

URBAN SITUATION ANALYSIS GUIDE

Urban Strategy Initiative, 2017



FOREWORD

“Save the Children is often told that its aims are impossible – that there has always been child suffering and there always will be. We know. It’s impossible only if we make it so. It’s impossible only if we refuse to attempt it.”

— Eglantyne Jebb, founder of Save the Children

Increasingly, organisations like Save the Children are working with children in cities and urban centres. Yet we often lack a clear programming framework that supports our work in the urban context. In fact, due to a sector-wide focus on rural development, many organisations struggle to cope with the dynamic and complex nature of urban environments. Effectively engaging an expanded range of stakeholders that includes multiple levels of government, a more dynamic private sector, and a denser presence of non-government organisations can be particularly challenging. Urban development that accrues the benefits of city life to all urban dwellers is not linear, but iterative and complex.

Governments and local authorities in the urban context typically overlook children and other marginalised groups. There is an urgent need for organisations like Save the Children to address this gap, and ensure those in positions of power meet the needs of disadvantaged urban dwellers. Yet designing sustainable and effective programs for urban contexts is challenging because current approaches to urban-specific development remain fragmented.

The 2015 Urban Program Learning Group meeting in Delhi, India, highlighted the need for an *Urban Situation Analysis Guide* to help development practitioners around the world navigate the urban context; a need that was reiterated by Save the Children country office staff during an urban mapping survey in 2016.

The resulting ready-to-use *Urban Situation Analysis Guide* has been designed to help Save the Children staff and their partners assess the urban realities and complexities that directly impact children and their communities.

This document is for development practitioners, assessment teams and researchers – across all organisations and agencies – who require a greater understanding of the socio-political urban context, how it shapes child rights, and how urban policies and governance impact those rights.

A thorough urban situation analysis can contribute to quality, integrated and evidence-based urban programs and approaches, which meet the specific needs of children living in urban environments.

The *Urban Situation Analysis Guide* is supported by the *Urban Situation Analysis Toolkit*, which includes methods for collecting and analysing urban-specific data. Readers should read the *Guide* first, and refer to the *Toolkit* for support. Methods and tools included in the *Toolkit* can be adapted to unique geographical settings, and socio-political and cultural contexts in different cities, towns and other urban environments.

We believe the *Urban Situation Analysis Guide* will encourage discussion on how best to work across different urban themes and geographies. We hope it will highlight the challenges faced by urban boys and girls, and ultimately help development practitioners design appropriate programs that can ensure a better future for children.

Tory Clawson,
Programme and Strategy Coordination Director,
International Program,
Save the Children



ACKNOWLEDGEMENT

Urbanisation is an emerging reality in our world. It poses new challenges for children, while offering new opportunities, and Save the Children's future strategies are expected to have a stronger focus on vulnerable children living in urban centres. There is a need for guidance on conducting effective analysis of children in urban environments with the aim of improving organisational understanding of socio-political and economic complexities, the role of urban governance systems, and the processes under which urban-dwellers are governed.

Save the Children's Urban Leadership Group suggested the development of the *Urban Situation Analysis Guide* and *Urban Situation Analysis Toolkit* to help staff in country offices capture the unique features and characteristics linked to urbanisation – space, density, diversity, mobility – in order to frame urban analysis and program designs.

This guide has been prepared by the **Urban Strategy Initiative** comprised of Justin Mortensen, David Sweeting, Manish Thakre and Manab Ray. Thanks to our senior colleagues at Save the Children International for their valuable insights and guidance, in particular Deanna Duplessis, Tory Clawson, Hagar Russ and Patrick Crump, and to Michelle Bowman at Save the Children India. Special thanks to Sandeep Ghosh who, along with Manish Thakre, spent months to bring this guide to shape. This work would not have been possible without the funding support of Save the Children members (US, India, Italy, Sweden, Switzerland, South Korea, Australia) to the Urban Strategy Initiative.

Manabendranath Ray
Convener – Urban Strategy Initiative

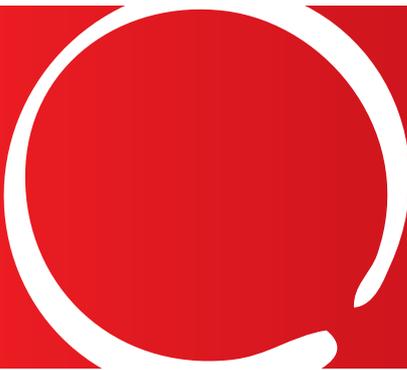


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Key references

Save the Children Child Rights Situation Analysis Guidelines (CRSA Guide)
 Urban Institute, Washington, DC

Guidance on Conducting a Situation Analysis of Children's and Women's Rights – *Taking a rights-based, equity-focused approach to Situation Analysis*, UNICEF, March 2012

Child-led Disaster Risk Reduction – a practical guide, Save the Children

The State of the World's Children, UNICEF 2012

World Urbanization Prospects: The 2014 Revision, Department of Economic and Social Affairs, United Nations

A Guide and Toolkit on Child Rights Programming, Save the Children, Denmark

Guidelines for Concept Note: Stakeholder Analysis, The World Bank

Child Rights Situation Analysis of Urban Vulnerable Children in Bangalore, Chennai and Mumbai, 2013, Save the Children, India

PART 1

ABOUT THE URBAN SITUATION ANALYSIS GUIDE

The world has reached a tipping point where more people live in urban settlements than outside of them. The growth of urbanisation has brought opportunities in the form of economic growth, increased trade and commerce, new industries, and science and technology. But now – although rapid urbanisation has been experienced by developing countries since the industrial revolution – the challenges created by urbanisation are unprecedented in their complexity. These challenges range from climate change and environmental degradation, to extreme inequality, poverty, insecurity and violence.

Today, there are millions of vulnerable people living in thousands of cities and urban environments, of which we know very little. Yet there are few adequate methods that support development practitioners and policy-makers to systematically assess the most vulnerable and at-risk in urban environments. This is particularly relevant for children and young people, with girls and boys facing different risks and opportunities to each other in these environments.

Save the Children understands the need for practical guidance to develop a better sense of the dynamics, diversity and density that shape urban fragility and resilience. Organisations who work with vulnerable and marginalised groups – including non-government organisations, governments and service providers – need an orientation to the urban context. They need to know what to look for and who to talk to determine how urban environments can meet the needs of the most vulnerable, and how urban-dwellers cope with hazards, shocks and stress.

This *Urban Situation Analysis Guide* is designed to help child-focused development agencies understand and build gender-sensitive, equitable and effective evidence on the scale and nature of urban child poverty and inequality, and to deepen the knowledge on how the most vulnerable and deprived urban girls and boys are impacted by their environments.

WHY NOW?



Until recently, most programs designed to change lives have been rural focused. This is changing, and organisations like Save the Children are increasingly working in urban environments. Yet we often lack a clear programming framework under which to support neighborhood-level and city-wide development work. In fact, due to our historic focus on rural areas, we often struggle to cope with the dynamic and complex character of the urban context.



Effectively engaging an expanded range of stakeholders that includes multiple levels of government, a more dynamic private sector, and a denser presence from non-government organisations can be particularly challenging. The most marginalised and vulnerable people, who are often children, are typically overlooked by governments and local authorities.



There is an urgent need to bridge the gap between government and civil society in urban contexts, with a shared goal of addressing the needs of the most marginalised. Also challenging is the chaotic and fragmented urban development efforts under way across much of the world. These characteristics create significant barriers for Save the Children country teams and local partners to program effectively and sustainably in the urban context.



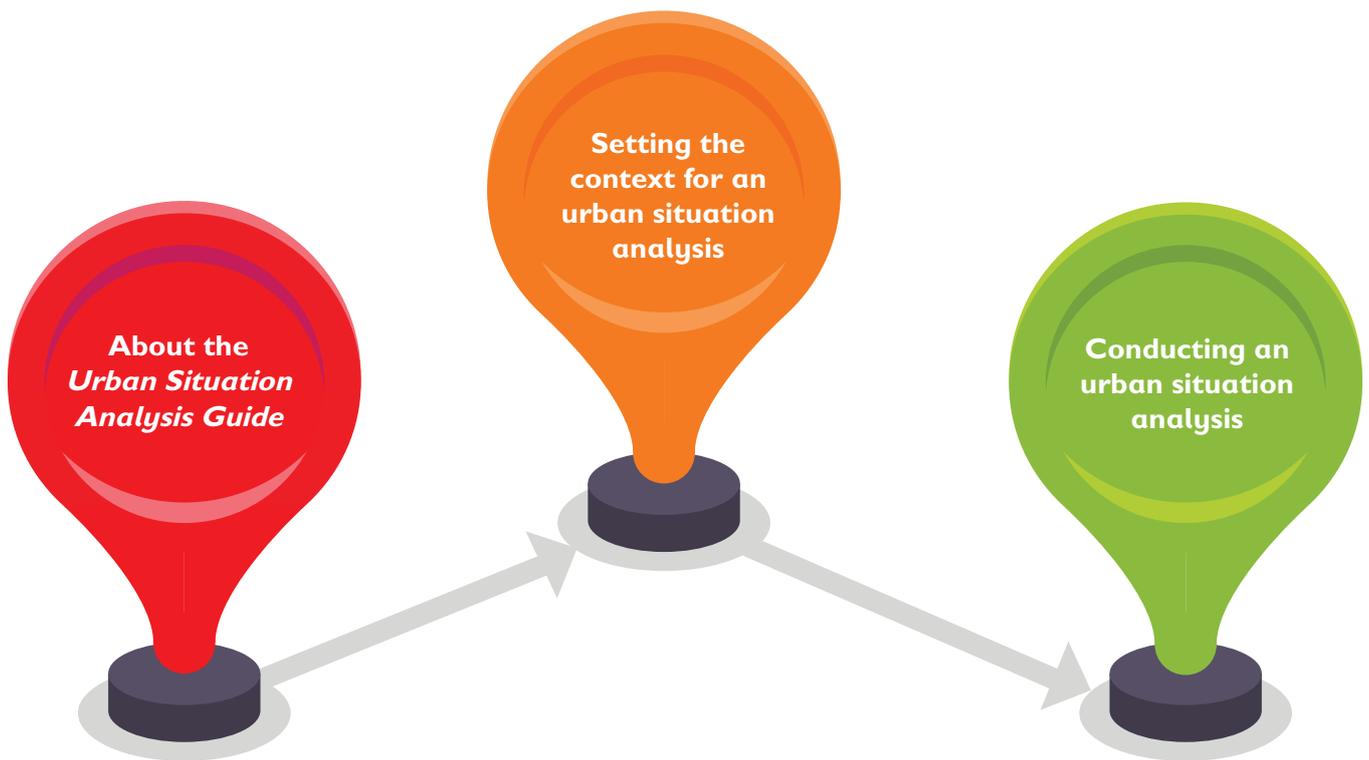
Save the Children's theory of change informs all project and program designs. But it does not easily lend itself to the urban context of overlapping governance structures and diverse service delivery networks. Rather, it is more reflective of systems and institutions in rural contexts.

In response, Save the Children drafted a set of Urban Guiding Principles that reflect Save the Children's understanding of the challenges and opportunities children in urban areas face, as well as the challenges the organisation faces when working in urban contexts. This *Urban Situation Analysis Guide* is the next step in this process. It builds on the *Save the Children's Child Rights Situation Analysis (CRSA) Guide*, and uses The United Nations Convention on the Rights of the Child as the first point of reference for conducting a child rights situation analysis.

For reference to the United Nations Convention on the Rights of the Child, see *Section 2: Child Right Situation Analysis: Key Concepts and Principles in the Save the Children Child Rights Situation Analysis (CRSA) Guidelines* or visit <https://goo.gl/QADyUv>

HOW TO USE THIS GUIDE

The *Urban Situation Analysis Guide* is split into three parts:



1. About the Urban Situation Analysis Guide gives an overview to an urban situation analysis.

2. Setting the context for an urban situation analysis details:

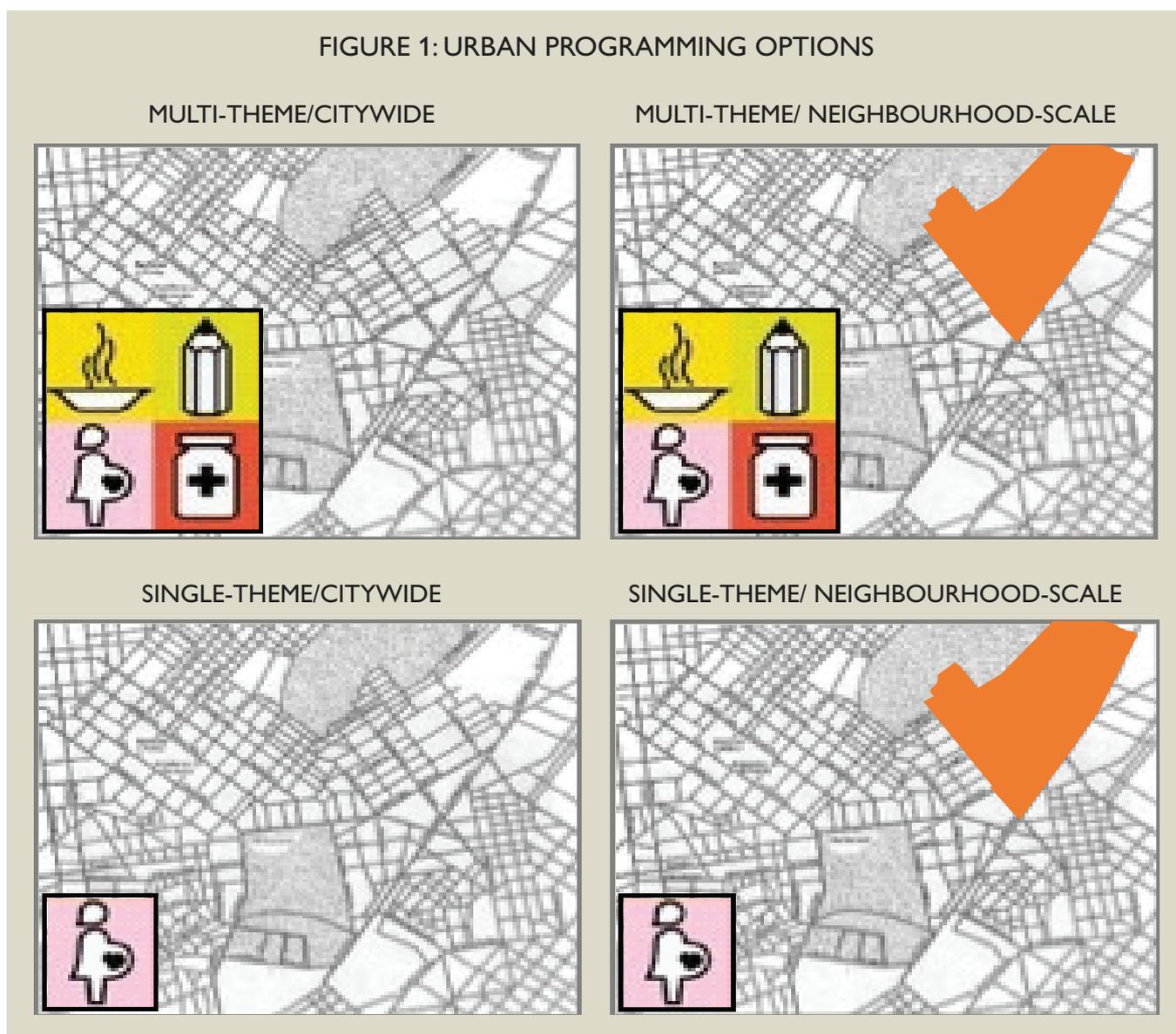
- The rationale for an urban situation analysis.
- Global urbanisation trends and the vulnerability it represents, especially for girls and boys from disadvantaged communities.
- Complexities posed by urban governance structures.
- How understanding the urban political economy is essential for all urban programming.

3. Conducting an urban situation analysis details the steps involved in an urban situation analysis. It includes:

- **STEP 1: Preparation and planning:** How to decide what type of analysis you'd like to undertake, the team, timeline and completion plan.
- **STEP 2: Data collection:** What data to collect, description of tools and protocols to be used to collect them, and how to complete an initial analysis of the data.
- **STEP 3: Urban systems analysis:** Conducting a systematic analysis of the institutional environment, systems, behaviours and practices of key stakeholders, and understanding the power relationships, permissions, incentives and other influencers of change.
- **STEP 4: Prioritisation for urban programming:** Presenting the results from the urban situation analysis to country office program teams, and using these results to prioritise and design a child rights-based program.

OPTIONS FOR URBAN PROGRAMMING

There are four variations for urban programming that can be applied by Save the Children country offices. The below variations are based on geographical coverage and thematic focus. The variation you choose will impact how you use this guide to complete your urban situation analysis.



1. **Multi-theme and city-wide** – the most comprehensive option that looks at as many thematic areas as possible across the entire geographical spread of an urban area.
2. **Multi-theme and neighbourhood-scale** – an intensive review of as many thematic/sectorial areas as possible across a specified sub-city geographic area.
3. **Single-theme and city-wide** – an intensive review of a single thematic area (for example education or health) across the entire geographic spread of a city.
4. **Single-theme and neighbourhood-scale** – an intensive review of a single thematic area (for example education or health) across a specified sub-city geographic area.

Each urban situation analysis will be different. We've identified just main four types – there may be other approaches that better suit your needs that can be adapted to this guide.

We recommend:

1. Country offices with multi-themed programs should consider undertaking all steps in this *Urban Situation Analysis Guide* before finalising their *Urban Situation Analysis Report*.
2. Country offices undertaking a city-wide but single-theme program should do Step 2 and Step 4, unless the urban governance structure within the city limits are separated (especially when large cities are divided into separate municipal corporations and when slum settlements have their own administration), in which case you will need to undertake Step 3 as well.
3. Country offices covering neighbourhood-scale programs on a single theme should stick to undertaking Step 2 and create their urban situation analysis from Step 2 and Step 4 only.

	STEP 1 AND 2	STEP 3	STEP 4
Multi-theme/citywide	✓	✓	✓
Multi-theme/neighbourhood-scale	✓	✓	✓
Single-theme/citywide	✓	✓ (optional)	✓
Single-theme/neighbourhood-scale	✓		✓

WHAT YOU NEED TO KNOW

- The *Urban Situation Analysis Guide* works hand-in-hand with the *Urban Situation Analysis Toolkit*. Read the *Guide* first, and refer to the annexes in the *Toolkit*. The content in the *Toolkit* can be adapted to meet each country context. If you don't already have it, the *Urban Situation Analysis Toolkit* can be found online here: <https://onenet.savethechildren.net/whatwedo/urbanisation/Pages/default.aspx>
- The *Urban Situation Analysis Guide* and accompanying *Urban Situation Analysis Toolkit* are supplements to the *Child Rights Situation Analysis Guidelines (CRSA)* published by Save the Children. You can find this here: <https://goo.gl/QADyUv>
- An *Urban Situation Analysis Report* is not an end in itself. It is merely the collection of relevant information, organised to help practitioners design appropriate evidence-based programs.
- There is no single profile of an 'urban dweller'. To understand and respond to the needs of urban dwellers, careful analysis is required to account for marginalisation that may result from inequalities based on sex, gender, race, class, caste, ability, health status, and other factors.

PART 2

SETTING THE CONTEXT FOR AN URBAN SITUATION ANALYSIS

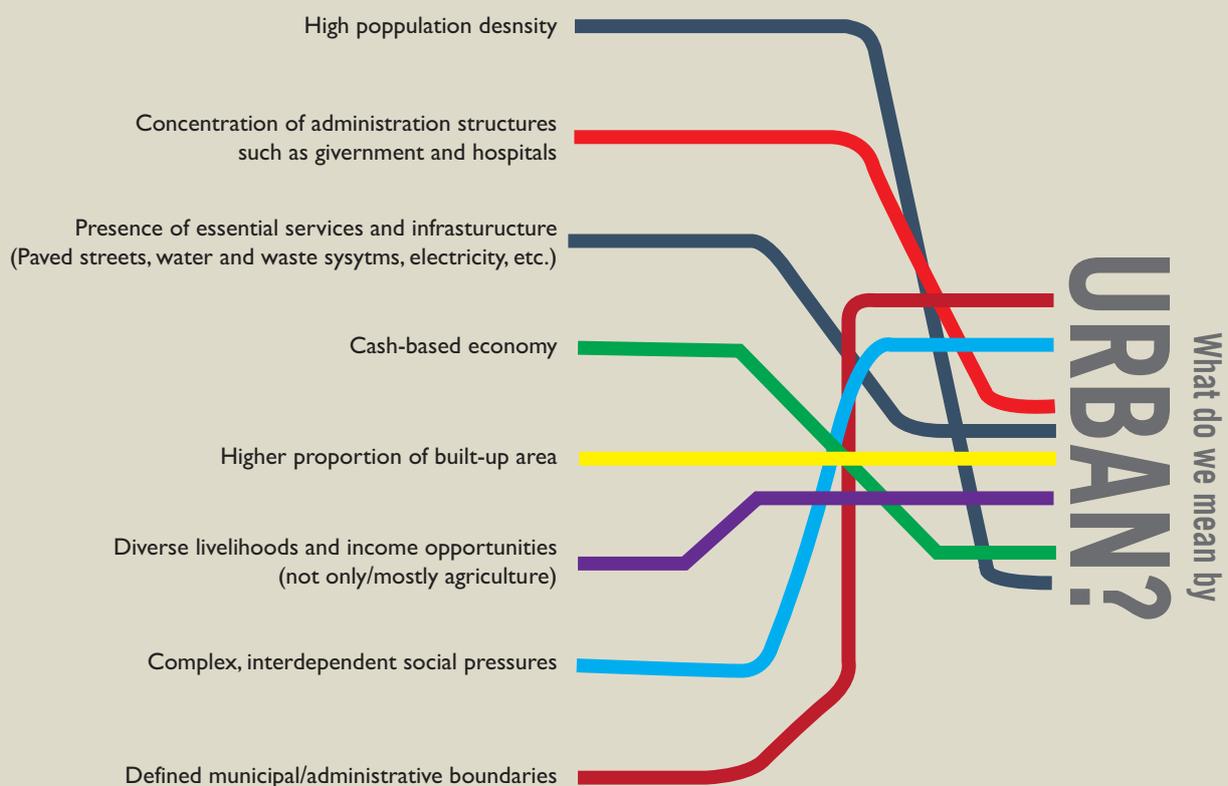


A GUIDE TO URBAN ENVIRONMENTS

WHAT IS 'URBAN'?

“Defining ‘urban’ is not straightforward as there is no consistent definition as to what ‘urban’ means. A study looking at governments in 228 countries found 25 governments had no definition of urban contexts, while six governments defined their entire country as urban” (Campbell, 2016, pg 12).¹ “Whether one area can be considered urban or otherwise will depend on a range of contextual factors. Broadly speaking, urban

FIGURE 2: CHARACTERISTICS OF URBAN AREAS



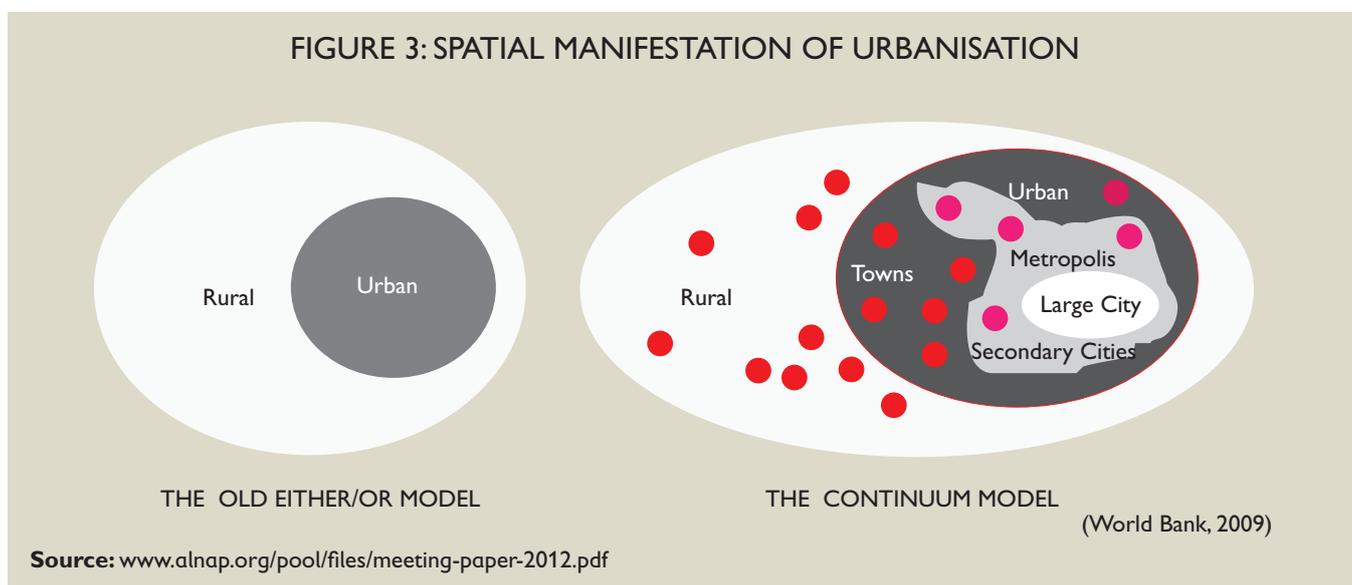
Source: Stepping back: Understanding cities and their systems, Leah Campbell, ALNAP WORKING PAPER, see [alnap-urban-system-stakeholders-2016-web.pdf](https://www.alnap.org/help-library/stepping-back-understanding-cities-and-their-systems)

¹ Campbell, L. (2016) Stepping back: understanding cities and their systems. ALNAP Working Paper. London: ALNAP/ODI. <https://www.alnap.org/help-library/stepping-back-understanding-cities-and-their-systems>.

contexts include those that meet all or most of the following criteria, although some cities fall outside of these” (Campbell, 2016, pg 12).²

Urban contexts come in a variety of shapes and sizes. Their high-density, porous boundaries and propensity for change means it is more useful to think of urban areas as one continuum with fuzzy boundaries” (Campbell, 2016, pg 12).³ One way of conceptualising the difference between urban and rural environments “is to consider the three factors of diversity, density and dynamics. In general, the larger the population centre, the more diverse, dense and dynamic it will be. This is true in terms of population – a mega-city will generally have a more diverse, densely packed and dynamic population than a small town – and also in terms of infrastructure, services and technology (Knox Clarke & Ramalingam, 2012, pg 4).⁴

There is no defined cut-off point between what is ‘rural’ and what is ‘urban’, and there is no level of density or diversity that makes an area urban. “Rather, we should imagine a continuum, from the very rural at one end (small hamlets in the highlands of Ethiopia) to the very urban at the other (mega-cities like Dhaka and their sprawling peripheries) with villages, small towns, regional centres and medium-sized cities in between. We should also recognise that the place of any particular settlement on this continuum will not be a function of its size alone. The degree of diversity, density and dynamics will differ from one large population centre to another (Knox Clarke & Ramalingam, 2012, pg 4).⁵



TRENDS IN GLOBAL URBANISATION

Globally, more people live in urban areas than in rural areas (UN DESA, pg 7)⁶. At the start of the 20th century, only 1 in 10 people lived in urban areas. By 1950, 30% of the world’s population was urban. And by 2014, 54% of the world’s population were recorded as living in urban areas.



The coming decades will bring further profound changes to the size and distribution of the global population (UN DESA, pg 2)⁷. According to the United Nations, 2007 was the first time more

2 Campbell, L. (2016) Stepping back: understanding cities and their systems. ALNAP Working Paper. London:ALNAP/ODI. <https://www.alnap.org/help-library/stepping-back-understanding-cities-and-their-systems>.

3 ibid.

4 Knox Clarke, P. and Ramalingam, B. (2012) Meeting the urban challenge: Adapting humanitarian efforts to an urban world. ALNAP meeting paper. London:ALNAP/ODI <https://www.alnap.org/help-library/meeting-the-urban-challenge-adapting-humanitarian-efforts-to-an-urban-world>

5 ibid

6 United Nations, Department of Economic and Social Affairs, Population Division (2014). World Urbanization Prospects: The 2014 Revision, Highlights (ST/ESA/SER.A/352) <https://esa.un.org/unpd/wup/publications/files/wup2014-highlights.pdf>

7 United Nations, Department of Economic and Social Affairs, Population Division (2014). World Urbanization Prospects: The 2014 Revision, Highlights (ST/ESA/SER.A/352) <https://esa.un.org/unpd/wup/publications/files/wup2014-highlights.pdf>

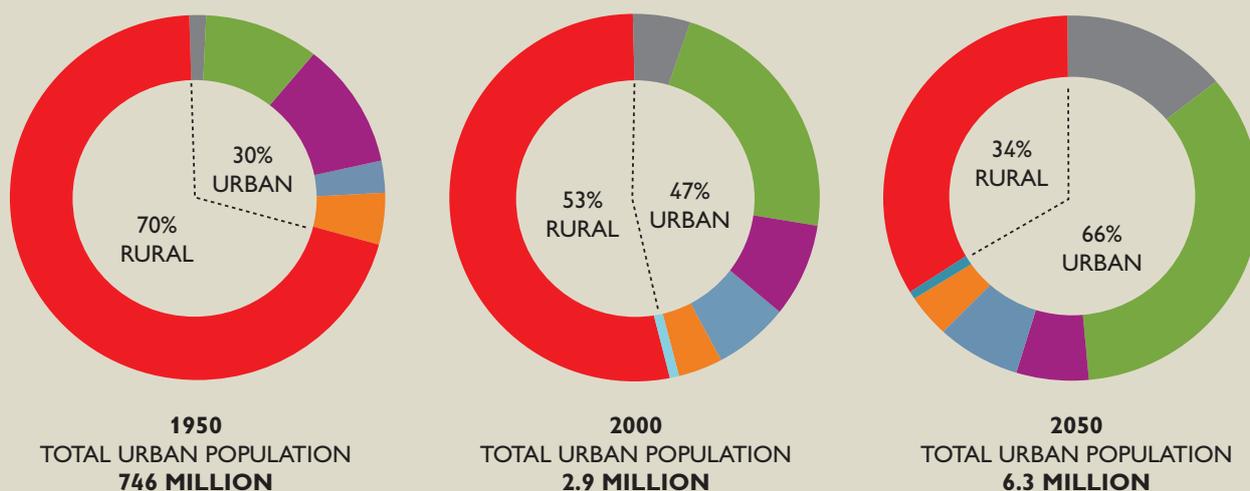
people lived in urban areas than rural areas, with 50% of the global population (3.3 billion people) living in cities. By 2050, the world population is expected to increase by 2.5 billion (to 9.1 billion), while urban populations will swell to 6.4 billion. Urban areas are likely to absorb all expected population growth over the next four decades, with nearly 90% of the population increase concentrated in Africa and Asia (UN DESA, pg 1)⁸.

Today, the most urbanised regions of the world include North America (82% lived in urban areas in 2014), Latin America and the Caribbean (80% live in urban areas) and Europe (73% live in urban areas). In contrast, Africa and Asia remain mostly rural, with 40% and 48% of their respective populations living in urban areas (UN DESA, pg 1)⁹. However, this is changing and Africa and Asia will be the most rapid urbanising areas in the coming years. By 2050, 56% of the population in Africa will be living in urban areas, along with 64% of people in Asia (see Figure 4, below).

The number of mega-cities has nearly tripled since 1990, and by 2030, 41 mega-cities are projected to house at least 10 million inhabitants each. Whereas several decades ago most of the world's largest urban agglomerations were found in more developed regions, today's large cities are concentrated in rapidly urbanising and developing regions (UN DESA, pg 1)¹⁰. The fastest-growing urban centres are secondary cities, with 500,000 to 1 million inhabitants, mostly located in Africa and Asia (UN DESA, pg 1)¹¹.

For a comprehensive list of urban definitions across countries, see Annex 1 in the *Urban Situation Analysis Toolkit*.

FIGURE 4: URBANISATION TRENDS 1950–2050, WITH URBAN POPULATION BY REGION



Over half of the world's population (54 percent) now lives in urban areas. This is projected to increase to 66 percent by 2050. Most of this increase (nearly 90 percent) will be in Africa and Asia.

URBAN POPULATION, BY REGION

- Africa
- Asia
- Europe
- Latin America and the Caribbean
- Northern America
- Oceania

Source: United Nations Department of Economic and Social Affairs, Population Division; World Urbanisation Prospects: The 2014 Revision (New York, 2014).

8 United Nations, Department of Economic and Social Affairs, Population Division (2014). World Urbanization Prospects: The 2014 Revision, Highlights (ST/ESA/SER.A/352) <https://esa.un.org/unpd/wup/publications/files/wup2014-highlights.pdf>
 9 United Nations, Department of Economic and Social Affairs, Population Division (2014). World Urbanization Prospects: The 2014 Revision, Highlights (ST/ESA/SER.A/352) <https://esa.un.org/unpd/wup/publications/files/wup2014-highlights.pdf>
 10 United Nations, Department of Economic and Social Affairs, Population Division (2014). World Urbanization Prospects: The 2014 Revision, Highlights (ST/ESA/SER.A/352) <https://esa.un.org/unpd/wup/publications/files/wup2014-highlights.pdf>
 11 United Nations, Department of Economic and Social Affairs, Population Division (2014). World Urbanization Prospects: The 2014 Revision, Highlights (ST/ESA/SER.A/352) <https://esa.un.org/unpd/wup/publications/files/wup2014-highlights.pdf>

THE IMPACT OF URBANISATION ON CHILDREN

MORE THAN ONE BILLION CHILDREN LIVE IN CITIES AND TOWNS. MANY ARE DENIED ESSENTIALS LIKE ELECTRICITY, CLEAN WATER AND HEALTHCARE.



Cities are important drivers of development and poverty reduction. They often have higher levels of literacy and education, better healthcare, social services and more opportunities for cultural and political participation. But rapid and unplanned urban growth threatens sustainable development when there is no simultaneous infrastructure development, or when policies do not share the benefits of city life equitably with the most marginalised and vulnerable inhabitants. Today, despite the advantages offered in cities and urban centres, one-third of urban residents live in slums in developing countries – that's more than 860 million people.¹²

More than one billion children live in cities and towns and many are denied essentials like electricity, clean water and healthcare – even when they live close to these services.¹³ Many children are forced into dangerous and exploitative work instead of being able to go to school. And many face the constant threat of eviction, even when they live in overcrowded settlements and slums.

Traditionally, when assessing the wellbeing of children, a comparison is drawn between indicators for children in rural areas and those in urban contexts. Urban results tend to be better, but these comparisons rest on aggregate figures and statistical averages that hide the true hardships endured by poorer urban children. One consequence of this is that the most disadvantaged children remain excluded from essential services. Impoverished neighbourhoods are also often excluded from essential services and social protection, especially when population growth puts existing infrastructure and services under strain and urbanisation becomes almost synonymous with slum formation. Worldwide, 1 in 3 urban dwellers live in a slum, and urban slum growth is outpacing urban population growth in some developing regions.¹⁴

Gender equalities also critically impact how children (girls and boys) and women experience urbanisation. The processes of urbanisation commonly bring changes to gender norms and roles, which can have both positive and negative effects.

ADDRESSING THE URBAN CHALLENGE



Many child-focused organisations recognise the need to address child rights in urban environments, and a coordinated global effort to address the urban challenge is underway. According to *The State of the World's Children 2012* report from UNICEF:

*Cities are not homogeneous. Within them, and particularly within the rapidly growing cities of low- and middle-income countries, reside millions of children who face similar, and sometimes worse, exclusion and deprivation than children living in rural areas.*¹⁵

12 *Save the Children State of the World's Mothers Report, 2015*, http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/SOWM_2015.PDF

13 *The State of the World's Children, 2012*, UNICEF

14 UN-Habitat (2003) *The Challenge of Slums: Global Report on Human Settlements 2003*, Earthscan, London.

15 http://www.unicef.org/sowc/files/SOWC_2012-Main_Report_EN_21Dec2011.pdf

The United Nations, its members and other stakeholders have drawn up a New Urban Agenda;¹⁶ a framework that lays out how cities should be planned and managed so that urbanisation can be sustainable. Save the Children and other child-focused organisations have contributed to this work, ensuring it aligns with the needs and rights of children living in urban centres. The implementation of the New Urban Agenda specifically supports Sustainable Development Goal 11 – which aims to make cities and human settlements inclusive, safe, resilient and sustainable.

The 2030 Agenda for Sustainable Development also links gender equality and urban sustainable development. Sustainable Development Goal 11 works hand-in-hand with Sustainable Development Goal 5 on Gender Equality. Essentially, inclusive, safe, resilient and sustainable cities “cannot be accomplished without addressing safe, inclusive and affordable housing, transportation, public spaces and public services for women and girls.”¹⁷

FOUR DRIVERS THAT IMPACT CHILD RIGHTS

In *The State of the World’s Children 2012: Children in an urban world*, UNICEF attributes child vulnerability in urban contexts to four drivers: migration, economic shocks, crime and violence, and disaster risk. These four factors influence why children move to urban environments, and how they survive there.

<p>MIGRATION</p> 	<p>60% of refugees and 80% of internally displaced persons live in urban areas.¹⁸</p>	<p>Worldwide, nearly 28 million children have been forcibly displaced (UNICEF, pg.18).¹⁹</p>
<p>ECONOMIC SHOCKS</p> 	<p>19.5% of children in developing countries are estimated to live on less than \$1.90 a day (UNICEF & WBG, pg 3).²⁰</p>	<p>More than 30% of city residents in South Asia and nearly 60% in sub-Saharan Africa live in slums (GFDRR & WBG, pg 15).²³</p>
	<p>In Bangladesh and India, more than half of poor urban children are stunted, compared to 20% or less of the wealthiest children (Save the Children, pg 7).²¹</p>	<p>152 million children are trapped in child labour, out of which 73 million children are doing hazardous work (ILO).²⁴</p>
	<p>Globally, 385 million children were living in extremely poor households in 2013 (UNICEF & WBG, pg, 3).²²</p>	<p>In Cambodia and Rwanda, children born into the poorest 20% of urban households are almost five times as likely to die by age five as children born into the richest 20% (Save the Children, pg 7).²⁵</p>

16 <http://habitat3.org/the-new-urban-agenda>

17 <http://www.unwomen.org/en/news/stories/2016/10/putting-gender-equality-at-the-heart-of-the-new-urban-agenda#notes>

18 <https://www.pps.org/blog/8-reasons-place-should-matter-to-humanitarians/>

19 UNICEF, *Uprooted: The Growing Crisis for Refugee and Migrant Children*, New York: 2016. <https://www.unicef.org/videoaudio/PDFs/Uprooted.pdf>

20 World Bank and UNICEF, *Ending Extreme Poverty: A Focus on Children*, 2016. https://www.unicef.org/publications/files/Ending_Extreme_Poverty_A_Focus_on_Children_Oct_2016.pdf.

21 Save the Children, *The Urban Disadvantage: The State of World’s Mothers 2015*. http://www.barnaheill.is/media/PDF/SOWM_2015_INT_Asia_Executive_Summary_lowres.pdf

22 World Bank and UNICEF, *Ending Extreme Poverty: A Focus on Children*, 2016. https://www.unicef.org/publications/files/Ending_Extreme_Poverty_A_Focus_on_Children_Oct_2016.pdf

23 “World Bank Group. 2016. *Investing in Urban Resilience: Protecting and Promoting Development in a Changing World*. World Bank, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/25219> License: CC BY 3.0 IGO.

24 International Labour Organisation, *Child Labour*, <http://www.ilo.org/global/topics/child-labour/lang--en/index.htm>

25 Save the Children, *The Urban Disadvantage: The State of World’s Mothers 2015*. http://www.barnaheill.is/media/PDF/SOWM_2015_INT_Asia_Executive_Summary_lowres.pdf

<p>CRIME AND VIOLENCE</p> 	<p>About 20% of Afghan girls aged 15–19 are married or living in union. Afghanistan’s legal age of marriage is 16 years old for girls and 18 years old for boys, but there is limited enforcement of this law (Save the Children, pg 15).²⁶</p>	<p>In 2015 alone, more than 75,000 boys and girls under the age of 20 were murdered – 59% were adolescents aged 15–19 (Save the Children, pg 22).²⁷</p>
<p>DISASTER RISK</p> 	<p>1 in 4 of world’s school-aged children live in countries affected by crises.²⁸</p>	<p>Global average annual losses from disasters in the urban environment are now estimated at USD \$314 billion, and could increase to USD \$415 billion by 2030 due to investment requirements in urban infrastructure (GFDRR & WBG, pg 14).²⁹</p>
<p>OTHERS</p> 	<p>More than one-third of children in urban areas are unregistered at birth.³⁰</p>	<p>30–60% of urban dwellers in developing parts of Asia live without the secure land tenure that can protect them from eviction.³²</p>
	<p>In Haiti, Jordan and Tanzania, under-five mortality rates are higher in urban areas.³¹</p>	

26 Save the Children, Stolen Childhoods: End of Childhood Report 2017. <https://www.savethechildren.in/sci-in/files/d1/d14f6726-6bca-431c-9529-ce3b316ea136.pdf>

27 *ibid.*

28 https://www.plan.org.au/~media/plan/documents/reports/curf_brochure2016v8.pdf

29 “World Bank Group. 2016. Investing in Urban Resilience: Protecting and Promoting Development in a Changing World. World Bank, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/25219> License: CC BY 3.0 IGO

30 https://www.plan.org.au/~media/plan/documents/reports/curf_brochure2016v8.pdf

31 https://resourcecentre.savethechildren.net/sites/default/files/documents/sowm_2015.pdf

32 https://www.plan.org.au/~media/plan/documents/reports/curf_brochure2016v8.pdf

COMPLEXITIES OF URBAN GOVERNANCE

GOVERNANCE IN URBAN CENTRES



One of the key differences between rural and urban governance, is the multitude of actors and stakeholders that define urban geography. It's complex and often messy, and you must understand the influence and importance of governance to understand how to improve urban development. Poor governance has been commonly identified as the greatest barrier to urban development.³³ Weak or absent relationships between government and citizens is at the root of urban poverty.

Cities and local governments are primarily responsible for ensuring the equal rights of all children.³⁴ Yet on their own, local governments cannot always function effectively – they need to operate in collaboration with higher levels of government. In their decision-making, they also need to interact with civil society and the private sector to ensure basic social needs are met.

Long-term and effective solutions to urban poverty are anchored in the promotion of good and equitable governance. This means we need to promote genuine collaboration and accountability between urban stakeholders with equitable representation from diverse groups that include women and girls, and with the processes ideally led by the municipality or city government.³⁵

This chapter gives a brief introduction to the complex and decentralised nature of urban governance, and the importance of working with local governance in urban areas.³⁶

Why understanding decentralisation frameworks is important

The decentralised framework is the legal framework that assigns responsibility for urban issues to different levels of government.

To effectively conduct an urban situation analysis, you have to understand the complex nature and decentralised framework in each specific context, and where duty bearers sit within the framework.

This framework is relatively straightforward in rural contexts. But urban frameworks are more complex, especially in capital cities where stakeholders may include local and national government officials. Understanding how the institutional landscape differs from rural to urban contexts will give practitioners insight into the responsibility of urban local government officials.

Decentralisation and local urban governance

It is increasingly rare that urban centres are governed by national or regional governments alone. For this reason, it is important to understand how a nation's legal system assigns formal responsibility to local urban governments for things like service delivery, urban planning and public safety. Responsibilities of local urban governments differ dramatically between countries, and each unique context must be understood before any development program is applied.

For example, if organisations like Save the Children want to improve public education in an informal urban area, such as a slum, it is important to know who is formally responsible for education services in the area, what resources they have access to, and what motivates them to act or remain passive.

33 *Urban Poverty: What CARE is doing about it*, June 2006, CARE International; *Urban Poverty and Development in the 21st Century*, July 2006, Oxfam Great Britain.

34 Bartlett, S, Hart, R, Satterthwaite, D, de la Barra X, and Missair, A. (1999) *Cities for Children: Children's Rights, Poverty and Urban Management*, London: Earthscan Publications for UNICEF, pp. 305.

35 UN-HABITAT, *Participatory Urban Governance*, 2000.

36 For more information on understanding decentralisation systems, visit www.localpublicsector.org for assessment toolkits, along with instruction manuals and guidance.

HOW NATIONAL DECENTRALISATION FRAMEWORKS OPERATE

National decentralisation frameworks typically come under three definitions – devolution, de-concentration and delegation.

Devolution	De-concentration	Delegation
<p>Devolution means the legal transfer of authority over a governance activity from one level of government to a lower level of government, usually a corporate body that can sue, be sued, own property, and otherwise act independently.</p> <p>Devolved governments typically have their own executive and legislative bodies, their own operating and development budgets, and broad political authority within their jurisdiction.</p>	<p>De-concentration means the legal transfer of authority over a governance activity from one level of government to a subordinate body of that same level of government.</p> <p>The subordinate body does not operate independently of the higher level of government, and typically does not have control over its own budget.</p> <p>De-concentrated bodies receive their budgets from higher levels of government, and are directly accountable to regional or national bodies, rather than to the citizens of their service jurisdictions.</p>	<p>A third type of decentralisation is <i>delegation</i>. Delegation is not often adopted as a wide national decentralisation approach, but it can play important roles in urban service delivery.</p> <p>Delegation is the legal assignment of functional responsibility to semi-autonomous entities, which are ultimately accountable to higher levels of government.</p> <p>The semi-autonomous entities may have substantial control over the governance activity (typically some form of service delivery).</p>
<p><i>Kenya's new "county" governments are an example of devolved governments.</i></p>	<p><i>Uganda's education system is an example of de-concentration. Schools are administered by local offices of the national ministry of education, rather than by the education offices of local governments.</i></p>	<p><i>An example of delegation is the assignment of water service provision to a regional or national water board, which in turn monitors and regulates several local water utilities.</i></p>

WORKING WITH DECENTRALISED GOVERNANCE



Understanding how different issues are prioritised by different stakeholders can provide valuable contextual information about who is most likely to partner with Save the Children. For example, if urban sanitation is delegated to a semi-autonomous utility in Maputo, Mozambique, talking to the Office of the Mayor about improving latrine access in informal urban areas may be fruitless because that office has no authority over the problem or responsibility for the solution. Similarly, talking to a local education officer about the quality of schools in Freetown, Sierra Leone is not helpful when teachers are managed by central government administrators.

While a law may be in place about who is responsible for a function like urban transportation or primary education, implementation may not always match the law. To program effectively, development practitioners should understand the legal framework for the public sector and the realities of the local implementation of that framework. In an urban situation analysis, inconsistencies should be probed during stakeholder interviews and discussion groups.

Table 1, gives a hypothetical example of a decentralisation matrix for primary healthcare in a country with three levels of government: national, provincial/regional and devolved local government. It demonstrates the plurality of administrative structures and responsibilities, which development practitioners need to understand.

TABLE 1: EXAMPLE DECENTRALISATION MATRIX FOR PRIMARY HEALTHCARE

Level of government	Type of government	Political control	Administrative control	Fiscal control
Central	National Ministry (Health)	Moderate (National Ministry of Health has no direct political authority, but sets general priorities)	High (National Ministry of Health hires, posts, and sets salaries for all healthcare workers)	Moderate (National Ministry of Health retains full control over healthcare worker salaries)
Provincial	De-concentrated (Subordinate to national government, receives budget from national Ministry of Health)	Low (Provincial office of Ministry of Health has no control over health policy at the local level, has no political authority)	High (Provincial office of Ministry of Health is responsible for direct supervision of local healthcare workers)	Low (Provincial office of Ministry of Health does not make substantive decisions about healthcare expenditures)
City/District	Devolved (Sets its own budgets, though with limited resources; fully responsible for service delivery within its jurisdiction)	High (Local legislature and executive are both directly elected, and have substantial control over health policy and goals)	Low (Local health workers are central government employees, and report directly to provincial health administrators)	Moderate (Local government receives national transfers to pay for new clinics, drugs, and other supplies – but not salaries of healthcare workers)

PERMISSION, RESOURCES AND INCENTIVES

Understanding permission, resources and incentives, and their importance, will help development practitioners unpack the complexity of urban governance systems and identify various departments in a typical urban environment. These systems are not only responsible for providing basic infrastructure and services but they also have a duty to envision future projects to make urban areas equitably liveable, safe, progressive and attractive for inhabitants. It's important to understand the roles and responsibilities of key stakeholders and decision-makers, the availability and type of person-power, the availability of funds, and who has the most power to shape the development of a city. It's also critical to consider who is excluded from decision-making.



Permission: *In the context of an urban situation analysis, permission means whether a stakeholder can take action on some element of a challenge or opportunity, or whether they are constrained by law, social norms, or by the actions of another stakeholder.*

There are two types of permission: formal and informal. How they affect the decision-making of the stakeholder is discussed below, with examples from Bangladesh and Kenya.

Formal permission is established by laws and regulations. In Bangladesh, the Ministry of Primary and Mass Education has an officer at the Dhaka North City Corporation. That officer has permission to make certain decisions about primary schools in Dhaka North. The officer does *not* have permission to make decisions about secondary schools in Dhaka North, or about primary schools outside Dhaka North. It may also be that the Dhaka North Primary Education Officer has permission to make decisions about school maintenance in her jurisdiction, but not about where new schools are located – a function that is assigned to a higher-level official in the Ministry of Primary and Mass Education.

Informal permission sits outside of laws and regulations. In Kenya, although the law says the local government of the urban area is responsible for purchasing healthcare equipment for clinics and hospitals, the national Ministry of Health has signed a purchasing contract with specific equipment providers, and the local health office does not have the power to make any meaningful decisions about health equipment. This is despite the 2010 constitution stating which level of government has power to make service delivery decisions. The Ministry of Health is powerful enough to effectively delay implementation of the law.

Think of permission as the boundaries around what a specific stakeholder is allowed to do, either by law or by the informal arrangements in the urban area.

Resources: *Resource constraints are shortages of money, qualified staff and reliable information that every organisation confronts from time to time.*

Financial resource constraints may be the most typical constraint – the stakeholder who has permission to address a challenge may not have enough money to do so in practice. For example, local government might be fully aware that its slum areas lack clean water, and the engineering department may be responsible for providing water to those areas. However, they may simply be under-budgeted for that task.

Stakeholders can also face human resource constraints in the form of staff shortages, or a shortage of trained and competent staff. Additionally, information resource constraints are very common in urban areas in the developing world, and it's rare to find a city with detailed, accurate data on service delivery gaps across its jurisdiction, especially in poorer, informal areas.

Incentives: *Incentive constraints are the elements that motivate a stakeholder to act in one way or another.*

If a stakeholder has *permission* and the *resources* to take action on a problem, what incentives motivate a stakeholder to take that action? Examples of how incentive affects decisions can often be found in the budget for the local government of an urban area. These can sometimes be obtained online or directly from a local urban government department. It's not unusual to find poorer neighbourhoods with complicated land tenure and weak service delivery are not allocated the resources needed to solve the problems they face. This can be because local politicians who allocate the budgets are influenced by incentives, such as political support, pressure from higher levels of government and international donors.

For an in-depth understanding of the decision-making process related to urban contexts, especially on the issue of permission, resources and incentives, and choosing the right implementation partners, see A Political Economy Framework for the Urban Data Revolution, by Ben Edwards, Solomon Greene and G. Thomas Kingsley at http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2016.04.26_Political_Economy_of_the_Urban_Data_Revolution_FINAL.pdf

PART 3

CONDUCTING AN URBAN SITUATION ANALYSIS

STEP 1: PLANNING AND PREPARATION

THE PROCESS FLOW

The *Urban Situation Analysis Guide* follows a process of four steps. Each step details tools and approaches, which country office staff can opt to apply. There is no single application of an urban situation analysis design. Country teams are free to develop their own format provided the general steps in this guide are followed.

Ongoing gender analysis is imperative to define what urban poverty looks like, what rights violations are occurring and what the diverse impacts are on all children, including girls and boys. It is essential within each stage of analysis below that all data be disaggregated by sex, and that care is given to ensure analysis of the different issues, concerns and access considerations that may exist for girls and for boys.

REGARDLESS

If you choose all or part of the tools, it's important you follow the process outlined in Section 3: Data Gathering Sequence and Process: *Overview of CRSA sequence* in the Save the Children CRSA Guidelines.

EXAMPLE

Here is a process flow, which can be used to form the outline of any urban situation analysis. This example was developed for slum areas in India.

TABLE 2: SEQUENCE OF ACTIONS FOR DEVELOPING AN URBAN SITUATION ANALYSIS

Stages	Objective	Process	Time
1	Define urban poverty and rights violations in your urban area and the impact on girls and boys.	<p>Define urban poverty in your focus urban area. Look at the number of poor families, number of children in slums (# of girls and # of boys), girls and boys living on streets, number of slums, location of slums, and so on. Highlight the basic infrastructure and services available in these locations.</p> <p>Consider whether girls or boys are facing specific barriers to accessing existing infrastructure and services, and whether girls or boys are facing unique rights violations in the urban context.</p> <p>This analysis will help you understand the situation of girls and boys living in slums, and their issues and concerns around access to basic infrastructure and services. Desk research and a visit to city administration and local government offices will help gather information for this stage.</p>	1.5 weeks
2	Profile vulnerable pockets within urban areas	<p>Identify slums and squatter settlements deprived of basic services, and with minimal non-government organisations in the area, in consultation with duty bearers and development partners (including local organisations working on child rights issues and donors). Ensure equitable participation by female and male stakeholders.</p> <p>Identify vulnerable groups and their specific needs and issues from reports and secondary data provided by duty bearers and development partners, and through detailed discussions with these stakeholders. While this information will be often anecdotal, it is based on the extensive experience of those people working on the ground. Here, it is essential to look at the diverse and unique needs of women and girls, and men and boys, within identified vulnerable groups.</p>	3 weeks
3	Triangulation data verification	<p>Conduct field visits and site profiles (area, population, basic infrastructure and services, education level, morbidity cases, age, sex, etc.).</p> <p>Conduct focus group discussions with girls and boys who have been identified in consultation with local organisations and caregivers. Talk to children in your specific urban area and surrounding areas to capture the big-picture issues surrounding child rights violations and mitigation in the region. Capture the different rights violations as experienced by girls and boys.</p>	2.5 weeks
4	Problem analysis and interpretation of results	<p>Identify gaps, issues and concerns experienced by women and girls, boys and men based on a data problem analysis (<i>covered further on in this guide on page no 37</i>) and triangulation data verification. Use this information to create a framework for the way forward.</p> <p>Here, priority should be given to closing gaps which may exist from inequalities, including deprivations which relate to inequality based on sex, gender, ability, health status, class, caste, etc.</p>	4 weeks
5	Finalise priorities and create an action plan	Conduct workshops and consult with experts to finalise a program approach.	1 week



CHOOSING THE RIGHT TEAM

The team conducting your urban situation analysis should comprise of members from more than one thematic area within the country office and ideally include representation from cross-thematic areas, even if you choose a single-theme analysis. This brings different thematic perspectives to the analysis, and staff from other teams will bring knowledge of the local government framework, city politics, an understanding of how specific thematic issues may impact other childhood indicators, and experience working directly with local partners. Thematic areas could include: education, child protection and health, disaster risk reduction or climate change adaptation.

Identify an Analysis Team Leader who will be responsible for planning, implementation and the final product. They will need to consider staff availability, resources and timeframes when deciding the level and scope of the urban situation analysis. All team members should be comfortable conducting interviews, taking notes and performing background research. At least one team member should have strong writing skills.

Ideally, at least one team member should have experience with gender analysis, and be familiar with Save the Children gender analysis tools and approaches, to support in ensuring tools and approaches are gender-sensitive at minimum and enable robust gender analysis of the urban setting.

It is also important to have diversity within your analysis team. Having an equitable balance of female and male team members brings a diversity of experience and ideas to the table, as well as support in creating gender-safe spaces where female facilitators work with women and girls and male facilitators with men and boys during research.

Teams often work with different partners who have different knowledge and experience. Bringing in partners as consultants to share their knowledge from the start, or during different steps, ensures you are gathering data from enough perspectives to reduce the impact of existing institutional and cognitive bias. Additionally, some Save the Children country offices won't have the resources to complete an urban situation analysis alone. Experienced consultants can be engaged as integral members of the team. To help you know when this might be needed, see four types of likely urban situation analysis in Table 3.

TIMELINE AND WORK PLANS

TABLE 3: SUGGESTED TEAM COMPOSITION, TIME AND ACTIVITIES

	Suggested team makeup	Suggested length of analysis period	Predominant data collection type
Multi-theme/ city-wide	Two team members from each thematic and cross-thematic group. One to two team members from the thematic and cross-thematic groups with experience in the targeted urban area. One or two external consultants with experience in on-ground implementation of government programs in the urban area.	10–12 weeks, with part-time commitment from team members but full time commitment from consultants.	Extensive desk research; spatial analysis; gender-responsive child budgeting; interviews and gender-sensitive stakeholder analysis with government counterparts, active local organisations and local government representatives; discussions and workshops with development partners and donors.
Multi-theme/ neighbourhood-scale	One team member from each thematic and cross-thematic group. One to two local partner representatives with experience in the targeted neighbourhood(s).	8–10 weeks, with full-time commitment from team members.	Small sample exploratory surveys; review of surveys; site visits for rapid appraisals through focus group discussions; interviews with local partners and local officials/politicians to construct a gender-sensitive stakeholder analysis.

	Suggested team makeup	Suggested length of analysis period	Predominant data collection type
Single-theme/ city-wide	<p>Two to three team members from each thematic and cross-thematic group.</p> <p>One to two team members from a different thematic and cross-thematic group with experience working in the urban area.</p> <p>One external consultant with experience in on-ground implementation of government programs in the urban area.</p>	6–8 weeks, with part-time commitment from team members and the consultant.	Desk research; spatial analysis; gender-responsive child budgeting; interviews with government counterparts, active local organisations and local government representatives; discussions and workshops with development partners and donors.
Single-theme/ neighbourhood-scale	<p>One to two team members from each thematic and cross-thematic group.</p> <p>One team member from a different thematic and cross-thematic group with experience working in the targeted neighbourhood.</p>	6–8 weeks, with full-time commitment from team members.	Open-ended question surveys; review of surveys; site visits for rapid appraisals through focus group discussions with females and males; interviews with local partners and local officials/politicians to construct a gender-sensitive stakeholder analysis.

STEP 2: DATA COLLECTION

One of the most important activities the urban situation analysis team will undertake is collecting data on the diverse challenges and opportunities girls and boys face in the chosen urban area. This will lay the foundation for most of the situation analysis.

This is a critical phase because the complex layers of roles, responsibilities and jurisdictions in an urban domain, along with a lack of research, means there is not enough disaggregated data that can be directly applied by development practitioners.

Gathering information from primary and secondary sources involves some or all of the following:

1. Vulnerability mapping (such as slums and squatter settlements) within cities and urban areas.
2. Constructing a gender-sensitive stakeholder analysis.
3. Collecting secondary data.
4. Closing data gaps through primary data collection ensuring equitable representation of women and girls, boys and men:
 - In-depth interviews with key informants (duty bearers and development partners).
 - Focus group discussions with caregivers and children.
 - Open-ended question surveys.



VULNERABILITY MAPPING

The first step in vulnerability mapping is to demarcate the geographic area where the analysis is to take place. If the program focus is city-wide, then demarcation is not necessary but if the area of interest is a particular location or locations within an urban area, then you need to map where the vulnerable populations live.

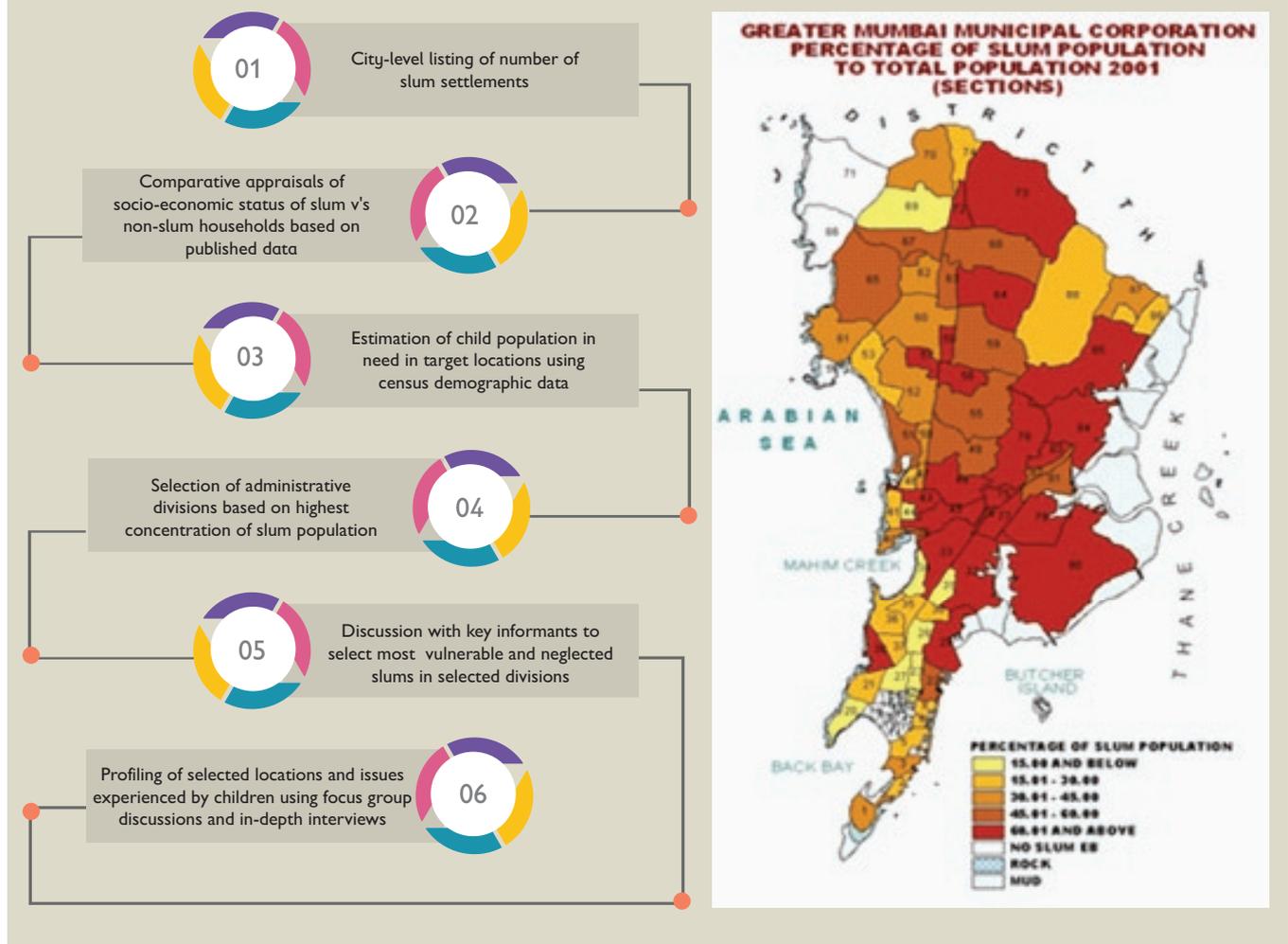
EXAMPLE

If targeting a cluster of slums, a demarcation of vulnerable locations could reveal slums to be in the city centre, on the city periphery or along railway lines and drainage systems that pass through the city limits. Identifying these locations and profiling their characteristics and occupants is important because:

- Localising interventions to target the most vulnerable girls and boys requires a clear mapping of where children, their caregivers and duty bearers are found.
- Slum locations and their characteristics will be needed for a rudimentary sampling exercise during triangulation data verification (on-ground verification).

Vulnerability mapping should be done with help of local non-government organisations working in the area, as well as duty bearers and development partners who are familiar with the city.

FIGURE 5: EXAMPLE SELECTION OF VULNERABLE LOCATIONS IN MUMBAI, INDIA



During vulnerability mapping, consider:

1. Where girls and boys are living in the most difficult conditions.
2. The most vulnerable pockets with the selected area. This can be based on indicators like equitable child access to infrastructure and services – water, sanitation, sewerage, health, education, drainage, roads, transportation, waste, housing. It could also be based on socio-economic indicators, such as poverty, migration and marginalised groups, or health indicators like disease and malnutrition. Consider indicators that include gender inequalities such as rates of sexual and gender-based violence and gaps in access to services for girls.
3. The concentration of vulnerable girls and boys in selected urban areas. This could be based on street children, child labour, child marriage, violence and gender-based violence, children living with disabilities, substance abuse and school drop-outs. Your selection criteria will be completely dependent on the availability of secondary data.

Vulnerability mapping is both spatial and thematic – both are critical tools for understanding and navigating urban space. Maps provide a visual guide to the physical and administrative structure of a city, but can also be used to visualise social and economic networks. Spatial maps (and map data) produced by public or private organisations should be gathered during secondary data review. These maps and their associated data can show vital pre-crisis information, particularly for issues such as population density, formal and informal areas, administrative divisions, residential and commercial zones, ethnicity and religion, and even patterns of livelihoods and vulnerability.

For examples of the demarcation of vulnerable locations and how data can be presented, see Annex 2 in the *Urban Situation Analysis Toolkit*.

STAKEHOLDER ANALYSIS: EXPLORING A PROGRAM GEOGRAPHY

Unlike rural communities, in any city, city slum or urban community, there are always individuals, civil society organisations, local government cells and influential groups that co-exist and interact through a complex web of actions and reactions, not all of which are beneficial to the core constituency. This complex layering often hampers decision-making, delays projects, diverts attention from core issues, and can determine the outcome of urban programming.

An urban situation analysis must identify all key stakeholders and spell out, in clear terms, their role and influence so the program team can make informed decisions. Stakeholders are people or organisations who:

- (a) are affected by the project or
- (b) could impact the project.

Stakeholder analysis is the identification of a project's key stakeholders, an assessment of their interests in the project and the ways these interests affect a project. Stakeholder analysis must be gender sensitive and identify the different needs, abilities and opportunities experienced by women and girls, boys and men. In the urban programming context, this is an extremely important micro-level analysis, which will help you clearly identify:

- which individuals or organisations to include in your program (although this could evolve during project design and implementation);
- what roles they should play and at which stage;
- who to build and nurture relationships with; and
- who to inform and consult about the project.

Four major attributes are important for any stakeholder analysis.

1. Stakeholders' position on the area/issue where the project will take place.
2. Level of influence (power) they hold.
3. Level of interest they have in the specific project.
4. Their affiliations to local groups and organisations.

These attributes are identified through various data-collection methods, including interviews with country experts knowledgeable about stakeholders, or with the stakeholders directly. There are many ways of preparing a stakeholder analysis.

EXERCISE

In a group, consider children, their caregivers and external stakeholders, and complete four boxes (A, B, C and D, see Figure 6, below) based on stakeholders you judge to be high or low priority. Prioritise which stakeholders are most important to consider and involve in your project design.

Start by brainstorming a list of stakeholders. Then, draw up two axis. The X axis is the degree of influence your stakeholder has, from high to low. The Y axis is the degree of importance your stakeholder has from high to low. Position each stakeholder at the appropriate point.

For this exercise, importance refers to the degree to which a stakeholder will lose or gain from the project. Influence refers to the ability of a stakeholder to affect project success.

FIGURE 6: ILLUSTRATION OF A STAKEHOLDER ANALYSIS MATRIX³⁷

		DEGREE OF INFLUENCE	
		High influence	Low influence
DEGREE OF IMPORTANCE	High importance	<p>Box A</p> <p>Female and male stakeholders who stand to lose or gain significantly from the project AND whose actions can affect the project's ability to meet its objectives. The project needs to ensure its interests are fully and equitably represented by those people they are working with. Overall impact of the project will require good relationships to be developed with these stakeholders.</p>	<p>Box B</p> <p>Female and male stakeholders who stand to lose or gain significantly from the project BUT whose actions cannot affect the project's ability to meet its objectives.</p>
	Low importance	<p>Box C</p> <p>Female and male stakeholders whose actions can affect the project's ability to meet its objectives BUT who do not stand to lose or gain much from the project. They may be a source of risk, and you will need to explore means of monitoring and managing that risk.</p>	<p>Box D</p> <p>Female and male stakeholders who do not stand to lose or gain much from the project AND whose actions cannot affect the project's ability to meet its objectives. They may require limited monitoring or informing of progress but are of low priority. They are unlikely to be the subject of project activities or involved in project management.</p>

³⁷ <http://www1.worldbank.org/publicsector/politicaleconomy/November3Seminar/Stakeholder%20Readings/CPHP%20Stakeholder%20Analysis%20Note.pdf>

- Those you have positioned in Box D are not key stakeholders and you can effectively ignore this group in project design and implementation.
- Those in Box A are the most important stakeholders and their diverse interests should be equitably represented in your program. You should also ensure the interests of the strongest stakeholders in Box B are equitably represented on the program.
- You will probably want to build and nurture relationships with the most influential stakeholders in Box C to keep them on board.

Typically, key stakeholders in an urban situation analysis would include:

- City-level municipal authorities and key departments, especially health, maternal and child welfare, education, slum development, civil works, emergency or disaster management, etc.
- Provincial/central government dealing with urban areas, housing, employment and urban poverty.
- Local self-government, especially city administrative units elected representatives.
- Relevant civil society organisations, including non-government organisations, professional associations, women's groups, youth organisations and other partners.
- International non-government organisations with active projects in the urban area, and their implementation partners.
- Informal sector establishments, local businesses who operate in the area and employ local people, including children.
- Corporate-sector firms with corporate social responsibility budgets and a history of philanthropy.
- Journalists and influential media bodies.
- Children and young people.
- Caregivers at home.
- Duty bearers who are mandated to protect children and their rights, and implementers of public-sector programs and institutions.
- Groups who experience discrimination, such as those who live in poverty, those who face sex or gender discrimination, indigenous people and migrants.

It is important to keep in mind that women and girls, as well as other marginalised social groups, may be under-represented within government, the corporate sector, media and civil society organisations. Take care to ensure equitable numbers of female and male representative voices are both heard and valued.



COLLECTING SECONDARY DATA: COMPLETING A DESK REVIEW

Secondary data can be collected from grey literature, which refers to documents that sit outside traditional commercial and academic publications. Grey literature includes annual reports, working papers, government documents, white papers, evaluations, and so on. Some of this can be found online through open-source networks. Most will be evidence-based quantitative data.

A desk review is the processing of seeking out these reports and analysis produced by development and local organisations, as well as urban and national governments working in your selected urban area. It may include a review of the country's local government system to determine who is responsible for service delivery, public safety and private-sector regulation, and a basic budget analysis of the relevant levels of government, including gender-responsive child budgeting. This may be especially important in revealing how money is allocated for the benefit of children in the area you are researching.

A desk review may also reveal, for example, urban trends in child outcomes for health, nutrition, education, water and sanitation, environment and protection, and how these outcomes meet international targets such

as the Sustainable Development Goals³⁸ and New Urban Agenda. The assessment should determine where key gender inequalities and gender gaps occur, and include reference to data sources which provide information on the gender equality situation at national, regional and local levels. A comprehensive review will summarise current knowledge, enable in-depth understanding of key social, cultural and economic issues, and help identify what additional primary (qualitative and quantitative) data or analysis is needed.

For a comprehensive understanding of secondary data available to country offices, see Section 4.1 Secondary Data: Review of existing documentation in Save the Children's CRSA Guidelines.



WHAT DO WE MEAN BY CHILD BUDGETING?

“The Children’s Budget is not a separate budget for children. Rather, it is a first step in examining the resources government is allocating to programs that benefit children, and whether these programs adequately reflect the needs of children. The Children’s Budget is also an attempt to evaluate the resource implications of policy changes in key socio-economic sectors to enable both the government and civil society to monitor the performance of government departments in an effort to meet policy commitments, such as the National Programme of Action for children.” — Save the Children UK.^{39,40}

It is important to ensure child budget analysis is gender responsive, and prioritizes assessing whether budgets meet the needs of all children, including girls and boys, as well as whether there is equitable investment in all children, including girls and boys.

TABLE 4: EXAMPLES OF DATA SOURCES FOR AN URBAN SITUATION ANALYSIS

Information type	Information provided	Sources	Access
Law on decentralisation and urban governance	Legal framework for local government authority, responsibility and accountability should provide information on what urban local governments are formally entitled to for service delivery, regulation of private sector actors, central government transfers of funds, local revenue sources, and access to credit markets.	National legal code, national legal publications, parliament information office. May be available online, through public websites or through civil society sites.	Laws should be available online. In other cases, request copies of the law from the national government, or pay a small reproduction fee. Sites such as the Commonwealth Local Government Forum (www.clgf.org.uk) and the United Cities and Local Governments (www.uclg.org) may have narrative profiles that provide general background on the national decentralisation context.

38 <http://www.un.org/sustainabledevelopment/cities/>

39 Pantin, D A, *Child responsive budgeting: The case of Trinidad and Tobago*, Sustainable Economic Development Unit for Small and Island Developing States, Department of Economics, University of the West Indies.

40 https://www.unicef.org/socialpolicy/files/Child_Budgeting_Paper_15Nov01.pdf or <https://bangladesh.savethechildren.net/sites/bangladesh.savethechildren.net/files/library/ChildBudgetBrief.pdf>

Information type	Information provided	Sources	Access
Assessments of urban poverty (<i>Narrative or quantitative assessments of the conditions</i>)	These assessments may shed light on the challenges and opportunities urban residents face. These are especially helpful in supplementing Save the Children's own analysis of conditions in urban areas, and to refine challenges and opportunities.	Other development actors, including donors, international non-government organisations and local partners. Scholarly literature may be useful.	Many documents may be available online. For example dec.usaid.gov or www.worldbank.org/en/research . When information is not public, request information from the source.
Assessments of gender equality status or gender analysis reports	These assessments/ documents provide information on the key gender inequalities experienced by girls and women, boys and men, and support in identifying key gender issues and gaps which will be critical to explore and address.	Sources include international development stakeholders (especially those who give focus to the rights of women/girls or gender equality), local/national government officials (eg. Ministry of Women and Children), UN Agencies including UN Women and UNFPA and local gender equality experts. Other sources of data include online sources such as the the OECD Society Institutions and Gender Index page (http://www.genderindex.org/countries)	
Assessment of private sector actors (<i>Narrative or quantitative assessments of service provision capacity, employment processes, barriers to local economic development, etc.</i>)	These assessments may help identify opportunities for improving access to services, better employment conditions and reducing youth labour.	International development stakeholders, local and national government economic development officials, and local and national chambers of commerce.	General assessments of the private sector may be available online. Most narrative reports and quantitative assessments will require direct requests to development partners or government officials. Major donor programs may have useful assessments available from baseline studies.

COLLECTING PRIMARY DATA: CLOSING DATA GAPS

Qualitative research, such as focus group discussions, semi-structured interviews and rapid assessments with members of focus groups can provide important information not captured in quantitative data collection.

This supplementary information is important because some information can *only* be captured through qualitative data collection – for example, the persistence of harmful and discriminatory practices, or the perception of children and parents that services are inappropriate, unsafe or of low quality. Similarly, in the context of disaster risk, it is important to capture detailed information on deprivation in urban areas to ensure they have properly maintained infrastructure and services. Across all information areas it's critical to capture the varied experiences of girls and boys, as they will be often affected differently.

In-depth interviews with key duty bearers and development partners will also provide deep insights into the quality of service delivery in the urban context. These interviews could reveal attitudes that impact things like family planning or girls going to school. They could also show how budget restrictions and stock allocations prevent vaccinations from reaching children.

IN-DEPTH INTERVIEWS WITH KEY INFORMANTS

Interviews with duty bearers

To understand the situation of girls and boys, it is important to identify and interview the duty bearers who are responsible for ensuring the rights of children are upheld in your urban area. It will provide first-hand information about the status of disadvantaged children based on real experience. It will also help analysis teams understand the interventions available to address child-rights issues, and identify gaps in the system that leave children open for exploitation and in need and gaps that may exist between children, for example between girls and boys from different social groups.

Interviews with duty bearers should cover different thematic and cross-thematic issues and include stakeholders from government departments, particularly education, health, maternal and child health, labour and welfare, for example. Selected duty bearers should also include elected members and representatives from local urban governments and local administration departments. Ideally, a duty bearer should share published and unpublished data and information from programs they are working on.

Interviews with development partners

Interviews with development partners might include donors, program workers, academic institutions, and international and local non-government organisations. These interviews help build a comprehensive understanding of the challenges faced when running a child rights-based program in urban areas, both at the funding and implementation level.

For tips on how to identify key informants as a primary data source, see Section 4.2 Inputs from Key Informants; and Section 4.3 Primary Data: Information and perspectives from primary sources, in Save the Children's CRSA Guidelines .

For sample interview guidelines for duty bearers and development partners, and examples of interviews conducted, see Annex 3 and 4 in the *Urban Situation Analysis Toolkit*

FOCUS GROUPS: TALKING WITH CAREGIVERS AND CHILDREN

Once you have interviewed duty bearers and development partners, it's time to talk directly with vulnerable children and their caregivers using focus groups. This is an essential part of the urban situation analysis and must include equitable representation from women and girls, boys and men.

Focus groups are a cost-effective and efficient way to provide insights into a child's understanding of their rights, how they cope with their situation, how they survive, expectations from family and duty bearers, and how they see their future.

The focus group research design should include a series of group discussions across the selected urban area, and include *all* categories of children. A separate set of focus group discussions can be conducted with their caregivers.

Gender-safe spaces are recommended where female facilitators work with girls and women, and male facilitators work boys and men. In selecting facilitators for diverse groups, consider age and language, as well as where the facilitator is from. Someone who is familiar to the community will always elicit more honest responses.

Participants for a focus group discussion should be from the specific urban area for which you are conducting the situation analysis. Local organisations can help find willing participants, especially when vulnerable children are mistrusting of outsiders.

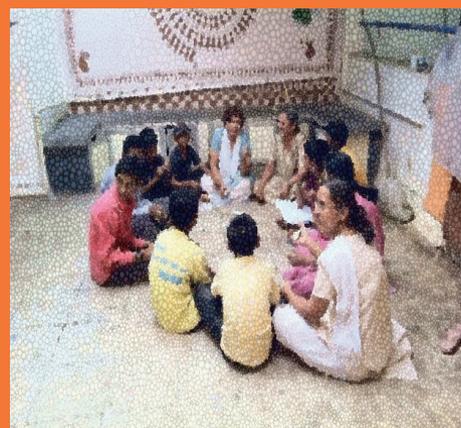


TABLE 5: SAMPLE DISTRIBUTION PLAN FOR FOCUS GROUP DISCUSSIONS WITH CHILDREN AND CAREGIVERS

	Boys (adolescents)	Girls (adolescents)	Male caregivers (of children aged below 12 years)	Female caregivers (of children aged below 12 years)
Living with caregivers in slums				
Living in worksites as part of a migrant wage labour family				
Homeless/street children, including beggars				
Children engaging in sex work				
Children with disabilities				

FIGURE 7: EXPLORATION AREAS FOR FOCUS GROUP DISCUSSIONS WITH CHILDREN WHO LIVE IN SLUMS⁴¹

BEING A CHILD TODAY

Establish issues which concern children and which they feel strongly about. Understand why these issues are important and establish any areas of life where they might feel constrained, limited or thwarted – areas where their rights might not be upheld.

CHILDREN'S RIGHTS – UNDERSTANDING AND ATTITUDES

Introduce the idea of rights and establish the extent to which children understand the concept. Think about the possible breadth of children's rights and explore their views of rights that might apply for other groups of children.

CHILDREN'S RIGHTS – PROTECTION

Provide children with a broad perspective on children's rights and then explore their perceptions of how such rights could be protected. Elicit specifics about what they want / have experienced / how they would react, etc, especially on key themes of violence, poverty and invisible children.

OTHER AREAS OF EXPLORATION

Explore the socio-economic and inclusive environment at home, citizenship status, access to schemes and rights-violations in workplace.

For sample focus group discussion guidelines for children and caregivers, see Annex 5 and 6 in the *Urban Situation Analysis Toolkit*. Annex 7 contains a hypothetical output of outcomes from a plenary discussion with children and caregivers.

⁴¹ This design was adopted from a Europe-wide study on urban child rights undertaken by TNS Qual, titled *Rights of the Child*. It was conducted at the request of Directorate-General for Justice and coordinated by Directorate-General for Communication, European Commission.

REPRESENTATIVE QUANTITATIVE SURVEY

Representative quantitative surveys can help compile disaggregated data on crucial indicators when this information is not available through another form of data collection. And, occasionally, a donor specifically requires this kind of survey in their report. However, most of the time, a representative survey is not needed for an urban situation analysis. In fact, due to the complex nature of this kind of research it's best to avoid doing them unless you really need do. They are expensive, and you should be able to get all the information you need from secondary data and in-depth interviews.

We advise you don't do a representative quantitative survey unless there is no secondary data available at all – especially if the target group is very narrow and closely defined – or when indicators have to be generated and tracked by the donor to measure the success of the program over time.

STEP 3: URBAN SYSTEMS ANALYSIS

ANALYSING THE ROOT CAUSES OF INEQUITY FOR URBAN CHILDREN

You have looked at existing data and trends, held discussions with key informants, conducted focus groups and constructed a stakeholder analysis. The next step is to systematically analyse the socio-political, judicial and institutional environment, systems, behaviours and practices that facilitate or hamper child rights in an urban context.

This step is usually only necessary for city-wide programs. The process will help reveal the detailed functions carried out by multiple stakeholders who provide public services in your target area.

The following three approaches will help you build a quality and well-structured urban systems analysis.⁴²

Causality Analysis: *Why things are the way they are?*

Also known as problem tree analysis, this process will examine the shortfalls and inequities within a conceptual framework, such as the underlying and structural causes that contribute to the violation of children's rights.

Roles and Responsibilities Analysis (Role Pattern): *Who is responsible and accountable to make things right?*

This process maps who *should* be taking responsibility, what their and other actors' roles should be, and how duty bearers' roles and responsibilities are linked. Analysis will need to be informed by different perspectives; ensuring generational and gender factors are taken into consideration.

Capacity-gap Analysis: *Why were those accountable unable to secure the rights of children?*

This process analyses the reasons why duty bearers are not meeting their responsibilities, whether due to lack of political will or authority to act, lack of access to or control over resources, the absence of personal motivation, or a combination of these.

WHO ARE THE DUTY BEARERS?

Duty bearers relevant to the analysis of urban systems may vary according to the problem that is being addressed. For example, in child protection, duty bearers may include employers (when there is exploitative labour), media (when raising awareness and respecting the rights of victims), religious leaders (when working with orphans or harmful traditional practices), juvenile justice board (when rehabilitating delinquents) or outreach workers from health departments (for routine immunisations and service delivery).

⁴² Guidance on Conducting a Situation Analysis of Children's and Women's Rights – *Taking a rights-based, equity-focused approach to Situation Analysis*, UNICEF, March 2012.

To learn more and find out how to conduct these analysis, see *getting It Right for Children and the ARC Foundation Module: Program Design (Annex 1) in the Save the Children CRSA Guidelines*.

Additional relevant tools for mapping time (Gender Roles and Responsibilities Timeline), power (Access and Control Tool) and impact on rights (Gender Analysis Matrix) can be found in *Save the Children’s Gender Equality Program Guidance and Toolkit*. <https://goo.gl/TDhvoE>

Table 6, also provides an example framework to help your team conduct an urban systems analysis. You can complete this framework for each key issue your program seeks to address.

TABLE 6: ROLE-PATTERN AND CAPACITY-GAP ANALYSIS FRAMEWORK

Level of Duty	Role-pattern analysis	Capacity analysis		
Defined by the issue at hand and local situation	Who is supposed to do what to help solve this issue?	Motivation Does the duty bearer accept the responsibility? If not, why not?	Authority Does the duty bearer have the authority to carry out the role? If not, who does?	Resources Does the duty bearer have the knowledge, skills, organisational, and human and material resources? If not, what’s missing?
Household				
Community group				
Immediate caregiver or duty bearer				
Local government				
National government				
Donor				

Source: <http://www.unicefinemergencies.com/downloads/eresource/docs/Rights%20based%20equity%20focused%20Situation%20Analysis%20guidance.pdf>

REVIEWING YOUR URBAN SITUATION ANALYSIS

By now, you should have:

1. *Validated data on all issues:* What challenges and opportunities do girls and boys face in general? How widespread are the challenges? How large are the opportunities? What are the key gaps or inequalities? This data may come from surveys, focus group discussions or desk research. Regardless of the source of the information, you must have evidence from more than one source.
2. *Data on the prioritisation of issues across stakeholders:* What problems and opportunities do girls consider most important? What about boys? How do their parents rank the issues? Do female parents and care

givers rank these issues differently to men? What about local stakeholders like politicians and local officials? How does Save the Children prioritise the set of issues identified?

3. A fairly comprehensive list of stakeholders: What responsibilities does each stakeholder have? Has the Save the Children country office worked with this stakeholder before? On what issues have we worked with each stakeholder? Are there missing stakeholders that have not been contacted or interviewed? Do the team members understand the basic incentives, responsibilities, and constraints of each stakeholder?
4. A set of selected challenges or opportunities to focus on during the final stage of the urban situation analysis.

ACTION



Produce a short document that summarises the process to date, including methodology, a summary of data collected and initial findings. Completing this now will reduce your work later, and give you the opportunity to add additional members to the team for the final phase of strategising (Step 4). This should be done over a two-day workshop where all the evidence collected and the ensuing analysis will be presented and deliberated upon before final conclusion. This exercise will also identify whether any data gaps exist and if you need further primary research.

STEP 4: PRIORITISATION FOR URBAN PROGRAMMING

The urban situation analysis process concludes with a workshop in which all, or a significant proportion, of the people (or their representatives) involved in the secondary and primary data research are brought together to review and analyse the data that has been collected.

VALIDATION WORKSHOP

A participatory validation workshop is important for challenging and refining the analysis findings. This workshop provides an opportunity to gain wider input into the analysis, and facilitate in-depth discussion on certain issues. The team should include one or two lead facilitators and one note taker.

Purpose of workshop: The aim of the workshop is to further validate the initial analysis with a wider group. If you are engaging people outside the organisation, such as local experts or partner organisations, the workshop can be an opportunity to build on relationships with key urban stakeholders and communicate programmatic intentions. Involving these actors could be critical to ensure ownership of the findings. However, be mindful of the need to maintain confidentiality of data collection sources and any findings that may be sensitive or compromising to participants.

Workshop participants: It is essential to involve the full urban situation analysis team, internal stakeholders, and external stakeholders (where feasible) who can challenge findings and ensure the team reflects on the analysis process, revising and refining findings and implications for future programming. Participants could include stakeholders consulted during the analysis, other stakeholders within the implementing organisation (such as country office management), sector leads and external local partners. The team may also consider inviting local experts, peer organisations and even donor agencies to participate as they can inform the analysis from different perspectives.

A reference guide for how to conduct an analysis workshop is provided in *Section 5: Analysis Workshop in the Save the Children CRSA Guidelines*.



WRITING THE FINAL REPORT

Depending on the interests of the organisation, a final report may be necessary to communicate the findings. A final report is not always a requirement of an urban situation analysis, however, and the outputs of the validation workshop may be enough.

Before starting your report, it is critical to identify the target audience (whether internal or external to the organisation) as this will shape how content should be presented. Also check if the implementing organisation requires a summary report or a presentation of findings for external audiences.

Writing up the findings of the situation analysis is the last point at which the team will analyse content. The writing process should be led and coordinated by the Analysis Team Leader and will likely take one to two weeks.

When writing up findings, there will probably be overlapping content between sections. This is common, as the themes are inter-connected. It is also very important to mark the draft report for internal audiences only. For example, an analysis report may contain sensitive and confidential information that must be reviewed by internal stakeholders before the final report can be released to its target audience.

GLOSSARY

Child: The convention on the rights of Child defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18.⁴³

Climate Change Adaptation: The UNFCCC defines it as actions taken to help communities and ecosystems cope with changing climate condition.⁴⁴

Disaster Risk Reduction: Disaster risk reduction is aimed at preventing new and reducing existing disaster risk and managing residual risk, all of which contribute to strengthening resilience and therefore to the achievement of sustainable development.⁴⁵

Disaster Risk: 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.⁴⁶

Disaster: A serious disruption of the functioning of a community or a society at any scale due to hazardous events interacting with conditions of exposure, vulnerability and capacity, leading to one or more of the following: human, material, economic and environmental losses and impacts.⁴⁷

Equity: Impartiality, fairness or justice. Norms of good urban governance refer to equity of access to decision-making processes and the basic necessities of urban life. The sharing of power leads to equity in access to and use of resources. Women and men must participate as equals, in all urban decision-making, priority-setting and resource allocation processes.

Mega-city: An urban agglomeration with a population of 10 million or more.⁴⁸

Rate of urbanisation: The increase in the proportion of urban population over time, calculated as the rate of growth of the urban population minus that of the total population. Positive rates of urbanisation result when the urban population grows at a faster rate than the total population.⁴⁹

Slum: UN-HABITAT defines a slum household as a group of individuals living under the same roof in an urban area who lack one or more of the following: 1. Durable housing of a permanent nature that protects against extreme climate conditions. 2. Sufficient living space which means not more than three people sharing the same room. 3. Easy access to safe water in sufficient amounts at an affordable price. 4. Access to adequate sanitation in the form of a private or public toilet shared by a reasonable number of people. 5. Security of tenure that prevents forced evictions.⁵⁰

Urban (area): The definition of 'urban' varies from country to country, and, with periodic reclassification, can also vary within one country over time, making direct comparisons difficult. An urban area can be defined by one or more of the following: administrative criteria or political boundaries (e.g., area within the jurisdiction of

43 https://www.unicef.org/crc/files/Guiding_Principles.pdf

44 <http://www.vcccar.org.au/climate-change-adaptation-definitions>

45 <https://www.unisdr.org/we/inform/terminology>

46 <https://www.unisdr.org/we/inform/terminology>

47 <https://www.unisdr.org/we/inform/terminology>

48 <https://www.unicef.org/sowc2012/pdfs/SOWC-2012-DEFINITIONS.pdf>

49 *ibid*

50 http://mirror.unhabitat.org/documents/media_centre/sowcr2006/SOWCR%205.pdf

a municipality or town committee), a threshold population size (where the minimum for an urban settlement is typically in the region of 2,000 people, although this varies globally between 200 and 50,000), population density, economic function (e.g., where a significant majority of the population is not primarily engaged in agriculture, or where there is surplus employment) or the presence of urban characteristics (e.g., paved streets, electric lighting, sewerage).⁵¹

Urbanisation: The proportion of a country that is urban.⁵²

Urban agglomeration: The population of a built-up or densely populated area containing the city proper, suburbs and continuously settled commuter areas or adjoining territory inhabited at urban levels of residential density. Large urban agglomerations often include several administratively distinct but functionally linked cities. For example, the urban agglomeration of Tokyo includes the cities of Chiba, Kawasaki, Yokohama and others.⁵³

Urban contexts: Urban contexts “are characterised by high numbers of very different people living and working in close proximity to one another. In contrast to rural areas, urban inhabitants are more mobile and largely dependent on technical or economic systems in order to meet their basic needs. The social, political and institutional environment is also more complex”.⁵⁴

Urban governance: Governance is the enabling environment that requires adequate legal frameworks, efficient political, managerial and administrative processes to enable the local government response to the needs of citizens. It can be defined as the many ways that institutions and individuals organize the day-to-day management of a city, and the processes used for effectively realizing the short term and long-term agenda of a city’s development. Urban governance is the software that enables the urban hardware to function. Effective urban governance is characterized as democratic and inclusive; long-term and integrated; multi-scale and multilevel; territorial; proficient and conscious of the digital age.⁵⁵

Urban growth: The (relative or absolute) increase in the number of people who live in towns and cities. The pace of urban population growth depends on the natural increase of the urban population and the population gained by urban areas through both net rural-urban migration and the reclassification of rural settlements into cities and towns.⁵⁶

Urban Planning: A complex and continuous process of planning for city change which is oriented towards the future. It helps to identify and accomplish the most important strategic actions in view of the current situation.

Urban Profile: A document that provides an overview of the city in a systematic manner. It includes information and analysis of the existing city situation, carefully organised around thematic areas. An Urban Situation Profile aims to build a shared understanding of issues and to facilitate prioritisation of these issues by the stakeholders, based on objective analysis and up-to-date information.

Urban Situation Analysis: A process that looks into the present situation of the city in terms of its physical, environmental and socio-economic conditions. It is usually the first phase in establishing an Urban Planning and Management Framework. This phase includes a number of steps relating to identification of stakeholders, assessment of the city situation, key problems and capital investment capacities.

Urban Sprawl: Also ‘horizontal spreading’ or ‘dispersed urbanisation’. The uncontrolled and disproportionate expansion of an urban area into the surrounding countryside, forming low-density, poorly planned patterns of development. Common in both high-income and low-income countries, urban sprawl is characterised by a scattered population living in separate residential areas, with long blocks and poor access, often over dependent on motorised transport and missing well defined hubs of commercial activity.⁵⁷

51 <https://www.unicef.org/sowc2012/pdfs/SOWC-2012-DEFINITIONS.pdf>

52 <https://www.unicef.org/sowc2012/pdfs/SOWC-2012-DEFINITIONS.pdf>

53 <https://www.unicef.org/sowc2012/pdfs/SOWC-2012-DEFINITIONS.pdf>

54 <http://pubs.iied.org/pdfs/10819IIED.pdf>

55 <https://unhabitat.org/governance/>

56 <https://www.unicef.org/sowc2012/pdfs/SOWC-2012-DEFINITIONS.pdf>

57 <https://www.unicef.org/sowc2012/pdfs/SOWC-2012-DEFINITIONS.pdf>



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