



POLICIES AND PROCESSES FOR SOCIAL INCLUSION

Volume 2

Exploring possibilities in northern ASEAN countries

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March 2015

FOREWORD

It is my pleasure to welcome all of you to the report of our recent workshop for the northern ASEAN countries on Support to policy making and planning for Social Inclusion.

Building peace in the minds of men and women – UNESCO’s motto – requires not only education, scientific endeavour and maintenance and promotion of culture. It requires making sure that everyone benefits from the fruits of development. To do this we need to know who is at risk of being left behind and specifically design responses to enable them to join the beneficiaries.

This report is about different ways that this can be done, sharing stories about what is happening in your countries, and building networks of people and organisations that can work together to pursue this objective.

There are some significant challenges in working on social inclusion. Data is one – who are the vulnerable, what do we know about them? Overcoming social stigmas and barriers is another – how can we work with groups that may be outside the law or social outcasts? Finding lasting solutions is a third – when programs are often driven by budget cycles and donors, gains can easily be wiped away, so how can we ensure that social inclusion is coupled with empowerment?;

We hope this will introduce to you some tools and organisations that can help you to promote social inclusion; build partnerships with organisations that can work with you; and stimulate your commitment to taking action – at whatever level. The submissions cover initiatives undertaken by government, community, researchers and agencies; all of whom have a contribution to make and a role to play.

We are especially honoured by the contribution of Datuk Dr Noorul Nur, Director-general of the Malaysian Ministry of Sciences Technology and Innovation and UNESCO Asia-Pacific Vice President of the MOST Intergovernmental Council as our keynote speaker at the workshop that preceded the preparation of this report. Dr Noorul, has taken a strong interest in UNESCO’s work on social inclusion and is working to raise the profile of this important stream of UNESCO’s work in the region.

This report promoting social inclusion in ASEAN has been prepared with the inputs from contributors at a workshop held in November 2014 in Bangkok, in particular our partners: UNESCAP, Trinity College Dublin and the University of Malaysia. In addition, the Government of Malaysia is supporting UNESCO’s work on social inclusion and we are grateful for their continuing cooperation.

I hope the report may be a start to longer term collaboration between UNESCO, our partners and the Member States of ASEAN to identify and tackle key social issues in our region.

GJ KIM

Regional Director and Representative, UNESCO Bangkok

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ACKNOWLEDGMENTS

This report builds on the work started by both the Jakarta Field Office for UNESCO and UNESCO's Public policy and Participation team at our Headquarters.

Mr Charaf Ahmimed and his team from Jakarta have developed a strong program on disability. This has led to the wider focus on a range of social inclusion issues, as well as the partnerships with Trinity College Dublin, University of Melbourne and the United Nations Economic Commission for Asia and the Pacific Statistics Division. The Jakarta Office was the organising partner for the first two workshops in this series and produced volumes 1 and 2 of this report series.

Ms Golda El-khoury and the Public Policy and Capacity Building Team at UNESCO Headquarters have been undertaking a global review of work on social inclusion. This work reviews UNESCO's own contributions as well as examining good practices from across the world. This review has led to UNESCO now extending this initiative to Central America, East Africa and the Middle East, all of which will feature reports in this series.

Our partners for all the workshops and reports for the ASEAN Cluster have provide great technical support to the workshops as well as contributing to authoring of the post-workshop reports. Prof Malcolm MacLachlan (Trinity College Dublin), Dr Hasheem Mannum (University of Melbourne), Dr Yanhong Zhang (United Nations Economic Commission for Asia and the Pacific Statistics Division) and Prof Abdul Rahman Embong (University Kebangsaan Malaysia [National University of Malaysia]).

Other contributors who generously have their time and experience to participants at the workshop include Mr Christian Courtis (United Nations Office of the High Commissioner for Human Rights), Ms Priscille Geiser (Handicapped International) and Mr Mahesh xxxx (Leonard Cheshire Disability).

Finally, all the participants at the workshop shared their experiences, ranging from research to policy development, hands on work with communities and advocacy.

About the Authors

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EXECUTIVE SUMMARY

This report brings together a series of case studies on promoting social inclusion in the Mekong countries of Southeast Asia. The case studies vary from disability, migration, girls' education to religious tolerance. UNESCO's [MOST programme](#) promotes social inclusion in public policy and this workshop was the precursor to a Southeast Asian project sponsored by the Government of Malaysia to build capacity on the use of social inclusion tools.

Social inclusion has become a global agenda with the recognition of its importance integrated through the 17 [Sustainable Development Goals](#) (SDGs). UNESCO MOST's Intergovernmental Council has recognised that building skills in public policy makers is essential for realising the aspiration of the SDGs.

Dato' Sri Dr Noorul Ainur Mohammad Nur, Secretary General of the Malaysia Ministry of Science, Technology and Innovation and Vice President of the MOST Intergovernmental Council, provided an introduction and overview of how the Malaysian Government is building social inclusion into its programs, and why this is so important to the future of the nation.

The partners, UNESCO, ESCAP and Trinity College Dublin Centre for Global Health, provided a summary of two previous workshops held in Indonesia and Malaysia, that initiated discussions on how we can promote social inclusion in ASEAN countries. The outcomes from these deliberations focus on three key essentials needed to build good public policies in this area: good data, good social infrastructure and good sharing are critical.

Dr Yanhong Zhang of the United Nations Economic and Social Commission for Asia and the Pacific provided an overview of some of the challenges faced in ensuring that good data is available and used effectively. Firstly, the data must be fit-for-purpose. Ideally the person who will use the data and the person who will collect the data should work together to develop a good data collection plan. And finally different types and levels of data need to be considered.

Dr Virasakdi Chongsuvivatwong, project leader Epidemiology Unit, Faculty of Medicine, Prince of Songkla University and UNESCO Chair in Peace and Conflict Studies, made a presentation on his work building reconciliation with different religious groups in southern Thailand. Through his programs at the Prince of Songkla University, Muslim and Buddhist staff and students work together in research and teaching.

Ms Priscille Geiser of Handicap International (HI) presented HI's work on building inclusive approaches with people with disabilities. Mainly based on work in Africa, HI has developed a systematic approach that can be used to work with communities in project design and implementation.

Mr Christian Courtis, Human Rights Officer, OHCHR Regional Office for South-East Asia, talked of the importance of a human-rights based approach in building social inclusion, with a focus on the role of Conventions as international standards. He concluded that in order to strengthen inclusion and adhere to human rights principles, there needs to be an inter-disciplinary, collaborative multi-stakeholder approach and there needs to be a mechanism to address things that are not working, including the commitment of government.

This was followed by five case studies on government/central efforts in promoting social inclusion from Thailand, Cambodia, Lao PDR, Viet Nam and Malaysia. Thailand focused on the data challenges faced and how the Ministry of Social Development and Human Security is responding to these. Cambodia presented their work on developing an integrated national approach to supporting persons with disabilities through the National Disability Strategic Plan. Laos provided an overview on their work in raising awareness on disability and some of the challenges in fulfilling their obligations under the Convention on the Rights of Persons with Disabilities. Viet Nam focused on national efforts in poverty alleviation. Malaysia focused on efforts to ensure better lives for children with challenges around education, nutrition and stopping abuse.

The next session presented three case studies on community sector efforts from Thailand, Bangladesh and Myanmar. The Thai Christian Care Foundation introduced their work on education, housing and community development for persons with disabilities. Leonard Cheshire Disability provided an overview on their regional work on education for persons with disabilities, including a case study from Bangladesh. Myanmar presented issues leading to the migration of Burmese to work overseas, and some of the challenges these workers face in Thailand.

Finally as an example of private sector partnership, Intel presented their work on promoting girls' education and empowerment through their film and campaign [Girl Rising](#). This film presents the stories of girls from around the world and how they challenged the status quo to fight for access to education.

The concluding discussions agreed some recommendations on good practices and data quality and availability, as well as agreement on the need to share more examples of good practices.

INTRODUCTION

Under UNESCO's Global Initiative on Social Inclusion in Public Policies, a series of workshops is being held in different locations around the world. The first of these was for the countries of the Southern ASEAN cluster (Brunei Darussalam, Indonesia, Malaysia, Philippines and Timor Leste) in April 2014. The third workshop was held in Bangkok, Thailand for the countries of the northern ASEAN cluster (Cambodia, Laos, Myanmar, Singapore, Thailand and Viet Nam).

Under the global theme "Learning to Live Together", UNESCO has a specific mandate to promote international cooperation in social and human sciences in the interests of peace, human rights and sustainable development through the Management of Social Transformations Programme.

The world is undergoing important social transformations driven by the impact of globalization, global environmental change and economic and financial crises, resulting in growing inequalities, extreme poverty, exclusion and the denial of basic human rights. These transformations demonstrate the urge for innovative solutions conducive to universal values of peace, human dignity, gender equality and non-violence and non-discrimination. Young women and men, who are the most affected by these changes, are hence the principal key-actors of social transformations. Social transformations through social inclusion and social innovation are at the crossroad of all of UNESCO's activities, with a particular focus on those who are vulnerable and disadvantaged and excluded.

Social inclusion is the process by which efforts are made to ensure equal opportunities that everyone, regardless of their background, can achieve their full potential in life. Such efforts include policies and actions that promote equal access to (public) services as well as enable citizen's participation in the decision making processes that affect their lives. (Source: UNDESA, UNESCO, UNHABITAT - Paris 2007)

MOST Programme

Linked to the theme "Learning to Live Together", UNESCO's intergovernmental programme, Management of Social Transformations (MOST), launched in March 1994, with the purpose to transfer relevant Social Sciences research findings and data to decision-makers and other stakeholders. MOST focuses on building efficient bridges between research, policy and practice. The programme promotes a culture of evidence-based policy-making – nationally, regionally and internationally.

The MOST Programme currently has two priority themes. The first theme is to work on social inclusion, as an essential feature of fighting poverty, narrowing inequalities, and advancing towards inclusive societies, as one of the key goals of sustainable development. The second theme will focus on the social transformations arising from environmental change, in recognition of the necessity to address numerous crises ranging from the reduction of natural resources, food, water and energy shortages, the pressure of accelerating urbanization and population growth, to climate change and natural disasters. The social consequences of these global developments include displacement and migration, growing social instability, potential for conflict due to competition over scarce resources, as well as

rising inequalities, marginalization and intolerance. Those who are some of the most affected by these consequences are women and girls.

The MOST Programme and its Intergovernmental Council (IGC) are unique drivers for advancing holistic capacity-building initiatives on social transformations and for building bridges between social scientific knowledge, public policies and society, and ensuing implementation. The MOST Intergovernmental Council is composed of 35 Member States of UNESCO, elected by UNESCO's General Conference. Asia and the Pacific: China, Bangladesh, Indonesia, Japan, Malaysia (VP for ASPAC), Sri Lanka and Thailand. The MOST Scientific Advisory Committee is made up of 6 experts, one for each region, and the Chairperson of the Intergovernmental Council (IGC) who attends in an ex officio capacity.

In order to strengthen the link between social sciences research and policy-making, UNESCO also launched the **Fora of Ministers of Social Development** whose main objectives are: 1) to contribute to evidence-based policy making based on multi-stakeholder dialogue among Ministers, research organizations, the UN system and other actors, and 2) to influence policy making not only at national level, but also contribute to policy making at the international level which can also contribute to South/South cooperation and North/South cooperation.

The relation between scientific research and public policies is a necessity of contemporary societies due to their growing complexity and the challenges governments must face, and the MOST- Schools allow to go deeper in this relation by creating greater capacities in social researchers enabling them to offer useful knowledge to policies in relevant issues, timely and in an accessible language and to assist policy-makers by providing them with better conditions for receiving, evaluating and using this knowledge.

The promotion of social inclusion and equity is moreover at the heart of the process of development of the **UN post 2015 agenda**, which makes a strong call for inclusive social development and inclusive economic development. In this regard, social inclusion, as a key dimension of social development, and as an enabler of intercultural dialogue, and the fight against poverty will be promoted through supporting Member States in the management of social transformations through greater policy coherence informing the development of innovative public policies in favour of the most disadvantaged groups in LDCs and SIDS, with a particular focus on the Africa Region, and with the full and equal participation of women and men, girls and boys, especially of the most disadvantaged groups.

UNESCO's commitment to building inclusive societies cuts across its activities. Promoting the welfare of the world population and particularly reaching out to its most disenfranchised segments is central to the Organization's programmes in the fields of education, natural sciences, social and human sciences, culture, communication and information. The main goal is therefore to promote policy coherence at the global, regional, national and sub-national levels by assisting Member States in the design of inclusive policies promoting an equal enjoyment of human rights, with emphasis on those within UNESCO's fields of competence. Social transformations through social inclusion and social innovation are at the crossroad of all of UNESCO's activities and are clearly in line with the current United Nations-led discussions on social justice, poverty eradication, good governance and intercultural dialogue within the renewed post-2015 development agenda for productive engagement between policy-makers and civil society.

At the joint Bureau meeting of the MOST Programme and its Intergovernmental Council and the Scientific Advisory Committee held last June at UNESCO Headquarters, the importance of producing a systematic approach to policy making that is inclusive and deals with social inclusion issues, reduces inequalities and establishes guidelines for respecting human rights, was particularly emphasized.

Terms and concepts

Social inclusion is often used interchangeably with the terms social cohesion, social integration and social participation, positioning social exclusion as the opposite. The latter is a term that refers to a wide range of phenomena and processes related to poverty and deprivation, but it is also used in relation to marginalized people and places. The definition by UNDESA from 2007 is an effort to reach a consensus on definition of social inclusion. Exclusion from meaningful participation in the economic, social, political and cultural life of communities is one of the greatest problems facing individuals in our society today. Such societies are neither efficient nor desirable. Social inclusion means the full enjoyment to fully participate in economic, social, cultural and political life, beyond material deprivation to processes of participation and this for both women and men alike.

Social transformations can be defined by “the way society and culture change in response to economic growth, political upheavals, etc (Castles, 2000). Major social transformations occur because of rapid growth in transnational linkages and flows that have affected the economy, politics, environment, culture, society and interpersonal relationship.

Key assumptions on social inclusion

Not all risks lead to social exclusion; it all depends on how risks interact with drivers such as institutions, norms, policies and behaviours. The overall context (interrelated determinants) determines whether a risk is going to lead to social exclusion of people or not.

Anybody can be excluded, it is not a problem for the disadvantaged or marginalized (contexts).

Section for Public Policies and Capacity Building:

- *Creating an enabling policy environment and promoting policy dialogue*
- *Knowledge management and capacity-development*
- *Advocacy and awareness-raising*

Exclusion depends on what are the social norms people agree on, excluded people are people that are considered out of the norm by others.

When it comes to gender-based exclusion – women are more prone to be excluded than men and this in all areas of society, such as decision-making, access to education, employment, services and resources. Gender-based exclusion is linked to gender discrimination, where women are discriminated because they are women.

SHS is committed to building human and institutional capacities at the national and municipal levels to assess, compare, and reform national policy and regulatory frameworks with a view to enhancing their inclusiveness.

The **key objectives** of this work are to provide participants with better understanding of country challenges on social inclusion and solicit national and regional recommendations on how social policies in South-East Asia can be re-shaped to be more responsive to national and regional goals. To inform policy makers about the challenges and opportunities for policy formulation to improve social inclusiveness of the most disadvantaged and the poorest groups. To support development of a long term project that aims to strengthen national and/or sub-national capacities to analyse existing policy and regulatory frameworks in terms of their inclusiveness and social sustainability;

Key areas to be addressed are the following ones. Strong links exist between exclusion and deprivation and the challenge for social policies is to address them in their multidimensional aspects. The Expert Group Meeting entitled “Creating an Inclusive Society: Practical Strategies to Promote Social Integration” (Paris, September 2007), defined social inclusion as “a process by which efforts are made to ensure equal opportunities for all, regardless of their background, so that they can achieve their full potential in life. It is a multi-dimensional process aimed at creating conditions which enable full and active participation of every member of the society in all aspects of life, including civic, social, economic, and political activities, as well as participation in decision making processes”. The workshop will address the following questions: What is the kind of data collection process needed in order to allow an assessment of public policies for social inclusion? How should we study the regulatory and legislative frameworks in order to reach relevant and proper answers for the assessment? What kinds of criteria are likely to be useful in order to analyse the participation of the stakeholders in the process? To what extent can we ensure that the existing tools, analysis and assessments lead to relevant policy recommendations and formulations?

The overall objective of the project is to strengthen national capacities to assess and reform national policy and regulatory frameworks with a view to increasing their inclusiveness and reinforcing the enjoyment of human rights by the most disadvantaged and the poorest groups. The project is designed from the outset to be based on South-South cooperation and includes work in selected African countries as a core component.

The rationale of the pilot projects in ASEAN is to improve the fit of social science research and policy making, to stimulate public-driven policy innovations, and to support the design of evidence-based and inclusive policies (thereby supporting achievement of the inclusion and equity-related goals of the upcoming post-2015 development framework).

**Northern ASEAN Social Inclusion and Public Policy Workshop
20-21 November 2014, Bangkok, Thailand**

Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia

Keynote Address

Dato' Sri Dr Noorul Ainur Mohammad Nur, Secretary General of the Malaysia Ministry of Science, Technology and Innovation and Vice President (Asia Pacific) UNESCO MOST (Management of Social transformations) Intergovernmental Council

Distinguished Participants,
Ladies and Gentlemen,

At the outset, I would like to thank the organiser, UNESCO for this opportunity to make a brief address at the Second Workshop on Social Inclusion.

My goal today is getting us all thinking together about the future. It's the future that, as many of you know and participating in, relates to our big agenda on social inclusion, as championed by UNESCO through its Management of Social Transformations or MOST Programme. If possible, I want us all to paint a big picture of it. I sincerely hope this Workshop could stir up some of our imaginations a bit today.

At the end of the day, we should be asking and thinking: "How should we prosper?" This is a simple question which should be at the heart of our socio-economic agenda. When we think of prosperity we should be speaking about elimination of hunger, homelessness, an end to poverty and injustice as well as hopes for a secure and peaceful world. This vision is important not just for altruistic reasons. It reassures us a better society for our children. A fairer world. A place where the less fortunate will one day thrive. Prosperity in this sense is all about a shared vision – an inclusive vision even for the excluded.



In short, ASEAN countries have been experiencing a rapid and considerable economic change for several decades. In general this momentous change has brought enormous benefits to us in ASEAN.

We live longer and healthier lives with expanded opportunities undreamed of a few decades ago. Such change has provided us better education, and greater connectivity within the ASEAN region as well as with the rest of the world.

But along with these improvements, there are inevitably some losses. Cultural knowledge is one example of this. Many people in our countries now have less connection to their traditions and culture. As culture is the fabric that connects communities, losses of traditional systems can lead to other issues that weaken the cohesiveness and support that communities provide.

Disparities are also a growing concern. Whilst quality of life is improving in general, it is not improving equally for everyone, and for some perhaps not all. These include people living in poverty, elderly people who no longer have the support of family care-givers, unemployed people or those working in the informal economy with no protection or job security, victims of violence, people living with disabilities, migrants, slum dwellers and many others.

Allow me to spend a few minutes reflecting on the accomplishments of the past year on the MOST Programme. MOST was launched by UNESCO in March 1994 to foster and promotes social science research. The Programme is part of the Social and Human Sciences Sector (SHS) of UNESCO, designed to produce reliable and relevant knowledge for policy makers.

MOST with its mandate to “manage social transformation,” is the first intergovernmental initiative launched within the United Nations System. Ideally we would like to ensure that these “transform” the lives of all our citizens to something better, but this does not necessarily happen without specific and targeted programs that deal with the impacts and interventions that support positive transformations.

MOST is governed directly by UNESCO’s Member States through the MOST Intergovernmental Council. This Council is composed of 35 Member States elected by UNESCO’s General Conference.

The Council convenes every two years and establishes the research priority areas, decides on overall policy and funding matters, and handles the relations with governmental authorities. Last year I was elected as the MOST Vice President for Asia and the Pacific.

The MOST Programme is a package of research, capacity building and policy support to assist UNESCO’s member states to plan and implement social policies with such positive transformations.

MOST focuses on building efficient bridges between research, policy and practice. The programme promotes a culture of evidence-based policy-making – nationally, regionally and internationally. A strong social transformation program requires an inter-disciplinary approach, collaboration with local and equal partnerships.

I believe that we can establish a dynamic and exciting program of research, policy and capacity building within our region through a number of different initiatives, and we are here in Bangkok as part of one of these, focused on improvising social inclusion in public policy making in ASEAN.

MOST holds summer schools to train young social scientists. This has been running in Latin America for several years and I believe that in Asia-Pacific we should establish a similar program.

MOST is conducting research to identify good practices in social policy and share these among member states through publications, trainings and workshops.

MOST has national and sub-regional committees that work to guide their respective national social science research and policy agenda and link academics and policy makers.

MOST also supports Ministerial Meetings that raise awareness on key social science issues and tool and information that can be adopted by member states.

The focus on social inclusion is a thread throughout MOSTS activities.

An Expert Group Meeting on Creating an Inclusive Society was held at UNESCO Headquarters, Paris in 2007, and defined social inclusion as “a process by which efforts are made to ensure equal opportunities for all, regardless of their background, so that they can achieve their full potential in life. It is a multi-dimensional process aimed at creating conditions which enable full and active participation of every member of the society in all aspects of life, including civic, social, economic, and political activities, as well as participation in decision making processes.”

As recognised through the reports of the Opening Working Group on Sustainable Development Goals convened by the United Nations, equity and social justice are gaining stronger recognition as being fundamental to achieving sustainable development. Social inclusion is central to ending extreme poverty and fostering shared prosperity. Social inclusion is both an outcome and a process of improving the terms on which people take part in society.

In April this year, UNESCO in partnership with Trinity College Dublin and the University of Melbourne convened a workshop on Social Inclusion in Public policies for Brunei Darussalam, Indonesia, Malaysia, Philippines and Timor Leste.

The five countries at the workshop proposed the following “Five Keys to Inclusive Policies” to guide the development of a social inclusion initiative for ASEAN countries:

- a. Good practices should be identified as examples that could be scaled-up;
- b. Good data that is consistent and ‘fit for purpose’ should be made available;
- c. Good infrastructure to monitor and evaluate social inclusion should be set up;
- d. Good sharing of knowledge and experience should be observed; and
- e. New policies should state specific commitment to social inclusion and Human Rights.

UNESCO is now working with the Government of Malaysia, Trinity College Dublin, the University of Melbourne and UNESCAP to develop a pilot project based on these recommendations. The partners are also working to continue raising awareness and developing responses to the issues raised.

In recognition of the key issues relating to good data, UNESCO and the Government of Malaysia hosted a second workshop specifically looking into the challenges associated with good data management in Putrajaya, Malaysia in August.

The conclusions of this show a core issue emerging from the discussions was the need to conceptualise the issue of social inclusion in a south-east Asian context. This is central to all of the issues relating to data and their use.

The three emerging and inter-related issues identified were:

1. Data collection, coordination and management
2. Stakeholder engagement and network building
3. An enabling policy environment for social inclusion

The outcomes of this workshop are being used to further guide the ASEAN pilot project which is being developed. Data will be one of the three core themes within this project.

And finally I would like to turn to my own country Malaysia. Malaysia is committed to addressing issues pertaining to social inclusion, human rights and gender equality, and to reinforcing its fruitful collaboration with UNESCO and with other UN Agencies and stakeholders.

Five Keys to Inclusive Policies

- Good practices should be identified
- Good data should be made available
- Good infrastructure should be set up
- Good sharing of knowledge and experience should be observed
- New policies should state specific commitment to social inclusion and Human Rights.

Malaysia with a population of around 30 million was ranked at 64 from 187 countries in the last UNDP Human Development Report. Although we are on track to achieve most of the Millennium Development Goals, we also know that there are groups within our society that are at risk of being excluded.

Two groups I would like to mention are women and rural populations. In 2013, our poverty rate was low at 1.7%. There is however significant variance between rural areas at 3.4% and urban areas at only 1.0%¹. Additionally, according to the World Bank² the Gini index³ in Malaysia is 46.21 showing a high level of geographic inequality in the distribution of income.

¹ Malaysian Government (April 6-8, 2014). Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia [Workshop]. *op. cit.*

² World Bank. GINI index. World Bank. Retrieved from: <http://data.worldbank.org/indicator/SI.POV.GINI>

³ Gini index measures the extent to which the distribution of income or consumption expenditure among individuals or households within an economy deviates from a perfectly equal distribution. A Lorenz curve plots the cumulative percentages of total income received against the cumulative number of recipients, starting with the poorest individual or household. The

As for gender inequality, Malaysia has a Gender Inequality Index⁴ value of 0.256, and ranked at 42 out of 148 countries in 2012⁵. The Index is particularly relevant if we look at access to equal opportunities in the labour market where female participation in the labour market is 52.9% compared to 70.9% (2013) for men.

So what is Malaysia doing about this? I just want to share a couple of examples. The Government of Malaysia strongly believes that economic growth should be sustainable and generate social inclusion. It goes without saying that we have a moral duty to share the socio-economic benefits with the excluded segment or group in our society. In this regard, we have developed both a National Social Welfare Policy and a National Social Policy. These policies are being implemented through programs aiming to create a more inclusive society.

Furthermore, our Prime Minister Mr Najib Razak, in tabling Budget 2015 recently, focused on the people's economy as the bedrock in prioritising the interests of the people or the citizens. This way the benefits of the nation's wealth and prosperity will be enjoyed by everybody when Malaysia achieves advanced nation status.

He strongly believed that a capitalist or capital economy alone is not socially inclusive. In this economic sphere, the things that matter include capital, GDP growth, per capita income, private investment, corporate profits, the stock market index and the like.

What Malaysia needs is another economic sphere which is people economy. This economy is based on the daily lives of the people. The people's economy is governed by elements close to our hearts such as the cost of living, household income, education opportunities, employment and business, quality of life, skills training, entrepreneurship, security and safety. Nevertheless, maintaining a balance between the capital economy and the people's economy is of course never an easy task. We need to balance these two competing and important forces.

We also know there is more to be done. You and I have the power – in deed you and I have the obligation – to influence our communities for the better, to enlarge the core and bring in more participants from the fringe. We, through MOST Programme, are very pleased to work together with all of the partner organisations gathered here and in the two previous workshops. After all, collaboration and building of these networks at all levels is one of the key recommendations that we have made through the process to date.

Gini index measures the area between the Lorenz curve and a hypothetical line of absolute equality, expressed as a percentage of the maximum area under the line. Thus a Gini index of 0 represents perfect equality, while an index of 100 implies perfect inequality.

⁴ The Gender Inequality Index (GII) reflects gender - based inequalities in three dimensions – reproductive health, empowerment, and economic activity. Reproductive health is measured by maternal mortality and adolescent fertility rates; empowerment is measured by the share of parliamentary seats held by each gender and attainment at secondary and higher education by each gender; and economic activity is measured by the labour market participation rate for each gender.

⁵ UNDP. Human Development Report 2013, The Rise of the South: Human Progress in a Diverse World –Malaysia. *op. cit.*

My assignment as Vice-President of the MOST Programme is both very challenging and stimulating as it touches upon areas in which I have worked for many years and am committed to promote, including UNESCO's two global priorities, Gender Equality and Africa. As your Vice-President on the MOST Inter-governmental Council, I will be taking the recommendations from our three workshops in ASEAN, including this one, to our next meeting.

My intentions are hence to not only promote the goals of UNESCO and its 195 Member States but also to support and strengthen the important work of the MOST Programme within the Asia-Pacific region, and in particular in ASEAN.

As Malaysia takes over the chairmanship of ASEAN in January 2015, I also want to ensure that this is part of ASEAN's agenda for 2015 onwards. This will be both a challenging and interesting experience as much remains to be done in our countries to achieve the Millennium Development Goals and to be actively involved in the work related to the post-2015 development agenda.

I very much look forward to reading the lessons learned in your countries and the deliberations from this workshop as an addition to our local knowledge on approaches to social inclusion and in moving forward with the MOST agenda within our region.

Setting the Scene, tools for formulation of social policies: Challenges and opportunities

Assessing Rights and Inclusion in Policy

There has been extensive work on trying to understand what constitutes a “good” policy. Translating this into what constitutes a “socially inclusive” policy is slightly less well defined. At a UNESCO, Trinity College Dublin, University of Melbourne workshop held in Bali in 2014, the participants proposed the following as five keys to good inclusive policies:

- Good practices
- Good data
- Good policies
- Good social infrastructure
- Good sharing

Without all of these aspects being covered we could not hope to have either a good policy or a socially inclusive policy. It’s further complicated by the fact that policies are not stand alone – each policy is in fact linked to many laws, other policies, procedural documents and many more. Having a rigorous process to ensure that the material reviewed is “complete” is therefore important.

An example of this comes from the experience of reviewing health policies in Africa. Most Governments do not have just one policy that covers “health.” They will generally have one overarching policy and then several subsidiary policies / regulations or other formal tools dealing with specific issues such as maternal health, HIV and AIDS, medicines, mental health, etc. There may also be specific policies targeting some groups within the population; Australia for example has specific policies for Aboriginal and Torres Strait Islanders. It is “good practice” therefore to ensure that the process is comprehensive.

“Good data” is covered in the next section, but needless to say, policies should be based on the best available evidence. Key points being availability and quality.

In order to have a “good policy” it is necessary to have a clear idea of what the policy hopes to achieve. Who in the community is disadvantaged and how? How will the policy define equity? Will there be specific measures to respond to disadvantage? How will the inputs and needs of different groups be recognised when their access to services is not equal? In general we would expect a government policy to be written to cater for the needs of all citizens, but to show particular sensitivity to the differing needs of groups within the wider community.

The “social infrastructure” is important to the policy development process, as well as the policy delivery process. To understand the needs of different groups in the population, we not only need to know who they are, but how to contact them and involve them in the process. It’s similarly important that when services are being delivered, there is an appropriate infrastructure to ensure outreach to the general population as well as target groups. It may be as simple as providing materials in more than one language, but might also include investing in services delivered from within the community.

The final part about “good sharing” is to ensure that good practices can be scrutinised, replicated, adapted and generally help to improve the general quality of all social inclusion policies. It’s particularly important to remember that collaborators includes not only government officials or researchers, but all those people from the different communities that are part of the policy development and delivery process. Sharing methodologies therefore needs suitable platforms for establishing collaboration, collecting and disseminating information, and tailoring actions to meet differing needs.

Equiframe is a system developed by the EquitAble Consortium in partnership with the Centre for Global Health and School of Psychology of Trinity College Dublin that enables a flexible approach to analysis of social inclusion in public policies. Although developed for use with health policies, this flexibility makes it suitable to use in a wide range of circumstances.

The pilot study for the use of Equiframe analysed 70 health policies in four African countries. The system uses 21 core concepts which are directly linked to the Universal Declaration of Human Rights. This is considered the “core” and countries could add specific concepts based on local culture or circumstances.

The analysis takes on four processes that examine at some detail how close the policy matches to the ideals embodied in the core concepts. Each concept has a key question used to evaluate how effectively the concept is integrated into each document. It looks to see whether key language (ie defined human rights concepts) has been used. It reviews whether the concept has been explained and finally whether there is an appropriate monitoring that can identify how all this aspect of the policy is implemented.

National representatives took part in this through determining the parameters of social inclusion to be used including consultations with the community, research and review of evidence and discussion to determine the vulnerable groups that would be covered in the review process. The concepts need to be looked at for each vulnerable group identified. For the Africa pilot 12 groups were identified. There were some political and cultural sensitives that made it difficult for the representatives to consider some groups as vulnerable. These included prisoners and LGBT (lesbian/gay/bisexual/transgender). There are processes to work on overcoming this type of reluctance.

Generally some way of humanising the issue and making the people in the group seem more like someone a policy-maker might know have been found to be effective. These stories can make people seem more “worthy” when they may be seen as “unclean”, “bad” or “lazy.” Examples of this include creating spaces for policy-makers to meet with representatives from this group and hear first hand about their experiences. This has been used quite successfully in overcoming the stigma attached to people living with HIV through the telling of their personal testimonies.

The policies’ performance on the key concepts were all ranked as high, medium or low. These were then reviewed both within each country and by the group of countries collectively. A summary of some of the comparative finding is provided in Table x.

Table 1: Overall Equiframe Quality Assessments of Health Policies in Four Africa Country (Equiframe Manual page 21)

Policy		Malawi	Namibia	South Africa	Sudan
1	HIV AIDS Policy	High	Moderate	High	Low
2	Disability Policy	Moderate	High	Low	Low
4	Tuberculosis Policy	Moderate	Moderate	Moderate	Low
3	Mental Health	Moderate	High		Moderate
5	Malaria	Low	Low		Low
6	National Health policy	Low		Low	High
7	Reproductive Health Policy	Low	Moderate		Moderate
8	Drug/medication Policy	Moderate			Low
9	Gender Policy		High		Low

Key factors about why different policies rated high or low could be undertaken. For example the date when the policy was written or last revised was one factor affecting the rating. More in-depth discussion might be able to relate the ratings to the process, the data, the social infrastructure in place, etc.

The detailed analysis if each of the 21 core concepts allows the identification of which parts of the policy are strong and which could use in improvement. The sharing between the countries also enabled a comparison of a low scoring concept from one country with a high scoring concept from another, to provide models for how their policies might be improved in the future. The approach could be reduced in scale to simplify it, but then one could argue that all human rights are important so cutting some out would weaken the process.

The Equiframe tool is being further developed to include a search engine that will help policy makers to find these examples of good practice in policies that have been evaluated using the system.

Formulation of Social Policies: Data Challenges and Opportunities

Using data effectively to support policies on social inclusion

Good statistics is only produced when there is a demand for it. Statistical institutions (National Statistics Offices, line ministries) exist because their services are needed to support the decision making processes of governments.

A lot different types of inputs (data) are used for the decision-making process; but to what extent does the decision-making cycle create a demand for good statistics? It is not uncommon for decisions to be made before the evidence is reviewed and the data may be consulted subsequently.

Can we get a virtuous cycle going with increasing demand for statistics leading to better statistics leading to more demand or is it already there? Statisticians need to have a clear definition of the users’ needs, the necessity of such data and what it will be used for, in order to produce relevant, quality evidence. If any of these elements are missing, the data may not fully meet the users’ needs.

Good data needs to be fit for purpose. It needs to be relevant, for example related to the Post-2015 development agenda, inequality or for National Policy Frameworks regarding vulnerable groups. Data needs to be accurate and reliable, accessible and clear, timely and punctual, and coherent and comparable.



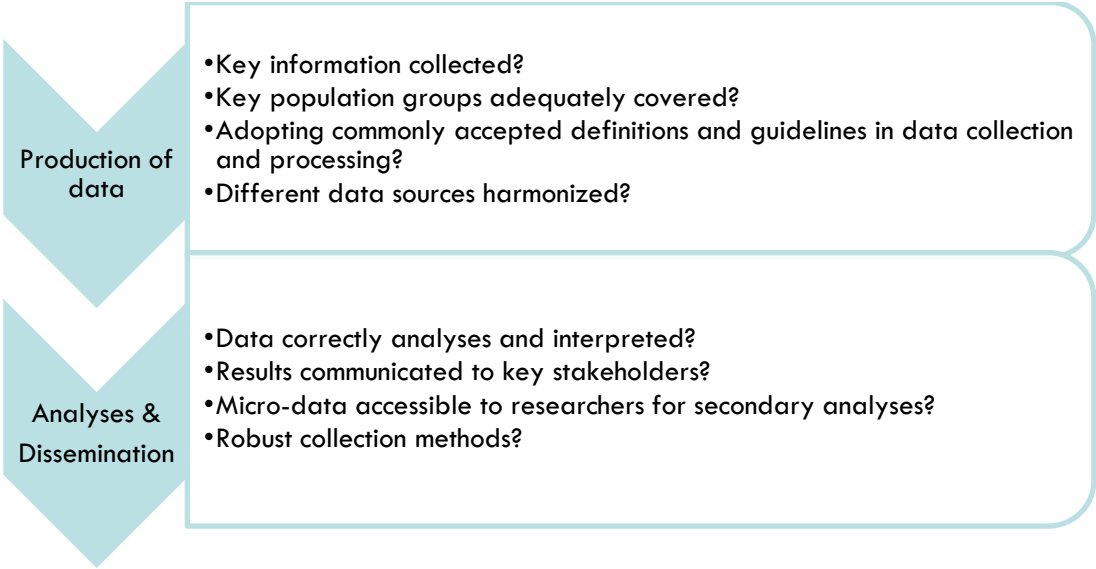
Using data for **univariate analyses**, for example for school enrolment rates for schools in a country or region, enables benchmarking, setting of targets, and generation of aggregate values. In this example, how many students are enrolled at each school.

Using data for **relational analyses**, you might want to investigate differences in the enrolment rates at the different schools: are there more girls or boys? Do the dates of enrolment vary? Are there different ethnic or language groups attending the school? You want to understand what differences occur and, hopefully, why. To do this a different level of data capture and management is required; you will need microdata.

Microdata is in fact frequently collected but often not used in analyses. So the data is not as effective in informing decision-makers. In our example, if we know that people of one language group all attend the same school, it could help to plan to have teachers that speak this language. If we also know that

some of them live very far from the school and closer to others, it means that these language skills are important and could be considered at other schools closer to where students live.

For decision-makers to use the data for effective responses you need this detail in the data sets and analyses. The analyses can show whether differences in one group depend on the other, causal inferences, effects, impacts, etc.



If social inclusion as part of public policy responses is seen as long term goal of governments, data collection needs to be continued through a similar time frame. To ensure that this happens it is important that this is included specifically in legislation or policy documents endorsed by governments. This for example could be in a Ministry’s five-year Strategic Action Plan.

It is also important that data responsibilities are not seen only as the responsibility of the “statisticians.” Good data that is relevant to the needs of policy makers needs their inputs at all stages, from design of the data collection, through capture and analyses. The involvement of various stakeholders and community groups throughout the process, further strengthens the process and hence the relevance of the data.

With the analysis and dissemination of data it is critical to use the data in a correct way. Again participation of both statisticians, policy makers and end users can be critical to making such a correct analysis: the statisticians can provide unbiased and rigourous methodologies, whilst the policy makers and end users are the ones who hold the technical knowledge of the subject matter and will need to correctly interpret, share and make use of the data. It is through this process that the data gains its value.

Each country in ASEAN has a National Statistics Office, Service or Department, Some Ministries also have their own statistics divisions. These units have trained staff, tools for data collection and management and system to capture, store and report data sets. By working in partnership with these units, they can ensure that good practices and approaches are used in all phases of a project.

Earlier we talked about the importance of demand for data as this is what often triggers data capture processes. But to be effective their needs to a connection between demand and supply, and this should

be iterative. The two “sides of the coin” need to understand the requirements of each other to produce the best result. The purpose and proposed use of the data is therefore critical.

In many cases, once the “demander” outlines their needs, the “supplier” may be able to identify existing data sets. However this needs to be done with certain cautions. As the data was not designed for this purpose it is important to know quite a lot about the data set that before you use it. How good are the data? Do they cover everything you need or will you need supplementary data collection? If the data needs improvement, what are these and is it feasible?

Much of the existing data can be difficult to use. This could be because it is difficult to access, because the microdata (disaggregation) used is not sufficient for the analyses required) or it does not exactly match the target group under investigation (for example you may want to know about elderly persons and the data set is people receiving a pension). All of these factors need to be considered carefully before making any analysis.

There is currently a lot of discussion about big data. This is one example of existing data sets that include large amounts of information. It is generally owned by governments (who often use only a small proportion of it) and it is often difficult to get permission to access it. Significant savings could be made by better use of existing data sets; more analyses could potentially be conducted; and potentially more linkages between end users. Ways to make such data sets accessible to users need further attention.

Different groups are also used to different ways of collecting and using data. The table below shows some of these differences for key groups often involved in social research. Some groups are more interested in knowing if they reached a specific goal, whilst others might want to know how their progress compares with others. Some will want to measure what they have, whilst others will want to make informed decisions in planning better outcomes. The groups collaborating on a project may not normally all understand and use data in the same way. For this reason, the collaborative approaches outlined above are considered the best way to undertake such research.

		Data, evidence	
		Where do things stand? (Indicators)	How things work? (Relationships)
President's office		√	??
Minister(s)		√	?
Local governments		√	?
Civil society organizationa		√	√?
HHs & individuals, inc. <u>vulnerable groups</u>		√	?
Research		√√	√√
The media		√√	√√

	Contexts (What they have)	Actions (What they do)	Goals/targets (What they aspire)
President's office	√√	√	??
Minister(s)	√	√√√	??
Local governments	?	√	??
Civil society organizationa	?	√	??
HHs & individuals, inc. <u>vulnerable groups</u>	?	?	??
Research	?	?	??

In reiterating that different users want different things from the data, and have different skills in using the data, the role of training must be mentioned. It is not the role of the statistician to make a prediction of what will happen in the future. A statistician will model data and identify trends. It is up to the policy makers to interpret these and make predictions, and up to each to understand what the other can or cannot do. Training is therefore needed to ensure that whatever your role in the chain of designing, collecting, analysing, planning you evaluate and use the data properly.

To design, collect good data and make quality analyses takes both skills and resources. Data collection is often relatively constrained due to small budgets and hence design and collection actions may not match the desired data needs. Good planning is needed to ensure that resourcing matches need rather than that planning matches budget.

A final point regarding monitoring was covered. This is of great importance to the policy process but often the monitoring process established has not thought through nor planned for any data needs. Without proper monitoring data the success or otherwise of the policy initiatives cannot be evaluated. A good policy will also cover this in the data design, plan and budget.

Special Presentation

Healing Under Fire - integrating social inclusion in conflict situations

Dr Virasakdi Chongsuvivatwong, Project leader Epidemiology Unit, Faculty of Medicine, Prince of Songkla University and UNESCO Chair in Peace and Conflict Studies, established in 2008 at Prince of Songkla University, Thailand

Conflict zones are an important area to consider when dealing with social inclusion as the normal processes of daily life are often disrupted and the basis of the conflict often results from or in certain groups having privileges or disadvantages compared to others. When these happen within a country, it is difficult for the nation to deal with issues of social inclusion in national policies and different approaches may need to be explored.

Southern Thailand has been a zone of conflict for more than 50 years. Stemming from the 1700s, the southern provinces of Thailand were formerly part of the Sultanate of Pattani with a predominantly Malay population. Conquered by the kingdom of Siam in 1785, these areas were incorporated into Thailand. Unrest escalated since the early 2000s and since this period around 6,000 people have been killed (Chongsuvivatwong, 2014), and due to the violence and unrest, the region has suffered from reductions in services such as health and education. Poverty is also considered a factor contributing to the problems. The conflict has led to significant discrimination between Thais of Muslim backgrounds and those of Buddhist backgrounds in areas such as employment and access to education, leading to lower rates of educational attainment amongst Muslims and higher rates of poverty.



"[Pattani mosque](#)" by Ukwaenterprise - Flickr. Licensed under CC BY 2.0 via Wikimedia Commons

Prince of Songkla University is based in one of the four provinces most affected by the unrest, providing educational services for both Buddhist and Muslim students. Through research conducted within the Faculty of Medicine, the impact of measures to promote reconciliation has been studied. The situation in the mid 1980s was that the institutions generally favoured Buddhists. At the time there was a feeling that Muslim Thais were being “left behind.” Through consultations with Muslim doctors, the Faculty decided to institute inclusive employment and student policies.

Since the introduction of the policies, the Faculty has purposefully recruited staff based on their minority status, mostly Muslims, and involve them in field research about providing services to minority communities. In tandem, the Faculty supported NGOs established to provide complementary services such as assisting with employment, education of children and coping with financial difficulties.

The policies developed were written by a collaboration between Muslim and Buddhist employees to promote a sense of overcoming difficult situations together. It is considered especially important to promote the university as an institution for both Buddhists and Thais. If it was promoted as “Muslim” University, Buddhist students and staff would not be attracted and the quality of the university’s services would decline. The message of learning to live together and being inclusive would also be lost.

The experience of the Prince of Songkla University has demonstrated several key lessons for integrating social inclusion in conflict situations. The first of these is that working behind the scenes is important. When the “affirmative action” for Muslim employees was started it was not university policy. It was the commitment of one individual who wanted to promote reconciliation. Secondly working together: the different perspectives of the Muslim and Buddhist contributions helped to build a more robust and inclusive process and product. The different groups also proposed different ways of dealing with situations which means that responses can be more tailored.

There is still more work to be done to expand on this program. Wider collaboration between Malaysia and Thailand is seen as one area to develop in the future, and even going beyond to include all ASEAN countries as there are similar ethnic conflicts in some other parts of the region. Another approach will be to work with strategic management structures within Thailand such as the Commission on Higher Education to promote this approach throughout the country.

Tools for policy formulation of social policies: Perspectives from International Organisations

Participatory Approaches to Social Inclusion and Evidence Based Policy Making

Ms Priscille Geiser, Handicap International

Handicap International is an independent and impartial aid organization working in situations of poverty and exclusion, conflict and disaster. The organization works alongside people with disabilities and vulnerable populations, taking action and bearing witness in order to respond to their essential needs, improve their living conditions and promote respect for their dignity and fundamental rights. They do both prevention and rehabilitation.

Historically the focus was on people with disabilities, and within this group there was a stronger focus to those having physical impairments caused by landmines. As the organisation has developed, the target groups have evolved and now cover all people with disabilities regardless of their type of impairment. The work has also expanded greatly through a greater acknowledgement that disabled people are subject to multiple factors of discrimination such as age, sex, ethnicity and vulnerable populations, including populations at risk of diseases, violence or accidents, refugees, populations living in disaster-prone or conflict-affected areas, populations threatened by weapons, munitions and explosive devices.

The vision of social inclusion of Handicap International is guided by the United Nations Convention on the Rights of Persons with Disabilities:

- Inclusive societies, able to accept and value diversity and to ensure full and effective participation of all on an equal basis
- Disability is contextual resulting from the interaction between personal factors (long-term impairments) and environmental barriers preventing the full and equal participation in all aspects of life
- Holistic response are necessary and should consider all sectors (health, education, transportation, employment) and involve decision makers, services providers, civil society and disabled people
- Twin-track approach combining targeted support and disability mainstreaming

These factors are relevant when considering policy approaches for all vulnerable populations. The interaction between disability and other vulnerability factors is an important dimension. The United Nations Declaration on Human Rights is a charter for all; it is universal and indivisible. It is the foundation of the Convention on the Rights of Persons with Disabilities as well as other normative instruments targeting groups with specific vulnerabilities. This common basis makes a strong platform for collaboration between different disadvantaged groups.

People with disabilities are now recognized as a diverse group in themselves, both in terms of their disabilities but also their social, cultural and economic circumstances. Given such complexities it is important to acknowledge an inclusive approach in all aspects of work with disabled groups. Handicap International has found that inclusivity within such groups can be a strong indicator of equity and social inclusion in the wider society.

To progress our work on social inclusion Handicap International has been able to use a wealth of information generated from over 135 projects conducted worldwide. The projects focus on providing technical assistance to governments and supporting participation and meaningful contributions from civil society to policy processes. The **“Making it Work” Initiative** specifically reviewed these projects to identify “Good Practice” components.

The research had a specific focus on capturing what is not heard as the preliminary findings showed that what counts is not necessarily counted yet. The initiative is essentially a methodology for documenting good practices and using this for positive changes in the lives of people with disabilities. The changes that we aim to produce are essentially through: replicating what has already proven successful on a similar level so that it benefits a wider range of people (scaling out) and influencing policies with evidence of what works as they have potential to achieve broader social change (scaling up). Making it Work offers a set of tools and guidelines that help steer a group through a collaborative process to define the types of changes you want to achieve, the types of good practices needed to stimulate these changes, and the advocacy strategies that are required to make this work.

The process consists of three key steps:

- Building multi-stakeholder engagement – this requires the collective efforts of all those involved to identify and build communications with all groups that could be affected including a wide range from civil society such as media, academics and local NGOs
- Documenting the situation on the ground – this requires going to the site and collecting information about the current situation, issues, what is working, what is not
- Actions for change – this requires lobbying all parties (including government) who can provide the services, resources and support for change to happen



4 key elements for the “Making it Work” Initiative



Once the process is completed, the projects go into the **Good practice database**. This is a searchable tool that others can use to recall project details from many different types of projects in many countries and settings. It can be used to find out what has been done previously in a specific area or themes; compare issues and how they were addressed in different situations; and generate idea for new projects incorporating some of the things that have been successful elsewhere. The contact details of organisations involved are provided, so networking and further investigations can be undertaken as needed.

Making It Work provides examples of a wide range of initiatives adapted to many country situations. In Cambodia and Lao PDR initiatives have focused on access to information. By creating a multi-stakeholder committees that brings together local disabled people’s organisation, local service providers and local authorities, progress has been made in addressing specific needs identified in the communities. Based on the principles of availability, accessibility, affordability, adaptability, and acceptability, the initiatives have made progress with initiating sign language in Cambodian television programs, providing ballot papers at elections that can be used by visually impaired people, training of Lao journalists on disability rights and equality and development of a smartphone app to learn sign language in Lao PDR.

Making It Work can be also be used in the policy context. Analysis of the MIW database, for example, can be used to identify practices that have worked successfully and could be the basis for developing new policies. This can happen at the international, regional and national level. MIW is being used to influence resolutions of United Nations Committees UNHCR Resolution on article 29 of the UNCRPD), develop regional charters (African Charter on Decentralization) and national policies and plans (Timor

Leste Disability Action Plan). It has also been used with local authorities to improve the inclusiveness of the governance practices.

There are also some barriers to implementing the MIW methodology. Local capacity and understanding of human rights frameworks and conventions is often one of these. The multi-stakeholder approach is important so that all the partners can research and analyse need. Taking the time to document local good practices, how things have changed in the country, and which projects are working best is one way that the process can be used to build capacity and knowledge as part of the approach.

More than 30 organisations have made use of the Making It Work methodology. It has also been used hand-in-hand with other methodologies such as Equiframe. Hence it is versatile and adaptable to local situations.

Social inclusion from a human rights perspective

Mr Christian Courtis, Human Rights Officer, OHCHR Regional Office for South-East Asia

Although the UNESCO, UN-DESA and UN-HABITAT (Paris, 2007) developed a working definition of social inclusion, there is no universally accepted normative definition. From the perspective of the Office of the High Commissioner of Human Rights, social inclusion requires to full employment and implementation of human rights: social, economic, civil and political. In summary the level of inclusiveness would be equated with the level of enjoyment of human rights.

There are many conventions that define these rights and how they can be implemented. From the point of social inclusion some of the important ones are the Convention on the Rights of the Child (CRC); Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW); and Convention on the Rights of Persons with Disabilities (CRPD).

Conventions are internationally agreed standards to which a country voluntarily agrees to uphold by making a national commitment. Implementation of the commitments by Member States are monitored by a supervisory board through regular reporting on the steps taken to remove barriers and promote implementation of the specifics within the Convention. Alongside the reporting, the United Nations system and many other partners work with countries to provide technical advice, tools, critical dialogue and recommendations on how to move forward.

Some entry point of human rights in social inclusion:

- Tackling discrimination
- Redistribution of resources
- Access to universal service
- Human rights-based approach to policy development
- Transparency and access to information

Tackling discrimination is one of the actions necessary to ensure social inclusion. Some conventions specifically target discrimination such as CEDAW and the Convention on the Rights of Migrant Workers. Signatories to the conventions should actively take steps to eradicate discrimination in both the public and private sphere. Some areas have gained ground such as gender, disability and the rights of older

people; others remain contested ground such as sexual orientation. The amount of progress that can be made may be limited by political, cultural or other environments resulting in some groups being left behind with limited options to tackle discrimination.

A certain level of wealth or access to resources is necessary to cover the basic cost of living and have a normal life. Groups that have limited opportunities to access economic activities, high costs of support services or other barriers to resources, can only achieve this if there is some level of redistribution. Social protection programs are specifically designed to ensure this kind of redistribution but many countries do not have programs or have very limited programs. Social protection is not a universal right.

Some services are considered as universal rights, in particular health and education. The difficulties with accessing health and education are often related to availability, affordability, adaptability, and acceptability (the same principles used within the MIW initiative). To ensure that a right can be claimed by rights holders, services have to have the diversity to meet the needs of everyone in the population.

The human-right-based approach to policy essentially requires that policies will be built from two directions: the obligations of the provider and the rights of those being served. To achieve this there needs to be a clear attribution of rights and obligations to the parties involved, a legal framework and an inclusive process. Social policies need a strong participatory approach in design, implementation and monitoring.

Reliable, accurate and available data and a transparent process are necessary to understand each situation and put each of these actions into place.

There are still significant gaps in social inclusion policy. There can be many reasons from lack of advocacy for the human rights aspects of a particular issue in a country through to rapid privatisation processes that exacerbate issues by removing the role of Government from service provision. It can be difficult to pinpoint the exact cause of inaction as problems are generally interconnected and require complex solutions.

As an example, disadvantaged children's access to education is not simply a matter of making an education policy that says they can be enrolled in school. A few complicating factors include language barriers, physical access barriers, ability to pay school fees and school transport costs. There are many others. Migrant workers children face additional barriers as national policies are generally aimed at citizens and may not cater for the needs of others.

Enforcement (or lack of) is a further issue that may be poorly addressed. Sometimes policies are good, but don't clearly articulate 'how are we going to address that', 'what are we doing to implement' and 'what data is needed to know if we were successful'.

A final point is that to strengthen this process and adhere to these principles, there needs to be an inter-disciplinary, collaborative multi-stakeholder approach and there needs to be a mechanism to address things that are not working. The commitment of government is also needed and can be tracked through budgetary commitments (usually provided through the variety of sectors that deal with human rights rather than a stand-alone human rights budget: health, education, employment, etc). Often a dual approach is needed whereby there are both incentives and disincentives. It should also be recognised that progress is normally incremental over a long period of time.

Social Inclusion in national policy processes

Thailand – Formulation of Social Policies: Data Challenges and Opportunities

Mrs Massuree Sipromma, Director of Policy and Strategy Bureau, Ministry of Social Development and Human Security

The Government of Thailand has pledged to promote the peoples' well-being, which includes the inclusion of all disadvantaged groups in Thai society. Narrowing inequality gaps and ensuring accessibility to public services are priorities of national policies. The Thai government aims specifically to ensure universal access to health care services for all and upgrade the quality of all social services.

To inform the development of those policies, the Office of the National Economic and Social Development Board has systematically collected data on various aspects of social development in Thailand and analyzed this to create the suitable plan and program targeted for each group. The data shows that there are a number of equality gaps, for example an income gap and an education gap. The policy responses are specially designed to reduce these gaps and improve quality of lives. To achieve this agencies aim to provide universal coverage, so that everyone in Thailand, including disadvantaged groups, has access to education, healthcare, social protection and social security.

The data collection and analysis help the concerned agencies to accurately address the problems as was used for activities to raise public awareness on inequality and its impacts. During the cycle of implementation of programs and activities, they will be monitored and data sources up-dated to reflect new information.

The Ministry of Social Development and Human Security has developed a number of separate strategies targeting disadvantaged groups through providing social protection and welfare. One specific response is the development of a category of "urgent" policies focusing on one year of critical actions. The first of these was launched by Minister General Adul Sangsingkeo on human trafficking. These short term policies are expected to lay the foundation for sustainable development and lower opportunity inequality. Target groups for these urgent policies include people living with disabilities, disadvantaged and ethnic groups.

The present ministry's policy consists of three targeted areas of work. The urgent policy worked (as described above), policy reform and policies that respond to Thailand's duties under Conventions and other agreements.

1. Urgent policy
 - 1.1 Anti-Human Trafficking – with the 5P measures – Prosecution, Protection, Prevention, Policy and Mechanism and Partnership
 - 1.2 Life Cycle Development
 - 1.3 Preparing for quality Ageing Society
 - 1.4 Promoting and Improving PWDs' quality of lives
 - 1.5 Promoting and Improving disadvantaged and ethnics group's quality of lives
 - 1.6 Housing Development for slums and low income people

- 1.7 Preparing for entering ASEAN Community
2. Policy on reform and development
 - 2.1 Organization structure and work operation adjustment
 - 2.2 Human Resources Development
 - 2.3 Social laws development
3. Policy on duty
 - 3.1 Children and Youth
 - 3.2 Women
 - 3.3 People with Disabilities
 - 3.4 Ageing
 - 3.5 Family
 - 3.6 Special Projects
 - 3.7 Area Development
 - 3.8 Community Organization and Network Development
 - 3.9 Victims of violence in the southern provinces in Thailand

Apart from the central office of the ministry, there are provincial and district offices nationwide. This enables regular data collection and up-dating of information through the network of offices and a supporting network of volunteers. The Ministry provides support to the personnel and volunteers in how to utilize appropriate technologies for data capture and management.

The emphasis on good data to support policy decisions is relatively new as it is now recognized how critical this is to support the Ministry's work and to ensure that accurate information on the needs of different target groups is available. Social issues are constantly changing in response to social change, economic issues, environmental events and the political situation. Recognising this the Ministry works to not only keep the information current but to collect information in many different ways. The main tools used are as follows:

1. Ministry's Operating Center (War Room)
The center was established by instruction of the Minister. It aims to provide a resource for executives to drive, integrate and monitor the Ministry's policies and their implementation. It was set up specifically with the purpose to enable responses to be developed and implemented rapidly.
2. One Stop Crisis Center (OSCC)
The OSCC was established to provide assistance and services to children and women in crisis. Users can make requests by calling 1300 or via other channels. The center provides assistance to children and women who are victims of violence, psychological and sexual abuse through a multidisciplinary team. It operates through a series of properties located at community hospitals across the country.
3. Social Map Project
Social Map is a pilot project of the Ministry, which aims to monitor and describe the most current social situation through regular surveillance and provide a warning system when issues arise. A Geographic Information System (GIS) has been used to set up this tool and manage the data and information being collected. The data collection targets people in need and disadvantaged groups in specific areas of the country. The relevant agencies then work collaboratively to determine and implement solutions.

Despite the emphasis on these improved data collection and management system, as well as systems to ensure rapid response to analyses being made, we know there are some missing pieces in our data sets and some obstacles in data collection and analyses. Due to the rapidly changing nature of society, accuracy of available data is one of these. Though the systems are set up to try and ensure that data is as up-to-date as possible, there is always some time lag in the process.

The strengthened emphasis on evidence-based policy responses has been a challenge to the Ministry, but one that we are committed to continuing and improving to gain the best outcomes for the people of Thailand.

Cambodia – Development of a national approach to disability

His Excellency Dr E M Chan Makara, Secretary General, Disability Action Council

Persons with disabilities (PWDs) in Cambodia number 301,629, equivalent to 2.06% of the total population of 14,676,591. Men comprise 52.05% or 157,008 individuals and women comprise 47.95% or 144,622 individuals.

Some of the challenges faced by PWDs in Cambodia include:

- Discrimination and negative attitudes
- Inequality in access to education
- Coping with a physical environment that is difficult to navigate
- Laws which fail to cover the needs of PWDs
- Public transportation which is free but does not provide accessibility for many
- Limited access to information on services
- Poverty and dependence on family members for support

Through a series of actions commencing in 2010, Cambodia has worked to gradually build a national response to the needs of PWDs and their families. A series of measures were implemented starting with the Sub-Decree on Employment Quotas for Persons with Disabilities issued on 1 August 2010, which requires government to include a quota for PWDs in the public workforce. This was followed by the Sub-Decree on Policy support to poor disabled in their communities on 2 May 2013; the Circular on Improving the Quality Standards of Vocational Training for Persons with Disabilities; and the Policy on Education for children with Disabilities. In addition to these specific measures, mainstreaming of PWDs within other policy mechanisms has also taken place including the Cambodia Poverty Reduction Strategic Plan and the National Strategic Development Plan 2014-2018.

The Royal Government of Cambodia has set out the Rectangular Strategy Phase with four components: “Further implementing the national policy on disability through the Disability Action Council; strengthening the implementation of the Law on the Protection and Promotion of the Rights of Persons with Disabilities, and promoting the enhancement of rights and welfare of the disabled according to the United Nations Convention on the Rights of Persons with Disabilities, as well as improving the quality and efficiency of the disability fund’s services.” A key component is the National Disability Strategic Plan (NDSP) (see box).

National Disability Strategic Plan

Vision: Persons with disabilities and their families have a high quality of life and participate actively, fully and equally in a society in which their rights and dignity are respected with the inclusion of disability across all sectors.

Mission: Promote participation of government institutions, private sector, civil society, and DPs for disability inclusive social affairs to support sustainable development.

Strategic objectives:

1. reduce poverty of persons with disabilities, through enhance work and appropriate employment for persons with disabilities, to ensure their improved livelihood and enhance independence
2. Provide persons with disabilities with equal access to quality health services as well as physical and mental rehabilitation
3. Increase justice intervention services to reduce toward elimination, discrimination, abuse, violence and exploitation of persons with disabilities
4. Strengthen and expand personal freedom and security and manage risks of humanitarian emergencies in disaster situations
5. Ensure persons with disabilities have equal access to quality education and vocational training services.
6. Promote participation of persons with disabilities in expressing their opinions, accessing information and participation in political life.
7. Ensure participation in social activities such as cultural, religious, sporting, artistic, recreation and other activities
8. Develop and enhance access to the physical environment, public transportation, knowledge, information and communication for persons with disabilities
9. Ensure gender equality and empowerment of women and children with disabilities
10. Strengthen and expand cooperation at international, inter-regional, regional, sub-regional, national and sub-national levels.

All relevant ministries and institutions will develop prioritized action plans and estimate the cost to implement the NDSP 2014-2018 with technical support from the Secretariat General of Disability Action Council. These action plans will be closely aligned with the relevant sector strategies and follow the guidelines and standards laid out through the various policies and tools already in place. In addition, a specific action plan will be developed for coordination functions, including the roles of Disability Action Working Groups at ministries and institutions.

The Disability Action Council is the national coordination and advisory mechanism on disability issues, which was established by the Law on the Protection and the Promotion of the Rights of Persons with Disabilities. It meets twice a year and the members are:

- Prime Minister of Kingdom of Cambodia as Honorary President
- Minister in Charge of Social Affairs as President and leader of the Council
- Secretaries of State from difference ministries and a representative of Disability Organizations who is a person with disability as 6 vice presidents

- Line ministries and national Institutions, representative of Cambodian Red Cross, representatives of disabled peoples' organizations who are persons with disabilities, representative of Non-Governmental Organizations working for the disability sector, representative of employers, Deputy Governors of each Municipal/Provincial as 15+ members
- Secretary General as a permanent member.

The Council is charged with leading the national response to supporting and integrating persons with disabilities in all aspects of Cambodian life and ensuring Cambodia meets its commitments at the international level through implementation of the Convention on the Rights of Persons with Disabilities. In addition to developing national strategic and action plans, the Council monitors implementation of policies and regulations and is responsible for developing a regular national report. It is a source of technical advice and support to ministries, community and the private sector, and has developed outreach across the country through provincial committees. The Secretariat has technical units focusing on rights, health and rehabilitation and integration into society.

The high level commitment of the Royal Government of Cambodia is confirmed by the inclusion of the Prime Minister as the Honorary President and the participation of 19 representatives of Ministries on the Council itself.

Lao Peoples Democratic Republic – promoting disability awareness

Dr Nouanta Latsavongxay, Vice President/Program Manager, Lao Disabled People's Association

The Lao Peoples Democratic Republic ratified the Convention on the Rights of Persons with Disabilities in 2009. Since this time, the work of government and in-country partners has led to significant improvements in the lives of persons with disabilities. Disability awareness has been raised through seminars, national forums, and skills trainings. This has built a positive commitment and safe space for disabled people to express their feelings, opinions and needs.

The improvements achieved have mainly been in the education and health sectors, as well as through laws that improve the access of disabled persons to services and opportunities. One example of this is revised laws relating to construction which now include an article relating to disability access.

Employment is one area where further improvement are currently advocated. Some of the proposed improvements would be changes to the education policy to strengthen entrepreneurship and employment skills; development of opportunities for entrepreneurship; and amendment of labour laws. A national Disability Decree is being considered in the future and will potentially drive these improvement across all sectors.

Though there has been considerable activity and progress, Laos PDR still has many obligations under the Convention that have yet to be fulfilled. Although there is now some specific legislation supporting the needs of PWDs, many others require revision. Budgetary limitations slow the progress of implementation; technical support is a further area that requires strengthening. It also takes time to work with communities to change their attitudes, especially in rural areas.

Vietnam – Social Inclusion in Vietnam: Issues of policy and practice

Prof Dr Dang Nguyen Anh, Director, Vietnam Institute of Sociology

Social inclusion is an ethical concept: to be practical the conceptualization must sit between policy-makers and academia. Essentially it must focus on broadening peoples' choices and ensuring shared prosperities. A suggested definition is as follows:

“Everybody, regardless of their background, benefits from the progress of the nation, everyone has a say, a stake and a sense of belonging. It is where everyone aspires to do better through their own efforts and feels a real chance to move up with a dignity.”

Understanding the concept is different from defining it. Definitions and conceptualization of social inclusion happens mostly among academics. But as it is policy makers who must put it into practice, they need to be part of this dialogue.

From an academic perspective, the policy priority for social inclusion must focus on poverty reduction and vulnerabilities. Changing the approach from pro-poor growth to inclusive growth and inclusive development is fundamental to achieving this. However in the current environment, there is no clear path to operationalising this through policy processes.

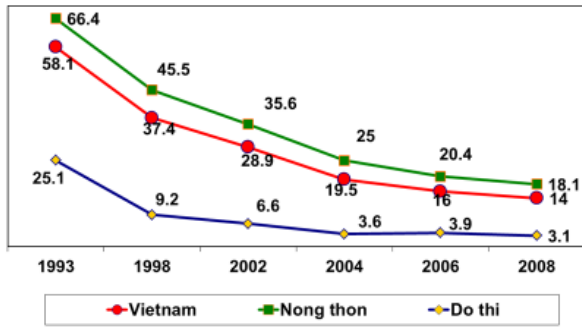
Top-down approaches to policy, especially social policy, have not shown good results. Some of the elements of a good policy approach that could promote social inclusion include:

- To build capacity and consensus on social inclusion at all levels
- To advocate and facilitate the mainstreaming of social inclusion into national plans and sectors
- To ensure policy options and solutions are implemented in practice
- To create assessment tools and a framework for sharing lessons learned and good practices
- To promote partnerships and regional networks

Much of the dialogue in Vietnam focus on target groups rather than concepts of social inclusion. The groups most commonly included in these discussions in Vietnam are the poor and the poorest, ethnic minorities, the elderly and women. Children and disabled people are more secondary in the current debate and other groups such as migrants, displaced populations and victims of human trafficking are not mentioned at all.

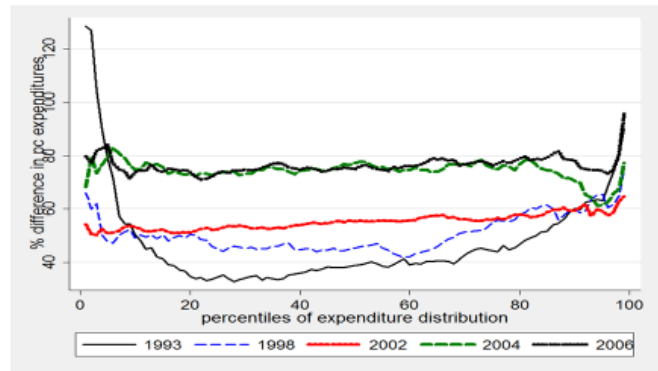
The need to focus on ethnic groups is clearly demonstrated. Though only 13% of the total population belongs to a recognised ethnic group, 30% of those living in poverty are from the ethnic communities (more than half of those living in poverty). Many of those living in poverty, including people from the ethnic communities work in the informal sector. It was estimated in 2007 that 11 million workers, or nearly one quarter, of all workers were in the informal sector. This includes manufacturing, the construction sector (43%), trade (31%) and services (26%).

Declined Absolute Poverty: Vietnam



Source: VLHSS surveys 1993-2008

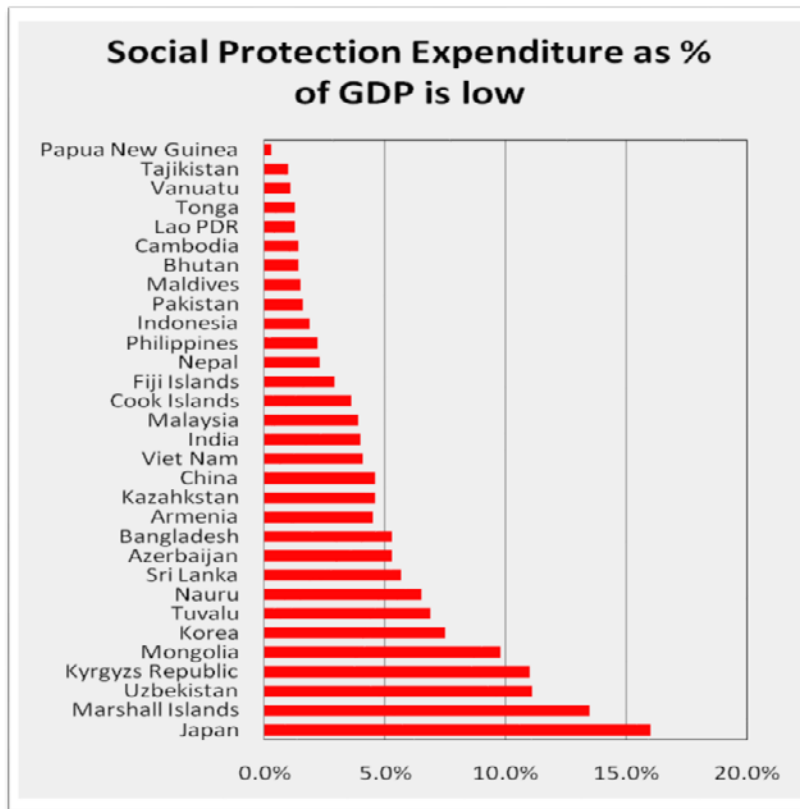
Increased Relative Poverty: Vietnam



Source: VLHSS surveys 1993-2006

There are a number of challenges to developing a more inclusive approach to social policy. Inequality keeps widening and disparities continue to increase across social groups (UNDP, 2010). There have been few efforts to improve justice and tackle exclusion/discrimination. A lack of transparency and accountability, and paucity of data and data sharing also sit behind this.

Although overall poverty is declining (see Figure above), inequalities are increasing. There is growth in GDP (estimated at 7% average per annum) but lack of transparency in the government and minimal spending in social protection program means that mechanisms for redistribution of wealth are weak. Less than 5% of budget is spent on social protection measures. Although this is higher than many countries, especially LDCs, it is considerably lower than countries like Japan which spends over 15% (see figure below).



To ensure more inclusiveness the people must be empowered. This empowerment should support people to get out of poverty, access education, health care and other social services, and improve housing. Some specific measures needed to support such change include a better land title system, enabling private ownership of land get access to land titling and private ownership, and better systems of community consultation in major development projects. To be empowered people will need to have a say in decision-making, live with a dignity, and have financial and social sustainability.

Policy processes in Vietnam are mainly centralised and top-down. There is limited data and information for policy-makers to use as evidence in their policy development. This means policies fail to create the opportunities necessary to address insecurity and vulnerability. A longer term approach is also needed to policy development: looking beyond strengthening the economy and the rule of law to an engaged and contributing society working in partnership with government.

To achieve sustainable and inclusive development there needs to be foundation of good law, active popular participation and dialogue. Respect for the law is the basis of a stable and equitable society. Directly involving people in policy processes enables better understanding of needs and therefore development of better responses. Effective dialogue would improve decision-making processes and avoid exclusion. Processes such as this would enable resources and investment to be directed to the areas where the poor live and the sectors in which they work.

Measurements of social inclusion also needs further development. There is no standard or agreed way to measure this. We know that high GDP does not necessarily mean improved quality of lives. Alternative measures need to be developed and data collected across Asia so that we can compare and learn from each other.

Regional cooperation is an area that could provide dividends. Comparison of data, exchange of good practices, reduction in barriers within the economic community, could all be tools to stimulate further improvements. Overtime Vietnam has become a more open country and the imminent ASEAN economic integration should further develop this.

Malaysia: Initiatives for social inclusion of disadvantaged groups and communities – some insights from Malaysia

Prof Abdul Rahman Embong, Malaysian Social Science Association & Institute of Malaysian and International Studies UKM

Children are the potential wealth of a nation, the nation's future. As a group they are vulnerable to risks of exclusion and discrimination. A local Malay wisdom "Melentur buluh biar masa rebungnya" meaning "Shape the bamboo when it's still in bamboo shoot". How we shape children influences outcomes at all levels from individual, through family, community and society as a whole. This influence creates the opportunity to intervene and break the cycle of exclusion.

In Malaysia government approaches favour policy and legal frameworks, and whilst an essential element affecting social inclusion, they need to be complemented through other approaches. So despite progress, there are limitations and loopholes in policy and regulatory frameworks that affect government planning, budgeting and programming. It is therefore important to assess policy and

regulatory frameworks in terms of their inclusiveness, as well as identifying existing barriers and loopholes, and recommending revision or reform of these frameworks based on evidence.

The legal and policy framework for social inclusion in the case of children in Malaysia is aligned with international instruments and local cultural and social practices. The UN Convention on Rights of Child (CRC), ratified by Malaysia in 1995, states that every child is born with rights: the right to health, education, equality, protection and participation (UNICEF). Malaysia's commitment to the protection and welfare of children has continued through 2010 when Malaysia lifted reservations to CRC Article 1 (defining age of child), Article 13 (freedom of expression) and Article 15 (freedom of assembly & participation) and in 2011 signed two of three additional protocols (on sale of children, child prostitution and child pornography; and children in armed conflict). These moves indicate major progress in commitment on child protection policy measures. A key outcome is the Child Act 2001 (Act 611), a part of the protective legal environment for children in the country. This legislation covers the protection, care and rehabilitation of children and is based on the CRC. It incorporates the core principles of non-discrimination, best interests of the child, the right to life, survival and development, as well as respect for the views of the child.

Malaysia established a series of support structures for the implementation of this Act through advice to government, provision of services and the justice system. These include:

- National Council for Protection of Children
- National Advisory and Consultative Council for Children
- Child Protection Teams
- Child Activity Centres at both state and district levels for children at risk; or children vulnerable to all forms of abuse and exploitation
- Children's Court for administration of juvenile justice in a child-friendly taking into account the mental and emotional maturity of a child

Alongside structure to facilitate implementation, it was important to also establish systems for enforcement. This includes monitoring, visits and compliance notices and a system for prosecution through the courts. Enforcement is conducted by the police, Department of Social Welfare, Ministry of Education and the Ministry of Health.

Alongside the Child Act there are several complementary pieces of legislation. One of the key ones is the Education Act 1996 [Act 550] amended in 2002. This Act provides for compulsory primary education to ensure all children complete primary education. The objective is to reduce illiteracy and school dropouts, especially in rural areas. Implementation includes free textbooks for all students in government and government aided schools to get free textbooks; the Poor Students' Trust Fund set up in April 2003 to provide financial aid to poor Malaysian children; the Integrated School Health Program for primary and secondary schools; the Supplementary Food Programme to increase the nutritional value of food and ensure well-balanced diets for physical growth, mental health and general well-being; and the School Milk Program targeted towards students from low income families. Additional programs target children with special needs, indigenous children, and those in remote areas.

Likewise, the Ministry of Health implements the Child Act 2001 (ACT 611) through a number of child health and well-being programs. These are the National Child Immunisation Policy; Safe Motherhood Initiatives; Malaysian Breastfeeding Policy; Baby-friendly Hospital Initiative which has created 131 Baby-Friendly Hospitals across Malaysia; Early Intervention Program for Children with Disabilities for early identification, prompt and appropriate referral to hospitals for definitive management with 242 of 803 health clinics (30%) equipped with rehabilitative facilities and trained staff by 2009; and Nutrition Rehabilitation Program for Malnourished Children which provides basic food supplies are provided to improve the food intake of malnourished children from poor families.

The measures taken have resulted in a great deal of progress social development of children in Malaysia. Awareness of children's rights has increased tremendously, alongside initiatives in the community sector through NGOs. Children are recognised as priceless assets and the potential wealth of nations if their potential is developed to the fullest.

But there are limitations and gaps. The Child Rights Coalition Malaysia has identified a number of inconsistencies in definitions relating to child in civil and sharia laws. There are problem regarding implementation mechanisms, coordination between relevant government agencies and some lack of accountability amongst agencies. Questions of adequacy, consistency and transparency of data have been raised, meaning accurate assessments are difficult to make. Uneven implementation of protection services means that those children in poor urban and rural areas, children from remote areas; children with disabilities; children who have been trafficked remain at risk.

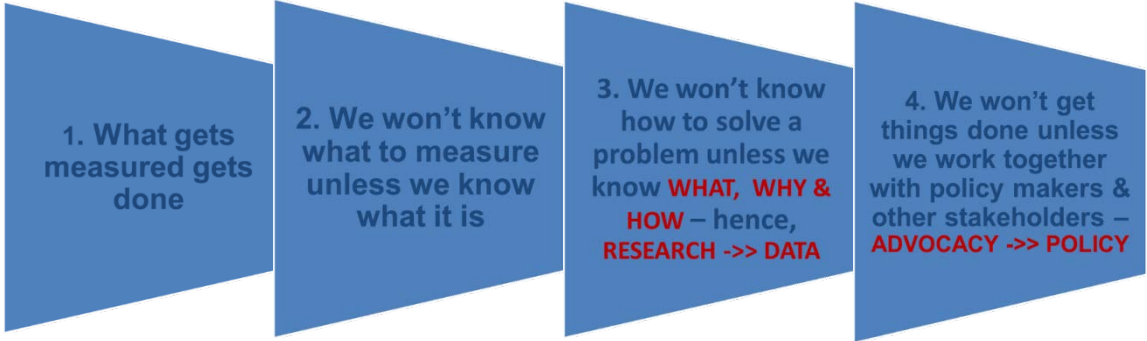
The measures also have not achieved all the desired outcomes. The overall incidence and number of children living in poverty has declined, but child poverty is still of concern. Specific problems arise where poor children are not documented and then face difficulties in accessing protective services, education and health. This means they are more vulnerable to exploitation and neglect, and thus further marginalised. Reported cases of child abuse are increasing.

The dilemma of undocumented children from rural poor and indigenous communities in remote areas such as Sabah and Sarawak, as well as the children of irregular migrants and refugees (est. 50,000) are some of those most likely to experience exclusion. They can be denied access to healthcare and other basic social services; open to exploitation; unable to enrol in Government schools or to participate in examinations. Lack of a birth certificate can affect application for an Identity Card (MyKad), required for Malaysian citizens when they reach 12 years of age. Children with limited educations face further restrictions in their opportunities through risk of entering labour force at early age, limited job choice and security, and possibly exploitation.

How can researchers respond to this challenge? Since the nature, size and distribution of the problems facing children are not well known, researchers can play an important role in determining the extent of exclusion, analyzing why exclusion persist and developing proposals that help to overcome exclusion. Such research will provide evidence for development of future policy responses.

One particularly useful approach is the study and sharing of good practices. Finding out which measures work needs to be done in a systematic and objective manner. Once practices have been evaluated, they can be models for adaptation and implementation in other circumstances.

A critical role of the researcher is to measure. Without data there can be no objective basis for decisions and there can be no objective basis for evaluating success (or failure). A common saying amongst researchers is “what measures gets done”. But taking this further, this really needs to become the basis of the whole policy cycle (as shown in figure z below). We know to study the current situation in order to know what to measure and why it is happening in order to inform responses.



Following such a process has other benefits. It can create a constructive dialogue between the research community, government and the wider community. This enables rapport and trust to be built, which in turn can motivate policy-makers to innovate and drive change. The rigour of the process also ensures that a more holistic approach can be taken so that gaps and limitations are identified and addressed. What? Why? And How? Are therefore three key questions that need to be answered.

The collaborative nature of working with NGOs, international organisation, researchers, communities and government not only assists in a building mutual understanding but can create the impetus for positive change in line with internationally agreed norms and standards.

Social Inclusion in the Community Sector: Working with Civil Society

Integrating People with Disabilities into Thai Society

Mr Wasan Saenwian, Christian Care Foundation for Children with Disabilities in Thailand

www.ccdthailand.org

In Thailand 2.9% of the population is officially recognised as disabled. Christian Care Foundation for Children With Disabilities (CCD) was specifically formed to cater to the needs of disabled children, initially through an overseas adoption service, but increasingly through support and services to children, families and communities in Thailand.

The CCD Mission Statement is to demonstrate Jesus' love through helping disabled children to reach their highest potential. This is achieved through an holistic approach covering equal rights, opportunities for education, good quality of life and full integration into mainstream society. Over 500 children in Nonthaburi, Nakhon Pathom and Chai Nat provinces currently receive support from CCD.

The programs of CCD have expanded beyond residential care. CCD works directly with parents, schools and the wider community in a range of ways that expands the opportunities for disabled children to stay with their family and community and generate a supportive environment for this.

CCD works with to build parent support networks in the community, provide parent training workshops to empower parents as disability advocates and encourage inclusion in their communities. CCD also works helps parents negotiate with local schools to encourage inclusion of students with disabilities and special needs at mainstream school, supported by local communities.

Wider work with communities is designed to generate a welcoming environment for the children and their families within the community that they live. CCD negotiates with health workers, schools and head men to encourage the development of such an environment. Communities are encouraged to help families improve housing, water and any other aspects of their living situation.

Other programs target ways to improve skills and awareness amongst disabled children. This ranges from independence skills training for disabled people, they give skills training for young people to training and assistance with employment. To date 15 youth have been placed in job and trained in the specific skills they need for this.

Right to Education and Children with Disabilities - Post-2015

Mr Mahesh Chandrasekar, Head of Asia Campaigns and Advocacy, Leonard Cheshire Disability

Leonard Cheshire Disability works through five regional offices in Africa and Asia, and an extensive global network of partners in over 50 countries. We work in the fields of livelihoods and education and undertake cutting edge research in disability and international development. We campaign both in the UK and globally to put disability issues at the heart of international development, policy and practice.

It is estimated that 15% of the global population, or more than 1 billion people, are currently living with a disability and prevalence rates are set to rise⁶. Of these 1 billion, around 93 million are children with disabilities, and 4 out of every 5 children with disabilities live in developing countries⁷.

Based on our experiences, I wish to highlight the elements of social inclusion of children with disabilities and their right to education.

The Right to Education is a fundamental⁸ and an inalienable right of every child⁹. Abolition of school fees, simplification of admission procedures, international commitment, government policies, civil society engagement and economic growth has accelerated enrolment rates rapidly in the last decade. However, based on current rates of progress, studies indicate that 58 million children are expected to remain out of school in 2015¹⁰. The UN estimates that a third of these children have disabilities¹¹. Girls with disabilities are even less likely to attend school than boys.

This also indicates that the efforts to achieve the goal of Universal Primary Education, MDG2, are impossible without the inclusion of the millions of children with disabilities¹². This is an example of the growing gap in terms of access and provision of public services for people with disabilities, termed as the 'disability and development gap' by Leonard Cheshire's research centre. This situation has persisted despite education being enshrined as a fundamental right in the national constitutions of many countries¹³ and specific International commitments and resolutions.

The 2010 UNESCO EFA Global Monitoring Report highlights how failure to put inclusion at the heart of the Education for All agenda is holding back progress and singles out disability as 'one of the least visible but most potent factors in educational marginalisation.' This disproportionate exclusion means that children with disabilities miss out on education's lifelong benefits — a better job, more social and economic security, and more opportunities for full participation in society. Perhaps the most valuable benefit of receiving an education is that it can give people with disabilities the freedom to live their lives the way they choose – with the opportunity to live independently, contribute economically and participate fully in society. For instance, a person's potential income can increase as much as 10% with each additional year of schooling. Hence, it is not surprising that people with disabilities are among the 15-20% of the most vulnerable and marginalised poor.

The costs of having children out of school outweigh the additional public spending required to enrol them, making it, an equitable and cost effective investment¹⁴. In Bangladesh for example, foregone income due to lack of schooling and employment, both of people with disabilities and their caregivers,

⁶ WHO 2011

⁷ UNESCO, 2010

⁸ Universal Declaration of Human Rights, Article 26

⁹ UN Convention on the Rights of the Child, the most widely and rapidly ratified human rights treaty in history with 192 ratifications. Article 28: Right to Education

¹⁰ [Policy Paper 14 / Fact Sheet 28](#), June 2014, Education for All Global Monitoring Report (GMR) and the UNESCO Institute for Statistics (UIS)

¹¹ UNESCO, Global Monitoring Report, 2007 and UNESCO, Global Monitoring Report 2011

¹² World Health Organisation and World Bank. 2011. World Report on Disability

¹³ Article 17 of the Constitution of Bangladesh states that basic education will be free and compulsory for all children until the age of 18 and Compulsory Primary Education Act – 1990, Bangladesh

¹⁴ Thomas and Burnett, 2013

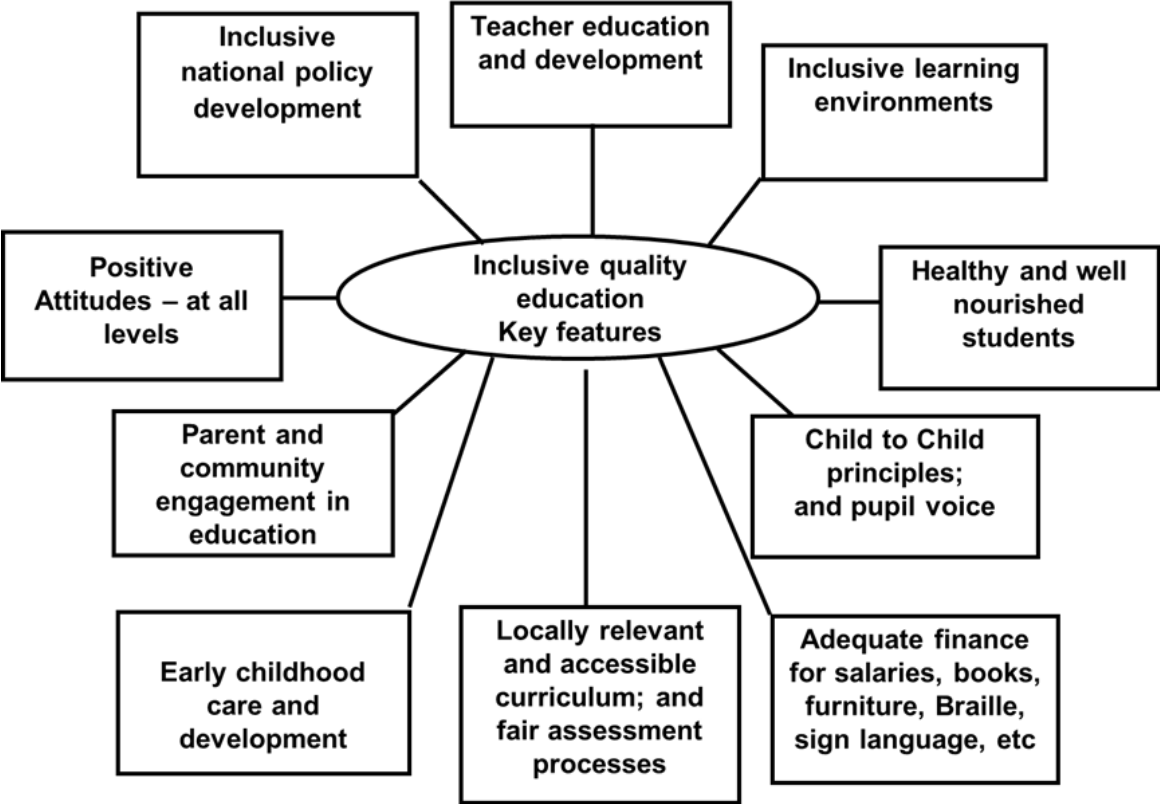
is estimated at US\$1.2 billion annually, or 1.74% of Gross Domestic Product (GDP)¹⁵. It is against this backdrop that Leonard Cheshire is working with partners in Asia and Africa to address this fundamental right of children with disabilities.

Inclusive education project in Bangladesh

Children learning together in the same classroom, using materials appropriate to their various needs, and participating in the same lessons and recreation: that is inclusive education.

In an inclusive school, children with disabilities do not study in separate classes; instead teaching methods, textbooks, materials, and the school environment are designed so that girls and boys with a range of abilities and disabilities — including physical, sensory, intellectual and mobility impairments — can be included in the same class.

Source: Dr. Susie Miles, School of Education, University of Manchester



The inclusive education project in Nilphamari District, Bangladesh is a three year project that has been implemented by Leonard Cheshire in partnership with Gana Unnayan Kendra (GUK), a local NGO. It is funded by the European Union. Nilphamari is one of the poorest districts in the northern zone of Bangladesh. It has an average literacy rate of 25.5% when compared to a national rate of 56%. This project resulted in more than 2,100 children with disabilities enrolled and supported to stay in 262 mainstream schools in the Nilphamari District.

¹⁵ World Bank, 2008: 14

Amongst the achievements I wish to highlight our work in three areas:

1. Influencing Policies:

- The project undertook a detailed review to assess the extent to which the curriculum is inclusive for all learners. This is a pre-condition for a successful inclusive education system. The primary school curriculum, primary school text books and the teacher training curriculum were reviewed in collaboration with National Curriculum and Textbook Board (NCTB), Directorate of Primary Education (DPE) and the National Academy for Primary Education (NAPE). Feedback from the Department of Education at local, district and national levels was incorporated.
- Based on this review, a policy note will be presented to the Bangladesh Ministry of Education in December at end of project workshop in early December with an appeal to the Ministry and concerned stakeholders to scale up the learnings to other districts across the state. They include:
 - Adaption of curriculum to accommodate the diverse needs of learners and including alternative modes for communication and learning;
 - Budget provisions for reasonable accommodation, creating accessible school infrastructure;
 - Changes in the teacher training curriculum on 'inclusive learning'
 - In-service teacher training modules on 'inclusive education' to develop their skills, confidence and in creation of positive attitudes toward children with disabilities that is extremely important in reducing stigma and discrimination.
- As part of this project we have developed comprehensive tools for Monitoring and Evaluation right from inception to training modules that we are happy to share.

2. Promoting inclusion and participation

- We have made 85 schools more accessible for children with disabilities by removing structural and environmental barriers. They include construction of ramps, railing, accessible water and sanitation facilities, widening doors, improved lighting in the class room, extension of blackboard etc.
- Another unique aspect of this project was: creating a sustainable model of appropriate and safe transport in the form of cycle rickshaws to schools. This enabled more than 100 children with disabilities especially children with mobility impairments and girls with disabilities to commute to school regularly and in all seasons. We strongly urge policy makers to consider this provision of appropriate/ community managed subsidised transport to school under existing poverty alleviation programmes.
- Inclusive child-to-child clubs of children with and without disabilities in schools contributed to a more supportive and harmonious environment in the schools. For

example offering assistance to push wheelchairs or carry books or making the teacher aware if children are bullied.

- In addition, parents groups, and alliance groups at various levels with representatives from civil society, Journalist Associations, Teachers' Associations and elected representatives reinforced our actions in schools.
- We urge policy makers to include children with disabilities along with their families/ guardians in decision making bodies starting from the School Management Committees.

3. Appropriate support/ services for children with disabilities

- The starting point for all of our inclusive education programmes is the child. We have ensured that individualised education and rehabilitation plans are developed for every child with disability enrolled in school through the project; coaching classes managed by trained volunteers contributed to their retention in school.
- We have set up Inclusive education resource centres in strategically located schools to support teachers, parents, volunteers. Setting up resource centres to provide expertise locally should be an integral part of Education Plans of the State.

Our experience in Bangladesh offers practical steps for the implementation of the [Third Primary Education Development Programme](#) (PEDP III), a five year (2011-15) sector wide program initiated by the Ministry of Education in Bangladesh to establish an efficient, inclusive, and equitable primary education system.

Our experiences of promoting an inclusive environment in school that addresses diverse groups of learners and in creating an inclusive environment in the school with community support, adds further to the adage that, by meeting the needs of children with disabilities, all children including children from disadvantaged groups, such as children from remote populations, children living in conflict-affected states, malnourished children, and children from linguistic, ethnic or cultural minorities, stand to benefit.

The work extends to building the skills of teachers making them more skilled and confident, as well as building awareness in the wider community, civil society groups and local private sector organisations.

We will continue to work towards ensuring an equitable and inclusive quality education for all. This call resonates with 'Leave no one behind' of the post-2015 sustainable development framework. We urge policy makers to measure success of develop programmes to address poverty and sustainable development by the positive impacts it has on the poorest and most disadvantaged groups including people with disabilities.

A Case Study of Migrants and Social Inclusion: Burmese workers in Thailand

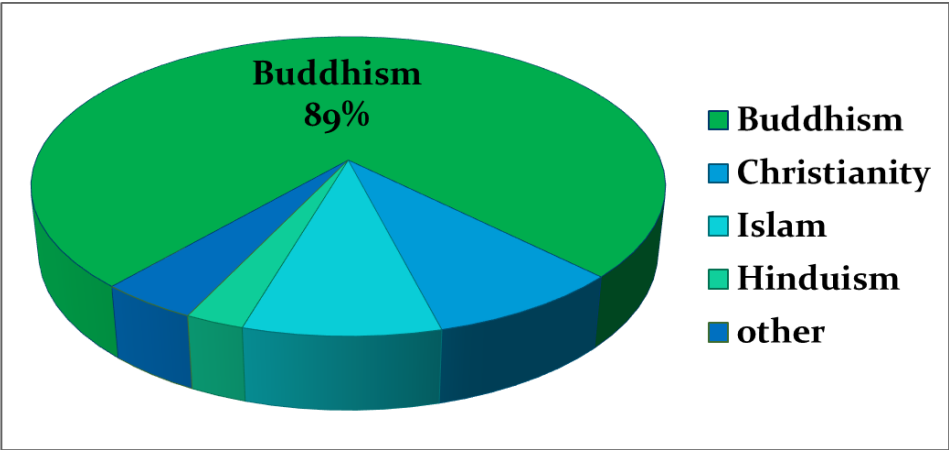
Ms Hnin Pwint Han, Coordinator, International Center, Bangkok University

Myanmar gained its independence in 1948 but has since been through many political changes and upheavals, with the current Government of the Republic of the Union of Myanmar in power since 2011.

The diversity of the country with many diverse ethnics with almost 135 different dialects has been one of the features of the instability. Forging a peaceful and prosperous Myanmar requires meeting the needs of all these ethnic groups to create harmony, respect, goodwill, and mutual understanding.

Myanmar is divided in seven states and seven divisions. Ethnic and religious groupings are closely aligned with these divisions. The religions all promote peace by their teachings, yet inter-ethnic and inter-religious violence has been a feature of the country's instability, and remains an issue into the present. Conflict over resources is a further tension. Scarce resources such as water, and Myanmar's position geopolitically, put pressure from neighbouring states for access to resources.

One of the main results of these issues and the subsequent instability is migration.



With a total population in 1988 of 60 million, and a 2014 population of 54 million, some 6 million people are missing. Examination of available statistics for this period in fact shows that the population was growing in the period 2009-2012, which means the missing 6 million is a relatively recent phenomenon.

2009 59 million (*People's Daily* (Xinhua) 1 July 2010)

2009 59.2 million growing at 2% annually^[1] with exception for Cyclone Nargis in 2008 (China's People Daily. Retrieved 17 July 2011)

2012 60,584 (CIA World Factbook)

The reasons for leaving Myanmar are of course complex. Some of the factors include political, economic, social conflicts and disparity. The 1988 uprising, ongoing internal wars and conflicts, Cyclone Nargis in 2008, alongside inflation, economic mismanagement, and soaring land prices have been key drivers. It is difficult to find an income that can cover sky-rocketing costs of living and few people receive social security or other benefits. Overseas employment markets are appealing as they offer both better wages and better working conditions. Some groups in particular have felt targeted by policies of the government such as confiscation of farms and paddy field; forcible relocation; and lack of citizenship rights.

Burmese migrants seek these better conditions in many neighbouring countries of South-east Asia, including Thailand. Myanmar workers in Thailand consists of three groups; the legal skilled workers; the documented migrant workers; and the undocumented migrant workers. Official figures from the Thai Government indicate some 138,999 legal skilled workers and 500,000 documented migrant workers (March 2009, Ministry of Labour). It is difficult to provide accurate estimates of undocumented workers, but based on those registered as internally displaced person and refugees, estimates are 166,240 or higher (March 2009, Ministry of Labour). Some estimates place the total number of migrants in Bangkok alone at over 2 million, Mahachai over 500,000 and Samut Prakarn over 400,000, which would indicate an undocumented population greater than 2 million. Burmese migrants are estimated to make up 80% of all migrant workers in Thailand, of these around 50% are women (Dr Myatmon, 2010).

Since the establishment of the new Thai military government in 2014, and as part of ASEAN economic integration slated for 2015, a new system of unskilled labour permits has been introduced. Under this scheme 1.8 million pink cards will be available. It is predicted that demand will be significantly higher than the available places. There are also specific issues for Burmese from some states; for example, people from Rakhine state may not be able to take part in this process as they have difficulties obtaining ID cards, which are needed to gain official papers.

Burmese migrants are highly represented in many low-skilled, low-paid occupations such as domestic helpers, restaurants staff, cleaners, guards, shops assistants, factory workers, car assembly workers and steel industry labourers. Undocumented migrant workers are also found in these sectors, but are particularly highly represented in fisheries. The Thai fishing industry is so dependent on this cheap, unskilled labour, that the operations would have difficulty continuing without Burmese labour and therefore the authorities have done little to clean up employment practices in the sector.

In addition to low-paid and low-skilled jobs, forced labour, child labour, prostitution and human trafficking are issues for Burmese and other migrants. There is no data on the scale and nature of this risk.

Much of the information on Burmese migrant workers comes from interviews conducted as part of qualitative research, as there is very little hard data collected and significant gaps within what is available. Some of the issues raised through these interviews include:

Documented Burmese migrant workers are required to return to Myanmar every three years and are taxed by both the Thai and Burmese Government. On low wages, some feel that they would be better off as undocumented workers and thereby avoid these expenses.

Burmese workers feel that they are worse off than Laotians and Cambodian working in Thailand, because those government have negotiated rights for their workers whereas the Burmese Government has not.

Burmese migrants have no insurance, no life providence fund, no income security, no job security, no individual security and no medical allowance

Despite Thai schools now being open to children of migrants workers, various problems still exist for both skilled and unskilled workers' children. These include access for undocumented migrants, the cost of school fees and language difficulties.

Discrimination in working conditions is a problem even for skilled migrants.

Documented Burmese migrants (all categories) are required to report to Thai authorities every 90 days or pay a 2,000 baht fine. The process is slow and requires a minimum half day, which means being away from work.

The interviews were used to develop a series of case studies illustrating typical situations for Burmese migrants in Thailand. See Box z.

Case study 1 – Unscrupulous migration agents

A migrant who is a legal passport holder permitted to work in Thailand through the MOU between the Governments of Myanmar and Thailand is forced to give his passport to a migration agent for the documentation process. The agent retained the passport for two years and charged a fee of 1,000 baht per month for his services. The migrants must pay the agent's fees in order for their passports to be returned.

Case study 2 – Limited access to healthcare

An employer deducts a social security of 30 baht per month from his workers' wages. In addition to this, an up-front charge of 500 baht is charged for the establishment of the health fund, membership card, etc. When the workers required hospital access for accidents, child birth or other services, they found that there was no record of their name on the health fund and neither the employer nor the hospital would provide any assistance.

Case study 3 – Insecure contracting arrangements

Many factory owners indirectly employ migrants through a broker. This reduces the responsibility of the factory towards the workers to protect the factory owner. The costs of this type of arrangement are forced on the migrants who must pay the broker's fees, bribes to policy officers and other costs.

Case study 4 – Slavery

Migrant workers have been arrested by Thai Police and sent to the Democratic Karen Benevolent Army (DKBA) an insurgent group in Myanmar involved in conflicts during Myanmar's political instability. The men were then sold on to village headmen or ship owners as lifelong slaves.

Case study 5 – No security against crime

A recent incident in Thailand involved a violent robbery by Thai nationals of Burmese migrants. Gunmen entered a building and threatened the community. The victims were able to capture one of the gunmen and delivered him to the police. The Thai police not only took no action, but released the gunmen who has since made threats to several Burmese women workers from the community.

Despite the significant disadvantages, discrimination and insecurity, the number of Burmese migrants in Thailand are likely to remain high. The Burmese community in Thailand is a key player in addressing the disadvantages, providing support and promoting initiatives of social inclusion. The community support structures are largely organised through religious affiliations. The Christian community is the largest provider of support with programs including training of workers through religious study, assistance with hospital fees and self-help programs. The Buddhist community also provides some self-help program but has very limited resources. Those migrants not affiliated with either of these communities have very few options for support services and therefore are very vulnerable.

The following are some suggestions for measures that could be introduced into policies or taken by the community themselves to address some of the issues highlighted:

1. Establishment of weekend schools staffed by Burmese and international volunteers for migrant children that uses a curriculum in Burmese and enables the children to take the Myanmar government's recognized examination
2. Provision of pathways for migrants to take legal actions against unscrupulous brokers, agents, and officials
3. Establishment of a social security systems that ensures that migrants receive and are paid their full wages and can contribute to reputable and secure healthcare and social security funds
4. Recognition the contribution of the Myanmar workforce to the development of Thailand
5. End slavery by ensuring all workers have access to minimum wages and a work environment that is safe and free from threats and harassment
6. Creation of a network of educated / prominent Burmese expats to act as a think-tank in developing solutions for improving the lives Burmese migrants and raise these issues for dialogue with governments

Working on Social Inclusion with the Private Sector

Girls Rising: a global campaign for girls' education

Girl Rising is a global movement for girls' education launched through the 2013 feature film *Rising* developed through a collaboration of The Documentary Group, Intel and Vulcan.

Educating girls is the smartest investment of our time. Educated girls stand up for their rights, marry and have children later, educate their own children, and their families and communities thrive. Removing barriers such as early marriage, gender-based violence, domestic slavery and sex trafficking means not only a better life for girls, but a safer, healthier and more prosperous world for all. Yet millions of girls around the world face barriers to education that boys do not and 62 million girls are missing from classrooms worldwide.

The mission of the *Girl Rising* campaign is to change the way the world values the girl. In addition to the film *Girl Rising*, the campaign has produced education and advocacy videos, screening guides and free standards-aligned school curriculum materials. The educational materials enables teachers to engage students in meaningful discussion and lessons by encouraging them to think about political, cultural, historical, economic and geographic issues related to educating girls.



[Behind the scenes during the making of *Girl Rising*; World Vision Drop-in Center, India](#)

Photo by Martha Adams, Dina Nemirofsky, 10x10act.org, provided by GIRL RISING (c) 2014

Private sector organisations are often not considered as key contributors to social policy and social inclusion programs, which are normally seen as more in the public realm. But they may be interested to participate in social inclusion programs for a variety of reasons. This can range from a more passive

approach such as providing resources, to an active involvement, such as the role of Intel in the Girl Rising campaign.

The types of participation of private sector organisation participation could be described using three models of corporate social responsibility: a charity model, profit model or an integrated model that combines good for business and good for the world.

The charity model focuses more on improving the image of the company as a responsible corporate citizen. In this model, a company will support programs that fit the image it wants to promote through donations, grants and staff voluntarism.

Corporations may move beyond this and realise that social responsibility is good for business. Healthy workers more days per year; education can help develop future employees; a clean environment is more productive. Essentially these investments can improve profitability, so the company benefits. These type of responses often focus on employees, their families and the immediate community.

An integrated model would go beyond this to tackle global issues for the good of the wider community.

Greater interaction between the spheres of government, civil society and the private sector could be an advantageous model for tackling social inclusion. This provides another level of diversity to the approaches that are possible. The spheres also interact: for example government can encourage private sector inputs through mechanisms such as tax exemptions.

CONCLUSIONS

Social inclusion is a huge topic, definition can be problematic and in many cases comes back to specific focus areas such as disability, human rights or the informal employment sector. It has become part of the global debate on a new vision for sustainable development goals but we know many challenges remain, not least the growing inequalities in many parts of the world.

In order to navigate this complexity we need to develop some tools and actions that can guide further work on tackling the problems and helping people to live in a secure world with a good quality of life. The discussions at the workshop highlight a few critical areas such as good data, identification and promotion of good practices, and measurement, monitoring and evaluation. Some gaps and limitations were also identified. The way forward needs to build on the tools we have but at the same time provide ways of addressing the gaps and limitations.

The workshop participants discussed in detail how good practices can be promoted and identification of gaps and limitations, preparing a series of recommendations.

Recommendations in relation to good practices are:

- Good practice models need to be made available with a clear methodology and details of how the model could be adapted and used in other situations
- Improving dissemination of information on good practices in a way that is accessible, in easy to understand language and is targeted to get to people that can use the information
- Stakeholder networks need to be develop and utilised at many levels including both within and between groups (for example workers, migrants, PWDs, etc), at regional levels, and between government and stakeholders
- Collaboration and interdisciplinarity strengthens projects, both at the regional level and through regional mechanisms such as ASEAN
- NGOs play an important role, often including services, awareness raising and advocacy that should be the responsibility of governments under the Convention
- Capacity building targeted at those involved in delivery of projects should be an integral part of projects

Some examples of good practices from the participants were cited:

- Mainstreaming of disabled children in schools including training of teachers on how to manage and support the students (Lao PDR and Thailand)
- Development of Disability Action Plans by each individual Ministry under the auspices of the National Disability Strategic Plan (Cambodia)
- Bilateral agreements on labour migration (Indonesia, Malaysia)
- Adoption of the ASEAN Human Rights Charter
- International Disability and Development Consortium for sharing information and good practices

Gaps and limitations are sometimes the mirror image of the good practices mentioned above (for example lack of information), but several others were identified:

- Limited human resources and technical capacity in government ministries

- Limited capacity to develop and undertake monitoring and evaluation
- Limited funding in all sectors from government and researchers to the community sector
- Lack of mechanisms to bring together policy-makers and stakeholders for collaboration and dialogue
- NGOs often work in isolation and lack the capacity, outreach and resources to scale up their work, as well as coordination with other NGOs and organisations at local, national and international levels
- Lack of enforcement of regulations, sometimes hindered by corruption, violence and threats
- Limited long term sustainability of initiatives which are often driven by short term funding cycles
- Limited data on many aspects of vulnerabilities, discrimination and types of exclusion, and especially the interaction between different vulnerabilities for example transgender and disability
- Lack of coordination and sharing of information between organisations collecting, storing and analysing data

Suggestions on how to move forward call for a more coordinated approach to change, identifying common issues and addressing them through a common anti-discrimination approach based on human rights. ASEAN could play a role in strengthening this coordination at many levels as they have networks with civil society, with academic institutions and with governments. International organisations could also strengthen their collaboration and coordination with each other and with local, national and regional efforts.

Maintaining the impetus of the ASEAN countries working together initiated through the Bali and Bangkok forums is important in building these networks and layers of collaboration. This could be achieved through regional conferences and activities. This sharing will enable the learning from the three pilot countries to be shared with their ASEAN neighbours and all the member states to take up good practices and other learnings from the pilots.

Other recommendations relate to improving data quality and availability. Systems to identify existing data sets are needed. Also needed is more collaboration in the shaping of data, which should be a more collaborative process involving not only statisticians but policy-makers and civil society. This collaborative information sharing should extend to the informal sector, which is often more inclusive than official activities. This is also important for accountability as this is dependent on the design and implementation of the data process. All of our ASEAN countries have some national statistical centre, this might be a starting point for how some of these improvements can be made.

A suggested starting point is to map the data sources in ASEAN countries looking at government data, research and academic institutions and the civil sector. A data sharing agreement could then be negotiated and the emerging collaboration between the three would provide more opportunities to develop the collaborative type of approach proposed.

Our approach to social policy need to be long term and sustainable. Societies are changing all the time and therefore policies also need to change in response to this and should be regularly revised and improved. Implementation also needs to be sustained through resources and commitment. Policies also need to be adaptable so that they suit different circumstances and needs of the target groups.

Policies and reports on progressing their implementation need to be made available in accessible language. We often use very complex ideas and language and they cannot be understood in the wider community. Examples such as using “traffic light” coding on reports is one way to make these more accessible.

This presentation style could also have benefits with policy-makers. Senior officials often have limited time to read long and complex policies and reports. They will also benefit from more accessible information.

Finally it was proposed that sharing examples of policies that are less successful is also important. This might be due to not fully implementing, resource limitations, or other reasons, but these realities are important to understand and work within in developing new responses. This can also be used to advocate for better resourcing, capacity building, or other requirements to ensure improved implementation in the future.

ANNEX 1: Programme of the Workshop

Thursday, 20 November 2014

8.30-9.00

Registration

**+Session 1
9.00-9.45**

Opening Remarks

Dr GJ Kim, Director and Representative, UNESCO Bangkok and regional Bureau for Education

Moderator: Dr Sue Vize, UNESCO Bangkok

Keynote address

Dato' Sri Dr Noorul Ainur Mohammad Nur, Secretary General of the Malaysia Ministry of Science, technology and Innovation and Vice President (Asia Pacific) UNESCO MOST (Management of Social transformations) Intergovernmental Council

Moderator: Dr Sue Vize, UNESCO Bangkok

**Session 2
09.45-10.40**

Setting the Scene

Tools for formulation of social policies: Challenges and opportunities

Presentation 1: Participatory Approaches to Social Inclusion and Evidence Based Policy Making

Dr Sue Vize on behalf of Ms Golda El Khoury, Chief of Public Policies and Capacity Building Section, UNESCO Paris

Presentation 2: Assessing Rights and Inclusion in Policy

Prof Malcolm Maclachlan, Professor of Global Health, Centre for Global Health & School of Psychology, Trinity College Dublin, Ireland

Moderator: Prof Dr Abdul Rahman Embong, IKMAS, Malaysia

10.40-11.00

Refreshments

**Session 3
11.00-11.55**

Formulation of Social Policies: Data Challenges and Opportunities

Presentation 1: Dr Yanhong Zhang, Senior Specialist, ESCAP Statistical Division

Moderator: Dr Sarinya Sophia, UNESCO Bangkok

Session 4 11.55-12.30	<p>Special presentation: Healing Under Fire - integrating social inclusion in conflict situations Dr Virasakdi Chongsuvivatwong, Project leader Epidemiology Unit, Faculty of Medicine, Prince of Songkla University and UNESCO Chair in Peace and Conflict Studies, established in 2008 at Prince of Songkla University, Thailand</p> <p>Moderator: Dr Sarinya Sophia, UNESCO Bangkok</p>
12.30-13.30	<i>Lunch break</i>
Session 5 14.00-15.20	<p>Tools for policy formulation of social policies: Perspectives from International Organisations</p> <p>Presentation 1: Participatory Approaches to Social Inclusion and Evidence Based Policy Making Ms Priscille Geiser, Handicapped International</p> <p>Presentation 2: Social inclusion from a human rights perspective Mr Christian Courtis, Human Rights Officer, OHCHR Regional Office for South-East Asia</p> <p>Moderator: Prof Mac Maclachlan</p>
15:20-15:35	<i>Tea break</i>
Session 6 15.35-16.40	<p>Social Inclusion in national policy Processes – Presentations by ASEAN Member States</p> <p>Presentation 1: Cambodia Dr. EM Chan Makara, Secretary General, Disability Action Council</p> <p>Presentation 2: Lao PDR Mr Dr. Nouanta Latsavongxay, Vice President/Program Mananger, Lao Disabled People’s Association</p> <p>Presentation 3: Social Inclusion in Vietnam: Issues of policy and practice Prof Dr Dang Nguyen Anh, Director, Vietnam Institute of Sociology</p> <p>Moderator: Dr Sue Vize, UNESCO Bangkok</p>
Session 7 16.40-17.00 19.00	<p>Wrap-up and closing of Day 1: Moderator: Prof Mac Maclachlan</p> <p>Dinner – Four Wings Hotel</p>

Friday 21 November 2014

Session 8
9.00-10.15 **Social Inclusion of Disadvantaged Communities and Poor Groups in South East Asia: Research Perspectives**

Presentation: Initiatives for social inclusion of disadvantaged groups and communities – Some Insights from Malaysia

Prof Abdul Rahman Embong, Malaysian Social Science Association & Institute of Malaysian and International Studies UKM

Moderator: Dr Sarinya Sophia, UNESCO Bangkok

10.15-10.30

Tea break

Session 9
10.30-12.00

Social Inclusion in the Community Sector: Working with Civil Society

Presentation 1: Integrating People with Disabilities into Thai Society

Mr Wasan Saenwian, Christian Care Foundation for Children with Disabilities in Thailand

Presentation 2: Right to Education and Children with Disabilities - Post-2015

Mr Mahesh Chandrasekar, Head of Asia Campaigns and Advocacy Leonard Cheshire Disability

Moderator: Dr Sue Vize, UNESCO Bangkok

Presentation 3: Myanmar

Ms. Hnin Pwint Han, Coordinator, International Center, Bangkok University

12.00-13.00

Lunch break

Session 10
13.00-14.00

Working on Social Inclusion with the Private Sector

Presentation of “Girl Rising” supported by Intel Corporation + discussion

Moderator: Dr Sue Vize, UNESCO Bangkok

Session 11
14.00-16.15

Wrap up and Conclusion of Day 2

Moderator: Prof Mac Maclachlan

16.15-16.30

Closing

ANNEX 2: List of participants of the Workshop

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