



# POLICIES AND PROCESSES FOR SOCIAL INCLUSION

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# FOREWORD

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Social inclusion is described by the United Nations as - a process by which societies combat poverty and social exclusion. In order for policies for social inclusion to be developed and implemented, the factors working against social inclusion have to be understood"<sup>1</sup>.

Building inclusive societies has been a longstanding commitment of the international community. However, progress in fostering more inclusive societies has been very limited. Inequalities are rising sharply all over the world and they are particularly worrisome in South-East Asia. We live in a world where the richest 1% of adult population owns 40% of global assets, while the bottom half of adult population owns only 1% of global assets, a world where modern medicine has developed answers to many diseases, yet millions of people die every year of curable illnesses; where many developed nations produce surpluses of food, while close to a billion people suffer from hunger.

Social inclusion permeates all aspects of UNESCO's mission. Indeed, a lasting peace on the one hand and sustainable development and poverty eradication on the other can only be attained if obstacles preventing vulnerable groups from exercising their rights are eliminated.

There is a strong correlation between promoting social inclusion for building safer, more stable and just societies for all, and creating the enabling conditions for adequately managing social transformations leading to sustainable development and peace. The humanist mandate of UNESCO must remain our compass setting. More than ever, lasting peace and sustainable development require cooperation. This report showcases the importance of creating a robust, interactive dialogue among governments, academics, experts, development partners, and civil society organisations.

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<sup>1</sup> United Nations, Department of Economic and Social Affairs. (2010). *Analysing and Measuring Social Inclusion in a Global Context*. New York: UNDESA, 11.

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# ABBREVIATIONS

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AfDB	African Development Bank Group
ASEAN	Association of South-East Asian Nations
CERD	Center for Educational Research and Development
CRPD	Convention on the Rights of Persons with Disability
CSO	Civil Society Organisation
DPO	Disabled People Organisation
DPR	Chamber of Representatives
ESCAP	Economic and Social Commission for Asia and the Pacific
FAO	Food and Agriculture Organization of the United Nations
GDP	Gross Domestic Product
GYM	Gender, Youth and Migration
HCC	Higher Council for Childhood
HDI	Human Development Index
HI	Handicap International
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic, Social and Cultural Rights
ILO	International Labor Organisation IMII - Internal Migration in India Initiative
LDCs	Least Developed Countries
LSE	London School of Economics
MEHE	Ministry of Education and Higher Education
MOSA	Ministry of Social Affairs
MOST	Management of Social Transformations
NGO	Non-Governmental Organization
PNPM	Nasional Pemberdayaan Masyarakat
PPC	Public Policies and Capacity Building
PUSKESMAS	Public Health Centre
SIDS	Small Island Developing States
STI	Science, Technology and Innovation
TNP2K	National Team for Poverty Alleviation Acceleration
TVET	Technical and Vocational Education and Training
UN	United Nations
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNDP	United Nations Development Programme

UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNDESA	United Nations Department of Economic and Social Affairs
UNPRPD	United Nations Partnership for the Rights of Persons with Disabilities
USAID	United States Agency for International Development
WHO	World Health Organization



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# EXECUTIVE SUMMARY

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Working together towards a common goal of supporting the development of more inclusive social policies, UNESCO, Trinity College Dublin and University of Melbourne organized a seminar entitled “Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia” from 6 to 8 April 2014, in Bali, Indonesia. The seminar brought together fifty regional female and male experts and stakeholders in the South-East Asia region, including academics, governments’ representatives, development partners and international organisations, disabled people’s organisations, private sector and United Nations agencies. This seminar complimented the Post-2015 Development Agenda by focusing on strengthening national capacity to assess, compare and reform national policy and regulatory frameworks with regard to social inclusion of the most vulnerable groups in South-East Asia. The present report is the product of this multi-stakeholders consultation.

The seminar identified ‘Five Keys to Inclusive Policies’ which, together, constitute a platform to promote social inclusion. Good practices should be identified as examples that could be scaled-up; good data that is consistent and ‘fit for purpose’ should be made available; good infrastructure to monitor and evaluate social inclusion should be set up; good sharing of knowledge and experience should be observed; and ultimately, new policies should state specific commitment to social inclusion, human rights and gender equality.

Such a process is dependent upon a thorough policy assessment to ascertain the level of commitment to social inclusion, and consider the capacity and willingness of stakeholders to work towards this common goal. Finally, policy making and planning for social inclusion is a participatory process that should be accompanied by annual meetings in order to ensure common learning and to give Members States targets to work towards on an annual basis.

This report aims to contribute to the debate about inclusive social policies in South-East Asia. It provides a summary of some of the presentations at the seminar and a summary of some of the social programmes and priorities of the participating countries. The report also identifies a platform to promote social inclusion and recommendations to improve evidence based social policies.

# CHAPTER 1

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## INTRODUCTION

### 1.1 UNESCO'S SOCIAL AND HUMAN SCIENCES

UNESCO's work is built around one mission statement, guiding UNESCO's action across all its areas of competence: *"As a specialized agency of the UN system, UNESCO contributes to the building of peace, the alleviation of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information."* UNESCO's mandate is thus to strengthen the foundations of lasting peace and sustainable development with an emphasis on Africa and gender equality which have been defined as global priorities until 2021, while specific targeted action is envisaged for youth, the least developed countries (LDCs), and small island developing states (SIDS). Such guidelines will allow UNESCO to further respond to the needs of the most disadvantaged and excluded groups, a majority of whom are vulnerable women and girls, as well as the most vulnerable segments of society, including indigenous populations.

UNESCO's Management of Social Transformations (MOST) Programme addresses the international, regional and national levels. The mechanisms of the MOST Programme are unique drivers for advancing a holistic capacity-building initiative that promotes social transformations conducive to the universal values of peace, human dignity, non-violence and non-discrimination. MOST is the only UNESCO programme that fosters and promotes social science research. It focuses on building efficient bridges between research, policy and practice. Such an approach characterizes the MOST Programme which fosters close collaboration between Member States and independent researchers who exchange information, provide expertise and promote international comparative social science research between the various countries.

The Public Policies and Capacity Building (PPC) Section is located within the Division of Social Transformations and Intercultural Dialogue. While the activities of the Section focus on social inclusion, they also contribute to the promotion of intercultural dialogue, a rapprochement of cultures and a culture of peace, and directly contribute to the MOST Programme. The Section is working closely with UNESCO's Field Offices in all regions to provide backstopping and share information and expertise in line with its three-pronged areas of work:

1. Creating an enabling policy environment and promoting policy dialogue;
2. Knowledge management and capacity-development, and,
3. Advocacy and awareness-raising.

The Division of Social Transformations and Intercultural Dialogue supports Member States in developing innovative inclusive policies to accompany and anticipate social transformations and to foster intercultural dialogue. Providing the Secretariat to the MOST Programme, it will strengthen links between scientific research and

policy -making, build human and institutional capacities for the implementation of public policies, and develop UNESCO's leadership role as a laboratory of ideas and a forum for foresight. Furthermore, it will be responsible for the lead role entrusted to UNESCO by United Nations General Assembly resolution 67/104 for the International Decade for the Rapprochement of Cultures (2013-2022).

## 1.2 UNESCO initiative on promoting social inclusion of the most disadvantaged and the poorest communities in South - East Asia

Building inclusive societies is a longstanding commitment of the international community and a major component of the quest for a new humanism. In 1995, the first World Summit for Social Development argued that good societal conditions are a prerequisite to development. The represented states committed themselves to advance social integration through fostering inclusive societies which was defined as a society for all, in which every individual has an active role to play. In 2007, UNESCO, UNDESA and UN-HABITAT, aiming to further strengthen this initiative, organized an Expert Group Meeting on Creating an Inclusive Society at UNESCO Headquarters, Paris. The Expert Group Meeting entitled "Creating an Inclusive Society: Practical Strategies to Promote Social Integration" held in Paris, September 2007, defined social inclusion as *"a process by which efforts are made to ensure equal opportunities for all, regardless of their background, so that they can achieve their full potential in life. It is a multi-dimensional process aimed at creating conditions which enable full and active participation of every member of the society in all aspects of life, including civic, social, economic, and political activities, as well as participation in decision making processes"*<sup>2</sup>.

Social inclusion is a legal and moral imperative, supported by the United Nations Human Rights Declarations and the appeal of social justice. Social inclusion is also a potential driver of economic growth, allowing a broader range of society to both benefit from, and provides the demand for, further social and economic development. Social inclusion is finally a driver for change in favour of gender equality and women's empowerment and of greater attention to disparities and discriminations based on gender. The more comprehensively are the benefits of growth shared - the more it 'goes around' - then the broader will be the demand base for goods and services that can produce further growth - greater demand 'comes around'. In addition to the idea of 'what goes around comes around', social inclusion is of strategic importance to the stability and security of societies, allowing for the needs of diverse groups to be accommodated rather than to fester and spur discontent. Countries in South-East Asia are eager to share the benefits of growth among their citizens and to ensure that these benefits reach those most vulnerable and the most marginalized women and men by mainstream society. As

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<sup>2</sup> United Nations, Department of Economic and Social Affairs. (2009). Creating an Inclusive Society: Practical Strategies to Promote Social Integration. UNDESA, 3.

social policies indicate the strategic application of resources, they are an important target in addressing the need to make society more inclusive.

UNESCO's approach with regards to definition of marginalised groups is one based on Human Rights principles and standards. The International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR) both establish the obligation of States Parties to guarantee that the rights enunciated therein are exercised without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status<sup>3</sup>. UNESCO has implemented the above approach in a number of countries, including Indonesia, China, Mongolia, India, Brazil and Lebanon<sup>4</sup>. (Annex examples)

**FIGURE 1: POLICY ASSESSMENT LESSONS LEARNED**

<b>Policy assessment work: Lessons learned</b>
Governments and other stakeholders should be provided with evidence to understand how public policy can improve livelihood and combat inequalities, disparities and social exclusion of the most disadvantaged groups.
The promotion of the social inclusion of the most disadvantaged groups has a socioeconomic value for the country as it leads to all kinds of opportunities (education, training, employment, access to services, equality).
A strong investment in science, technology and innovation policy can create new knowledge for the most disadvantaged and the poorest groups.
The creation of sustainable and decent work for young men and women is beneficial for all as it reduces violence, crimes and discrimination.
Media visibility should be ensured.
It should be ensured that funds are provided for beyond the assessment.
Flexibility is needed in case of changing country situation.

<sup>3</sup> Cf.: United Nations, Office of the High Commissioner for Human Rights. (1966). International Covenant on Civil and Political Rights (ICCPR). art. 2 para. 1. United Nations.

United Nations, Office of the High Commissioner for Human Rights. (1966). International Covenant on Economic, Social and Cultural Rights (ICESCR). art. 2 para. 2. United Nations.

<sup>4</sup> Cf.: Annex II: UNESCO Policy Assessment Work: Selected Activities.

## SOCIAL INCLUSION AND RIGHTS OF PERSONS WITH DISABILITIES

In 2012-2013 UNESCO Office Jakarta together with ILO, the United Nations Population Fund (UNFPA) and the World Health Organisation (WHO) worked on a United Nations Partnership for the Rights of Persons with Disabilities (UNPRPD) joint programme to assist the Government of Indonesia and Disabled People Organisations (DPOs) to address two specific areas of interventions: 1) to reinforce national institutions and mechanisms for better and stronger coordination in raising awareness and promoting disability rights, that will remove bottlenecks enabling sustainable government interventions and allocation of budgets for disability, and 2) to strengthen technical capacity of Statistics Indonesia to provide with improved disability data for more strategic policy-making concerning persons with disabilities.

Based on the expertise built and the experience learned, UNESCO Office Jakarta launched in 2013 a new initiative to contribute to the need of practical tools for the assessment of social inclusion policies in South-East Asia. This project is entitled "Promoting social inclusion of the most disadvantaged and the poorest communities in South-East Asia" is designed to strengthen national capacity to assess, compare and reform national policy and regulatory frameworks in view of increasing their inclusiveness and social sustainability. This initiative is not concerned with measuring the impact of the policies on the ground after these are transposed into government programmes and actions. Its focus is on assessing the policy and regulatory frameworks per se, allowing for comparative analysis of the results, and making social inclusion an over-arching goal and a core component of all government policy and planning processes. As such, the aim of this project is to facilitate the use of: (i) tools to assess levels of inclusiveness and social sustainability of public policy and regulatory frameworks made available to the selected jurisdictions and contextualized to meet local needs and policy specificities; (ii) assessment of national policy frameworks conducted in a participatory manner resulting in formulation of national reviews, identification of policy good practices and loopholes, and formulation of roadmaps for policy revision; (iii) governments and non-government policy practitioners are provided with technical support and advisory services for operationalization of the policy recommendations and design of socially inclusive policies and planning processes.

Considering the situation of women and girls with disabilities, who often lack the opportunities of the mainstream population and are usually among the most marginalized in society, efforts were made to duly address their concerns in this new initiative.

## 1.2.1 OVERALL STRATEGIC APPROACH

The project “Promoting social inclusion of the most disadvantaged and the poorest communities in South-East Asia” is guided by three core and complementary approaches to designing and managing development interventions, namely the Human Rights-based approach to programming, gender sensitive analysis applied to policy making, and participatory approach contextualized to meet the needs of this intervention.

### 1.2.1.1 HUMAN RIGHTS-BASED APPROACH

The integration of Human Rights into the broad range of the UN's activities is at the heart of the ongoing efforts of the UN Secretary-General for the Reform of the Organization. UN specialized agencies, programmes and bodies, responding to the call of the Secretary-General, have repeatedly manifested their commitment to the mainstreaming of Human Rights in their work and have agreed upon a common understanding concerning the content of a Human Rights-based approach to programming. Application of the UN Common Understanding on a Human Rights-based approach to the current project will ensure that:

- *All policies and technical assistance delivered within the framework of the project will further the realisation of Human Rights as laid down in the Universal Declaration of Human Rights and other international Human Rights instruments;*
- *Human Rights standards contained in, and principles derived from, the Universal Declaration of Human Rights and other international Human Rights instruments will guide all programming stages in all beneficiary jurisdictions;*
- *One of the primary concerns of the project will be the development of the capacities of 'duty bearers' to meet their obligations and/or of 'rights holders' to claim their rights.*

### 1.2.1.2 GENDER SENSITIVE ANALYSIS

Public policy analysis and formulation are the jumping-off points for the entire spectrum of social services provided to citizens by both public and non-governmental actors, yet these processes often overlook gender specific needs and priorities. By conducting gender sensitive policy analyses and by involving formal and informal women's and youth groups at all stages, this intervention will ensure that gender equality is a stated objective, backed by specific actions for implementation and careful costing, of all relevant project deliverables. Whenever possible, due reference will be made to the Convention on the Elimination of All Forms of Discrimination against Women which, among the international human rights treaties, takes an important place in bringing the female half of humanity into the focus of human rights concerns. The Convention establishes not only an international bill of rights for women, but also an agenda for action by countries to guarantee the enjoyment of those rights.



### 1.2.1.3 PARTICIPATORY APPROACH

Support to building more socially inclusive societies must therefore reach beyond public authorities; the UN asserts that “a participatory approach can significantly contribute to disseminating knowledge and to ensuring greater transparency and awareness of the objectives of social inclusion: it is a necessary condition for making the process credible and meaningful, both politically and popularly”<sup>5</sup>. For this reasons, during the course of this project we will seek the active participation of the regional and local public authorities, the different non-governmental actors and bodies involved in the fight against poverty and social exclusion, including social partners, non-governmental and grassroots organizations (at sub-national, national and international levels), and the poor and socially excluded women and men, girls and boys themselves. Structuring and supporting such participation is a key component of this project.

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<sup>5</sup> United Nations. (2010). *Analysing and Measuring Social Inclusion in a Global Context*. New York: UNDESA, 25.

## CHAPTER 2

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### **COLLABORATION BETWEEN UNESCO, TRINITY COLLEGE DUBLIN AND UNIVERSITY OF MELBOURNE: SEMINAR ON SOCIAL INCLUSION**

Within the broader context of above described UNESCO's initiative on social inclusion in South East-Asia, UNESCO in collaboration with Trinity College Dublin and University of Melbourne organized a seminar entitled "Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia" from April 6 to April 8, 2014, in Bali, Indonesia<sup>6</sup>. This workshop sought to discuss current research on social inclusion of people with disabilities, and to strengthen national capacity to assess, compare and reform national policy and regulatory framework regarding social inclusion in favour of the most disadvantaged and the poorest women and men, including people with disabilities. The work conducted during this seminar fits into the Post-2015 development framework and contributed to awareness rising through the provision of recommendations aiming to address challenges that lie ahead for the represented States.

The workshop brought together government officials, experts and development partners to review existing tools and initiatives with regards to policy development and social inclusion of disadvantaged communities in South-East Asia. Civil society representatives, including young women and men, were also able to participate in the process. Delegations from the governments of Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste discussed ways to improve social inclusion policies during the seminar. Mr. Charaf Ahmimed from UNESCO, Prof. Malcolm Mac Lachlan from Trinity College Dublin and Dr. Hasheem Mannan, University of Melbourne, presented methodologies developed from their previous work to address the challenge of social inclusion. Well attended by development partners, UN agencies, international organizations and civil society organisations (CSOs), the meeting also provided room for sharing information on projects that have had an impact on addressing social inclusion. Delegations learned about the change made by Community Empowerment programmes in all the five countries. Youth groups from Malaysia and the Philippines presented their experiences working with disadvantaged communities. Delegations discussed a wide range of measures to improve social inclusion policies among which the need to develop evidence-based indicators for measurement, the importance of paying special attention to youth and particularly to youth unemployment, and the special effort required to make a transition from a service delivery approach to a rights based approach, were discussed.

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<sup>6</sup> Cf. Annex 1: Programme and list of participants.

Mr. Hubert Gijzen, Director and Representative UNESCO Office Jakarta, reminded the delegations of the need to redress the imbalances of the world as well as the need to build appropriate mechanisms that enable citizens to participate in decision making processes that affect their lives. In this regard, participants learned of the work UNESCO is conducting throughout Indonesia, working together with municipalities by providing policy advice and stimulating exchange of ideas and good practices. As an example Mr. Gijzen mentioned the development of a “Network for Inclusive Cities”<sup>7</sup>, a coalition of municipalities UNESCO is helping to establish with the aim of providing a platform for sharing resources and information regarding inclusive policies in Indonesia.

The Government of Timor-Leste, represented by Ms. Isabel Guterres, Minister of Social Solidarity, presented Timor-Leste’s policies, plans and programmes on social inclusion with special focus on people with disabilities and social inclusion of vulnerable women, two groups that she believes require specific attention because of their risk of exclusion. Ms. Guterres shared some of the success her government has had in providing services to people with disabilities and survivors of gender based violence. She also identified some of the challenges ahead but also opportunities *“to make more progress on social inclusion at community level”*<sup>8</sup>.

Dato’ Norani Hj. Mohd Hashim, Director General of Social Welfare, Malaysia, expressed Malaysia’s concerns for the “optimum development of the underprivileged” and explained how the National Social Welfare Policy *“aims to create a society whose members are imbued with the spirit of self-reliance, enjoy equal opportunities and care for one another especially for the less fortunate”*<sup>9</sup>. As Dato’ Norani explained, *“a key thrust is promoting an equitable society by raising the income and quality of life of those in the low-income groups and reducing economic disparity among ethnic groups as well as between locations”*<sup>10</sup>. In this sense, Malaysia has strongly advocated for economic development to be meaningful and sustainable. Recognizing the importance of the private sector, Malaysia suggested participants to pay attention to methods and processes allowing synergies between the private and public sectors.

Represented by Prof. Nahar, Director of Social Rehabilitation at the Ministry of Social Affairs, Indonesia, shared its social protection programme. Mr. Suhasil Nazara, from the Office of the Vice-President of Indonesia presented the Government’s poverty alleviation programmes and shared with the audience the positive experience of Indonesia in developing a unified database for

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<sup>7</sup> Cf. Annex 3: Network for Inclusive Cities.

<sup>8</sup> Ms. Isabel Guterres. (April 6-8, 2014). Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia [Workshop]. Bali, Indonesia

<sup>9</sup> Dato’ Norani Hj. Mohd Hashim, Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia [Workshop]. Bali, Indonesia

<sup>10</sup> *Ibid.*

beneficiary targeting. Assistant Secretary Mr. Camilo G. Gudmalin, Department of Social Welfare and Development of the Government of the Republic of the Philippines, presented the experience of the Philippines working towards socially inclusive policies. Mr. Gudmalin provided several examples such as, for instance, the process that led the healthcare system to address inequalities by providing access to health to “79% of the population as of 2013”<sup>11</sup>. Awg. Md Nasrullah El-Hakim Bin Hj. Awg Mohammed, Principal at the Ministry of Culture, Youth & Sports, Negara Brunei Darussalam, presented Brunei's vision of social inclusion and reminded participants of the importance of the family as an institution for building the fabric of social cohesion in a society like Bruneian.

The final session of the Seminar was presentations on social inclusion issues affecting youth in ASEAN. One young woman and two young men were invited to participate in the workshop and constituted a panel which presented at this session: Ms Lidwina Andilah (Malaysia), Mr Jeff Acaba (Philippines) and Mr Mark Operiano (Philippines).

To help place the meeting and proposed work programme in context, below we provide a brief summary of some cogent aspects and programmes for each of the countries that participated in the meeting.

## 2.1 BRUNEI DARUSSALAM

Brunei Darussalam is a country with a total land area of 5,765 Km sq. Located on the North-West coast of the Island of Borneo. The total population is 406,200 consisting of 274,000 Brunei citizens, 34,100 permanent residents and 114,600 temporary residents<sup>12</sup>. Although the majority of the population is ethnically Malay, Brunei Darussalam has several ethnic groups such as Chinese and migrant workers from Philippines and Indonesia. Brunei accounts 277,800 citizens of Malay descent, 46,100 with Chinese origins and 98,800 from other ethnic backgrounds<sup>13</sup>.

Brunei Darussalam had a gross domestic product (GDP) of \$48,000 per capita and a Human Development Index (HDI) value of 0.855 in 2012 which positions the country at the 30<sup>th</sup> position out of 187 countries and territories; a very high human development category<sup>14</sup>. An important part of Brunei Darussalam's revenue comes from oil and natural gas. Those revenues have been used to finance

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<sup>11</sup> Assistant Secretary Camilo G. Gudmalin. (April 6-8, 2014). Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia [Workshop]. Bali, Indonesia.

<sup>12</sup> Brunei Darussalam Government. Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia [Workshop]. Bali, Indonesia

<sup>13</sup> *Ibid.*

<sup>14</sup> UNDP. Human Development Report 2013, The Rise of the South: Human Progress in a Diverse World – Brunei Darussalam. UNDP. Retrieved from: <http://hdr.undp.org/sites/default/files/Country-Profiles/BRN.pdf>

free health care and education, however these benefits do not always cover certain groups of people. Unemployed people, for instance, do not receive unemployment benefits. Similarly, coverage for victims of domestic violence and abuse is still limited. Other groups at risk of exclusion are divorcees, widows/widowers, single parents, orphans, the abused and the disabled. Despite its strong economic development Brunei Darussalam has experienced several challenges; since most of its economy is based on the gas and oil industry, Brunei Darussalam is particularly exposed to the volatility of food and energy prices. Finally, the country suffers from a shortage of qualified local health personnel such as doctors and nurses.

## LEGAL AND INSTITUTIONAL FRAMEWORK

*“By 2035, Brunei Darussalam aims to be recognized for the accomplishments of its well-educated and highly skilled people, their quality of life and its dynamic, sustainable economy”*

(Brunei Government, 2008)

Brunei Darussalam's development vision is contained on the so-called Brunei National Vision 2035 or Wawasan 2035. In this document, launched in 2008, the Government of Brunei sets as a priority to continue advancing in building a nation with “highly skilled, well-educated and accomplished citizens, a high quality standard of life and a dynamic and sustainable economy”<sup>15</sup>.

These objectives have been translated onto the different national plans of which the 10<sup>th</sup> is currently being implemented. The RKN 10, or the 10<sup>th</sup> National Development Plan, outlines six strategic development thrusts which include efforts to further diversify its economy through the promotion of investment, enhancing quality of education, improving productivity, encouraging research and innovation as well as fostering a more conducive business environment<sup>16</sup>. As part of this plan Brunei is working towards improving infrastructures and facilities for its population and improving social safety nets for all.

According to the Brunei Darussalam Country Report, produced for the 9<sup>th</sup> ASEAN & Japan High Level Officials Meeting on Caring Societies, “several programmes and policies have been initiated by the Prime Minister's Office, Ministry of Religious Affairs, Ministry of Education, Ministry of Home Affairs as well as the Department of Community Development, Ministry of Culture Youth and Sports. In addition to government agencies, various NGOs also play a role in poverty alleviation. These

<sup>15</sup> The Brunei Economic Development Board, the Prime Minister's Office. (January 2008). Brunei Darussalam Long-Term Development Plan, Wawasan Brunei 2035. Retrieved from: [http://www.bedb.com.bn/why\\_wawasan2035.html](http://www.bedb.com.bn/why_wawasan2035.html)

<sup>16</sup> Brunei National Development Plan (RKN10: 2012-2017)

include the Sultan Haji Hassanal Bolkiah Foundation, the Islamic Religious Council who provides welfare benefits<sup>17</sup>. Consultations with NGOs are held regularly and collaboration with NGOs has been proved a crucial factor in the success of the different programmes. On the other hand, elected village heads continue to play an important role in the community hence collaboration with them is essential to address the need of vulnerable populations. For that reason the government has established village consultations councils throughout the country under the auspices of the Ministry of Home Affairs.

In Brunei Darussalam, the extended family plays a vital role as the main institution in charge of social inclusion. The extended family is considered by Bruneians as the foundation of the social fabric of society and every aspect of the social life revolves around the family. A household usually consists of grandparents, parents and children and the whole extended family shares, be it in times of hardship or in times of celebration. Thus, the extended family becomes the social safety net. In addition, the government of Brunei Darussalam has taken a wide variety of steps to ensure social protection for all of its citizens and residents. The most important ones relate to the education system, housing provision, the health system, retirement packages, and pensions for the aged and the disabled population. Interesting examples of a good practice include the pension schemes for the aged and the disabled and housing assistance for the poor and destitute. Other programmes include: welfare benefits for the needy, start-up entrepreneurial funds for the needy, assistance for the unemployed in finding employment, and awareness programmes to promote family cohesion, including parenting skills, communication skills and the provision of support and services such as counselling.

## 2.2 INDONESIA

Indonesia has a population of approximately 237.6 million people of which 119.6 million are men and 118 million women<sup>18</sup>. The GDP per capita increased steadily in the 2000s to reach its highest level in Indonesian economic history of 846.8 billion USD in 2012. Additionally, GDP annual growth rate in Indonesia averaged 5.43% from 2000 until 2013, reaching an all time high of 7.16% in the fourth quarter of 2004<sup>19</sup>. The poverty rate has been reduced from 18.40% in 2001

to 11.37% in 2013 and the unemployment rate has been reduced from 8.10% in

### Groups of Concern:

- Underemployed
- Informal Sector workers and migrants
- Women
- Elderly
- Neglected Children
- Persons with disabilities

<sup>17</sup> Brunei Darussalam Country Report 2011. Retrieved from: [http://www.mhlw.go.jp/bunya/kokusaiigyomu/asean/2011/dl/Brunei\\_CountryReport.pdf](http://www.mhlw.go.jp/bunya/kokusaiigyomu/asean/2011/dl/Brunei_CountryReport.pdf)

<sup>18</sup> Badan Pusat Statistik. (2010). The 2010 Indonesia Population Census.

<sup>19</sup> Indonesia GDP Annual Growth Rate. Trading Economics. Retrieved 22.04.2014 from: <http://www.tradingeconomics.com/indonesia/gdp-growth-annual>

2001 to 5.92% in 2013<sup>20</sup>. Yet a significant share of Indonesian population is still poor and has no means to escape poverty.

Poverty in Indonesia is concentrated in rural areas and in the East provinces and it has a female preponderance. 16.6% of rural people are poor, while the poor represents only 9.9% of urban populations<sup>21</sup>. As for gender division, Indonesian women have a more restricted access to education and earn less than men. Now 36.2% percent of adult women have reached a secondary or higher level of education compared with 46.8% of their male counterparts, and female participation in the labour market is 51.2% versus 84.2% for men<sup>22</sup>.

#### Key legislation

- Law No. 40/2004 regarding the National Social Security System
- Law No. 25/ 2004 on National Development System
- Law No. 19 /2011 on Ratification of CRPD
- Presidential Decree No. 1/2010 on Acceleration of Welfare
- Presidential Decree No. 3 /2010 on Development: Justice for All

## LEGAL AND INSTITUTIONAL FRAMEWORK

Social inclusion policies in Indonesia have had a primary focus on poverty reduction. However, an incipient social protection framework is also starting to be developed. Social assistance is provided through government subsidies and cash transfers.

Subsidies are both universal and targeted. The Government classifies these programmes in three clusters:

### 1. Social Assistance Cluster

Programmes in this cluster target household units and it aims to assist poor populations via the following programmes:

- Jamkesmas (Jaminan Kesehatan Masyarakat Miskin).  
Jamkesmas is the Health Insurance provided by the national government. This programme has been implemented since January 2005 for 74,6 million units classified as poor or near-poor to cover free-of-charge primary healthcare services including maternity at public health centre (PUSKESMAS).
- Raskin  
Raskin is a rice subsidy which targets household units that are under a certain income level and provides financial support.

<sup>20</sup> GTZ. (2008) Options for Social Protection Reform in Indonesia. Jakarta.

<sup>21</sup> International Fund for Agricultural Development. Rural poverty in Indonesia. Rural Poverty Portal. Retrieved 05.04.2014 from: <http://www.ruralpovertyportal.org/country/home/tags/indonesia>.

<sup>22</sup> UNDP. Human Development Report 2013, The Rise of the South: Human Progress in a Diverse World – Indonesia. UNDP. Retrieved from: <http://hdr.undp.org/sites/default/files/Country-Profiles/IDN.pdf>

- **Keluarga Harapan**

This is a conditional cash transfer programme. It aims at improving health condition of children and mothers in Indonesia. It targets poor households with young children and cash transfers are made conditional on educational and health requirements. Households receive between IDR 600,000 to 2,200,000 per year<sup>23</sup>. Programme conditions include: "(1) children are enrolled in school and attend at least 85 % of school days; (2) pregnant and lactating mothers as well as infants of 0-6 years of age regularly visit health facilities for health checks. The programme was targeted to reach 2.4 million poor households in 2014"<sup>24</sup>.

## **2. Community Empower Cluster**

The logic behind the programmes in this cluster is to target communities to empower the poor through community involvement.

- **Program Nasional Pemberdayaan Masyarakat (PNPM) Mandiri.**  
PNPM Mandiri is the largest community empowerment programme in the world. It consists of a variety of programmes that cover both rural and urban communities. It targets groups within communities considered to be poor<sup>25</sup>.

## **3. Small and micro-enterprise empowerment cluster**

Programmes in this cluster aim to enhance small and micro-enterprise access to credit.

Indonesia has four different types of social security schemes covering social insurance for private sector employees, the civil servants' old-age benefit and health insurance and the old-age benefits for the armed forces and the police. These benefits have been merged and will be provided by the new National Social Security System which was set up in January 2014. It should be noted that this systems leaves out informal sector workers.

A particularly interesting example of a good practice from Indonesia is the Unified Database (BDT) for social protection programmes. It is an electronic data system that contains social, economic and demographic information on around 24.5 million households, or 96 million individuals, in the lowest welfare bracket in Indonesia. Operated by the TNP2K, it can be used for programme planning and to identify the names and addresses of prospective social assistance recipients, whether they are target households, families or individuals. As stated on TNP2K's official website, "data can be used by government institutions, research institutions and NGOs to carry out

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<sup>23</sup> Chadwick, R., Schmitt, V. (10-11 September 2013). Social Protection Floors in South East Asia: Closing protection gaps for children and families [SMERU conference on 'Child Poverty & Social Protection']. International Labour Organization. Jakarta, Indonesia. Retrieved from: <http://www.smeru.or.id/report/other/cpsp/Paper,%20Abstact,%20CV/02PD-Rachael-paper.pdf>

<sup>24</sup> *Ibid.*

<sup>25</sup> For detail information on the different components of the PNPM Mandiri please have a look at the website the National Team for the Acceleration of Poverty Reduction: <http://www.tnp2k.go.id/en/programmes/cluster-ii/>



analysis on socio-economic indicators for around 40 % of people in the lowest socio-economic bracket. For government programmes (both central and regional), such indicators can be used to design relevant poverty alleviation programmes, as well as calculate the budgets required<sup>26</sup>. The data base can also be used to target beneficiaries of social protection programmes. When setting criteria for beneficiaries of poverty alleviation or social protection programmes, the Unified Database can provide the names and addresses of individuals/families/households to the government institutions.

### 2.3 MALAYSIA

Malaysia had a total population of 29.9 million in 2013 and an average annual population growth rate of about 2% a year. The total population comprises of about 10.6 million people (31.3%) below the age of 18 years, 16.7 million (63.7%) in the economically-productive age group of 19-60 years old and 2.5 million (5.0%) elderly people aged 60 years and above<sup>27</sup>. In 2012, Malaysia was ranked 64 out of 187 countries and territories countries on the UNDP Human Development Index with a score of 0.769 (high human development) and is on track to achieve most of the Millennium Development Goals in aggregate terms by 2015<sup>28</sup>. Investments in education and infrastructure have increased the wellbeing of the general population, however inequalities do persist.

#### Groups of Concern:

- Children
- Older Persons
- Destitute Persons
- People with Disabilities
- Families
- Welfare-related NGOs
- Victims of Natural Disasters

#### **One Malaysia, People First, Performance Now**

*To leverage the diversity in the population, the government introduced the concept of 1 Malaysia, People First, Performance Now in April 2009. 1 Malaysia is based on the concept of fairness to all and stresses that no one group would be left out or marginalized.*

<sup>26</sup> TNP2K. Unified Database. TNP2K. Retrieved from: <http://www.tnp2k.go.id/en/frequently-asked-questions-faqs/unified-database/>

<sup>27</sup> Malaysian Government (April 6-8, 2014). Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia [Workshop]. Bali, Indonesia.

<sup>28</sup> Malaysian Government (April 6-8, 2014). Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia [Workshop]. Bali, Indonesia.

Two groups are particularly at risk of exclusion: women and rural populations. In 2013, the poverty rate was 1.7% on average with significant variance between 3.4% in rural areas and 1.0% in urban areas<sup>29</sup>. Additionally, according to the World Bank<sup>30</sup> the Gini index<sup>31</sup> in Malaysia is of 46.21 showing a high level of inequality in the distribution of income. As for gender inequality, Malaysia has a Gender Inequality Index<sup>32</sup> value of 0.256, ranking it 42 out of 148 countries in 2012<sup>33</sup>. The Index is particularly relevant if we look at access to equal opportunities in the labour market where female participation in the labour market is 43.8% compared to 76.9% for men.

## LEGAL AND INSTITUTIONAL FRAMEWORK

The government of Malaysia strongly believes that economic growth should be sustainable and generate social inclusion. Such beliefs have been translated into policies such as the ten and five year development plans, the New Economic Policy, the National Development Policy, the National Education Philosophy, the National Social Welfare Policy and the National Social Policy. Those policies are being implemented through programmes aiming to create a more inclusive society. Furthermore, a National Social Council, chaired by the Malaysian Deputy Prime Minister, was constituted to act as a planning and implementing entity.<sup>34</sup>

An interesting example of a good practice from Malaysia is the establishment of 146 Child Activity Centres throughout Malaysia. The functions of these Child Activity Centres are as follows:

- to organise programmes which will provide care and protection to children at risk of being abused;
- to provide different activities to cater to the needs of parents and children; and
- to conduct child development and parenting courses for the community.<sup>35</sup>

<sup>29</sup> Malaysian Government (April 6-8, 2014). Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia [Workshop]. *op. cit.*

<sup>30</sup> World Bank. GINI index. World Bank. Retrieved from: <http://data.worldbank.org/indicator/SI.POV.GINI>

<sup>31</sup> Gini index measures the extent to which the distribution of income or consumption expenditure among individuals or households within an economy deviates from a perfectly equal distribution. A Lorenz curve plots the cumulative percentages of total income received against the cumulative number of recipients, starting with the poorest individual or household. The Gini index measures the area between the Lorenz curve and a hypothetical line of absolute equality, expressed as a percentage of the maximum area under the line. Thus a Gini index of 0 represents perfect equality, while an index of 100 implies perfect inequality.

<sup>32</sup> The Gender Inequality Index (GII) reflects gender - based inequalities in three dimensions – reproductive health, empowerment, and economic activity. Reproductive health is measured by maternal mortality and adolescent fertility rates; empowerment is measured by the share of parliamentary seats held by each gender and attainment at secondary and higher education by each gender; and economic activity is measured by the labour market participation rate for each gender.

<sup>33</sup> UNDP. Human Development Report 2013, The Rise of the South: Human Progress in a Diverse World –Malaysia. *op. cit.*

<sup>34</sup> ASEAN Inter-Parliamentary Assembly. (2011). Country Report Malaysia Welfare and the Protection of Children. Retrieved from: <http://www.aipasecretariat.org/wp-content/uploads/2011/07/2.Malaysia-Welfare-and-Protection-of-Children.pdf>

<sup>35</sup> United Nations. (2006). Convention on the Rights of the Child. United Nations. Retrieved from: [http://www.unicef.org/malaysia/CRC\\_-\\_2006\\_-\\_Malaysia\\_1st\\_Report.pdf](http://www.unicef.org/malaysia/CRC_-_2006_-_Malaysia_1st_Report.pdf)

## 2.4 THE PHILIPPINES

The Philippines has an estimated population of 97.35 million people (2013 Projection<sup>36</sup>). Between 1980 and 2012, the Philippines' HDI value increased from 0.561 to 0.654, a rise of 17%, or average annual increase of about 0.5%<sup>37</sup>, while, according to official governmental data, the Philippine's last year full GDP growth reached 7.2%<sup>38</sup>. It is however, estimated that 39 million of Filipinos, which represents 41.5 % of national population, still live under the international poverty line<sup>39</sup>. One of the main challenges is to meet the basic needs of the poor and other vulnerable groups<sup>40</sup>; the Philippines faces, thus, the challenge to ensure that social services reach poor and marginalised communities including indigenous peoples who represent 15 to 20% of the population, face high poverty rates and lack of access to basic services<sup>41</sup>. Additionally, the Philippines has one of the highest rates of inequality in South-East Asia<sup>42</sup>. For instance female participation in the labour market reaches only 49.7%<sup>43</sup>. Such figures rank the Philippines 77 out of 148 countries in the 2012 Gender Inequality index, having a Gender Inequality Index value of 0.418<sup>44</sup>.

### Groups of Concern:

- The poor
- Female Populations
- Solo Parents
- Persons with Disabilities
- Indigent Senior Citizens

## LEGAL AND INSTITUTIONAL FRAMEWORK

The Philippines has experienced impressive economic growth rates over the last decade, without, however, successfully redistributing the benefits of that growth. To address this challenge, the Medium Term Philippine Development Plan (2011-2016) has made inclusive growth one of its main objectives. The government has also enacted several programmes aimed at providing a safety net for vulnerable

<sup>36</sup> Assistant Secretary Camilo G. Gudmalin. (April 6-8, 2014). Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia [Workshop]. Bali, Indonesia.

<sup>37</sup> UNDP. Human Development Report 2013, The Rise of the South: Human Progress in a Diverse World – the Philippines. UNDP. Retrieved from: <http://hdr.undp.org/sites/default/files/Country-Profiles/PHL.pdf>

<sup>38</sup> Cerda, J. (January 30, 2014). Philippine economy expands 7.2% in 2013. Philstar.com. Retrieved 22.04.2014 from: <http://www.philstar.com/business/2014/01/30/1284723/philippine-economy-expands-7.2-2013>

<sup>39</sup> USAID Philippines. Country Development Cooperation Strategy 2012-2016. USAID. Retrieved from: [http://www.usaid.gov/sites/default/files/documents/1861/CDCS\\_Philippines\\_FY2012-FY2016.pdf](http://www.usaid.gov/sites/default/files/documents/1861/CDCS_Philippines_FY2012-FY2016.pdf)

<sup>40</sup> The Philippines. Report of the Working Group on the Universal Periodic Review. Universal Periodic Review. 23 May 2008.

<sup>41</sup> Stavenhagen, R. (March 2003). Report of the Special Rapporteur on the situation of Human Rights and fundamental freedoms of indigenous people [Mission to the Philippines]. Retrieved from: <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/G03/115/21/PDF/G0311521.pdf?OpenElement>.

<sup>42</sup> Chongvilaiva, A. (2013). Taking the Income Gap in Southeast Asia Seriously. Singapore Institute of South-East Asian Studies, 2.

<sup>43</sup> *Ibid.*

<sup>44</sup> *Ibid.*

populations. One example of good practice from the Philippines is the Pantawid Familyang Pilipino Programme. Created in 2008, this programme provides cash grants to poor households with children younger than 15 years of age. The financial support is intended to be used to pay for health, food and education. The eligibility criteria for this programme are as follows: a) to have an income equal to or below the provincial poverty threshold b) to have children 0 - 14 years old and/or be a pregnant woman at the time of assessment; and c) to agree to meet the programme conditions, related to health and education<sup>45</sup>.

#### Key legislation

- Magna Carta for Women in 2009 (RA 9710 ), the local translation of the CEDAW
- Magna Carta for Disabled Persons in 1992 (RA 7277) and succeeding amendments through RA 9442 (2007) and RA 10070 (2010) pursuant to PH ratification of UNCRPD in 2008.
- Indigenous Peoples Rights Act (RA 8371) pursuant to PH ratification of UNCERD in 1967.
- National Social Protection Framework (2007)

## 2.5 TIMOR-LESTE

Timor-Leste is one of the fastest growing economies in Asia and thanks to oil revenues a wide public safety net has been put in place. However, regions outside Dili do not benefit fully from this and it is in these regions where there is a higher proportion of poor people. Nearly 80% of the population has a livelihood based on subsistence farming<sup>46</sup>, while unemployment and underemployment combined reach 70%, with a 20% unemployment rate in urban areas and a 40% rate among youth<sup>47</sup>. Finally, according to the World Bank, 36.3%<sup>48</sup> of the population lives below the poverty line. In order to address these challenges, the government of Timor-Leste drafted its National Development Plan 2011-2030.

#### Groups of Concern:

- Women
- Widows
- Vulnerable Children
- Youth populations
- Veterans
- Persons with Disabilities
- Senior Citizens

<sup>45</sup> Reyes, C. M., Tabuga, A. D. (December 2012). Conditional Cash Transfer Program in the Philippines: Is It Reaching the Extremely Poor?. Discussion Paper Series No. 2012-42. Philippine Institute for Development Studies.

<sup>46</sup> (June 19, 2010). A Widening Gap. *The Economist*.

<sup>47</sup> U.S. Department of State. (2013). Congressional Budget Justification Document, Regional Perspectives.

<sup>48</sup> World Bank. Data – Timor Leste. World Bank. Retrieved from: <http://data.worldbank.org/country/timor-leste>.

## LEGAL AND INSTITUTIONAL FRAMEWORK

Article 56 of the Constitution of Timor-Leste mentions the right of all Timorese citizens to social security and assistance. Given the limited resources however, the poor and the vulnerable are a national priority. This concern has been made clear in the “Timor-Leste Strategic Development Plan 2011-2030”. The Government of Timor-Leste has identified children, women at risk of abuse, poor families, the elderly, veterans and victims of natural disasters as most vulnerable groups and will, for the five years to come, focus on poor households headed by women, people with disability and veterans; through the implementation of plans and programmes<sup>49</sup>.

### ***Timor-Leste’s Strategic Development Plan 2011–2030***

*is about setting out a pathway to long-term, sustainable, inclusive development in Timor-Leste....The plan aims to develop core infrastructure, human resources and the strength of our society, and to encourage the growth of private sector jobs in strategic industry sectors—a broad based agriculture sector, a thriving tourism industry and downstream industries in the oil and gas sector.....The Strategic Development Plan sets out what needs to be done to achieve the collective vision of the Timorese people for a peaceful and prosperous nation in 2030.*

“Bolsa Mãe” is an interesting example of good practice from Timor-Leste. This programme was launched in 2008 by the Government of Timor-Leste in partnership with UNDP, UNFPA, UNICEF, UNIFEM and IOM. It provides financial support to poor women-headed households so that children attend and complete school, as well as to widows and orphans. In 2010, the programme supported 11.000 households, thanks to a newly created information management system that facilitates the identification of the most vulnerable households<sup>50</sup>.

<sup>49</sup> Government of Timor-Leste. Program of the V Constitutional Government 2012-2017 Legislature. Retrieved from: <http://timor-leste.gov.tl/?cat=39&lang=en>

<sup>50</sup> ILO. “Bolsa Mãe” programme in Timor-Leste. Social Protection Plateforme. ILO. Retrieved from: [www.ilo.org/gimi/gess/ShowWiki.action?wiki.wikid=1225](http://www.ilo.org/gimi/gess/ShowWiki.action?wiki.wikid=1225)

# CHAPTER 3

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## PERSPECTIVES ON SOCIAL INCLUSION IN POLICIES

This chapter briefly reports on some of the perspectives presented during the meeting; from UN agencies, civil society and academia, with regard to promoting inclusive social policies.

### 3.1 THE POLITICS OF SOCIAL INCLUSION: AN INVESTIGATION OF POLICY MAKERS' PERSPECTIVES

Who decides when to develop new or revise old policies?

It is important to understand policy makers' knowledge and attitudes towards social inclusion; their own continuing professional development in these areas, their views on existing barriers and facilitators for policy revision and development; within the contexts of which they have particular experience.

The actual viability of policies for social inclusion is largely determined by political processes, which are, in turn, heavily influenced by perceptions and attitudes. In this context, the perspectives of policy makers are doubly important. Policy makers are – almost inherently – the most influential actor operating in the policy arena. They are however also – almost by definition – the ultimate insiders of the policy-making process. Their insights and testimonies can therefore help us greatly in understanding the political dynamics that ultimately shape policy outcomes.

In order to better understand the perspectives of policy makers on the issues of inequality and social exclusion, UNDP, in collaboration with the public opinion research company Ipsos, conducted an opinion survey of 375 individuals occupying senior policy-making positions in 15 low and middle-income countries. The survey results offer insights on the political viability of inequality-reduction and promoting more socially inclusive policies.

Overall, the interviewed policy makers appeared to be very willing to engage with issues of inequality and exclusion. The vast majority of interviewees described inequality of incomes and opportunities in their countries as high (79 % of the sample in the case of incomes and 59 % in the case of opportunities). Furthermore, most survey participants expressed concern about the implications of current levels and trends of inequality for the long-term social and economic development of their countries. Yet, the terms of this willingness to engage need to be qualified.<sup>51</sup>

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<sup>51</sup> UNDP, Humanity Divided: Confronting Inequality in Developing Countries, November 2013 [http://www.undp.org/content/dam/undp/library/Poverty%20Reduction/Inclusive%20development/Humanity%20Divided/HumanityDivided\\_overview.pdf](http://www.undp.org/content/dam/undp/library/Poverty%20Reduction/Inclusive%20development/Humanity%20Divided/HumanityDivided_overview.pdf)

The survey offers evidence of what could be referred to as an “opportunity-equalization policy bias” among the surveyed participants. Whilst recognizing the polarization of income distributions as a major development challenge, the interviewed policy makers tended to see the equalization of opportunities as a significantly higher policy priority in comparison to the moderation of income gaps. Moreover, even in countries characterized by high income inequality, a significant majority of policy makers expressed the view that inequality of opportunity could be significantly reduced without changes to the current distribution of income.

Based on these findings, it could be argued that there is a need for more in-depth dialogue on the potential interconnectedness of opportunities to promote greater inclusion and the outcomes associated with taking such opportunities.

In the account provided by policy makers there is a strong and inverse relationship between perceived levels of representation in the political process and perceived levels of income and access disadvantage. However, strengthening the political representation of disadvantaged groups and affirmative action were, perhaps surprisingly, the two least well supported policies in a set of nine policy measures aimed at equalizing opportunities. Thus a frank and well-informed conversation with policy-makers on the importance of political participation for social inclusion seems to be needed.

The survey results clearly show that awareness among policy makers – even at very senior level – does not per se amount to the opening of political space and opportunity. While recognizing the need to address inequality and exclusion and while acknowledging the relevance of several policy measures, the surveyed policy makers often did not see much political space for inequality-reducing action in their countries.

Experience shared in the survey shows however that political space for social inclusion and inequality reduction can be created. Key strategies emerging from the analysis of policy makers' responses include: the creation of political compacts on social inclusion and inequality reduction across the national political spectrum, the promotion of a more proactive role by the national media in framing inequality as a relevant policy issue, and the constructive engagement of business focusing on the idea that the reduction of excessive inequality is a shared interest. Additionally, the results of the survey point to the critical importance of expanding spaces for civic engagement, which is of course one of the primary motives for the Seminar on which we report here.

### 3.2 POLICY AND DATA THAT IS 'FIT FOR PURPOSE'

What do we know and what do we need to know?

The seminar acknowledged the growing interest in measuring social inclusion

with an increased focus on outcome measurement in policy development and planning. These measures need to be capable of disaggregation by population groups of interest, such as persons with disabilities. This interest has been mainly led by governments, keen to move away from gross input or output-based methods for measuring the effectiveness of their investments in communities, towards more specific measures and statistics. However, there is now a strong emphasis on measures of income poverty, unemployment and educational attainment, with relatively fewer indicators covering other aspects of social inclusion, such as access to public goods and services for a range of vulnerable groups.

It can be a highly resource-intensive process to develop, collate, monitor and report on sets of indicators of social inclusion. The workshop "Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia", April 6 to April 8 2014, provided a rare opportunity to consolidate the commitment and support from stakeholders at the beginning of a new initiative, and the opportunity to share the challenges faced among government, international agencies, civil society and representative organisations of vulnerable groups. To make such a collaborative venture a reality will require the establishment of a mode of governance that will provide a sustainable means of funding, both for the development of, and the on-going use of, policy data analysis and statistical resources.

Good data are considered essential for effective policies and programmes promoting social inclusion. Discussions between actors and stakeholders focused on the availability of good data aiming to support policy making and planning for sets of indicators of social inclusion. The workshop allowed the identification of several central ideas: good data should be fit for the purpose, there are important gaps in the availability and quality of existing statistics, and strengthening national statistical capacity is key to addressing data gaps in a sustained manner. These three issues are now briefly reviewed.

### 3.2.1. FIT FOR THE PURPOSE

The designing and implementation of effective policies and programme to promote social inclusion involves a wide range of stakeholders, and good data should address the information needs of key stakeholders as they often have quite different interest and therefore priorities. For instance, the presentations of national delegations showed that countries highest legislative bodies, or the President's office, usually set broad strategic directions, thus providing the necessary mandates; the relevant Ministries formulated long-term or short-term plans by setting goals and targets, laying out responsibilities and allocating resources; local governments and civil society organizations devised and implemented concrete actions; and researchers from government agencies and academia often sought to improve understanding of the challenges and opportunities by conducting analysis.



It was observed that the presentations during the workshop often used statistical data to inform national efforts to address social inclusion. There was more use of statistics to indicate that different types of actions had been taken (as indicated by the sign “√” in the Figure 4.1) than to indicate goals/targets reached; or to describe contexts (in Figure 4.1 “?” indicates not seeking data for this purpose). Figure 4.1 is a conceptual representation conveying a general impression of the realms of data use, rather than an empirically-based one. If we define “Good data” as data that is “fit for the purpose” then we need to map out the information needs of key stakeholders in the relevant dimensions; such as contexts, actions and goals/targets. Statistical Offices thus need to have the capacity to address the different information needs of different stakeholders.

**FIGURE 3.1: MAPPING INFORMATION NEEDS**

	<b>Contexts</b>	<b>Actions</b>	<b>Goals/targets</b>
	<b>(what they have)</b>	<b>(what they do)</b>	<b>(what they aspire to)</b>
<b>President's office</b>	√	√	√
<b>Minister (s)</b>	√	√	√
<b>Local governments</b>	?	√	?
<b>Civil society organizations</b>	?	√	?
<b>Researchers and citizens</b>	?	√	?

### 3.2.2. ADDRESSING GAPS IN DATA AVAILABILITY AND QUALITY

The presentations by national delegations, civil society organizations and other development partners featured statistical data that came from a variety of sources. A key source of official statistics is sample surveys, which have the advantage of being relatively flexible in choosing the topics for data collection, but tend to require specialized skills and can be quite expensive. In particular, special efforts need to be made in collecting reliable statistics on vulnerable population groups, which requires among other things a complete sampling frame so as to identify these groups. Such a process is generally lacking. Official statistics rely heavily on administrative sources, which have the advantage of providing continuous data with very little extra costs of data collection. On the other hand, there are often concerns about the quality of administrative data due to lack of appropriate statistical concepts and definitions, limited information and lack of comprehensive coverage. The power of statistics can also be harnessed through linking data from several sources (e.g. health, education, labor) to develop the complete picture of exclusion, especially given that social inclusion is multidimensional.

Overall, the presentations and discussions raised several issues regarding the availability and quality of statistical data on social inclusion. Such issues include the lack of reliable data collection methods, lack of common definitions (e.g. disability), inconsistent use of definitions both within and across countries, and lack of participation of vulnerable groups in the collection and dissemination of statistics. These factors all need to be addressed in order to produce data that is truly “fit for purpose”.

### 3.2.3. FOCUS ON CAPACITY BUILDING

The seminar participants recognised the need for strengthening the capacity of national statistical systems in order to collect and disseminate high quality statistics to support decision-making in a sustained manner. This is consistent with the strategic direction that national governments in the region established in 2010 through the Committee on Statistics of the Economic and Social Commission for Asia and the Pacific (ESCAP), the highest level intergovernmental body on statistical development in the region. The strategic directions are expressed in two broad goals, namely, by 2020 all countries in the region will: a) have the capacity to produce a basic range of population, economic, social and environment statistics, and b) create a modern statistical information management system through regional collaboration.

Efforts to improve statistical data for social inclusion in project countries may build on initiatives that are already underway to achieve the above strategic goals. These initiatives are carried out through a range of steering and advisory groups, which are comprised of national and international experts and serviced by the ESCAP secretariat. The advisory groups formulate strategies and action plans for regional initiatives and guide their implementation. Indonesia and the Philippines, for instance, are represented on some of these groups. Figure 4.2 indicates some of the capacity development issues in the region.

FIGURE 3.2: CAPACITY ISSUES IN REGIONAL INITIATIVES



Countries drive the national implementation of projects by identifying needs and setting priorities, as well as building on existing experiences and strengths. Country-level actions also emphasize the overall leading and coordination role of national statistical offices in partnership with other national (e.g. ministries of welfare, labour, health, education, etc) and international stakeholders. Regional level support generally includes advocacy, research and development, training and technical assistance.

### 3.3. PARTICIPATORY POLICY PROCESSES

Whose voices are being heard?

As previously highlighted, it is of critical importance that social inclusion outcomes are legitimately achieved through processes that embody the goals of a participatory process. Special attention was given to the inclusion of community perspectives, in order for socially inclusive policy to be informed by – and seen to be informed by – community experiences. One example in this regard was Handicap International's (HI) "Making it Work" programme. The presentation on Making it Work focused on learning from what works in practice in order to make real changes on inclusion of people with disabilities. This programme involves helping civil society organisations identify examples of good practices in implementing the UNCRPD at community level. This allows governments to identify and scale-up through policy examples of what is already working well in their own countries, as well as to share these examples across countries.

Making it Work is a methodology that was developed by HI and partners to bridge the gap between the Human Rights standards set by the UNCRPD and the reality of people's lives. To make the UNCRPD and social inclusion work, this methodology proposes to build on existing practices that have proven successful in enhancing inclusion, and to use this evidence to foster positive changes in the lives of people with disabilities. Making it Work documents and analyzes good practices to understand what the facilitators of change were, and uses this information to inform service providers and policy makers, and establish criteria for evaluating inclusive practices.

Making it Work offers a set of tools and guidelines that help steer a multi-stakeholder group through a collaborative process to define the types of changes they can realistically achieve, the types of good practices needed to facilitate these changes, and the advocacy strategies that are required to make this happen. While in principle this methodology can be used with any vulnerable or marginalised group, its use to date has focused on people with disabilities.

The method relies on the combination of four key ingredients. First, participation of people with disabilities is a key requirement, ensuring the buy-in from discriminated groups, giving voice and decision-making power to people with disabilities and grassroots level initiatives that are rarely counted in policy making. Second, the

methodology fosters multi-stakeholder engagement in identifying criteria and validating good practices, whereby learning alliances are created and expertise is shared across different domains for increased relevance and legitimacy. Third, analyzing good practices helps understanding how changes happen, and comparison across practices can help establishing criteria for inclusiveness, based on local resources and locally relevant initiatives. Fourth, Making it Work seeks opportunities to replicate on a similar level what has already proven successful (scaling out), or to influence policies with this evidence (scaling-up), to optimize the use of existing resources and knowledge.

As such, Making it Work aims to support civil society to engage meaningfully in collaborative processes through solution-focused, evidence-based advocacy. More than 60 organizations have used the methodology across over 30 countries. Initiatives cover a wide range of topics, such as inclusive local governance, legal capacity, access to information, inclusive education and access to employment. They have led to practical changes, such as significant increase in employment of people with disabilities in the private sector, influencing legislation on mental health, and promoting participation of people with disabilities in local decision making.

The Making it Work website entails a database of more than 180 good practices<sup>52</sup> that can be searched by country, region, language, key word or article of the UNCRPD, to guide and inspire related initiatives. To stimulate policy revision towards enhanced social inclusion, HI and Trinity College Dublin are currently exploring how they might combine the participatory processes of Making it Work with the conceptual framework of Equi Frame; identifying what Human Rights could and can entail in theory and in practice.

### 3.4 ASSESSING POLICY 'ON THE BOOKS'

How do we prioritise which policies need to be revised or developed?

The presentation on assessing policy on the books highlighted that if social inclusion and Human Rights are not directly and explicitly addressed in the detail of policy documents, it is unlikely they will be seen in service delivery. The presentation provided an overview of EquiFrame, a policy analysis instrument, designed to evaluate the extent to which social inclusion is promoted and Human Rights are upheld within health and welfare policy documents; and to offer guidelines for further policy development and revision, where appropriate<sup>53</sup>. EquiFrame details twenty-one Core Concepts of Human Rights developed through consultation workshops in four African countries – Malawi, Namibia, Sudan and South Africa - from United Nations Conventions and from the literature and research evidence relating to Human

<sup>52</sup> Making it Work's official website: <http://www.makingitwork-cprd.org/good-practice-database/>

<sup>53</sup> Amin, M., MacLachlan, M., Mannan, H., El Tayeb, S., El Khatim, A., Swartz, L., Schneider, M. (2011). EquiFrame: A framework for analysis of the inclusion of Human Rights and vulnerable groups in health policies. *Health & Human Rights*, 13(2), 1–20.

Rights and well-being. Its development has therefore been conceptually inspired and informed, evidence-based and participatory. EquiFrame considers the extent to which policies address the needs of twelve vulnerable groups - including ethnic minorities, displaced populations, those living away from services, people suffering from chronic illness and people with disabilities - these groups being identified on the basis of research evidence indicating a lack of adequate access to needed resources to support their health and well-being.

Over 70 policies have been analysed, at country, regional and international level, as well as donor policies. In each case it is possible to identify the relative prominence of some vulnerable groups over others, at least in the extent to which they have been 'written in' to policies. While there may be good reasons for such variation in some cases (for instance, there being more displaced people in some countries than in others), in most cases we contend that the variation may reflect factors relevant to marginalization, within the countries. In other words, even among marginalized groups, some have greater ability to influence policy in order to channel resources towards their needs. Through a structured content analysis of policies, EquiFrame also provides a quantifiable degree of commitment to social inclusion and Human Rights, allowing us to measure and evaluate policies within and between countries. It facilitates the identification of which Human Rights are accorded to which marginalized groups; it measures not just the extent of inclusion, but also the nature of it, across a range of marginalized and vulnerable groups.

EquiFrame has already been used to develop new policies. For instance, in Malawi, we have used EquiFrame to guide the development of the first National Health Policy, launched in 2013. This was facilitated through a workshop for the Ministry of Health, which was followed up with support to the Ministry from Project EquiAble research team members from the Centre for Social Research, University of Malawi, and the Centre for Global Health, Trinity College Dublin. In Sudan, following the presentation of the results of our analysis of Sudanese policies to the Ministry of Health, EquiFrame has been adopted by the Ministry to guide the revision of all future health and welfare policies in the country. In South Africa, an EquiFrame analysis of the existing South African Rehabilitation Policy identified important limitations and highlighted aspects requiring revision. This is at least one of the factors contributing to the impetus for the development of a new policy in this area, which is now under way.

The impact of EquiFrame has also reached beyond our original project countries. For instance, HI has translated the EquiFrame manual into French, to encourage its use among their staff involved in advocacy and policy revision initiatives. HI works across more than sixty countries and we have recently disseminated findings from its use to civil society across seven South-East Asian countries<sup>54</sup>.

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<sup>54</sup> Handicap International. (11-12th April 2014). Priorities to strengthen the implementation of the UNCRPD in Asia [Consultation Workshop]. Bali, Indonesia.

## YOUTH VOICES:

Lidwina Andilah, who is 20 years old, lives in Kota Kinabalu, Malaysia, and is involved with the Leonard Cheshire Disability Programme “Young Voices.” She presented on education, employment and issues facing young women with disabilities. She highlighted that education is a key concern for young people with disabilities as it is fundamental to their life opportunities for health, employment and well-being. She recalled, that many young people with disabilities are denied the opportunity to attend school, or the schools they attend do not have the facilities required to support their needs. The choices for specialised education such as vocational training are very limited for young people with disabilities. Mark Operiano, a 21 year old from Iloilo, the Philippines, highlighted the importance of youth with disabilities participating in sports and culture, disaster response and political participation. He argued that sports and culture are both excellent ways to connect with young people with disabilities. They do not only provide entertainment, but also real opportunities for personal development and building self-confidence. Jeff Acaba, who is 28 years old, works with the non-governmental organizations (NGO) Action for Health Initiatives in Manila, the Philippines. Jeff raised the issue of the many marginalised and vulnerable young people and in particular those living in poverty, young people who are HIV positive, those involved in the sex industry, street kids, and transgender youth; all of whom are often on the margins of society with regards to health, education and employment. Jeff sought for these groups need to be recognised in government responses to social inclusion. He called for their many unmet needs, access to services and programmes to be addressed through social policies to help break the cycle of social exclusion. The ensuing discussions focused on lack opportunities for inclusion and participation in society due to societal stigma and discrimination, but also through simple things such as poor planning of services and facilities, and subsequent lack of consideration and practical solutions to enact human rights principles.

## CONCLUSION

In this chapter we have sought to convey just some of the perspectives on the policy process that were presented at the workshop. Other presentations from the meeting can be accessed on UNESCO Office Jakarta website.<sup>55</sup> It is not suggested that the approaches described above are in any way comprehensive, but rather that they have complementary elements which may, in combination, be able to add value to attempts aiming to promote better inclusion in the policy process.

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<sup>55</sup> <http://www.unesco.org/new/en/jakarta/social-and-human-sciences/>

## CONCLUSION: CREATING A COLLABORATIVE POLICY PLATFORM

Discussions held at the workshop helped develop essential elements for facilitating more inclusive policies in the South-East Asian Region. These discussions are briefly encapsulated below, as 'Five Keys to More Inclusive Policies' which, if combined, could constitute a powerful virtual and physical platform to promoting social inclusion.

The first key is good practices: where stories of community-level social inclusion are identified and validated as relevant by discriminated groups themselves. Such practices can illustrate to government and other development partners that Human Rights and social inclusion are being enacted, in at least some ways and in some instances, in their own countries, rather than these ideas necessarily being 'imposed' through international laws or United Nations Conventions. The Making it Work methodology developed by HI, to identify good practices around the implementation of the United Nations Convention on the Rights of People with Disabilities is an example of such an approach. It was stated that this approach can be broadened and applied to other marginalised or vulnerable groups and used to directly feed into policy formation, by highlighting good practices that can be scale-up and scaled-out in similar contexts. Making it Work is a methodology of participation, and of course participation, particularly of the marginalized, is a core principle for each of the keys described below too.

The second key is good data: this means developing well designed surveys, from which disaggregation of data (by sex, age, national or ethnic origin, religion, etc.) from different vulnerable groups is possible, so that this data can reflect and feed directly into policy priorities. We also learnt that different stakeholders have different uses for data, different goals, different methods of achieving them and different indicators of their success. Producing data that is 'fit for purpose' therefore depends on what the purpose is and requires consultation with, and understanding of, the perspectives of a diverse array of data users. This requires trying to design data-sets that can be used in different ways and perhaps supplementing them with bespoke data to address more specialised concerns. UNESCAP has developed considerable expertise in working across the different countries and sectors in South-East Asia, and various mechanisms for consultation and dissemination regarding statistical and survey design and training. The development of socially inclusive policies requires data sets 'fit for purpose' both as inputs to the policy development process and outputs for their monitoring and evaluation.

The third key is good policies: unless policies explicitly specify commitments to Human Rights and social inclusion, these are unlikely to be enacted in practice. EquiFrame is a policy analysis instrument which guides a structured content analysis of policies, to provide a quantifiable degree of commitment to social inclusion and Human Rights, across 12 different vulnerable groups, with the provision to

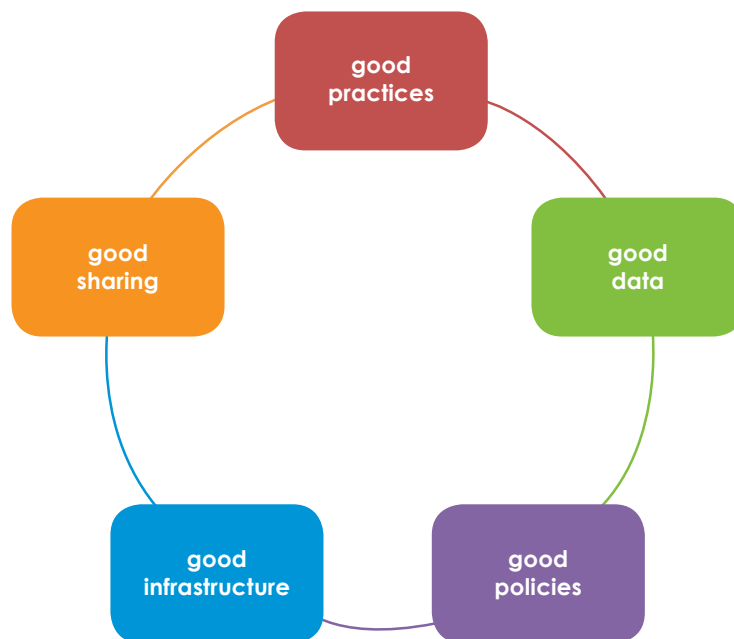
add others, as appropriate. EquiFrame has been used to measure, evaluate and compare policies, both within and between countries. It also facilitates the identification of which Human Rights are accorded to which marginalized groups. It has been used to develop new policies and revise existing ones. The methodological approach of EquiFrame allows it to be modified and adapted to a broad range of the questions and contexts that require a policy perspective.

The fourth key is good infrastructure: this means that countries have the means to effectively support the processes necessary for efficient social inclusion (advocacy, empowerment, participation in public affairs, etc.), to monitor it and evaluate it; an area where UNESCO has developed considerable expertise. UNESCO's indicators' framework focuses on its areas of explicit competence: education, culture, science, communication and information, and civic and political participation. The indicators are structural and evaluate commitments to international Human Rights standards, assessing whether a country has established institutions, constitutional provision, laws and policies for the realization of specific rights. These indicators provide analytical information about how well a country is 'geared' to support the realisations of rights, and are not designed to collect data or statistical information.

Finally, the fifth key is good sharing: this means that countries are committed to a process of jointly generating and sharing knowledge and learning. Countries can see the benefits of collaborating on the process of policy reform, being able to learn from each other's experience and draw on a more diverse and broader resource base, constituting a virtual, or actual, regional platform for social inclusion. Such sharing also presents opportunities for 'Big Data' approaches by pooling and agreeing on some common questions and concerns across different countries and across different contexts within countries. An equally important aspect of sharing is for countries to develop complimentary expertise across different areas of knowledge, rather than one country to attempt to develop expertise across all areas. Areas of expertise should span government, civil society and academic/research organisations, supported by the distinctive strengths of different multilateral agencies.



**FIGURE 3.3 DIAGRAM OF FIVE KEYS COMBINING TO 'UN LOCK' SOCIAL INCLUSION**



The presentation of policy analyses from four African countries illustrated how social inclusion and Human Rights can vary on the same sort of policies across different countries, but that all countries examined had policies that were evaluated within each of the “poor”, “moderate” and “high” categories used by the Equi Frame analysis tool.

The learning between countries is strengthened when the sharing of data, practices, and analyses can be facilitated by annual meetings which help to network and provide continuity for a shared and common purpose. The Meeting participants felt that an annual meeting circulating between the five countries, would be a good way of ensuring this common learning and giving members targets to work towards on an annual basis. These should be one part of a common learning ‘platform’ where government, civil society, United Nations organisations and researchers, and other development partners, could all come together, sharing their perspectives.

The five participating countries could consider targeting the identification of five policies to be revised or developed over a five year period, with indicators of progress on a yearly basis. Each country should convene a team that would include representatives of key constituencies in the policy process: government, civil society, donors, UN organisations, development partners and academics/

researchers. The meeting agreed that a funding proposal should be developed, identifying key commitments and opportunities for each country and suggesting an indicative budget across the five countries and supporting partners. A provisional draft of a proposal should be initially developed by the partners who convened the meeting and then circulate for comment and consultation to all others participants. We aim to be able to initiate the collaboration and have the next meeting in April 2015; one year after our initial meeting. By this date, the post-2015 Sustainable Development Goals will have been agreed on and our initiative will make an important and timely contribution to addressing the core value of social inclusion within these goals.

The workshop determined five keys to advancing this common goal among the countries that participated in the meeting: good practices, good data, good policies, good infrastructure and good sharing. Each of these components requires the active participation of a broad range of stakeholders. A mechanism aiming to achieve this participation and to develop and share expertise and resources within the region could make an important strategic contribution to the promotion of social inclusion.

## RECOMMENDATIONS

The stakeholders having attended the workshop recommend the establishment of a regional platform to promote social inclusion in government and regional policies of the ASEAN region. We propose the establishment of an initiative to promote inclusive policies in the region, which take into account the roles, contributions and needs of all interest groups, women and men alike, with the working title SEASPICE: South-East Asian Social Policy Inclusion Collaboratory:

This initiative would focus on:

1. Developing the five keys to creating good inclusive social policies at regional level as discussed during the meeting: good practices, good data, good policies, good infrastructure and good sharing.
2. Advise countries on options for implementing, monitoring and evaluating inclusive policies.
3. Provide training in specific technical and consultation skills.
4. Constitute a repository of good practices across a range of domains.
5. Be a virtual and physical meeting place for stakeholder exchange, building mutual trust and understanding between those with different perspectives.

SEASPICE should have a virtual presence through a shared web platform, but it would also be important for it to have a physical reality. This might be facilitated by annual meetings rotating around the participating countries. We hope that the initiative could be launched at an inaugural meeting early in 2015.

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Ms. Isabel Guterres. (April 6-8, 2014). Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia [Workshop]. Bali, Indonesia

Malaysian Government (April 6-8, 2014). Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia [Workshop]. Bali, Indonesia.

Dato' Norani Hj. Mohd Hashim, Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia [Workshop]. Bali, Indonesia



# ANNEX I

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## PROGRAMME OF THE SEMINAR

**Sunday, 6 April 2014**

**7:00 - 9:00**      **Welcome Dinner and Presentation of the Network for Inclusive Cities Opening Speech:** Bapak Ida Bagus Rai Dharmawijaya Mantra, Mayor of Denpasar.  
**Opening Remarks:** Dr. Hubert Gijzen, Director and Representative, UNESCO Office Jakarta.

**Monday, 7 April 2014**

**08:30 - 09:00**      **Registration**

### **Opening**

09:00 - 09:05      Opening Remarks by Dr. Hubert Gijzen, Director and Representative, UNESCO Office Jakarta.

09:05 - 09:10      Opening Remarks by Prof. Malcolm MacLachlan, Professor of Global Health, Trinity College Dublin.

09:10 - 09:15      Opening Remarks by Dr. Hasheem Mannan, Senior Research Fellow, University of Melbourne.

### **Session 1      Setting the Scene**

**09.15 - 10.30**      **Tools for formulation of social policies: Challenges and opportunities**  
Moderator: Prof. Suahasil Nazara, Policy Working Group Coordinator, Secretariat of the National Team for the Acceleration of Poverty Alleviation, Office of the Vice President of Indonesia.

*The purpose of this session is to present two different tools developed by Trinity College and UNESCO with regards to social policies assessment, development and implementation. This will provide an insight on exiting work and provide opportunities for governments' representatives to provide input.*

09.15 - 09.35      **Promoting Human Rights & Social Inclusion in Policies**  
Dr. Malcolm MacLachlan, Professor of Global Health, Centre for Global Health & School of Psychology, Trinity College Dublin, Ireland.

09.35 - 09.55      **Promoting Social Inclusion and eradication of poverty through participatory policy process**  
Mr. Charaf Ahmimed, Programme Specialist, Social and Human Sciences, UNESCO Office Jakarta.

- 9.55 - 10:30      **Questions and Answers**
- 10.30 - 10.45      *Refreshments*
- Session 2**  
**10.45-12.00**      **Tools for Formulation of Social Policies: Challenges and Opportunities**  
Moderator: Dr. Malcolm MacLachlan, Professor of Global Health, Trinity College Dublin.
- The purpose of this session is to present different tools and programmes and developed by various stakeholders with regards to social policies assessment, development and implementation. This will provide an insight on exiting work and provide opportunities for governments' representatives to learn about existing initiatives and programmes.*
- 10.45 - 11.05      **Disadvantaged Regions in Indonesia. Empirical Facts and Implications for Social Protection Policies.**  
Prof. Suahasil Nazara, Policy Working Group Coordinator, Secretariat of the National Team for the Acceleration of Poverty Alleviation, Office of the Vice President of Indonesia.
- 11.05 - 11.25      **Measurement of Social Protection**  
Dr. Hasheem Mannan, Senior Research Fellow, CBM-Nossal Institute Partnership for Disability Inclusive Development, University of Melbourne.
- 11.25 - 12.00      **Questions and Answers**
- Session 3**  
**12.00 - 13.00**      **Feedback/Presentations by Governments of Brunei and Indonesia**  
Moderator: Mr. Charaf Ahmimed, Programme Specialist, UNESCO Office Jakarta
- Delegation Government of Brunei*  
*Delegation Government of Indonesia*  
*The purpose of this session is to provide opportunity to governments' representative to reflect on the presentations above, request further information and discuss potential relevance of these tools to their national contexts: 1) Describe the policy development/ review process and context in the country (e.g. How participatory and inclusive is it? What is usually the impetus for development/ review? How do you usually respond to new international conventions, e.g. UNCRPD), 2) Highlight any policies which you may feel are examples of good practice, and why; and identify policies which you may feel are priorities for review, and why?*

13.00 -14.00

Lunch break

**Session 4**  
**14.00 -15.30**

**Feedback/Presentations by Governments of Malaysia, Philippines and Timor-Leste**

Moderator: Ms. Susan Vize, Regional Advisor, UNESCO Office Bangkok

*Delegation Government of Malaysia*  
*Delegation Government of the Philippines*  
*Delegation Government of Timor-Leste*

*The purpose of this session is to provide opportunity to governments' representative to reflect on the presentations above, request further information and discuss potential relevance of these tools to their national contexts: 1) Describe the policy development/review process and context in the country (e.g. How participatory and inclusive is it? What is usually the impetus for development/review? How do you usually respond to new international conventions, e.g. UNCRPD), 2) Highlight any policies which you may feel are examples of good practice, and why; and identify policies which you may feel are priorities for review, and why?*

15:30 -15:50

Tea break

**Session 5**  
**15-50 – 16.50**

**Tools for Formulation of Social Policies: Challenges and Opportunities**

Moderator: Mr. Frank Schneider, Advisor, Social Protection Programme, GIZ.

*The purpose of this session is to present different tools and programmes developed by various stakeholders with regards to social policies assessment, development and implementation. This will provide an insight on exiting work and provide opportunities for governments' representatives to learn about existing initiatives.*

15.50 -16.10

**The politics of social inclusion: an investigation of policy makers' perspectives**

Mr. Emanuele Sapienza, Policy Specialist, Social Inclusion, UNDP.

16.10 -16.30

**Learning Locally: CSO Partnership for social inclusion**

Ms. Felicity Pascoe, PNPM Peduli Coordinator - PNPM Support Facility, Work Bank.

16.30 -17.00

**Wrap-up and closing of Day 1**

Mr. Charaf Ahmimed, Head of Social and Human Sciences Unit, UNESCO Office Jakarta, Dr. Malcolm MacLachlan, Professor of Global Health, Trinity College Dublin, Dr. Malcolm MacLachlan, Professor of Global Health, Trinity College Dublin.

**Tuesday 8 April 2014**

**Session 6**  
**09.15-10.30**      **Social Inclusion of Disadvantaged Communities and Poor Groups in South-East Asia: case studies of Indonesia and the Philippines.**

Moderator: Mr. Yohanis Pakareng, Project Coordinator of PROPEL, ILO Jakarta.

*The purpose of this session is to present two case studies of social inclusion of disadvantaged communities in South-East Asian countries and present good practices at the community level which could then be scaled up into the policy revision process.*

09.15 - 09.35      **Sharing Experience: Writing Alternative Report on the CRPD as Advocacy Strategy to Create Policy Ganges in Indonesia.**

Ms. Risna Utami, Chair - Indonesian National Consortium for Disability Rights (KonasDifabel), and Yuyunyuningsih Director of BILIC (Bandung Independent Living Center).

09.35 - 09.55      **Beyond Legal: Empowerment of teh Poor in the Philippines ESCR-Asia Experience.**

Dr. Resurreccion Lao, Executive Director, Economic, Social and Cultural Rights-Asia.

9.55 - 10:30      **Questions and Answers**

10:30 -10:50      *Tea break*

**Session 7**  
**10.50 -12.00**      **Data Collection and Assessment of Inclusiveness.**

Moderator: Dr. Hasheem Mannan, Senior Research Fellow, University of Melbourne.

*Data collection, including segregated data, on disadvantaged and poorest groups remains a challenge. This session will present two case studies/good practices with regards to data collection on social inclusion in the region (illustrate some of the intricacies of defining and measuring vulnerability, especially disability, as a prerequisite of good data collection, and then analysis though data disaggregation).*

- 10.50 - 11.10 **Improving national data on social inclusion: ESCAP perspectives**  
Dr. Yanhong Zhang, Chief, Population and Social Statistics Section, UNESCAP.
- 11.10 - 11.30 **Making it Work**  
Dr. Priscille Geiser, Head of Civil Society Technical Unit, Handicap International.
- 11.30 -12.00 **Questions and Answers**
- 12.00 -13.00 *Lunch break*
- Session 8**  
**13.00 -14.00** **Youth Vulnerability and social inclusion in South-East Asia.**  
Moderator: TBC
- Presentation by Youth representatives from Indonesia, Malaysia and the Philippines.
- 14.00 -14.30** **Wrap up and Conclusion of Day 2**  
Mr. Charaf Ahmimed, Programme Specialist, Social and Human Sciences, UNESCO Office Jakarta Office, Dr. Malcolm MacLachlan, Professor of Global Health, Trinity College Dublin, and Dr. Hasheem Mannan, Senior Research Fellow, University of Melbourne.

# ANNEX II: UNESCO POLICY ASSESSMENT WORK: SELECTED ACTIVITIES

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A majority of the case studies advocate for reforms in the area of inclusive education and respect of gender equality and the empowerment of women and girls with disabilities. The case studies from Africa specifically focus on reforms that provide increased access to employment, housing and health for people with disabilities, with a specific focus on women with disabilities, and on creating schools for children and youth with special needs, as well as inclusive training centres for adults with disabilities. They also suggest a reorientation of the priorities of the Governments towards the most disadvantaged areas in order to put in place local authorities. Those from Arab States suggest a reinforcement of reforms that aim at protecting women with disabilities from violence and discrimination through advocacy and regular campaigns focusing on domestic violence, personal status (custody, divorce, and inheritance) and political representation. The case studies also underline the necessity of developing reforms to fight racism against migrant workers, refugees and displaced populations. Reforms that promote positive discrimination and incentives for persons with disabilities to access higher education are also suggested, as well as the necessity to put in place facilities to access public spaces and religious practices. The Latin America and the Caribbean case studies underline the need for reforms to improve the rights of people with disabilities and to make the existing reforms focus less on medicalization only and more on the individualization of the condition of people with disabilities.

While looking at the case studies below, it should be recalled that the Tool is not concerned with measuring the impact of the policies on the ground after these have been transposed into government programmes and actions but rather focuses on assessing the policy and regulatory frameworks, allowing for comparative analysis of the results and making social inclusion an over-arching goal and a core component of all government policy and planning processes. The Tool aims at strengthening regional and national capacity to assess in a participatory manner national policy and regulatory frameworks in view of increasing their inclusiveness and sustainability.

- a. Indonesia: Policy review of disability laws policy dialogue between Parliament, Government, and DPOs.
- b. China and Mongolia - Social inclusion of migrants and persons with disabilities.
- c. India - Gender, Youth and Migration Portal.

- d. Brazil - Disseminate research and policy making to promote social inclusion of the disadvantaged populations.
- e. Lebanon - Policy research and policy linkage to promote social inclusion in Lebanon and Palestine.

a. *Indonesia - Policy review of disability laws policy dialogue between Parliament, Government, and DPOs.*

UNESCO Office Jakarta has strived for better and stronger coordination in raising awareness and promoting disability rights. Efforts are being marshalled to stimulate the implementation of the provisions contained in the UNCRPD, and ensure that the underlying principles have a concrete impact on the lives of disabled people. Such effort has required a close collaboration between DPOs, local government officials and the national Parliament.

To assist in this process UNESCO Office Jakarta has commissioned a research on the existing disability legal framework in Indonesia. The study was conducted following the UNCRPD's ratification by Indonesia on 10 November 2011, aiming to assess the level of compliance of the Indonesian Law to the newly endorsed UNCRPD. The study investigated on existing policies related to the rights of persons with disabilities in Indonesia and research was carried out in order to assess the government's effort to fulfil its legal obligation with regards to the legal protection of people living disability. When weighting the level of compliance, attention was drawn to policy legislation, programmes and budget allocation. Additionally, the report addressed the lack of data and its effect on programmes planning and other mechanisms aiming to support persons living with disabilities in Indonesia, as well as the existing definitions of disabilities and its compatibility with the UNCRPD with particular focus on sectoral laws. The research concluded that the rights of people with disability should be strengthened and recommendations were drawn.

The assessment process provided opportunities for stakeholders to work together towards the advancement of disability rights in Indonesia during the policy dialogue meeting that took place in Jakarta on 28 November 2013. On this occasion, DPOs voices were brought to the drafting process and the Chamber of Representatives (DPR) was mobilized to gauge Members of Parliaments' support to disability right. As a result of this meeting a coalition of DPOs was granted audience to present their case before Parliament for the first time in Indonesia. Stakeholders are currently discussing the law in order to ensure that the draft law will be relevant to all stakeholders' needs and in compliance with the larger UNCRPD legal framework.

*b. China and Mongolia - Social inclusion of migrants and persons with disabilities.*

In close collaboration with the Yunnan University in Beijing, UNESCO Beijing Office initiated a project which raised awareness among all concerned stakeholders and aims at promoting the rights and empowerment of migrant women and their access to decent work, education and housing with a view to improve social inclusion of female migrants and to develop policies that prevent violence and discrimination against women. A network of bodies working to support female migrants' rights is about to be established, as well as a comprehensive and coherent programme pertaining to women's rights, empowerment and inclusion will be developed.

*c. India - Gender, Youth and Migration Portal.*

The Internal Migration in India Initiative (IMI), supported by the United Nations Country Team, was launched in order to support the social inclusion of migrants in the economic, social, political and cultural life of the country using a three-legged approach, combining research, policy and advocacy. This initiative became an informal network of 200 researchers, NGO's, policy-makers, United Nations agencies and key partners determined to raise the profile of internal migration in India and to propose policy changes and creative practices for better inclusion of internal migrants in society. On 18 December 2013, UNESCO launched an online knowledge platform on Gender, Youth and Migration (GYM) as a sub-community of practice of the Gender Community of UN Solution Exchange. The GYM initiative hopes to bridge the gap and link researchers, practitioners and decision makers working on gender, youth and migration in India. A Policy-Hub that will function as a policy clearing house and provide policy analysis and technical advice to Member States will be set up in 2014. The Hub will also facilitate sharing of good practices (in research, data, policy, monitoring, evaluation, etc.) and networking of relevant professional institutions.

*d. Brazil - Disseminate research and policy making to promote social inclusion of disadvantaged populations.*

UNESCO Office, Brazil's work on social inclusion operates through a cooperation agreement with the Ministry of Social Development and the Fight Against Hunger, as well as through a partnership with NGOs under the Crianca Esperanca Programme. Since the beginning of the execution in 2011 of the cooperation agreement with the Ministry of Social Development, several studies, specific for Brazil and regarding the Bolsa Familia Grant Programme and the National Social Assistance System, have been produced. Such research has led, among other outcomes, to the systematization and analysis of processes and results indicators for Brazil's Social Assistance system, the evaluation of the evolution of the development of the National Social Assistance Roster, the analysis and evaluation of proposals on



monitoring tools for the Bolsa Familia Grant Programme, the diagnosis, analyzes and proposal on management of indicators to monitor the benefits received by indigenous and afro-descendant groups, the collection of data and analyses to provide inputs to create coordinated efforts between policies and programmes in the areas of education, health and social assistance and the data analysis and creation of indicators regarding the monitoring of the Brazil Without Hunger Plan.

Furthermore, UNESCO Office in Brazil is conducting an on-going study to systematize the results of evaluation and monitoring actions in social development policies and programmes. This study is at an early stage, it will however be part of a larger action aiming to define control strategies, monitoring and evaluation of Brazilian governmental actions in policies, plans and programmes that are directly linked with regional development and fight against inequalities.

Finally, UNESCO's Office in Brazil, in collaboration with the London School of Economics (LSE), Itaú Cultural Institute, Itaú Social Foundation, AfroReggae and CUFA, carried out a study to examine the ways of sociability that remain invisible and underground within conventional societies. The main objectives of the study were to explore the alternative ways to integration and sociability developed by communities that live in extreme conditions of social exclusion and misery, and to study and disseminate the methodology of work with and for youth.

*e. Lebanon - Policy research and policy linkage to promote social inclusion in Lebanon and Palestine.*

In September 2013, UNESCO Office in Lebanon completed an Assessment of the Level of Inclusiveness of Public Policies which aimed to support national efforts to assess, compare and reform national policy and regulatory frameworks in view of increasing their inclusiveness and social sustainability. The assessment focused on specific rights holder group: young men and women living with disabilities in Lebanon. This study comprises an analysis of the status of the issue of disability in Lebanon and in particular young men and women with disability after the adoption by the Parliament of law 220/2000 on disability, and by the United Nations of the international convention on the rights of persons with disability (CRPD). In an attempt to measure the commitment of the State in executing each issue of the law, the study reviews the status of implementation of those issues, and proposes what could be done to ameliorate the situation.

The Center for Educational Research and Development (CERD) of the Ministry of Education and Higher Education (MEHE) prepared a National Action Plan for Persons with Disabilities in 2012. Further to which the Higher Council for Childhood (HCC) is now preparing a national strategy for accessibility of children with disabilities. Lebanese laws do not distinguish between groups, they are applied to

all Lebanese citizens without any discrimination. However, this means that there is no law particularly protecting disabled citizens. There are NGOs working to provide services to people living with disability, and in some cases there are government authorities providing services, e.g. the Ministry of Social Affairs (MOSA) who organizes sport training, activities and events as a part of their educational programmes.

## COLLECTING AND ANALYZING DATA: CHALLENGES

1. Lack of harmonization
2. Lack of consistent and comparable age breakdowns
3. Lack of common indicators
4. Values of indicators
5. National vs. International estimates

1. There is a general lack of harmonization in the selection of indicators, age groups and regional definitions. Data appears to be produced to accommodate the requirements of the "data producer" rather than "data users."
2. It is notably difficult to find consistent and comparable age breakdowns for any of the data categories related to people, and especially young people.
3. One of the reasons for the scarcity of data is the lack of common indicators for which data is routinely collected and analyzed. Without a pre-established framework, adequate data cannot be effectively collected or generated.
4. The values for most indicators currently used are rates and percentages which are, without exception, calculated by dividing a numerator by a denominator. By calculating rates, users are able to make data comparable with those of other countries or even regions, something absolute values alone cannot achieve.
5. Finally, there can be discrepancies in data between national and international estimates.

## ANNEX III NETWORK FOR INCLUSIVE CITIES

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To support disability rights at regional and local level, UNESCO is developing a 'Network for Inclusive Cities', a coalition of municipalities from across Indonesia. A presentation during the workshop illustrated some aspects of this which we summarise in brief, paying particular attention to inclusive process issues. What follows is the result of extensive research done on the UNCRPD implementation, international and regional country case studies, accessibility best practices, as well as key debates with a broad number of stake-holders and lessons learned. A key guiding principle of the social model of disability that most academics and activists support is that disability is a socially produced phenomenon and, as such, is constantly evolving. Barriers to being a fully active member of a society are not static. This implies that measures to address exclusion, discrimination, and disadvantage must be responsive to continuously changing conditions.

The Inclusive Cities Network builds on the Incheon Strategy which was the result of long term consultations between government and civil society actors in the Asia Pacific region, as well as lessons learned from two consecutive Asian and Pacific Decades of Disabled Persons (1993-2002, 2003-2012)<sup>56</sup>. It is comprised of 10 interrelated goals that have been designed to accelerate disability rights and development in the Asia Pacific Region. As a member of ESCAP, Indonesia has adopted this strategy.

Municipalities are key stakeholders in the fulfilment of the rights of persons with disabilities. Within a local community they wield considerable political power, oversee public services, command moral authority, and are able to collaborate with both civil society and the private sector in implementing the rights of persons with disabilities<sup>57</sup>. They are able to set examples for good practices in the community as well as monitor the actions of others. A municipalities' role as policy maker, service provider, employer, and key partner in networks<sup>58</sup> make it the ideal force to lead a community in becoming accessible to all its residents.

UNESCO Office Jakarta has identified six indicators of accessibility that can be used by the coalition of "Inclusive Cities" in Indonesia to ensure the social inclusion of persons with disabilities in local communities (cf.: Figure 4).

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<sup>56</sup> United Nations, Economic and Social Commission for Asia and the Pacific. (2012). Social Development Division. *Overview of the Incheon Strategy and Disability at a Glance 2012*. Bangkok: UN, 6.

<sup>57</sup> Canadian Commission for UNESCO. (2012) Canadian Coalition of Municipalities Against Racism and Discrimination Toolkit for Municipalities, Organizations and Citizens. Ottawa: UNESCO, 9.

<sup>58</sup> United Nations Education, Science and Culture Organization. (2012). *Fighting Racism and Discrimination Identifying and Sharing Good Practices in the International Coalition of Cities*. Paris: UNESCO, 4.

The first indicator is accessibility of the built or physical environment. The ability to physically access community spaces is a basic step to realizing the rights of persons with disabilities. Municipal governments should ensure that public infrastructure (buildings, transport, etc.) is accessible for people with impairments and that private infrastructures adhere to standard regulations designed to ensure accessibility. The ability of persons with disabilities to physically navigate and occupy the built environment is a prerequisite to their full and equal participation in communities. Examples of accessibility initiatives include: ensuring an accessible path of travel from the street or transit to a building; installing ramps and grab rails; widening doorways; clearing hallways of equipment obstructing the path of travel; installing lifts; high contrast, large print and Braille signage; providing modified toilets and hand washing facilities<sup>59</sup>.

The second indicator is a positive social environment. The social environment includes the attitudes, perceptions, and common knowledge that people in a community have about persons with disabilities. Often times a religious, medical or charity model of disability is what constitutes local social environments. These models focus on the limitations that people with impairments experience in society and equate these limitations with persons themselves rather than with the way in which society is structured. Disrupting this type of common understanding is a crucial step to creating a more accessible community. Stereotypes, stigma, and negative perceptions that arise out of ignorance or misinformation act as pervasive barriers in all aspects of community life. They need to be acknowledged, challenged, and replaced by a social and Human Rights model of disability that recognizes persons with disabilities as valuable members of society that have much to contribute. It is important to note that the social environment also includes the attitudes of persons with disabilities and their families as well. Often negative perceptions are internalized and perpetuated by them as much as by other community members, which further acts as a barrier to the realization of the rights of persons with disabilities<sup>60</sup>.

The third indicator is affordability. A key element of accessibility is financial affordability. Initiatives and programmes designed to make communities more accessible often carry a cost. This cost should not be disproportionately borne by persons with disabilities themselves. It is the duty of governments to fulfil the rights of all its citizens. Ensuring that communities are inclusive of persons with disabilities requires societal restructuring at the expense of the government in collaboration with the private sector. Ample and sustained financial investment is necessary to achieve an inclusive city<sup>61</sup>. Such investment is not only in the best interest of persons with disabilities but society at large as everyone benefits from living in an accessible

<sup>59</sup> World Health Organization. (2011). World Report on Disability 2011. Malta: WHO, 74.

<sup>60</sup> World Bank. Human Development Unit, South East Asia Region. (2009). People with Disabilities in India: From Commitments to Outcomes 2007. South Asia: World Bank. XIV.

<sup>61</sup> World Health Organization, (2011). World Report on Disability 2011. *op. cit.*, 266.

environment where the rights of all residents are ensured and respected and where all residents are able to fully contribute and participate.

The fourth indicator is geographical availability of disability rights projects. In an archipelago country such as Indonesia, municipalities need to ensure that disability rights initiatives are geographically well placed so that the maximum numbers of citizens are able to benefit from them. It is essential that accessibility initiatives become gradually wide spread across the country in terms of quantity and distance covered<sup>62</sup>. Meaningful accessibility can only be achieved when all municipalities dedicate political will, as well as resources, that are then equally spread out across sectors and geographical locations in order to fulfil the rights of persons with disabilities.

The fifth indicator is quality. The quality of accessibility initiatives are related to their consistency and depth. Disability rights are an issue that must be considered in all aspects of municipal planning and activities<sup>63</sup>. When disability rights are consistently taken into consideration across all sectors of municipal organization, then with time the community inevitably becomes more accessible to persons with disabilities. It is critical that persons with disabilities are not tokenized in an effort to enhance the image of municipalities and present it as inclusive. The quality of any inclusivity initiative is dependent on its collaborative sincerity.

The sixth indicator is participation. Participation in the political process, in civic affairs, and in various aspects of community life by persons with disabilities is a key indicator of inclusivity<sup>64</sup>. It is not enough to have a build environment that professes to be accessible – meaningful participation is evident when persons with disabilities are enabled to engage in the social and political affairs that constitute community life.

These six indicators are in no particular order. They are equally important categories where accessibility can be measured and monitored. Moreover, these indicators can be measured in relation to more specific sectors in society whose current formations often present barriers to persons with disabilities that prevents their full and meaningful participation. Municipalities are comprised of overlapping sectors and as such they are key sites where the indicators of accessibility can be observed. These are sectors where in persons with disabilities interact with both the perceptions of other community members and social service structures. The results of these interactions can reveal much about the level of accessibility of a municipality.

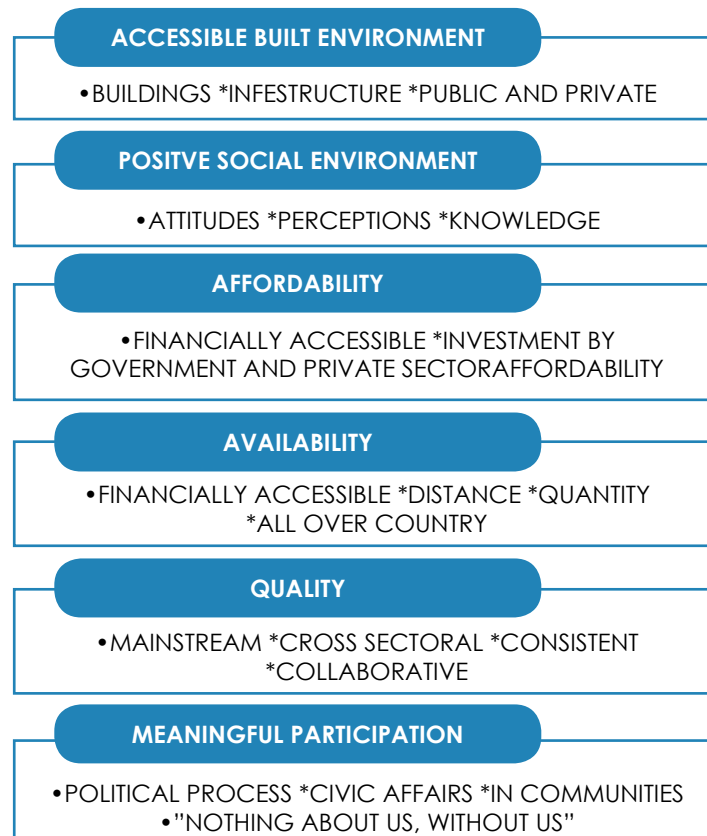
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<sup>62</sup> World Health Organization, (2011). World Report on Disability 2011. *op. cit.*, 65.

<sup>63</sup> World Health Organization, (2011). World Report on Disability 2011. *op. cit.*, 11.

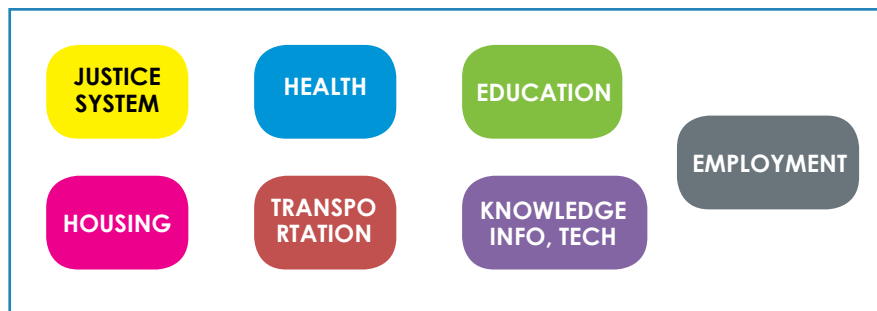
<sup>64</sup> United Nations. Department of Social and Economic Affairs. Division for Social Policy and Development. (2007) Final Report of the Expert Group Meeting on Creating an Inclusive Society: Practical Strategies to Promote Social Integration. Paris: UNDESA, 12.

**FIGURE 4: INDICATORS OF INCLUSIVENESS**



The seven sectors are shown in Figure 5. They can be seen as distinctive but overlapping through which inclusive cities can address accessibility.

The six indicators of accessibility can be observed within these seven sectors but are not limited to them. The UNCRPD lists numerous articles which can be thought of as other sectors in which disability rights and accessibility within a municipality can be implemented, monitored and evaluated.

**FIGURE 5: SECTORS TO WORK ON NETWORK ON INCLUSIVE CITIES**

## CONCLUDING REMARKS: IT'S A PROCESS

It is important to note that restructuring a municipality to become more accessible is a process. This process itself needs to be monitored by stakeholders through reflection and critical thought. UNESCO Office Jakarta has delineated a few key process characteristics that stakeholders should actively ensure takes place.

Firstly, the process should be highly collaborative. Municipal government needs to work in sincere collaboration with other stakeholders in all phases of any accessibility initiative. Persons with disabilities themselves are the best authority on how to restructure their communities to become barrier free<sup>65</sup>. Their lived experience and visceral knowledge are what policy makers and practitioners from all sectors and industries should be aware of and responsive to. This is an important step to empowering persons with disabilities in communities and is a vital resource for accessibility planning<sup>66</sup>. Ensuring that persons with disabilities are partners in the process increases the likelihood that initiatives will be successful.

Secondly, the process needs to have accountability mechanisms. Given that the process will be participatory; all stakeholders need to be accountable to one another as well as to the residents at large in their municipalities. Collaboration is successful when accompanied by clear and respectful communication. A key marker of accountability is a grievances mechanism that is an accessible and effective way in which partners and interested parties can express concerns and have them be constructively dealt with<sup>67</sup>.

<sup>65</sup> Friedner, Michele and Joan Osborner. (2013). Audit Bodies: Embodies Participation, Disability, Universalism, and Accessibility in India. *Antipode* 45.1., 44.

<sup>66</sup> United Nations. Department of Social and Economic Affairs. Division for Social Policy and Development. (2007). Final Report of the Expert Group Meeting on Creating an Inclusive Society: Practical Strategies to Promote Social Integration. Paris: UNDESA, 11.

<sup>67</sup> Asian Development Bank. (2010). Access to Justice for the Urban Poor: Toward Inclusive Cities. Manila: ADB, 8.

Thirdly, the process needs to be transparent. This goes hand in hand with accountability. Transparency throughout the process is necessary for coalition partners to learn from each other's successes as well as their failures. By being honest and open with each other and with the general public about the conversations, decisions, and actions that municipalities and their partners are taking in regards to making their communities more inclusive, the integrity of the process will be maintained and trust will be fostered and maintained among stakeholders<sup>68</sup>.

Fourth, stakeholders need to recognize that this process takes time and that joining a coalition of municipalities seeking to become more inclusive is a long term commitment. It requires financial and human resources be invested over long periods<sup>69</sup>. It has taken decades to create the current state of affairs wherein communities are full of barriers to the full participations of persons with disabilities. Thus it will take a long time to socialize communities to alter their perceptions and practices and to restructure communities to become more inclusive. It is imperative that municipalities create focused and realistic targets and goals to guide their work. Implementing the UNCRPD will be a gradual process that will unfold in relation to constrained resources and capacity. However progressive realization<sup>70</sup> that takes a longer time but ensures change does take place is preferable to grand declarations of swift actions and quick fixes that then prove to be impossible to achieve. The point of this process should be progress rather than immediate perfection<sup>71</sup>.

Finally, the process must be aware of and responsive to the social phenomenon of intersectionality. There are many categories of difference in society and they often overlap in the lives of individuals. Persons with disabilities are a broad category of individuals who experience a variety of different forms of disadvantage<sup>72</sup>. Disability is not the only defining characteristic of persons with disabilities – it operates in tandem with other parts of their identities. The lives of women with disabilities are characterized by disadvantage faced by both their gender and their impairment. Persons with disabilities who live in rural areas face different sets of barriers than those who live in urban areas. Furthermore, there is a broad spectrum and types of disability. Persons with speech impairments face different challenges than those with mental health impairments. Thus the process must be responsive to both intersectionality and the diversity that exists among persons with disabilities<sup>73</sup>. Accessibility can only be achieved through initiatives that recognize and accommodate the nuances and complexities of different lived experiences of persons with disabilities.

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<sup>68</sup> *Ibid.*, 9.

<sup>69</sup> Alberta Urban Municipalities Association. (2012). Welcoming and Inclusive Communities Toolkit. Alberta: AUMU, 15.

<sup>70</sup> Connolly, Ulrike Buschbacher. (2009). Disability Rights in Cambodia: Using the Convention on the Rights of People with Disabilities to Expose Human Rights Violations. *Pacific Rim Law and Policy Journal Association* 18.1, 143.

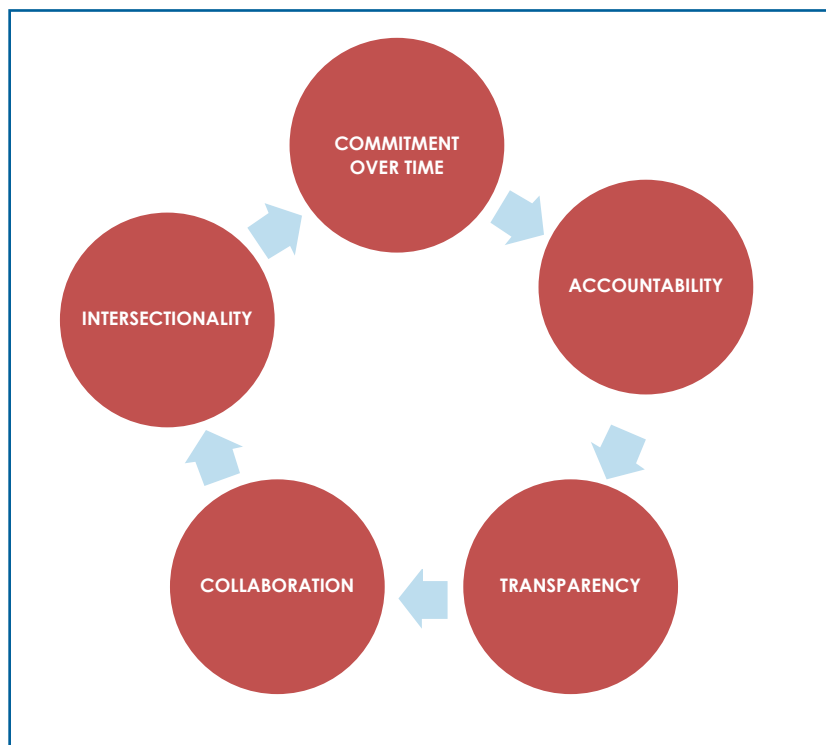
<sup>71</sup> Thurnburg, Dick. (2008). Globalizing a Response to Disability Discrimination. *Washington Law Review Association* 83. 447.

<sup>72</sup> World Health Organization, (2011). *World Report on Disability 2011*. *op. cit.*, 8.

<sup>73</sup> Baldwin, J. L. (2006). *Designing Disability Services in South Asia: Understanding the Role that Disability Organizations Play in Transforming a Rights-Based Approach to Disability*. Pittsburgh: University of Pittsburgh, 9.



**FIGURE 6: IT IS A PROCESS**



This project is aimed at scaling-up of the UNESCO programme on Assessment of the Level of Inclusiveness of Public Policies, which was presented by the Director-General during her consultation with the Member States on the theme of “Social Inclusion, Social Transformations, Social Innovation: What role for UNESCO in 2014-2021?”. A testing and piloting stage of the programme was financed by the Director-General’s Emergency Fund and covered three regions and nine countries.

ANNEXE: Public Policy and Capacity Building (PPC): assessment of social inclusion

## 2. UNESCO TOOLS FOR ASSESSMENT OF INCLUSIVENESS OF SOCIAL INCLUSION POLICIES.

The development of tools allowing the assessment of social inclusion is of primary importance as it leads to the designing of recommendations and options, which is a prerequisite to ensure the quality of the analysis and final outcome. This assessment process will thus allow a critical evaluation of existing policies and an analysis of policy alternatives.

### 2.2.3. METHODOLOGY

PPC's assessment of social inclusion work is characterised by three dimensions to be considered and followed throughout the assessment process. This methodology involves the compliance to three minimum standards, an assessment process divided in three basic stages as well as a procedure to move from policy recommendations to action.

#### GENERAL PRINCIPLES AND MINIMUM STANDARDS

The assessment process is steered by three principles: it should be inclusive and ensure independence and quality of analysis:

The participation and inclusion of all groups of stakeholders involved in, and affected by, the public policies within the selected policy sector(s), is both a means to conduct a policy assessment that can be a catalyst for change, and an end in its own right. Inclusive consultation broadens analysis and consideration of policy options and strengthens prospects for the implementation of recommendations.

In order to meet the second minimum standard and ensure independence of analysis, no single group should monopolize or determine its positions, while the quality of policy assessment builds upon a preparation process that fosters continuous feedback and thorough conceptual understanding.

#### BASIC STEPS IN THE POLICY ASSESSMENT PROCESS

From the onset, it is important to acknowledge that the policy assessment process differs according to the context of each specific country and to the stakeholders involved. However, key elements that would ensure a participatory and multi-stakeholder approach can be identified.

##### 1. Evaluate Willingness

The first step towards initiating a policy assessment process is to establish to what extent conditions are already favourable to the development of such process and to confirm and secure the national government's endorsement of, and commitment to, conducting the assessment process.

## 2. Understand Situation

Secondly, a thorough contextual and stakeholders' analysis (cross-sectoral, disaggregated, comparative and intercultural) should be conducted as the policy assessment process should be context specific to the country and linked to existing national plans to enable the outcome to feed directly into those plans. It is of primary importance, in order to have a strong situation analysis with a Human Rights Based Approach, to look into the underlying causes of the situation of different groups in society, and to ensure a participatory process of analysis, thereby building a strong evidence base for the assessment. Additionally, stakeholders' analysis is key in identifying those who influence or can be affected by the policy change that the assessment is aspiring to.

## 3. Asses Capacity

Finally, an institutional analysis is needed as some policy recommendations cannot be successfully implemented until the appropriate institutional changes occur.

Once the contextual analysis is completed, its main findings should be discussed at a multi-stakeholders' meeting, convened by government and UNESCO that will mark the launch of the policy assessment process.

## **FROM POLICY RECOMMENDATIONS TO ACTION: CONSENSUS BUILDING, VALIDATION MEETING AND IMPLEMENTATION PLAN**

The outcome of the consultations between all stakeholders involved will be the draft policy assessment document, which analyses the policy issues and presents the government and stakeholders with potential policy options. Once the policy assessment document is finalized, reaffirming the consensus amongst all the involved stakeholders around it is essential. Not only does it ensure the ownership of the policy by each partners involved, but it is also a prerequisite for a successful stakeholders' cooperation during its implementation.

Such validation meetings, to endorse the policy assessment findings, recommendations and policy options, and to build consensus on the way forward, should include higher levels of government and stakeholders representatives. These consultations will culminate into a consensual detailed roadmap addressing the challenges identified and following upon the recommendations. The roadmap will aim to ensure that the policy options will be implemented and translated effectively into actions within sectoral and multi-sectoral plans. The basic questions will then be addressed and research, critical evaluation, assessment and decision-making will begin. In this context, policy analysis is defined as a means of synthesizing information, including research, to assess current policy-making and produce policy options within the identified policy areas.

## 2.2.5. MARGINALIZED AND POOR GROUPS

### 3. POLICY ASSESSMENT WORK: RECOMMENDATIONS

1. Data disaggregated by age
2. More comprehensive indicators that address adults, youth and children
3. More self-selected data filters
4. Reorganize and regularly update databases, facilitating cross-country comparisons
5. More data regarding youth behaviour and more policy dialogue
6. Standardized data collection

#### 1. *Data disaggregated by age*

Such disaggregation would reflect the widely accepted age groups defined by the UN: adolescents (10-19), youth (15-24) and young people (10-24). By making age groups more consistently defined, the quality and utility of data will also improve and be more tailored. However, in order to not constrain the mandate or the flexibility of each agency, this basic list of indicators can be further developed according to its priorities.

#### 2. *More comprehensive indicators that address adults, youth and children*

There is a need to revise the system of 'preset variables' in order to letting the 'data user' define their own variables, particularly those relating to age groups and regional classifications in order to make the data more relevant to the needs of different policymakers and researchers. The link between data producers (government agencies, international organizations, universities, think tanks, research institutes) and data users (policy-makers, planners, managers, researchers) needs to be strengthened through structured dialogue and more proactive market research by the data producers.

#### 3. *More self-selected data filters*

If the various data producers need to maintain distinct regional definitions, there should be more options available to data users to be able to select not only desired age groups but also desired countries and self-defined regions. This can be easily achieved if data consolidation occurs at the global level of the agency producing the data, where the data is maintained, and not just at the regional level.

#### 4. *Reorganize and regularly update databases, facilitating cross-country comparisons*

The data user must exercise caution when comparing data from international and country-level sources, as they are in many cases being calculated differently and

not useful for comparison. In order to facilitate intra-regional and inter-regional comparisons, databases should be more frequently updated to utilize more user-friendly functions to select customized variables along with age categories, regional composition, etc. Conducting online surveys of data-users could provide institutions who house expansive databases with the necessary feedback for updating. Databases such as the HDI, DevInfo, WDI, U.S. Census Bureau, etc. - tend to be systematic, comprehensive and easily accessible for policy and decision-making purposes. They certainly facilitate cross-country comparisons and sometimes regional comparisons and could be used as examples of data-user-friendly databases.

#### 5. More data regarding youth behaviour and more policy dialogue

More quantitative and qualitative data needs to be collected covering young women's and men's social and physical behaviour, and in particular, regarding sexual and reproductive health. More policy dialogue needs to be conducted to break down the cultural and social barriers that prevent the necessary questions from being asked of adolescents and youth.

#### 6. Standardized data collection

There should be more of a push at the regional and global levels to further standardize data collection in a way that will ensure useful and meaningful intra-regional and inter-regional comparisons. The presence of various regional institutions tackling, inter alia, socioeconomic development, should facilitate this process. Thus, data producers and data users should be drawn into this process at some stage and in some form.

## CONCLUSION: IS INCLUSIVE GROWTH A MEAN TOWARDS SOCIAL INCLUSION?

Economic growth alone is not enough for creating cohesive and inclusive societies. But is inclusive growth a vehicle for social inclusion in South-East Asia? In other words, can we work with the hypothesis that we can reduce exclusion if we take important steps such as improving poor groups' access to opportunities, developing new skills that are needed to change the economy, and improve mechanisms of distribution of wealth? Below we note some commentators who seem to agree with this statement:

- Ali and Son (ADB, 2009) argue that the poor benefit less from growth than the better off. The evidence is clear that growth by itself is not a sufficient condition. *“Growth does not guarantee that all persons will benefit equally. Growth can bypass the poor or marginalized groups, resulting in increasing inequality. High and rising levels of income inequality can lower the impact of poverty reduction of a given rate of growth, and can also reduce the growth rate itself”*<sup>74</sup>.

<sup>74</sup> Ali, I., Son, H. H. (July 2007). Defining and Measuring Inclusive Growth: Application to the Philippines. ERD Economics And Research Department Working Paper SERIES No. 98. Asia Development Bank

- The UNESCO Lebanon assessment of research and policy linkages to promote social inclusion concluded that: *“knowledge is fundamental to human development, and plays a key role in economic growth, social development and political empowerment”*<sup>75</sup>. The concept of “knowledge societies”, advanced by UNESCO as distinct from the “information society”, includes notions of inclusiveness, pluralism, equity, openness and participation, and reflects UNESCO’s conviction that knowledge should be shaped and driven not only by scientific and technological forces or financial interests but also by societal choices and needs. Furthermore, *“investment in science, technology and innovation (STI) to create new knowledge is an important driver of economic growth and social development, involving the implementation of public policies which are based on holistic scientific research to address the profound and complex global challenges and social transformations taking place in every society. The social and ethical dimensions of science and technology are hence central to UNESCO’s mandate, as it strives to reach out to the disadvantaged groups of society, with a particular focus on women and girls, and to contribute to sustainable development and peace through a Human Rights-based approach and a social change focus in all its fields of competence. Science and technology, therefore, play a crucial role in creating social cohesion and social inclusion, and can become an equalizing force whose role will largely depend on the conceptual and analytical framework and methodologies for the production of science and technology for social development.”*<sup>76</sup>
- The case study from Jordan states that *“civic and political participation is a key process through which people are actively engaged in improving their lives and their communities and can provide innovative solutions to social challenges. It ensures that all actors and stakeholders have a clear and precise understanding of the principles, objectives and implementation of public policies. It contributes to strengthening the impact of public policies, balancing the inequitable distribution of power, advancing social cohesion and promoting the social sustainability necessary for economic growth and environmental protection.”*<sup>77</sup>
- Furthermore, according to the 2012 OECD/World Bank publication “Promoting Inclusive Growth: Challenges and Policies” while societies strive to achieve and maintain strong growth as a means of raising living standards and improving people’s wellbeing, strong growth is not necessarily inclusive — i.e. it does not necessarily translate into job creation, poverty and inequality reduction. In this context, “inclusiveness” is a multidimensional concept. *“Growth that raises inequalities is neither efficient nor sustainable and threatens continued*

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<sup>75</sup> UNESCO Beirut Office. (September 2013). Assessment of the Level of Inclusiveness of Public Policies in Lebanon. Beirut: UNESCO.

<sup>76</sup> Ibid.

<sup>77</sup> Ibid.

*growth. Therefore growth should be inclusive, which is closely linked to boosting sustainable economic growth and reducing inequalities. And also related to social inclusion, which is about allowing people to participate fully in the social and economic life of the society".*<sup>78</sup>

- Taken from a summary of a meeting with the Ministers of Education from the five BRICS countries – Brazil, Russia, India, China and South Africa – which agreed to join forces with UNESCO to support education progress globally through coordinated actions and advocacy during a landmark consultation organized on the margins of the 37th Session of UNESCO's General Conference in Paris on 6 November - *"Data collection, learning assessment, technical and vocational education and training (TVET) and ICTs in education were identified as priority areas for BRICS-UNESCO cooperation. Emphasis was also given to the role of BRICS in driving global education progress, both through expanded collective assistance to least developed countries and through joint efforts to promote education in major international fora, such as the G20, and in discussions on the post-2015 development framework."*<sup>79</sup>
- In relation to the MICs, and according to the UN System Task Team on the Post-2015 UN Development Agenda entitled, "Macroeconomic stability, inclusive growth and employment": *"Economic growth does not automatically translate into widely shared gains. Policy choices matter: abject poverty has persisted despite rapid growth in several economies, while some poorer and slower-growing economies have been remarkably successful in alleviating extreme poverty and social deprivation. The relatively even distribution of income and wealth in several Asian "tiger" economies and, before them, in the Nordic countries, demonstrates that equality is associated with sustained strong economic performance. By contrast, high levels of inequality in other economies have coincided with volatile economic performance."*<sup>80</sup>
- The document continues by stating that *"an analysis of 131 positive growth spells in 80 countries over the years 1984 to 2001 showed that in 42 % of cases growth spells benefited the poor relatively more than the non-poor. 58 per cent of the time, inequality worsened. So inclusive growth and social inclusion can be pursued together, but only if countries build a resilient social contract that supports structural change but also mitigates its social costs. Policy choices will determine whether growth can promote social development, and whether social development in turn further fuels economic growth, putting a country on a sustainable and inclusive growth path."*<sup>81</sup>

<sup>78</sup> OECD-World Bank. (2012): Promoting inclusive growth: Challenges and policies. OECD-World Bank.

<sup>79</sup> UNESCO. (6 December.2013). UNESCO and BRICS Ministers of Education agree on basis for enhanced cooperation. UNESCOPRESS. Retrieved from: [http://www.unesco.org/new/en/media-services/single-view/news/unesco\\_and\\_brics\\_ministers\\_of\\_education\\_agree\\_on\\_basis\\_for\\_enhanced\\_cooperation/#.U7NbVZSSzfw](http://www.unesco.org/new/en/media-services/single-view/news/unesco_and_brics_ministers_of_education_agree_on_basis_for_enhanced_cooperation/#.U7NbVZSSzfw)

<sup>80</sup> ILO, UNCTAD, UNDESA, WTO.(May 2012) . UN System Task Team on the Post-2015 UN Development Agenda - Macroeconomic stability, inclusive growth and employment. United Nations.

<sup>81</sup> Ibid.

Hence, without any corrective mechanisms economic growth can lead to further inequalities. Additionally, high level of inequality can hamper further economic development. Let's think only of the possibilities that extending access to credit to poor farmers in country like Indonesia can have in the overall economic performance of the country. Targeted policies are needed to break this vicious circle. In this sense, education is essential to expand human capabilities. However, in order to ensure the success of programmes aiming to increase education levels, a multilevel approach is required. Providing grants to schools to operate is not enough as children are not sent to school because they are needed to provide additional income to their family. Nor would it be enough to promote a girls education programmes if issues regarding gender equality within the family are not properly addressed. Thus, structural conditions need to be addressed in a systematic manner if real change is aimed at.