



POLICY

Inclusion

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INCLUSION POLICY

1. INTRODUCTION

SeeBeyondBorders' vision is to provide Cambodian children with access to quality teaching and learning at school.

At a minimum, we are committed to disaggregating the data we collect by gender and disability as evidence of our programme and project implementation to identify the numbers of people from marginalized groups who are benefiting from our programme. This includes the number of teachers and children (as far as reasonably identifiable) who have a disability and the number of teachers who are women and the number of girls in the classes that we support. With this information we are then able to review our programmes and projects and develop activities and implementation plans that ensure everyone is able to access and benefit from them. We are committed to looking at our programmes through an inclusion lens: from the position of gender or disability and analysing the impact from the various perspectives. We believe it is important to recognise our limitations and to manage expectations of what can be implemented given our scope and control in the context that we work.

Our work is based on a clear understanding of responsibilities. We believe it is important that we are responsible for treating people fairly and equitably including them as far as possible in all that we do and that we advocate for this across the communities where we implement our programmes. However we recognise that we work in a country where recognition of abilities and differences are not developed to the levels typically expected in donor based countries. Many disabilities for example go undiagnosed whether they be learning difficulties or physical impairments such as poor eye sight or hearing. Similarly minority groups because of ethnicity or sexual orientation for example, may not have the language to self-identify. We do not hold ourselves out to be experts in the identification of difference and rely on information provided by the authorities, such as they are, recognising all its flaws. Within these constraints, we do the best we can and train all our primary stakeholders on the importance of inclusion whether differences are identified or not.

2. PURPOSE OF THE POLICY

The purpose of this policy is to guide SeeBeyondBorders' organisational governance, and programme design and implementation to promote fairness, respect and inclusion. The policy lays out the commitments made by SeeBeyondBorders and its Personnel as defined below, in terms of their responsibility to actively promote inclusion in programmes and within the workplace.

3. SCOPE OF THIS POLICY

This policy applies to all SeeBeyondBorders Personnel, defined as:

- board members and trustees
- current staff and volunteers
- external consultants and contractors (paid or voluntary)
- contracted staff or personnel of contracted organisation and services
- project team participants

and any other person working for or on behalf of SeeBeyondBorders.

This policy also applies to other individuals and third parties who through their association with SeeBeyondBorders may visit our project activities (i.e. donors, Australian, UK and Irish Partner Organisations, service providers) although the management process for these groups may differ in certain aspects given their involvement.

4. WHAT IS INCLUSION?

This policy demonstrates a commitment to the inclusion and representation of those who are vulnerable and those who are affected by the intersecting drivers of marginalisation and exclusion, including but not restricted to factors associated with race, religion, ethnicity, indigeneity, disability, age, displacement, caste, gender, gender identity, sexuality, sexual orientation, poverty, class and socio-economic status.

SeeBeyondBorders recognises that by nature we are working with people and communities who might be amongst the most vulnerable through our programme implementation in Cambodia. However, we acknowledge that even amongst the most vulnerable communities, there are exceptionally marginalized groups of people who might include women or people with disabilities for example. Note that we do not currently work with groups who would identify as indigenous or having a first language that is a minority language but they too may be “exceptionally marginalised”. Within these groups, some people experience multifaceted marginalisation for example women and girls with a disability are more marginalised than women and girls alone. The point is that there is a spectrum of marginalisation or vulnerability. Through an awareness of intersectionality (understanding how aspects of a person’s social and political identities may combine to create unique modes of discrimination), we will work to ensure that everyone is included.

Our primary beneficiaries are primary school teachers, but we believe it is important that our inclusion policy addresses how, through our work, we will promote an inclusive environment throughout the education sector in Cambodia which will potentially impact children, parents, classroom teachers and school leadership. We influence those we work directly with, to think about inclusion and become more active in their approach to the marginalized in their society. We also believe in the active promotion of inclusion within our own workforce and it is a key organizational priority to offer equal opportunities at all levels and to affirmatively promote women within our leadership where possible.

5. DEFINITIONS

Children People aged 18 years and under

Disability A person with episodic or long-term physical, mental, intellectual or sensory impairments, which in interaction with various barriers such as infrastructure design, classroom layout, meeting format, may hinder their full and effective participation in society on an equal basis with others. As identified by the government of Cambodia, disability may be physical, psychological or intellectual.

Gender Although a person's sex stands as a matter of biological fact, gender can denote a range of identities that do not correspond to binary ideas of male and female. Gender roles attributed to women or men in society vary cross culturally according to what things are

considered to be masculine or feminine and a person's gender does not always align with what sex they have been assigned at birth.

Minority Language/dialect	A language that is used commonly in communication by the minority of population of a given society or geographical area.
Sex	Biological determination of being female, male or an intersex variation
Vulnerable	People who may be more at risk of because of their age, health, physical or mental abilities, or economic circumstances and dependencies for their basic needs. This is not limited to children, but could also apply to adults who participate in SeeBeyondBorders' programs.

6. POLICY STATEMENT

This policy sets our commitment to inclusion in the designing, planning and implementation of our programmes and projects. Our belief that inclusion is everyone's responsibility underpins this policy and our strategy to advocate for inclusion and equality throughout our programmes and the communities where we work. We also have a responsibility within our organisation to treat all staff and volunteers, including potential new staff and volunteers, fairly and equally.

As we grow and develop we are committed to identifying what prevents people from accessing our programmes or working with our organisation and making what we consider reasonable adaptations in line with the work we do. We will build our response to inclusion and develop our programme activities in consultation with the communities we work with and with our staff and volunteers. It is vital that we do not have a prescribed list of what and why people may feel excluded, but to promote an organisational culture of fairness and equality and to ensure our personnel are responsible for advocating this in their roles. This being said, we do recognise that there are some people who do generally experience marginalisation.

6.1 OUR LANGUAGE

We adopt language that advocates for a person-centred approach, for example 'a person with a disability' as opposed to a 'disabled person' or a 'person who is a minority language speaker' as opposed to a 'minority language speaking person'. These simple steps to how we communicate will help to advocate for inclusive development and to change attitudes and perceptions amongst the people we work with.

6.2 INCLUSION FOCUS AREAS

6.2.1 Disability

According to the 2011 World Report on Disability, approximately 15% of the world's population has a disability¹. Within Cambodia around 10% of people are living with an identified disability². Since joining the Global Partnership for Education (GPE) in 2006, Cambodia has been striving to make its education system more inclusive and to implement strategies to support people with disabilities to have equitable access to education. This has been supported by a GPE grant to train teachers to better identify children with a disability.³

SeeBeyondBorders welcomes the ongoing support/resources from both Australian and UK governments to ensure disability inclusive development. In Australia, SeeBeyondBorders engages with the DFAT funded resources DID4all⁴, a website containing advice, information, resources and news on how to make programmes and organisations more inclusive, and uses the LearnwithACFID website for further training and resources. In the UK, DFID's Inclusion Strategy has helped shape our own policy and we endorse the principles that people with disabilities are Engaged, Empowered and able to Enjoy their human rights.⁵ We acknowledge our limitations with providing specialist support to people living with a disability as this is beyond our area of expertise, but we firmly believe in our responsibility to support the development of an inclusive education sector where no one is left behind and to provide a fair and equal work environment.

Design Principles

SeeBeyondBorders commits to ensuring our programmes apply the following principles, as far as possible in the context of Cambodia, to ensure activities are accessible to people of all abilities. These are applied to development activities as well as any peripheral work we may occasionally do on building and infrastructure:

Principle 1: Equitable in use

Our programme is communicated in a way that people with diverse abilities understand it. This includes language, format, and presentation of documents. We will endeavour to have our policies and procedures and other key documents available in both English and Khmer.

Principle 2: Flexibility in use

Where possible our programme activities are designed to meet the needs of a wide range of abilities.

Principle 3: Simple and intuitive use

We ensure our programmes are designed so they are easy to understand in the context of the work we do. We are mindful of the Cambodian culture and language particularly.

Principle 4: Perceptible information

We communicate necessary information effectively, regardless of the ambient conditions or sensory abilities as far as practical and possible within the context of our work and the approach may differ across our organisation depending on the given country. We acknowledge the limitations in Cambodia and where possible we will adopt strategies that are relevant such as larger print books, mentoring teachers to bring children with hearing impairments closer to the front of the classroom, holding meetings in places that are accessible and appropriate for everyone to participate fully.

¹ https://www.who.int/disabilities/world_report/2011/report.pdf

² 2014 Demographic Health Survey

³ <https://www.globalpartnership.org/sites/default/files/2018-07-31-gpe-children-with-disabilities-factsheet.pdf>

⁴ <https://www.did4all.com.au/About.aspx>

⁵ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/760997/Disability-Inclusion-Strategy.pdf

Principle 5: Tolerance of error

We appreciate that the context in which we work can make it challenging to apply the same standards as may be expected in more developed countries. However, we aim to minimize hazards and adverse consequences of accidental or unintended actions and always assess the risks.

Principle 6: Low physical effort

Our programmes can be used comfortably by all. This applies particularly to the work we contribute towards infrastructure in schools. Where in the unusual event we are building toilets or classrooms, these will be designed so they are accessible for people with all mobility levels. This also applies to where and when we hold meetings so that all relevant people may attend.

Principle 7: Size and space for approach and use

Where on a limited number of occasions, we support infrastructure development, the design will be adequate to accommodate people regardless of size, shape, posture or mobility including people who require assistance from equipment and / or other people.

SeeBeyondBorders will use the DFAT Accessibility Design Guide⁶ as a reference when planning and implementing activities across our programmes.

In line with DFAT's Development for All 2015-2020 strategy⁷ and DFIDs Strategy for Disability Inclusive Development 2018-2023⁸, SeeBeyondBorders is committed to actively promoting an inclusive education system within Cambodia and to leaving no one behind. Our approach to disability is to identify people with a disability through the relevant authorities; assist teachers with identifying and where possible closing the gaps to equal participation; working with other organisations to provide specialist services where a particular need is identified and it is possible, and where we improve school infrastructure to make such facilities equally accessible. We are also committed to raising awareness of disability amongst our staff and volunteers so they are able to support our stakeholders and beneficiaries to make the education sector more inclusive for people with a disability.

Some of the ways we have or will look to incorporate disability inclusion into our programmes may include:

- Producing books for our literacy programme that feature children and teachers with a disability participating equally
- Incorporating differentiation into our lesson planning and training teachers to do the same
- Consider whether there are ways to improve the accessibility of community meetings
- Communications materials to support parents who have a disability
- Working with local disabled people organisations to help facilitate disability awareness raising training and workshops with teachers and parents

Our strategy and activities for inclusion will be steered by our programme research and design, which will be in consultation with our technical teams, stakeholders and beneficiaries. Consultation with people with disabilities will form part of our planning process and included in any planning/design templates or tools. Similarly we will have strategies in place to enable people with disabilities to

⁶ <https://dfat.gov.au/about-us/publications/Documents/accessibility-design-guide.pdf>

⁷ <https://dfat.gov.au/about-us/publications/Documents/development-for-all-2015-2020.pdf>

⁸ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/760997/Disability-Inclusion-Strategy.pdf

participate in decision-making, the first step of which would be to consider what the current barriers to participation might be.

Our commitment to raising awareness amongst staff, volunteers, stakeholders and beneficiaries will promote responsibility within the education sector and communities to provide a fair and equal environment for people with a disability and to recognise that people with a disability can participate in society equally.

In the Workplace

As well as actively promoting disability inclusion across our programmes, we are also committed to ensuring, where possible, our workplace is accessible for people of all abilities. By its nature, the work we carry out is primarily conducted in communities and schools such that many of the responsibilities of our staff require that they have a level of mobility to undertake the job successfully. Although, we acknowledge the operating environment in Cambodia to be different from more developed countries, we believe it is our duty to ensure anyone working for or on our behalf should not be put at unnecessary risk and will follow our Risk Management and Human Resource policies and procedures to ensure we maintain a safe working environment for all.

When deciding the suitability of a person to undertake a role within the organisation we will consider the risks and how we can ensure they have a safe working environment and assess each case on its own merit. We are committed to making reasonable adaptations to the workplace and role expectations, but ultimately need to balance this with the role of the organization and cost implications. We need to make sure we recruit the most qualified and experienced people for the roles to ensure we deliver our programme to the highest quality.

Some of the ways we have or will look to incorporated disability inclusion into our recruitment processes may include:

- Incorporating the Washington Group Short Set questions⁹ as recommended by DFID
- Consider office accessibility, including steps, and room/desk set up for employees with a physical disability

6.2.2 Gender

Gender is not necessarily defined by sex, although we must acknowledge the traditional definitions particularly in Cambodia and the gender roles identified and accepted by society based on sex: females = girls and women, males = boys and men. Gender equality is about providing or advocating for equal opportunities, rights and responsibilities for everyone regardless of their identified gender. It does not mean that everyone is the same. SeeBeyondBorders understands the difference between gender and sex and is active in working towards all staff, volunteers, visitors, stakeholders and beneficiaries having an awareness of the difference to support gender mainstreaming across our programme and within the education sector of Cambodia. By raising awareness we are advocating for people in the communities we work with to take responsibility for providing fair and equal opportunities for everyone.

⁹ <https://www.ukaidirect.org/wp-content/uploads/2016/04/UKAD-Guidance-Disability-Inclusion.pdf>

Gender equality is a fundamental human right embodied in the Universal Declaration of Human Rights¹⁰ and the Rights of the Child¹¹. It is also a core commitment of the global development agenda under Sustainable Development Goal 5: Achieve gender equality and empower for all women and girls¹².

As with almost all societies, gender inequalities are manifestly prevalent in Cambodia. This is particularly the case in situations relating to violence and the exploitation of women, which while being an issue that it is essential to address, falls broadly outside the scope of our work. Within the education sector, women now do better than men in terms of both achievement and participation, although the differences within the context of where we work are small and relate primarily to demographics.

We look to promote education for all, female and male alike and show a balance in our work. We actively look to promote child safe environments and safeguard children and vulnerable people. We also look to promote the importance of respect for women and for their promotion to positions of influence and power.

Some of the ways we have or will look to incorporate gender inclusion into our programmes may include:

- Producing books for our literacy programme that feature girls and women in leadership positions and/or positively making decisions that affect them
- Discouraging the use of traditional 'gender roles' where we continue to support Sport and Health programmes
- Training teachers and community members on menstrual health and hygiene to improve attendance amongst girls throughout primary school
- Advocating for representation from women on school committees
- Gather greater understanding as to how we could better promote women in positions of influence and power by running focus groups or workshops. Then work with School Principals and the District Offices of Education to promote women teachers into school leadership positions and to enable women teachers to take up roles as mentors and senior mentors in our Quality Teaching programme.
- Where we participate in the further development of infrastructure at schools, ensure these developments are culturally acceptable and suitable for girls and women, particularly for toilets, changing facilities, and classroom layouts.

This list is not definitive; our strategy and activities for inclusion will be steered by our programme research and design, which will be in consultation with our technical teams, stakeholders and beneficiaries.

In the Workplace

As well as actively promoting gender equality across our programmes, we are also committed to ensuring that all our staff and volunteers have equal opportunities for career progression and professional development. We acknowledge the operating environment in Cambodia is different from more developed countries and the societal and cultural norms can have an impact on equality. However, we are active in promoting gender equality and take this one step further by affirmatively advocating for a greater representation from women amongst our leadership team.

¹⁰ https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf

¹¹ <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

¹² <https://sustainabledevelopment.un.org/sdg5>

We:

- aim to have a 50:50 balance of men and women on our Board and Leadership Team
- state in our recruitment process that we actively encourage women to apply for all roles
- have flexible working policies and procedures that enable men and women to balance their work and family commitments, but particularly women who, in Cambodia, traditionally fulfil household and childcare responsibilities
- are committed to equal pay based on job roles and commensurate with qualifications and experience.

6.2.3 Children and Vulnerable People

Children living in poverty are at risk of exclusion for a variety of reasons. SeeBeyondBorders endeavours to minimise the risks and actively promote opportunities for children to engage positively in school and their own education. Although SeeBeyondBorders main focus is on the quality of teaching, we recognise that at times some children and families will benefit from additional support that will make the difference to them being able to attend school regularly. Our Community Engagement Focus Area sets out our strategy for this work, with programme initiatives including:

- Conditional Cash Payments (CCP) for families whose children would otherwise have left school
- Provision of a bicycles to CCP children who cannot safely get to school because they live too far away to walk
- An emergency health care fund for children who become sick and cannot afford to access health care meaning they are absent from school longer than is necessary.

We also acknowledge that teachers may face challenges with fulfilling their teaching role and fully participating in our programmes. Our programmes are designed to align closely with teachers' normal work schedules and to ensure teachers are not financially burdened by their participation.

7. POLICY MANAGEMENT

This Policy has been approved by the Australian Board and the Trustees of SeeBeyondBorders' other entities as noted below.

Amendments and or developments will be recommended to the Board from time to time as deemed appropriate by senior management. Formal reviews will take place before the expiry of three years from the anniversary date of approval by the Board. Recommendations for minor changes can be approved by the CEO before the expiry of three years, and recommendations for changes to the background or policy in practice can be approved by the relevant Sub-Committee.

Doc ref	Doc type	Approved by Australian Board Date	Minute ref.	Approved by UK Trustees Date	Minute ref	Approved by Irish Board Date	Minute ref
	Policy Review	Board 12 Nov 2019	Item 5			N/A	N/A
IP/11/2019/1.1	Policy Update	CEO June 2020	CEO File Note 28 Jun 2020	Trustees 18 th July 2020			