

ARC resource pack

Definitions of terms



Term	Definition
Accountability	States and other duty bearers are accountable and must act within the rule of law. They are answerable for the observance of human rights. They have to comply with the legal norms and standards enshrined in human rights instruments. Where they fail to do so, aggrieved rights holders are entitled to institute proceedings.
Adolescence	A period in people's lives where a lot of things change rapidly, and profoundly. The changes take place at physical, intellectual, emotional and social levels. Due to the complexity in this process, the needs of adolescents are often ill-defined and policymakers remain poorly equipped to provide the required support. Early adolescence is in the range of 10 to 14 years and late adolescence 15 to 19 years.
Advocacy against the use of anti-personnel mines	A major factor in achieving a comprehensive international legal prohibition of anti-personnel mines in a short timeframe, it also promoted the commitment of significant resources to mine action. Part of the success of the campaign against anti-personnel mines was the unprecedented degree of coordination among many actors, including civil society (<i>Mine action; lessons and challenges</i> Geneva International Centre for Humanitarian Demining (GICHD), 2004 p101). The UN both encourages all countries to participate in the Mine ban treaty and monitors the status of the treaty's implementation. The UN supports regular meetings of states parties to treaty. Another important advocacy event is the International day for mine awareness and assistance in mine action on 4 April which is an opportunity to revitalise international support for mine action all over the world.
Affective	Of, caused by, or expressing emotion or feeling; emotional.
Armed forces	The armed force of a State.
Armed groups	Groups distinct from armed forces as defined by Article 4 of the Optional protocol to the Convention on the rights of the child (CRC) on the involvement of children in armed conflict.
Baseline study	This should take place at the start of a project and aims to provide a reference point against which changes can be measured so that the impact (changes) of the project or programme, or of external factors, can be measured. It should collect data against the indicators selected in a project design or planning matrix. This is different from a needs assessment or situational analysis which should be undertaken to inform the design of a project or programme.
Buzz groups	Working in pairs.



Definitions of terms

Child	Any person less than 18 years of age in accordance with the CRC.
Child associated with an armed force or armed group	Any person below 18 years of age who is or who has been recruited or used by an armed force or armed group in any capacity, including but not limited to children used as fighters, cooks, porters, messengers, spies or for sexual purposes. It does not only refer to a child who is taking or has taken a direct part in hostilities.
Child-friendly spaces	Places that can help reduce a range of distressing effects of a crisis on children and can provide a child-focused and child-friendly environment in which children continue their cognitive development and can give them opportunities to learn on a variety of levels.
Child protection	While assuring the physical safety of children is crucial, child protection in emergencies encompasses more than stopping attacks or moving children out of harm's way. It includes measures that promote children's physical and emotional wellbeing, provide them equal access to basic services, and safeguard their legal and human rights. After a conflict, protection programs provide long-term support to those who have suffered.
Child rights programming	A framework for the analysis, planning, implementation, monitoring and evaluation of all relief and development work with children. It brings together in one unifying framework a range of ideas, concepts and experiences related to the protection and promotion of children's rights in development and humanitarian work. It is primarily based on the principles and standards of children's human rights but also draws heavily on good practice in many areas of work, with children (eg. the study of children's physical, emotional, cognitive and social development; childhood studies; early childhood education; child psychology) as well as good development practice more generally.
Child rights situation analysis (CRSA)	An analysis of the situation of children and their rights. It is used to set out the extent to which children's rights have been realised and to identify the obstacles to fulfilling their rights.
Child-centred advocacy	Children are involved in the advocacy strategy in such a way that their interests are central and their voices are clearly heard. Advocacy activities should be based on needs as expressed by children, and not as perceived by adults.
Child-led advocacy	Children carry out the advocacy on issues that are of major interest to them, and organisations or other adults support them to carry out the advocacy.



Children in child-headed households (CHH)	Children under the age of 18, living in a group with other children. CHH are not referenced in the IASC guidelines. However, they are common within emergencies and worthy of mention in this module.
Children's participation	Informed and willing involvement of children in matters that concern them, both directly and indirectly, through the expression of their views, influencing decision making and achieving change. Activities to promote children's participation cut across all programmes and take place in all arenas from homes to government, from local to international levels.
Civil and political rights	The rights of citizens to liberty and equality. Civil rights include freedom to worship, to think and express oneself, to vote, to take part in political life, and to have access to information. Many of these rights give rise to negative obligations for the States, that is, the State must not interfere with these rights. In some cases the obligation not to interfere is not absolute, but interference by the State is strictly regulated.
Cognitive	Of or pertaining to the mental processes of perception, memory, judgment, and reasoning.
Collective rights	In contrast to individual rights for all human beings collective rights are entitlements to some people belonging to a certain group of people
Community	A group of people that recognises itself or is recognised by outsiders as sharing common cultural, religious or other social features, backgrounds and interests, and that forms a collective identity with shared goals.
Customary international law	Unlike treaty law, customary international law is not written. To prove that a certain rule is customary one has to show that it is reflected in State practice and that there exists a conviction in the international community that such practice is required as a matter of law. In this context, practice relates to official State practice and therefore includes formal statements by States. When a rule is found to have the status of customary law it is binding on all States, unless the State is a persistent objector, that is has consistently and over time objected to this rule in its State practice.
DDR	Formal DDR process refers to an agreed, formal disarmament, demobilisation and reintegration process following or as part of a peace process.



Demining	Covers the range of activities which lead to the removal of the threat from landmines and explosive remnants of war (ERW). These include survey, risk assessment, mapping, marking, clearance, post clearance documentation, and the handover of cleared or otherwise released land. Physical clearance is only one part of the demining process, but is the most costly part. Clearance uses manual deminers, mine detection animals and mechanical demining equipment, such as vegetation cutters, tillers and flails and other appropriate assets. Explosive ordnance disposal and battle area clearance rely primarily on specialists 'to render safe or destroy ERW' (<i>A guide to mine action and explosive remnants of war</i> GICHD, 2007 p82).
Development	The process by which children grow, develop, and learn throughout their lives from birth and infancy to adulthood and it can be measured through social, physical, and cognitive developmental milestones.
Disaggregate	Analyse data according to different groupings to show differences between certain groups (by gender, age, ethnic group).
Disarmament	The voluntary or obligatory removal of weapons from children.
Discrimination on the basis of disability	Any distinction, exclusion or restriction on the basis of disability that has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination including denial of reasonable accommodation. Discrimination can be both direct and indirect.
Duty bearer	A body or individual who has responsibilities and obligations towards rights holders, as enshrined in international and national law and human rights instruments. The State, as the prime duty bearer, has an obligation to respect and protect people's rights and provide children's rights (see rights holders).
Economic, social and cultural rights	Rights relating to the conditions necessary to meet basic human needs such as food, shelter, education, healthcare and gainful employment. They include the rights to education, adequate housing, food, water, the highest attainable standard of health and the right to work and rights at work, as well as the cultural rights of minorities and indigenous peoples. In general terms, these rights are progressive, that is the State must show constant and consistent acts towards the fulfilment of these rights.

Evaluation	An assessment at one point in time that can have different purposes, but is based on the assessment of pre-defined objectives, and often undertaken by external researchers in order to ensure independence.
Gang violence	Violence committed by a group of persons associated for some criminal or other antisocial purpose.
Ground rules	<i>'One of the best-known agreements with a non-state armed actor is the Agreement on ground rules, devised by Operation Lifeline Sudan (OLS) Southern Sector, as a way of structuring its relationship with rebel groups in south Sudan. The Sudan People's Liberation Army (SPLA) was involved in drafting [the Agreement on ground rules] and it was signed by both the head of the SPLA and that of OLS Southern Sector. It contains a statement of support for humanitarian principles such as neutrality and impartiality, as well as more detailed rules. Importantly, it also contains a statement of support for the Geneva conventions and the CRC. This gave OLS the opening to discuss with the movement issues of abuse of international law, such as the recruitment of [children associated with armed forces or armed groups]. It thus introduced a rights element into a relationship that had hitherto been dominated by the provision of relief.'</i> <i>Children: not soldiers, SC UK (ModC7 p45)</i>
Habilitation and rehabilitation	Habilitation involves learning skills that will enable a person to function in society. These kinds of programmes usually target children born with disabilities. Rehabilitation means restoring capacity and ability. This generally applies to someone who has to readapt to society after acquiring a disability. Habilitation and rehabilitation are usually time-limited processes that are tailored to the individual.
Human rights treaties, covenants and conventions	These are part of international law. Used interchangeably, treaty, covenant and convention refer to legally binding agreements between States. These agreements define the duties of States parties to the treaty, covenant or convention. They apply in times of peace and conflict. Human rights treaties regulate obligations of States towards persons in their own territory (rather than towards other States).
Impact	Final or longer-term changes which occur as a result of contributions made by the project or programme activities. For example, changes in children's development, wellbeing, experience of violence, and fulfilment of rights. They may sometimes only be realised after the lifetime of a project or programme, and are often difficult to attribute solely to agencies' interventions.

Definitions of terms

Impact assessment	The systematic analysis of the lasting or significant changes, positive or negative, intended or not, in people's lives brought about by a given action or series of actions.
Inclusion	The fair and equitable participation of all children in all spheres of the child's life, school, community, programmes and services, regardless of the child's age, gender, ethnicity, family, culture, geographical location, language, religion, ability, or financial situation.
Indicator	An objective way of measuring that progress is being achieved. Indicators can refer to each level: input, output, outcome, objective or impact. Indicators provide an indication that something has happened, or that an objective has been achieved.
Influential(s)	An individual or organisation that is well positioned to influence the thinking and action of a target (see target) through a variety of means (for example financial pressure, status and reputation, power relationship).
Input	The resources that organisations use (eg. funds, staff, materials) to bring about a result (output).
Instrument	Legal tool used to designate, define and harmonise international human rights standards, for example: the CRC; Convention on the rights of persons with disabilities; Protocol to prevent, suppress and punish trafficking in persons, especially women and children.
Lobbying	Direct communication with decision makers and others who have influence over them. In advocacy, it refers to conversations and meetings where people get access to and seek to persuade those in power.
Mainstreaming	Ensures children's psychosocial wellbeing is a priority in all aspects of programming, policy development and organisational development.
Mine risk education (MRE)	Defined by the International mine action standards (IMAS) as ' <i>activities which seek to reduce the risk of injury from mines and other ERW by raising awareness and promoting behavioural change, including public information dissemination, education and training, and community mine action liaison</i> ' (<i>Mine action: lessons and challenges</i> GICD, 2004 p101). Although the discipline is called mine risk education (MRE), it seeks to prevent harm to civilians from all victim-activated explosive devices, including abandoned or unexploded ordnance.



Monitoring	The regular, routine tracking of data on a given indicator in order to detect intended and/or unintended changes over time. Monitoring tells us firstly, whether a project or programme is being implemented as planned and allows us to make improvements and changes and secondly, provides the evidence for a more substantive evaluation of a piece of work.
Mutilation	Deliberately damaging or disfiguring someone's body.
Non-discrimination	A principle present in all human rights treaties and represents an obligation to provide equal rights and opportunities to all human beings. Children may experience discrimination on the basis of their social identity (for example: as a girl; someone with a disability; or as a member of a particular ethnic group), or as a result of circumstances (for example: when affected by HIV; as migrants; or street children). In many cases these aspects of identity and circumstance are used to define children as different. These aspects of identity and difference can combine and result in double discrimination and an even greater denial of children's rights.
Objective	A specific, time-bound and measurable change which contributes to achieving the longer-term aims and purposes of projects or programmes. For each programme or project objective it should be possible to identify one or more anticipated outcome.
Optional protocol (OP)	An optional protocol to a treaty is a multilateral agreement that State parties can ratify or accede to. It is intended to further a specific purpose of the treaty or to assist in the implementation of its provisions.
Orphans	Children whose parents are both known to be dead. In some countries, however, a child who has lost one parent is called an orphan.
Outcome	The intermediate changes as a result of project or programme activities. For example, changes in knowledge, behaviour, attitudes, children's access and use of services, policy. Outcomes can usually be measured during the lifetime of a project or programme.
Output	The immediate product of completed project or programme activities. For example: the number of children trained, training workshops held, meetings held with government officials or community leaders, community mechanisms set up, schools rehabilitated, ponds cleaned or quantity of food distributed.
Person or child with a disability	Those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.

Definitions of terms

Physical punishment	Any kind of physical violence including smacking, beating and whipping which is done with the intention of controlling, educating or disciplining.
Programme	A collection of projects that are intended to contribute to the achievement of a common goal, supported by an agency within the same sector, theme or geographical area.
Psychosocial	The close connection between psychological aspects of human experience and the wider social experience.
Psychosocial support	A scale of care and support which influences both the individual and the social environment in which people live and ranges from care and support offered by caregivers, family members, friends, neighbours, teachers, healthworkers, and community members on a daily basis but also extends to care and support offered by specialised psychological and social services.
Qualitative data	Descriptive, often verbal, and tends to emphasises personal perceptions. The strengths of gathering qualitative data include: the fact that it provides insights into what lies below the surface; it provides more answers to the how and why type of questions; it provides answers that have not been anticipated. However, it can be difficult to compare qualitative information from different respondents, and it is often difficult to tabulate and standardise.
Quantitative data	Commonly numerical and can therefore be counted or measured. The strengths of collecting and using quantitative data are that: it allows personnel to compare information; it is easy to standardise, tabulate and analyse; it is based on measurement and can therefore be seen as precise. However collecting quantitative data is likely to produce only part of the picture.
Ratification; to ratify	Ratification, acceptance and approval all refer to the act undertaken on the international plane, whereby a State establishes its consent to be bound by a treaty. Most multilateral treaties expressly provide for States to express their consent to be bound by signature subject to ratification, acceptance or approval.
Reasonable accommodation	Necessary and appropriate modification and adjustments, where needed in a particular case, to ensure that people with disabilities have the enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms. These should not impose a disproportionate or undue burden.
Recruitment	Compulsory, forced and voluntary conscription or enlistment of children into any kind of armed force or armed group.



Reintegration

The transition process by which children formerly associated with armed forces or armed groups re-enter civil society and take on meaningful roles and identities as civilians who are accepted by their families and communities in a context of local and national reconciliation. Sustainable reintegration is achieved when the political, legal, economic and social conditions needed for children to maintain life, livelihood and dignity have been secured. This process aims to ensure that children can access their rights, including formal and non-formal education, family unity, dignified livelihoods and safety from harm.

Release

The process of formal and controlled disarmament and demobilisation of children from an armed force or group as well as the informal ways in which children leave: by escaping; being captured; or by any other means. It implies a disassociation from the armed force or armed group and the beginning of the transition from military to civilian life. Release can take place during a situation of armed conflict; it is not dependent on the temporary or permanent cessation of hostilities. Release is not dependent on children having weapons to forfeit.

Reproductive health

A state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and to its functions and processes. Reproductive health, therefore, implies that people are able to have a satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so. Implicit in this last condition are the rights of men and women to be informed and to have access to safe, effective, affordable and acceptable methods of family planning of their choice, as well as other methods of their choice for regulation of fertility which are not against the law, and the right of access to appropriate health care services that will enable women to go safely through pregnancy and childbirth and provide couples with the best chance of having a healthy infant. (*Programme of action* International conference on population and development (ICPD), 1994 paragraph 7.2)

Resilience

Defined as the ability to thrive, mature, and increase competence in the face of adverse circumstances (Gordon 2005).



Resolution	A formal text adopted by UN and regional mechanisms, or other inter-governmental bodies (not exclusive to UN system, also issued by regional mechanisms). Although any UN body can issue resolutions, in practice most resolutions are issued by the Security Council or the General Assembly. The legal status of UN resolutions has been a matter of intense debate.
Rights holder	An individual or collection of individuals in possession of a right who can claim to see the right respected, protected and fulfilled. The rights holder may also have duties and obligations (thus also being a duty bearer) to other rights holders (see duty bearer). Companies and other commercial entities can also hold certain rights.
Separated children	Children who are separated from both parents, or from their previous legal or customary primary caregiver, but not necessarily from other relatives. These may, therefore, include children accompanied by other adult family members.
Sex	The biological characteristics that define humans as female or male. While these sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, they tend to differentiate humans as females and males. In general use in many languages, the term sex is often used to mean sexual activity, but for technical purposes in the context of sexuality and sexual health discussions, the above definition is preferred.
Sexual health	A state of physical, emotional, mental and social wellbeing in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.
Sexuality	A central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors.



Sexually transmitted infections (STIs)	There are more than 20 infections, including HIV and AIDS that are transmitted between people by sexual activity. Most STIs affect women and men, girls and boys. At times the health problems they cause can be more severe for the female population. If the STI is contracted during pregnancy, it can cause serious health problems for the baby.
Sexual rights	Human rights that are already recognised in national laws, international human rights documents and other consensus statements. They include but are not limited to the right of all persons, free of coercion, discrimination and violence, to the highest attainable standard of sexual health, including access to sexual and reproductive health care services; consensual sexual relations; consensual marriage; and decide whether or not, and when, to have children.
Social effects	Concern relationships, family and community networks, cultural traditions and economic status, including life tasks such as school or work.
Stakeholder	All groups of people who can affect or will be affected by the proposed activity, including children, individuals, institutions, enterprises or government bodies that may have a relationship with children. There are differences in the roles and responsibilities of all stakeholders, their access to and control over resources and the part they play in decision making.
Stockpile destruction	The destruction of any explosive ordnance contained in stockpiles, as defined in the IMAS. The IMAS focus on the destruction of anti-personnel mine stockpiles. Physical destruction techniques range from relatively simple open burning and open detonation techniques to highly sophisticated industrial processes. The decision to opt for any particular technique is likely to be based on cost, safety and environmental considerations (<i>A guide to mine action and explosive remnants of war</i> GICHD, 2007 p134).
Target(s)	The key individual(s) who are in a position to bring about the policy change sought (see influentials).

The UN Convention on the rights of persons with disabilities (CRPD)

Children with disabilities are described as including those who have long-term impairments which, in interaction with physical, social, economic or cultural barriers, may limit their ability to participate fully in society on an equal basis with others. The following are therefore included: children with physical impairments, for example, wheelchair users; children with psychosocial conditions such as depression; children with intellectual impairments or learning disabilities; children with sensory impairments, including those who are deaf, deaf and blind, and blind. Some children have multiple disabilities. They are often the most neglected and vulnerable children. It is important to recognise that they have the same rights as all other children and efforts must be made to ensure that the necessary action is taken to enable them to realise their rights and fulfil their potential.

The Humanitarian charter and minimum standards

'The charter is concerned with the most basic requirements for sustaining the lives and dignity of those affected by calamity or conflict. The Minimum standards ... aim to quantify these requirements with regard to people's need for water, sanitation, nutrition, food, shelter and health care. Taken together, the Humanitarian charter and the Minimum standards contribute to an operational framework for accountability in humanitarian assistance efforts.'
Sphere Project website

**The Paris commitments,
The Paris principles,
The Cape Town principles**

The Paris commitments to protect children unlawfully recruited or used by armed forces or armed groups (The Paris commitments) and the Paris principles and guidelines on children associated with armed forces or armed groups (The Paris principles) replaced the Cape Town principles and best practices on the prevention of recruitment of children into the armed forces and social reintegration of child soldiers in Africa. Adopted in 1997 the Cape Town principles obtained wide recognition and were a key instrument to inform policy and practice. A global process to review the Cape Town principles, involving seven regional reviews, was undertaken by UNICEF and partners in 2006. This led to agreement on the need for two documents. The first one short and concise: The Paris commitments, and a second complementary document containing more detailed guidance for those implementing programmes: The Paris principles. These two documents were endorsed by 58 states at a conference in Paris in February 2007.

Torture

Causing severe pain or suffering to someone, either mental or physical, in order to obtain information, to get them to admit or agree to something, or to scare them.



Traditional harmful practices	Harm caused to children based on traditional beliefs, where the actor often is a family member. This is in contrast to classic human rights violations where the State is the actor violating the right. The State has the positive obligation to prevent such practices. If it fails to take appropriate measures, it has violated the rights of the child.
Unaccompanied children (also called unaccompanied minors)	Children who have been separated from both parents and other relatives and are not being cared for by an adult who, by law or custom, is responsible for doing so. This means that a child may be completely without adult care, or may be cared for by someone not related or known to the child, or not their usual caregiver eg. a neighbour, another child under 18, a stranger or staff in an institution.
UN Committee on the Rights of the Child	The committee is the body of independent experts that monitors implementation of the CRC by its State parties. It also monitors the implementation of two optional protocols to the convention, on the involvement of children in armed conflict and on the sale of children, child prostitution and child pornography.
Universal declaration of human rights (UDHR)	Adopted by the General Assembly on 10 December 1948, it is the primary UN document establishing human rights standards and normalities. All member States have agreed to uphold the UDHR. Although the declaration was intended to be non-binding, through time its various provisions have been upheld by States in a consistent manner and largely codified in binding human rights treaties, thus giving it the status of customary international law, meaning that its provisions are binding upon all States irrespective of signature to other human rights treaties.
Universal design	The design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design. Universal design does not exclude assistive devices for particular groups of people with disabilities where this is needed. For example, the use of Braille for blind people is still needed, although universal design could be employed to make public signs and symbols to accommodate the majority of the population.

Victim assistance

'All aid, relief, comfort and support provided to the victims (including survivors) with the purpose of reducing the immediate and long-term medical and psychological implications of their trauma' (A guide to mine action GICHD, 2003 p93). Individual landmine survivors and their communities require assistance ranging from emergency and continuing medical care; physical rehabilitation, including prostheses and assistive devices; psychological and social support; economic reintegration; and laws and policies designed to eliminate discrimination and equalise opportunities. (A guide to mine action and explosive remnants of war GICHD, 2007 p118).

Young person

Anyone within the 10 to 24 age range. Definitions of what a society considers a child, an adolescent or a young adult vary from culture to culture. Yet the need for reproductive health services begins at a young age. Youth, is a slightly smaller span, covering people aged 15 to 24.

Cover photograph

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