



RESOURCE KIT FOR A COURSE ON

Social and Economic Policy

UNICEF REGIONAL OFFICE FOR SOUTH ASIA

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children

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About this Resource Kit

In 2007 the UNICEF Regional Office for South Asia embarked on a capacity building initiative to help disseminate UNICEF's new Focus Area 5 'Policy Advocacy and Partnerships for Children's Rights'. Among other things, the capacity building included developing and piloting a course on social and economic policy for the region and taking it to the Country Offices.

It is envisioned that UNICEF staff can help to move policy advocacy and partnerships closer to people's lives and livelihoods by sharing the information contained in Focus Area 5. This information can be shared by different means but the experience that we gained in piloting the course showed that the sharing is very effective when it takes the forms of interactive courses and workshops. In order to support this effort, ROSA has put together a resource kit which aims at making UNICEF staff more familiar with the concepts of social and economic policy as they are now laid out in Focus Area 5.

The kit contains background information on Focus Area 5, the objectives and expected outcomes of an interactive social and economic policy course, the main themes and principles addressed, methodological notes and a detailed outline of the modules that have been piloted. It also contains more than 70 PowerPoint presentations and other Word-format training materials that were previously used to deliver this course to several countries in the region during 2008 and 2009. Together, the booklet and the CD form a 'kit' which provides sufficient material to put together other courses which can be tailored to the specific needs of a particular audience.

The social and economic policy course was conceptualised and developed at the Social Policy Section, UNICEF Regional Office for South Asia by Gabriele Köhler and Mariana Stirbu, under the guidance of Daniel Toole. The resource kit was compiled by Ulrike Morrenth and Anoop Singh Gurung. It was edited by Isabella C. Bassignana Khadka.

ROSA is indebted to all of the presenters and participants alike who have helped to test the material and to 'learn from each other' over the course of the past two years. This shared knowledge has done much to enhance the content of this resource kit.

This is a working document. It has been prepared to facilitate the exchange of knowledge and to stimulate discussion.

The findings, interpretations, and conclusions expressed in the presentations in the accompanying CD are those of the authors and do not necessarily reflect the policies or views of UNICEF.

The text has not been edited to official publication standards and UNICEF accepts no responsibility for errors.

The designations in the presentations in the accompanying CD do not imply an opinion on legal status of any country or territory, or of its authorities, or the delimitation of frontiers.

Cover art By: Ragini Upadhaya Grela. This painting is part of the artist's 'Hope' collection; it reflects the social transformations she observed in 1989/90 both during the first 'people's movement' in her native Nepal and in Eastern Europe where she was living at the time.

PART 1

Rationale and context

Background – Focus Area 5

In 2004 a small group of UNICEF staff came together to collectively imagine how UNICEF could develop its existing social policy initiatives so that they could be used at an organisation-wide scale. It quickly became apparent that in order to broaden the scope of these initiatives it was now also necessary to consider how the world's children are being impacted by globalisation, the effects of UN reform and, changing aid modalities¹.

A year later, the UNICEF Executive Board approved a new Focus Area for the Organisation in its 2006-2009 Medium-Term Strategic Plan (MTSP)²; called the Policy Advocacy and Partnerships for Children's Rights. Focus Area 5 aims, among other objectives, to engage the organisation in upstream economic and social policy work and to leverage new partnerships and resources for the fulfilment of children's rights.

The first few years of work in this arena were characterised by investment and strategic focus on a few priority issues within social policy work. New strategies for global, regional and country-level knowledge management emerged and these facilitated the sharing of lessons learnt and good practices across countries. UNICEF offices around the world are now interested in and successful at engaging in socio-economic policy analysis and dialogue which can contribute to policy design across UNICEF offices, among UN agencies, and with governments.

¹ This section draws on UNICEF Policy and Practice, <http://www.intranet.unicef.org/dpp/PolicyAdvocacy.nsf/bebddba2e89ddf685256fa500598afe/1f24b3e26b7ce9f585257482005d899f?OpenDocument>. Accessed June 2009

² This MTSP has now been extended through 2013, after a mid-term review in 2008.

A growing network of social policy advisors and officers has emerged within UNICEF, and important external partnerships are being strengthened and forged at the country, regional and global levels. These partnerships are in collaboration with ministries of finance, planning commissions, parliaments, academics and researchers, and with international partners such as the World Bank, the ILO, UNDP, the UN Department of Economic and Social Affairs (UN-DESA) and regional commissions (such as UNESCAP and others). At the same time, the process of upstream policy work, within a rights-based and gender equity-based framework, has generated an ever greater engagement with, and capacity-building of, civil society. Upstream policy work can play an instrumental role in enabling citizens to exercise their democratic rights to participate in public policy decisions.

This groundswell of engagement is guided by commitment to results in four key result areas (KRAs) of the MTSP:

- 1) Collection and analysis of strategic information on the situation of children and women,
- 2) Research and analysis on children and women,
- 3) Policy advocacy, dialogue and leveraging, and
- 4) Enhanced participation of children and young people.

The key result areas 2 and 3 potentially cover a very broad spectrum of economic and social policies. In order to sharpen the focus of work towards these results, UNICEF has identified the following priority areas³ on which to concentrate organisational efforts:

- child poverty and disparities;
- social budgeting, together with associated macro-economic frameworks and allocation processes;
- social security/social protection programmes;
- decentralisation; and
- migration (including the impact sustained by children and families in both migrant sending and receiving countries).

In addition, work in Focus Area 5 includes efforts to promote holistic legislative reform to incorporate the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), and to promote participation by children and youth. Moreover, in 2008, at the mid-term review of the MTSP, it was decided that new results in the areas of climate change and urbanisation also needed to be added.

³ These are sometimes also referred to as the "Pratolino areas" as they were decided on by Social Policy Regional Advisors and NY staff during a meeting in the town of Pratolino, Italy.

Together, these priority areas represent the core elements needed to break the inter-generational poverty cycle because they coherently address child poverty, inequalities and social exclusion, and the effects of migration on children. They also examine the interventions required to advance children's rights and gender equity in terms of public investment, social services and social protection.

At the regional and global level, UNICEF has more than 60 years of experience in reaching out to vulnerable and excluded children. This rich experience is combined with fresh new data and sharp evidence-based analyses to make a first call for children in high-level policy dialogues both with governments and within the UN family. While the full impact of social policy work is often only realised years after its inception, as UNICEF's policy work continues to develop, these early investments will be the foundation on which future progress on the MDGs and social transformation in favour of children's rights are based.

Rationale for capacity building

In the intervening three years since Focus Area 5 was first introduced to UNICEF in 2006 many positive results have been achieved. UNICEF staff and partners, especially those working in the more 'traditional' UNICEF areas of health, nutrition, education, child protection, HIV/AIDS and emergency, have increasingly begun to appreciate how much Focus Area 5 links in with and compliments their work and UNICEF's work and expertise in other focus areas.

The Social and Economic Policy Course was developed by UNICEF's Regional Office for South Asia (ROSA) to help move policy advocacy and partnerships closer to people's lives and livelihoods. This course will help UNICEF staff to become more familiar with the concepts of social and economic policy in order to encourage integration of programming and to support these policy orientations across the other focus areas. The overall goal is to improve the degree to which government policies and public resource allocations are strategically informed by and driven by achieving sustainable results for women and children.

Objectives

The objectives of the course are:

- To provide an opportunity for policy conversations on social and economic policy;
- To equip and familiarise participants with the basic social and economic policy concepts and to revisit social policy concepts, strategies and programmes in the light of UNICEF's increasing role in policy analysis and advocacy for advancing the rights of children;
- To provide an overview of key social policy issues in the countries concerned;
- To offer a better understanding of how UNICEF Country Offices can engage in social policy;
- To share experiences and good practices from South Asia and other regions in the areas of social policy, social exclusion, and strategies for social inclusion. Sharing experiences will entail looking at government flagship programmes, development plans, issues involved in the design of social protection schemes, as well as looking at issues around the costs of implementing social services in general and the MDGs in particular and undertaking fiscal budget analysis.

Expected outcomes

The specific outcomes will be particular to each course, but will generically include the participants having:

- A greater ability to understand and identify concepts such as social exclusion and social protection, both in general terms and in the context of their own countries.
- A greater common understanding of social policy in the context of UNICEF's mandate and goal of achieving better results for children;
- A strengthened vision of social and economic policy options and their impact on children and youth, which can inform and guide UNICEF and government policy choices;
- Improved tools to identify new opportunities for policy and advocacy, and an improved capacity to more effectively use their knowledge of economic, social and political interventions to inform their work;
- Identified good practice interventions which have a potential for improving results for children, and proposed ways to apply these in policy analysis and advocacy work with government counterparts. Themes and principles addressed

This course is modular in design in order to best accommodate the specific requirements of the participants; the individual modules and group work can be selected and tailored as needed. The timing of the workshop can be chosen by the specific Country Office to make the most of a given country's (and/or UNICEF office's) strategic moments. As well, the amount of time allotted to this capacity building process can be adjusted to suit the requirements of a particular situation. The sessions and themes within each module are also flexible and their choice

will depend on the needs and interests of the workshop's participants and on their country context. The sequence of modules and themes can be adjusted depending on the flow of the arguments to be made and can easily be altered to accommodate guest speakers. The themes proposed below are only suggestions; each workshop should be tailor-made to meet specific needs and requests and developed in direct and iterative consultation with the CO.

- **Module 1.** Economic and social development including MDG progress and achievements
 - Economic and social situation in the region to provide the greater context
 - Economic and social situation of the country
 - Impact of the global economic situation, such as the current price of food and the economic crisis
 - MDG progress and shortfalls
 - Review of government fiscal budgets (in the region and country) and fiscal space
- **Module 2.** Human rights based approach to programming (HRBAP)
 - Principles fundamental to rights-based policy influence
 - Operationalising the HRBAP
- **Module 3.** Social exclusion
 - Gender and other vectors of social exclusion and their impact on human development in South Asia
 - Gender and social exclusion in the economic, political and social domains
- **Module 4.** Child poverty and disparities
 - From a one-dimensional to a multi-dimensional concept of (child) poverty
 - The dynamics of child poverty and vulnerability
 - The case for analysing child poverty and disparities as distinct from household poverty
 - Methodology
 - Policy discussions
- **Module 5.** Focus Area 5 and social policy thinking in UNICEF
 - Definition and concept of Focus Area 5
 - Transformative social policy
 - Good practices across the region and globally
 - Key social policy issues in the region and country
- **Module 6.** Social policy interventions and tools for MDG achievement
 - Reaching the MDGs with equity through inclusive policy interventions, and using the MDGs to address social exclusion
 - A universal approach to social protection
- **Module 7.** Entry points for integrating policy into country programming
 - The role of Government and UN processes. Looking at national development plans or strategies, fiscal budget processes, UNDAF and Common Country Assessment processes, PRSP and others
 - Analysing inter-agency distribution of responsibilities and programmes
- **Module 8.** Costing techniques
 - Overview of costing tools developed in the UN system. Looking at items

such as the UNICEF-WHO Marginal Budgeting for Bottlenecks in child and maternal health, or the MDG initiative project, and investigating what role they played in influencing fiscal budget priorities and allocations.

- **Module 9.** Decentralisation and devolution
 - Examining the objectives of decentralisation and devolution
 - Looking at the realities and challenges on the ground
 - Evaluating the impact of decentralisation on service delivery and reaching the most vulnerable

Participants

Different and flexible formats for the course are conceivable, for example, the course can be run as:

- A UNICEF internal workshop attended by UNICEF staff at different levels (from central and field offices within the Country Office);
- A UN Country Team workshop where the participants come from UN agencies and attend together with UNICEF colleagues;
- A workshop with UNICEF's government counterparts;
- An event with participants from civil society, the media, (I)NGOs and academia;
- Or a mix of the above options.

The recommended maximum number of participants is 30.

Resource persons

For the courses recently run by ROSA, the resource persons have been mainly colleagues from the office and selected external resource persons.

Options for resource people include, inter alia:

- UNICEF Regional Office, Country Office and HQ colleagues;
- Resource people from other UN agencies or donors (e.g. ILO, UNDP, UNFPA, UN- DESA, WFP, DFID, etc.);
- Academics and/or development practitioners from both in or outside the country concerned;
- Government officials;
- Expert consultants.

Methodology and suggested formats

The annexes in the attached CD contain resource material which will be helpful in preparing for a successful workshop. While specific methodology for a given course is at the discretion of the instructors, past experience, that are deemed useful during previous courses, shows that the essential elements of a good workshop include the following:

- Deciding beforehand whether the course will have either a regional or a country focus will help in the selection of the material to be presented. The choice depends on the country context and the target audience: the workshop can emphasise either a regional or a country-specific focus. Experience with previous groups shows that some appreciated discussing examples from other countries in the region (or even globally), whereas others, especially with government counterparts, wanted the modules and the discussions to focus on their own country.
- The course can be either residential or non-residential; regardless of the venue, the suggested duration is 2-5 days.
- Opening remarks: The UNICEF Representative usually makes the opening remarks as this gives them an opportunity to articulate their 'vision' and strategy and their main concerns. The opening remarks should help to focus on the senior management team's decisions and to position the course as a key element in the CO's work.
- Introductory session: this session provides an opportunity to outline the agenda and to explain the objectives of the workshop; it should also allow the participants to introduce themselves and to share their expectations.
- Concluding session: this session summarises what was agreed upon during the workshop and outlines key action points for follow-up by both the Representative and participants. A conclusion of the deliberations and a summing up the progress made are most effective when delivered by the UNICEF Representative. Clarity during this session will help to carry forward the momentum of workshop and ensure practical application and implementation. The concluding session also typically includes a 'vote of thanks'.
- Maximising the learning experience by encouraging a two-way learning process: participants learn from resource people but they also share their knowledge and experience and in this way also 'teach' the workshop facilitators and other workshop participants.
- Teaching methods can include:
 - Formal lecture sessions, underpinned with reading materials (compiled on CD-ROM)
 - Question and answer sessions after each presentation/module;
 - Structured group work (discussions and brainstorming, role playing) and presentations to encourage dialogue
 - Structured as well as open-ended plenary discussions
 - Summary of the previous day's modules before the next set of modules begins
 - Interaction on social exclusion mapping

- 'Take home' assignments before and at the end of the workshop, as needed
- Ice-breakers and regular content-related energisers. Well timed (and ideally outdoor) tea / coffee breaks can help to ease tensions and facilitate informal discussions and encourage networking
- Establishing a regular course 'routine' will help the course to run efficiently. This can include:
 - setting suitable timings for each session and appointing a 'timekeeper'. Previous experience shows that the length of the sessions is always crucial to the success of a workshop. It is recommended that everyone is informed beforehand how many minutes are allotted for presentations and for Q&As; otherwise, what typically happens is that time intended for clarifications and Q&A is sacrificed because the presentations tend to run over time.
 - seeing to it that chairs for each session are given clear instructions⁴ ;
 - keeping abreast of the atmosphere and learning environment by having 'eyes and ears' and/or 'mood meter'.
 - seeing that evaluation forms should be filled-out for each workshop day and analysing these at the end of the course. Note that sample evaluation forms are included on the attached CD.

Some ROSA experiences and Lessons Learnt

This course was presented in Bangladesh (May and September 2008), Afghanistan (July 2008), Maldives (March 2009), and Nepal (April 2009). All of these presentations were built on an earlier version of the workshop delivered at the regional level in April 2007⁵ Each venue offered specific insights on the situation at hand, for example:

- **Afghanistan** This workshop was jointly held with UNICEF and the Resident Coordinator's Office. One of this workshop's objectives was to illustrate that social policy and Focus Area 5 issues are also important for countries in conflict. In such cases, practical work in programmes on the ground needs to go hand in hand with an awareness of and focus on policy, and a sustained effort is needed to ensure that projects and programmes are based in a strategic vision.
- **Bangladesh** Two UNICEF internal workshops were held; one of these was used as a stepping stone for the medium term review that was taking place that year in the Bangladesh Country Office.

⁴ See Annex 5.2

⁵ A training package was produced for this regional-level workshop: UNICEF Regional Office for South Asia, Regional Training Workshop for UNICEF Country Offices: Social Policy and Social Inclusion: Special Interventions in the Political, Economic, and Social Domains – Examples from South Asia, Kathmandu 2007.

- **Maldives** This workshop was co-organised with the Ministry of Finance and Treasury; the participants included the UN Country Team, government counterparts and representatives from civil society. The concluding statement from this workshop, which was issued jointly by the Minister of Finance and Treasury and the UNICEF Representative, included a commitment to basic social protection in the country. This workshop sparked a fair share of media interest and subsequent follow-up requests by the Government of the Maldives for continued UNICEF support.
- **Nepal** This workshop was internal to UNICEF and focused on social protection and decentralisation as these are the major issues in the country at the moment. Focusing on a smaller number of modules allowed the group to go into greater depth and to generate good discussions and information from many participants.

See Annex 2 for each country-specific workshop programme. Workshops projected for 2009, are now in the pipeline with Country Offices in Afghanistan, India, Nepal, Pakistan, and Sri Lanka.

Some observations and lessons learnt:

- Timing is crucial when it comes to setting a date for the workshop even if this is not always easy in a disaster and emergency prone region like South Asia. One example of timing used to best advantage was in the Maldives where the workshop with key government counterparts took place soon after the new government was formed. Use of this strategic window of opportunity influenced Maldivian policy makers to issue a written commitment by the Ministry of Finance and Treasury for a comprehensive social protection package in Maldives.
- Sensitive issues: It is sometimes easier to have sensitive issues such as child poverty and social exclusion raised by outside colleagues, either someone from a Regional Office or someone outside of UNICEF altogether. It is recommended to embed sensitive issues within a regional picture instead of focusing on a particular country, especially when working with government officials.
- Capacity building is a two way process. On the one hand, ROSA and its external resource people and facilitators disseminate information to the participants; but, on the other hand, ROSA acknowledges that it has learnt much through the workshop process by being open to the positions, arguments, contributions, observations, and reactions of the participants. Both instructors and participants can learn, and positions evolve and improve.

PART 2

Detailed description of the modules

Module 1. Economic and Social Development including MDG achievement

1a Economic and Social Situation of the Country

- The MDG progress and shortfalls in the country and the region
- Development trends: economic growth vs. growing (income) inequality
- Macroeconomic trends
- Economic development in the country and in the region
- Persistent challenges poverty, income inequality, low MDG performance, unemployment, disasters and conflict
- Emerging challenges: the global economic crisis, volatile food and fuel prices, climate change and its implications. How emerging challenges impact the country and the situations of children and the vulnerable.
- The global economic crisis
 - Theories on the impact of economic shocks on children
 - Lessons learnt from previous global economic crises
 - How UNICEF monitors the impact of the economic crisis on children
 - UNICEF initiatives to mitigate the impact⁶
 - Government policy responses
- Regional and in-country social and economic disparities
- Implications for children and policy concerns
- Opportunities and challenges for economic and social policy
- Diversification of the economy and implications for employment and incomes
- Role of the state in public goods delivery and regulation
- Policy concerns, options and opportunities and implications for children and youth

See Annex 1 / Module 1a for examples of training material for this session.

⁶http://www.unicef.org/rosa/Latest_Matter_of_magnitude.pdf

1b Fiscal Space

- Trends in fiscal budgets for South Asia
- Revenue generation – innovative forms of finance, taxation, corporate social responsibility, external grants, concessional and commercial loans
- The politics of fiscal space
- Analysing expenditures
- How decentralisation can challenge budgeting
- Official development assistance challenges

See Annex 1 / Module 1b for examples of training material for this session.

Module 2. Human rights based approach to programming

A human rights based approach to programming (HRBAP) with examples

- The main principles and policy implications of a human rights-based approach to development: because all rights are indivisible and all children should have all rights
- How to introduce a rights-based approach into policy-making and programming
- The importance of rights in transformative social policy and the connection between rights and social policy in South Asia. Example: the SAARC Decade of the Rights of the Child and SAARC Development Goals
- Human rights institutions, laws, policies, and actors – opportunities and challenges in the country
- Overview of ratified laws and legislation as a basis for policy
- Political reform and openings for policymaking and children's rights
- A human rights-based approach in designing and implementing child-relevant social and economic policies
- Human rights policy dynamics in South Asia and the role of change agents
- Mainstreaming a human rights-based approach and legislation
- Operationalising the human rights-based approach. How to apply the rights-based approach to child-relevant policies
- Examples of rights-based approaches to programming (within the UN system)
- Findings on legislative, policy-level and programme changes which have taken place within countries in South Asia
- Discussion on how to apply the human rights-based approach to child-relevant policies
- Special challenges for countries with societies in a conflict or recent post-conflict situations
- An update on A World Fit for Children +5
- Deliberations on Convention on the Rights of the Child and other main findings of international human rights reports with regard to the country

See Annex 1/ Module 2 for examples of training material for this session.

Module 3. Social exclusion

3a Social exclusion – developing an inclusive lens to planning and development (conceptual and empirical)

- The concept of social exclusion (processes, causes and solutions)
- Vectors of social exclusion (gender, ethnicity, caste, religion, age, ability, location, health status, etc.)
- Exclusion and identity; group and category based exclusion
- Types of exclusion: exclusion from sources of livelihoods, from social services, from public spaces, from political organisation and participation, family and community- based exclusion
- Experiences of exclusion. The discrimination and marginalisation of women and children in South Asia within different settings: the household, schools, public spaces, the workplace, areas of social service delivery and the political sphere
- Policy responses and suggestions
- Social exclusion and the MDGs
- Mapping of social exclusion by ROSA and by the participants
- UNICEF's approach to tackling social exclusion
- Violence, conflict and impunity in the context of social exclusion
- Country-specific instruments and tools. Examples: disadvantaged group (DAG) mapping in Nepal, the Social Inclusion Index and Gender and Social Exclusion Assessment (GSEA) developed by the World Bank for Nepal

See Annex 1 / Module 3a for an example of training material for this session.

3b Gender and social inclusion challenges in a development context

- Reflections on “State of the World’s Children 2007: The double dividend on gender equality”⁷
- How gender equality and social inclusion can benefit inclusive and equitable human development in three critical areas (political, social, economic)
- Indicators of gender disparity in the country and the region
- UNICEF’s new global gender policy (to be adopted by the Executive Board in 2009)
- 2008 evaluation of gender policy implementation in UNICEF
- Policy areas and key actions needed to maximise gender equality: education, research, legislation, financing, empowering women and engaging men and boys
- Gender and inclusion programming in emergencies – with examples from pilot projects based in Nepal and Pakistan

See Annex 1 / Module 3b for an example of training material for this session.

⁷ <http://www.unicef.org/sowc07/docs/sowc07.pdf>

3c Disparities in gender, ethnicity, language and other forms of social exclusion (empirical issues)

- Examples from across South Asia

See Annex 1 / Module 3c for an example of training material for this session.

Suggestions for group work discussion:

- Identify identities, vectors of social exclusion, causes and possible solutions to
 - fighting social exclusion
 - What types of social exclusion exist?
 - In which areas (economic, political, social, etc.)?
 - What are underlying causes?
 - What are possible solutions?
- Power walk⁸ – interactive role play on social exclusions and/or gender issues
- Identify three key issues in each sector regarding social exclusion and three key actions that UNICEF COs can take to improve their programming and programme components

Module 4. Child Poverty and Disparities

UNICEF's Global Study on Child Poverty and Disparities and its policy implications

- UNICEF's global study on child poverty and disparities: outline and methodology
- Definitions and changing concepts of child poverty: moving from a one-dimensional to multi-dimensional poverty discourse
- Preliminary findings of Bristol University's Global Study on Child Poverty and Disparities and implications for policy making
- How to create analytical synergies across sectors/programmes in the CO to analyse child poverty
- Regional issues of child poverty
- Key country findings

See Annex 1 / Module 4 for an example of training material for this session.

Suggestions for group discussion:

- How can the Global Study on Child Poverty and Disparities and other studies be used as advocacy and policy instruments
- Which other studies are you aware of that could be used more efficiently?
- We are generating a lot of knowledge, how can we use it more effectively for programming and advocacy purposes?

⁸ See Annex 4.1 for facilitator's instructions.

Module 5. Social policy in UNICEF

5a Focus Area 5 and social policy thinking in UNICEF as a cross-cutting approach

In this module participants discuss policy issues within sectors as well as opportunities for synergies among sectors, from a CO and a RO perspective. Greater emphasis is put on Focus Area 5 as it includes the MTSP's social policy. This session is intended mainly for UNICEF staff.

- Definitions, principles and concepts of social policy
- Why a Focus Area 5 for UNICEF? What value can it add and what are the recent trends?
- Connections between the Millennium Declaration, MDGs, UNDAF and Focus Area 5 of the MTSP
- Key social policy issues in South Asia
- How the CO and other countries in the region engage in social policy, examples, current practice and future directions
- Building a common approach to social policy within UNICEF and introducing a broad socio-economic policy approach with the goal of achieving better results for children

See Annex 1 / Module 5a for examples of training material for this session.

5b Key issues and policy pointers: MTSP Focus Areas 1-4

Focus Areas 1-4 are included primarily from a policy angle and are ideally co-presented by a ROSA Regional Advisor. Areas that can be covered here include: YCSD, WASH, education, HIV/AIDS and child protection, communication for development (C4D) and emergencies. The main topics to be covered are:

- Young child survival and development, including issues related to water and sanitation
- Education and gender equality
- HIV/AIDS
- Child protection

See Annex 1 / Module 5b for examples of training material for this session.

Suggestions for group work discussions:

- What cross-sectoral synergies and opportunities can be further developed and strengthened within the CO?

- Review of the sectoral planning document (e.g. education sector work plan) and identify 3 policy issues for potential CO engagement.

Module 6. Social Policy Interventions and tools for MDG achievement

6a Interventions in the economic, social and political sphere to tackle social exclusion and achieve the MDGs with equity:

some public policy instruments

- Interventions for social inclusion in the political, economic, social and fiscal domain, based on a regional comparative overview and a review of in-country government “flagship programmes” and policies⁹
- Approaches and challenges that can be used to reach the MDGs with equity

See Annex 1 / Module 6a for an example of training material for this session.

Suggested topics for group discussion:

- Identify policy issues in a key planning document
- Role play a media event (e.g. a press conference)

6b Social protection – principles and design issues

- Principles of social protection: rights-based, universalism, systemic, non-discrimination, child-sensitive
- Child-sensitive social protection commitment to children (based on UNICEF’s NY strategy paper¹⁰)
- Overview of social protection programmes in the country and the region including a brief history and discussion of policy initiatives presently in vigour
- Social security development and initiatives in the region
- Global social floor Initiative of the UN system and considerations at UNICEF
- ILO’s approach on the extension of social security coverage
- Design challenges
 - The complementary roles of contribution-based social insurance and tax-based social assistance
 - Targeted vs. universal approaches – differences, pros and cons, and empirical examples
 - Conditional vs. unconditional approaches – differences, arguments, “good conditionalities” such as birth registration and other administrative conditionalities
 - Administrative challenges – benefit level, delivery, and disbursement
 - The role of public communication

⁹ Gabriele Koehler and Mariana Stirbu, Reaching the MDGs in South Asia: An Inventory of Public Policies to Overcome Social Exclusion, UNICEF ROSA, 2008

¹⁰ A draft was issued in June 2009, A joint statement on advancing Child Sensitive Social Protection. The organisations involved in the drafting were: DFID, Helpage International, Hope and Homes for Children, IDS, ILO, ODI, Save the Children, UNICEF and the World Bank.

- Financing challenges:
 - Affordability – a debate on fiscal space, budget reallocations, and new sources of funding
 - A review of funding of social protection globally and costings for the country
- Innovations in social protection in South Asia and beyond
Case studies from selected countries
- Donor-led initiatives in social protection in the country
- Social protection assessment
 - ADB's Social Protection Index¹¹
 - Other techniques

See Annex 1 / Module 6b for examples of training materials for this session.

Suggested topics for group discussion:

- Whether UNICEF advocacy of a universal child grant is a good or bad idea. Would this proposal have a unifying effect on the society or would it encourage a culture of handouts and dependency?
- The (dis)advantages of targeting vs. universal social protection approaches
- Conditionality in social protection: yes/no?

Module 7. Entry points for integrating policy into country programming

7a Coherence across the UN system in the country¹²

- Examining the milestones in a country's policy making trajectory, such as national development plans, fiscal budgets, or government-donor interface such as SWAPs, PRSP etc
- Reviewing the UNDAF pillars and UNICEF programmes in light of (new) government priorities
- UNDAF work distribution matrix, showing each agency's involvement in the UNDAF areas
- UN Coherence – One UN – UN joint programming in the country: challenges and the future

See Annex 1 / Module 7 for an example of training material for this session.

7b The country's Poverty Reduction Strategy Paper¹³ and how it influences CO work¹⁴

- Social policy approaches and implications for social development
- What are the government's strategy and main policy instrument to address children's well-being?

¹¹ The Asian Development Bank's Social Protection Index for Committed Poverty Reduction. Multi-Country Report February 2005 TA 6120- REG. Manila 2005. <http://www.adb.org/Publications/subject-archive.asp?id=226&s=0&wp=2>

¹² Ideally, this session is led by the UN Resident Coordinator and/or the UNICEF Representative.

¹³ Or equivalent document, for example the Afghanistan National Development Strategy (ANDS) in Afghanistan, the Three Year Interim Plan in Nepal, etc.

¹⁴ This session should ideally be led by an official from the government, for example, an expert from the Planning Commission, etc.

- How the government sees UNICEF's role and contribution and how the two can work together more effectively
- Synergies between PRSP, UNDAF and CPD
- Planning for transformative social policy in the country
 - Socio-economic policies, strategies and programmes in the country's national development plan and implications for social and economic policy
 - Inclusive and rights-based planning and development

See Annex 1 / Module 7 for an example of training material for this session.

7c Recognising and using policy opportunities

- Recognising policy opportunities¹⁵ - milestones in government, civil society and UN policy discussions and processes amenable to introducing child rights and social policies
- Developing an advocacy strategy (elements of an advocacy strategy)

Suggested topics for group discussion:

- Identify a policy issue, design an advocacy strategy, use a case study
- Draw a timeline of advocacy entry points and decide on next steps
- What is UNICEF's role in the UNDAF and the PRSP – implementer? advocate? convenor? Other?
- Review the UNDAF pillars and PRSP priorities: how are these relevant to UNICEF's work? Identify thematic and policy gaps.

Module 8. Costing techniques

Techniques to analyse fiscal budgets and assess costs for social service interventions

- The history and concept of costing tools
- Overview of available budgeting and costing approaches, techniques and tools for health, education, and social protection and their possible applications in policy-making. Such as, for example: the Marginal Budgeting for Bottlenecks (MBB) in the health sector, the Education Policy and Strategy Simulation Model (EPSSM) in the education sector, and the Economic Policy Research Institute (EPRI) in the social protection sector.
- An overview of the MDG Needs Assessment and Costing Tools; an interactive exercise aimed at comparing the various costing tools and their synergies
- Social and child budgeting and UNICEF's approaches
- In depth discussion of the uses of MBB¹⁶, EPSSM, and EPRI
- UNDP's Millennium Development Goals Initiative (MDGI) needs assessment and costing exercises for MDGs¹⁷

¹⁵ For example, concessional loan negotiations, development partnership forums, SWAPs, national development strategies, etc.

¹⁶ UNICEF's detailed costing exercise plus cost-benefit analysis for MDGs 4 and 5. This tool was built by UNICEF and WHO; it is currently being applied to the development of 'investment cases' in Bangladesh, India, Nepal, and Pakistan.

¹⁷ This covers all the MDGs plus energy, transport, and the environment as inputs for the MDGs. It builds on the UN Millennium Project model and has been fine-tuned and further developed by WHO, UNESCO, UNICEF and UNDP – it contains agreed-upon sector-specific costing.

- ILO's social protection costing
- ROSA's draft child protection costing

See Annex 1 / Module 8 for an example of training material for this session.

Module 9. Decentralisation and devolution

This module addresses questions of decentralisation and devolution of government services and resources.

- Rationale for decentralisation
- The legal framework for decentralisation in the country: main issues and challenges
- Types of decentralisation: political, administrative, and fiscal
- Decentralisation vs. devolution
- Issues of sectoral devolution in health, education and the water and sanitation programme of UN-HABITAT
- Child-friendly local governance framework for local governments
- How different types of decentralisation will impact service delivery outcomes
 - Pros and cons of decentralisation (and different variants)
 - How do issues such as gender, social exclusion including forms of "participatory exclusion", reaching vulnerable and minority groups, and right to information, play out in the context of decentralisation
 - Do democratisation and decentralisation lead to better development outcomes?
- Financing models (public, private, and a mix of financing)
- Capacity building of local government
- Relationship between sector-wide approaches and decentralisation
- Managing the transition to decentralisation in democratic regimes
- Different models of social service delivery; examples from South Asia, and from around the world
- Country specifics can include items such as the Local Self-Governance Act and the Decentralised Action for Children and Women (United Nations Children's Fund subprogram in Nepal) and other examples of harmonisation and coordination between stakeholders.

See Annex 1 / Module 9 for an example of training material for this session.

Suggested topic for group discussion:

- How does decentralisation affect the section's programming and implementation? (by program sections)

How to use the workshop material on the enclosed CD

The CD that accompanies this booklet contains 5 main folders and numerous sub-folders each of which contains example, suggestions and actual previously presented material. The folders are:

1. Training Material

Training material for the 9 modules described above includes roughly 70 PowerPoint presentations and other Word-format training materials. Files named 'Country example' have a particular country angle; for example, the file named 'Country example_economic situation_Afghanistan' discusses the economic situation particular to Afghanistan. Presentations not marked 'country example' are more generic, and, for example, the file named 'What is decentralisation?' is not country-specific in nature.

In some presentations, some slides reappear often; and within a group, some presentations may appear slightly similar to others. This situation arises because specific training materials are prepared to adapt to the particular interests of the country. For example, all training material on social exclusion issues will be similar, however, the country-specific presentations focus on inclusive policies appropriate to the given country. In the case of Afghanistan the presentation focuses on dealing with social exclusion in a conflict situation whereas the Nepal presentation tries to not only understand social exclusion but goes a step further and looks at policies conducive to promoting inclusion.

The user of this kit is encouraged to use the PowerPoint presentations provided herein as a starting point from which to prepare their own individualised presentations.

The presentations included in the CD are in their original form and the names of original presenters remains on all the training material provided herewith.

2. Programme agenda of previous workshops

This file contains the workshop agendas of previously organised workshops.

3. Evaluation forms

This file contains an example evaluation form and some compilations of actual workshop evaluations.

4. Energisers and exercises

This file contains some facilitation notes and ideas for energisers.

5. Other material

This file contains other useful materials needed to organise a workshop.

Acronyms and abbreviations

ADB	Asian Development Bank
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
C4D	communication for development
CO	country office
CPD	Country programme document (of UNICEF)
CRC	Convention on the Rights of the Child
DAG	disadvantaged groups
DFID	Department for International Development (UK)
EPRI	Economic Policy Research Institute (Cape Town, South Africa)
EPSSM	Education Policy and Strategy Simulation Model
GSEA	Gender and Social Exclusion Assessment (Nepal)
HQ	headquarters
HRBAP	human rights based approach to programming of the UN system
IDS	Institute of Development Studies, Sussex
ILO	International Labour Organisation
KRA	key result areas
MBB	Marginal Budgeting for Bottlenecks
MDGI	UNDP's Millenium Development Goals Initiative
MTR	mid-term review
MTSP	Medium-Term Strategic Plan (of UNICEF)
MTSP FA I-IV	Medium Term Strategic Plan Focus Areas 1-4
ODI	Overseas Development Institute, UK
PRSP	poverty reduction strategy paper
RO	regional office (of UNICEF)
ROSA	UNICEF's Regional Office for South Asia
SAARC	South Asian Association for Regional Cooperation
SWAP	sector-wide approach
UNDAF	United Nations Development Assistance Framework
UN-DESA	UN Department of Economic and Social Affairs
UNDP	United Nations Development Programme
UNESCAP	United Nations Economic and Social Commission for Asia and the Pacific
UNFPA	United Nations Population Fund
WASH	water, sanitation and hygiene
WFP	World Food Programme (UN)
WHO	World Health Organisation
YCSD	Young Child Survival and Development



CD will Insert here

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