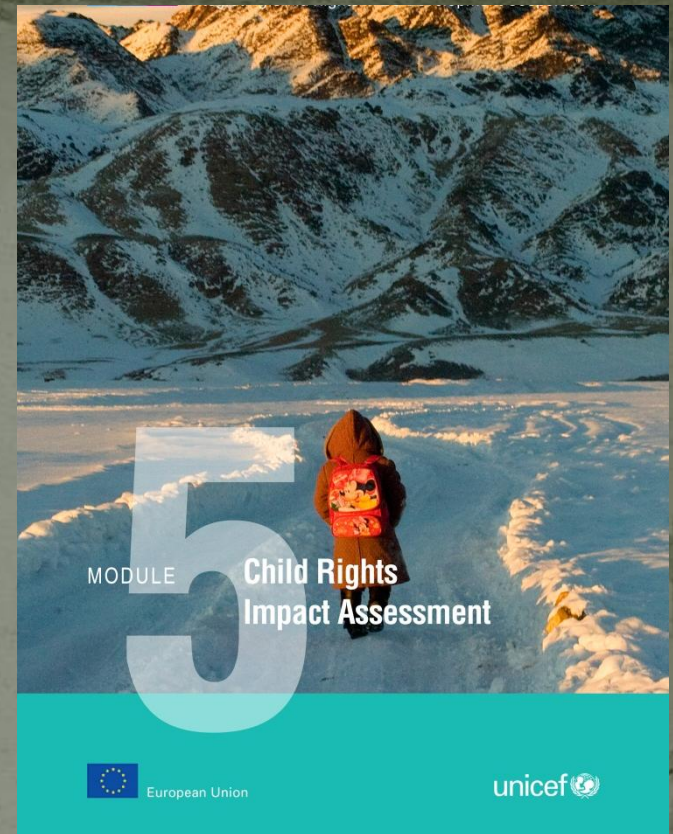




CHILD RIGHTS TOOLKIT

Integrating Child Rights
in EU Development Cooperation



CRIAs in Development Cooperation Programming



UNICEF-EU CR Toolkit

project overview



Goal

Developing and launching a child rights toolkit that serves as a practical, accessible resource for integration of child rights in development practice

- in PDF, E-learning and workshop formats

Timeframe

October 2008 through December 2013

- 2013—final year: product validation, finalization, operational engagement



Rationale for the project

To support EU Policy Priorities on Child Rights by:

- Developing high-quality tools and a training package around a whole series of child rights issues
- Building capacity of staff through workshops and e-learning

To provide additional opportunities for UNICEF by:

- Further exploring & developing many of the of MTSP FA5
 - Social Budgets and Social Protection
 - Governance and Legislative Reform
 - Child Participation
 - Capacity Building & Knowledge Management
- Providing additional programming tools for UNICEF staff and partners
- Strengthening partnership with other UN agencies, NGOs, academics, think tanks, etc.

Project components



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1. Toolkit – PDF comprising 8 modules

Module 1: Overview

Module 2: Programming & Sector Policies *Module 5: Impact Assessment*

Module 3: Participation

Module 6: Social Budgeting

Module 4: Governance

Module 7: Emergencies & Transitions

Module 8: Civil Society

2. E-learning course delivered both online and on flash drive

3. Workshops: 1 Pilot and 4 Regional Workshops and accompanying training materials

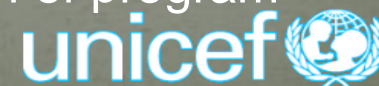
4. Web portal

5. Communication and visibility plan for dissemination and visibility of the project components

6. Evaluation plan for immediate and long-term evaluation of program impact and efficiency



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CRIAs under the Child Rights Toolkit



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2 strands of work:

1) Child Rights Impact Assessment
Module

2) Integrating a child focus into Poverty
and Social Impact Assessments (PSIA)



CRIA Module Purpose

- Provides an overview and a step-by-step guide to carrying out a Child Rights Impact Assessment for staff of donor agencies, including staff of the European Union and governments who are not specialists in children's issues

Key Issues

- **Rationale for undertaking a CRIA**
 - Allows the impact of a policy/law/decision to be predicted, monitored, avoided, or mitigated
 - Ensures a focus on children in policies and projects
 - Allows governments to be held more accountable to their responsibilities regarding child rights
- **Challenges**
 - No single CRIA model or internationally agreed system
 - Need for more research into good practices
 - Need for reliable data

Operationalizing CRIA

1. CRIA analysis:

- **Contextual analysis:** Consider the general situation of children in a particular country
- **Stakeholders:** CRIAs can be undertaken by a range of stakeholders, including governments, parliaments, donors, the civil society and the private sector
- **Political economy.** Understand the agendas, interests, and incentives of key stakeholders and institutions at policy and implementation levels

Step by step implementation

- Seven steps aligned with the EU's Impact Assessment guidelines
 - Step 1: Defining the problem and objectives of assessment
 - Step 2: Ensuring stakeholder and child participation
 - Step 3: Outlining alternative policy options
 - Step 4: Assessing the impact of identified policy options
 - Stage 1: General screening
 - Stage 2: Detailed CR compatibility analysis
 - Stage 3: Thematic review
 - Step 5: Comparing options and proposing scenarios
 - Step 6: Communicating findings and recommendations
 - Step 7: Ensuring follow-up, linking with monitoring and evaluation

Tools

- Tool for drafting Terms of Reference for a CRIA expert/team
- Flowchart: Determining when consultation with children is needed in a CRIA
- Options Assessment Tool
- Examples of practices in ex-ante assessments
- Impact matrix
- Sources of data

Child-focused PSIA

What is a PSIA?

- **Ex-ante analysis of distributional impacts** of a proposed policy reform
 - focused on poor and vulnerable populations
- Applied to **any type of reform**
 - economic, tax, environmental, agricultural, social policy, etc.
- Carried out **before** a policy is approved
- Findings used to **inform dialogue and stakeholders** (civil society, Parliamentarians) about possible impacts of a particular policy



PSIAs and the World Bank

- Approach adopted in 2002 (non-mandatory)
 - Development Policy Operations (DPOs)* are required to summarize potential impact evidence if expected to have significant social impacts
- 156 PSIAs carried out through 2007
 - half in low-income and half in middle-income countries
- Donor supported
 - financial and technical contributions
 - current PSIAs funded by multi-donor trust fund

* Previously called Development Policy Loans (DPLs)

PSIA Conceptual Framework

Understanding policy reforms through six transmission channels:

- i. Employment and wages
- ii. Prices
- iii. Assets
- iv. Access to goods and services
- v. Taxes and transfers
- vi. Authority

Child-focused PSIA : Joint UNICEF World Bank Guidance Note



Contents of Guidance Note:

- i. Why consider impact of a policy reform on children?
- ii. When is a detailed impact analysis warranted?
- iii. What are possible impacts of a reform on children?
- iv. How can impacts be measured?
- v. How can negative impacts be mitigated and positive impacts enhanced?
- vi. How can children's perspectives be included in PSIA processes?



What are the possible impacts on children



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- Impact of livelihood changes on children
 - Impact of changes in public services on children
 - Impact of changes to social capital on children
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- Important to consider in particular age-related vulnerabilities
 - Also important to consider diversity among children

Rapid child-focused IA using transmission channels



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Transmission channels	Impacts		Intensity	
	Short-term	Long-term	Magnitude (# of children)	Severity (depth)
Employment and wages	XXX		X	X
Prices	XXX	X	XX	XXX
Transfers and taxes	XXX	XX	XX	XXX
Access to goods/services		XX	XX	XXX
Assets	XX		X	XXXX
Authority		XXX	XXX	

Matrix provides early inputs to ensure that possible impacts (both time and intensity dimensions) are considered in time to influence policy change



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How can the possible impacts of policy reform be measured?



- Quantitative approaches
 - Child focused benefit incidence analysis
 - Child-focused budget analysis
 - General and partial equilibrium models
- Qualitative approaches
 - Participatory poverty assessment
 - Beneficiary assessment
 - Gender analysis
 - Vulnerability analysis
 - Social capital assessment tool
- Political and institutional approaches
 - Stakeholder analysis
 - Institutional analysis
 - Political economy analysis

How can the negative impacts be mitigated?

Determining appropriate mitigation actions

Scenario

Action

Many children are negatively affected and costs of mitigation are high

Modify proposed reform

Many children are negatively affected, costs of mitigation are low (or reasonable) and implementation capacity exists

Put in place mitigation measures

Moderate number of children are negatively affected and costs of mitigation are high

Assess whether modifying reform or implementing mitigation measures is more cost-effective

Moderate number of children are negatively affected, costs of mitigation are low (or reasonable) and implementation capacity exists

Put in place mitigation measures

Relatively small number of children are negatively affected

Put in place mitigation measures

Negative impacts on children are negligible

No additional provisions needed

How can children's perspectives be included in the PSIA process?

- View children as assets and agents of change rather than dependents (see www.unicef.org/cwc)
- Carry out direct consultations with them using qualitative and participatory techniques
- Involve them in identifying mitigation strategies
- Obtain information from different child advocates:
 - parents/carers regarding health, nutrition, possible impacts on young children
 - professionals working with children (teachers, child welfare)
 - UN agencies, such as UNICEF or ILO
 - civil society organisations (e.g. Save the Children, Plan International)

For further information



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UNICEF HQ contacts:

rnoeva@unicef.org

jchai@unicef.org

mcummins@unicef.org

UNICEF Brussels Office:

vknaus@unicef.org

