

Social and cultural means to bolster social cohesion and curb social exclusion & marginalization

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Presentation Overview

- What is social exclusion ? Why should we care for social exclusion ?
- Social exclusion in MENA – highlights and field examples
- Equity focused programmes to halt exclusion
- Some recommendations for social protection programmes

What is social exclusion ?

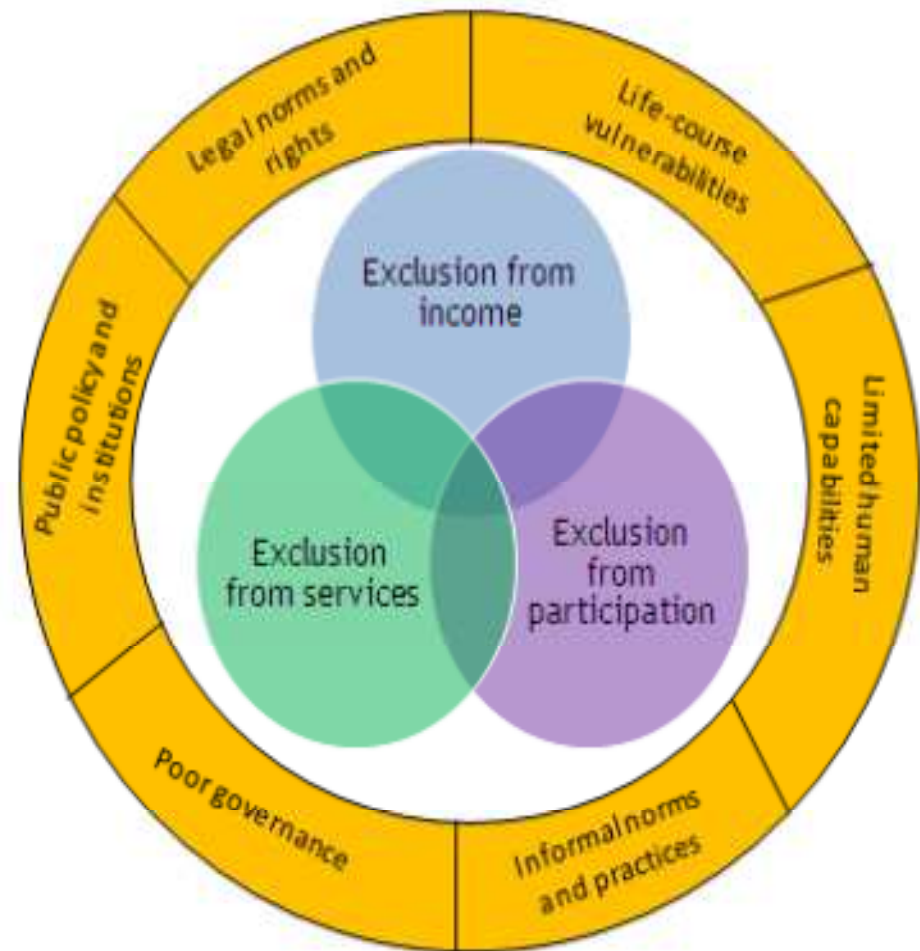
Social exclusion is understood as the condition (barriers and process) that impede social inclusion. Social exclusion is a process through which individuals or groups are wholly or partially excluded from fully participating in all aspects of life of the society, in which they live, on the grounds of their social identities, such as age, gender, race, ethnicity, culture or language, and/or physical, economic, social disadvantages. Social exclusion may mean the lack of voice, lack of recognition, or lack of capacity for active participation. It may also mean exclusion from decent work, assets, land, opportunities, access to social services and/or political representation.

Exclusion consists of dynamic, multi-dimensional processes driven by **unequal power relationships** , **unequal access to resources, capabilities and rights** (WHO)

Discrimination occurs in **public institutions**, such as the legal system or education and health services, as well as **social institutions** like the household. (DFID policy paper)

Dimensions & drivers of social exclusion

Vectors of social exclusion



UNDESA expert group meeting - Babken Rahaianian

Why should we care for Social exclusion issues ?

SE **denies some people the same rights** and opportunities as are afforded to others in their society. Simply because of *who they are*.

SE **causes poverty of particular people**, making them poor in terms of income, health or education as they get denied access to resources, markets and public services. It can also hurt them emotionally, by shutting them out of the life of community.

SE **limits people's capacity** to increase their income and escape from poverty by their own effort

SE **reduces the productive capacity** – and rate of poverty reduction – of a society as a whole.

SE **leads to conflict and insecurity** „excluded groups that suffer from multiple disadvantages may come together when they have unequal rights, are denied a voice in political processes and feel marginalized from the mainstream of their

There is growing evidence that even very young children are affected by stigma & discrimination. As well as infringing their rights, such experiences has a negative impact on their sense of self-identity, & undermines their prospects of feeling a sense of belonging and citizenship as they grow older.

Exclusion in MENA with relation to social and cultural issues – some highlights

- **In the Arab States, 8% of girls are dropping out of schools** In 2011, 17% of all lower-secondary-age girls in MENA were not in school, compared to 12% for boys .
- Increasing trends of **child marriage** , in Jordan, rates accounts for 13.2% . In Yemen, just over half of the girls are married by the age of 18 (Brown 2012). In Sudan, 9.5 % of young women are married before the age of 15 and the early marriage remains common especially in nomadic communities (draft national OOSCI study). In Djibouti, less than 3% of the girls are married before turning 15 and less than 10 % before turning 18.
- More than a quarter of children in the bottom income quintile in the Arab Republic of Egypt, Morocco, and the Syrian Arab Republic **are chronically malnourished**. Yemen has more than one million children with acute malnourishment .
- In addition to the poor and vulnerable, **some social groups** (such as women and people with disabilities) face particular barriers in gaining access to social services and labor market opportunities
- In 2013, there were around 230,000 **People living with HIV** , New HIV Infections rose by 7% from 2005 and 2013: in 2013, an estimated 25,000 persons got newly infected
- Effect of conflict ,
 - Around 3.5 million new **IDP population** were displaced from Syria, Iraq, Yemen, Libya, Sudan and State of Palestine during the first 7 months of 2014 only .
 - By the end of September 2013, UNHCR had registered 6,665 **unaccompanied or separated children** in Lebanon , Jordan and Iraq. With the 1,417 civilian killed in Gaza conflict, more children are now separated / orphaned.
 - Some 64 per cent of refugee children are **out of school**.
 - Among Syrian refugees living in the Jordan, the **rate of child marriages** has risen from 18% of total marriages in 2012 to 32% in the first quarter of 2014.(Study on child marriage in Jordan) ,

Social norms and cultural issues underlying exclusion in MENA

Examples from the field – Street children in
Egypt

Street children in Egypt – some facts

It is estimated that there are **around two million street children** in Egypt (IOM Fact sheets based on NSCR study)

Almost **40%** of the street children **did not commence formal education**, while **60%** acquired minimum education through primary and preparatory education.

A considerable proportion of street children in Greater Cairo (52%) and Alexandria (61%) are **engaged in multiple risky behaviors** (at least two).

Street children are commonly unaware of events except those that can directly affect their survival; **they have limited access to mass media, & limited general knowledge**

Around 90% face problems in street

Selling items and begging are the most common activities

Harassment and abuse by the police is a major concern of street children for around 50%.

Underlying social norms contributing to exclusion

Although more than 90% indicated that **health facility was easily accessible** to them , and 75% indicted good treatment for clients , only one third of them actually went to health care provider wen had illness or injuries .

35% Street children experience **Bad or very bad around treatment by public** and around 75% of them experience Bad or very bad around treatment by Police .

12% harassed by public and around 20% of street children **do not like the way people look at them** ,In other study , 48% of the street children considered **community disapproval** as a major problem they face on the street. Street children are not totally welcomed in specific areas or communities, based on their general appearance and behavior. In most cases, people tend to drive them away

A recent study by information center of cabinet that 68% of general public think that street children had role in demonstrations

Adding to this, the general distrust that these younger children have towards adults who may hurt or abuse them in any way, made finding a larger number of street children among those who have friends the majority (around 80%)mentioned that **their friends are exclusively street children**

Protection programmes for street children

Development of strategy for the protection and reintegration of street children

Direct programs

- Training of social workers to interact with street children
- Re unification programmes
- Provision of transit care in shelters.
- Group counselling programmes for vulnerable families , family visit & outreach programmes and referrals to social services
- Promoting life skills through sport and life skill programmes

Partnerships and capacity building of civil society and local NGO

Advocacy for inclusion of child rights in institution

Addressing general public through a new social media strategy implemented on Facebook and Twitter to promote social integration, The campaign generated media and public attention to the status and needs of these most deprived children.

Social media campaign : my life in the streets

**CHILDREN LIVING ON THE STREET:
WHAT DO YOU KNOW ABOUT US?**

**WHY WE RESORT
TO THE STREET**

**DUE TO MANY OF US LACKING
OFFICIAL ID'S, WE CAN'T:**

-  Poverty.
-  Family breakdown.
-  Apply to educational institutions.
-  Find employment in the formal sector & cannot maintain a permanent job as adults.

"أسوأ إحساس هو الخوف و التوهان.. أول ما جيت الشارع ماكتش عارف الاقيا
(مكان آمن) انام فيها.. ماكتش عارف اطلعلي بمصلحة ازاى.. اكلم اي حد يقرب
ما تكلمش.."

شارع في الطفل
صور و شاركنا توصل صوتهم



unicef
Egypt

"تعرف ايه أكثر حاجه بتر عيني؟"

حياتي في الشارع



يوم ٤

unicef
<http://www.facebook.com/UNICEFgypt>

حياتي في الشارع



يوم ١

unicef

Social norms and cultural issues underlying exclusion in MENA

Examples from the field – Girl's Education in
Yemen

Education in Yemen – some facts

According to 2011 EMIS data adjusted net enrolment rate (NER) in basic education remains low at 78%, with a weak gender parity ratio of 0.76.

Girls' participation in education is thus doubly impacted by low and late enrolment coupled with high dropout.

The dropout rates for girls living in rural areas start rising in grade six and increase with every higher grade.

Limitation for Girl's participation in education is attributed to lack of accessibility, low-levels of recruitment and retention of female teachers, especially in rural areas, socio-economic and cultural factors (that may vary across communities) and institutional factors.

Underlying social norms contributing to exclusion

In Yemen, just over half of the girls **are married by the age of 18** (Brown 2012).

Early marriage and pregnancy were mentioned among the current reasons for the out-of-school children problem in a recent household survey (draft national OOSCI study (UNICEF, 2009b)

Household **wealth and perceptions** about the benefits of education are intrinsically linked to schooling decisions. For children from poor households, the direct costs of education as well as opportunity costs from lost child wages or unpaid child work are important factors associated with dropout.

Equally important are social attitudes and perceptions of the **usefulness of education for adulthood** and for **future employment opportunities**.

Family **restrictions on girls mobility** also tend to increase when girls enter puberty. families allow them to walk to the closest village with a secondary school. Yet parents find this daily commute unsafe or inappropriate for their daughters (Yemen OOSCI study).

The lack of female teachers is another reason why some girls are excluded from education. In Yemen, female teachers account for only 22% of all primary school teachers, with the share in rural areas as low as 9% .

A recent survey in Yemen found that nearly two thirds of households identified 'attitudes of people' as the primary obstacle to school attendance. (Maas, 2012; UN-HABITAT, 2011).

Some programmatic interventions

To enhance girls' participation, efforts have been made to recruit more female teachers to the girls' shifts.

In 1999, the Yemeni parliament abolished a law where the minimum age for marriage was 15. A decade later, the parliament successfully voted for a minimum age of 17. However, a small group of conservative parliamentarians have managed to block the law claiming that it will lead to 'the spread of immorality', weakening of 'family values' and violation of Sharia (Brown, 2012).

Advocacy with parliamentarians, advocacy for effective legislative prohibition of early marriage.

Engaging local influencers, several forums have brought religious, political and education leaders together to discuss the issue.

Education communication campaigns

Adolescent targeted empowerment programmes (WASL _ وصل)

Wasl experience

WASL PI Campaign was designed to **promote consultation sessions/activities with Yemeni adolescents** launched by UNICEF to provide them with an opportunity to express their views and aspirations and to **'connect' adolescents and community members** to advocate for issues of Yemeni adolescents including education .

The project, anchored within the Convention of the Rights of the Child (already ratified by the Government of Yemen) was geared towards **fostering the key principles of child participation** and the best interest of the child.

The project also supported **adolescents' empowerment initiatives**, especially across the **most vulnerable categories** – IDPs, disabled, children in conflict with the law, marginalized, children associated with armed forces, in all governorates of Yemen.

مشاركة اليافعين واليافعات لا تنف دور الكبار.. اذعمونا (Targeted to Community Members)
قد لا تعبر آراء اليافعين عن حقائق بالضرورة ولكنها حقيقة.. اسمعونا (Targeted to Community Members)
مشروع "وصل" مساحة لليافعين واليافعات لإعلاء قضاياهم وحقوقهم



Based on CRC

حقي في التعليم
حقي في الصحة
حقي في الحماية من العنف والإستغلال
حقي في التعبير والحريات

Social norms and cultural issues underlying exclusion in MENA

Examples from the field –Polio Immunization
for Syrian Refugee - Jordan



Underlying societal factors contributing to exclusion

- Harvard field study also indicate that In a nationwide poll, 65% of Jordanians opposed admitting more Syrians into the country and 80% favored segregating Syrian populations into camp communities.
- Formative research on immunization services conducted Nov 2013 in Jordan, indicted that Syrian respondents perceive that doctors do not offer information spontaneously .
- A WHO mental health study reflected that 7.6% of Syrian refugee are feeling stigmatization and mistreatment .
- Health workers on the other hand indicated that dealing with ignorant parents is difficult to communicate with. They also thought that communicable diseases may increase with the influx of Syrian refugee

In Egypt , media accused Syrian refugees of being involved in political demonstrations, resulting in a shift in the level of sympathy accorded to them. the joint UN assessment indicated that the reasons for insecurity among Syrian refugee is related physical assault 10.8%, verbal harassment 17.2%, and threats 12.9% .

Some interventions

- Working with civil society providing aid for refugee
- Training of health workers on IPC & developing tools
- Targeted programs for Syrian children including community engagement, community volunteers,
- SMS messages through UNHCR channels
- As well as Media Mobilization campaign at local channels promoting unity messages across the country promoting the role of health workers and
- promoting integration
- Social media campaign



Knowledge and attitudes -underlying exclusion in MENA

Few additional points

Exclusion from opportunities in MENA - Individual Knowledge , attitudes & skills

In Egypt, 23 percent of all respondents—particularly the poor—did not know any of the main SSN programs in the country, while in Lebanon and Tunisia, the rich were more likely than the poor to know an SSN beneficiary (WB report)

A Gallup survey in 2011 showed that more than half of the unemployed young people in Egypt, Tunisia and Jordan were seeking a government job compared to only 10 percent who were looking for a private sector job

The overwhelming majority of people think that Wasta (Arabic for connection and favoritism) is necessary for getting a public sector job. In a recent survey by Gallup, 36 percent of Tunisian youth believe that corruption is widespread in government while 83 percent believe that knowing people in high positions is critical to getting a job.

What can we do ?

Some suggestions

First , Equity focused programmes to halt exclusion ,

The equity focus looks at :

- (a) **societal factors** i.e. which social norms, behaviours, practices are impeding access to services or fuelling discrimination and deprivations
- (b) **services and systems** i.e. why are services not reaching those who are most in need ? What are the barriers to access and what systems constraints are there?
- (c) **political and “ideological” issues** i.e. what are the governance, accountability, policy, legislative etc issues that are not favouring equal opportunities for the disadvantaged children and communities.

The **equity focus** calls upon us to:

1. **Identify who is left out and why**, put the spot light on the invisible and forgotten child: What, who, where and why?
2. **Bring in who is left out**: Assist countries to develop and strengthen **universal inclusive public policies**

*“In everything we do, the **most disadvantaged** children have **priority**”. UNICEF – Mission*

What does equity mean ?

Universality – the over-riding principle

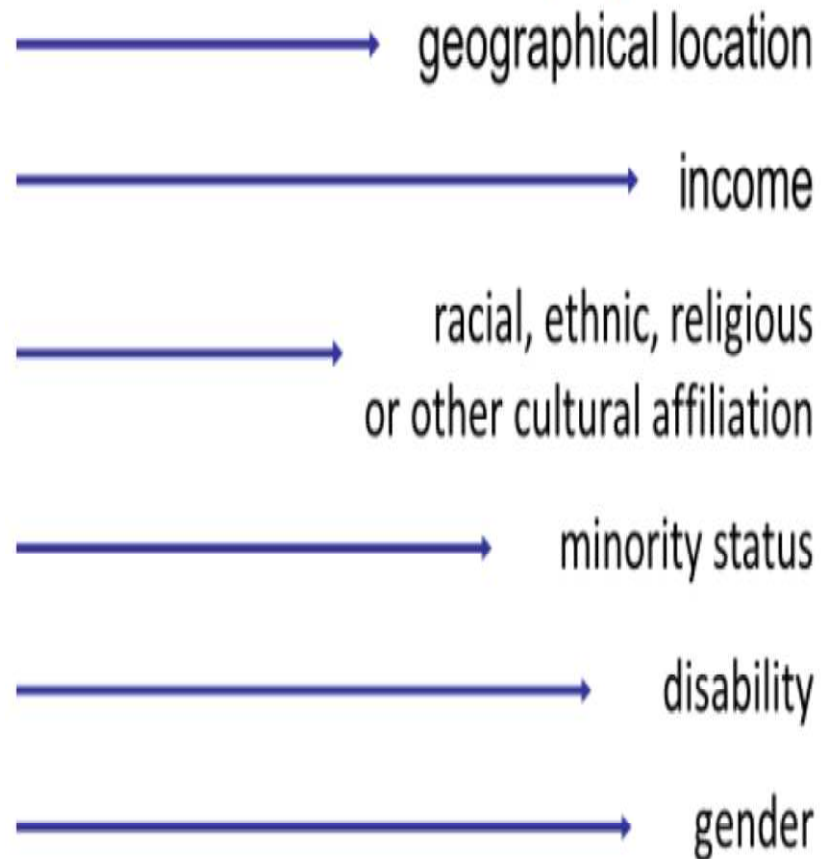
Freedom from discrimination, bias or favoritism

Focus on the most disadvantaged children – poorest, excluded, discriminated

Interrupting the perpetuating inter-generational cycles of deprivations

Sharpening the analysis of the direct and underlying determinants of integrity

Obstacles to equity



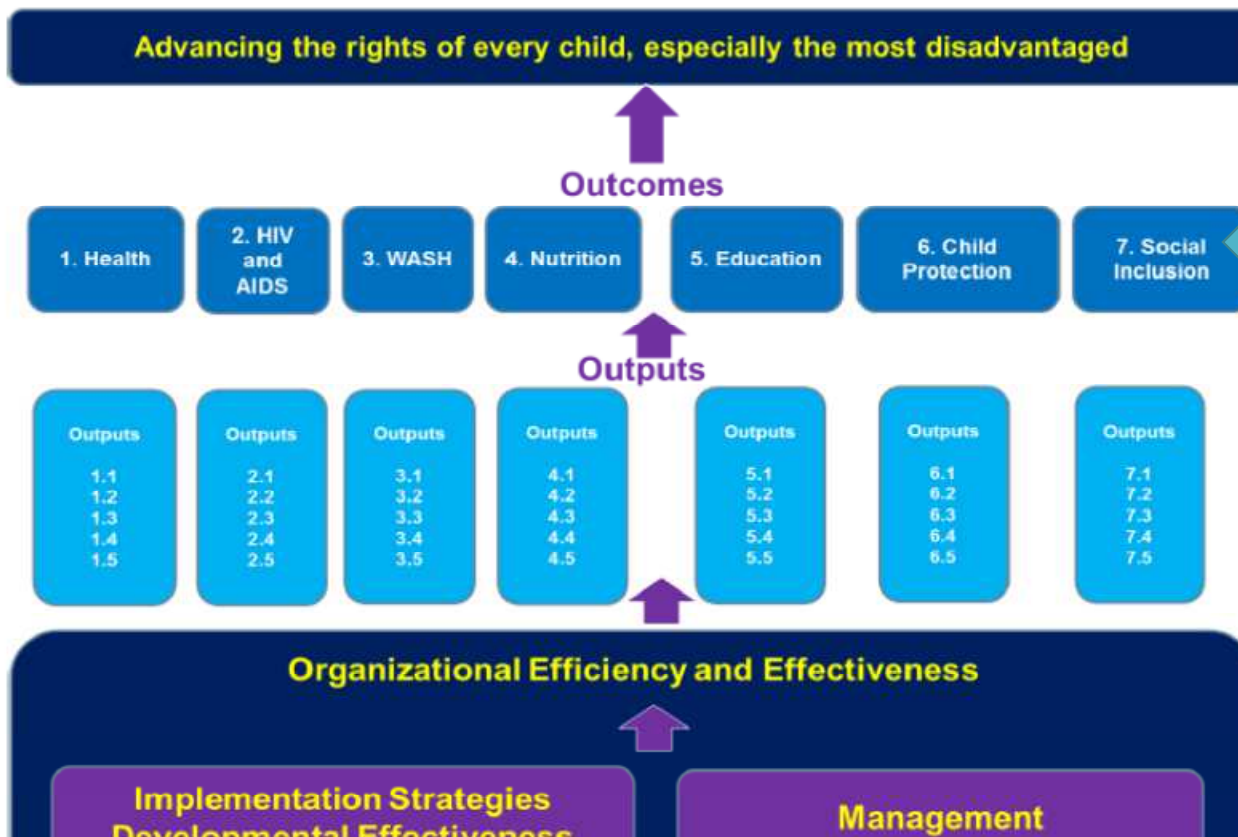
UNICEF vision for 2017 and beyond

Considers any child who has an **unequal chance in life** – in its social, political, economic, civic and cultural dimensions – her or his rights are violated.

Communities and families must be supported to increase their resilience so that achievements for children can be sustained even when families and children are confronted with volatility and shocks – whether caused by economic shift, climate change, natural disasters, disease or violent conflict.

The Strategic Plan contributes to the realization of rights of children by **emphasizing equity**. By **focusing on the most disadvantaged and excluded children, families and communities**, progress towards the fulfilment of the rights of all children is accelerated and disparities are reduced. **Programming need to address the underlying normative factors** that impede inclusive development and the realization of rights.

Social Protection in UNICEF SP 2013-2017



Objective :
Improved and equitable access to and use of data and systems to reduce multidimensional child poverty and exclusion.

Social protection is a crucial policy tool for supporting equity and social justice within UNICEF's equity-focused approach to development. It addresses the economic and social barriers that prevent access to services, focusing on the most vulnerable sectors and thus contributing to a fairer distribution of resources and benefits. It helps to level the playing field, supporting both children and adults to realize their full potential

Second , Ensure availability of Social protection programs for socially excluded

Core components :

- Social transfers
- Programmes to ensure economic and social access to services
- Social support and care services
- Legislation and policies to ensure equity and non-discrimination in children and families' access to services and employment/livelihoods

Third ,

Increasing evidence for social exclusion

There is need to strengthen **knowledge about vulnerability caused by / aggravated by social norms and culture** .

Analysis of social protection interventions through the social exclusion perspective generates understanding not only about the impacts of social protection on human well-being, but also about its impacts on drivers of poverty and vulnerability.

Applying “social exclusion lens” to analysis , which serves as a framework for understanding political, economic, social and institutional context that shapes human vulnerabilities. Therefore, its application to social protection allows greater emphasis on the local context and integration of detailed and many-sided contextual analysis of vulnerability and deprivation.

important considerations :

- understanding vulnerability also can involve **qualitative research and community** participation – including children. Involvement of potential beneficiaries is important at all stages.
- **Include socially excluded groups** into survey sampling techniques .
- Ensure Social and economic policies are informed by same data
- Progressively correlate gender and social group data to understand and address inequality

UNICEF programmes – Monitoring Results for Equity systems (MORES)

	Determinants	Definitions
Enabling Environment	Social Norms	Social rules of behavior which are mainly driven by <u>social pressure</u>
	Legislation/Policy	Adequacy of laws and policies at national and sub-national levels
	Budget/Expenditure	Allocation & disbursement of required resources at national and sub-national levels
	Management /Coordination	Roles and Accountability/ Coordination/ Partnership/Information
Supply	Availability of Essential Commodities/Inputs	Essential commodities/ inputs required to deliver a service or adopt a practice
	Access to Adequately Staffed Services, Facilities and Information	Physical access (services, facilities, information)
Demand	Financial Access	Ability to afford (service/practices), both direct and indirect costs
	Social and Cultural Practices and Beliefs	Individual beliefs and practices that may be widely shared but are not mainly driven by ‘social pressure’ or expectations
	Timing & Continuity of Use	Completion/continuity in use of services and adoption of practices
ality	Quality	Adherence to required quality standards (national

Design of social protection programmes for socially excluded groups - some suggestions

Cross sectoral SP interventions – holistic approach (health , education , protection , housing)

Link SP interventions to **empowerment** (conditional) Ensure adequate participation /life skills training (e.g link income generation with training programmes)

Create space for **participation of members** of discriminated communities in developing the schemes and in service delivery committees and ensure safety environment and opportunities .

Incorporate social integration components in implementing Social protection programmes targeting socially excluded groups .(including reviewing educational curricula if needed)

Ensure developing **communication programmes** to inform Beneficial's of existing Social protection opportunities .

- Ensure work with **civil society and private sector** (including media partnerships , community donation programmes , non state service provision),

Explore **universal programmes** to avoid stigma (if feasible)

Ensure funding for these components

Monitoring SP programs for socially excluded groups – some suggestions

- Incorporate social exclusion outcomes in the main monitoring frame work
- Identify simplified measurable indicators for social cohesion and integration
- Identify Indicators for measuring Knowledge and attitudes and social drivers of beneficiary and community
- Identify indicators to measure empowerment and participation
- Strengthen information management systems in sectors and incorporate social data to ensure sustainability
- Build sectoral capacity in social research and in data analysis .
- Ensure gender sensitive monitoring
- Establish bottom-up feedback mechanisms

Summary of lines of suggestion

- Focus on equity approach
- Ensure SP programmes for socially excluded
- Strengthen social evidence
- Modify design
- Effective monitoring

Thanks for thinking of us

