



Hydroaid contribution for UN TeamWorks

E-discussion on the theme of “Addressing ongoing and emerging challenges for meeting the Millennium Development Goals in 2015 and for sustaining development gains in the future”

03 February - 16 March, 2014

www.unteamworks.org/amr2014

Description

UN DESA’s Office for ECOSOC Support and Coordination (OESC) and the United Nations Development Programme (UNDP), in close cooperation with other UN system partners are organizing an e-discussion on the theme of “Addressing ongoing and emerging challenges for meeting the Millennium Development Goals in 2015 and for sustaining development gains in the future” to be held from 3 February to 16 March.

The purpose of the e-discussion is to engage experts, practitioners and policy-makers from various regions and stakeholder groups in a global dialogue on specific aspects of the theme of the ECOSOC Annual Ministerial Review (AMR) through the mechanism of an electronic discussion. Since 2008, UN DESA has held, in collaboration with UNDP, e-discussions on the respective AMR themes.

With the 2014 theme for the AMR being “Addressing ongoing and emerging challenges for meeting the Millennium Development Goals in 2015 and for sustaining development gains in the future,” the e-discussion on the same theme will provide ECOSOC with constructive inputs and policy recommendations for strengthening efforts towards achieving the internationally agreed development goals, particularly the MDGs by 2015, and for sustaining and continuing development gains in the context of the post-2015 development agenda.

The e-discussion provides a unique opportunity for the broader development community to formulate critical policy messages and an action agenda for the AMR. Contributions made by e-discussion participants will be channeled into various parts of the AMR, particularly the Report of the Secretary-General on the AMR theme, but also through the regional preparatory meetings and the National Voluntary Presentations.



Phase II

2014 AMR Part II (17 February - 2 March): Sustaining development gains through inclusive development

www.unteamworks.org/node/423746

Introduction

Dear Colleagues,

We warmly welcome you to Part II of the e-discussion under the 2014 ECOSOC Annual Ministerial Review theme of *“Addressing on going and emerging challenges for meeting the Millennium Development Goals in 2015 and for sustaining development gains in the future”*.

Part II of the e-discussion will be held from 17 February to 2 March 2014 and will address the theme *“Sustaining development gains through inclusive development”*. It will be moderated jointly by Sarah Cook on behalf of the United Nations Research Institute for Social Development (UNRISD) and Donald Lee of the International Committee for October 17.

Building on Part 1 of this e-discussion, which focused on facilitators and enablers of development progress, and particularly on institutional and policy frameworks that support progress, this section turns to the questions of how to generate and sustain gains that are **inclusive**. While achievements and progress over recent years, particularly in relation to the MDGs, have led to gains for some of the most vulnerable population groups, significant disparities and gaps remain. Moreover, a context of rising income inequality compromises the inclusiveness of the development process.

Key elements of inclusive development would involve improvements in incomes and well-being which reduce disparities in critical outcomes, such as those related to health and education, along lines of income or other characteristics (for example, gender, race, age, disability). Progress on such dimensions rests on the capacity of states to deliver high quality basic services such as health, education, water and sanitation, adequate housing and infrastructure, to generate decent jobs, and to extend social protection to all those in need in order to address contingencies and provide security across the life course. Inclusive development also requires political inclusion, particularly for those trapped in poverty or otherwise marginalized through processes of economic and social exclusion.

In Part II of the e-discussion we hope to identify concrete strategies, policies and practices that have been particularly constructive in fostering **inclusive development**. We invite interventions that: reflect on structural or institutional constraints to inclusion; illustrate the obstacles faced in implementing inclusive development strategies or policies; and identify the catalysts for more inclusive development processes. Such a discussion should pay attention to the processes for priority-setting or decision-making and for implementation, at local and national levels, and the



extent to which these involve broad engagement and participation – particularly of otherwise excluded groups.

We invite you to consider (but not be limited by) the following questions as a guide to this phase of the e-discussion:

- **What are specific examples of institutional arrangements, policies or practices that have enhanced inclusive development? What were the key drivers of success in these cases?**
- **What factors have exacerbated inequalities or act as obstacles or impediments to inclusion? What lessons can be learnt from continuing disparities in MDG achievement for understanding the obstacles to inclusive development?**
- **What specific mechanisms have been useful in broadening and deepening the political, social and economic participation by all, especially those living in poverty or experiencing other forms of exclusion?**
- **Can a set of necessary and widely applicable conditions or strategies for fostering social inclusion and citizen engagement be identified? How can such conditions be enabled and enhanced?**

We welcome contributions on these and other questions related to the challenge of sustaining inclusive development, and look forward to your participation and contribution to this e-discussion.

Sincerely,

Sarah Cook, Director, United Nations Research Institute for Social Development (UNRISD)

Donald Lee, International Committee for October 17 (UN Day for the Eradication of Poverty)



Hydroaid contribution – 26th February 2014

The issue posed by the second phase of this Discussion – *inclusive development* – is one of primary importance and Hydroaid has been devoting to it a special attention in its 13 years of activity in the field of international cooperation. Particularly in the current social and economic conditions, where the need for pursuing sustainable solutions meets an unprecedented demographic growth and severe global environmental changes because of which the availability of resources is more and more limited, it is urgent to keep in mind that real and equitable progress is possible only if extending the benefits and the opportunities of development to all the components of a society, avoiding poverty and social exclusion gaps that pull them back.

One of the strategies that we have identified for promoting development in our field of action – water resource and sanitation management – and for advancing inclusive development processes at the same time is **training and the modernization of the approach to training** according to the needs emerged in the cooperation scenarios. Training in itself is a triggering key element for empowering people in developing and emerging contexts to the management of local resources and for raising awareness over the responsibility for their own development process, thus setting up the basis for concrete and long lasting advancements. If on one side it allows to improve the quality of local natural resources management and basic services organization (therefore higher health and life quality standards), on the other side it calls for participation and involvement, and for a gradual process of education enforcement that tends to take roots and be formalized. Training is also a tool that operates not only for the goals of specific actions, but also for the broader reality of the national system where it is applied and encourages a gradual enrichment of the relations between donors, partners and beneficiary subjects. An essential part of Hydroaid programs, for example, deals with cultural exchange and sharing of experiences: a strategy that encourages the participants' involvement and consequent sharing for the benefit of all their community members, who also gain a higher awareness and control over the decision making process concerning their life, their well-being and their future.

Applying **bottom-up mechanisms** in the planning and organization of cooperation activities is another way for engaging local communities and individuals, as well as stakeholders and administrations, to participate in the development process and to pursue inclusion goals while ensuring the continuity of the benefits and the fulfillment of the agreed actions.

Facilitating access to information and education should also be part of any development agenda: not only it is a way for spreading benefits and equity, regardless of the recipients' status, but it also serves for setting up more effective cooperation projects by adding the support, suggestions and participation of local subjects. Access to training can be fostered through social campaigns of sensitization and examples of non-discriminatory practices (such as course with highlighted women's participation), as well as through financial aids including grants and scholarships in support of the development of local skill and competences that will foster further development.



For over a decade, Hydroaid has provided hundreds of technicians and managers from developing countries with training opportunities – **free of charge from the participants' and addressing women's participation as a priority** (today it represents about 29% of the total of our courses) – in combination with traditional structural actions (works and equipment transfer). The results demonstrated a concrete contribution to the raising of the governance effectiveness and, in general of the environment protection over given territories. Training activities used to be considered an additional element in the realization of cooperation interventions; eventually, and in our experience, they proved to be not only an added value to the achievement of the planned results, but often also an indispensable component for the planning, organization and implementation of projects connected to local water management systems.

More recently, **new training options** have emerged besides the traditional *in loco* education approach. The adoption of e-learning tools for distance learning management, for example, allow modern courses to reach a much higher number of recipients located in different areas of the world or otherwise not involved in cooperation activities, and has become a reference platform for cultural exchange, participation enhancement and dynamic interaction among students, trainers and tutors. According to Hydroaid experience, this training technique is particularly useful for developing and emerging countries because it allows to adapt education to the specific needs of target scenarios and to address otherwise excluded groups by broadening the participation: students from Africa, Asia and Latin America have successfully attended and completed several courses in this format and reported positive local outcomes for their communities of origin.

This experience produced surprisingly good results in terms of learning quality and cost-effectiveness, and encourages us to proceed in this direction and to consolidate our commitment to fostering awareness and transferring know-hows on sustainable water resource management as a fundamental basis for environment protection as well as for life and social improvements, including poverty eradication and reduction of disparities.

In conclusion, we believe training is a winning strategy for inclusive development and a catalyst for pursuing sustainability in all fields.