GUIDANCE ON RISK-INFORMED PROGRAMMING
UNICEF Guidance on Risk-Informed Programming

How to integrate an analysis of risk into child rights-focused planning and programming

The guidance has been elaborated with technical and financial support from the US Fund for UNICEF, Prudential Foundation, Margaret A. Cargill Philanthropies, the United Kingdom Government Department for International Development (DFID) and the Swiss Agency for Development and Cooperation (SDC).
This report is the result of collaboration among many individuals and institutions. In particular, UNICEF would like to recognize the technical and financial contributions of the US Fund for UNICEF, The Prudential Foundation, Margaret A. Cargill Philanthropies, the Government of the United Kingdom and the Swiss Agency for Development and Cooperation (SDC) in elaborating this guidance. UNICEF would also like to recognize the technical contributions of the United States Centre for Disease Control and Prevention and Emory University which influenced the early direction of the guidance. Although UNICEF has received valuable inputs from a wide range of contributors, any errors or omissions remain the responsibility of UNICEF and the GRIP editorial team.

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“Across the world, crises are becoming more frequent and complex, and are lasting longer and affecting more children than ever before.”
FOREWORD
GLOSSARY OF KEY TERMS

Capacity: The combined strengths, attributes and resources available within a community, organization or society. Capacity may include infrastructure, institutions, human knowledge and skills, and collective attributes such as social relationships, leadership and management. (UNISDR)

Deprivation: Defined as the non-fulfilment of children’s rights in the main dimensions of survival, development, protection and participation. (UNICEF)

Disaster: A serious disruption to the functioning of a community or a society involving widespread human, material, economic and/or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources. (UNISDR)

Emergency: Sometimes used interchangeably with the term disaster, but can also relate to hazardous events and situations that do not result in serious disruption to the functioning of a community or society.

Exposure: The presence of people, property, livelihoods, systems or other elements in areas that can be affected by various shocks and stresses.

Gender: Gender is a social and cultural construct, which distinguishes differences in the attributes of women and men, and girls and boys, and accordingly refers to the roles and responsibilities of women and men. Gender-based roles and other attributes thus change over time and vary across cultural contexts. The concept of gender includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity). This concept is also useful in analysing how commonly shared practices and norms legitimize discrepancies between sexes. It also informs the discussion of gender-based vulnerabilities and capacities, which is necessary for risk analysis within communities.
Hazard: A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption and/or environmental damage.

Impact: The consequences or effect of an event or situation. GRIP defines impact as the total effect, including negative and positive effects, of a hazardous event or crisis. The term extends to human, economic and environmental impacts, and may include death, injury, disease and other negative effects on human physical, mental and social well-being.

Likelihood: The state of being likely or probable. In GRIP, likelihood specifically refers to the probability of a shock (or the ‘tipping point’ of a stress) occurring in a given time frame.

Mitigation: For environmental scientists, mitigation refers to the reduction of the greenhouse gas emissions that are the one of the sources of climate change. In GRIP, mitigation refers to the lessening or limitation of the adverse impacts of shocks and stresses. (UNISDR)

Preparedness: The knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to and recover from the impacts of likely, imminent or current hazard events or conditions. (UNISDR)

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For UNICEF, this means ensuring that appropriate mechanisms and systems are put in place in advance to enable an effective and timely emergency response to humanitarian crisis. Such planning is based on a strong risk analysis that takes into account national and regional capacities and the comparative advantages of UNICEF in risk reduction.

Prevention: The outright avoidance of the adverse impacts of hazards and related disasters.

Shock: A sudden and potentially damaging hazard or other phenomenon. A shock can also refer to the moment at which a slow-onset process (a stress) passes its ‘tipping point’ and becomes an extreme event.

Social cohesion: The quality of the bonds and dynamics that exist between the groups within a society. Groups can be distinguished in terms of regional, ethnic or sociocultural identity, religious or political belief, social class or socio-economic status, or on the basis of characteristics such as gender and age. The strengthening of social cohesion vertically (i.e., relations between the state and citizens) and horizontally (i.e., intra- and inter-group relations) is one of the key outcomes of effective peacebuilding interventions.

Stress: Similar to a shock, a stress is a longer-term trend that undermines the potential of a given system and increases the vulnerability of actors within it.

System: A unit of society (e.g., individual, household, group of people with common characteristics, community, nation), a unit of ecology (e.g., a forest) or a physical entity (e.g., an urban infrastructure network). (OECD)

Recovery: The restoration, and improvement where appropriate, of the facilities, livelihoods and living conditions of disaster-affected communities, including efforts to reduce disaster risk factors.

Resilience: The ability of a system, community or society exposed to hazards to resist, absorb, adapt to and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential structures and functions.

Resilient development: Resilient development means providing children and families with what they need to better prepare for and manage crises, and recover from them more rapidly. (UNICEF)

Response: Emergency services and public assistance provided during or immediately after a disaster to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected. (IASC)

Risk: UNISDR defines risk as: “The potential loss of life, injury, or destroyed or damaged assets which could occur to a system, society or a community in a specific period of time, determined probabilistically as a function of hazard, exposure, vulnerability and capacity.” GRIP defines risk as: the likelihood of shocks or stresses leading to the erosion of development progress, the deepening of deprivation and/or humanitarian crisis affecting children or vulnerable households and groups.

Vulnerability: This is defined as the characteristics and circumstances of individual children, households or communities that make them particularly susceptible to the damaging effects of a shock or stress. (Adapted by UNICEF)
MODULE 1

INTRODUCTION
1. INTRODUCTION

1.1 A CHANGING WORLD FOR CHILDREN, A SHIFT IN GLOBAL COMMITMENTS

Across the world, crises are becoming more frequent and complex, and are lasting longer and affecting more children than ever before. More than three times as many people today require international humanitarian assistance as compared to a decade ago – some 91 million persons are in need of assistance in 2018,¹ up from 25 million people in 2008² – and all signs suggest that the scale of needs will only continue to grow. In 2015, some 43 per cent of the world’s population was estimated to live in a ‘fragile situation’.³ By 2030, this proportion is expected to rise to 62 per cent.⁴ Protracted and intractable conflicts have also become even more drawn out – rising in average duration from 19 years (as measured in 1990) to 37 years (as measured in 2013)⁵¹² – thus prolonging human suffering, economic losses and the large-scale displacement of persons. Meanwhile, climate change – one of the greatest challenges of our time – threatens to not only erode livelihoods, habitation patterns and development progress, but also to provoke further crises through extreme weather and changing disease patterns. Rapid urbanization, environmental degradation, natural resource depletion, pollution and rising inequity (within and among countries) work in concert to accelerate and exacerbate the impacts of these changes. It is now better understood that crisis affects women and men, and girls and boys differently, and the imperative to address specific vulnerabilities and aspects of resilience is clear.

As crises have grown in number and scale, the limitations of current political, development and humanitarian approaches have become clearer. With less than 0.4 per cent of all official development assistance spent on preparedness for disasters and more than 80 per cent of all humanitarian aid driven by the needs of people affected by conflict, an urgent call has been made to shift the focus from response to prevention.⁶ Across the international community, nations and stakeholders are considering what could be achieved and protected if global investments were directed towards reducing risks, maintaining and fostering peace, and averting crisis before it manifests.

³ Although there is no universally accepted definition of fragility, UNICEF suggests that it is generally considered to refer to contexts with the following three elements: 1) Weak capacity of the state to carry out basic governance functions; 2) Weak national capacity to prevent or adapt and respond to shocks and stresses; and 3) Lack of ability or willingness of the state to develop mutually constructive relations with people. See: United Nations Children’s Fund, UNICEF Programme Framework for Fragile Contexts, October 2017, available at <https://unicef.sharepoint.com/:a/beta/Communities/RiskResiliencefragilityPeacebuilding/Documents/ProgrammeFrameworkforFragileContexts-UNICEFOct2017pdf>, accessed 6 March 2018.
⁶ One Humanity, Shared Responsibility.
While the multiple frameworks of the 2030 Agenda for Sustainable Development\(^1\) build upon the Millennium Development Goals, the Hyogo Framework for Action\(^1\) and other global efforts, their more holistic and integrated approach recognizes the mutually reinforcing nature of economic, social and environmental objectives in fostering peaceful and inclusive societies. For example:

- **The Sustainable Development Goals (SDGs)** outcome document *Transforming our World: The 2030 Agenda for Sustainable Development*\(^1\) recognizes the impacts of various hazards, including earthquakes, violent conflict, disease outbreaks, climate change and extreme weather.\(^6\) The SDGs also focus more directly on reaching those furthest behind first – recognizing that girls and boys, women, individuals with disabilities, and the most impoverished are disproportionately vulnerable to, and affected by, the impacts of crisis.
- **The Sendai Framework for Disaster Risk Reduction 2015–2030** addresses the prevention of new crises and the promotion of women and youth leadership, recognizing previously untapped strengths and resilience in society.\(^17\)

### Total Economic Losses

- **535** million children – nearly a quarter of the world’s children – were estimated to live in countries affected by armed conflict, violence, disaster and/or chronic crisis in 2017.\(^7\)
- **50** million children were deemed “uprooted” in 2016, having either migrated across borders or been forcibly displaced by conflict, climate change or poverty.\(^8\)
- **800** million people were living in low-income, informal settlements in 2014, residing on land exposed to hazards and without adequate protective infrastructure, decent housing or access to basic services.\(^9\)
- **385** million children were living in extremely poor households in 2013, meaning that they had limited capacity to cope with the impacts of shocks and stresses.\(^10\)
- **136** million people across the world are 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 persons.\(^11\)

### Key Numbers

- Between 1980 and 2012, more than 42 million human life years were lost to internationally reported disasters, representing an enormous setback to economic development and social progress. More than 80% of this loss was experienced in low- and middle-income countries.\(^13\)

### Economic Losses

Between 1980 and 2012, total economic losses worldwide associated with natural disasters average between **US$250 million** and **US$300 million** per year. In future, annual losses are expected to reach **US$314 billion** in the built environment alone.\(^12\)

Between 2010 and 2012, total economic losses attributable to natural disasters worldwide averaged **US$210 billion** per year. In future, annual losses are expected to reach **US$385 billion** in the built environment alone.\(^12\)

### Humanitarian Losses

- **50** million children were deemed “uprooted” in 2016, having either migrated across borders or been forcibly displaced by conflict, climate change or poverty.\(^8\)
- **80 million** children were living in extremely poor households in 2013, meaning that they had limited capacity to cope with the impacts of shocks and stresses.\(^10\)

### Data Sources

9. One Humanity, Shared Responsibility.
• The Paris Agreement, which links both mitigation and adaptation goals in the global climate effort, also seeks to further understanding of and action and support for risk reduction, by promoting comprehensive risk assessments and more coherent management of multiple threats.\textsuperscript{18}

• The World Humanitarian Summit 2016 galvanized commitments towards a “new way of working”, as first discussed in the Agenda for Humanity\textsuperscript{19} and further embedded in the Commitments to Action.\textsuperscript{20} In promoting its 5 core responsibilities and 24 ‘key transformations’ or changes in direction, the Agenda for Humanity demands that the success of international interventions is measured by the year-on-year reduction in human vulnerability and risk – not the proportion of acute and urgent needs met.

Adding to the momentum, the United Nations Secretary-General has called on the United Nations to uphold its strategic commitment to a ‘culture of prevention’. In his vision statement, shared with all Member States in May 2017\textsuperscript{21} António Guterres recognized how the distinctions between different types of crisis have eroded, with natural phenomena, violent conflict and other man-made or social shocks and stresses working together to compound vulnerability, inequity and social exclusion. Reinforcing the intergovernmental agreements for sustaining peace,\textsuperscript{22} he signalled a strong organizational shift from response to helping countries make a concerted effort to avert the outbreak of crisis in the first place. To succeed, this approach must further strengthen the nexuses between peace and security, and between sustainable development and human rights policies.

### Box 1 - A Business Case for Conflict Prevention and Disaster Risk Reduction

Violent conflict adversely affects a country’s economic progress. Resources spent fighting wars can stifle economic growth and diminish allocations to social services. Managing the negative effects of a crisis through humanitarian assistance and peacekeeping is also costly for the international community.

In the Pathways for Peace study\textsuperscript{23}, the United Nations and World Bank produced a business case to show that conflict prevention, besides saving millions of lives, is also economically beneficial. The analysis showed that even in the most pessimistic scenario of the analysis, where preventive action is rarely successful, preventing the outbreak of violence would create net savings close to US$5 billion per year. In the most optimistic scenario, the net savings are almost US$70 billion per year.

**Economics of Resilience to Drought**, a study commissioned by the United States Agency for International Development (USAID), assessed the cost savings that could have resulted from an earlier and more proactive response to drought in Ethiopia, Kenya and Somalia.\textsuperscript{24} The study reveals the following:

- **Donors could have saved 30 per cent** on humanitarian aid spending through earlier and more proactive responses (equivalent to savings of US$1.6 billion when applied to US Government spending in the three countries over the last 15 years).
- **Countries and donors together could have saved up to US$4.2 billion** in the three countries over the last 15 years, through early responses and also the expansion of programmes to protect the income and assets of individuals.
- **Every US$1 invested in building drought resilience could result in up to US$3 saved** in reduced humanitarian aid and avoided losses.

### 1.2 Implications for Child Rights Programming

UNICEF recognizes that these changes in the global risk landscape and shifts in international commitments have implications for child rights programming:


• **Children bear the brunt of these crises.** Although positive gains have been made in the last decades in the realization of children's rights,25 violent conflict, political instability, forced displacement, disasters, climate change and unprecedented public health emergencies have also eroded some of these positive gains and put at risk the futures of millions of children. Children are being deprived of their childhoods and the potential to be active and engaged citizens in their communities due to the impacts of crisis – whether these manifest as illness, malnutrition, exploitation and/or limited or no access to education.

• **Advancing equity means reducing risk for children.** Global commitments to Leaving No One Behind recognize that exposure to shocks and stresses is one of the five key determinants of inequity.26 Crisis not only compounds existing poverty, deprivations and social exclusion, but also leads to these impacts by eroding existing progress and stripping households and communities of assets and coping mechanisms. In keeping with its ‘equity approach’, UNICEF must therefore place a strong focus on targeting households and communities that are both economically deprived or socially marginalized and also disproportionately exposed to various shocks and stresses. This is also in line with the Agenda for Humanity’s core responsibilities, including the commitment to “Invest according to risk”27

• **People-centric, vulnerability-focused and multi-hazard risk analysis is critical.** Most national risk assessments focus on the impacts of hazards on infrastructure and productive sectors. UNICEF has an important role to play in promoting a more people-centric, gender-responsive and child-sensitive approach to defining vulnerability and resilience. UNICEF has contributed greatly to advancing the measurement of multidimensional child poverty and deprivation. When combined with data on the exposure of children and households to various shocks and stresses, such evidence can deepen the risk analysis and help to shift the focus of investments towards the most vulnerable households and communities (see Box 2).

• **Prioritization of prevention and ‘early wins’.** Despite the overwhelming evidence that risk reduction and preparedness is more cost-effective than response, less than 0.4 per cent of all overseas development assistance is allocated to prevention.28 To properly deal with risks, states, donors, development actors and communities must collaborate more closely and at an earlier stage to identify the full range of risks and prioritize development-oriented actions to reduce them. For UNICEF, this means supporting early wins such as making critical infrastructure and systems for children more shock-responsive and resilient.

• **The measure of success should be the reduction of vulnerability rather than need.** The success of humanitarian responses has traditionally been measured in terms of the reduction of acute and urgent needs, but the need to support and measure the ability of communities to mitigate the impacts of additional shocks and stresses is increasingly recognized. This means reinforcing national systems, planning over multi-year time frames, and building capacities at various levels to reduce risk. It also means measuring success in terms of vulnerability reduction, and since the negative effects of shocks and stresses are often first seen in children, tracking their status is critical to forecasting vulnerabilities in larger population groups.

• **Programming must be conflict-sensitive and promote social cohesion and peacebuilding.** Crises cause death, displacement, and the destruction of infrastructure critical for child survival and development, and may also tear the social fabric and undermine the institutions and capacities necessary to promote equity, gender equality and peace. All child rights programming, in both development and humanitarian dimensions, should be increasingly conflict-sensitive and promote social inclusion and cohesion, while recognizing the existing power and wealth dynamics in the political economy. All programmes should adhere to the Do No Harm principles, by giving due consideration to how the effects of gender inequalities and the socio-economic disadvantages of women, adolescents and girls contribute to and deepen vulnerabilities within households and communities.

• **The voices of children, adolescents, youth and women must drive programming efforts.** 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. UNICEF has a critical responsibility to promote global citizenship, peacebuilding, and climate change and risk reduction education, and to ensure that children’s voices are heard in global, national and regional consultative processes. Tapping into formal and informal women’s groups set up to support families and communities to further child well-being.

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28 One Humanity, Shared Responsibility.
“Success will now be defined by the achievement of measurable reductions in people’s risk and vulnerability and their ability to become more self-reliant rather than simply attain basic needs for years on end. This will put people and their humanity at the centre of all our efforts.”

One Humanity, Shared Responsibility, the United Nations Secretary-General’s report on the World Humanitarian Summit

**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. 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. 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.

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UNICEF was a key player in the development of the 2030 Agenda, and the UNICEF Strategic Plan, 2018–2021 has been designed to accelerate implementation of the SDGs, the Sendai Framework and the Paris Agreement as well as realization of the concurrent resolutions on peacebuilding adopted by the United Nations Security Council and General Assembly. At the World Humanitarian Summit, UNICEF declared its “commitment to risk-informed programming that promotes resilient development” and suggested that it is “making risk analysis a core element of its planning processes.”

In its Technical Note on Resilient Development, UNICEF explains: “Resilient development means providing children and families with what they need to better prepare for and better manage crises, and recover from them more rapidly. It requires addressing the underlying drivers of inequity and fragility that cause environmental, economic and social deprivations and stresses. It means bridging the arbitrary divide between development and humanitarian assistance, integrating risk factors such as climate change into programming, and strengthening systems that can anticipate as well as absorb shocks in the event of disasters.”

The Strategic Plan reflects these commitments, outlining the organization’s efforts to foster resilient development by addressing climate change, promoting peacebuilding and social cohesion, and extending risk-informed programming, including through investment in national and sub-national risk assessments and preparedness. For the first time, the current Strategic Plan has an output related to risk reduction confirming the organization’s commitment to supporting countries to adopt child-sensitive policies, strategies and programmes that address risks associated with disasters, conflict and public health emergencies. The monitoring framework for the Strategic Plan also reflects the organization’s commitments to measure and track progress in risk reduction, in line with Sendai Framework monitoring.

The UNICEF Gender Action Plan, 2018–2021 similarly recognizes the important role that UNICEF plays in risk reduction and preparedness as well as in humanitarian response. The differential experiences and skills of women and men, adolescents, and girls and boys are well noted. There is a clear recognition that conflict and emergency situations increase girls’ and women’s exposure to gender-based violence (GBV) and that preparedness measures must consider both this and menstrual hygiene management to address the heightened vulnerability of girls to negative health outcomes and barriers to educational, social and economic opportunities.

To provide a sense of how national, regional and global progress in advancing risk reduction will be made, the Strategic Plan also outlines a specific ‘change strategy’ that focuses on enhancing coherence and connectedness between disaster risk reduction and resilience, humanitarian assistance, integrating risk factors such as climate change into programming, and strengthening inter-sectoral and national risk assessments and preparedness. For the first time, the UNICEF Strategic Plan tracks the number of disruptions to educational services and to health services attributed to disasters (Sendai D-6, D-7). See: United Nations Office for Disaster Reduction, ‘Sendai Framework Monitoring’, UNISDR, Geneva, <www.unisdr.org/conferences/2017/globalplatform/en/programme/plenaries/view/581>, accessed 16 February 2018.

UNICEF has several comparative advantages when addressing the risk of humanitarian crisis:

• UNICEF has a mandate that integrates development and humanitarian programming and is thus present before, during and after a crisis, engaging at every stage of the humanitarian-development continuum.
• UNICEF has extensive experience of operating in fragile, conflict-affected and risk-prone contexts, and working in close proximity to communities that experience shocks and stresses.
• UNICEF is a technical expert in multidimensional child poverty, inequity and deprivation analysis and can enrich risk assessments by proposing a more people-centric and vulnerability-focused approach.
• UNICEF responds in a multi-sectoral manner, addressing the interlocking issues that affect a child’s well-being while maintaining well-established relationships with technical line ministries.

2. RISK-INFORMED PROGRAMMING

2.1 WHAT IS RISK-INFORMED PROGRAMMING?

Risk-informed programming aims to strengthen resilience to shocks and stresses by identifying and addressing the root causes and drivers of risk, including vulnerabilities, lack of capacity, and exposure to various shocks and stresses. It necessitates a robust risk analysis of the multiple hazards faced by households and communities, and requires government and other partners to be involved in the design or adjustment of programmes to ensure that they make a proactive commitment to reducing risk.

For UNICEF, risk-informed programming is child-centred. Using a human rights-based approach to programming, UNICEF supports national counterparts and a range of duty bearers and stakeholders to consider not only what changes are necessary to further the realization of child rights, but also how to protect those gains from the negative impacts of shocks and stresses.
2.2 WHAT IS GRIP?

The UNICEF Guidance for Risk-informed Programming (GRIP) is a package of general and sector-specific modules that propose a methodology for conducting child-centred risk analysis and leading a collaborative process with multiple child rights stakeholders (including children, adolescents and youth) to design or adapt programmes to further risk reduction, resilience and peace.

What is GRIP?

- **GRIP is additional guidance for good programming** within the context of the new Strategic Plan, providing UNICEF country offices with advice on how to ‘risk-inform’ their respective Country Programmes of Cooperation. The GRIP modules can also be considered essential companions to the UNICEF Results-Based Management Learning Package, since they should help UNICEF country offices to strengthen the ‘risk lens’ in their standard approach to situation analysis and strategic planning.

- **GRIP is a tool** to strengthen the interconnectedness of humanitarian, development and peacebuilding programming. Since GRIP supports child rights stakeholders (including governments, multilateral and bilateral development partners, members of civil society, and local community groups) to conduct multi-hazard risk analysis, it can help these same partners to collaborate to identify early wins in development-oriented risk reduction or shift the focus of humanitarian action towards reducing chronic vulnerabilities.

- **GRIP is a basis for more coherent internal risk management**. Since GRIP provides a method for ranking the risks associated with specific shocks and stresses that affect children, it can inform the analysis of risk to the achievement of programme results and/or risks to the enterprise (in terms of reputation, continuity of business operations, etc.). Conducting a robust analysis of risks in a particular country can help teams to meet the requirements of the emergency preparedness procedure and/or the enterprise risk management system, for example, by instilling a more credible and coherent approach to risk management.

- **GRIP is a compendium of good practices**. The GRIP package of modules also offers real examples of how UNICEF country offices have met the challenge of multi-stakeholder risk analysis and made innovations to traditional approaches to planning, programming and monitoring for children. Also included are examples of how UNICEF has improved the participation of children and youth in these processes. It is therefore a useful gateway to further learning and knowledge exchange around risk reduction.

- **GRIP is guidance that is aligned to international standards for integrating gender equality** and addressing gender-based violence through risk-informed mitigation and response preparedness strategies. The GRIP package draws on various Inter-Agency Standing Committee (IASC) preparedness and humanitarian response resources and the UNICEF Gender-Based Violence in Emergencies (GBViE) Resource Pack. It also reflects gender equality strategies produced by our disaster risk reduction and climate change adaptation programming partners, which include the United Nations Development Programme (UNDP), the United Nations Office for Disaster Risk Reduction (UNISDR), the United Nations Population Fund (UNFPA) and the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women). In addition, GRIP links to policies, guidance and tools on protection from sexual exploitation and abuse.

It should be stated, however, that GRIP is:

- **NOT an institutional procedure**. It is guidance on how to strengthen your existing planning and practice, but it does not require compliance. Although every part of UNICEF has a role and responsibility to further risk-informed programming, GRIP neither assigns accountabilities nor establishes institutional benchmarks for performance in this regard.

- **NOT specifically designed for independent use by external partners**. It does, however, provide clear guidance for how UNICEF teams can convene and facilitate multi-stakeholder groups to arrive at a common understanding of the risk landscape and how it affects children’s rights and opportunities.


• **NOT a tool for collecting primary data.** GRIP Module No. 2 does, however, provide a clear methodology for how to gather secondary data and conduct a risk analysis that puts children – and their special needs, vulnerabilities and capacities – at its centre.

Each of the general and sector-specific GRIP modules is designed to support a different aspect or phase in risk-informed programming (see Graphic 1).

**2.3 WHO IS GRIP FOR?**

GRIP is specifically designed to enhance the understanding of UNICEF country office staff, but it should be applied in a participatory and collaborative manner with national counterparts, development partners, members of civil society and other child rights stakeholders – including children, adolescents and youth themselves. It can be applied in any country context, ranging from low- to high-risk countries, stable to fragile situations, and low- to upper-middle-income economies. GRIP has relevance for development programmes and for humanitarian action in complex emergencies.

GRIP targets UNICEF senior management and the planning, programme and emergency teams in particular. It is also very useful for staff working in operations, advocacy and external relations, resource mobilization, evaluation and other areas of focus at various levels of the organization, including in UNICEF regional offices and at UNICEF Headquarters.

GRIP can also help UNICEF staff to participate more effectively in risk analysis processes led by government or other development partners, and to apply a ‘child rights lens’ to ensure that children’s special needs, vulnerabilities and capacities are considered in risk-informed planning and programming. The GRIP method complements a variety of existing tools and agency-specific guidance introduced recently by the United Nations and development partners, including the Organisation for Economic Co-operation and Development (OECD) Guidelines for Resilience Systems Analysis.

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2.4 WHEN SHOULD GRIP BE APPLIED?

GRIP recognizes that strategic planning is a dynamic and iterative process that must adapt to local requirements and opportunities. To be most influential, GRIP is best applied during the design of new UNICEF Country Programmes of Cooperation and United Nations Development Assistance Frameworks and/or as a means to guide major programme reviews that may result in the authorization of adjustments to programmes and partnerships. GRIP can be applied at any stage of the country programming cycle, however (see Graphic 2).

UNICEF may also apply GRIP to influence national planning processes (e.g., the elaboration of a new national development plan) and/or significant milestones in the programming of major development partners (e.g., the United Nations Common Country Assessment and/or the country analysis of major international financing institutions). GRIP can also be used in the course of review processes, including annual and mid-term reviews or a Gender Programme Review.

Graphic 2 - Application of GRIP at all stages of the UNICEF country programming cycle

An analysis of the risk of humanitarian crisis (exposure to shocks, stresses with consideration of vulnerabilities capacities) is integrated in the SitAn.

Prioritization includes discussions on the risk of humanitarian crisis and/or deepening deprivation facing children.

RBM applies a strong “Risk-lens” to influence planning and implementation.

The strategic intent of new Country Programmes includes fostering resilience and/or peace.

PSNs are based on a risk-informed causality analysis and include a risk-informed Theory of Change.

Reviews & evaluations consider the success of programmes and partnerships in supporting resilience and peace.

Agreements with national counterparts include a proactive commitment to risk reduction and preparedness.

Adequate allocation of technical and financial resources and accountabilities of risk reduction aspects of the programme in CPMP.

Targets, results and strategies of the new CPD include a commitment to risk reduction commiserate with the country’s risk profile.
Risk-informed programming strives to make building resilience and peace a central goal of all child rights-focused programming.

2.5 WHAT IS A GRIP WORKSHOP?

A GRIP workshop is a flexible, participatory-style workshop tailor-made to support UNICEF country offices and their national counterparts and partners to consider how the risk of humanitarian crisis affects children, their caregivers and their communities. Although a GRIP workshop is not mandatory, it is recommended for country offices that have a medium to high risk rating and which are entering the analysis or strategic planning phase of the country programming cycle.

A GRIP workshop can be particularly useful in helping multi-stakeholder groups to:

- develop or validate a risk analysis that considers the exposure of households and communities to various shocks and stresses as well as household and community vulnerabilities and existing national capacities
- develop sector-wide or multi-sectoral causality analysis and risk-informed theories of change
- embark on strategic planning for the elaboration of new UNICEF Country Programmes of Cooperation or United Nations Development Assistance Frameworks
- integrate equity and gender considerations into the risk analysis, and identify specific barriers, bottlenecks and opportunities that can inform programming
- consider the adaptation of work plans and partnerships with national counterparts and other stakeholders to reinforce resilient development and peace.

Usually, a GRIP workshop takes place over two to three days and includes the validation of a country- or area-specific risk analysis (developed prior to the workshop) as well as several collaborative exercises to either design new programmes with national counterparts (through a risk-informed theory of change) or adapt existing programmes (focusing on work plans and partnership agreements).

UNICEF regional office planning and emergency advisers, in cooperation with UNICEF Headquarters through the Humanitarian Action and Transition Section (HATIS) in Programme Division, can support country offices to consider if, how and when a GRIP workshop may be useful in the analysis, strategic planning or implementation phase of the country programming cycle. Many country offices have already completed a GRIP workshop or strengthened risk analysis via other training (see Map 1).

Whether or not a country office decides to hold a ‘stand-alone’ GRIP workshop, certain aspects of GRIP should be integrated into existing UNICEF training sessions and consultative processes, including:

- consultation for, and validation of, situation analyses on the status of women and children, to ensure that the situational analysis integrates a strong analysis of the risk of humanitarian crisis in country
- results-based management (RBM) training sessions that have a strong focus on the application of the risk lens
- theory of change workshops or ‘write-shops’ held with national counterparts and regional advisers
- strategic moments of reflection, to provide a means to reaffirm the institutional commitment to resilient development in the programme’s strategic intent
- optional mid-term reviews, to provide a means to adjust programme results and strategies, and thus create work plans and partnerships that are more risk-informed
- other reviews such as the Gender Programme Review, which is usually carried out once per country programming cycle.
In February 2018, UNICEF Pakistan held a 2-day internal GRIP workshop for programme staff. Participants validated a risk analysis for the country, conducted a risk-informed causality analysis and then reviewed existing programme strategy notes to reorient them to be more risk-informed.

In February 2017, UNICEF Bosnia and Herzegovina piloted the GRIP process through a 3-day workshop designed to increase understanding of the components of risk-informed programming, validate the existing risk analysis, and apply the analysis to support the adaptation, adjustment and development of sector programmes. The workshop was attended by UNICEF country office staff and representatives of the Office of the United Nations Resident Coordinator, UNHCR, UNDP, IOM, UNFPA, Ministry of Security, Federal Civil Protection Administration, Faculty of Social Work of Banja Luka, Caritas Internationalis and Save the Children.

In June 2017, UNICEF Kenya piloted a one-week joint workshop on results-based management (RBM) and Guidance for Risk-informed Programming (GRIP). In total, 30% of the training was devoted to GRIP. Participants spent a full day validating a risk analysis in order to integrate considerations of risk into their causality analysis, theory of change and results chain to inform the new country programme.

In June 2017, UNICEF Ecuador integrated a stronger ‘risk lens’ into its 3.5-day RBM training session, ensuring that all groups considered risk in the development of causality analyses, theories of change and results chains to inform the new country programme.

In October 2017, UNICEF Uganda held a 3-day joint workshop on GRIP and the Emergency Preparedness Platform (EPP) to ensure a common knowledge base among UNICEF staff on risk-informed programming and the Core Commitments for Children. The workshop also supported the roll-out of new UNICEF preparedness guidance.
In June 2017, the UNICEF Bihar State Office piloted the GRIP process through a 3-day workshop. Participants validated a risk assessment, considered specific risks and priority actions for each sector, and made a commitment to adjust programme strategy notes, rolling work plans and strategies with counterparts and partners. UNICEF programme staff, 15 members of the Government of Bihar and 9 members of civil society organizations participated.

In April 2018, UNICEF Timor-Leste held a joint GRIP-internal workshop for programme staff. Participants validated their risk analysis, developed a causality analysis and considered how to adapt their existing work plans and partnerships. They also carried forward their scenario planning and identification of preparedness measures to meet the requirements of the EPP.

In December 2017, UNICEF Viet Nam held a 2-day internal GRIP workshop for programme staff. Participants validated a risk analysis for the country, conducted a risk-informed causality analysis and then reviewed existing work plans with national counterparts to reorient them to be more risk-informed.

In May 2017, UNICEF Malawi piloted the GRIP process through a 3-day workshop. Participants validated a risk assessment, considered specific risks and priority actions for each sector, and made a commitment to adjust programme strategy notes, rolling work plans and strategies with counterparts and partners. Participants included representatives of the government, Office of the United Nations Resident Coordinator and Malawi Red Cross Society.

In September 2017, UNICEF Cambodia conducted a 5-day RBM training with a strong risk lens, ensuring that all groups considered risk in the development of causality analyses, theories of change and results chains to inform the new country programme.
3. UNDERSTANDING RISK

3.1 WHAT IS RISK?

There is no universally agreed definition of risk. It is a term used generally in all aspects of life and is related to the concept of future harm or the likelihood of a negative impact occurring.

UNISDR, for example, defines risk as: “The potential loss of life, injury, or destroyed or damaged assets which could occur to a system, society or a community in a specific period of time, determined probabilistically as a function of hazard, exposure, vulnerability and capacity.” The European Union refers to risk as “the combination of the probability of an event and its negative consequences.” The Overseas Development Institute’s Humanitarian Policy Group suggests risk is “the probability of a harmful event or hazard occurring and the likely severity of the impact of that event or hazard.”

To clarify the concept of risk, it can be helpful to identify the ‘object’ that is potentially under threat and the ‘subject’ that is acting on the object to cause the threat. An illustrative example of this is presented to better explain the concept of risk in practice and why different definitions often arise among risk managers or among risk management approaches (see Graphic 3). In this example, the definition of risk differs across the GRIP, RBM and enterprise risk management approaches applied by UNICEF, as each considers a different object. The GRIP approach focuses primarily on ‘contextual risks’ affecting children; the RBM approach considers both risks to children and to the programme; and the enterprise risk management approach focuses primarily on risks to UNICEF as an organization. Although the concepts are interrelated, and the hazards or threats might be the same, different risks can be identified depending on the specific object in focus.

Since GRIP advances a people-centric approach that is concerned with identifying and reducing the negative impacts of shocks and stresses on children, it defines risk as: the likelihood of shocks or stresses leading to the erosion of development progress, the deepening of deprivation and/or humanitarian crisis affecting children, vulnerable households or groups. GRIP Module No. 2 provides a method for developing a risk analysis to determine the likelihood and potential impact of humanitarian crisis – in part to help UNICEF country offices meet the requirements of the emergency preparedness procedure. The sector-specific GRIP Module Nos. 5–11 can help teams to better identify risks that might deepen deprivation and/or lead to an erosion of positive progress in each sector.

According to GRIP, a shock or stress can come from almost anywhere: a natural phenomenon such as an earthquake; a climate change-related event such as sea level rise; a technological hazard such as a nuclear power accident; or civil unrest, armed conflict and/or serious challenges to social cohesion. GRIP Module No. 2 provides additional clarification in this regard as well as a list of indicative shocks and stresses that can negatively affect the lives of children. Every analysis – just like every country – is unique, however.

### Introduction to Risk Analysis

- **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 and severity or potential tipping point.
- **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 or community that make it susceptible to the damaging effects of a shock or stress.

### Risk Formula

**Risk** = **Hazard, Shock or Stress** × **Exposure** × **Vulnerability**

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

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**Graphic 3 - Three ways of thinking about risk: Risks to children, to the programme or to the enterprise**

**1. Children (and vulnerable groups)**
- **Subject:** A significant “contextual” shock or stress
- **Risk is defined as:** The likelihood of shocks and stresses leading to an erosion of development progress, deepening deprivation or humanitarian crisis affecting children, vulnerable households or groups.

**2. The Programme (and its results)**
- **Subject:** Any potential threat to achievement of programme results
- **Risk is defined as:** The likelihood of a potential event or occurrence beyond the control of the programme adversely affecting the achievement of a desired result.

**3. The Enterprise (UNICEF)**
- **Subject:** Any potential threat to strategic, programmatic, financial or operational effectiveness of the enterprise
- **Risk is defined as:** Threats to the achievement of results, management objectives reputation, resource mobilization, protection of resources, staff safety and security or continuity of operations.

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**3.2 The Risk Formula**

GRIP adopts the standard UNISDR risk formula as the main conceptual framework for risk analysis (see Graphic 4). It also provides a variation of this formula that can help to simplify the concepts for the purpose of multi-stakeholder discussions. In either case, the formula suggests that risk is actually a product of the interaction between several 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. To do this, the following questions can be posed:

- What are the shocks and stresses, and what is the type, likelihood and severity of each?
- Who and what are exposed to each specific shock or stress and where are they located?
- Who is especially vulnerable? What characteristics make these individuals or groups particularly susceptible to the negative impacts of a specific shock or stress?
- What capacities do communities, authorities, institutions or systems have (or need) to prevent, mitigate, prepare for, respond to and recover from a specific shock or stress?
MODULE 2
RISK ANALYSIS
OVERVIEW OF GRIP MODULES 1 AND 2

GRIP Module No. 1 explains the:

- importance of risk in the 2030 Agenda for Sustainable Development, and the increasing frequency and severity of shocks and stresses
- UNICEF approach to resilient development, which puts children at the centre of analysis, planning and programming
- purpose of the UNICEF Guidance for Risk-informed Programming (GRIP)
- risk formula.

GRIP Module No. 2 is designed to help UNICEF country offices and key child rights stakeholders to:

- conduct an assessment of the risk of humanitarian crisis in country (ranking each shock/stress and/or geographical area by the risk associated with it) using child-centred indicators and approaches (sector-specific modules consider the wider risks of the deepening of deprivation and the erosion of development progress)
- work with partners to identify the causes of various impacts and losses, and their effects on existing deprivations facing children
- analyse the roles and capacities of duty bearers, including those that might increase the potential for a more resilient and peaceful society
- validate the analysis and consider opportunities to maximize its dissemination and use.
1. INTRODUCTION

1.1 WHY DO WE NEED A RISK ANALYSIS? WHAT IS DIFFERENT ABOUT THE UNICEF APPROACH?

UNICEF recognizes that although humanitarian crisis cannot always be prevented, the suffering associated with the impacts of various shocks and stresses on children can be greatly reduced through strong, proactive and collaborative risk-informed programming. Understanding the probability of various hazards occurring, their patterns of exposure and the most likely impacts on children, women and vulnerable groups is essential. It is also critical to consider why these risks occur with such frequency and severity, who is responsible for addressing them, and what capacities these actors need to fulfill their duties so that evidence and knowledge can be turned into programming practice.

Working together so that key child rights stakeholders share a better understanding of risk can:
• leverage national and international resources for those programmes that make the greatest difference in reducing the risk of humanitarian crisis and/or better equipping the geographical areas that need it most
• enable the adaptation of stakeholder strategies to local contexts, to better protect development gains and outcomes for children, women and vulnerable groups
• close the arbitrary gap between humanitarian and development work by providing a common basis for targeting vulnerable children and communities, so that development programmes focus on risks as well as inequities, and humanitarian programmes focus on reducing risks and vulnerabilities over the long term
• avoid doing harm in situations where inequity and gender inequality already heighten vulnerability for many people.

Many national risk analyses conducted by national counterparts and partners focus on risks to the adult population, to socio-economic assets or to specific productive sectors such as agriculture or industry. The UNICEF Guidance for Risk-informed Programming (GRIP) approach is inspired by these standard approaches, but is child-centred: it puts the special needs, vulnerabilities and capacities of children at the centre of the analysis. It also considers vulnerabilities specific to women, including in relation to gender-based violence prevention, gender-sensitive preparedness for response and the prevention of sexual exploitation and abuse.¹

For example, the GRIP approach:
• focuses on the exposure of children to various shocks and stresses, giving special consideration to the infrastructure and systems that are critical to children’s development
• captures the vulnerability of children and their households in terms of their socio-economic status, health and well-being
• considers the existing capacities required to reduce risks, manage crisis and ensure the continuity of services for children and their caregivers
• uses a human rights-based approach to consider the capacity gaps of the primary duty bearers that play a critical role in reducing risk for children and protecting and upholding their rights.

1.2 WHEN IS THE BEST TIME TO CONDUCT A RISK ANALYSIS?

All UNICEF country offices irrespective of the country’s risk rating should develop a child-centred risk analysis once per planning cycle. When to conduct the risk analysis will depend on a variety of factors, including the:
• current position of the UNICEF country office in the planning cycle for the UNICEF Country Programme of Cooperation and the United Nations Development Assistance Framework
• opportunities that exist to contribute to national risk analysis and planning processes
• availability of quality data and information (e.g., the availability of new data from census, survey and/or administrative data sources)
• internal and external capacities and resources available to see the analysis through to completion.

For UNICEF, one of the most influential times to conduct a child-centred risk analysis is while elaborating a situation analysis (SitAn) of children’s and women’s rights, since the SitAn will contribute to national research, inform national planning and development processes, and influence the shape of both UNICEF country programmes and United Nations Development Assistance Frameworks.

If possible, the SitAn itself should include a robust risk analysis. To maximize the potential to integrate risk into the SitAn, the GRIP risk analysis is aligned to the UNICEF Guidance on Conducting a Situation Analysis of Children’s and Women’s Rights and the Technical Note: Emergency Risk Informed Situation Analysis. It is also designed to help UNICEF country offices meet the requirements for risk analysis outlined in the UNICEF Procedure on Preparedness for Emergency Response.

Since ‘classic’ SitAns are typically conducted once every five years (once per country programming cycle), not all UNICEF country offices can immediately integrate risk analyses. When integration into the SitAn is not possible, an independent risk analysis can instead be linked to either:

- another critical milestone in the UNICEF country programming cycle such as the strategic moment of reflection or the development of programme strategy notes
- a joint implementation or review process with partners such as the optional mid-term review or the Gender Programme Review
- a major national or inter-agency planning milestone or significant opportunity to contribute to national or inter-agency research that aims to expand the evidence base related to risks to children, their families and their communities
- the update of the risk analysis held on the Emergency Preparedness Platform, which should align with the development of the country office annual work plan (or, in the case of rolling and multi-year country work plans, with scheduled reviews of the work plan).

Risk analysis may be most influential at specific stages of the UNICEF country programming cycle, in line with the organization’s planning milestones (see Graphic 1).

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5 There are three main categories of SitAn: (1) ‘Shared’ or joint analysis – conducted in full partnership with government or other development actors; (2) the ‘classic’ SitAn – which is usually a single, comprehensive document; and (3) the ‘SitAn space’ – which is a series of issue-based, group-based, sector-based, region-specific and/or life cycle-focused analyses.
Global good practice in elaborating risk-Informed SitAns

For good examples of UNICEF SitAnS that integrate risk analysis, see the national SitAn for the Philippines and the sub-national SitAn for the Autonomous Region in Muslim Mindanao in the Philippines, which are available on the Risk and Resilience, Fragility and Peacebuilding team site. Both reports were commissioned by UNICEF Philippines and written by Coram Children’s Legal Centre, part of the Coram group of charities.

1.3 WHAT IS THE PROCESS?

The GRIP child-centred risk analysis process has four phases, which align with the phases of the UNICEF SitAn (see Graphic 2). The assessment phase is designed specifically to help UNICEF country offices also meet the requirements of the Procedure on Preparedness for Emergency Response and therefore focuses on ascertaining the risk of humanitarian crisis associated with different shocks and stresses. The analysis phase provides an opportunity to consider the risk of deepening deprivation facing children and/or an erosion in development progress in a particular sector.

The four phases of the GRIP child-centred risk analysis are:

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

2. **Assessment** Updating relevant data and information to assess both the exposure of children (and important systems that support children) to various shocks and stresses, and the existing vulnerabilities and capacities that combine to increase the risk of crisis.

3. **Analysis** Consideration of why the identified risks are occurring, who is responsible for addressing them, and what capacities these actors have or lack in this regard.

4. **Validation** Approval of the analysis in conjunction with partners, involving the consideration of the dissemination and use of the analysis, of data management, and of the overall quality of the work.

Graphic 2 - Summary of the GRIP risk analysis process

<table>
<thead>
<tr>
<th>1. PREPARATION</th>
<th>2. ASSESSMENT</th>
<th>3. ANALYSIS</th>
<th>4. VALIDATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Determine purpose</td>
<td>2.1 Likelihood of shock and stresses</td>
<td>3.1 Perform a participatory causality analysis</td>
<td>4.1 Review and validate Analysis</td>
</tr>
<tr>
<td>1.2 Confirm risk rating and scope</td>
<td>2.2 Consider and rate potential impacts</td>
<td>3.2 Consider a role pattern analysis and capacity gap analysis</td>
<td>4.2 Disseminate and use</td>
</tr>
<tr>
<td>1.3 Establish accountabilities and management structures</td>
<td>2.3 Rank the risks associated with each shock/stress</td>
<td>4.3 Assess performance</td>
<td></td>
</tr>
<tr>
<td>1.4 Determine participants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Estimate resources</td>
<td></td>
<td></td>
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</tbody>
</table>

UNICEF is experienced in conducting child-centred risk analyses: for a variety of purposes; at different depths (from in-depth studies to light-touch reports); using multiple dimensions (temporal and spatial); and at various scales (at the national, sub-national and city level). UNICEF also has examples that take gender equality considerations into account. (For just a few examples, see Map 2).

1.4 OTHER COMPLEMENTARY METHODS

There are benefits and drawbacks to following the GRIP approach to risk analysis.

**Benefits of the GRIP approach**
- It is ideal for facilitating discussion among diverse multi-stakeholder groups, using a participatory approach.
- It simplifies the risk formula and applies an easy, step-by-step method that can be understood by a wide range of technical professionals.
- It produces a narrative that is well structured to meet the requirements of the Procedure on Preparedness for Emergency Response and to be integrated into the UNICEF SitAn.

**Drawbacks of the GRIP approach**
- It focuses at the national level and may therefore obscure great variation at the sub-national level in terms of exposure to various shocks and stresses and vulnerabilities of households and communities.
- It focuses primarily on ascertaining the risk of humanitarian crisis, to align with the risk analysis required under the Procedure on Preparedness for emergency Response, therefore a special effort or additional analysis may be necessary to consider properly the risk of the deepening of deprivation and/or the erosion of development progress for children.

Given these limitations, some UNICEF country offices will clearly wish to conduct additional specialized assessments or analysis to complement the GRIP risk analysis. There are many options, three of which are summarized below (for examples of these optional approaches in action, see Box 2). UNICEF also has experience of building databases and systems to monitor changes in risk over time. This can help decision-makers to make more rapid adjustments to programme strategies and to better support long-term planning with national authorities (for more on the monitoring of risks, see GRIP Module No. 4).

**SPATIAL RISK ASSESSMENT (OR ‘CHILD-CENTRED RISK MAPPING’)**

According to the Technical Note: Emergency Risk Informed Situation Analysis, countries, states and territories with a higher risk rating should perform a quantitative assessment of the spatial distribution of risk across distinct geographical areas. This assessment method can help multi-stakeholder teams (including, in particular, national and local government) to sharpen targets for resource allocation and programming – and can inform how strategies may be adapted to local contexts and risks. Since location and exposure to shocks and stresses are recognized as factors that drive inequity, a spatial risk assessment greatly supports UNICEF efforts to further the equity approach, leaving no one behind.

**METHOD**

The process involves quantifying each variable in the risk formula using relevant child-sensitive indicators and then assigning a relative score to each of the various administrative areas. Using a geographic information system, data related to each variable can be converted into layers of information that can be laid on top of each other to enable the estimation of the sub-national distribution of risk.

**CONSIDERATIONS**

Although spatial risk assessment has many benefits, it calls for more detailed data that are disaggregated at the sub-national level. Generally, the higher the resolution (or smaller the scale) of the analysis, the more challenging it can be to source quality data. This approach also requires a geographic information system and the technical skills required to handle data, to develop methodologies for spatial analysis and to manage databases. Since database development should be carried out in support of efforts by national authorities to strengthen national monitoring systems, this method also implies the need for stronger, longer-term partnerships with government (which may be challenging in situations of fragility or low capacity). For UNICEF, strong management is also required to ensure that the products of the assessment (e.g., thematic maps) are reviewed and their implications for programming properly considered. For all of these reasons, this option is recommended only for higher-risk countries and those with adequate technical and financial resources to support it.
UNICEF Regional Office for South Asia (ROSA) and UNICEF East Asia and Pacific Regional Office (EAPRO) collaborated to produce *Child-centred Risk Assessment: Regional Synthesis of UNICEF Assessments in Asia*. This provides early examples of spatial risk assessment and remains a useful guide to methodology.

UNICEF has experience of supporting or conducting spatial risk assessments in East Asia and the Pacific, South Asia, West Africa, and Latin America and the Caribbean, contributing to the roll-out of the Index for Risk Management (INFORM) model at regional and sub-national levels. For a list of assessments, best practice examples and lessons learned on management and methods, consult the Risk and Resilience, Fragility and Peacebuilding team site.

Recognizing the need for specialist services, UNICEF EAPRO developed a Long-term Arrangement for Services with two institutions skilled in spatial risk assessment, while the Data, Research and Policy division maintains agreements with several geographic information systems firms. Before embarking on a spatial risk assessment, consult the relevant UNICEF regional office and the Humanitarian Action and Transition Section (HATIS) in Programme Division (UNICEF Headquarters) for a list of qualified service providers who can support the process.

**CONFLICT ANALYSIS**

High-risk countries or areas experiencing armed conflict, civil unrest and/or major threats to social cohesion may consider developing a specific conflict analysis. Given that many conflicts, particularly within states, emerge in response to a belief that a specific group or area is being marginalized, a conflict analysis can improve conflict sensitivity in existing programming and also support the design of programmes to proactively build social cohesion and peace.

**METHOD**

Many conflict analysis frameworks and methodologies exist, but the UNICEF model consists of five key elements, the first two of which are ideally completed during the early assessment phase of a larger risk analysis, and the rest during the analysis phase. A conflict analysis can be integrated into the GRIP risk analysis or it may be conducted separately (to better understand the relationship between these complementary approaches, see **Box 1**).

**CONSIDERATIONS**

Conflict dynamics is likely to be a sensitive topic for many participants. Deciding how to frame issues, what language to use, whom to involve, what scope to fix, and how to manage individual and group biases can be challenging. As such, it is recommended that UNICEF country offices planning a conflict analysis consult institutional guidance and consider engaging the support of a qualified facilitator to run consultation workshops.

**RESOURCES**

UNICEF *Guide to Conflict Analysis*8
UNICEF *Conflict Sensitivity and Peacebuilding Programming Guide*9
Risk and Resilience, Fragility and Peacebuilding team site, which contains case studies and good practices.

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This box describes how the main elements of a conflict analysis can also be considered within the framework of the GRIP risk analysis.

1. **Stakeholder analysis** provides an understanding of key actors and their perspectives, needs and interactions with one another in the conflict context. A stakeholder analysis may also be included under the ‘capacities’ element of the broader risk analysis.

2. **Conflict dynamics** is about understanding the ‘pulse’ of a conflict context. It looks at patterns and forces that divide or connect social groups – with consideration of gender, identity, geography, age, etc. ‘Dividers and connectors’ could be groups, processes, mechanisms, practices, policies and institutions with the capacity to divide or connect people. Conflict dynamics may also be looked at as an aspect of the ‘capacities’ and ‘vulnerabilities’ elements of the broader risk analysis.

3. **Root and proximate causes** require careful consideration. Root causes are the underlying socio-economic, cultural and institutional factors (e.g., poor governance, systematic discrimination, lack of political participation, unequal economic opportunity) that create the conditions for destructive conflict and violence. Proximate causes contribute to the escalation of tensions and help to create an enabling environment for violence (e.g., human rights abuses, worsening economic conditions, divisive rhetoric, drought aggravating competition over pasture and water). Root and proximate causes may also be looked at as aspects of the ‘capacities’ and ‘vulnerabilities’ elements of the broader risk analysis.

4. **Triggers** are sudden or acute events that ‘trigger’ destructive conflict and violence. When working in a conflict context, it is critical to be aware of the potential triggers (e.g., an election, a sudden rise in food prices, a military coup, the assassination of a leader) that can contribute to the outbreak or further escalation of tensions and violent conflict. Triggers are closely linked to the ‘likelihood’ and ‘exposure’ elements of the broader risk analysis and may be looked at as part of these elements.

4. **Peace capacities** are institutions, groups, traditions, events, rituals, processes and people that are well positioned and equipped to address conflict constructively and build peace (e.g., a reform programme, a civil society commitment to peace, ritualized and traditional dispute resolution). Peace capacities may be looked at as an aspect of the ‘capacities’ element of the broader risk analysis.

**CLIMATE LANDSCAPE ANALYSIS FOR CHILDREN**

Countries or areas facing major risks associated with climate change should consider the methodology of the climate landscape analysis for children (CLAC).10 This approach is not a risk analysis, but it can help multi-stakeholder teams to consider the overall climate, environment and energy (CEE) landscape (in terms of data, policy, programming, gaps, actors, etc.) and how it relates to children and UNICEF results so that priority areas for further analysis and integration may be identified.

**METHOD**

There are five basic steps to CLAC: a review of the CEE situation in country; an analysis of government responses to the CEE situation; an analysis of the impacts of CEE issues on children; an analysis of child-inclusive CEE policies, strategies and programming; and a discussion of how UNICEF country programmes can strengthen the CEE programming environment for children.

**CONSIDERATIONS**

Although climate-related shocks and stresses pose risks to children, CLAC takes a wider perspective than a risk analysis to consider opportunities for programming beyond the frame of risk reduction. It is therefore complementary to, but not a substitute for, GRIP risk analysis, which considers climate-related phenomena alongside other shocks and stresses in the environment.

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CLAC was piloted in 2017 in Timor-Leste, Malawi, the Philippines, Turkmenistan and Kyrgyzstan. For guidance and links to these examples, visit the Climate Landscape Analysis Sharepoint Site.11

**BOX 2 - EXAMPLES OF COMPLEMENTARY APPROACHES IN ACTION**

**Spatial risk assessment**
Pacific, multi-country, 2015–2017

In 2016, UNICEF Pacific worked with a private sector firm to develop child-centred spatial risk assessments for nine Pacific Island countries. The findings of the assessments were integrated into the country-specific situation analyses and contributed to discussions at the strategic moment of reflection, informing the new multi-country programme. The spatial risk assessments also supported the water, sanitation and hygiene (WASH) sector to better target its investments to reach those islands and areas that were not only deprived of adequate WASH facilities, but are also highly exposed to a variety of climate change and disaster-related hazards.

**Conflict analysis**
Afghanistan, 2017

UNICEF conducted an analysis of conflict dynamics for Afghanistan to inform programme strategies, the mid-term review and the development of the new country programme for 2020–2024. The report presented a range of recommendations to improve conflict sensitivity and peacebuilding in programming as well as to support a shift from a mainly development approach to a humanitarian approach focused on reaching the most in need and vulnerable children living in areas not controlled by the government. The analysis considered key stakeholders and conflict drivers as well as current and projected conflict trends.

**Climate landscape analysis for children**
Timor-Leste, 2017

UNICEF Timor-Leste together with UNICEF Headquarters (Data, Research and Policy division) 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.

11 The Climate Landscape Analysis SharePoint site is available to UNICEF staff and consultants at <https://unicef.sharepoint.com/teams/Communities/GSGSitePages/Climate Landscape Analysis for Children.aspx>, accessed 8 March 2018.
1.5 HOW CAN A GRIP WORKSHOP SUPPORT THE PROCESS?

A GRIP workshop is a flexible, participatory-style workshop tailor-made to support UNICEF country offices and their national counterparts and partners to consider how risk can affect children, their caregivers and their communities. (For examples of GRIP workshops hosted by UNICEF country offices, see GRIP Module No. 1, Map 1).

It can be particularly useful to hold a GRIP workshop during the process of developing a risk analysis as it can help a multi-stakeholder group to:

- understand the importance of risk analysis and the role it can play in advancing risk-informed programming and the 2030 Agenda for Sustainable Development
- validate the findings of a risk assessment by determining collectively whether the statistics and methods used were accurate and credible given the context
- apply the conceptual frameworks of a human rights-based approach to programming and gender equality strategies, thus improving the collective understanding of why risks are occurring, how they exacerbate existing inequities, who is responsible for addressing them, and what capacities these actors have or lack in this regard
- identify implications for collective child rights programming (see GRIP Module No. 3)
- rank the risks related to various shocks and stresses, thus providing a basis for the consideration of hazard-specific preparedness measures and the requirements of the UNICEF Procedure on Preparedness for Emergency Response and the Emergency Preparedness Platform.

UNICEF regional office planning and emergency advisers, in cooperation with HATIS in Programme Division, can support country offices to consider if, how and when a GRIP workshop may be useful.

“In Timor Leste, it has been a long time since we had a major shock but the vulnerability of the population is so high that even heavy rain can lead to acute and urgent needs. It is impossible to be everywhere at once. We have to discuss in this workshop how to sharpen our targets to reach the communities that are both deeply deprived and highly exposed to various natural hazards.”

Scott Whoolery, Deputy Representative
UNICEF Timor Leste
GLOBAL EXPERIENCE
in child-sensitive risk assessment and analysis

Various methods, with innovative time series analysis
UNICEF India has introduced several child-centred spatial risk assessments in selected states and regions. In 2013, the UNICEF Rajasthan State Office decided to innovate by monitoring changes in risks over time so that the impact of slower-onset stresses could be better understood. The team collected monthly data to trace the correlation between school attendance and rainfall deficit, to identify whether the ongoing drought had an effect on children’s behaviour during specific seasons of the year. This time series analysis confirmed devastating seasonal effects and helped to reshape the country programme in the worst affected districts.

Adaptation of INFORM model
In 2017, UNICEF worked with national counterparts and partners in the national coordination body for disaster risk reduction and the Index for Risk Management (INFORM) network to roll out a sub-national risk assessment. UNICEF ensured the inclusion of child-sensitive indicators to measure vulnerability and also participated in the analysis to consider the risk implications for children and for the systems that support them.

Adolescents participation in Conflict Analysis
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.

Conflict and peace situation analysis
Somalia was one of 14 countries participating in the Peacebuilding Education and Advocacy (PBEA) Programme, funded by the Government of the Netherlands, which ended in 2016. UNICEF Somalia conducted a situation analysis which considered conflict dynamics and explored the relationship between education and conflict, and identify opportunities for education programming to mitigate conflict drivers.

Adaptation of INFORM model
Since 2012, various actors in the international humanitarian community have been developing and making use of INFORM as a way to measure the risk of humanitarian crisis. In 2016 and 2017, UNICEF and the Colombian Family Welfare Institute jointly carried out the process of adapting the global and regional INFORM models to the specific context in Colombia, placing an emphasis on children and adolescents. This process resulted in the first sub-national risk assessment with municipal disaggregation to consider hazards, vulnerabilities, capacities and relative levels of risk of humanitarian crisis. This has become a model for other countries in the region.
Sub-national spatial risk assessment
In 2014, UNICEF Nepal completed a sub-national, child-centred spatial risk assessment, showing the relative distribution of the risk of humanitarian crisis by district. The work considered seven different hazards and used the national Child Deprivation Index (2011) to consider the socio-economic vulnerabilities of households. In relation to capacities, the presence/absence of preparedness and response and contingency plans for each district was considered.

National-level analysis, informing national development plans
In 2015, UNICEF Myanmar developed a proof-of-concept child-centred risk assessment that inspired the Ministry of Social Welfare, Relief and Resettlement to reconsider its national risk assessment methodology. Throughout the process, UNICEF and the Asian Disaster Preparedness Center (ADPC) emerged as the key partners to help the government deliver on Outcome 2.2 of the Myanmar Action Plan on Disaster Risk Reduction – the production of a hazard and vulnerability atlas. This atlas then informed the development of the country’s first ever child-centred disaster risk reduction plan.

City-level analysis, informing local development plans
In 2015, UNICEF Indonesia, the Ministry of Women’s Empowerment and Child Protection, and World Vision Indonesia tested the methodology for a participatory approach to a ‘child-centred climate risk assessment’ at the community level in the city of Surabaya. Based on the availability of biophysical, social and economic data, the assessment used 20 child-centred indicators to estimate capacities, vulnerabilities and the exposure of children to a variety of hazards in the city. Since the risk assessment was conducted within the network of the Child Friendly Cities initiative, mayors and city officials were also supported to conduct a further analysis and to develop community-level risk reduction plans informed by children’s own validation of this analysis.

Peacebuilding Context Assessment
In 2016, the United Nations commissioned a Peacebuilding Context Assessment to inform the development of a peacebuilding programme in Sri Lanka. The report analyses the contemporary challenges and opportunities with respect to peacebuilding in Sri Lanka in terms of four broad areas: politics and governance, economy, security and reconciliation. The report was intended to inform the development of the national Peacebuilding Priority Plan.

Multi-country risk assessments
In 2016, UNICEF Pacific worked with a private sector firm to develop child-centred spatial risk assessments for seven Pacific Island countries. The findings of the assessments were integrated into the country-specific situation analyses and contributed to discussions at the strategic moment of reflection, informing the new multi-country programme. The spatial risk assessments also supported the water, sanitation and hygiene (WASH) sector to better target its investments to reach those islands and areas that were not only deprived of adequate WASH facilities, but are also highly exposed to a variety of climate- and disaster-related hazards.
2. PREPARATION PHASE

Preparation and design constitute the most important phase of any project. In the case of child-centred risk analysis, failure to correctly identify its strategic purpose and participants at the outset can cause the analysis to lack credibility and diminish its potential influence and use. This section outlines the main considerations for UNICEF country offices to bear in mind when designing a child-centred risk analysis.

2.1. SETTING THE STRATEGIC PURPOSE

The first step in any analysis is to determine its strategic purpose. Deciding why to elaborate a study helps to define its scope, secure the right participants, select the appropriate methodology, source and manage the data, and correctly estimate the technical and financial resources required for its completion. The terms of reference for a risk analysis should ideally include a clear statement of purpose.

The main reasons to conduct a risk analysis include:

- **Increasing the national evidence base on risks facing children.** A child-centred risk analysis, particularly when integrated into a SitAn, can help stakeholders to identify not only the areas where children are most deprived, but also those in which they are disproportionately exposed to various shocks and stresses. This can help to advance national research on children and to inform the development of national policies and plans.

- **To further national understanding of equity, gender and age considerations,** by ensuring the disaggregation of data and that equity and gender equality analysis of the impacts of specific risks on women and men, and girls and boys is conducted. This involves going beyond the gender binary (female/male) to examine the intersecting considerations of age, disability, rural/urban location, socio-economic status and ethnicity, to understand the core drivers of vulnerability and the characteristics of resilience within communities.

- **Influencing national or inter-agency risk assessment methodologies.** UNICEF may develop a child-centred risk analysis as a proof-of-concept study to help major stakeholders understand the importance of integrating children’s special needs, vulnerabilities and capacities into national assessment methodologies.

- **Informing the UNICEF country programming cycle.** UNICEF typically develops a new Country Programme of Cooperation with each national counterpart every five years. A child-centred risk analysis can complement the traditional analysis of inequities and help to sharpen the ‘risk lens’ in discussions around geographical prioritization, formulation of results, and selection of appropriate strategies.

- **Informing emergency preparedness planning.** UNICEF country offices complete a four-step preparedness planning process annually to prepare responses to the priority risks in the programming environment. Completing a GRIP risk analysis will help a country office to better rank the risks associated with specific hazards and to develop its risk analysis for the Emergency Preparedness Platform.

- **Informing humanitarian action.** Many countries are characterized by extreme fragility and chronic vulnerability to the impacts of shocks and stresses. Humanitarian action often focuses, however, on those places where there are acute and immediate needs rather than where there are vulnerabilities and risks. Conducting a risk analysis can help humanitarian actors to proactively strengthen the resilience of communities at risk, which is critical in complex and protracted crises.

2.2. CONFIRMING RISK RATING AND SCOPE

How much to invest in a child-centred risk analysis depends on many factors, including its strategic purpose and the available capacities and resources. The greater the risks faced by a country, the higher the stakes for risk-informed programming. Generally, the depth of risk analysis should be commensurate with the level of risk that a country manages.

Senior management in the UNICEF country office should confirm the country’s risk rating using internationally credible indices and allow the rating to inform decisions on the use of optional ‘deeper’ methods for assessment and analysis (such as those described in section 1.4). For example, the Technical Note: Emergency Risk Informed Situation Analysis suggests that high-risk countries should conduct a spatial risk assessment or ‘child-centred risk mapping’ to estimate the spatial distribution of risk.
The Index for Risk Management (INFORM), the Global Peace Index and the World Bank Group’s Harmonized List of Fragile Situations are three very different models, each with its own distinct methodology – but all three are useful in determining how countries rank relative to one another in terms of risk, peace and fragility (see Table 1). Together, they provide a holistic look at the risk of humanitarian crisis triggered by natural, climate-related and human hazards (including conflict). (For a full list of complementary models that provide country risk ratings, see Annex 1).

<table>
<thead>
<tr>
<th>Risk index</th>
<th>Description of risk index</th>
<th>Recommendation for depth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Index for Risk Management (INFORM)¹²</td>
<td>INFORM is a global tool for understanding the risk of humanitarian crises, which has been produced by the members of the Inter-Agency Standing Committee’s Task Team on Preparedness and Resilience, including UNICEF. Regional and country models are also available.</td>
<td>Teams working in countries, states and territories ranked as high risk on the INFORM global or regional models may consider conducting a spatial risk assessment or ‘child-centred risk mapping’.</td>
</tr>
<tr>
<td>Global Peace Index¹³</td>
<td>The Global Peace Index ranks 163 independent states and territories according to their level of peacefulness. Produced by the Institute for Economics and Peace, the index uses 23 indicators to measure peace in three domains: Societal Safety and Security; Ongoing Domestic and International Conflict; and degree of Militarization.</td>
<td>It is recommended that teams working in countries, states and territories that score 2 or more in the Ongoing Domestic and International Conflict domain conduct a more in-depth analysis using the UNICEF Guide to Conflict Analysis.</td>
</tr>
<tr>
<td>World Bank Group’s Harmonized List of Fragile Situations¹⁴</td>
<td>The World Bank Group’s Fragile, Conflict and Violence Group annually releases a Harmonized List of Fragile Situations. This recognizes that violence, humanitarian crisis and other challenges cannot be resolved with short-term or partial solutions in the absence of institutions that provide people with security, justice, and economic opportunities.</td>
<td>Teams working in countries, states and territories on the list may consider more in-depth conflict analysis, having first consulted the UNICEF Programming Framework for Fragile Contexts¹⁵ and the UNICEF Conflict Sensitivity and Peacebuilding Programming Guide.</td>
</tr>
</tbody>
</table>

2.3. ACCOUNTABILITIES AND MANAGEMENT STRUCTURES

UNICEF country representatives, regional directors and divisional directors are accountable for the overall quality of research in the offices/divisions that they oversee. Depending on its depth and duration, a ‘risk-informed SitAn’ can be classified as either ‘major research’ or ‘research’ according to the UNICEF Procedure for Quality Assurance in Research¹⁶ and should therefore be managed by senior management (or a designated manager of research) and have an internal steering committee and an external advisory board (ideally co-chaired by the UNICEF Representative and a counterpart from a national ministry).¹⁷

A child-centred risk analysis that is de-linked from the UNICEF SitAn may be considered ‘research’ or a ‘study’ depending on its purpose, scope and depth, and can be developed in line with the Procedure for Quality Assurance in Research¹⁸ Senior management should consider classifying the research, integrating it into the country office integrated monitoring, evaluation and research plan or database (IMERP or PRIME) and adapting management and

¹⁶ The UNICEF Procedure for Quality Assurance in Research suggests that this steering committee should be chaired by the UNICEF Deputy Representative or an individual with sound research experience (e.g., a social policy or monitoring and evaluation specialist at the P4 or P3/P2 level) and include two programme staff with research experience and a programme assistant responsible for administration. For the suggested qualifications and competencies of a manager of research, see Annex B of the Guidelines.
coordination mechanisms as required. According to the UNICEF Procedure on Preparedness for Emergency Response, country representatives ensure that their offices complete a four-step preparedness planning process every year, with the first step a risk analysis. The GRIP risk analysis – which is more robust than other analyses and is prepared once per country programming cycle – therefore provides an ideal basis for this annual review and update.

2.4. PARTICIPATION OF CHILD RIGHTS STAKEHOLDERS

To maximize its credibility, influence and use, the child-centred risk analysis should be conducted with the participation of national counterparts and all relevant child rights stakeholders. Lessons learned from previous risk analyses suggest that UNICEF can be most effective when partnering with a national ministry that acts as an internal ‘champion’ or ‘convener’ for the effort, contributing to the design of the analysis, the mobilization of partners and the launch of the analysis. This convener may be the ministry of planning, the national statistics office and/or the national disaster management agency, depending on existing relationships and the strategic purpose of the risk analysis. It is understood that it may be challenging to adopt this approach in situations of extreme fragility or against a backdrop of contested governance. National counterparts and other major partners and stakeholders in the process may occupy a range of potential roles (see Table 2). Engaging with women, children, adolescents and youth in communities at risk may require consideration of Communication for Development (C4D) (see Box 3).

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>1. PREPARATION</th>
<th>2. ASSESSMENT</th>
<th>3. ANALYSIS</th>
<th>4. VALIDATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>National convening agency</td>
<td>Co-chair or member of steering committee</td>
<td>Invite various ministries and institutions to contribute relevant data, information and analysis</td>
<td>Convene consultation workshops</td>
<td>Convene validation workshops and invite national counterparts Approve, launch and disseminate the analysis with UNICEF</td>
</tr>
<tr>
<td>Other national counterparts (line ministries, local authorities)</td>
<td>Contribute to the design of the analysis, depending on the strategic purpose</td>
<td>Share relevant survey or administrative data for assessment</td>
<td>Participate in consultation workshops</td>
<td>Participate in validation workshops Potentially maintain databases and products</td>
</tr>
<tr>
<td>Major development partners</td>
<td>Contribute to defining the strategic purpose and methodology</td>
<td>Review terms of reference and first drafts of assessment products</td>
<td>Participate in consultation workshops</td>
<td>Participate in validation workshops Support dissemination of the analysis to the assistance community</td>
</tr>
<tr>
<td>Academic institutions</td>
<td>Contribute to preparation, depending on the nature of the partnership</td>
<td>Develop methodology with UNICEF; gather data, conduct assessment</td>
<td>Contribute to causality analysis and capacity gap analysis</td>
<td>Participate in validation workshops Support dissemination of the analysis in journals and its use in academic settings</td>
</tr>
<tr>
<td>Civil society and other child rights stakeholders</td>
<td>Contribute to preparation, depending on the nature of the partnership</td>
<td>Participate in assessment, depending on the nature of the partnership</td>
<td>Support dissemination of the analysis and its application in the delivery of programmes for children</td>
<td></td>
</tr>
<tr>
<td>Children and adolescents</td>
<td>Flexible: Potential engagement with youth groups and organizations</td>
<td>Flexible: Consider use of innovations such as U-Report for data collection</td>
<td>Flexible: Validation of the analysis and main findings (using child-friendly communication methods)</td>
<td></td>
</tr>
<tr>
<td>Formal and informal women’s organizations</td>
<td>Review national research, including Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) reporting and shadow reports of women’s rights organizations</td>
<td>Participate in both identifying specific risks and ensuring gender balance in assessment teams</td>
<td>Participate in validation workshops Support advocacy with national partners and for the reform of policies and programmes</td>
<td></td>
</tr>
</tbody>
</table>
Communication for Development (C4D) – a systematic, planned and evidence-based process to promote positive and measurable individual behaviour and social change – is an integral part of development programmes and humanitarian work. C4D approaches are also important during risk analysis, to communicate effectively with vulnerable or marginalized communities and groups, to ensure their meaningful participation in risk assessments and analysis, and to encourage their investment in the outcomes for planning and programming. Communities are, after all, the drivers of their own preparedness, response and recovery efforts.

But C4D is more than simply a method for encouraging the participation of at-risk communities, and it is important that the risk assessment and analysis include consideration of the social and behavioural dimensions of risk. This means considering: the existing levels of knowledge on important life skills in the community, applying a ‘gender lens’; the behaviours that are increasing risks; and the existing social norms that affect such behaviours. It also means considering how at-risk and affected populations are sharing and receiving information and if certain vulnerable groups are excluded. Paying attention to such C4D considerations will support the identification of priorities for behaviour change and improved communication measures that can support preparedness, crisis management and recovery.
Without an accurate estimation of the time, technical expertise and financial resources needed to conduct a risk analysis, the process is likely to remain internal, unfinished and/or unused. UNICEF country offices should define the strategic purpose and methodology of the analysis before estimating the financial and technical resources required. The main considerations when budgeting for a risk analysis are highlighted below (see Table 3).

### Table 3 - Considerations for the estimation of time and technical and financial resources required

<table>
<thead>
<tr>
<th>Phase</th>
<th>Internal staff requirements</th>
<th>Specialist expertise</th>
<th>Estimated time required</th>
</tr>
</thead>
</table>
| **1. PREPARATION** | Dedicated specialist to develop and adapt terms of reference  
Senior management investment to set strategic purpose, approve terms of reference and establish governance mechanisms | No specific services or applications necessary | 1 week |
| **2. ASSESSMENT** | Desk review of available secondary data sources by specialists  
Technical sections to review methods and contribute data and information | Potential contracting of external experts to develop the narrative  
Standard software for desktop publishing | 1–4 weeks to elaborate the narrative report |
| **Higher-risk countries: Child-centred risk mapping** | Specialist to identify data sources and manage spatial assessments and/or manage service provider  
Technical sections to review methods and contribute data and information | Potential contracting of external technical experts to conduct spatial risk assessment  
Geographic information system and/or other database required | 1–2 months to complete a sub-national spatial risk assessment depending on data quality and availability and existing capacities in information management |
| **3. ANALYSIS** | Senior management investment to ensure that the design of the analysis is appropriate | Facilitators for consultation workshops  
Cost of two-day GRIP workshop and/or one-day consultation workshop (venue, conference services, accommodation, per diems, etc.) | 1–2 weeks to prepare consultation workshops with partners  
1–2 days for consultation or GRIP workshop |
| **4. VALIDATION** | Senior management to convene partners and peer review as well as approve the final draft  
Technical sections to validate the final product | Facilitators for validation workshops  
Validation workshop and/or launch with national counterparts  
Graphic design, copy-editing and printing costs | 3 weeks for external peer review and final validation of analysis with partners  
2 weeks to prepare launch materials/final report  
1–2 days for validation workshop and/or launch |

UNICEF has experience of working with external consultants skilled in developing risk analyses and has developed Long-term Arrangements for Services with institutions skilled in vulnerability and risk mapping. To find out about the resources available at the time of a risk analysis, view the Risk and Resilience, Fragility and Peacebuilding team site.19

3. ASSESSMENT PHASE

The GRIP narrative risk assessment uses the United Nations Office for Disaster Risk Reduction (UNISDR) risk formula described in Module No. 1 and a simplified variation to develop a national-level overview of the risks associated with various shocks and stresses, their likelihood and potential severity, and how they might interact with existing vulnerabilities and capacities to increase the risk of humanitarian crisis affecting children (see Box 4). A good assessment will consider the patterns, severity and trends associated with these risks. Later in the process, during the analysis phase stakeholders will analyse why shocks and stresses lead to crisis, deepening deprivations or an erosion of development progress, who is responsible for reducing risks and what capacities these actors need to enable them to do so.

The GRIP methodology for risk assessment has been developed to facilitate discussion among government and social service providers, key child rights stakeholders and UNICEF country offices. It is therefore national in scope and qualitative in nature, and provides a simple method for analysing risk. The methodology was also developed to ensure alignment with the risk analysis requirements outlined in the UNICEF Procedure on Preparedness for Emergency Response and its associated Guidance Note on Preparedness for Emergency Response in UNICEF.\textsuperscript{20} GRIP focuses, however, on risks that might manifest at any time in the country programming cycle rather than just in the following year, providing a planning horizon more appropriate for longer-term development planning.

The narrative risk assessment has three basic steps:

1. **Step 1 - Likelihood** Identifying shocks and stresses and considering their historical frequency and future trends to estimate the likelihood of their occurrence within the next four to five years.

2. **Step 2 - Impact** Determining the potential impacts of shocks and stresses, considering:
   - **Patterns of exposure**: Review where shocks and stresses manifest geographically – and who and what can be affected within this catchment area.
   - **Historical impacts and losses**: Record the impacts and losses associated with past events.
   - **Vulnerabilities and capacities**: Review the characteristics that make children, women and households particularly susceptible to the negative impacts of a shock or stress, and the national capacities that can play a role in reducing, mitigating or managing these impacts.

3. **Step 3 - Risk** A method for prioritizing the risks associated with each shock and stress.

Various methods are used to estimate risk. Two distinct but complementary versions of the risk formula are presented here. To align with the UNICEF Procedure on Preparedness for Emergency Response, the GRIP risk assessment uses Version 2 but is informed by Version 1, as described below.

**Version 1**: The classic United Nations Office for Disaster Risk Reduction (UNISDR) risk formula suggests that risk is a product or result of the interaction between four separate variables.

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

**Version 2**: The most simplified version of the risk formula requires consideration of the likelihood and probable impact of various shocks and stresses. This method is ideal for participatory assessments conducted with multi-stakeholder groups since it reduces complexity.

\[
\text{RISK} = \text{LIKELIHOOD} \times \text{PROBABLE IMPACT}
\]

Relationship between the formulae: The ‘impact’ variable of Version 2 implicitly includes an analysis of historical patterns of exposure, impacts and losses and of the current status of vulnerabilities and capacities. The graphic below shows how exposure, vulnerability and capacity can be considered together as factors that contribute to the estimation of probable impact.
3.1. **STEP 1: LIKELIHOOD**

The first step of the narrative risk assessment is to identify the relevant shocks and stresses in the programming environment and then consider how likely each of these is to occur again within the next four to five years (i.e., during the country programming cycle) and, if relevant to planning, beyond this time frame (i.e., considering national planning frameworks). UNICEF country offices and child rights stakeholders then conclude this first step of the assessment by assigning a score to each shock or stress using the Inter-Agency Standing Committee (IASC) likelihood scale, adjusted for use with this longer time frame (see Table 4).

### Risk identification

The first task is to identify and list the shocks and stresses that can interact with vulnerabilities and capacities to trigger a humanitarian crisis (for clarification of the concepts, see Box 5; for an indicative list, see Graphic 3). UNICEF country offices and child rights stakeholders should use secondary sources to gather data and information on the historical frequency of the three to five most significant shocks and/or stresses recorded over the last 15 to 20 years, noting any significant trends. Data and information can be obtained from a variety of national databases and reports, including national climate and disaster risk analyses and plans. International databases and reports provide data for multiple countries (see Annex 1, Table 1).

### Assessing likelihood

Data gathered on the historical frequency of the three to five shocks and/or stresses should be used to estimate the likelihood of each occurring again within the next four to five years (or other agreed time frame). Use the likelihood scale to assign a score to each shock or stress (see Table 4). For risks related to conflict and fragility or other socio-economic dynamics, draw from the available third party analysis. An example of how to estimate the likelihood of various significant shocks and stresses is provided (see Table 5). UNICEF country offices and stakeholders can elaborate a similar table.

All stakeholders should consider the following:

- The method used to estimate likelihood may be sophisticated (e.g., requiring statistical analysis) or simple (e.g., the outcome of group discussions that note the frequency of events over a given number of years). It can also draw upon national and inter-agency ranking exercises conducted for the purpose of preparedness and contingency planning.
- It may be challenging or impossible to estimate the frequency of slower-onset stresses (e.g., civil unrest/conflict or sea level rise). In such cases, teams should assign a likelihood score having considered whether or not the cumulative effects of the stress are likely to reach a ‘tipping point’ that could lead to a rise in acute and urgent needs within the next four to five years (or other agreed time frame).
- In the case of civil unrest or conflict, existing root or proximate causes can lead to escalation following a ‘trigger’ event. The UNICEF Guide to Conflict Analysis defines triggers as sudden or acute events (e.g., an election, a sudden rise in food prices, a military coup, the assassination of a leader) that can contribute to the outbreak or further escalation of tensions and violent conflict. In such cases, teams should note the likelihood of potential triggers occurring within the agreed time frame.

### Table 4 - Likelihood scale (adapted from the IASC Emergency Response Preparedness guidance)

<table>
<thead>
<tr>
<th>LIKELIHOOD SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very unlikely (1)</strong></td>
</tr>
<tr>
<td>A remote chance (less than 5%) of an event occurring in the current programming cycle (4–5 years)</td>
</tr>
<tr>
<td>E.g., Hazards that have happened once or less in the last 20 years</td>
</tr>
<tr>
<td><strong>Unlikely (2)</strong></td>
</tr>
<tr>
<td>The event has a low chance (5–15%) of occurring in the current programming cycle (4–5 years)</td>
</tr>
<tr>
<td>E.g., Hazards that have happened one to three times in the last 20 years</td>
</tr>
<tr>
<td><strong>Moderately likely (3)</strong></td>
</tr>
<tr>
<td>The event has a viable chance (15–30%) of occurring in the current programming cycle (4–5 years)</td>
</tr>
<tr>
<td>E.g., Hazards that have happened two or three times in the last 10 years, or once or twice in the last 5 years</td>
</tr>
<tr>
<td><strong>Likely (4)</strong></td>
</tr>
<tr>
<td>The event has a significant chance (30–50%) of occurring in the current programming cycle (4–5 years)</td>
</tr>
<tr>
<td>E.g., Hazards that have happened every second or third year, e.g., twice in the last 5 years</td>
</tr>
<tr>
<td><strong>Very likely (5)</strong></td>
</tr>
<tr>
<td>The event has a good chance (more than 50%) of occurring</td>
</tr>
<tr>
<td>E.g., Hazards that have happened three or more times in the last 5 years, or five or more times in the last 10 years</td>
</tr>
</tbody>
</table>

Before beginning Step 1, it may be useful to clarify certain aspects of what is meant by ‘shocks’ and ‘stresses’:

• Many events and phenomena can cause harm to or negative impacts on the lives of children and women. What the risk assessment of GRIP Module No. 2 is particularly concerned with, however, is the risk of humanitarian crisis, given its important role in informing national capacity building for emergency preparedness. The analysis phase and the sector-specific GRIP Module Nos. 5–11 provide supplementary information on how to consider the risks that might lead to the deepening of deprivation or an erosion of development progress in each sector.

Since the GRIP module no. 2 risk assessment is primarily concerned with assessing the likelihood of humanitarian crisis, it focuses on identifying larger external shocks and stresses (sometimes referred to as ‘contextual risks’), which are both: beyond the control of households and have the potential to overwhelm them and local or national response capacities; and trigger a declaration of crisis and/or lead to the rise of acute and urgent needs. As such, the narrative risk assessment usually excludes smaller shocks and stresses to children that originate at the household level (e.g., poor parenting, domestic abuse, substance abuse) or at the facility level (e.g., gender-based violence in schools), although these can clearly lead to the deepening of deprivation for children and an erosion of development progress in the community. (However the GRIP sector-specific modules consider a wider range of shocks and stresses and multi-stakeholder teams should feel free to adapt the methods to incorporate those hazards that they perceive as most significant.)

• These larger external shocks and stresses may emerge from multiple and often overlapping sources, which are generally classified as natural phenomena, climate-related phenomena, and ‘man-made’ or technological shocks and stresses. The United Nations Office for Disaster Risk Reduction (UNISDR) has also defined a terminology and classification system for hazards, which UNICEF country offices may find useful.22 An overview is presented of some of the more relevant categories, including those stresses that accelerate climate-related hazards such as deforestation and soil erosion (see Graphic 3). They are listed here not only as factors that contribute to larger events and phenomena, but also as stresses that can themselves lead to increased deprivation and inequity for children. UNICEF country offices and stakeholders can use these categories as inspiration, but as the situation in every country will be different, teams are free to innovate by considering the events and trends most significant to their own risk analysis.

• When considering the likelihood of a major shock or stress, it is often useful to consider the likelihood of a severe event or trend versus a less severe phenomenon.23 This is done in scenario planning, but it can also be considered by looking at the historical patterns of the severity or strength of a particular hazard. For example, some shocks and stresses have a specific scale of measurement used to capture the intensity or magnitude of the hazard itself – e.g., the Modified Mercalli Intensity Scale for earthquakes,24 and the Saffir-Simpson Hurricane Wind Scale for cyclone wind.25 These scales are not directly related to the concepts of exposure or impact, as they do not measure the size of the hazard zone or the impacts of the hazard, which can vary depending on vulnerabilities and capacities. The severity of the impact of other hazards such as drought is measured directly, however, using damage or impact scales in which direct counts provide a sense of severity (e.g., number of people affected).

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23 Terminology for this concept differs by approach, with the terms ‘severity’, ‘magnitude’, ‘intensity’ or even ‘seriousness’ being employed (and with ‘risk seriousness’ noted in the UNICEF enterprise risk management approach to risk analysis).
Graphic 3 - Potential shocks and stresses, listed by category

**NATURAL HAZARDS**
- Major storms (thunderstorm, gale, hail storm, tornado, ice storm, blizzard, dust storm, etc.)
- Tsunami
- Volcano
- Flooding
- Earthquake
- Drought
- Heatwave/Cold Wave or Dzud (severe winter)
- Storm surge
- Tidal surge
- Riverbank erosion
- Subsidence
- River siltation
- Desertiﬁcation
- Salinization (dry land) or saline intrusion
- Landslide, mudslide
- Soil erosion
- Erosion

**ECONOMIC SHOCKS & MARKET INSTABILITY**
- Economic shock, especially sharp rises in food and fuel prices
- Market instability for speciﬁc commodities that directly affect household income/expenditures
- Economic shocks & social unrest, instability & migration

**BIological shocks & stresses**
- Biological shocks & stresses
- Infectious disease
- Insect infestation
- Severe pollutants & hazardous materials
- Chemical and oil spills
- Severe air pollution

**Technological & Industrial Hazards**
- Technological and/or industrial hazards
- Unexploded ordnance and landmines

**Violence, social unrest, instability & migration**
- Violence, social unrest, instability & migration
- Riots and/or other forms of significant social unrest
- Signiﬁcant/systematic human rights abuses
- Signiﬁcant/political instability

**Large-scale, signiﬁcant migration processes** (such as rapid urbanization)
- Forced displacement or refugee movement

**Severe pollutants & hazardous materials**
- Severe pollutants & hazardous materials
- Severe air pollution
- Chemical and oil spills
- Wildﬁre
- Extreme weather events

**Natural Hazards**
- Natural hazards
- Major storms (thunderstorm, gale, hail storm, tornado, ice storm, blizzard, dust storm, etc.)
- Tsunami
- Volcano
- Flooding
- Earthquake
- Drought
- Heatwave/Cold Wave or Dzud (severe winter)
- Storm surge
- Tidal surge
- Riverbank erosion
- Subsidence
- River siltation
- Desertiﬁcation
- Salinization (dry land) or saline intrusion
- Landslide, mudslide
- Soil erosion
- Erosion

**Economic shocks, especially sharp rises in food and fuel prices**
- Economic shock, especially sharp rises in food and fuel prices
- Market instability for speciﬁc commodities that directly affect household income/expenditures
- Economic shocks & social unrest, instability & migration
- Riots and/or other forms of significant social unrest
- Signiﬁcant/systematic human rights abuses
- Signiﬁcant/political instability

**Violence, social unrest, instability & migration**
- Violence, social unrest, instability & migration
- Riots and/or other forms of significant social unrest
- Signiﬁcant/systematic human rights abuses
- Signiﬁcant/political instability

**Large-scale, signiﬁcant migration processes** (such as rapid urbanization)
- Forced displacement or refugee movement

**Economic shocks & market instability**
- Economic shocks & market instability
- For speciﬁc commodities that directly affect household income/expenditures
- Economic shocks & social unrest, instability & migration
- Riots and/or other forms of significant social unrest
- Signiﬁcant/systematic human rights abuses
- Signiﬁcant/political instability

**Natural Hazards**
- Natural hazards
- Major storms (thunderstorm, gale, hail storm, tornado, ice storm, blizzard, dust storm, etc.)
- Tsunami
- Volcano
- Flooding
- Earthquake
- Drought
- Heatwave/Cold Wave or Dzud (severe winter)
- Storm surge
- Tidal surge
- Riverbank erosion
- Subsidence
- River siltation
- Desertiﬁcation
- Salinization (dry land) or saline intrusion
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- Soil erosion
- Erosion

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**Violence, social unrest, instability & migration**
- Violence, social unrest, instability & migration
- Riots and/or other forms of significant social unrest
- Signiﬁcant/systematic human rights abuses
- Signiﬁcant/political instability
Having identified the shocks and stresses most likely to occur, Step 2 of the narrative risk assessment involves estimating their probable impact. UNICEF country offices and child rights stakeholders should first consider the historical patterns of exposure followed by the historical impacts and losses associated with past events to provide an evidence base for the assessment. Multi-stakeholder teams should then review the vulnerabilities and capacities of individuals, households and communities that are likely to be affected by the shocks and stresses. Finally, teams should assign a score to the impact variable, referring to the adapted likelihood scale (see Table 4).

### 3.2. PATTERNS OF EXPOSURE

UNICEF country offices and stakeholders should list the geographical areas most exposed to the three to five shocks and/or stresses identified in Step 1, choosing the level of disaggregation which works best for their analysis.

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**Table 5 - Example: Likelihood of three shocks/stresses occurring in Chad**

<table>
<thead>
<tr>
<th>Shock/stress</th>
<th>Historical data on frequency and future trends</th>
<th>Likelihood score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drought</td>
<td>According to EM-DAT, the International Disaster Database, there have been five major drought incidents in Chad since 1995. Based on this limited data, drought appears moderately likely, with a more than 20% chance of occurring in the next year. Evidence suggests that there may be an upward trend in drought incidents due to rising temperatures and increasing aridity caused by climate change. Since the mid-1900s, temperatures in Chad have been increasing while rainfall is decreasing. For example, Lake Chad’s “surface area in the past 50 years has been reduced from its initial 25,000 km² to less than 2,500 km².” Chad was ranked as the country most vulnerable to the effects of global warming in a 2016 index compiled by risk consultancy Verisk Maplecroft. The annual ranking considers both exposure and a state’s capacity to respond.</td>
<td>3 - Moderately likely</td>
</tr>
<tr>
<td>Flood</td>
<td>According to EM-DAT, there have been 10 major riverine floods in Chad since 1995 and 2 flash floods. Localized flooding occurs every year during the rainy season but varies in magnitude. Increasing deforestation, urbanization and aridity all have an effect on drainage/absorption capacities. This may contribute to the increasing severity of flood events (the worst incident in 40 years occurred in 2016), but there are insufficient data to suggest an increase in their frequency.</td>
<td>4 - Likely</td>
</tr>
<tr>
<td>Armed conflict</td>
<td>The Global Peace Index ranks Chad in the ‘low’ category for global peace, showing that it faces persistent challenges to fostering a peaceful society. The country has experienced some form of conflict or civil war during 35 of the 57 years since it gained independence from France. According to the Heidelberg Institute for International Conflict Research Conflict Barometer, the war between Boko Haram and the governments of Nigeria, Cameroon, Chad and the Niger continues. Since 2015, the Multinational Joint Task Force has been tasked with confining Boko Haram using military force. According to the Conflict Barometer, Chad has also wrestled since 1990 with a violent crisis over the national power struggle between the government led by President Idriss Déby and the Patriotic Salvation Movement and the opposition.</td>
<td>5 - Very Likely</td>
</tr>
</tbody>
</table>

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26 Terminology for this concept differs by approach, with the terms ‘severity’, ‘magnitude’, ‘intensity’ or even ‘seriousness’ being employed (and with ‘risk seriousness’ noted in the UNICEF enterprise risk management approach to risk analysis).
understanding that analysis depth and scope will vary between countries. Not all country offices will add a spatial dimension to the risk assessment, but information on where shocks and stresses have occurred historically is usually available in the form of hazard maps produced by national authorities and partners (see Annex 1, Table 1).

Although past patterns are a good indicator of future trends, many shocks and stresses are experiencing unprecedented variability due to factors such as population growth, environmental degradation and climate change. Multi-stakeholder teams should consider relevant trend analyses and note the potential for different (or additional) geographical areas to be affected in the future.

3.2.2. HISTORICAL IMPACTS AND LOSSES

Multi-stakeholder teams should gather data and information on the direct and indirect historical impacts and losses of the three to five shocks and/or stresses in focus, noting in particular any records of deaths, displacement, persons affected and/or economic losses associated with past events. The time frame under consideration should ideally be the same as for likelihood – i.e., the last 15 to 20 years.

To the greatest extent possible, teams should try to obtain disaggregated data on the impacts, so that the equity and gender dimensions of past crises can be better understood. Disaggregation of losses by gender, age, wealth quintile, location, ethnicity and health status or disability is critical to advancing our understanding of the real impact of crises on various groups in society.

Given that some impacts and losses are broader and further reaching than others that can be measured and recorded, teams may also wish to brainstorm and briefly record the potential impacts of each shock or stress on individuals and households, communities and/or systems (see Box 6). A simple illustration of this exercise, which is best considered sector by sector, is presented (see Graphic 4; see also GRiP Module No. 9).

**Graphic 4 - An example of brainstorming the potential impacts** (application of ‘gender lens’ in blue)

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**POTENTIAL IMPACTS OF AN EPIDEMIC OUTBREAK OR BIOLOGICAL HAZARD ON EDUCATION**

- Children get sick
- Children with illness are unable to attend school
- Parents proactively withdraw children from school to protect against disease
- Girl children face greater pressures to care for ill parents and siblings, thus more likely to interrupt their studies
- Absences from school lead to decreased learning outcomes
- Stress of illness on household finances leads to pressure for early marriage. Girl children more prone to drop-out
- Women-headed households responsible for care and maintenance of facilities
- Illness education officials leads to administrative delays and challenges
- Management of crisis and application of emergency response delays education advancement
- Disruption of Government capacity to manage payment, oversight, support and supervision results in decreased sector performance
- Decreased performance in monitoring and reporting by schools leads to lack of data, information and analysis for systems management
- Decreased sector performance overall

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- Increased teacher absence (due to illness, care for sick or fear) results in class or school interruptions. Female teachers more prone to absence due to gender roles as family caregivers
- Stigmatization and exclusion of children with illness deteriorates supportive environment
- Challenge of meeting hygiene and health requirements strains facility budget and deteriorates quality of education
- Schools used as clinics or morgues and thus contaminated or stigmatized
- Schools that are not contaminated become overcrowded, compromising quality
- Increased risk of gender-based violence

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It may be important to clarify certain aspects of the concepts of ‘exposure’ and ‘impact’ before starting Step 2:

- **Impact**: For the purpose of the GRIP risk assessment, impact can be defined as the effect of a crisis on people, infrastructure, systems, institutions and society. Losses are a measure of the damage or destruction caused. Direct losses due to conflict and natural disasters are often quantifiable measures expressed in either monetary terms (e.g., the market value or replacement value of lost or damaged physical assets) or as direct counts (e.g., the number of fatalities, injuries and/or people displaced and/or affected).

- **Indirect Losses**: GRIP also recognizes that some shocks and stresses can have destabilizing effects on national systems, supply chains and markets, creating indirect losses that may have a delayed onset and which may extend beyond the zone of physical exposure. Indirect impacts can also be psychological or psychosocial in nature, since trauma can affect the capacity of children and their caregivers to cope with additional stress in their environment. By their nature, indirect losses are harder to measure than losses stemming directly from physical damage. It is thus challenging to include indirect losses in quantitative or spatial risk assessments, but they can be explored freely in the qualitative risk assessment set out here.

- **Exposure**: Exposure has been defined as the presence of people, property, livelihoods, service delivery systems or other elements in areas that can be affected by various shocks and stresses. The GRIP risk assessment is a narrative and it therefore uses a simplified concept of exposure, requesting a list of locations that may be affected, and in some cases a list of the key infrastructure and systems that support the survival and development of children within the area. UNICEF country offices that choose to conduct a spatial risk assessment or ‘child-centred risk mapping’ limit their analysis of exposure to a specific hazard zone: on this basis, where there is no exposure, there is no risk. The narrative risk assessment, however, enables teams to record indirect as well as direct impacts, both within and beyond the zone of immediate physical exposure. Teams will therefore be challenged to consider which areas are most exposed and how the impacts in these areas might be felt throughout the country.

- **Exposure in Numbers**: Several UNICEF country offices that have conducted a spatial risk assessment have focused directly on the child population, using a measure of population density per administrative area to represent exposure. This method has its benefits and drawbacks, the latter of which include associating high population density with higher risk. Country offices embarking on a spatial risk assessment should consider lessons learned from previous assessments such as the need to produce maps that both include and omit the exposure variable to enable the consideration of risk to individuals irrespective of whether they live in an urban or rural area.
Table 6 - Impact scale
(aligned to IASC Emergency Response Preparedness and Emergency Preparedness Platform guidance)

<table>
<thead>
<tr>
<th>Impact Scores</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negligible (1)</td>
<td>Minor additional humanitarian impact. Government capacity is sufficient to deal with the situation</td>
</tr>
<tr>
<td>Minor (2)</td>
<td>Minor additional humanitarian impact. Current country-level UNICEF and/or inter-agency resources are sufficient to cover needs beyond government capacity</td>
</tr>
<tr>
<td>Moderate (3)</td>
<td>Moderate additional humanitarian impact. Additional UNICEF and/or inter-agency resources comprise up to 30% of the current operations required to cover needs beyond government capacity</td>
</tr>
<tr>
<td>Severe (4)</td>
<td>Substantial additional humanitarian impact. Additional UNICEF and/or inter-agency resources comprise up to 50% of the current operations required to cover needs beyond government capacity</td>
</tr>
<tr>
<td>Critical (5)</td>
<td>Massive additional humanitarian impact. Additional UNICEF and/or inter-agency resources comprise more than 80% of the current operations required to cover needs beyond government capacity</td>
</tr>
</tbody>
</table>

An indicative review of how a team may consider the exposure, historical impacts and potential impacts for a single stress is presented below (see Table 7). UNICEF country offices can elaborate a similar table.

Table 7 - An indicative review of drought stress for Bosnia and Herzegovina using the impact scale

<table>
<thead>
<tr>
<th>Stress</th>
<th>Exposure</th>
<th>Historical and potential impacts and losses</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drought</td>
<td>Drought stress is concentrated in the north-eastern and south-western parts of the country, and is less pronounced in the central mountainous regions. In descending order, the areas most affected by 10-year droughts are: Mostar, Bijeljina, Brod, Sarajevo, Livno, Banja Luka and Bihac. Climate change may alter the geographical distribution of the hazard, however.</td>
<td>Historical impacts: The worst drought in 120 years occurred in 2002, generating a 60% decline in agricultural production, which resulted in a food crisis. A subsequent heatwave and drought in 2003 destroyed 40% of the annual crop and affected 200,000 people. Potential wider impacts: Drought is a complex phenomenon that reflects an accumulation of stresses over a longer time period. Droughts do not cause structural damages but undermine livelihoods, in particular those of rural agricultural communities. Drought losses incurred by individual families, especially farmers with smallholdings (still the predominant type of farming in country) who have limited alternative income sources, may result in a number of negative consequences for children, including: spikes in food prices, affecting poorer households and possibly leading to child malnutrition; cutting back on expenses such as education, health care and clothing for children; children leaving school early to enter labour market; and migration (to urban areas).</td>
<td>3–4 = Medium to heavy. While not causing deaths in country, drought has significant and destructive impacts on rural and agricultural communities and can be widespread.</td>
</tr>
</tbody>
</table>

3.2.3. VULNERABILITIES AND CAPACITIES

UNICEF country offices and stakeholders can use the following method to review both the characteristics that make children and families particularly susceptible to the negative impacts of a shock or stress, and the national capacities that can play a role in reducing, mitigating or managing these impacts.

Consider the vulnerabilities of children and households

For each shock or stress, multi-stakeholder teams should use secondary sources to gather national-level data and information on the current vulnerabilities of children and households. Data and information can be obtained from a variety of national and international sources (see Annex 1, Table 2). Note all groups that are extremely vulnerable.

32 This example is adapted from the UNICEF Bosnia and Herzegovina ‘pre-analysis’ report for the 2017 GRIP workshop, produced 23 January 2017. For the original data sources, see the report, which is available at the Risk and Resilience, Fragility and Peacebuilding team site, accessible to UNICEF staff and consultants at <https://unicef.sharepoint.com/teams/RiskResilienceFragilityPeacebuilding/sitePages/Home.aspx>, accessed 8 March 2018.
Also note any significant geographical patterns of vulnerability, considering especially those geographical areas that have been identified as being particularly exposed.

Consider the capacities of communities, institutions and authorities

Multi-stakeholder teams should also use secondary sources to gather national-level data and information on the current capacities of communities, institutions and local or national authorities. It may be useful to consider separating out general capacities (e.g., governance, delivery of social services) from specific capacities related to the management of contextual risks (e.g., the management of climate change, disasters and national crises) (see Box 7). Data and information can be obtained from a variety of national and international sources (see Annex 1, Table 2). Note any significant geographical variations in capacity at the sub-national level, considering especially those geographical areas that have been identified as being particularly exposed. An indicative example of the estimation of vulnerabilities and capacities for Cambodia in relation to floods is presented below (see Table 8). UNICEF country offices can elaborate a similar table.

Table 8 - An indicative review of vulnerabilities and capacities for Cambodia, considering floods

<table>
<thead>
<tr>
<th>Vulnerabilities</th>
<th>Capacities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Socio-economic vulnerabilities:</strong> Most vulnerable are those children living in impoverished and often indebted households with limited or no contingencies; limited access to land/natural resources; limited or no access to improved sources of water and sanitation, and health, education and social services; and fair/low interest-credit. Around 40% of Cambodia’s 14.7 million people live just above the poverty line – most of them belong to marginalized groups living in rural areas. 79% of children are fully immunized, but there are concerning gaps in coverage in rural areas, leaving children living here particularly vulnerable during a crisis. 32% of children under 5 years of age are stunted, indicating multiple and overlapping deprivations. 73.3% of children under 5 have had their birth registered (84.4% in urban areas; 71.6% in rural). Indigenous communities (such as Khmer Loeu) are spread out over 15 provinces and represent 2.86% of the population. They share restricted access to land and natural resources, are often impoverished and face barriers to participation. Children, including adolescents, exposed to gender-based violence, sexual exploitation and abuse are particularly vulnerable, as are: children with disabilities; the estimated 49,000 children in residential care facilities or institutions; and children aged 14–17 years in the juvenile justice system. Children living with elderly caregivers or left in the care of other family members (e.g., children of migrant workers) or living with parents with disabilities or chronic illness may face challenges in terms of accessing adequate care and protection.</td>
<td><strong>Disaster risk reduction, preparedness and disaster risk management capacities:</strong> Law on Disaster Management (2015) in place covering prevention/mitigation, response and recovery. Committees for disaster management operate at national, city and province, town, district and commune levels. National Action Plan for Disaster Risk Reduction 2014–2018 and Cambodia Climate Change Strategic Plan 2014–2023. Disaster management system has traditionally focused on flood prevention (dykes, embankments) and flood response. Non-governmental organizations have conducted a number of flood risk assessments at the local level with inundation maps. Flood monitoring, forecasting and warning capacities within the Ministry of Water Resources and Meteorology. Cambodian Red Cross has 24 branches and 5,300 youth volunteers. Coordination mechanisms for response are in place including the United Nations Disaster Management Team and national Humanitarian Response Forum. <strong>Lack of capacity:</strong> National capacities for water, sanitation and hygiene (WASH) emergency response are limited. Only one in two Cambodians has access to safe drinking water, and fewer than one in four has access to a toilet. Only half of Cambodian primary school teachers are qualified, meaning that proper risk reduction education is unlikely. System of social protection is insufficiently prepared to help affected families recover from disaster/flooding impacts (e.g., through emergency procedures, cash transfers). Lack of a nationwide and systematic flood/multi-hazard risk assessment, lack of standardization for local assessments. Flood early warning messages do not reach the most at-risk communes due to unclear standard operating procedures and a lack of communications equipment. Lack of updated emergency and evacuation plans; lack of public awareness, simulations and drills in flood-prone communities; limited local-level response capacity.</td>
</tr>
</tbody>
</table>

33 This table is adapted from the UNICEF Cambodia ‘pre-analysis’ report prepared in advance of the Results-based Management-GRIP workshop of September 2017. For the original data sources, see the report, which is available at the Risk and Resilience, Fragility and Peacebuilding team site, accessible to UNICEF staff and consultants at <https://unicef.sharepoint.com/teams/Communities/RiskResilienceFragilityPeacebuildingSitePages/Home.aspx>, accessed 8 March 2018.
Before progressing, it may be useful to clarify certain aspects of what is meant by ‘vulnerability’ and ‘capacity’:

- In GRIP, vulnerability is defined as: the characteristics and circumstances of an individual or household that make them susceptible to the damaging effects of a hazard. Capacity is defined as: the combined strengths, attributes and resources available within a community or society to manage and reduce risks and strengthen resilience. Although GRIP recognizes that vulnerability and capacity are interrelated concepts, for the purpose of this risk assessment vulnerability here refers to the characteristics of individuals and households that make them particularly susceptible to a shock or stress, while capacity considers factors related to community, national or institutional abilities (strengths, performance) to manage the impacts of shocks and stresses.34

- Capacity is a very broad concept. To stay relevant, the risk assessment should focus on capacity in terms of those strengths that may help to reduce, mitigate or manage the impacts of shocks and stresses. Capacities may include: infrastructure such as communications and transportation networks; physical infrastructure such as water and sanitation facilities and health care systems; coverage and functionality of systems such as social safety nets; evidence of functional institutions and leadership; and/or clear management or formal investment by the government in preparedness and disaster management.

- For those UNICEF country offices that have identified armed conflict or major threats to social cohesion as a shock or stress, it will be important to specifically consider the presence of ‘peace capacities’. The UNICEF Guide to Conflict Analysis suggests that peace capacities are institutions, groups, traditions, events, rituals, processes and people that are well positioned and equipped to address conflict constructively and build peace (e.g., a reform programme, a civil society commitment to peace, ritualized and traditional dispute resolution).

- Vulnerability is also a broad concept. UNICEF has developed various methodologies and indices for analysing the inequities and deprivations facing children and women within and among countries. These include indices for child well-being or child deprivation,35 and the Multiple Overlapping Deprivation Analysis for Children36 (for other examples, see Annex 1, Table 2). All of these models have applicability to the measurement of vulnerability for the risk assessment, however, the concepts of poverty and deprivation differ from the concept of vulnerability. While multidimensional poverty describes the status of a child or household at a certain point in time, vulnerability is somewhat predictive in nature since it implies the presence of a threat (a shock or stress) that creates a risk for the child, household or community. The characteristics of vulnerability can also change, depending on which shock or stress is considered.

- When reviewing the various dimensions of vulnerability, consider the relevance of each indicator in relation to whether or not the characteristic in question makes the individual or household more or less susceptible to the impacts of a specific shock or stress. For example, many indices related to child well-being capture the prevalence of violence in the home, but the link between the experience of violence and the resilience of children to the impacts of external shocks and stresses is not yet clear. For example, the child may be vulnerable to the threat of violence, but not to the impacts of a financial crisis.

- When identifying vulnerable groups, it is important to note any evidence of the specific deprivations facing each group, recognizing that it is these deprivations – rather than membership of the group – that characterize vulnerability. For example, a large number of risk assessments have noted the vulnerability of ethnic minorities, but many ethnic minorities are highly empowered.

- GRIP uses a ‘people-centric’ approach. It therefore considers socio-economic vulnerability rather than physical vulnerability or the ‘sensitivity’ of key infrastructure and systems. Teams may nevertheless wish to list under the exposure variable all of the critical infrastructure and facilities for children, as this can help to place a focus on networks and systems.

Risk is a gendered concept. More men than women are killed in armed conflict, and more women than men die in natural disasters. Fatality rates in natural disasters are so much higher for women in large part due to gendered differences in capacity to cope with shocks and stresses. For example, women accounted for 61 per cent of fatalities caused by Cyclone Nargis in Myanmar in 2008, and 70–80 per cent of fatalities resulting from the 2004 Indian Ocean tsunami.

To be complete, an assessment of vulnerabilities and capacities must consider social networks, power relationships and gender roles. When women fail to participate in risk reduction, preparedness and response efforts, it can also signal the marginalization of others, including the elderly, people with disabilities and other vulnerable groups. Women and men, and girls and boys all have crucial roles to play, yet women’s contribution to mitigating and preparing for disasters and managing crises is frequently overlooked.

To be adequately gender-sensitive, risk assessments must:

- include women and men in the identification of shocks and stresses in their environment, on the basis that their knowledge and experience of the factors that cause risk differs
- use disaggregated data, as the impacts of a crisis are usually differentiated by gender
- consider the different vulnerabilities of women and men, and girls and boys, since health, nutrition, education and overall socio-economic status often differ significantly between the sexes
- consider the different capacities of women and men, and girls and boys, paying attention to their relative social networks, sectors of employment and levels of influence.
- draw on GRIP Module No. 3, which emphasizes the importance of conducting a Gender Programmatic Review, making reference to the Gender Action Plan and the Gender Equality team site.

### 3.2.4. Assigning a Score to Impact

UNICEF country offices and stakeholders should now assign a score to the shock or stress, based on the severity of its probable impact, using the adapted impact scale (see Table 6). The method used to estimate the most likely impact level may be sophisticated (e.g., requiring statistical analysis or drawing on external expertise) or simple (e.g., the outcome of group discussions that note the average cumulative losses associated with different events). It can also draw upon national and inter-agency ranking exercises conducted for the purpose of preparedness and contingency planning.

### 3.3. Step 3: Risk

Step 3 of the risk assessment involves multiplying the likelihood and probable impact scores to produce a combined score, which provides the basis for ranking each shock or stress according to the relative risk that it poses. Multi-stakeholder teams should provide a justification for the ranking of the various shocks and stresses, and suggest which three hazards to prioritize for discussion alongside GRIP Module No. 3, which focuses on the design or adaptation of programmes.

An ideal model for a risk summary table, featuring two examples, is presented for Viet Nam (see Table 9). UNICEF country offices and stakeholders can elaborate a similar table.

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As mentioned previously, the risk assessment of GRIP Module No. 2 is primarily concerned with ascertaining the risk of humanitarian crisis affecting children, households and communities. Therefore the risks associated with each shock or stress should be ranked in order of their likelihood of leading to a crisis that might overwhelm national capacities and result in acute and urgent needs. If considering the risk of an erosion of development progress in a specific sector, or the risk of the deepening of a specific deprivation facing children, refer to the methods presented in the analysis phase (section 4) and the supplementary information in GRIP Module Nos. 5–11.

Since the GRIP risk assessment should be conducted in a participatory manner with national counterparts and partners, the ranking of shocks and stresses will be the result of discussions based largely on perceptions of relative risk. Rankings are neither fully evidence-based nor comparable between countries. Given the subjective nature of the assessment, discussion groups should consider biases in their perceptions of risk, which may include the following:

- The emotional state of the perceiver. Groups that have recently experienced a traumatic event or crisis may rank the shocks and/or stresses that triggered it as more likely or impactful than other hazards.
- A tendency to have a greater acceptance of risks that are considered voluntary rather than involuntary. This could encourage groups to rank stresses related to civil unrest and/or migration as lower risk than those shocks perceived to be beyond human influence such as an earthquake or tsunami.
- A tendency to focus on shocks that appear to pose an immediate threat rather than on long-term stresses that may irreversibly affect future generations. Facilitators should challenge groups to retain a focus on significant slower-onset stresses in their planning.
- A tendency to tolerate or accept risk if a benefit is perceived. This may also influence the acceptance of certain shocks or stresses considered to have benefits such as seasonal floods that irrigate flood plains or political violence driven by an aspiration for social justice.


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### Table 9 - Example risk summary table for Viet Nam

<table>
<thead>
<tr>
<th>Shock/stress</th>
<th>Likelihood score</th>
<th>Impact score</th>
<th>Combined score</th>
<th>Rank and reasons for prioritization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typhoon</td>
<td>5</td>
<td>4</td>
<td>20</td>
<td>The risks associated with typhoons are a priority for risk reduction programming, preparedness and contingency planning. There is a 100% chance of one or more destructive typhoons making landfall annually in Viet Nam, leading to strong wind, storm surge and flash floods. On average, the country experiences six to seven typhoons every year along its long coastline (3,270 km). Some 43 of the 85 typhoons in EM-DAT, the International Disaster Database, have occurred since 2000, which seems to signal an upward trend. Although mortality is declining due to disaster risk reduction, typhoons remain the deadliest shock in Viet Nam: since 1960, typhoons have caused more than 18,677 fatalities, affected 48 million persons and led to economic losses totalling US$6.7 million.</td>
</tr>
<tr>
<td>Drought</td>
<td>5</td>
<td>4</td>
<td>20</td>
<td>The risks associated with drought are a priority for risk reduction programming, preparedness and contingency planning. EM-DAT lists three major droughts from 2000 to 2017, which affected about 3.5 million people and caused damages worth more than US$7 million. In-country assessments suggest that drought events and their impacts are under-reported, however. Climate change analysis also suggests that in future droughts will be more frequent and severe, which may have crippling effects on livelihoods and on vulnerable families.</td>
</tr>
</tbody>
</table>
4. ANALYSIS PHASE

The analysis phase of the GRIP child-centred risk analysis is distinct from the assessment phase and uses the conceptual framework of the human rights-based approach to programming to ‘dig deeper’ and analyse why risks are occurring, who is responsible for addressing them and what capacities these actors need to enable them to do so. The best approach to analysis is a participatory one, involving national counterparts and partners. The analysis phase therefore involves some primary data collection, as these stakeholders can contribute to the process via interviews, focus group discussions and/or consultation workshops such as GRIP workshops.

GRIP recommends that all UNICEF country offices use the child-centred risk assessment (either in narrative or spatial form) as the basis to conduct a causality analysis, which is considered the starting point for establishing relationships between outcomes observed among women and children and their likely causes. However, while the risk assessment focused primarily on ascertaining the risk of humanitarian crisis triggered by a shock or stress affecting all sectors, the causality analysis can ascertain the risk of deepening deprivation facing children in a particular sector. Country offices may also consider conducting at the same time additional analyses such as role pattern analysis, capacity gap analysis and/or a more comprehensive conflict analysis or climate landscape analysis for children.

4.1. CAUSALITY ANALYSIS

Causality analysis is often used to examine the causes of shortfalls and inequities in the realization of child rights and is a critical tool for the risk-informed SitAn and the development of new country programmes. The UNICEF Guidance on Conducting a Situation Analysis of Children’s and Women’s Rights provides an overview of the methodology for causality analysis.47

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To complete a risk-focused causality analysis, GRIP recommends that teams conduct 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 (for an example, see Graphic 5).

2. **Consider the impacts of a particular shock or stress on the deprivation and its immediate causes**
   Use the highest-ranking shock or stress from the assessment phase and consider how the manifestation of this risk could lead to a worsening, deepening or acceleration of the deprivation and its immediate causes. Then ask why this would occur, to identify further structural and underlying causes.

3. **Apply the MoRES 10-determinant framework**
   The 10-determinant framework[^48] of the UNICEF Monitoring Results for Equity System (MoRES)^[49] has been developed to guide the analysis of barriers and bottlenecks faced by children in realizing their rights, but it can also be very useful to consult the framework to ensure the completeness of a causality analysis. Use the framework to confirm that all of the causes related to barriers in the supply of, demand for and quality of services, and within the enabling environment have been identified.

4. **Check the analysis**
   Ensure that the analysis is holistic and complete (see Table 10).

Tips for the development of a causality analysis:

- **Keep it simple.** Although it is tempting to create a problem tree for all of the risks associated with multiple shocks and stresses, the cause-and-effect relationships between various hazards and existing deprivations can be very pronounced. Consider, for example, the difference between armed conflict and severe storms. Causes are often not linear, but rather a complex interaction of multiple causes that reinforce one another. Developing a specific problem tree for a single shock or stress minimizes the complexity.

- **Apply an ‘equity and gender lens’**. The most at-risk populations face particular bottlenecks and barriers, which often differ in nature and severity from those faced by other population groups. Similarly, women and men, and girls and boys experience the impacts of shocks and stresses differently, and have different capacities and responses, all of which affects causality. Consider adapting the causality analysis to look at different groups (grouped by geographical location, language/ethnicity, gender, disability, etc.) to help identify constraints to the critical conditions or determinants specific to each group.

- **Consider inter-sectoral, cross-cutting or emerging interest areas.** Causality analysis can also be extremely useful when considering the impacts of shocks and stresses on particular groups such as adolescents or youth, or on the outcomes of a package of integrated services such as early childhood development.

- **Always do a separate causality analysis for conflict.** For UNICEF country offices that identify conflict as a shock or stress, it is critical that a separate causality analysis is carried out for this hazard. The UNICEF Guide to Conflict Analysis helps teams to consider the root and proximate causes of conflict. Root causes are the underlying socio-economic, cultural and institutional factors (e.g., poor governance, systematic discrimination, lack of political participation, unequal economic opportunity) that create the conditions for destructive conflict and violence. Proximate causes contribute to the escalation of tensions and help to create an enabling environment for violence (e.g., human rights abuses, worsening economic conditions, divisive rhetoric, drought aggravating competition over pasture and water).

- **Avoid generalities.** Causality analysis should always be context-specific, as an underlying cause of a problem in one country may be regarded as a more deep-rooted structural determinant in another. Try to avoid generic cause-and-effect relationships and focus instead on describing what is actually happening on the ground. Where possible, cite data from the child-centred risk assessment.


[^49]: The Monitoring Results for Equity System (MoRES) team site is accessible to UNICEF staff and consultants at <https://unicef.sharepoint.com/teams/Pd/MoRES/SitePages/MoRESCollab.aspx>, accessed 8 March 2018.
### Table 10 - Key questions: Using the 10-determinant framework to support causality analysis

<table>
<thead>
<tr>
<th><strong>IMMEDIATE CAUSES:</strong></th>
<th>How are shocks and stresses immediate causes of deprivations and inequities?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>What are the immediate impacts and losses associated with shocks and stresses? How do these exacerbate the deprivation or inequity? For example: Is there loss of life; injury; possible damage to and loss of assets, property or livelihoods; and/or the displacement of children and their families? How does this lead to greater inequities between those groups that are exposed and those that are not? Which households, groups, communities or geographical areas are particularly at risk? Does each need a separate problem tree?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNDERLYING CAUSES:</strong></th>
<th>Supply, demand and quality dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supply:</strong> Adequately staffed services, facilities and information, and availability of commodities and inputs</td>
<td>Are there shortfalls in the availability or integrity of infrastructure, facilities and systems that have made the impacts of the shock or stress particularly devastating? What are these shortfalls? Are there gaps in the availability of qualified/trained staff, whose absence contributed to the severity of the impacts and losses? Is capacity development for human resources required to help reduce and manage risk? Is adequate information available in advance of shocks and stresses? Do stakeholders have the information they need during emergencies? How can information and monitoring systems be strengthened to reduce risk? Are there breaks in the continuity of the supply chain for essential commodities that will make it difficult to respond effectively in emergencies? How must supply chains be strengthened to improve preparedness and crisis management?</td>
</tr>
<tr>
<td><strong>Quality:</strong> Adherence to required standards and norms</td>
<td>Are there shortfalls in service providers’ adherence to minimum standards (for infrastructure and services) that have contributed to the impacts and losses associated with the shock or stress? Do standards, norms, codes and procedures need to be updated or better enforced?</td>
</tr>
<tr>
<td><strong>Demand:</strong> Financial access, social and cultural practices and beliefs, continuity of use</td>
<td>Are there mechanisms such as insurance or social protection to support vulnerable families before, during and after a crisis? Would such mechanisms improve access to services for vulnerable families, by limiting financial burdens? Are households blocked from accessing services either physically or due to social norms (e.g., those which restrict women’s access to public spaces and family/community resources) or does reaching services raise security concerns? How did this exacerbate the impacts of the shock or stress? Do families know how and where to access services if the shock or stress occurs? Do they have the knowledge they need to employ proper health and hygiene seeking behaviours during a crisis? Are they likely to employ negative coping mechanisms that could exacerbate the deprivation and/or provoke new concerns? Which channels of communication with communities and among community members are functioning? How did members of the affected population share and receive information? Are vulnerable groups able to access information as well, or are they excluded?</td>
</tr>
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<table>
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<tr>
<th><strong>DEEPER UNDERLYING AND STRUCTURAL CAUSES:</strong></th>
<th>Enabling environment dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Are national requirements and standards to reduce the risk of the shock or stress (e.g., standards and codes for the construction and management of facilities) adequate and enforced? How does the wider governance in country affect capacities for the management of public services in general? Do national and local government have contingency plans in place? Do these plans consider the special needs, vulnerabilities and capacities of children? Is the resource allocation for flexible contingency funding adequate and sufficient to manage relief and recovery and ensure the continuation and quality of service delivery in the event of a shock or stress? Are there any gaps in the national or local policies or plans that must be addressed to ensure the continuity and quality of services after a shock or stress? Do they take into account the special needs, vulnerabilities and capacities of children and youth? Is the resource allocation for risk reduction adequate in relevant sectors? Are there in certain sectors or geographical areas deeper structural causes or social norms (e.g., structural discrimination, which is often compounded by interactions between gender, ethnicity, socio-economic status and disability) that heighten risks?</td>
</tr>
</tbody>
</table>
Less than 85% of children complete a full course of primary education. This means over 1.2 million primary school-aged children (56% girls) are estimated to be “out-of-school”.

**Graphic 5 - Example of a causality analysis for education, looking at the impacts of conflict on primary school completion**

**Overview:**

- **Immediate Causes of Deprivation:**
  - Children never access primary education due to physical and financial barriers
  - Schools not accessible for children with disabilities
  - Children fail to achieve minimum learning outcomes to complete primary cycle
  - Poor quality learning environment
  - Lack of qualified & motivated teachers
  - Children unsafe or managing trauma
  - Individual pressures to work, marry

- **Indicative Causes of Deprivation:**
  - Can’t afford school fees & other costs
  - Conflict disrupted livelihoods, increased pressure on household finances
  - Schools were damaged by conflict
  - Increased teacher absences in conflict
  - Damages to components of CFS (classroom WASH facilities, recreation spaces, etc.)
  - Overcrowding of surviving schools, hosting IDPs
  - Language of education exacerbates regional conflict
  - Conflict-related trauma & harm
  - No GBV prevention, psychosocial support or referral mechanism in schools
  - Increased pressure to generate income due to shock-related losses
  - Increased pressure for girls to marry earlier due to perceived insecurity
  - Gender norms continue to disadvantage girls, education

- **Root Causes:**
  - Insufficient prioritization of school safety in Education policies, plans and budgets
  - Insufficient budget to support replacement recovery & reconstruction
  - Insufficient materials in minority language
  - No policy on language of education insufficient materials in minority language
  - No national policy on counseling & psychosocial support in school
  - Social norms do not yet recognize importance of mental health
  - Gender norms continue to disadvantage girls education
  - Insufficient social protection systems & structural poverty in conflict-affected areas
  - Limited enforcement of minimum standards
  - Low incentives work in conflict-affected area
  - No policy to protect continuity of access in emergency
  - Nascent social protection systems + structural poverty in conflict-affected areas

**Example: Why does the conflict contribute to a worsening of primary school completion rates?**

- Injury of students & teachers created special needs & new barriers to access
- Schools were damaged by conflict
- Damage/destruction of teacher housing
- Increased teacher absences in conflict
- No policy to protect continuity of access in emergencies
- Limited enforcement of minimum standards
- Low incentives work in conflict-affected area
- No policy to protect continuity of access in emergencies
- Insufficient budget to support replacement recovery & reconstruction
- Insufficient materials in minority language
- No policy on language of education insufficient materials in minority language
- No national policy on counseling & psychosocial support in school
- Social norms do not yet recognize importance of mental health
- Gender norms continue to disadvantage girls education

**Additional Considerations:**

- Conflict-related trauma & harm
- No GBV prevention, psychosocial support or referral mechanism in schools
- Increased pressure to generate income due to shock-related losses
- Increased pressure for girls to marry earlier due to perceived insecurity
- Gender norms continue to disadvantage girls education

**Key Indicators:**

- Schools not accessible for children with disabilities
- Children never access primary education due to physical and financial barriers
- Less than 85% of children complete a full course of primary education
4.2. OPTIONAL ANALYSES

Optional analyses which may be considered by the UNICEF country office include the following, all of which are described in more detail in the UNICEF Guidance on Conducting a Situation Analysis of Children’s and Women’s Rights.

Role pattern analysis

If the intention of the risk analysis is to inform potential partnership strategies, a role pattern analysis may be conducted to appreciate the roles that relevant stakeholders play in addressing the causes cited in the problem tree. This involves understanding who is responsible for the various rights not being respected, protected or fulfilled. As a first step, multi-stakeholder teams should confirm the relationship between the rights-holders and duty bearers in relation to risk reduction at various levels, including community, sub-national and national levels.

This analysis therefore answers the question:

Which individuals and/or institutions have the duty to reduce these risks?

Capacity gap analysis

If the intention of the risk analysis is to influence sector-specific planning, including the development of work plans with a technical line ministry, institution or partner, a capacity gap analysis conducted with this specific duty bearer can be very useful. In contrast to the review of capacities conducted at the assessment phase, this capacity gap analysis focuses on what a specific duty bearer needs to fulfil its responsibilities in reducing vulnerabilities, strengthening capacities and reducing the risk of humanitarian crisis. It considers the information, knowledge, skills, will/motivation, authority and financial/material resources that exist and/or are lacking in the institution or partner. In some cases, a capacity gap analysis may also focus on a rights-holder such as the child or household.

This analysis therefore answers the question:

What capacities are needed to address the most critical risks, for both those who are being denied their rights and those who have a duty to address these challenges?
5. VALIDATION PHASE

5.1. REVIEW AND VALIDATION

Any ‘research’ or ‘study’ at UNICEF should be reviewed and validated – both by the stakeholders who contributed to its design and elaboration, and by others external to the process. If an advisory board guided the process of elaboration, this board should approve the final draft. The internal steering committee should manage review processes.

Depending on its depth and scope, a child-centred risk analysis could be reviewed by any or all of the following:

- internal UNICEF technical experts – at country, regional and Headquarters levels
- external peers – at least two independent, non-UNICEF reviewers who are recognized as experts in their relevant fields and can provide independent, impartial and high quality comments
- women’s groups and groups of children, adolescents or youth, where possible – through the use of focus group discussions and/or child-friendly communication methods.

In any analysis, it is a good idea to note any limitations of the methodology and analysis, and explain what influence these may have on the findings and outcomes of the process. This can include reflections on why certain choices were made, with guidance for others who may try to replicate the steps to produce similar analyses. Limitations are often best identified in collaboration with stakeholders during the validation phase.

5.2. DISSEMINATION AND USE

If the child-centred risk analysis is not used, its strategic purpose cannot be fulfilled. From the start, UNICEF country offices should think strategically about how to maximize use of the analysis by key national counterparts and partners, and about what formats best meet the needs of major users.

Some options to consider for dissemination:

- **Adapt the presentation of the analysis to suit different users.** If the analysis is to be used externally, consider publication (with reference to the UNICEF Publication Policy)\(^50\) and presentation in the form of communications products targeted at non-specialists, including children, adolescents and youth.
- **Launch the analysis with partners.** UNICEF may ask the leading national counterpart to convene partners to be involved in the launch in recognition of the contributions of multiple stakeholders.
- **Work with partners to integrate findings into other analyses.** This may include analyses led by national or international partners including the United Nations Country Team.
- **Arrange for the handover of databases.** Ideally, databases should be owned and maintained by national authorities. If a database was developed to support risk analysis, this phase could include its handover and the strengthening of national capacities to ensure its maintenance.

5.3. ASSESSING PERFORMANCE WITH QUALITY CRITERIA

The following table can be used to evaluate team performance and the quality of the child-centred risk analysis at each stage of elaboration. The recommended scale for the evaluation is immediately below.

<table>
<thead>
<tr>
<th></th>
<th>No, not at all</th>
<th>Not very much</th>
<th>Yes, moderately</th>
<th>Yes, to a great extent</th>
<th>Yes, to an exemplary level</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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</table>

**QUALITY CRITERIA**

<table>
<thead>
<tr>
<th>PREPARATION</th>
<th>SCALE</th>
</tr>
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<tbody>
<tr>
<td>Do the terms of reference for the risk analysis clearly identify the strategic purpose of the risk analysis, and its potential users and uses?</td>
<td></td>
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<tr>
<td>Has a single research manager been assigned to manage the process?</td>
<td></td>
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<tr>
<td>Is she or he empowered to encourage cross-sectoral collaboration?</td>
<td></td>
</tr>
<tr>
<td>Has the analysis been classified as a ‘study’ or ‘research’ and entered into the integrated monitoring, evaluation and research plan or database (IMERP or PRIME)?</td>
<td></td>
</tr>
<tr>
<td>Did national counterparts participate in the design of the analysis?</td>
<td></td>
</tr>
<tr>
<td>For more in-depth analysis: Has a steering committee been established to guide the process, and does it include participation by national authorities?</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th></th>
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<tbody>
<tr>
<td>Does the depth of the risk assessment correspond with the country’s relative risk rating? For high-risk countries: Is there a plan to conduct a sub-national spatial risk assessment or ‘child-centred risk mapping’?</td>
<td></td>
</tr>
<tr>
<td>Is there a historical review of the frequency of various shocks and stresses over the last 15 to 20 years?</td>
<td></td>
</tr>
<tr>
<td>Is there a historical review of the impacts and losses associated with shocks and stresses over the last 15 to 20 years?</td>
<td></td>
</tr>
<tr>
<td>Is relevant information included that captures the socio-economic vulnerabilities of children and households and the capacities of institutions and authorities?</td>
<td></td>
</tr>
<tr>
<td>Is there a clear ranking of risks associated with specific shocks and/or stresses – or, in the case of a spatial risk assessment, the geographical areas that are most likely to experience humanitarian crisis?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ANALYSIS</th>
<th></th>
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<tbody>
<tr>
<td>Does the causality analysis identify immediate, underlying and structural causes that explain why the impacts and losses are so frequent and severe?</td>
<td></td>
</tr>
<tr>
<td>Does the causality analysis consider underlying causes related to the supply of, demand for and quality of services, and the enabling environment?</td>
<td></td>
</tr>
<tr>
<td>Have national counterparts and key child rights stakeholders participated in the elaboration of the causality analysis?</td>
<td></td>
</tr>
<tr>
<td>For countries experiencing violent conflict, civil unrest or serious challenges to social cohesion: Has the UNICEF country office consulted the UNICEF Guide to Conflict Analysis?</td>
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</table>

<table>
<thead>
<tr>
<th>VALIDATION, DISSEMINATION AND USE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the draft risk analysis reviewed by external peers nominated by national authorities and key child rights stakeholders?</td>
<td></td>
</tr>
<tr>
<td>Has the risk analysis been disseminated externally, in a format ideal for use by key child rights stakeholders?</td>
<td></td>
</tr>
<tr>
<td>Has the analysis been integrated into other major analyses such as the UNICEF risk-informed situation analysis and/or the United Nations Common Country Assessment?</td>
<td></td>
</tr>
<tr>
<td>Has the risk analysis been discussed at the strategic moment of reflection and/or another major milestone in the elaboration of a new country programme?</td>
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</table>
“Children are especially vulnerable to disasters as they can be adversely affected in so many ways... We need to take meaningful steps to reduce the risk of disaster to children, while also building up their resilience. This includes implementing comprehensive risk assessments based on disaggregated data...”

Ted Chaiban, Director of Programmes
2015 statement welcoming the Sendai Framework
MODULE 3

DESIGN AND ADAPTATION OF PROGRAMMES
OVERVIEW OF GRIP MODULES 2 AND 3

GRIP Module No. 2 helps UNICEF country offices and key child rights stakeholders to:

- conduct an assessment of the risk to children and vulnerable groups in country (ranking risks by shock/stress or, in the case of a spatial risk assessment, by geographical area)
- work with partners to develop a causality analysis that asks why the impacts of crisis can be so devastating for children and vulnerable families
- analyse the roles and capacities of duty bearers, including those that may support more resilient systems and a more peaceful society
- validate the analysis and consider opportunities to maximize its dissemination and use.

GRIP Module No. 3 is designed to help UNICEF country offices and the same stakeholders to apply the body of evidence gleaned through the risk analysis (and also the risk-informed situation analysis) to design and adjust programmes. This module uses the results-based management approach to help teams to:

- develop or adjust theories of change that focus directly on the changes necessary to make children, families and systems more resilient to the impacts of shocks and stresses
- identify the comparative advantage that UNICEF has in peace and resilience programming, and develop child rights-focused, risk-informed programmes
- consider how to ensure that these programmes are risk-responsive themselves, so that they are effective even in a dynamic, risk-prone environment.
1. INTRODUCTION

1.1 GRIP WITHIN A RESULTS-BASED MANAGEMENT APPROACH

UNICEF plans, implements, monitors and evaluates programmes with national counterparts and partners using a results-based management (RBM) approach. RBM promotes the more efficient use of resources, greater accountability and more effective programming. It also stresses the importance of identifying, reducing and managing risks in the environment – risks that may affect children and vulnerable families, and also risks that may affect the ability of UNICEF and its partners to achieve the results as planned.

All programmes can be risk-informed, irrespective of whether they apply to a high-, medium- or low-risk country, or to a UNICEF Country Programme of Cooperation that is development-oriented or focused on humanitarian action. Working together, UNICEF country offices and child rights stakeholders can:

• consider what changes are necessary to further the realization of child rights and specifically how to protect those gains from the negative impacts of shocks and stresses
• design or adapt risk-informed programmes to more clearly foster resilience and peace
• integrate guidance that helps teams to adjust existing programmes to mitigate the impacts of shocks and stresses on their effectiveness.

In other words, the UNICEF Guidance for Risk-informed Programming (GRIP) is the essential companion to the UNICEF Results-based Management (RBM) Learning Package, as it provides additional guidance on how to apply the ‘risk lens’ and identify specific means to further risk reduction and resilient development for children.¹

1.2 BEST TIMES TO USE GRIP MODULE NO. 3

To maximize its influence on the design of child rights programming, GRIP Module No. 3 is best applied during the design of a new UNICEF Country Programme of Cooperation, United Nations Development Assistance Framework or humanitarian action plan and/or in time to inform major national planning, budget allocation or programming milestones (see Graphic 1).

GRIP recognizes that strategic planning is a dynamic and iterative process and must adapt to local requirements and opportunities. As a part of the United Nations System, supporting national governments to uphold their commitments to the Convention on the Rights of the Child and the goals and targets of the 2030 Agenda for Sustainable Development, UNICEF is just one important actor in a complex and interconnected multi-stakeholder environment. Risk analysis and strategic planning should therefore always be a joint process that brings together major development partners and stakeholders.

¹The Results-based Management (RBM) Learning Package includes an e-course, resources for face-to-face training sessions and workshops, and the Results-based Management Handbook. All of these resources, plus news and highlights, are accessible to UNICEF staff and consultants on the RBM Learning Package SharePoint site at <https://unicef.sharepoint.com/sites/OEO/PPP/ManualSitePages/RBM_Materials.aspx>, accessed 10 March 2018.
1.3 THE ROLE OF A GRIP WORKSHOP

A GRIP workshop is a flexible, participatory-style workshop tailor-made to support UNICEF country offices and their national counterparts and partners to consider how the risks associated with various shocks and stresses can affect children, their caregivers and their communities.

At the strategic planning phase, or at the time of programme adjustment, a ‘stand-alone’ GRIP workshop can be particularly useful in helping multi-stakeholder groups to:

• develop sector-wide, or multi-sectoral, risk-informed theories of change (TOCs)
• embark on strategic planning for the elaboration of a new UNICEF Country Programme of Cooperation, United Nations Development Assistance Framework or humanitarian action plan
• consider the adaptation of joint work plans and partnerships to reinforce resilient development.

Aspects of a GRIP workshop can also be integrated into existing UNICEF training sessions and consultative processes, including:

• RBM training sessions, thereby strengthening the application of the ‘risk lens’
• TOC workshops or ‘write-shops’ held with counterparts and regional advisers
• strategic moments of reflection, thereby providing a means to reaffirm the organizational commitment to resilient development
• optional mid-term reviews, thus providing a means to adjust programme results and strategies
• a Gender Programme Review, which is usually carried out once during the programme cycle, either to inform the situation analysis, programme strategy notes, mid-term review or Country Programme Document.\(^3\)

UNICEF regional office planning and emergency advisers, in cooperation with UNICEF Headquarters through the Humanitarian Action and Transition Section (HATIS) in Programme Division, can support country offices to consider if, how and when a GRIP workshop may be useful in the strategic planning process.

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\(^2\) A Gender Programme Review can include risk analysis and feed into the situation analysis, mid-term review and/or Country Programme Document, depending on the timing of the review in relation to the country programming cycle.

2. RISK-INFORMED THEORIES OF CHANGE

2.1 WHAT IS A RISK-INFORMED THEORY OF CHANGE?

A most critical aspect of the strategic planning process is the development of a TOC that articulates a collective vision for reaching a desired impact and makes explicit how one level of change leads to another. UNICEF country offices are required to develop a TOC for each outcome area of a new country programme during the elaboration of programme strategy notes. A TOC can be developed at any time, however, to enrich the collaborative process and strengthen programming logic. For detailed guidance on how to develop a TOC, consult the RBM Learning Package.

More information is also provided below on how programme strategy notes are assessed in relation to ‘risk responsiveness’, reaffirming the fact that all TOCs can be risk-informed, irrespective of a country’s risk rating (see Box 1). TOCs developed during the strategic planning process for a new UNICEF Country Programme of Cooperation, for example, 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.

* For guidance, good practices and the global quality assessments of programme strategy notes, see the Programme Strategy Notes SharePoint site, accessible to UNICEF staff and consultants at [https://unicef.sharepoint.com/teams/OED/PPPM/Manual/SitePages/Programme_Strategy_Notes.aspx](https://unicef.sharepoint.com/teams/OED/PPPM/Manual/SitePages/Programme_Strategy_Notes.aspx), accessed 10 March 2018.
The UNICEF Quality Review of Country Programme Documents and Review of a Sample of Programme Strategy Notes provides a means for assessing on an annual basis how well UNICEF country offices have met the quality criteria for the development of new country programme documentation.\(^5\)

The Quality Review for 2017, commissioned by the UNICEF Field Results Group, assessed 30 programme strategy notes from 10 different country offices that had elaborated a Country Programme Document that year.\(^6\) The review includes an evaluation of key programme design indicators (equity focus of programme, results-based management, gender responsiveness and risk responsiveness) to consider how well the documentation reflects the core mission and programming principles of UNICEF.

The evaluation of risk responsiveness considers the following questions:

- Does the Prioritized Issues and Areas section of the programme strategy note articulate a situation analysis that clearly references risks related to disaster, conflict and other shocks?
- Do the outcomes, outputs and interventions articulate any objectives to address or mitigate risks?
- Does the Monitoring and Evaluation section explain how monitoring approaches and processes will be adjusted to changing risks?
- How well does the programme strategy note present management initiatives to address the most critical identified risks?

Overall, the risk responsiveness quality criterion was the second lowest scoring criterion in 2017, scoring 70.9 per cent, just barely above the satisfactory threshold. This indicates a need to reflect more clearly in the programming logic a commitment to the practice of risk reduction.

Since the TOC describes aspects of the larger, complex programming environment, all relevant stakeholders should be involved in the elaboration process, so that they may share their experience and insights on how change occurs. Participation by partners will help to ensure that the TOC is ‘jargon-free’ and broad enough to capture the contributions and roles of various stakeholders, without specific bias to UNICEF. As illustrated in the RBM Learning Package, if a problem is caused by three conditions, all three conditions must be addressed. UNICEF may address just one of them, while other actors consider the rest.

### 2.2 HOW TO ELABORATE A RISK-INFORMED THEORY OF CHANGE

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).

Key questions can help multi-stakeholder teams to determine the extent to which the TOC considers aspects of risk reduction in each of the four categories of the 10-determinant framework\(^7\) of the UNICEF Monitoring for Results Equity System (MoRES)\(^8\) (see Table 1). Often overlooked during the development of TOCs is the importance of considering individual behaviour change and larger changes in society, to ensure an enabling environment for resilience (see [Box 2](#)).

\(^5\) The latest annual Quality Review is accessible to UNICEF staff and consultants at <https://unicef.sharepoint.com/teams/OEDPPPManual/sitePages/Programme_Strategy_Notes.asp>, accessed 10 March 2018.


\(^7\) United Nations Children’s Fund, The Determinant Analysis for Equity Programming, August 2014, accessible to UNICEF staff and consultants at <https://unicef.sharepoint.com/teams/PD/MoRES%2fattachments%2f3f530b5a-815b-4f3c-9791-40be379f496e-%5b%5d&Forms%5b%5d>, accessed 8 March 2018.

\(^8\) The MoRES team site is accessible to UNICEF staff and consultants at <https://unicef.sharepoint.com/teams/PD/MoRES/sitePages/MoRESCollab.aspx>, accessed 8 March 2018.
Although all TOCs should be risk-informed, it may be necessary to develop separate but complementary TOCs that focus specifically on risk reduction and on resilience to better illustrate the desired changes. In such cases, GRIP advises that complementary risk-informed TOCs should use the same starting point as TOCs developed for programme strategy notes. In the example of this presented below, the challenge is to ensure that the education sector better manages the impacts of armed conflict in country (see Graphic 2).

Table 1 - Key questions: Using the 10-determinant framework to elaborate a risk-informed theory of change

<table>
<thead>
<tr>
<th>IMPACT-LEVEL CHANGE: Making a difference in the lives of children and women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the starting point or top result statement consider not only the achievement of the impact-level change, but also how to protect this gain from the negative impacts of future shocks and stresses? Or do the top three preconditions consider how shocks and stresses can deteriorate the impact-level change (through loss of life, injury, illness, damage to and loss of assets and/or livelihoods, and/or the displacement of children and families)? Does the impact-level starting point and/or the trio of preconditions consider the groups that are both vulnerable and highly exposed to shocks and stresses? Are they specifically targeted?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OUTCOME-LEVEL CHANGES: Supply and quality dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>How must institutional performance change to ensure the continuous supply and quality of services during a crisis? For example: Has a means to ensure that critical infrastructure, facilities and systems remain available and intact in the event of shocks and stresses been identified? Has the TOC considered what changes must happen to ensure the availability of qualified/trained staff during a crisis? What changes in institutional performance are necessary to protect human resources? Does the TOC consider the availability of information in the specific sector before, during and after a crisis?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OUTCOME-LEVEL CHANGES: Demand dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the TOC consider the changes necessary to ensure that households continue to access and demand services during a crisis? Does the TOC consider how to limit/reduce the financial burdens of vulnerable and affected households during a crisis, thus ensuring their access to services? Does the TOC consider the need for behaviour change (in terms of employing more environmentally friendly practices, methods for the peaceful resolution of conflict, health and hygiene seeking behaviours, etc.) that can reduce risks and vulnerabilities?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OUTCOME LEVEL: Enabling environment dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do national policies, strategies and plans for disaster risk reduction, climate change and peacebuilding adequately consider the special needs, vulnerabilities and capacities of children? Does the TOC recognize that some adaptation at the policy level may be necessary to protect the desired impact-level change? Does the TOC recognize that it may be necessary to move towards more child-friendly budgeting to protect children and families from the impacts of shocks and stresses? Or do current budgetary allocation processes fuel conflict and social unrest? What change must happen to address this issue? Are there adequate national requirements and standards to reduce risk? (For example, are there standards for the construction of facilities and the disaster-proofing of public infrastructure, systems or schemes for children?) Are changes in institutional performance in enforcement necessary? Does the TOC recognize the importance of decentralized planning and budgeting? Must there be a change in the performance of local government in terms of risk reduction, preparedness and contingency planning, in consideration of the special needs and vulnerabilities of children and other vulnerable groups? How are social norms affecting peace capacities or the commitment to reduce the vulnerability of specific groups? Is there a civil society commitment to peace and are dispute resolution mechanisms present?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OUTPUT LEVEL: All dimensions</th>
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</thead>
<tbody>
<tr>
<td>Does the TOC recognize what changes are necessary to ensure that institutions and local authorities have increased capacities (authority, motivation, resources) to change their performance? Does the TOC consider the capacities (knowledge, skills, tools and other resources) of children, parents or vulnerable groups?</td>
</tr>
</tbody>
</table>
Communication for Development (C4D) – a systematic, planned and evidence-based process to promote positive and measurable individual behaviour and social change – is an integral part of development programmes and humanitarian work. C4D uses research, evidence and consultative processes to promote human rights and equity, mobilize leadership and societies, enable community participation, build resilience, influence norms and attitudes, and change the behaviours of those who have an impact on children’s well-being.

While behaviour change relates to the knowledge, attitudes and practices of individuals, social change takes into account the social norms and cultural systems that influence individual thoughts and actions. Even when positive change is realized among individuals, families and communities, higher-level power structures and policies can present barriers to social change. Ensuring effective and sustained change therefore calls for individuals to be supported to develop their knowledge, skills and opportunities, and for duty bearers at a range of levels to be supported to develop an enabling environment for change (including through the implementation of required laws, policies, systems and services).

C4D recognizes that any change in any society is affected by interdependent levels of influence on human behaviour within homes, in the community, at the organizational level and within the wider society. Every theory of change should consider the potential for C4D to bring people together as equals for positive change by:
- allowing meaningful participation and enabling individuals to have their own perspectives adequately reflected in decisions that affect their lives
- enabling access to the information, skills, technologies and processes required to solve problems
- empowering individuals to make informed choices, realize their human rights and reach their full potential.

C4D is critical to risk reduction and resilience. C4D can support participatory risk assessment and analysis and ensure that processes and programmes enhance individual coping behaviours, strengthen social support networks (including for emotional and psychological support) and ensure preparedness for crisis, thereby diminishing risks. In crisis, C4D ensures that relevant, culturally appropriate and action-oriented information is shared with people in affected communities and that they are able to provide feedback through mechanisms that enhance their influence and ownership, including for the most vulnerable groups.
Graphic 2 - Example of a risk-informed theory of change for the education sector

All primary-school-aged children are in school and learning

- Out-of-school children return to school through targeted support
  - Enrollment rates increase from XX to XX in conflict affected areas
  - Attendance increase from XX to XX in conflict affected area

| Poor or conflict-affected families receive targeted support |
| Children with disabilities attend school |
| Number of functional schools in rural, conflict areas increases |
| Schools recognized & serve as zones of peace |
| National curriculum is adapted to further peace-building goals |
| Code of conduct to protect schools from attack |
| Accessibility & adapted learning programs for children with disabilities in 3 conflict affected districts |
| School reconstruction programme launched |
| New conflict-sensitive Policy on language of education released |
| Well qualified, motivated teachers on site |
| Incentive programme for teachers in conflict affected areas - including closer support supervision |
| Functional referral mechanism to social services for at-risk children in schools |

Parents drive education in their community

- Continuity of Education is maintained through adapted delivery strategies. Education interruptions decrease by half in 5 years
- School infrastructure meets minimum standards for safety & child friendliness
- 80% of Schools have emergency preparedness plans
- National Assessment of schools to determine extent to which they meet minimum standards
- MoE has to analyse, prepare for & respond to conflict & other shock-related disruptions that affect education continuity

Local Education Authorities have capacity to engage & train PTA Groups

- National Peace & Recovery Plan allocates adequate resources for school reconstruction, recovery & development as a peace-building strategy
- MoE launches back-to-School Campaign nation-wide, focus on conflict affected areas
- Education Service Providers have the knowledge & tools to integrate psychosocial support
- Partnerships: Local civil society groups

- Technical Assistance: Development of Manual, SOP & training programme for Education Inspectors developed - on safe/child friendly schools
- Technical Assistance or Procurement: Supplies to ensure temporary learning (temporary classrooms, kits)

INVESTMENTS OR STRATEGIES

- Investment case/cost benefit analysis for expanding social protection prepared with Ministry of Social Welfare
- Advocacy: Post-conflict assessment conducted to determine requirements for accessibility & learning for CWD
- Targeted Advocacy with Prime Minister’s Office & Ministry of Interior to prioritize Education in Peace & Recovery Plan
- South-Sudan learning exchange to provide Education Officials with examples of peace-building education programmes
- Context-specific manual on psychosocial support drafted for service providers
- Partnerships: Local civil society groups

QUALITY, DEMAND, SUPPLY & ENABLING ENVIRONMENT

- National budget allocations to social services increase
- Children’s Learning outcomes improve
  - Completion rates rise from XX to XX in conflict affected areas
  - Literacy and numeracy test scores rise from XX to XX respectively

OUTCOMES

- Completion rates rise from XX to XX in conflict affected areas
- Literacy and numeracy test scores rise from XX to XX respectively

INPUTS OR STRATEGIES

- National budget allocations to social services increase
- Children’s Learning outcomes improve
  - Completion rates rise from XX to XX in conflict affected areas
  - Literacy and numeracy test scores rise from XX to XX respectively

Legend

- Quality Dimension
- Demand Dimension
- Supply Dimension
- Enabling Environment
- Relationship
3. RISK-INFORMED PROGRAMMES

3.1 IDENTIFYING OPPORTUNITIES FOR RISK-INFORMED PROGRAMMING

Once the broader programming logic has been mapped out through the TOC, it becomes easier for UNICEF teams to identify specific change pathways in which they have a comparative advantage as a catalyst and source of support. The UNICEF Results-based Management (RBM) Handbook provides guidance on this prioritization process, suggesting that teams consider five ‘filters’ or factors – criticality, mandate, strategic positioning, capacities, and lessons learned – when making a decision about programmatic focus. UNICEF is uniquely positioned to support risk-informed programming – something that is critical to consider in this process that focuses on comparative advantage (see Box 3).

**Box 3 - Comparative Advantages of UNICEF in Risk Reduction**

UNICEF has several comparative advantages that make it essential that the organization plays an active role in joint, ‘whole-of-government’ approaches to disaster risk reduction and climate change adaptation:

- **UNICEF has strong relationships with technical line ministries** that support children’s survival and development and can therefore be a critical catalyst in supporting national authorities to mainstream risk reduction programmes through the technical sectors, including health, nutrition, education, water and sanitation, and child protection, and the wider enabling environment for social inclusion.

- **UNICEF responds in a multi-sectoral manner**, addressing the interlocking issues that affect a child’s well-being. The organization can consider holistically how to inform risk reduction programmes that affect multiple sectors and dimensions, to influence development outcomes and impacts.

- **UNICEF has a mandate that integrates development and humanitarian programming** and is thus present before, during and after a crisis, engaging at every stage of the humanitarian-development continuum. The organization is therefore well placed to promote risk reduction measures and to monitor their effects on resilience and peace.

- **UNICEF works upstream and downstream**. UNICEF not only influences national policy and budgetary frameworks, but also works in close proximity to communities that experience shocks and stresses, with many of its offices supporting actors to deliver community-based programmes. UNICEF is therefore an essential contributor to the evidence base that can further risk-informed programming and influence national decisions regarding the replication or scaling up of successful interventions.

- **UNICEF knows and talks to children**. UNICEF understands the potential for children to drive development processes and catalyse change. The organization also understands the risks involved in social exclusion and sees the danger of adolescents engaging in conflict and violence when their needs are not met and when their voices are ignored. UNICEF can support national authorities to recognize children as critical ‘connectors’ who can enable divided or ‘at-risk’ communities to work together towards a shared goal of peace and resilience.

Although all programmes should be risk-informed, every country and context is different. Opportunities for engagement will vary depending on the status of children, the risk landscape, the nature of the programming environment, and the strategic position and capacities of UNICEF. Generally, GRIP recommends that a commitment to fostering resilience and peace is commensurate with the country’s risk profile. UNICEF country offices in nations rated as high-risk should therefore demonstrate a stronger, clearer and more proactive commitment to risk reduction in their programming and results structures.

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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

The first route may involve:
- enhancing national capacities for child-centred risk analysis that integrates measures of socio-economic vulnerability and helps to better target the households, groups and communities most at risk
- supporting key national institutions and national authorities responsible for risk reduction, climate change adaptation and/or disaster management to consider the special needs, vulnerabilities and capacities of children in their international commitments and national policies, plans, budgets, protocols and procedures
- strengthening the capacities of local authorities that manage and regulate preparedness and first responders, to ensure more child-sensitive planning, preparedness and programming at the local level
- ensuring that disaster risk reduction, climate change and peacebuilding programmes are developed and implemented with the participation and engagement of children, adolescents and youth, making sure that their voices are heard and respected.

Risk-informed programming naturally 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 appropriate long- and short-term preparedness interventions, including contingency planning.10

Risk-informed programming is also not limited to development-oriented planning and programming that occurs before a crisis strikes. By applying the same principles within humanitarian action, risk analysis and risk-informed programmes help to broaden the focus from acute and urgent needs to chronic vulnerabilities and likely exposure to future shocks and stresses. This helps to integrate elements of capacity development and the reduction of extreme vulnerability into humanitarian action, thus ensuring more meaningful recovery for those affected by crisis and decreasing the risk of future crisis for all.

In conflict-affected countries, or countries facing serious challenges to social cohesion, the UNICEF Conflict Sensitivity and Peacebuilding Programming Guide11 and the Technical Note on Conflict Sensitivity and Peacebuilding in UNICEF12 suggest that UNICEF strategies and programmes should take a more explicit and systematic approach to peacebuilding. In such countries, it is critical for stakeholders to consider ways that UNICEF can support:
- ‘vertical social cohesion’ by enhancing state and society relations
- ‘horizontal social cohesion’ by building bridges within and among divided groups at the community level, paying attention to the nature of social exclusion and marginalization
- individual capacity building by helping individuals (including children, adolescents and youth) to anticipate, manage, mitigate, resolve and transform violent conflict, be resilient and engage in social change processes.

The UNICEF commitment to equity and reaching the furthest behind first is a key element of risk-informed programming in all countries and at every phase. Since exposure to shocks and stresses is clearly recognized as one of the primary determinants of inequity, focusing on the most ‘at-risk’ households and communities – and thus moving beyond deprivation to consider risk – is a way to sharpen the ‘equity lens’.

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It is also important when designing risk-informed programmes to consider the different needs, vulnerabilities and capacities of children, adolescents and youth (and their caregivers) at each stage of their life course, from inception, through infancy and early childhood, to adolescence and youth (for an example, see Box 4).

**Box 4 - Adolescent Participation in Risk-Informed Programming**

The principle of participation is enshrined in several international instruments. These include the United Nations Convention on the Rights of the Child, which has five articles (arts. 12–15, 17) that make explicit reference to the right of children to participate. Also, the 2030 Agenda for Sustainable Development requires governments and development stakeholders to produce better quality age-disaggregated data and to engage adolescents in implementing and monitoring the Sustainable Development Goals.

Recognizing this, UNICEF applies a positive development approach that sees adolescents and youth as assets and not ‘problems’ or ‘threats’, and the organization builds on strengths such as their potential for innovation, creativity and energy. In fact, adolescents and youth are rightly recognized as potential ‘accelerators’, with the capacity to influence and change development trajectories for societies and nations.

Involving adolescents at all stages of programming, including the analysis of the situation and risk landscape, is a strategic priority. The UNICEF Programme Policy and Procedure Manual notes that: “Children and adolescents are often much better placed than external duty-bearers to assess their own situation, and coming up with possible solutions.”

The participation of adolescents and youth in situation analysis, in policy advocacy and in programming processes can lead to improved intergenerational communication and empathy; more relevant, effective and sustainable programming and policies; and improved conditions for adolescents, thanks to the input, viewpoints and experiences of the participants.

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GRIP Module Nos. 5–11 contain sector-specific guidance and examples of successful country and regional programming around the world (for a few highlights, see [map inset on page 80]).

### 3.2 FORMULATING RISK-INFORMED RESULTS AND SELECTING APPROPRIATE INDICATORS

Once the general areas for collaborative programming have been identified, and the comparative advantages for UNICEF considered, multi-stakeholder teams should work together to apply the RBM approach and develop a results chain, with accompanying monitoring framework. A results chain should ideally have at least three levels to clarify the influence of UNICEF at the impact level, the organization’s contribution at the outcome level and its accountabilities at the output level. Risk-informed results should be SMARTER – that is, strategic, measurable, aligned, realistic, transformative, empowering and reportable. For additional guidance on this process, consult the RBM Handbook (or see Graphic 3).

<table>
<thead>
<tr>
<th>RBM Refresher: Levels of Results</th>
<th>RBM Refresher: SMARTER Results Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IMPACT</strong></td>
<td>S Strategic presents an area of comparative advantage &amp; relevant to context</td>
</tr>
<tr>
<td>• Long term changes in the situation of children &amp; women</td>
<td></td>
</tr>
<tr>
<td>• Nationally owned</td>
<td>M Measurable the means for measuring change, improvement, transformation exist</td>
</tr>
<tr>
<td><strong>OUTCOME</strong></td>
<td>A Aligned with government &amp; partner priorities - clear that we are in it with others</td>
</tr>
<tr>
<td>• Changes in behaviour or performance of targeted individuals or institutions</td>
<td>R Realistic achievements must be possible, &amp; even probable given the efforts planned</td>
</tr>
<tr>
<td>• Quality &amp; coverage of services</td>
<td>T Transformative important, relevant, change - beyond the results themselves</td>
</tr>
<tr>
<td>• UNICEF contribute to these changes</td>
<td>E Empowering aspirational with clear idea of what “good” will result. Moves people</td>
</tr>
<tr>
<td><strong>OUTPUT</strong></td>
<td>R Reportable actions taken &amp; results show contribution toward higher level result</td>
</tr>
<tr>
<td>• New products, skills, abilities &amp; services</td>
<td></td>
</tr>
<tr>
<td>• Changes in capacities of individuals or institutions</td>
<td></td>
</tr>
<tr>
<td>• Attributable to programme funds &amp; management - therefore high degree of accountability</td>
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</tr>
</tbody>
</table>

There are several ways in which results can represent a proactive commitment to reducing risks for children and vulnerable households and communities (see Table 2).

<table>
<thead>
<tr>
<th>Table 2 - Results that represent a proactive commitment to reducing risks for children</th>
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</thead>
<tbody>
<tr>
<td><strong>Reflect the desired impact in terms of resilience and peace</strong></td>
</tr>
<tr>
<td>Change to result statement</td>
</tr>
</tbody>
</table>

EXCEPTIONS:

**Impact result statement:** Teams may choose a result statement that includes a commitment to resilience or peace, or select indicators that can, over time, demonstrate the increased resilience of vulnerable households, groups or systems.

**EXAMPLE FROM UNICEF STRATEGIC PLAN:**

The UNICEF Strategic Plan, 2018–2021 contains indicators aligned to the Sendai Framework for Disaster Risk Reduction 2015–2030 – e.g., tracking the number of children affected by disasters (related to Sendai B-1).

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UNICEF results often target the most deprived populations. A ‘risk-informed’ result may, however, refer to the most at-risk populations (those that are both extremely deprived or vulnerable and disproportionately exposed to specific shocks and stresses). For conflict-affected countries, or those managing ongoing humanitarian action, this may involve focusing not only on affected populations that have urgent and acute needs, but also on those that are vulnerable and exposed but not yet experiencing crisis.

**COUNTRY EXAMPLE:**

- **Output result statement:** By 2022, government has enhanced the technical and institutional capacity to expand climate-resilient water, sanitation and hygiene (WASH) infrastructure and services in three of the states at greatest risk of flooding.

- **Output indicator:** Proportion of district development plans in the three high-risk states that include a commitment to and budget allocation for ‘disaster-proofing’ WASH facilities.

- **Output indicator:** Proportion of WASH facilities improved with UNICEF support that address vulnerabilities related to gender, gender-based violence and children with disabilities.

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.

**COUNTRY EXAMPLE:**

- **Outcome result statement:** Children in Indonesia’s most at-risk provinces benefit from more child-sensitive national and local disaster risk reduction (DRR), emergency preparedness and response (EPR) and climate change adaptation (CCA) efforts.

- **Output indicator:** Increased child sensitivity of national-level policies, strategies and guidelines related to DRR, EPR and CCA.

- **Output indicator:** Strengthened commitment and capacity of sub-national authorities in two target provinces to plan and implement child-sensitive DRR, EPR and CCA efforts.

- **Output indicator:** Young people in selected communities participate to a larger degree in initiatives related to DRR and CCA.

- **Output indicator:** Women’s informal and formal groups, including parent-teacher associations, are trained and engaged in supporting DRR and/or CCA processes.

**EXAMPLE FROM UNICEF STRATEGIC PLAN:**

- **Outcome indicator:** Number of disruptions to: (a) educational services, and (b) health services attributed to disasters (Sendai D-6, D-7).

- **Output result:** Countries adopt policies, strategies and programmes that address risks related to disasters, conflict and public health emergencies.

- **Output indicator:** Number of countries with a child-sensitive national or local risk management plan addressing risks related to disasters, climate change, conflict, public health emergencies or other crises.

UNICEF programmes reduce risks by reducing vulnerabilities and enhancing capacities. Sometimes, however, the organization’s specific commitment to risk reduction gets ‘buried’ within a larger framework. For example, UNICEF may support the implementation or scaling up of programming approaches such as the child-friendly school, general health systems strengthening and/or a child protection system. Many other programmes focus on capacity building to help national authorities to meet minimum standards and established protocols and/or codes. Definitions for these approaches and standards are often neither context-specific nor do they check for conflict sensitivity or risk relevance. Aspects of risk reduction may therefore need to be added, clarified or ‘unpacked’ within the larger approach.

A risk-informed result may contain a definition within the monitoring framework of the programming approach that includes a benchmark related to risk reduction. For example, does the larger child-friendly school approach involve ‘disaster-proofing’ infrastructure? Does it emphasize the importance of continuity and preparedness plans developed by school management? Has climate change education been integrated into the school curriculum? Clearly highlighting the benchmarks and standards that relate to safety and risk reduction is an important means of mainstreaming the risk reduction approach.

**COUNTRY EXAMPLE:**

- **Output result statement:** Education officials in six target districts have improved capacity to meet, by 2021, the minimum standards outlined in the Child Friendly Schools Infrastructure Standards and Guidelines (CFSISG).

- **Output indicator:** Proportion of primary schools in six target districts that meet the minimum CFSISG standards.*

*Indicator definition: CFSISG requires schools to meet four criteria: (1) Appropriate, sufficient and secure buildings that are sufficiently protected against a range of hazards, meeting minimum standards for disaster risk reduction; (2) A healthy, clean, secure and learner protecting environment; (3) A barrier-free environment that promotes inclusive access and the equal rights of every child; (4) Adequate and appropriate equipment to support the level of education.
The selection of indicators and targets will be influenced by many factors, including the specific result, the availability of existing data from national monitoring mechanisms, and the resources available for data collection. Ideally, indicators should be directly relevant, nationally owned, aligned to larger planning frameworks (such as national plans, the United Nations Development Assistance Framework, the UNICEF Strategic Plan and the Sustainable Development Goals) and feature in the results assessment module list of standard indicators. For general guidance on indicator selection, see the RBM Handbook. Valuable indicator menus are also included in sector-specific guidance such as the UNICEF Risk-informed Education Programming for Resilience Guidance Note.

4. RISKS IN PROGRAMME IMPLEMENTATION

4.1 FORGING PARTNERSHIPS (AND WORK PLANS)

UNICEF may implement some activities directly but partnership is always essential. UNICEF usually partners with government departments or other entities, international or national civil society organizations, academic institutions and other United Nations agencies. For those programmes that aim to make risk reduction efforts more child-sensitive, UNICEF may reach beyond its traditional partnerships and consider collaborating with national disaster management agencies and ministries of environment, agriculture and interior – each of which may have independent risk analysis and risk reduction strategies that consider different shocks and stresses. UNICEF should engage in national risk reduction and climate change adaptation coordination forums and working groups to advocate for children.

As a multi-sectoral agency, UNICEF is well placed to promote cross-sectoral linkages in-house and between diverse areas such as food security, environmental resource management, climate change adaptation and social protection. A good example of such a partnership is the joint programme between UNICEF, the World Food Programme (WFP), the Food and Agriculture Organization of the United Nations (FAO), the United Nations Development Programme (UNDP) and the World Health Organization (WHO) to address poverty, livelihoods, food security and the provision of basic social services in the Niger. Various multi-sectoral partnerships promote resilience and peace (for examples, see map inset on page 80).

When UNICEF partners with government, a work plan is developed to summarize the collaboration, steer the implementation process and authorize the exchange of resources. Programme Cooperation agreements are used when partnering with civil society organizations. Memoranda of understanding may be employed when working with other institutions. All such agreements contain detailed and specific results frameworks that describe action on a project, annual, multi-year or rolling basis. They should thus serve as a means to operationalize the risk-informed programme and to ensure that partners make a proactive commitment to employ strategies for risk reduction. The development, implementation and monitoring of all types of work plans is undertaken with existing policies, procedures and guidance in mind. UNICEF offers templates for work plans as well as annual management plans.

4.2 IDENTIFYING RISKS TO THE PROGRAMME

As described in GRIP Module No. 1, the nature of risk changes depending on the type of risk considered and the object of analysis. GRIP focuses primarily on risks posed to children and vulnerable households and communities (with children the object). Particularly when programmes are operationalized through work plans, 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. In this case, the programme itself is the object.
Risks to children and risks to the programme are defined and analysed differently (see Table 3). Considerations of how shocks, stresses and various threats in the programming environment affect the strategic, programmatic, financial and/or operational effectiveness of UNICEF as an enterprise are covered in the UNICEF Enterprise Risk Management in UNICEF policy and accompanying guidance.20

Table 3 - Risks to children versus risks to the programme

<table>
<thead>
<tr>
<th>RISKS TO CHILDREN</th>
<th>RISKS TO THE PROGRAMME</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
<td>• Risk definition: The likelihood of a potential event or occurrence beyond the control of the programme adversely affecting the achievement of a desired result.</td>
</tr>
<tr>
<td>• Purpose: To determine WHAT to work on</td>
<td>• Purpose: To determine HOW best to work to be most effective</td>
</tr>
<tr>
<td>• 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’.</td>
<td>• 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</td>
</tr>
</tbody>
</table>

As a part of the RBM process of elaborating TOCs and results chains, teams must identify the risks and assumptions that underpin the logic between different levels of results (impact, outcome and output level). This is the process of identifying risks to the programme (for a visualization of this, see Graphic 4). It is important to note that a single shock (such as a cyclone) can affect both children and the achievement of programme results. Some threats to the achievement of results may not pose a direct risk to children and vulnerable families, however. For example, an election may lead to a ministerial reshuffle, changing the focal points for engagement with UNICEF and potentially leading to delays in programme implementation – but it may not threaten the overall status of children and women.

Graphic 4 - Identifying risks and assumptions in a results chain


GLOBAL EXPERIENCE in risk-informed programming

Cash transfers for vulnerability reduction
Across the Middle East and North Africa (MENA) region, internally displaced persons and Syrian refugees face economic insecurity. During winter, families face daily struggles to meet food needs and other basic requirements. UNICEF originally addressed one basic need by providing winter clothing kits, but the programme subsequently evolved to monetize this seasonal assistance. Instead of in-kind assistance, a humanitarian cash transfer programme was developed, allowing households to address a range of vulnerabilities and make their own choices about how to meet priority needs. Cash assistance also reduced procurement and logistics costs for UNICEF while stimulating local economies. The experiences (in Egypt, Iraq, Jordan, Lebanon, State of Palestine, the Syrian Arab Republic and Turkey) offer valuable lessons on the implementation of humanitarian cash transfers (with consideration of various options, including unconditional cash grants, vouchers and other forms of assistance).

Adolescent programming
U-Report is a social messaging tool designed to address issues affecting children and young people by either collecting information directly from them (or their parents) to improve policy and programmes or by directly providing them with life-saving information. In humanitarian contexts, the tool can be used to support emergency response and collect real-time data from citizens and front-line workers. Following the 2017 floods in Sierra Leone, the UNICEF country office worked closely with water, sanitation and hygiene (WASH) line ministries to reveal that of the country’s 75,000 U-Reporters, 51% could not identify the signs of cholera, 67% did not know how to treat it and 62% did not know how to prevent it. The country office then used U-Report to provide critical, life-saving information to these same 75,000 individuals. Six months later, in January 2018, a new poll found that the number of U-Reporters who now knew how to identify the symptoms of acute watery diarrhoea/cholera had increased by 19.6%.

Multi-country, risk-informed programming
Since the 1990s, large, recurrent, trans-border epidemics of cholera have regularly occurred in the Lake Chad Basin, affecting Cameroon, Chad, the Niger and Nigeria. Migration between the 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. To strengthen cross-border cooperation, UNICEF developed 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 produces a regular regional ‘Cholera Epidemiological Bulletin’ and supports multi-country studies, exchange visits and informal workshops to interpret epidemiological surveillance data. UNICEF has also supported the development of national elimination plans that employ a ‘sword and shield’ approach to ensure both early and targeted emergency responses (sword) and prevention activities and health and behaviour change communication (shield).
Resilient cold chains

Typhoon Haiyan, also known as Super Typhoon Yolanda, 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, or even months, resulted in an abrupt halt to immunization services, leaving 2.5 million affected children at risk of disease and death. 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 undertook a systematic, step-by-step approach towards re-establishing 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 300km/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.

Shock-adaptive social protection

UNICEF Yemen is reinforcing and strengthening national social protection systems to improve access to education and health care services, a protective environment and clean water during the complex emergency. UNICEF Yemen leveraged the findings of a National Social Protection Monitoring Survey to expand the current Social Welfare Fund (SWF) to reach 1.5 million of Yemen’s poorest people and to increase the value of the grants by 50% in light of the deteriorating situation. UNICEF and partners, including the Ministry of Social Affairs and Labor (MoSAL), used an existing network of community-based SWF workers to reach the most vulnerable. SWF staff were trained to identify and link vulnerable persons and households to existing referral systems and a range of support services. MoSAL, UNICEF and partners are also carrying out vulnerability assessments to better understand the situation of families and children, and consider options for cash transfer programmes.

Community-based, multi-sectoral programming for risk reduction

UNICEF Democratic Republic of the Congo, supported by the Swedish International Development Cooperation Agency, implemented a Programme of Expanded Assistance to Returnees (PEAR) between 2012 and 2016. 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). Building on lessons learned in South Kivu, PEAR+ is now expanding to Ituri province.

Adolescent participation in risk identification

Since 2014, UNICEF and its partner organizations have been implementing the Adolescents in Emergency Project in Indonesia, using the Adolescent Kit for Expression and Innovation (Adolescent Kit) developed by UNICEF Headquarters. The Adolescent Kit is a package of resources to support adolescent girls and boys to develop key competencies that can help them to cope with stressful circumstances, build healthy relationships, learn new skills and engage positively with their communities. UNICEF used the Adolescent Kit Module to strengthen adolescents’ resilience to disaster risks, build their skills and empower them to resolve the issues they face before, during and after a crisis. Using activity cards, adolescents mapped out the risks in their community and then identified the specific issues they face as a result of these risks. They came up with ideas to resolve such issues and then presented these ideas to leaders and members of the community for their further realization.
4.3 ADDRESSING RISKS TO THE PROGRAMME

When risks to the achievement of programme results are identified, either the programme can be adjusted or mitigation measures can be put in place at the implementation phase. Adjusting programmes to ensure their effectiveness is not impossible – even in a hazardous, risk-prone environment. In fact, UNICEF does it all the time, and as a result has well-developed risk management approaches (for a few examples, see Table 4).

<table>
<thead>
<tr>
<th>Suggestion for reducing risks to the programme</th>
<th>Links to guidance, resources and tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify risks and prioritize mitigation measures in programme design</td>
<td>• Revisit the UNICEF Results-based Management Learning Package to understand the process of identifying and managing risks to the programme.22</td>
</tr>
<tr>
<td>Meet all institutional requirements for risk management (focused on the Emergency Preparedness Platform and Enterprise Risk Management in UNICEF policy)</td>
<td>• Include key partners in risk analysis and planning, ensuring that work plans and Programme Cooperation Agreements have a section that identifies risks and mitigation measures. Integrate mitigation measures into annual management plans and priorities and ensure the periodic review of cross-sectoral and office-wide priorities for risk management, including through Country Management Team meetings and, potentially, Regional Management Team meetings.</td>
</tr>
<tr>
<td>Build flexibility and ‘agility’ into partnership agreements</td>
<td>• Revisit the overarching Enterprise Risk Management in UNICEF policy,23 which summarizes the accountabilities, across different levels of the organization, in incorporating a systematic and consistent approach to identifying, assessing and managing risks and opportunities for the enterprise. In 2017, there was an update to the 12 UNICEF risk categories and key risk areas,24 providing new opportunities to better articulate risks within the mandatory annual risk assessment process.25 Ideally, there should be coherence between the assessment of the likelihood of shocks and stresses in the GRIP child-centred risk assessment and the estimation of the likelihood of the same hazards in the annual enterprise risk assessment (although impacts will differ since the enterprise risk management approach focuses primarily on risks to UNICEF as an enterprise).</td>
</tr>
<tr>
<td></td>
<td>• Consult the Guidance Note on Preparedness for Emergency Response in UNICEF26 and the Emergency Preparedness SharePoint site27 to ensure a full understanding of the Minimum Preparedness Actions and Minimum Preparedness Standards for UNICEF country offices, regional offices and Headquarters. These mandatory actions and standards are designed to increase the organization’s preparedness for emergency response. Being prepared will both reduce the risks to children and to the programme. The GRIP child-centred risk assessment methodology is designed to align with the requirements of the Emergency Preparedness Platform risk assessment.</td>
</tr>
<tr>
<td></td>
<td>• Review milestones and chronograms in light of seasonal hazards and potential ‘triggers’ for civil unrest or conflict, taking into account the impacts of shocks and stresses on the feasibility of activities, events and work processes. Adapt work plans and partnerships to accommodate these threats to programme effectiveness (e.g., by moving locations, adjusting time frames or building in mechanisms for remote collaboration from the start).</td>
</tr>
<tr>
<td></td>
<td>• Build in more flexible implementation modalities that clarify expectations for partnership in both stable development phases and more dynamic or insecure humanitarian settings. Ensure that all staff have completed the Core Commitments for Children e-course28 and have considered the requirements for humanitarian performance monitoring.29</td>
</tr>
</tbody>
</table>

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22 The Results-based Management (RBM) Learning Package includes an e-course, resources for face-to-face training sessions and workshops, and the Results-based Management Handbook. All of these resources, plus news and highlights, are accessible to UNICEF staff and consultants on the RBM Learning Package SharePoint site at <https://unicef.sharepoint.com/sites/OPM/RBMPortal/RBM.sharepoint/>. Links to guidance, resources and tools are accessible to UNICEF staff and consultants at <https://unicef.sharepoint.com/sites/OPM/RBMPortal/RBM.sharepoint/>.


• Ensure that you are not exacerbating risks to women or men, or girls or boys through programming that is not fully gender-sensitive. Conduct a Gender Programmatic Review with the support of the toolkit, and with reference to the Gender Action Plan and the Gender Equality team site, to consider how to be accountable for and further the organization’s commitments to gender equality. This involves learning how to: ensure the use of high quality gender-sensitive data and evidence; forge strategic partnerships that further gender equality; invest resources to achieve results at scale for women and men, and girls and boys; build the capacity of gender specialists around the world; and increase diversity and gender parity in the organization.

• UNICEF takes a ‘twin-track’ approach to gender programming, which applies to both development and humanitarian contexts – but it is critical that gender equality and gender-sensitive approaches are integrated into all humanitarian programmes. Complete the Gender in Humanitarian Action e-course to learn how gender-sensitive programming can translate into greater impact and enhanced protection for the people affected by crises, thus decreasing the risks for women and men, and girls and boys, and the risks to overall programme effectiveness.

• Sexual exploitation and abuse of community members by anyone associated with the provision of aid constitutes one of the most serious breaches of accountability. It is also a serious protection concern and it erodes the trust and confidence of affected communities and the host country in all those providing assistance. Accountability to populations affected by crises and various shocks and stresses is an active commitment to use power responsibly by taking account of, giving account to and being held to account by the people whom UNICEF seeks to assist.

• Ensure that your programmes are not inadvertently contributing to the risk of sexual exploitation and abuse, establish mechanisms for reporting, and participate in the PSEA Network in your country. The Global Standard Operating Procedures on inter-agency cooperation in community-based complaint mechanisms are practical tools for reporting.

• The United Nations Secretary-General report on Special measures for protection from sexual exploitation and abuse and the Inter-Agency Standing Committee Task Force on Protection from Sexual Exploitation and Abuse (PSEA) are available on our own staff website and offer a range of guidance, resources and good practices for meeting obligations as an individual staff member, as a PSEA focal point or as a senior manager.

• All UN personnel have the obligation to report all reasonable suspicion of SEA by UN staff members as well as non-staff personnel immediately. Please report to your Head of Office, to the Director of the UNICEF Office of Internal Audit and Investigations at integrity1@unicef.org, or PSEA Network in your country, without delay and by whatever means is appropriate under the circumstances.

• Take the Prevention of Sexual Exploitation and Abuse e-course – it is mandatory for all United Nations personnel, including volunteers and contractors, whether based at Headquarters or other duty stations. Please also encourage partners to complete the training. The course provides a range of measures for combating sexual exploitation and abuse and explains their impact on victims and the consequences for United Nations personnel. Managers (heads of office/department) will learn about their additional responsibilities to enforce the United Nations standards of conduct, thereby reducing risks for children and the programme.

• Be aware of UNICEF’s own Policy on Conduct Promoting the Protection and Safeguarding of Children. Visit the UNICEF intranet site that provides information on UNICEF’s response to SEA. A UNICEF PSEA SharePoint site is currently under development.
• Be aware of the organization's own Executive Directive on the Prohibition of harassment, sexual harassment and abuse of authority. Visit the UNICEF intranet site that supports staff members to report misconduct and to access a range of policies, guidance and training related to the organization's commitment to integrity, ethical behaviour and the prevention of harassment, sexual harassment and abuse of authority.

• Working in complex and high-threat environments is not business as usual. Managing risks to children, the programme and the enterprise (including staff) is a daily, if not hourly, process. A workshop facilitated by the UNICEF Office of Emergency Programmes may help teams to consider the policies, guidelines, tools and practices available to support, for example: protection of children and civilians; negotiation of access; working with non-state actors; and working in the context of United Nations integrated missions. Such a workshop can also support the use of the monitoring and reporting mechanism for grave violations of children's rights.

• At the very start, conduct an assessment of programme criticality, with reference to the United Nations System Programme Criticality Framework and the Programme criticality e-course. It will be absolutely vital to implement some aspects of the programme, even given the security risks, and the assessment will help to identify those critical aspects. This helps to ensure that United Nations personnel do not take unnecessary risks and that they work only on those activities that are likely to make the greatest contribution to existing United Nations strategic results.

• Take the United Nations Humanitarian Civil-Military Coordination e-course, based on the United Nations Humanitarian Civil-Military Coordination Field Handbook, and apply its principles and approaches for working and coordinating with military actors in an emergency.

• Consider the risks associated with a changing climate – not only for children, but also for UNICEF programmes and operations. Revisit the Executive Directive on Addressing the impact of climate change on children, and identify opportunities for: advocacy and accountability (using the influence, reach and expertise UNICEF has to support governments to fulfil their commitments to protect children from the impacts of climate change); climate change adaptation through resilient development; climate change mitigation (including support for communities to transition to a low-carbon development pathway); and the ‘greening’ of UNICEF. Making smart choices to reduce the organization’s environmental footprint in programmes and operations not only increases the likelihood of programme effectiveness, but also reduces risks to the enterprise.

• Work with staff and stakeholders to foster greater recognition that, if not carefully calibrated, the targeting of beneficiaries, procurement of supplies, delivery of services, resettlement of displaced people and even the publication of research findings can have negative impacts on conflict dynamics. Integrate the Do No Harm principle into work plans and partnership agreements that entail conflict analysis. Consult the UNICEF Conflict Sensitivity and Peacebuilding Programming Guide and use its proposed method for considering conflict dynamics and reducing the risk of violence by examining: the composition, characteristics and capacities of UNICEF personnel; UNICEF operations (supply, finance and human resources); and partnerships and communications practices.

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• **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.
5. ASSESSING PERFORMANCE

The following table can be used to evaluate team performance on developing risk-informed theories of change, results and programmes. The recommended scale for the evaluation is immediately below.

<table>
<thead>
<tr>
<th>1</th>
<th>No, not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Not very much</td>
</tr>
<tr>
<td>3</td>
<td>Yes, moderately</td>
</tr>
<tr>
<td>4</td>
<td>Yes, to a great extent</td>
</tr>
<tr>
<td>5</td>
<td>Yes, to an exemplary level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUALITY CRITERIA</th>
<th>SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEORY OF CHANGE (TOC)</td>
<td></td>
</tr>
<tr>
<td>Does the TOC display a clear understanding not only of what changes are necessary to achieve broader, impact-level goals, but also of how to protect those gains from the negative impacts of shocks and stresses?</td>
<td></td>
</tr>
<tr>
<td>Does the TOC contain specific references to how elements of systems (supply, demand and quality dimensions, and enabling environment) can protect against the negative impacts of shocks and stresses, thus supporting the resilience of individuals, households and communities?</td>
<td></td>
</tr>
<tr>
<td>Has the TOC been developed with national counterparts and partners? Are their contributions to reducing risks and reinforcing resilience also noted in the TOC?</td>
<td></td>
</tr>
<tr>
<td>RESULTS (as reflected in the Country Programme Document and programme strategy notes)</td>
<td></td>
</tr>
<tr>
<td>Does the extent to which the Country Programme Document results integrate a commitment to risk reduction correspond with the country’s relative risk rating (see GRIP Module No.2)? For high-risk countries: Is a commitment to risk reduction integrated into programme results and strategies?</td>
<td></td>
</tr>
<tr>
<td>Do results (in the Country Programme Document or programme strategy notes) clearly identify any population subgroups that are most affected by key child deprivations and/or most at risk of disasters and other hazards?</td>
<td></td>
</tr>
<tr>
<td>Have larger programme strategies been ‘unpacked’ to highlight the elements that support risk reduction?</td>
<td></td>
</tr>
<tr>
<td>PARTNERSHIPS AND WORK PLANS</td>
<td></td>
</tr>
<tr>
<td>Do partnership agreements and work plans consider the potential impacts of major shocks and stresses on the achievement of programme results?</td>
<td></td>
</tr>
<tr>
<td>Do partnership agreements and work plans consider flexible implementation modalities that clarify expectations for partnership in both development and humanitarian settings?</td>
<td></td>
</tr>
<tr>
<td>Is UNICEF participating meaningfully in relevant risk reduction coordination forums and advocating for consideration of the special needs, vulnerabilities and capacities of children?</td>
<td></td>
</tr>
<tr>
<td>Has the programme been reviewed to consider conflict sensitivity and means to prevent sexual exploitation and abuse?</td>
<td></td>
</tr>
</tbody>
</table>
“Having a risk-informed Situation Analysis will help you build theories of change, craft correct assumptions, sharpen geographic priorities and design programmes and strategies that adequately address or respond to various climate and disaster related-risks.”

Karin Hulshof, Regional Director for East Asia and the Pacific

MODULE 4

MONITORING OF RISKS & RISK-INFORMED PROGRAMMES
OVERVIEW OF GRIP MODULES 3 AND 4

GRIP Module No. 3 uses the results-based management approach to help UNICEF and key child rights stakeholders to:

- develop or adjust theories of change that focus directly on the changes necessary to make children, families and systems more resilient to the impacts of shocks and stresses
- identify the comparative advantages that UNICEF has in peace and resilience programming, and develop child rights-focused, risk-informed programmes
- consider how to ensure that these programmes are risk-responsive themselves, so that they are effective even in a dynamic, risk-prone environment.

GRIP Module No. 4 is designed to:

- consider how to monitor changes in ‘contextual risks’ over time, recognizing the role of UNICEF in strengthening national monitoring systems
- clarify how UNICEF monitors performance in risk-informed programming
- link to UNICEF Office of Emergency Programmes guidance that can help teams to adapt their monitoring in medium- and high-risk contexts and to be more agile, thus supporting more rapid programme adjustments to shocks and stresses.
1. INTRODUCTION

1.1 WHAT IS MONITORING?

Monitoring is the process of gathering information for systematic and purposeful observation. For UNICEF, there are two different types of monitoring: situation monitoring, which measures the change or lack of change in the condition of children, women and the wider environment; and programme monitoring, which can provide valuable information about the extent to which progress is being made against programme results (results monitoring) and how that progress is being achieved (implementation monitoring).

Since both situation and programme monitoring are absolutely critical to programme effectiveness, efficiency and accountability (to national counterparts, donors, partners and beneficiaries), they are a core responsibility of all staff – from the UNICEF Representative to programme and operations specialists.

As a part of the regular work of the UNICEF Country Programme of Cooperation, all UNICEF country offices are expected to:

- undertake a range of monitoring activities across the spectrum of situation monitoring, results monitoring and implementation monitoring – to identify if inputs and activities are proceeding according to plan and contributing to the expected results, and if these are in turn contributing to improved outcomes and impacts for children and women
- design monitoring approaches and systems that are agile and can shift focus and operational modalities as needed – so that they may continue to provide information to guide programme management as the context changes
- play a role in strengthening national monitoring systems – by supporting national authorities to collect, manage, analyse and use relevant data and information relating to the status of children and women.
1.2 WHAT IS MONITORING OF RISKS AND RISK-INFORMED PROGRAMMES?

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

- Monitoring the situation of children and women entails identifying and tracking changes in contextual risks to their situation.
- Programme monitoring involves defining and tracking indicators that reflect a theory of change where results contribute to reducing these contextual risks to children and women (by reducing vulnerabilities and/or by strengthening capacities to absorb or adapt to various shocks and stresses).

Monitoring for risk-informed programming must therefore consider slightly different management questions to those traditionally considered in situation and programme monitoring. These include:

- How is the situation of children and women changing, including in terms of shifts in the wider context of risks that can lead to a deepening of deprivation, an erosion of development progress or humanitarian crisis?
- Are we achieving results as planned, including for those elements of programming that build resilience and social cohesion by reducing risk?
- An example of the key management questions for child rights stakeholders to ask, adapted from the UNICEF Results-based Management Handbook, is presented below (see Graphic 1).1

2. RISK-INFORMED SITUATION MONITORING

2.1 MONITORING CHANGES IN CONTEXTUAL RISKS

GRIP Module No. 2 describes a process of risk analysis and suggests various methods for pulling together data on each variable of the risk formula, including the likelihood and severity of potential shocks and/or stresses; the exposure of children, and key infrastructure and systems that support their survival and development, to these shocks and stresses; the vulnerabilities of children and households; and the capacities that might aid absorption of or adaptation to shocks and stresses. As one dimension shifts, the overall risk analysis shifts. It is thus important to consider any change in the risk formula variables and also the pace of that change (see Table 1).

When monitoring risk, it is essential to start with a strong monitoring framework that anticipates the frequency with which methods of verification will be updated. To track changes over time, data and information must be comparable at each interval, which requires the standardization of data collection methods. Monitoring strategies should anticipate the availability of data and information for either faster-paced monitoring (for dynamic, high-risk environments) or slower-paced monitoring. They should also anticipate the pace of change on the ground – for example, there may be sharp changes in impact and outcome indicators between years, between seasons or even between months, depending on the context.

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

- **UNICEF country offices are not expected to undertake, or lead in supporting national governments to carry out, detailed specialist data collection in relation to specific shocks and/or stresses.** As outlined in GRIP Module No. 2 and the annex, a wide range of global, regional and national specialist bodies is involved in generating such data, whether seismological data, climate and weather pattern data, or data on conflict trends.

- **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. The timing of the risk monitoring is aligned with the CO Work Plan review schedule.**

- **UNICEF country offices in medium- to high-risk countries are expected to develop and maintain awareness and understanding of the most up-to-date specialist data sources on likely shocks, stresses and threats relevant to the country’s risk profile.** Since specialist knowledge is often required to convert data from such sources (usually those related to hazards and exposure) into a usable form for child-centred risk analysis, country offices are encouraged to seek external support or forge appropriate partnerships to access usable data and information in a timely manner.

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1.1. Strengthening national capacities for monitoring risks and risk-informed programmes

UNICEF can play a role in strengthening 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 analyses.

2.2 Strengthening national capacities for monitoring risks and risk-informed programmes

UNICEF can play a role in strengthening 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 analyses.

2.2.1. Strengthening monitoring and reporting on the 2030 Agenda for Sustainable Development

The 2030 Agenda includes 17 Sustainable Development Goals (SDGs) that address the social, economic and environmental dimensions of sustainable, resilient development. Attached to the SDGs are 169 concrete targets, measurable against 230 specific indicators. Some 50 of these indicators are directly related to children and more than 25 are related to disaster risk reduction. Goal 16 is also directly related to peace and justice. The Sendai Framework for Disaster Risk Reduction 2015–2030 also includes a set of indicators for seven global targets, which align to the disaster-related targets of the SDGs, thus ensuring harmonization.⁴

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Monitoring of both the SDG targets and the Sendai Framework global targets is subject to national capacity and data quality and accessibility. Recognizing this, UNICEF plays a key role in strengthening national monitoring systems to make reporting on the 2030 Agenda possible. As the custodian or co-custodian of 17 SDG indicators, UNICEF supports countries to: develop international standards and methodologies for measurement and data collection; establish mechanisms for the compilation and verification of national data; maintain global databases; and generate, analyse and use the data related to the 17 indicators.

By improving national capacities to monitor impact- and outcome-level SDG targets, UNICEF is also increasing the likelihood of having accurate, standardized and comparable data for tracking changes in vulnerabilities and capacities over time and between countries. This can, in turn, strengthen the monitoring of risks.

Since their inception in 1995, the Multiple Indicator Cluster Surveys (MICS) have become the largest source of statistically sound and internationally comparable data on women and children worldwide, and they are therefore a critical tool for national governments to ensure sound monitoring and reporting on the 2030 Agenda. In recent years, there have been promising efforts to develop a ‘post-emergency MICS’ to measure the impacts of humanitarian crisis on child deprivations. The adapted MICS modules, piloted in Indonesia, Malawi, Nepal and Pakistan, do this by comparing ‘affected’ and ‘not-affected’ households within the same administrative area and linking ‘emergency affectedness’ to the concept of ‘current well-being’, as measured in the standard MICS. This work can help all child rights stakeholders to better understand how shocks and stresses affect existing vulnerabilities and deprivations, and what household characteristics act as absorptive and adaptive capacities in practice.

2.2.2. ADVOCATING FOR A CHILD-SENSITIVE LENS AND DISAGGREGATED DATA

Although UNICEF is the custodian or co-custodian of 17 SDG indicators, the organization has no designated role in supporting the collection of data for indicators related to disasters, conflict or crisis. The potential for SDG monitoring to drive change for children and vulnerable groups, however, depends on countries fulfilling their commitment that “SDG indicators be disaggregated, where relevant, by income, sex, age, race, ethnicity, migratory status, disability and geographic location, or other characteristics.” Therefore, UNICEF country offices should play an active role in advocating for disaster- and risk-related data to be adequately disaggregated according to the main determinants of inequity, thus making it possible for situation and programme monitoring to focus on the most vulnerable groups. Country offices should advocate for such disaggregation among the national statistics offices and major development partners who hold such data.

**BOX 1 - SENDAI FRAMEWORK: THE NEED FOR DISAGGREGATED DATA**

The Sendai Framework for Disaster Risk Reduction 2015–2030, introduced in 2015 by the participants of the Third UN World Conference on Disaster Risk Reduction, is the global agreement that guides efforts to reduce the loss of lives and assets related to disasters. Its monitoring framework provides a set of indicators for disaster-related mortality and morbidity and missing persons due to shocks and stresses – as well as for damage to critical infrastructure (schools and hospitals) and disruptions to services (education and health). All indicators are aligned to Sustainable Development Goal indicators.

Paragraph 19(g) of the Sendai Framework calls for specific attention to be paid to factors such as income, sex, age and disability in disaster risk reduction. The Sendai Framework Data Readiness Review 2017: Global Summary Report, however, suggests that for the number of:

- disaster-related deaths and missing, injured or ill persons attributed to disasters, less than 66 per cent of countries disaggregate data by age and sex; less than 31 per cent disaggregate data by disability; and less than 15 per cent disaggregate data by income group
- people affected by disaster-related damage and disruptions (including dwellings damaged, livelihoods disrupted, health and education facilities damaged or destroyed, or education services disrupted), less than 60 per cent of countries disaggregate data by age and sex; less than 34 per cent disaggregate data by disability; and less than 17 per cent disaggregate data by income group.

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As described in GRIP Module No. 2, it is clear that fatality rates for women in natural disasters are much higher than for men, due in large part to gendered differences in capacity to cope with shocks and stresses. For example, women accounted for 61 per cent of fatalities caused by Cyclone Nargis in Myanmar in 2008 and 70–80 per cent of fatalities in the 2004 Indian Ocean tsunami. The 1991 cyclone and flood in Bangladesh, where the death rate for women was almost five times that of men, provides a pertinent example. It was found that one of the most critical factors related to the high mortality of women was that early warning information was transmitted by men to men in public spaces — and it was rarely communicated to the rest of the family. As many women in Bangladesh are often only permitted to leave the home in the company of a male relative, many perished waiting for their menfolk to return home and take them to a safe place.

To avoid such catastrophes in future, it is critical that risk analysis focuses on the most vulnerable and that programmes are designed with the aim of reaching these groups. UNICEF can play a critical role in working with national authorities (e.g., national statistics offices and technical line ministries) and development partners (such as the United Nations Development Programme) to ensure that sampling frameworks, data collection processes and risk analysis are designed with an understanding of social networks, power relationships and gender roles in order that they may answer the most pertinent questions concerning the most vulnerable groups.

UNICEF can also play a strong role in supporting national authorities to consider the special needs and vulnerabilities of children within national risk assessment methodologies, and also the capacities set out in their risk reduction plans to ensure the survival and development of children. UNICEF can also work with less traditional partners such as national disaster management agencies and ministries of environment, agriculture and interior to advocate for the inclusion of more child-sensitive indicators in their existing risk assessment and analysis methodologies. (For good examples of innovations in supporting national authorities to strengthen the monitoring of risks and risk-informed programmes, see map inset on page 96).

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GLOBAL EXPERIENCE

Global experience and good practice

Regional risk profiles, and pre- and post-shock monitoring

UNICEF supported the development of risk-informed, child-friendly regional profiles in Guyana, which allow spatial data on socio-economic deprivations (from MICS) to be overlaid with data on the exposure of communities to a variety of natural hazards. The resulting maps provide confirmation of the distribution of risks within each region. By updating these profiles before and after seasonal shocks, partners and child rights stakeholders have an opportunity to consider how natural disaster and crisis may deepen certain vulnerabilities. Ideally, this initiative should support the capacity strengthening initiatives of regional disaster management bodies, by informing strategies that are adapted to the local context and risk landscape.

R-CAP approach

UNICEF Suriname engaged in a triangular partnership with the Caribbean Disaster Emergency Management Agency (CDEMA) and the Nationaal Coördinatie Centrum voor Rampenbeheersing (NCCR), Suriname’s emergency coordination agency, to promote more child-sensitive approaches to the Caribbean Community Risk Information Tool (CCRIT). This community- or district-level assessment tool can help to identify those areas that require more attention for disaster management planning. To estimate the likelihood of potential crisis or disaster, CCRIT considers both hazards and their exposure and the vulnerability and lack of coping capacity in any given community or district. UNICEF supported NCCR to complete the CCRIT tool, with consideration of child-centred vulnerability indicators (factoring them into the calculation of the risk index), and to conduct a child-centred CCRIT in all 10 sub-national districts. These efforts enhance the capacity of NCCR to consider the special needs, vulnerabilities and capacities of children in disaster management planning and to track progress over time.

Monitoring in WASH

UNICEF Lebanon WASH programme and the national water sector coordination group developed a tool for assessing the vulnerability of all informal settlements in Lebanon in terms of WASH coverage and a live, online platform to monitor changes over time. The assessment has collected numerous indicators on WASH and the characteristics of residents (noting children with disabilities or people with special needs, for example), allowing the definition, comparison and ranking of sites according to different vulnerabilities. The real-time monitoring of changes allows UNICEF to adapt quickly its response to changing needs, vulnerabilities and capacities at each site, thus facilitating emergency preparedness and risk reduction efforts.

Social cohesion index

UNICEF has participated in the development of the Social Cohesion and Reconciliation (SCORE) Index in several countries including the Republic of Moldova and Ukraine. The SCORE index was designed to track changes in social cohesion and reconciliation in multi-ethnic societies. The United Nations Development Programme (UNDP) Action for Co-operation and Trust in Cyprus and the Centre for Sustainable Peace and Democratic Development developed the tool, with financial support from the United States Agency for International Development (USAID) and technical inputs from a range of partners including UNICEF.
Post-crisis MICS
A special post-crisis Multiple Indicator Cluster Survey (MICS) was conducted in Nepal in 2016 following the massive earthquake that hit Kathmandu and surrounding regions. The MICS helped to show how households and their members were affected by the emergency and compared characteristics of affected and non-affected households. The work helped to inform response and recovery programming and continues to strengthen risk reduction and preparedness priorities.

Making national risk assessments more child-sensitive
UNICEF Indonesia supported the Ministry of Women's Empowerment and Child Protection (MoWECP) to champion – inside government itself – the disaster risk reduction and climate change adaptation agenda for children. With the support of UNICEF and Bogor Agricultural University, the Deputy Minister of the MoWECP challenged her ministerial counterparts in BNPB, the National Disaster Management Agency, and in the Ministry of Environment and Forestry (MoEF) to revise their disaster risk reduction and climate change adaptation methods to better consider children’s special needs, vulnerabilities and capacities. The programme was successful and resulted in the inclusion of child-sensitive indicators in the BNPB hazard information database and in the MoEF climate vulnerability assessment system.

Strengthening of the national monitoring system
UNICEF India, in collaboration with DevInfo India and the National Disaster Management Authority, piloted a multi-hazard vulnerability mapping system for regular data collection in the states of Bihar and Rajasthan. In 2013, the UNICEF Rajasthan State Office decided to innovate by monitoring changes in risks over time so that the impact of slower-onset stresses could be better understood. The team collected monthly data to trace the correlation between school attendance and rainfall deficit, to identify whether the ongoing drought had an effect on children’s behaviour during specific seasons of the year. This time series analysis confirmed devastating seasonal effects and helped to reshape the country programme in the worst affected districts.

Agile, real-time monitoring
Before, during and after Tropical Cyclone Winston (the most powerful storm to ever make landfall in the South Pacific), the Fijian Ministry of Education and its network of emergency operation centres, the National Disaster Management Office, and UNICEF, Save the Children and other education cluster members worked together to ensure rapid access to real-time assessment data. Using Akvo Flow (an innovative online platform for multi-stakeholder data sharing), up-to-date information on the location and status of primary and secondary education facilities was shared, enabling swift communication between stakeholders, rapid adjustments to recovery efforts, and a means to track collective programme progress over time.
3. RISK-INFORMED PROGRAMME MONITORING

3.1 RESULTS MONITORING

GRIP Module No. 3 explains how multiple stakeholders should collaborate to develop a risk-informed theory of change. UNICEF can then identify a clear results chain that includes a commitment to risk reduction, the strength of which depends upon the country’s risk profile.

As explained in Module No. 3, results may be risk-informed by:

- reflecting the desired impact-level goal statement in terms of resilience and peace
- ensuring that outcomes and outputs reflect a specific commitment to strengthening national performance in risk reduction (through the result statement or indicators chosen)
- focusing targets on the most ‘at-risk’ populations (rather than on either the general population or those who are socio-economically deprived or marginalized but not necessarily also disproportionately exposed to shocks and stresses)
- expanding definitions to note the commitment to risk reduction embedded within larger programming approaches and standards.

Monitoring of risk-informed programming therefore 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?**

3.2 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.

When monitoring in dynamic, high-risk environments, the stakes are higher. Agile monitoring is critical in such environments due to the need to consider:

- **humanitarian imperatives**, as more rapid and accurate information can actually 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. The availability of technologies that facilitate information sharing also creates a demand for real-time data to enable immediate updates to be circulated as the situation changes
- **greater social accountability**, given the growing emphasis on ensuring accountability to affected populations. There is a call for more participatory monitoring mechanisms that can strengthen citizen engagement and amplify the voices of affected communities, ensuring feedback on the quality of emergency responses
- **access to ‘open data’ and greater transparency**, due to increasing demands from development partners and humanitarian technical donors for information that can be freely used and for more transparency in terms of how activities are implemented and resources spent (reinforced through the International Aid Transparency Initiative). [11]

Therefore, when considering monitoring in high-risk contexts, it will also be critical to: set clear time limits for implementation; identify those results that are most critical to reducing risk most quickly; and make note of the update frequency for indicators associated with these critical results. A simple management prioritization exercise, most likely conducted during annual or multi-year work planning, can highlight the critical results. Or this may oc-

cur through the process of prioritizing certain critical interventions. For example, within a wider effort to strengthen cholera prevention and outbreak response, specific targets should be established prior to the flood season for the most vulnerable geographic regions.

These considerations suggest that 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. This may necessitate making changes to:

- the priority deprivations/programme results – with a stronger focus on immediate life-saving and protection-related needs in the context of crisis
- target populations – to address acute and immediate needs
- geographic focus – to adapt to rapidly changing risks and manifestation of needs
- designated partners – considering disaster impacts and losses, and capacities in meeting humanitarian imperatives.

Where UNICEF is investing in strengthening national and decentralized results-based planning and monitoring, this added consideration of agility is critical. Where national monitoring systems are very weak and may fail in likely crisis scenarios, UNICEF country offices and child rights stakeholders should expect to supplement capacity or support substitute monitoring systems with the help of other external partners, focusing on the ‘core elements’ of effective monitoring in emergencies. In both cases, the process of identifying these core elements should draw on UNICEF minimum programming monitoring requirements in humanitarian situations (i.e., high-frequency partner reporting against two or three key priority output indicators per sector to enable coverage estimates agreed with sector/cluster partners; and systematic, scaled-up field monitoring systems to provide a cross-check on the high frequency of these programme coverage estimates).

In planning monitoring, the focus should therefore be on identifying the core elements of monitoring systems (indicators and data collection systems) that are in place or can be put in place to allow the UNICEF country office and its partners to adapt when and where the situation deteriorates or improves.

The critical characteristics required of any monitoring system are:

- human capacities (front-line data collection staff) and partnerships that can be easily shifted geographically and which receive ongoing training such that they understand the range of possible programmatic focuses
- technological platforms and partnerships that are not locked down to a specific geographic focus or which are actively set up to cover a range of locations
- 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 – since the scale and speed of programme delivery will increase during any emergency response.
ANNEX 1: Potential data sources for risk analysis

Table 1 - Potential sources of data related to risk ratings and shocks and stresses

<table>
<thead>
<tr>
<th>Type of shock or stress</th>
<th>Potential data source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shocks and stresses (national sources of information)</td>
<td>National analyses and plans: National disaster management plans, climate change adaptation plans, contingency plans and/or national risk analyses provide valuable information for use in risk assessments and analysis.</td>
</tr>
<tr>
<td></td>
<td>National disaster impacts databases: The Sendai Framework Data Readiness Review 2017 found that 60% of reporting countries have a national database in which to collect disaster loss data, and 26 of these 87 countries reported that they use DesInventar for this purpose. Database use is increasing due to the technical assistance provided by the United Nations Development Programme (UNDP) and United Nations Office for Disaster Risk Reduction (UNISDR). Most reporting countries cited the ministry of interior or the civil protection or disaster management agency as being responsible for the collection of disaster loss data at the national level. Many other institutions were cited, however, including national statistics offices.</td>
</tr>
<tr>
<td></td>
<td>EM-DAT, the International Disaster Database: Contains essential core data on the occurrence and effects of more than 18,000 mass disasters globally from 1900 to date. Provides information related to specific disasters, including losses, deaths and associated costs. Data are largely not disaggregated by age and sex.</td>
</tr>
<tr>
<td></td>
<td>DesInventar database: A conceptual and methodological tool to help generate national disaster inventories and build databases of damage, losses and other disaster impacts. Supported by the European Commission, UNDP and UNISDR.</td>
</tr>
<tr>
<td></td>
<td>World Bank Climate Risk and Adaptation Country Profiles: The World Bank Group has compiled 94 climate risk and adaptation profiles that provide a quick reference to climate-related vulnerabilities and risks using data at multiple levels of detail.</td>
</tr>
<tr>
<td></td>
<td>PREVIEW Global Risk Data Platform: A multi-agency collaboration to share spatial data on global risks from natural hazards, enabling the visualization or downloading of data on past events.</td>
</tr>
<tr>
<td></td>
<td>World Risk Report: Indicates the risk of disaster linked to extreme natural events for 171 countries. Also contains a country risk index.</td>
</tr>
<tr>
<td></td>
<td>Global Assessment Report on Disaster Risk Reduction (GAR): GAR is a biennial global assessment of disaster risk reduction and a comprehensive review and analysis of the natural hazards that are affecting humanity. UNISDR coordinates and supervises GAR, which also offers an interactive Risk Data Viewer.</td>
</tr>
<tr>
<td></td>
<td>PreventionWeb Disaster Data and Risk Profiles: Contains a wealth of primary data on disaster losses, presented in an easily accessible manner with breakdowns by region and country.</td>
</tr>
<tr>
<td></td>
<td>World Economic Forum Global Risks Report 2018: Features perspectives from nearly 750 experts on the perceived impacts and likelihood of 29 prevalent global risks over a 10-year time frame. The risks are divided into five categories: economic, environmental, geopolitical, societal and technological.</td>
</tr>
<tr>
<td></td>
<td>Asian Disaster Preparedness Center (ADPC) country profiles: Hazard profiles compiled by ADPC for certain Asian countries.</td>
</tr>
</tbody>
</table>

Guidance on Risk Informed Programming Annexes

**Fragility**

- **Harmonized List of Fragile Situations:** Released on an annual basis by the World Bank Group’s Fragile, Conflict and Violence Group.
- **States of Fragility Report:** Produced by the Organisation for Economic Co-operation and Development, this report provides an index of fragility against five dimensions, suggesting that fragility is “the combination of exposure to risk and insufficient coping capacity of the state, system and/or communities to manage, absorb or mitigate those risks.”
- **Fragile States Index:** The Fund for Peace collects thousands of reports and other information from around the world that details the existing social, economic and political pressures faced by 178 countries, to create an index of fragility.

**Potential violence, social unrest, instability or migration**

- **ACLED Data:** Comprehensive database on incidents of political violence and protest in developing states, compiled by the Armed Conflict Location & Event Data (ACLED) Project. Provides data on date and location, the type of event, the groups involved, fatalities and conflict dynamics.
- **Uppsala Conflict Data Program (UCDP) Conflict Encyclopedia:** A global database of armed conflicts and consequences since the 1970s. Provides information on losses, deaths and associated costs related to specific conflicts.
- **Global Peace Index:** A measure of peace that draws on 22 qualitative and quantitative indicators.
- **UCDP/PRIO Armed Conflict Dataset:** Historical database of internal and external conflicts throughout the world since 1946, with indications of intensity and type.
- **Heidelberg Institute for International Conflict Research Conflict Barometer:** Describes all recent trends in conflict development, escalations, settlements, etc., sorted by country.
- **Stockholm International Peace Research Institute (SIPRI) Multilateral Peace Operations Database:** A comprehensive database of all multilateral peace operations conducted by the United Nations and other organizations, including number of personnel deployed, budget of missions and casualties. Currently includes details of nearly 600 peace operations for the period 2000–2010.
- **Conflict Analysis Resource Center (CERAC):** A research platform focused on armed violence, conflict analysis and the impacts of conflict on development, which provides resources for conflict analysis and methodologies for the measurement of internal conflicts. It also includes a database.
- **International Crisis Group Reports and briefings:** Country and regional reports.
- **Technical Note on Conflict Sensitivity and Peacebuilding in UNICEF:** See the sources of data referenced in Annex 5.

**Table 2 - Potential sources of data related to vulnerability and some aspects of capacity**

<table>
<thead>
<tr>
<th>General type of source</th>
<th>Specific data source</th>
</tr>
</thead>
</table>
| National data sources (census, survey, administrative sources) | National census  
National household surveys to determine household income and expenditure, living standards and/or the socio-economic status of the household (see below for several such surveys supported by development partners).  
National administrative databases (e.g., health management information system) and/or sector performance reports. |

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Multiple Indicator Cluster Surveys (MICS):23 Over two decades, close to 300 MICS have been carried out in more than 100 countries, generating data on key indicators on the well-being of children and women. MICS represent technical and financial cooperation between national statistics offices (NSOs), UNICEF country offices and the Global MICS Team.

Demographic and Health Surveys (DHS):24 Each DHS collects, analyses and disseminates data on population, health, HIV and nutrition. The more than 300 surveys from over 90 countries are the product of cooperation between an NSO or ministry of health and the DHS Program supported by the United States Agency for International Development (USAID).

Standardized Monitoring and Assessment of Relief and Transitions (SMART):25 An inter-agency initiative that aims to provide consistent and reliable survey data in emergencies, using a single standardized methodology based on two public health indicators used to assess the magnitude and severity of a humanitarian crisis: nutritional status of children under 5 years of age, and overall mortality rate.

Household Income and Expenditure Surveys (HIES): The World Bank and other development partners have worked for over three decades to strengthen national capacities for data collection and management and poverty estimation. HIES are available for a range of countries, through their NSOs.

Living Standards Measurement Study (LSMS) Datasets:26 A household survey programme housed within the Survey Unit of the World Bank’s Development Data Group provides technical assistance to NSOs in the design and implementation of household surveys used to develop poverty diagnostics.

Knowledge, Attitudes and Practice (KAP) surveys:27 KAP surveys use a quantitative method (predefined questions formatted in standardized questionnaires) that provides access to quantitative and qualitative information on misconceptions or misunderstandings that may represent obstacles or barriers to behaviour change.

Multiple and Overlapping Deprivation Analysis (MODA):28 MODA was developed by the UNICEF Office of Research - Innocenti, with support from the Division of Policy and Strategy, to create a framework to facilitate child-focused poverty and multidimensional deprivation analyses using MICS, DHS and other data sources. When MODA is applied to a particular country, it is referred to as N-MODA (National MODA); CC-MODA provides cross-country comparability.

UNICEF approach to measuring multidimensional child poverty:29 This considers child deprivations in eight critical dimensions (education, nutrition, health, water, sanitation, shelter, information and income/consumption) using MICS/DHS data.

Oxford Poverty & Human Development Initiative (OPHI) Global Multidimensional Poverty Index:30 To estimate poor people’s experience of deprivation, this multidimensional measure incorporates a range of indicators: poor health, lack of education, inadequate living standards, lack of income, disempowerment, poor quality of work and threat of violence.

Gender Inequality Index (GII):31 This index measures gender inequality in terms of reproductive health, empowerment and economic status. The GII exposes differences in the distribution of achievements between women and men, and the human development costs of gender inequality.

Gender Development Index (GDI):32 The GDI measures gender gaps in human development achievements across three dimensions – health, knowledge and living standards.

ANNEX 2: Caveats & limitations

The following limitations to the GRiP risk analysis methodology should be noted:

- Although the GRiP risk analysis methodology has applicability for many child rights stakeholders, it has been developed primarily to inform UNICEF staff in their programming with government and other national counterparts. It is therefore structured to complement institutional requirements – potentially at the expense of meeting the needs of a wider group.

- Marrying the United Nations Office for Disaster Risk Reduction risk formula and the simplified Risk = Likelihood x Impact formula necessitates a reinterpretation of the variables, which in some ways compromises the original formula. For example, the concept of ‘impact’ is, in fact, associated with ‘risk’ – the product of the risk formula – rather than with the combination of exposure, capacity and vulnerability. By linking the two formulae and using inspiration from both, however, UNICEF teams can conduct a robust analysis and also meet the risk assessment requirements of the Emergency Preparedness Platform.

- The GRiP risk assessment methodology is meant to provide a means to facilitate discussion among stakeholders and inform the process of joint planning and programming. It is not a quantitative assessment, however, and it relies on stakeholder perceptions of risk – it is therefore subjective and can potentially be influenced by individual and group bias.

- The standard GRiP assessment methodology is not spatial in scope (aside from listing locations) and therefore considers patterns and trends at the national level. This can hide great variance at the sub-national level across the variables of exposure, vulnerability and capacity. For this reason, higher-risk countries are strongly recommended to complete a spatial analysis, which will require a more quantitative and evidence-based approach.

- Although conducting risk analysis with national counterparts is considered critical, it is understood that in some situations of extreme fragility, conflict or contested governance, this approach may be challenging or impossible.
Acronyms, abbreviations & initialisms

C4D  Communication for Development
CCA  Climate change adaptation
CEDAW Convention on the Elimination of All Forms of Discrimination Against Women
CEE  Climate, environment and energy
CFSISG  Child Friendly Schools Infrastructure Standards and Guidelines
CLAC  Climate landscape analysis for children
DRR  Disaster risk reduction
EAPRO East Asia and Pacific Regional Office (UNICEF)
EPR  Emergency preparedness and response
FAO  Food and Agriculture Organization of the United Nations
GBV  Gender-based violence
GRIP  Guidance for Risk-informed Programming
HATIS  Humanitarian Action and Transition Section (UNICEF)
IASC  Inter-Agency Standing Committee
IMERP/PRIME Integrated monitoring, evaluation and research plan or database
INFORM Index for Risk Management
MICS Multiple Indicator Cluster Survey(s)
MoRES Monitoring Results for Equity System
OECD Organisation for Economic Co-operation and Development
PSEA Protection from Sexual Exploitation and Abuse
RBM Results-based management
ROSA Regional Office for South Asia (UNICEF)
SDGs Sustainable Development Goals
SitAn Situation analysis
TOCs Theories of change
UNDP United Nations Development Programme
UNFPA United Nations Population Fund
UNICEF United Nations Children’s Fund
UNISDR United Nations Office for Disaster Risk Reduction
UN Women United Nations Entity for Gender Equality and the Empowerment of Women
USAID United States Agency for International Development
WASH Water, sanitation and hygiene
WFP World Food Programme
WHO World Health Organization
References by Module

References: Module No. 1


**References: Module No. 2**


References: Module No. 3


References: Module No. 4


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The guidance has been elaborated with technical and financial support from the US Fund for UNICEF, Prudential Foundation, Margaret A. Cargill Philanthropies, the United Kingdom Government Department for International Development (DFID) and the Swiss Agency for Development and Cooperation (SDC).

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