and improve outcomes for disadvantaged groups as a primary concern.

Reaching the most deprived and vulnerable children and women has always been central to UNICEF’s mission. This is currently a pivotal concern, particularly given the lessons from MDGs and the transition to the SDGs. This interpretation of equity derives from and is consistent with the Convention on the Rights of the Child (CRC), and the human rights-based approach.

It is important to emphasize that equity is distinct from equality. Equality requires everyone to have the same resources. Equity requires everyone to have the opportunity to access the same resources. The aim of equity-focused policies is not to eliminate all differences so that everyone has the same level of income, health, and education. Rather, the goal is to eliminate the unfair and avoidable circumstances that deprive children and women of their rights.