

SiAT – THE SOCIAL INCLUSION ASSESSMENT TOOL



Artwork by Geoffrey Ernest Katantazi Mukasa

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A photograph of a young Buddhist monk in bright orange robes and a young boy walking on a stone path. The monk is in the foreground, looking back over his shoulder. The boy is slightly behind him, walking away. They are on a stone path that leads to a calm lake. In the background, there is a dense line of green trees under a clear sky. The text "BACKGROUND AND JOURNEY" is overlaid in large, bold, yellow capital letters across the middle of the image.

BACKGROUND AND JOURNEY



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DEFINITION

Social Inclusion



The process of improving the **terms** for **individuals and groups** to take part in society

The process of improving the **ability, opportunity and dignity** of people disadvantaged on the basis of their **identity** to take part in society

(Deceptively simple) Methodology

- **Axiom**: asking the **right questions** is the first step to a good assessment.
- **4 guiding questions** that help to assess how social inclusion is addressed.
- **Applicable to** projects, programs, policies, analysis

SiAT – The Social Inclusion Assessment Tool

1. Are excluded groups **identified**?
2. Is there ex ante **analysis** on social inclusion?
3. Are there **actions** intended to advance social inclusion?
4. Are there indicators to **monitor** social inclusion?

Scoring

Scoring is optional and additive - each question has the same weight

1. **Identify** excluded group
2. **Analysis** on inclusion or on excluded groups
3. **Design and actions** targeting excluded groups
4. **Indicator** to monitor social inclusion

A photograph of a young Buddhist monk in an orange robe and a young boy walking on a stone path by a lake. The monk is in the foreground, looking back over his shoulder. The boy is walking ahead of him. The background shows a calm lake and a dense forest under a clear sky.

Ex ante analysis as the central tenet

Some guiding questions



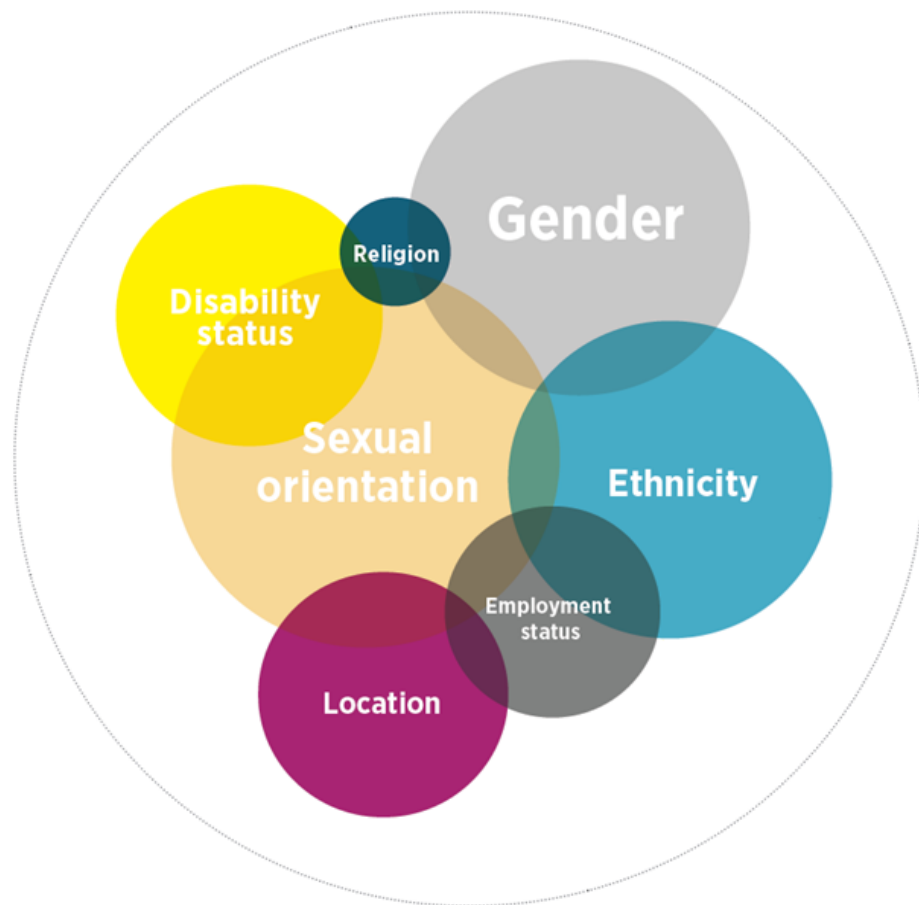
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Social Inclusion Analysis

1. **Who** is likely to be excluded (eg: from the benefits of a project)?
2. **How** are they likely to be excluded?
 - Eg: From what? Jobs, services, land?
 - Are there specific informal or formal processes/institutions that aid and abet the exclusion?
Norms and practices?
3. **Why** are they likely to be excluded?
 - Underlying power relations
 - Institutional or organizational fabric
 - Historical circumstance
4. **What can be done** to include them?

1. WHO Is Excluded?

- Exclusion is not just about poverty.
- Individuals have multiple identities and can be excluded based on one or more of these.
- Intersecting identities can create cumulative disadvantages.



Guiding Questions

- What is the breakdown of different identity groups among those excluded from the benefits (of a project)? Or in the bottom percentiles Eg: migrants, Indigenous Peoples etc.
- Which groups are over-represented among those excluded from benefits?
- Are there historical reasons for such over-representation?
- Is the over-representation of some groups correlated with the way they participate in different social, economic and political domains?
- What else do we know about these excluded groups? Are we taking into account their aspirations, fears and apprehensions?

2. HOW Are They Excluded?

*How are certain groups left out of growth and prosperity?
Through what processes?*

- What institutional, historical, legal or other circumstances affect the influence of excluded groups various domains?
- What are the processes (e.g. discrimination, stigma, stereotyping, lack of role models, etc.) through which these groups are constrained in their ability to access markets, services or “spaces”?
- Do norms and practices impede access and participation for some groups?

3. WHY Are They Excluded?

- How do underlying power relations affect who is included and who is left out – eg: land ownership patterns – do they affect who gets access to services?
- Institutional or organizational underpinnings – do informal norms or institutions exclude some groups from decision making? Are some groups invisible?
- Does the history of the area of or earlier projects and programs tell us how may be left out? Are there documents from previous efforts?

4. What can we **do**? Next Steps

- Identify the wrong to be addressed or the right to be deepened
- Define who the intervention seeks to include or who is at risk of being left out
- Determine why are those groups or areas at risk of being left out
- Select the channels through which inclusion can take place
- Consider what could be done differently and adopt innovations needed

A photograph of two children walking on a stone path that runs along the edge of a large, calm body of water. The child on the left is a young girl with a shaved head, wearing a bright orange robe and blue flip-flops, looking back over her shoulder. The child on the right is a boy wearing a brown t-shirt and dark pants, walking away from the camera. The background features a dense line of green trees under a clear sky. The text "THE JOURNEY CONTINUES" is overlaid in large, bold, yellow capital letters across the middle of the image.

THE JOURNEY CONTINUES



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Learn more about the World Bank's work on social inclusion:
worldbank.org/socialinclusion

Watch our [webinar series](#) on Social Inclusion

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