



Training Toolkit on Government Innovation for Social Inclusion of Vulnerable Groups

Module 5 Identifying Vulnerability and Vulnerable Groups













Contents

- 1. Challenges of Identifying Vulnerability and Vulnerable Groups
- 2. Approaches and Strategies for Effective Identification of Vulnerable Groups and the Specific Vulnerabilities of Each Vulnerable Group
- 3. Innovative Practices in Identifying Vulnerable Groups

Learning Objectives

- To understand how to analyze vulnerability, identify vulnerable groups and actors that influence vulnerability; and link this to action perspectives addressed to and/or with those that influence vulnerability (and risk of it) most
- To gain an overview of the vulnerable groups and other relevant actors who need to be involved for innovative approaches for social inclusion of vulnerable groups







- 1) Defining vulnerability is difficult vulnerability can stem from external shocks and it also depends on historical, cultural, social, environmental, political, and economic conditions of a given setting.
- Determinants of vulnerability range from socioeconomic status and living conditions to the power structures that underpin social organization.
- 3) No universally accepted approach for measuring vulnerability.
- 4) Vulnerability is dynamic with evolving changes and heterogeneous even with the same vulnerable group.







- 5) There is no inclusive process of engaging relevant stakeholders especially lack of engagement of local communities.
- 6) Lack of disaggregated data ex) population statistics: Having spatially distributed demographic data helps quantifying the population at risk of or affected by a disaster.
- 7) Insufficient technical skills and resources in capturing inequality and social injustice this puts vulnerable groups at even greater risk of falling further behind.
- 8) Vulnerability assessment methods range from global and national quantitative assessments to local-level qualitative participatory approaches.





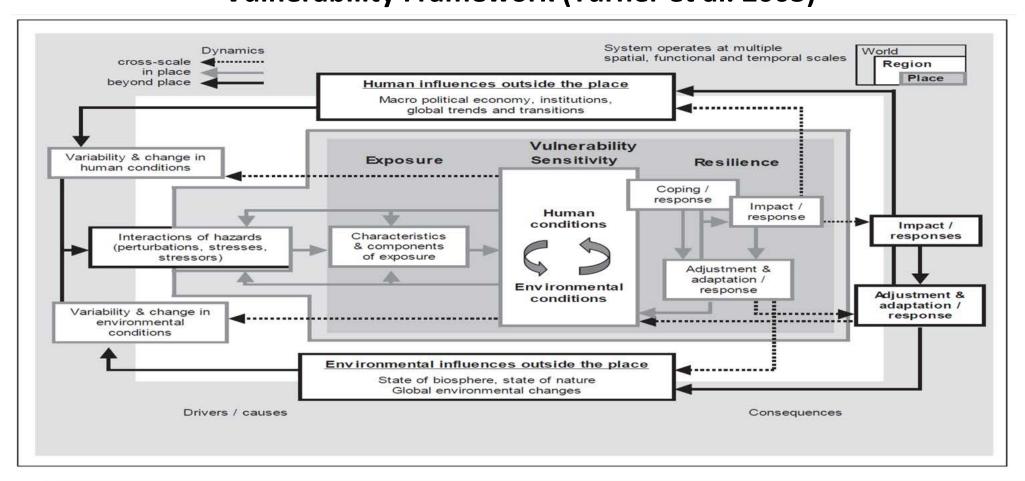


- 9) Difficulty to combine both quantitative and qualitative data collection to capture the various tangible and intangible aspects of vulnerability in its different dimensions.
- 10) Less frequent and non-regular data collection.
- 11) No institutionalized arrangements for monitoring and evaluation Supreme Audit Institutions, parliaments, civil society organizations.
- 12) Process of identification contains socially determined / normative assumptions about vulnerability (e.g. on whether vulnerability could have been prevented by the groups themselves).





1. Challenges of Identifying Vulnerability and Vulnerable Groups Vulnerability Framework (Turner et al. 2003)







- We have the aggregated data but lack the disaggregated data.
 - > Example: People living with one or more disabilities:
 - Over a billion people are estimated to live with some form of disability (about 15% of the world's population).
 - Between 110 million (2.2 percent of the world's population) and 190 million (3.8 percent) people who are 15 years and older have significant difficulties in functioning.
- Vulnerability to poverty can be regarded as vulnerability to *expected* poverty. More precisely, given the current condition, vulnerability measuring relates to how *likely it is* for the individual to fall into poverty in a given time horizon (Fujii, 2016).
- Measuring the Un-Measurable: The Challenge of Vulnerability (Jörn Birkmann & Ben Wisner, 2006)







Consequences of incorrect/ineffective identifying of vulnerable groups

- incorrect targeting -> further marginalization and exclusion of the real poor from receiving essential services and exerting basic rights
- insufficient reflection of the demands/voices of vulnerable groups
- duplication/waste in budget spending
- lack of transparency and accountability & misuse of public funding









2. Approaches and Strategies for Effective Identification of Vulnerable Groups and the Specific Vulnerabilities of Each Vulnerable Group

- 1) National concerted efforts through institutional coordination, in particular full data sharing and exchange of information between public institutions such as national statistical offices and agencies in charge of social protection and economic planning
- 2) Strengthening statistical capacities in Civil Registration and Vital Statistics (CRVS) for identity management
- 3) Collaboration between national and local governments
 - On quantitative and qualitative factors: local contexts, improving consistency in definitions and data collection
 - b. On filling in the data gaps e.g. household visits by local government officials
- 4) Building an inclusive process to engage all stakeholder, especially civil society organizations and the private sector, to reach out to vulnerable groups







2. Approaches and Strategies for Effective Identification of Vulnerable Groups and the Specific Vulnerabilities of Each Vulnerable Group

- 4) Leveraging ICT and digital technologies
- 5) Effective and constant monitoring and evaluation of the contextual situations of each vulnerable group
- 6) Benchmarking innovative country practices
 - E.g. What are the practices to identify and prioritize vulnerable populations affected by urban humanitarian emergencies? Protocol: https://assets.publishing.service.gov.uk/media/57a08960e5274a31e000004a/rr-vulnerable-populations-urban-humanitarian-emergencies-130416-en.pdf







2. Approaches and Strategies for Effective Identification of Vulnerable Groups and the Specific Vulnerabilities of Each Vulnerable Group

7) Understanding the specific context of vulnerability, especially the dynamic changes of vulnerable groups

For example, in urban areas, the most vulnerable groups to **environmental hazards** tend to be:

- Individuals/households living in poor quality homes and neighborhoods that lack adequate provision for water, sanitation, drainage and garbage removal
- The persons doing the 'dangerous' tasks within households (generally women and children)
- Income-earners with particularly hazardous work
- Groups facing discrimination in obtaining adequate incomes, housing and basic services; in many societies, particular ethnic groups or castes face discrimination in all these.

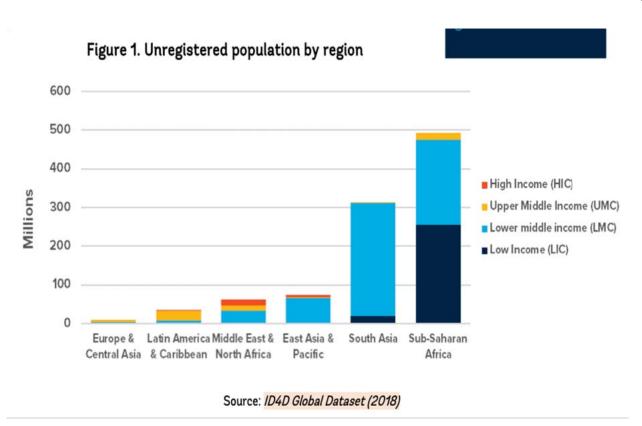








ID for Achieving the SDGs



In addition to SDG Target 16.9, the ability of individuals to prove their identity—and the ability of service providers to identify beneficiaries and customers—is either a direct or indirect enabler of many other SDGs. For example, ID is either essential or helpful for achieving many of the goals and targets related to:

- Access to finance
- Gender equality and empowerment
- Access to basic health and education services
- Child protection
- Migration and labor market opportunities
- Improved access and quality of social protection
- Governance

Source: World Bank, 2019, ID4D Practitioner's Guide









1) World Bank ID4D initiative (1)

- What: Supporting countries to build inclusive identification systems, including civil registration, using digital solutions
- Goal: to enable people to access public services and exercise their rights, supported by digital identification
- SDG 16.9: "By 2030, provide legal identity for all, including birth registration"
- ID4D provides country diagnosis; advice on designing identification systems;
 exchange of good practices between countries









1) World Bank ID4D Initiative - Pakistan (2)



- 1999: Establishment of the National Database and Registration Authority (NADRA)
- 2002: start issuing of the Computerized National Identity Cards (CNIC) that are machine- readable and carry facial and fingerprint information
- Over 96 million Pakistanis received CNIC's
- CNIC's are prerequisite for e.g.
 - voting
 - access to social welfare services
 - bank accounts
 - > mobile **SIM** cards, electricity supply ...
 - passports
 - driver's licenses

World Banks (2019) ID Enrollment Strategies: Practical Lessons from Around the Globe









1) World Bank ID4D Initiative - Pakistan (3)

Promoting women equality with digital ID management

- CNIC registration boosted when combined with the Benazir Income Support Program (BISP)
- BISP cash transfers only to female head of households and only if CNIC registered
- This caused 94 % increase in women CNIC enrolment, including women from the poorest and most vulnerable groups
- CNICs increased women's self-esteem and respect in families, their influence on household spending, their mobility as well as their interest in using their citizens' rights (voting)









1) World Bank ID4D Initiative - Pakistan (4)

Take-Aways

- Digital Civil registration (CRVS) and ID management are key enablers to facilitate access of vulnerable groups to public services
 - > E.g. health & social protection of the poorest and most vulnerable
 - ➤ **Digital CRVS and ID simplify the delivery of public services**, such as the distribution of social aid grants and **prevent corruption**
- The success factor of the ID4D Pakistan program was that is was linked with the BISP social aid program and with the goal to empower the role of women in poor family households







2) Cambodia - Identification of Poor Households "ID Poor Platform" (1)

- "ID Poor Platform" is a nationwide, standardized multi-dimensional poverty identification mechanism tool to more accurately distribute the benefits of the public welfare service to appropriate poor households through better targeting of eligible recipients.
 - Local officials first identify poor households living in vulnerable areas by interviewing residents.
 - Then, local officers hold meetings to create a draft list of poor households and submit the draft list to the commune council, which then reviews and officially releases the final list of poor households.
 - Finally, the beneficiaries on the list of are given equity cards.



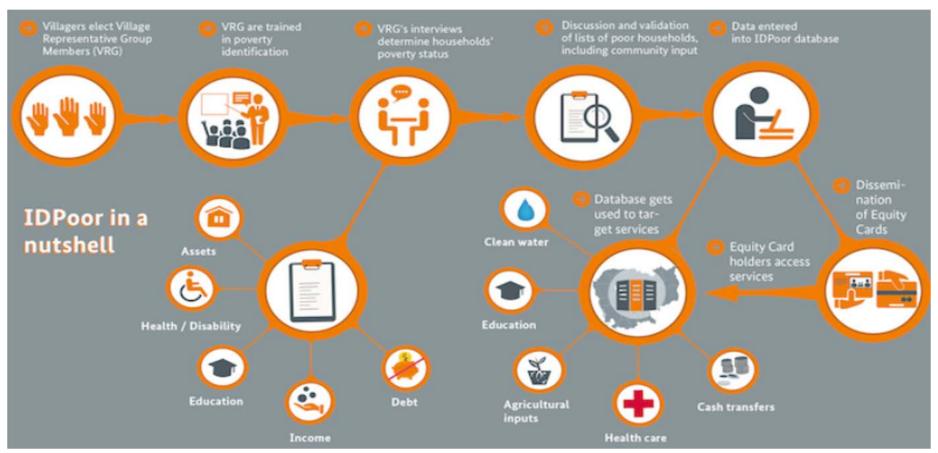
Source: https://www.idpoor.gov.kh







2) Cambodia - Identification of Poor Households "ID Poor Platform" (2)



Source: https://www.idpoor.gov.kh/about/process

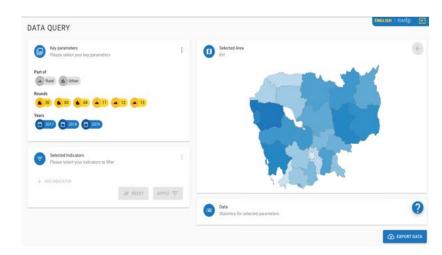






2) Cambodia - Identification of Poor Households "ID Poor Platform" (3)

 A Community-driven proxy means implemented by local residents of each village and then checked and validated by the community as a whole. The identification of poor households involves substantial villager participation and consultation.



- Makes the identification and data collection process more transparent to citizens.
- Also allows the government to manage accurate, up-to-date and high-quality information that different service-providing stakeholders can share.











3) India – Aadhaar

- A foundational digital platform
- Assigning a 12-digit identification number to citizens
- Based on resident's basic demographic and biometric information such as a photograph, fingerprint, iris scans
- Registration is voluntary; so far 1.2 billion people registered
- Aadhaar is used for Direct Benefit Transfer of subsidies and benefits through money transfer to citizens' bank accounts that are linked to the Aadhaar number

https://uidai.gov.in









4) Peru – RENIEC (1)

- For more than 100 years in Peru, civil registration and identification systems were tied to electoral processes, which effectively prevented the Government from delivering on its mandate. This changed with the creation of **Registro Nacional de Identificacin y Estado Civil (RENIEC)**, a single national agency that has taken charge of both functions.
- Through a decentralized but integrated system, the agency has transformed the processes of registering vital events and identifying citizens. It has integrated the civil registration, vital statistics and identity management systems and has linked these systems to e-government services provision.
- The integration was achieved through the adoption of standardized processes and guidelines, the introduction of digital technology, and the digitization of civil registration and identification records.









4) Peru – RENIEC (2)

- By linking the digital identity platform to public service delivery, RENIEC has ensured that more newborns receive nutritional support in a timely manner; what used to take two months now takes 72 hours, and the number of beneficiaries receiving support in the first month of life increased from 36 to 71 per cent.
- In line with the SDG principle of leaving no one behind, the Identity Restitution and Social Support Department is developing a project to provide customized training to civil registrars in indigenous communities; the objective is to provide training in 48 indigenous languages spoken by approximately 16 per cent of the population.
- The new system and related initiatives are helping to reduce registration errors, promote inclusion, and reduce under-registration and are contributing to the achievement of SDG target 16.9.







Other Examples

- Use official cross-border human movement data or estimates; Use blockchain technology to issue ID for refugees and migrants as they are not covered in current social protection scheme
- Use the data on health insurance
- Use the tax filing information
- Use other administrative records



Group Work







Group Work (1)

Reversed advising - What if you gave bad advice?



20'

The purpose of this exercise is to create innovative ideas – and this works best when step outside the normal thinking. This unusual method is both funny and effective to get to new ideas.

Let's make a list of the individuals, groups or organisations who are certainly NOT relevant as vulnerable group.

| 1 | 2 |
|---|---|
| 3 | 4 |
| 5 | 6 |







Group Work (2)

Actor Analysis



20'

Who are the vulnerable groups and the groups likely to become vulnerable in the (near) future, in your country?

| Groups that are most vulnerable now | Groups likely to become vulnerable in the (near) future |
|-------------------------------------|---|
| | |
| | |
| | |
| | |
| | |
| | |







Group Work (3)

Interests Analysis Example: Difference between standpoints and interests

Standpoint 2 people:

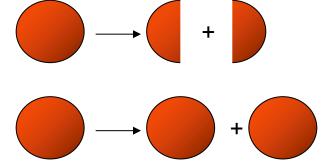
"I want an orange"

Solution: each gets half.

Interest person 1:
"Making orange juice"

Interest person 2:
 "Make marmelade"

Solution: both get 100%



Juice

Peel







Group Work (3)Interests Analysis (cont.)

Understand each other better Actors: priority vulnerable groups

| | Actor 1 | Actor 2 | Actor 3 | Actor 4 |
|-------------|---------|---------|---------|---------|
| | | | | |
| Interests | | | | |
| | | | | |
| Problems | | | | |
| | | | | |
| Options | | | | |
| | | | | |
| Preferences | | | | |
| (Fears) | | | | |





Group Work (4)

Group Discussion

Work in groups of 4 to discuss the following scenarios



30

Scenario:

Imagine that you have been successful in identifying certain vulnerabilities within your country. However, **your Department / Government does not have the means or the motivation to address them**. What kind of consequences can you expect in the next : **a)** 10 years; **b)** 30 years.

- > In a sub-urban area, 30% of the children between 11 and 17 years are not attending school anymore.
- As a consequence of climate change, desertification is progressing fast.

 One region of your country is particularly threatened by such phenomenon and people have difficulties to maintain a constant access to water.
- Because of a rapid and unforeseen urbanization of what used to be a medium-size city in your country, employment rates are falling. People speaking a minority language are particularly threatened by this rapid change and have difficulties to access the job market.







Background Materials

| Key Readings | Yao, K. (2019), Importance and Challenges of Identifying Vulnerable Groups. Presentation at the 2019 United Nations Public Service Forum, Baku, Azerbaijan, http://unpog.org/board/download.asp?tn=tb Symposium Session Data&sn=300&folder=tb Symposium Session [Institute of the content of the c |
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| | http://documents1.worldbank.org/curated/en/248371559325561562/pdf/ID4D-Practitioner-s-Guide.pdf |
| | World Bank (2018), Principles on Identification for Sustainable Development : Toward the Digital Age : Principles or |
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| | development-toward-the-digital-age.pdf |
| | GIZ, The Vulnerability Sourcebook: Concept and guidelines for standardized vulnerability assessments |
| | https://www.preventionweb.net/files/38849 38849vulnerabilitysourcebookguideli.pdf |
| | UN Public Service Forum (2019), Government Innovation for Social Inclusion of Vulnerable Groups, Outcome |
| | Report, United Nations Public Service Forum. Suggested reading: Session 1. |
| | Meuleman, L. (2003), The Pegasus Principle, An overview of practical stakeholder assessment methods and |
| | examples, http://www.ps4sd.eu/2003-the_pegasus_principle-book/ |
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Background Materials

Further Readings

Downing & Ziervogel (2004), The Toolkit for Vulnerability and Adaptation Training by the Stockholm Environment Institute, https://www.adaptationcommunity.net/?wpfb_dl=236

UN DESA, Vulnerability Vulnerability-Resilience Country Profile (VRCP) for SIDS

https://sustainabledevelopment.un.org/content/documents/1982Vulnerability-

Resilience%20Country%20Profile%20(VRCP).pdf

UN DESA (2016), Leaving no one behind — SDG Indicators https://unstats.un.org/sdgs/report/2016/Leaving-no-one-behind/

World Bank, Social inclusion assessment tool (SiAT) http://pubdocs.worldbank.org/en/478071540591164260/SiAT-Logo-web.pdf

The UNFCCC Resource Guide for Preparing the National Communications of Non-Annex I Parties – Module 2:

Vulnerability and Adaptation to Climate Change (UNFCCC, 2008b),

https://unfccc.int/resource/docs/publications/08 resource guide2.pdf

Birkmann, J., Wisner, B. (2006), Measuring the unmeasurable: the challenge of vulnerability, Source, n. 5, UNU-EHS. https://collections.unu.edu/eserv/UNU:1872/pdf3962.pdf (Suggested reading: Chapters 3, 4 and 5).

Asian Development Bank Institute, ADB Working Paper no. 611, Fujii, T. (2016), Concepts and Measurement of Vulnerability to Poverty and Other Issues: A Review of Literature,

https://www.adb.org/sites/default/files/publication/210526/adbi-wp611.pdf

GIZ, Hinkel, J., et al. (2014), A Framework for Climate Change Vulnerability Assessments.

https://www.adaptationcommunity.net/download/va/vulnerability-guides-manuals-

reports/Framework for Climate Change Vulnerability Assessments - GIZ 2014.pdf (Suggested reading: Chapters 3 and 4).







End of Module 5



