

PONLOK CHOMNES II

DATA AND DIALOGUE FOR DEVELOPMENT IN CAMBODIA

GUIDELINES FOR INCLUSIVE DIALOGUE



CONTENTS

Acronyms	i
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1	
ABOUT THE GUIDE	1

2	
HOW TO USE THIS GUIDELINES DOCUMENT	5

3	
TYPES OF DIALOGUE	9

4	
THE CHECKLIST FOR INCLUSIVE DIALOGUE	13

4.1. Checklist for Designing an Inclusive Dialogue	13
4.2. Checklist for Level of Inclusion in Dialogue	19
4.3. Checklist for Levels of Participation in Dialogue	22
4.4. Checklist for an Inclusive Budget	24
4.5. Checklist for Dialogue Evaluation	26

05

THE GUIDELINES

30

5.1. Introduction	30
5.2. Topics	31
5.3. Approach	32
5.3.1. Agenda	32
5.3.2. Organising Team	33
5.3.3. Facilitators	34
5.3.4. Engagement	35
5.3.5. Stakeholders	36
5.4. Level of Inclusion	37
5.4.1. Levels of Inclusion and Their Application	37
5.5. Level of Participation	41
5.6. Accessibility	43
5.6.1. Accessibility for Persons with Disabilities	45
5.6.2. Accessibility for Historically Underrepresented Groups	47
5.7. Evaluation	62
5.7.1. Formative Evaluation (Pre-dialogue assessment)	62
5.7.2. Summative Evaluation (Post-dialogue assessment)	64
5.7.3. Additional Evaluation Tools	67
5.7.4. Measuring Inclusion: Indicators for Effective Inclusion in Dialogue	68

06

ANNEXES

69

6.1. Step to organising a face-to-face policy dialogue	69
6.2. Level of Inclusion	71
6.3. Inclusive Budget	82
6.4. Support services for persons with disabilities	83
6.5. List of institutions that support/work on disabilities	87
6.6. List of institutions that support/work on gender equality	91
6.7. List of institutions that support/work on social inclusion	95
6.8. List of GEDSI expert	98
6.9. Glossary	102
6.10. Example of typical components of panel-based dialogue event	112
6.11. Evaluating Level of Inclusion	114
6.12. Example of Pre- and Post-dialogue Evaluation	116

ACRONYM

ABC	Association of the Blind in Cambodia
ACCESS II	Australia-Cambodia Cooperation for Equitable Sustainable Service – Phase 2
ADB	Asian Development Bank
ADD	Action in Disability and Development
ADIC	Analyzing Development Issue Center
ANKO	Akphivath Neary Khmer Organization
CABDICO	Capacity Building for Disability Cooperation
CAMBOW	Cambodian Committee for Women
CBR	Community-Based Rehabilitation
CCC	Cooperation Committee for Cambodia
CDMD	Cambodian Development Mission for Disability
CDPO	Cambodian Disabled People’s Organization
CDRI	Cambodia Development Resource Institute
CHEC	Cambodian Health and Education for Community
CICP	Cambodian Institute for Cooperation and Peace
CIF	Children in Family Organization
CIPL	Organization Conserve Indigenous People Language
CIPO	Cambodia Indigenous Peoples Organization
CKS	Center for Khmer Studies
COMFREL	Committee for Free and Fair Election in Cambodia
COWS	Cambodian Organization for Woman Support
CPS	Centre for Policy Studies
CRPD	Convention on the Rights of Persons with Disabilities
CRPD	Rights of Persons with Disabilities
CSOs	Civil Society Organisations
CWCC	Cambodian Women’s Crisis Center
CWDA	Cambodian Women’s Development Agency

CWDCC	Children and Women Development Center in Cambodia
DAC	Development Assistance Committee
DDP	Deaf Development Programme
DDSP	Disability Development Services Program
EPC	Essential Personal Cambodia
EWV	Exceed Worldwide
FF	Future Forum
GADC	Gender and Development for Cambodia
GBV	Gender-Based Violence
GEDSI	Gender Equality, Disability, and Social Inclusion
GESI	Gender Equality and Social Inclusion
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GLAAD	Gay and Lesbian Alliance Against Defamation
HHC	Hands of Hope Community
HI	Humanity and Inclusion
IAP2	International Association for Public Participation
ICCPR	International Covenant on Civil and Political Rights
ICSO	Indigenous Community Support Organization
IFAP	Information for All Programme
IPs	Innovation Partners
KPF	Komar Pikar Foundation
KWVC	Khmer Women's Voice Center
LGBT	Lesbian, Gay, Bisexual, Transgender
LGBTI	Lesbian, Gay, Bisexual, Transgender, or Intersex
LGBTQI+	Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and Others
LICADHO	Cambodian League for the Promotion and Defense of Human Rights
MSC	Marist Solidarity Cambodia

MVi	My Village Organization
NGOs	Non-Governmental Organisations
OECD	Organisation for Economic Co-operation and Development
OIC	Organization to Improve Communication
OPDs	Organisations of People with Disabilities
P&O	Prosthetist-Orthotists
PAfID	People’s Action for Inclusive
PC	Ponlok Chomnes
PCII	Ponlok Chomnes – Phase II
PLHIV	People Living with HIV
PPCIL	Phnom Penh Center for Independent Living
PSE	Pour un Sourire d’Enfant’s
PwDs	Persons with Disabilities
Q&A	Question and Answer
RGC	Royal Government of Cambodia
ROCK	Rainbow Community Kampuchea Organization
SAC	Social Action for Change
SPs	Strategic Partners
TAF	The Asia Foundation
TIF	Transformative Inclusion Framework
UN	The United Nations
UNDP	United Nations Development Programme
UNWOMEN	United Nations Entity for Gender Equality and the Empowerment of Women
VAWCC	Violence Against Women and Children of Cambodia
WHO	World Health Organization
WIC	Worker’s Information Center
WMCC	Women Media Centre of Cambodia
WNU	Women’s Network for Unity
WOMEN	The Women Organization for Modern Economy and Nursing
WPM	Women Peace Makers

1

ABOUT THE GUIDELINES



The Ponlok Chomnes II (PCII): Data and Dialogue for Development in Cambodia program is a four-year initiative funded by the Australian Government from 2023 to 2027. Its primary goal is to enhance the quality and relevance of public policy decisions made by the Royal Government of Cambodia (RGC).

Building on the success of Ponlok Chomnes I (2019-2023), which aimed to strengthen the capacity of Cambodian knowledge sector institutions to produce research that informs public policy, Ponlok Chomnes II (2023-2027) seeks to ensure that these decisions are grounded in evidence and inclusive dialogue. The program emphasises the importance of providing Cambodian policymakers with high-quality information to support this process. Ultimately, it aspires to garner wide acceptance and appreciation among policymakers and stakeholders of the value of inclusive dialogues and evidence-based decision-making, establishing this as standard practice in Cambodia.

²Glossary – Ponlok Chomnes: Data and Dialogue for Development in Cambodia, <https://policypulse.org/publications/references/glossary-ponlok-chomnes-data-and-dialogue-for-development-incambodia/>

³Ibid.



PCII defines **“dialogue”** as an exchange of information, ideas, or opinions between parties through spoken or written means. Its goals can range from mutual understanding to exploring topics. It is versatile and useful for clarity, learning, or building relationships. In a policy context, dialogue refers to a structured and purposeful conversation or discussion among various stakeholders, including government officials, experts, researchers, Civil Society Organisations (CSOs), and the public, aimed at sharing knowledge, identifying ways to address specific policy issues or opportunities and ultimately inform the development, implementation, or revision of policies and initiatives.² However, not all dialogue meaningfully engages or includes all relevant parties. This is where inclusive dialogue comes in.

“Inclusive dialogue” in the context of PCII involves fostering open and participatory conversations among diverse stakeholders, including women, people with disabilities, ethnic minorities, sexual minorities (LGBTQI+ individuals), and other underrepresented groups. It aims to ensure that all voices are heard, respected, and are able to actively contribute to policy discussions. Inclusive dialogue promotes collaborative decision-making and enabling diverse perspectives to be able to be incorporated into policy processes.³

Recognising the importance of inclusive dialogue, PCII initiated the development of the “**Guidelines for Inclusive Dialogue**” to offer clear, practical steps and approaches for fostering such dialogues. These guidelines aim to assist stakeholders in creating and facilitating conversations that are not only inclusive but also productive, ensuring that the diverse needs and insights of all relevant parties are integrated into the decision-making process. The goal is to promote collaborative decision-making and the incorporation of diverse perspectives into policy processes, thereby enhancing the overall quality and relevance of public policies in Cambodia.

The Guidelines for Inclusive Dialogue were developed in collaboration with the PCII’s partners, including the Strategic Partners (SPs)⁴ and the Gender Equality, Disability, and Social Inclusion (GEDSI) Consortium.⁵ The SPs and GEDSI Consortium shared their practical experience and knowledge that draws from their involvement in various dialogue formats, such as dissemination workshops, academic seminars, community consultations, strategic direction discussions, roundtables, and conferences. Additionally, secondary sources were reviewed to explore different dialogue models and practices.

⁴Strategic Partners include the Cambodia Development Resource Institute (CDRI); Center for Khmer Studies (CKS); Centre for Policy Studies (CPS); and Future Forum (FF). For more information about the Strategic Partners, please [click here](#).

⁵GEDSI Consortium includes the Cambodian Disabled People’s Organization (CDPO), Gender and Development for Cambodia (GADC), and Women Peace Makers (WPM). For more information about the GEDSI Consortium, please [click here](#).

⁶Innovation Partners receive the Ponlok Chomnes Innovation Fund, which is a competitive process for Cambodian organisations to propose and test their innovative ideas in response to emerging policy opportunities/ issues either at the national or subnational level. For more information about the Innovation Partners, please [click here](#).

The main audience of this document is PCII's partners, such as SPs; Innovation Partners;⁶ Collaborative Research Partners; the GEDSI Consortium; the Technical Steering Committee;⁷ and Ministry Focal Points.⁸ Additionally, other researchers, students, and practitioners may refer to this document and choose to adopt its guidelines at their discretion.

The Guidelines for Inclusive Dialogue are designed as to be a living document, meaning they can change and improve over time in response to new insights, experiences, and stakeholder feedback. This ensures that the guidelines remain relevant and effective in fostering inclusive conversations within the policy-making process. By regularly updating the guidelines based on feedback and new challenges, they aim to support a responsive policy environment in Cambodia, ensuring that different viewpoints are considered in decision-making.

⁷Technical Steering Committee is a semi-formal body consisting of approximately 12 members to support implementation and ensure active engagement and ownership of the government. Members include representatives from the ministries actively involved in policy planning, implementation and review processes; technical experts; key informants and representatives from academia and civil society organisations involved in diverse policy processes. For more information about the Technical Steering Committee, please [click here](#).

⁸Ministry Focal Points are the select government representatives engaging with the Ponlok Chomnes Program on information exchange, participation in the Program's policy dialogue, connections facilitation, and participation in capacity-building activities. For more information about the Ministry Focal Points, please [click here](#).

2

HOW TO USE THIS GUIDELINES DOCUMENT



This guide provides step-by-step instructions on how to use the Guidelines for Inclusive Dialogue effectively.

Understanding the Structure of the Guidelines

The document is divided into six key sections:

I

ABOUT THE GUIDELINES

About the Guidelines – An overview of the Ponlok Chomnes Program, definitions of dialogue and inclusive dialogue, and the development process of this document.

II

HOW TO USE THIS GUIDELINES DOCUMENT

How to Use This Guidelines Document – A summary to help users quickly understand the content.



III

TYPES OF DIALOGUE

Types of Dialogue – A description of commonly used dialogue formats, including their characteristics, purpose, scope, participants, and goals.

IV

THE CHECKLIST FOR INCLUSIVE DIALOGUE

The Checklist for Inclusive Dialogue – A practical checklist to help in planning and assessing the inclusivity of dialogues.

V

THE GUIDELINES

The Guidelines – Detailed considerations for organising inclusive dialogues, including topics, facilitation, engagement strategies, and evaluation methods.

VI

ANNEXES

Annexes – Additional resources, including steps for organising a policy dialogue, inclusive budgeting, and lists of relevant institutions and experts.



USING THE CHECKLIST FOR INCLUSIVE DIALOGUE

This section contains a practical checklist to ensure that a dialogue is inclusive, covering:



Designing an inclusive dialogue



Budgeting for inclusivity



Assessing levels of inclusion



Dialogue evaluation



Evaluating participation



APPLYING THE GUIDELINES

The guidelines provide detailed steps for planning and executing inclusive dialogues, covering:

- ☐ Setting objectives
- ☐ Choosing an approach
- ☐ Structuring the agenda
- ☐ Assembling the organising team
- ☐ Engaging stakeholders
- ☐ Ensuring accessibility for persons with disabilities and Underrepresented groups
- ☐ Evaluating dialogue effectiveness using formative and summative Assessments



UTILISING THE ANNEXES

The annexes serve as a resource hub, including:

- ☐ Steps for organising face-to-face policy dialogues
 - ☐ Guidelines on inclusive budgeting
 - ☐ Support services for persons with disabilities
 - ☐ Lists of organisations working on gender equality, social inclusion, and disabilities
 - ☐ Contact information for GEDSI (Gender Equality, Disability, and Social Inclusion) experts
 - ☐ Example of typical components of panel-based dialogue event
 - ☐ Evaluating Level of Inclusion
 - ☐ Example of Pre- and Post-dialogue Evaluation
 - ☐ Example of Dialogue Modals
-



ADAPTING THE GUIDELINES TO YOUR CONTEXT

While primarily designed for program partners, these guidelines can be used by anyone aiming to organise inclusive dialogues.

Since they are not context-specific, users should adapt them to their cultural and contextual needs.

By following this guide, you can effectively navigate and apply the Guidelines for Inclusive Dialogue to create more inclusive and impactful discussions.

3

TYPES OF DIALOGUE



The table below illustrates some common types of dialogue that have been used by most organisations. It is encouraged other organisations to explore different types of dialogue that suitable to their specific context.

CRITERIA	ROUNDTABLES	POLICY DIALOGUES	CONSULTATION WORKSHOP	FOCUS GROUPS	CREATIVE APPROACH
Characteristic	Provide an intimate, expert level dialogue setting focused on a specific issue or topic.	Are broad, structured discussions aimed at shaping collaborative decision-making and influencing policy development.	Engage stakeholders in participatory discussions to gather feedback, ensuring their perspectives are reflected in decisions.	Are small, targeted discussions designed to collect in-depth feedback from specific demographic or stakeholder groups.	To create any dialogue that could be approachable and accessible to any participants based on activity. E.g., such as World Café and Gallery Walk (The organisers require to seek for appropriate and approachable in regarding to the objectives of the dialogue. This creative dialogue could assist the participants insightful participations)
Purpose	To generate expert opinions and share in-depth knowledge on a specialised topic through focused, structured discussion.	To analyse policy issues, develop practical recommendations, and facilitate informed decision-making among stakeholders.	To gather input, feedback, and stakeholder opinions on specific policies, projects, or issues to inform decisions.	To gain qualitative insights from participants, delving into their opinions, experiences, and unique needs regarding a particular issue or policy.	To links across social, political, cultural, and disciplinary barriers that might have been otherwise impossible to connect and opens the possibilities for change, transformation, knowledge that participants face the challenges

CRITERIA	ROUNDTABLES	POLICY DIALOGUES	CONSULTATION WORKSHOP	FOCUS GROUPS	CREATIVE APPROACH
SCOPE	Narrowly focused on specific issues, drawing on specialised insights from a smaller group.	Focuses on a specific policy issue or a set of related topics to drive policy changes.	Focused on addressing a particular policy area, project, or initiative, aiming to collect broad viewpoints for well-informed outcomes.	Narrowly focused on specific issues or demographic groups, allowing for a more personal and detailed understanding.	Focuses on a specific participant to reach out to their communities, developing cross-cultural connections and fostering cooperation across religious and social boundaries.
LEVEL	Expert-Level—participants are usually well-versed or directly involved with the issue, providing high-level insights and actionable recommendations.	Policy-Level—engages a diverse range of participants to ensure that the resulting policy recommendations are well-rounded and reflective of different perspectives.	Stakeholder-Level—engages a wide range of stakeholders to ensure the decision-making process is inclusive, transparent, and aligned with community needs.	Community or Demographic-Level—gathers insights from a focused group to capture the unique needs and priorities of specific communities or demographics.	Follow other types of dialogue (roundtables/policy dialogues/consultation workshop/focus groups)

CRITERIA	ROUNDTABLES	POLICY DIALOGUES	CONSULTATION WORKSHOP	FOCUS GROUPS	CREATIVE APPROACH
PARTICIPANTS	Small groups of subject matter experts, policymakers, or key stakeholders closely connected to the topic.	A mixed group of policymakers, researchers, civil society representatives, and the public to provide comprehensive input.	A diverse range of stakeholders, including community members, civil society organisations (CSOs), experts, and government representatives, particularly those affected by the issue.	Small, selected groups (typically 6-12 individuals) representing specific communities or demographics, enabling a deeper, more personalised discussion.	Follow other types of dialogue (roundtables/policy dialogues/consultation workshop/focus groups)
GOAL	To deeply explore a specific issue, present diverse viewpoints, and produce expert recommendations to inform policy or decision-making.	To build understanding, foster collaboration, and achieve consensus on effective policy solutions.	To promote inclusivity and transparency in decision-making and ensure that policies reflect the needs and concerns of affected stakeholders.	To capture nuanced, qualitative data that helps in understanding participants' perspectives, informing relevant and responsive policies or initiatives.	Follow other types of dialogue (roundtables/policy dialogues/consultation workshop/focus groups)

4

THE CHECKLIST FOR INCLUSIVE DIALOGUE



This section presents a series of checklists summarising the detailed sections created according to the guidelines. It includes checklists for organising an inclusive dialogue, evaluating dialogue, assessing the level of inclusion in dialogue, measuring levels of participation, and planning an inclusive budget.

4.1. CHECKLIST FOR DESIGNING AN INCLUSIVE DIALOGUE

When you begin designing or developing a dialogue, you should review the checklist below for important elements that make your dialogue more inclusive.

TITLE	GUIDES	YES	NO	NOTES
Introduction	Identify the problem or context/ background and problems linked with underrepresented group	☐	☐	☐
	Explain the rationale behind the dialogue	☐	☐	☐
	Define objectives (no more than three)	☐	☐	☐
Topic selection	Ensure that the topic relates to the main objectives set out in the introduction	☐	☐	☐
		☐	☐	☐
	Select themes that are comprehensive enough to encourage in-depth discussions			
Agenda	Location: Determine if the setting is urban or community-based and confirm that there are available and accessible facilities; determine whether there will be a virtual participation option	☐	☐	☐
	Time: Schedule a timeframe that allows for meaningful discussion without overwhelming participants. The organiser should avoid long discussions or extended sessions. To support the meaningful participation of people with disabilities, it is important to provide the break time that allows them to engage in stretching exercise or other physical activities.	☐	☐	☐
	Activities: Outline activities and their sequence	☐	☐	☐

TITLE	GUIDES	YES	NO	NOTES
Agenda	Participants: Include a list of participants, if possible, in the agenda so everyone is aware. In lists of participants, the different social groups such as sex, PWDs, LGBTIQ+, etc. Should be noted. The needs of different social groups should be listed in advance and their strategies to overcome the need should be proposed in order that they can join actively in dialogues.	☐	☐	☐
	Topics: List the topics/sessions on the agenda so that the participants can understand the flow of events	☐	☐	☐
Organising Team	Assemble a collaborative team that includes key stakeholders and partners	☐	☐	☐
	Make sure team members are well-versed in the dialogue's themes	☐	☐	☐
	Establish a collaborative dynamic within the team, where each member understands their roles and contributions	☐	☐	☐
	Ensure that there is clear communication and shared responsibilities amongst the organising team to ensure the dialogue runs smoothly	☐	☐	☐
	Build a team that reflects diverse perspectives, backgrounds, and expertise	☐	☐	☐

TITLE	GUIDES	YES	NO	NOTES
Facilitator	Actively invite input from all participants, especially those who may be less vocal, by asking open-ended questions and acknowledging different viewpoints, or allowing different ways of providing input such as written notes	☐	☐	☐
	Establish ground rules at the outset that promote respect, active listening, and open-mindedness	☐	☐	☐
	Recognise that participants may have varying comfort levels and communication styles	☐	☐	☐
	Be mindful of potential power dynamics that may affect participation	☐	☐	☐
	Set the tone by using language that is inclusive and accessible to all participants	☐	☐	☐
	Periodically check in with participants to ensure that everyone is following the discussion and feels included	☐	☐	☐
Engagement	Commitment: Willingness to learn, share, and apply new knowledge	☐	☐	☐
	Relevance: Invite participants whose roles, experiences, or interests align with the topic	☐	☐	☐
	Active Participation: Encourage participants, including different social group representatives to be actively involved throughout the process	☐	☐	☐

TITLE	GUIDES	YES	NO	NOTES
Stakeholders: Limit the number of participants to maintain focus. Include only those with relevant influence or commitment capacity. Strategically select participants with aligned interests and influence.	National: Policy makers, relevant ministries, technical working groups	☐	☐	☐
	Sub-National: Local authorities, community leaders	☐	☐	☐
	CSOs, Development Partners, Private Sector: Relevant NGOs, embassies, enterprises	☐	☐	☐
	Research Institutions: Universities, think tanks	☐	☐	☐
	Grassroots and Underrepresented groups: Community leaders, people with disabilities, ethnic minorities, women, rural residents, sexual minorities (LGBTQI+), people with multiple marginalised identities	☐	☐	☐
	Media: Engage relevant media representatives	☐	☐	☐
General Inclusivity Principles	Diversity: Promote inclusivity across various identities (gender, ethnicity, disability, geographic origin, etc.)	☐	☐	☐
	Tackling bias: Recognise and address biases	☐	☐	☐
	Sharing power: Foster mutual respect and empower diverse voices	☐	☐	☐
	Culture of belonging: Emphasise equity and inclusivity	☐	☐	☐
	Valuing diverse knowledge: Value traditional and lived experiences	☐	☐	☐
Accessibility for Persons with Disabilities	Physical Spaces: Ensure that there are ramps, elevators, accessible restrooms, wide doorways, quiet space, and a virtual participation platform	☐	☐	☐
	Parking and Transportation: Ensure accessible parking and transport options	☐	☐	☐

TITLE	GUIDES	YES	NO	NOTES
	Information and Communication: Offer subtitled videos, Braille, sign language interpreter, easy-to-read communication materials, note-taker, etc.	☐	☐	☐
	Reasonable Accommodation: Ensure customised adaptations for specific needs	☐	☐	☐
	Event Structure: Build in breaks	☐	☐	☐
Accessibility for Historically Underrepresented Groups	Establish Ground Rules: Start every meeting by setting clear rules that promote respect, foster open dialogue, and ensure a discrimination- and harassment-free environment	☐	☐	☐
	Ensuring Linguistic Accessibility for All Participants: Offer translation, written materials, and encourage participants to speak their own language	☐	☐	☐
	Facilitator Training: Ensure that the facilitators are culturally competent, recognise LGBTQI+ sensitivities and unconscious bias, are attentive to power imbalances, practice active listening, and respect participant's privacy	☐	☐	☐
	Ensuring Accessibility in Budgeting for Ethnic Communities, People with Disabilities, Underrepresented Groups, and LGBTQI+ Individuals: prioritise accessibility in budgeting, establish dedicated funds, address intersectional barriers,	☐	☐	☐
	Enhancing Inclusive Accessibility for Pregnant Women and Mothers: physical accessibility, flexible timing, virtual participation, health and support services, childcare services, inclusive language and facilitation, emotional and social support	☐	☐	☐

TITLE	GUIDES	YES	NO	NOTES
Inclusive Language in Communication	For people with disabilities, use people-first or identity-first or neutral language based on participants' preference. When not sure, use person-first language and change if needed	☐	☐	☐
	Respect individual preferences for identifiers and pronouns	☐	☐	☐
	Mention demographic details only when relevant	☐	☐	☐
	Arrange translation or interpreter services in advance if needed	☐	☐	☐
	Confirm participants' preferred languages	☐	☐	☐
	Avoid assumptions	☐	☐	☐
Consider Dietary Needs	Respect dietary restrictions (allergies, cultural preferences, religious needs)	☐	☐	☐
Continuous Improvement	Gather feedback from participants to enhance future events	☐	☐	☐
	Maintain flexibility and adapt based on feedback to improve accessibility and inclusiveness	☐	☐	☐

4.2. CHECKLIST FOR LEVEL OF INCLUSION IN DIALOGUE



- After you design your dialogue, the checklist below provides some input for consideration regarding the level of inclusion.
- We understand that we want to achieve meaningful engagement and deep integration of our dialogue. However, it will take several practices and trials to reach there.
- **Therefore, we encourage you to commit to Medium Inclusion (Growing Commitment) for dialogue funded by the program.**

TITLE	BASIC PARTICIPATION - SURFACE-LEVEL ENGAGEMENT	GROWING COMMITMENT - MEDIUM INCLUSION	MEANINGFUL ENGAGEMENT AND DEEP INTEGRATION
OBJECTIVE	Establish foundational inclusivity awareness	Increase representation and support for underrepresented group participation	Promote systemic change and empower marginalised voices in policy and decision-making
CHARACTERISTICS	Accessibility Basic feedback mechanisms Demographic representation Creating a secure space	Enhanced demographic representation Structured feedback collection Discussion on power dynamics Creating a secure space	Comprehensive demographic representation Regular feedback leading to tangible changes Active support for underrepresented voices Creating a secure space
INDICATORS	Aim for at least 10% participation from underrepresented groups Collect basic feedback on inclusivity, accessibility, and participant experience	Target 30% participation from underrepresented groups Collect feedback on inclusivity, accessibility, and participant experience and share feedback in follow-up meetings and address areas for improvement	Aim for 50% or more participation from underrepresented groups Implement ongoing feedback loops, leading to adjusted dialogue topics and approaches

TITLE	BASIC PARTICIPATION - SURFACE-LEVEL ENGAGEMENT	GROWING COMMITMENT - MEDIUM INCLUSION	MEANINGFUL ENGAGEMENT AND DEEP INTEGRATION
STRATEGIES	Conduct introductory meetings to outline goals Use demographic assessments and feedback forms to evaluate experiences	Organise sessions focusing on power dynamics and representation Use focus groups and mapping exercises to explore marginalised perspectives Collect demographic data and organise community forums	Form advisory committees with diverse representatives Develop inclusive materials and offer financial assistance where needed Conduct training on anti-bias practices, leverage technology, and establish mentorship programs
CHALLENGES	Limited discussion on diverse representation, hierarchical dynamics, time constraints, and insufficient preparation	Risks of tokenism, limited feedback, cultural misunderstandings, and resource constraints	Logistical complexities, power dynamics, resistance to change, sustaining engagement, resource constraints, and measurement complexity
INCLUSION LEVEL	Minimum Inclusion Focuses on basic representation and accessibility without deeply engaging or empowering participants	Medium Inclusion Fosters active participation but may lack deep empowerment or transformative structural changes	High Inclusion Drives systemic change by addressing power dynamics and actively empowering marginalised voices

4.3. CHECKLIST FOR LEVELS OF PARTICIPATION IN DIALOGUE



- After we set the level of inclusion in our dialogue that we want to achieve, it is important to define tools and approaches to ensure active and meaningful participation during the actual dialogue.
- The table below illustrates five levels of participation.
- We understand that we want to achieve Level 5: Empowerment. However, it will take several practices and trials to reach there.
- **Therefore, we encourage you to commit to Level 3: Involvement for dialogue funded by the program.** It is important for ongoing conversation with relevant stakeholders and provide a space where participants play an active role in shaping decisions, and their feedback is deeply considered.

TITLE	LEVEL 1: INFORM	LEVEL 2: CONSULT	LEVEL 3: INVOLVE	LEVEL 4: COLLABORATE	LEVEL 5: EMPOWER
PURPOSE	Provide participants with essential information to help them understand issues, decisions, or processes	Seek feedback from participants on options or decisions, but final decisions are made by the organisers	Engage participants actively throughout the dialogue to ensure their concerns are considered in decisions	Partner with participants in all aspects of dialogue, including agenda-setting, decision-making, and control over outcomes	Transfer final decision-making authority to participants

TITLE	LEVEL 1: INFORM	LEVEL 2: CONSULT	LEVEL 3: INVOLVE	LEVEL 4: COLLABORATE	LEVEL 5: EMPOWER
APPLICATION	One-way communication from organisers to participants; participants are not expected to influence decisions	Two-way communication; organisers present information and gather feedback, but participants do not make final decisions	Ongoing dialogue: participants play an active role in shaping decisions, and feedback is deeply considered	Shared decision-making; participants and organisers work together to identify issues, develop solutions, and decide outcomes	Full decision-making power given to participants, with organisers supporting implementation of decisions made by participants
METHOD	Presentations Informational brochures Q&A sessions (questions are answered, but no influence on decisions) Videos Reports	Focus groups Public comment sessions Online polls (feedback on specific aspects of a project or decision) Surveys	Breakout sessions Roundtable discussions Interactive workshops (discuss options and collaborate with organisers)	Co-design workshops Joint planning committees Participatory decision-making forums	Voting systems Consensus-building exercises Community-led meetings (participants lead and make final decisions)

4.4. CHECKLIST FOR AN INCLUSIVE BUDGET



- Designing inclusive dialogue means that the organisers address potential barriers that hinder participants from diverse backgrounds.
- Therefore, addressing inclusion requires the organisers plan and budget the dialogue in advance because it might involve more costs and efforts.
- For example, if a dialogue’s main targets are persons with disabilities, the organisers shall consider providing reasonable accommodation (supporting additional assistant for the participants, assistive technology, and others) in addition to accessible venue and materials.
- Please refer to the checklist below for accommodating and addressing potential barriers.

TITLE	GUIDES	YES	NO	NOTES
IDENTIFY POTENTIAL BARRIERS				
Attitudinal/ Societal Barriers	Address stigma and biases that may prevent equitable participation	☐	☐	☐
Communication Barriers	Ensure information is available in multiple, accessible formats	☐	☐	☐
Physical/ Environmental Barriers	Provide accessible facilities (e.g., ramps, elevators, accessible transportation)	☐	☐	☐
PLAN FOR REASONABLE ACCOMMODATION				
Accessible Transportation and parking	Budget for transportation and parking options that are accessible for individuals with disabilities	☐	☐	☐
Sign Language Interpreters, transcribers, and note takers	Allocate funds for interpreters, transcribers, and note-takers when needed	☐	☐	☐

TITLE	GUIDES	YES	NO	NOTES
Support for Caregivers	Include expenses for caregivers if a participant needs assistance	☐	☐	☐
Accessible Documents	Make documents available in accessible formats (e.g., Braille, large print, digital formats, screen-reader friendly format, images with image descriptions) upon request	☐	☐	☐
Assistive Technology and virtual participation option	Consider providing devices or software (e.g., screen readers) or virtual event option to support participation	☐	☐	☐
BUDGET ALLOCATION FOR MODIFICATIONS				
Low-Cost Adjustments	Implement accommodations that require minimal or no cost (e.g., build in breaks, rearranging furniture for wheelchair access)	☐	☐	☐
Modest Budget Allocation	Set aside a portion of the budget for adjustments requiring financial investment to ensure equitable access (e.g., providing support to the participant's assistant)	☐	☐	☐
ONGOING EVALUATION				
Feedback Mechanisms	Collect feedback from participants to assess the effectiveness of accommodations	☐	☐	☐
Adjust Budget as Needed	Be prepared to allocate additional funds if necessary to be able to support accommodations that are identified during the event or project	☐	☐	☐

4.5. CHECKLIST FOR DIALOGUE EVALUATION

- 
 - It is important for a dialogue to meet the expectations of the participants, especially whom you want to seek collaboration or influence after their participation!
 - In order to help you prepare for a meaningful dialogue, you should conduct a pre-dialogue evaluation two or three weeks in advance to understand your potential audiences’ expectations.

TITLE	GUIDES	YES	NO	NOTES
FORMATIVE EVALUATION (PRE-DIALOGUE)				
Objective Analysis	Define goals and expected engagement outcomes	☐	☐	☐
	Determine if objectives include raising public awareness or gathering stakeholder input	☐	☐	☐
Stakeholder Assessment	Ensure all relevant stakeholders are invited	☐	☐	☐
	Identify stakeholders’ interests, motivations, and potential contributions	☐	☐	☐
	Consider selection criteria like gender balance and knowledge relevance	☐	☐	☐
Logistical Preparation	Prepare accessible venues and formats for underrepresented groups such as people with disabilities	☐	☐	☐
	Create a logistics checklist (tasks, responsible person, budget, materials, venue setup, participation level, virtual participation option)	☐	☐	☐
Pre-Event Survey with participants	Assess participants’ expectations, knowledge, and resources	☐	☐	☐
	Gather information on their understanding of the dialogue’s topic and purpose	☐	☐	☐



- It is equally important to collect feedback from the participants whether or not your dialogue met their expectations!
- If it did not meet their expectations, you can improve your next dialogue based on the participant's feedback.

TITLE	GUIDES	YES	NO	NOTES
SUMMATIVE EVALUATION (POST-DIALOGUE)				
Dialogue Process Evaluation: Assess outcomes and lessons learned	Was the venue/virtual platform appropriate and accessible?	☐	☐	☐
	Was the meeting format effective?	☐	☐	☐
	Was the presentation accessible and understandable?	☐	☐	☐
	Did everyone have an opportunity to participate?	☐	☐	☐
	Did participants feel comfortable expressing their views in different formats (spoken or written)?	☐	☐	☐
	What were the outcomes achieved from this dialogue, such as new relationships or the use of findings from the research for any action?	☐	☐	☐

TITLE	GUIDES	YES	NO	NOTES
FORMATIVE EVALUATION (PRE-DIALOGUE)				
Event Components Checklist (Panel-Based Dialogue)	Host Welcome: Provide an overview of the institution, the event purpose, and the larger context	☐	☐	☐
	Event Introduction: Outline participation instructions, topic boundaries, and logistical details including accessibility features	☐	☐	☐
	Mini Lectures: Have speakers give short introductions to set common ideas and introduce key terms or controversies	☐	☐	☐
	Initial Discussion: Facilitate ice-breaking interactions among participants and speakers	☐	☐	☐
	Break: Allow time for informal discussion, refreshment, and confidence building	☐	☐	☐
	Continued Discussion: Provide extended, moderated dialogue time.	☐	☐	☐
	Concluding Remarks: Summarise discussions and reiterate topic relevance	☐	☐	☐
	Final Host Remarks: Thank attendees, announce future events, and encourage continued engagement	☐	☐	☐
Post-Event Feedback with participants	Collect feedback on engagement equality, format barriers, satisfaction with input handling, and overall experience	☐	☐	☐
	Determine if the dialogue influenced participants' views or motivated further engagement	☐	☐	☐
	Assess if expectations were met and if contributions felt valued	☐	☐	☐



There are a few approaches to conduct post dialogue evaluations, please refer to different approaches below:

TITLE	GUIDES	YES	NO	NOTES
ADDITIONAL EVALUATION TOOLS				
Surveys and Questionnaires	Distribute immediately after the event and later for long-term insights	☐	☐	☐
Focus Groups	Conduct small group discussions for detailed participant insights	☐	☐	☐
Observation Reports	Gather objective analysis from facilitators or third-party evaluators	☐	☐	☐
Data Collection and Metrics	Collect quantitative data (e.g., demographic diversity, attendance rate) to support qualitative feedback	☐	☐	☐

5

THE GUIDELINES



- This section explains how to organise or develop an inclusive dialogue.
- A concept note allows you to clearly outline the key elements of the inclusive dialogue so you can ensure it is organised well and can be clearly communicated.

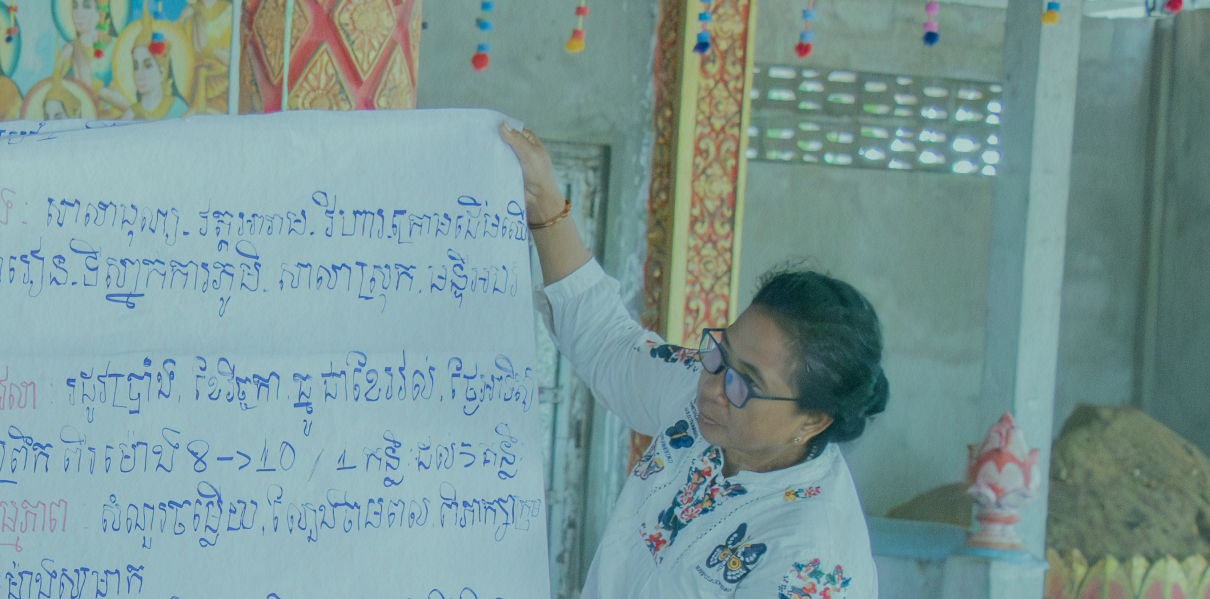
5.1. INTRODUCTION

The introduction of the dialogue concept note clearly explains why the inclusive dialogue is happening and its relevance. The introduction to the concept note should include:

Contextual Background: Begin by clearly defining the problem or providing contextual information that sets the stage for the dialogue. This can include recent developments, underlying issues, or other relevant information to help participants understand the reason for the dialogue. Ensure that this background is concise, easy to understand, and directly related to the topic at hand.

Rationale: Explain why the context or problem is important. Outline the implications of the issue being discussed, highlighting why it's relevant to the participants and the expected outcomes of the dialogue. This will help engage participants from the start by illustrating the broader significance of their contributions.

Objectives: Define the objectives of the dialogue to provide a structured approach for all participants. Limit these to no more than three main goals to maintain a clear, achievable focus. Objectives should align with the overall purpose of the dialogue, guiding the discussion and ensuring that the outcomes are measurable and relevant.



5.2. TOPICS

In defining topics for the dialogue, choose well-defined topics that align with the purpose of the dialogue. The topics describe what will be discussed in more specifics. Consider topics that:

Align with the Core Goals: *Ensure that the topics relate to the main objectives set out in the introduction.* This alignment provides a clear foundation for participants and helps them stay focused throughout the dialogue. Select topics that are relevant to the participants.

Facilitate Depth and Engagement: *Select themes that are comprehensive enough to encourage in-depth discussions.* The topic should be broad enough to invite diverse perspectives yet focused enough to avoid digression. This balance will create an environment where participants feel encouraged to explore the subject in meaningful ways.

5.3. APPROACH

5.3.1. AGENDA

To structure a dialogue effectively, create a comprehensive agenda that resonates with the topic and theme. When creating the agenda, consider the following:

LOCATION:

Select a suitable environment, such as an urban or community setting, depending on the audience and the topic. Ensure the location has inclusive facilities, such as audio-visual equipment, seating, and accessible spaces for all participants, especially people with disabilities. Consider if a virtual participation option should be provided.

TIMEFRAME:

Schedule a timeframe that allows for meaningful discussion without overwhelming participants. A structured schedule with dedicated times for each section or activity can promote efficiency and keep the dialogue focused and create fruitful environment.

ACTIVITIES:

Include interactive activities to foster engagement. These may range from small-group discussions to workshops or presentations that encourage participants to contribute actively. Ensure these activities are aligned with the objectives and enhance the learning experiences.

PARTICIPANTS:

Include a list of participants where possible in the agenda so everyone is aware. Some basic information for each of the participants may be included, such as position and institution.

TOPICS:

List the topics/sessions on the agenda so that the participants can understand the flow of events. Think about how topics may build off of others and think about how the progression of the topics can support conversations and build trust amongst participants.

5.3.2. ORGANISING TEAM

Assemble a capable organising team composed of individuals with relevant expertise and experience. To do this:

ENGAGE KEY STAKEHOLDERS AND STRATEGIC PARTNERS:

Involve stakeholders with a vested interest in the topic. This may include subject-matter experts, community leaders, advocates with lived experience on the topic, or representatives from related organizations. Their involvement will help to guide the discussion and add credibility to the dialogue.

ENSURE FAMILIARITY WITH TOPICS:

Make sure team members are well-versed in the dialogue's themes. Their familiarity allows them to facilitate discussions more effectively, answer questions, and keep the dialogue on track.

PROMOTE COLLABORATION:

Establish a collaborative dynamic within the team, where each member understands their roles and contributions. Clear communication and shared responsibilities will ensure that the dialogue runs smoothly.

PRIORITISE INCLUSION AND DIVERSITY:

Build a team that reflects diverse perspectives, backgrounds, and expertise. By prioritising inclusion, the organising team can better address a range of viewpoints, foster a sense of belonging among participants, and enhance the dialogue's relevance and reach. Ensuring diverse representation within the team also allows for richer, more nuanced discussions and demonstrates a commitment to addressing the needs and experiences of all stakeholders involved.

5.3.3. FACILITATORS

Facilitators play a critical role in ensuring that all participants feel engaged and valued throughout the dialogue. To foster an inclusive and participatory environment, facilitators should:

ENCOURAGE EQUAL AND DIVERSE PARTICIPATION:

Actively invite input from all participants, especially those who may be less vocal, by asking open-ended questions and acknowledging different viewpoints. Use techniques such as roundtable discussions or small group breakouts to ensure everyone has a chance to contribute.

CREATE A SAFE AND RESPECTFUL SPACE:

Establish ground rules at the outset that promote respect, active listening, and open-mindedness. Reinforce these rules throughout the dialogue to maintain a space where all participants feel comfortable sharing their perspectives without fear of judgment or interruption.

ADAPT TO DIVERSE COMMUNICATION STYLES:

Recognise that participants may have varying comfort levels and communication styles. Facilitate in a way that accommodates these differences, using varied formats like written inputs, small group discussions, or visual aids to allow everyone to contribute in ways that suit them best.

ADDRESS POTENTIAL POWER IMBALANCES:

Be mindful of potential power dynamics that may affect participation, such as differences in gender, disability status, roles, expertise, or cultural backgrounds. Ensure that the dialogue structure empowers all voices, balancing contributions by providing equal time and prompting quieter participants to share their insights during the discussion.

Note: Facilitators should be trained on the inclusive guidelines.

USE INCLUSIVE AND ACCESSIBLE LANGUAGE AND EXAMPLES:

Set the tone by using language that is inclusive and accessible to all participants. Avoid jargon, explain complex terms, and ensure that examples reflect diverse backgrounds and perspectives, making it easier for everyone to connect with the content.

CHECK FOR UNDERSTANDING AND ENGAGEMENT:

Periodically check in with participants to ensure everyone follows the discussion and feels included. This can be done by summarising key points, inviting feedback, or asking if more information is needed, helping to reinforce that each person’s understanding and experience are valued.

5.3.4. ENGAGEMENT

To promote meaningful engagement, ensure participants meet these criteria:

COMMITMENT TO LEARNING:

Participants should be willing to learn, share, and apply new knowledge. This commitment can enhance the dialogue’s effectiveness, as it encourages open-mindedness and active listening.

RELEVANCE TO TOPICS:

Invite participants whose roles, experiences, or interests align with the topics. Relevant participants contribute insights that enhance the quality of the dialogue, making discussions more targeted and impactful.

ACTIVE PARTICIPATION:

Encourage participants to be actively involved throughout the process. This may include expressing opinions, asking questions, and responding to others’ perspectives. Active participation is vital for achieving the objectives and fostering a collaborative environment where all perspectives are valued during a discussion.

5.3.5. STAKEHOLDERS

Define stakeholders as individuals or groups connected to the organisation's objectives, recognising their role in influencing activities and ensuring accountability and inclusivity. In a Gender Equality, Disability, and Social Inclusion (GEDSI) context, emphasise stakeholder participation to foster diverse perspectives.

Key stakeholder groups may include:

NATIONAL Policymakers, relevant ministries, technical working groups	RESEARCH THINK TANKS Universities, research institutions
SUB-NATIONAL Local authorities, commune chief, village chief	MEDIA Independent media
CIVIL SOCIETY ORGANISATIONS (CSO) International and local NGOs	GRASSROOTS ORGANIZATIONS Community leaders, Community based organizations
DEVELOPMENT PARTNERS Embassies, funding agencies	UNDERREPRESENTED GROUPS Individuals with disabilities, Indigenous groups, elderly, ethnic minorities, LGBTQI+
PRIVATE SECTOR Banks, startups, enterprises	OTHERS Youth, women’s groups

When structuring the dialogue, involve a manageable number of participants who are key stakeholders across each of the stakeholder groups, ensuring that each group and individual is able to contribute relevant insights.

5.4. LEVEL OF INCLUSION

Key Principles for Inclusive Dialogue

There are five key principles for inclusive dialogue. However, it would be great if the organisers can practice at least the top two principles, including:

DO NO HARM

Ensure safe environments where all participants feel respected, addressing power dynamics and setting ground rules.⁹

GEDSI (GENDER EQUALITY, DISABILITY, AND SOCIAL INCLUSION)

Prioritise diverse, marginalised voices for sustainable outcomes.¹⁰

FEMINIST PRINCIPLES

Focus on equity and collaboration, seeking diverse voices to challenge dominant narratives.¹¹

INTERSECTIONALITY FRAMEWORK

Recognise how overlapping identities influence experiences to foster deeper discussions.¹²

HUMAN RIGHTS PRINCIPLES

Uphold rights for all, ensuring marginalised voices are central to the dialogue.¹³

⁹UNDP (2017). Inclusive Dialogue: Issue Brief. [Link](#)
¹⁰ World Economic Forum (2021). Global Gender Gap Report 2021. [Link](#)
¹¹ Williams Institute (2020). LGBTQ+ Rights and Inclusive Dialogue. [Link](#)
¹² McKinsey & Company (2020). Diversity Wins: How Inclusion Matters. [Link](#)
¹³ UN Enable (2018). Guidelines for Inclusion. [Link](#)

5.4.1 LEVELS OF INCLUSION AND THEIR APPLICATION

BASIC PARTICIPATION - SURFACE-LEVEL ENGAGEMENT	
Objective:	Establish foundational inclusivity awareness.
Characteristics:	Accessibility, demographic representation, basic feedback mechanisms, and creating a space that is secure, respected, and valued.
Indicators:	- Aim for at least 10% participation from underrepresented groups, including but not limited to LGBTQI+ individuals, ethnic and other minorities, youth, women, and people with disabilities. - Collect basic feedback on inclusivity, accessibility, and participant experience.
Strategies:	- Conduct introductory meetings to outline goals. - Use demographic assessments and feedback forms to evaluate experiences. Some limitations that the organiser should think about: Limited discussion on diverse representation, unequal power dynamics, time constraints, insufficient preparation, and limited resource persons.
Inclusion Level:	Minimum Inclusion – Focuses on basic representation and accessibility without deeply engaging or empowering participants.

GROWING COMMITMENT - MEDIUM INCLUSION

Objective: Increase representation and support for the participation of underrepresented groups in communities and institutions

Characteristics: Enhanced demographic representation, structured feedback collection, and discussion on power dynamics.

Indicators:

- Target 30% participation from diverse backgrounds.
- Share feedback in follow-up meetings and address areas for improvement.

Strategies:

- Organise sessions focusing on power dynamics and representation.
- Use focus groups and mapping exercises to explore marginalised perspectives.
- Collect demographic data and organise community forums.
- **Some limitations that the organiser should think about:** Risks of tokenism (representatives invited but not able to participate fully), limited feedback, cultural misunderstandings, and resource constraints.

Inclusion Level:

- Medium Inclusion – Fosters active participation but may lack deep empowerment or transformative structural changes.

MEANINGFUL ENGAGEMENT AND DEEP INTEGRATION

Objective:	Promote systemic change and empower marginalised communities and institutions in policy and decision-making processes.
Characteristics:	Comprehensive demographic representation, regular feedback leading to tangible changes, and active support for underrepresented voices.
Indicators:	• Aim for 50% or more participation from underrepresented groups. • Implement ongoing feedback loops, leading to adjusted dialogue topics and approaches.
Strategies:	• Creating advisory committees composed of individuals from underrepresented and diverse backgrounds. • Develop inclusive materials and offer financial assistance where needed. • Conduct training on anti-bias practices, leverage technology, and establish mentorship programs. • Some limitations that the organiser should think about: Logistical complexities, power dynamics, resistance to change, sustaining engagement, resource constraints, and measurement complexity.
Inclusion Level:	High Inclusion – Drives systemic change by addressing power dynamics and actively empowering marginalised voices.

Power dynamic is a potential challenge to reach full engagement of participants. Power defines as the ability of an agent to influence a target within a certain system or context (French & Raven, 1959).

5.5. LEVEL OF PARTICIPATION

The concept of “level of participation” often refers to the degree of involvement and influence that individuals or groups have in decision-making processes. Participation can be described as a process by which communities work together towards change and where public or stakeholder individuals, groups, and/or organisations are involved in making decisions.¹⁴

Subsequently, the International Association for Public Participation’s (IAP2) public participation spectrum divides the level of participation into 5 levels, including level 1 (inform), level 2 (consult), level 3 (involve), level 4 (collaboration), and level 5 (empower). The table below illustrates the application of IAP2’s public participation framework in dialogue¹⁵:

LEVEL OF PARTICIPATION	PURPOSE	APPLICATION IN A DIALOGUE	METHODS
LEVEL 1: INFORM	To provide participants with information about the issue, decision, or process.	The dialogue is focused on one-way communication from the organisers or facilitators to the participants. The goal is to present facts, data, or updates, but participants are not expected to provide feedback or influence the outcome.	• Presentations, • Informational brochures, • Videos, • Reports, or • Q&A sessions where questions are answered, but decisions are not influenced by participants.
LEVEL 2: CONSULT	To seek feedback from participants on proposals, options, or decisions, but the final decision remains with the meeting organisers or decision-makers.	The dialogue format includes opportunities for two-way communication. The organisers present information and ask for feedback, but participants do not have a decisive role in making the final decisions.	• Public comment sessions, • Focus groups, • Surveys, or • Online polling. Participants are asked for feedback on specific aspects of the project or decision.

LEVEL OF PARTICIPATION	PURPOSE	APPLICATION IN A DIALOGUE	METHODS
LEVEL 3: INVOLVE	To work more closely with participants throughout the dialogue to ensure their concerns are understood and considered.	The dialogue is designed for ongoing dialogue where participants play an active role in shaping decisions. Organisers engage participants early on, and their feedback is considered more deeply than at the "Consult" level.	• Breakout sessions, • Roundtable discussions, or • Interactive workshops where participants are asked to discuss options and collaborate with the organisers.
LEVEL 4: COLLABORATE	To partner with participants in every aspect of the dialogue, including setting the agenda, making decisions, and sharing control over outcomes.	The dialogue involves shared decision-making between organisers and participants. Both groups work together to identify issues, develop solutions, and determine outcomes.	• Co-design workshops, • Joint planning committees, or • Participatory decision-making forums where participants and organisers jointly decide the meeting's direction and outcomes.
LEVEL 5: EMPOWER	To give participants the final decision-making authority on key issues.	Full decision-making power is transferred to the participants, and the organisers support them in making the final decisions. The organisers commit to implementing whatever decisions the participants make.	• Voting systems, • Consensus-building exercises, or • Community-led meetings where participants lead the discussion and make final decisions.

¹⁴ Cocucioni, S., Plöner, M., & Kirchner, M. (2022). Stakeholder integration and participatory processes as part of an Ecosystem-Based and Integrated Natural Hazard Risk Management. In IntechOpen eBooks. <https://doi.org/10.5772/intechopen.99516>

¹⁵ IAP2 Public Participation Spectrum- IAP2 Australasia. (2024, September 12). IAP2 Australasia. <https://iap2.org.au/resources/spectrum/>

According to the Program’s definition of inclusive dialogue and its limitations, the minimum required level of participation is Level 3 (Involve) to ensure meaningful inclusion, particularly for citizens and GEDSI groups or their representatives. This involves engaging them not just as participants, but as active speakers, facilitators, and contributors to the discussion. This enables them to share their perspectives and experiences, ensuring their voices play a significant role in collaborative decision-making. As a result, this approach helps integrate diverse perspectives into policy processes, fostering inclusivity in dialogue.

5.6. ACCESSIBILITY

Ensure that dialogue environments are inclusive and accessible to all, removing barriers for individuals with disabilities and marginalized groups. Apply the following principles:

Diversity:	Promote inclusivity across other social identities including but not limited to gender, ethnicity, socioeconomic status, disability, geography, or education.
Tackling Bias:	Recognise and address conscious or unconscious biases and checking our own individual and institutional privilege based on gender, class, sexual orientation, race, disability, and other factors. For example, avoiding generalising experiences that participants may all experience differently. Consider generalised thoughts and ideas, such as the idea that all older people are not comfortable with technology or assuming that every participant is familiar with and comfortable using the English language during the dialogue or meetings.

Power Sharing:

Foster respect and collaboration through equal opportunities and leveraging different voices. For instance, credit the work of others and engage youth or participants in co-creation or co-developing any work that is relevant to them.

Culture of Belonging:

Cultivate a setting where diversity is valued, and all participants feel respected. Feelings of safety or belonging arise when we feel recognised and accepted as a person. The facilitators' attitudes and intention are essential aspects that help establish the feeling of safety. The intention to hold an open space, a willingness to welcome any and all contributions, a steady and warm mood—all of these help to create an atmosphere of respect and care. This means participants should be able to express opinions and ideas and give constructive feedback.

Valuing Diverse Knowledge:

Recognise traditional and lived experiences as essential knowledge sources including but not limited to indigenous, ethnic groups, LGBTQI+, disability communities, or other marginalized groups from intersecting social identities. Prioritize and learn from people with diverse forms of knowledge and recognize different cultures and ways of communications.

5.6.1. ACCESSIBILITY FOR PERSONS WITH DISABILITIES

Create accessible settings as outlined in Article 9 of the Convention on the Rights of Persons with Disabilities (CRPD).¹⁶

5.6.1.1 EXAMPLES OF ACCESSIBLE FACILITIES AND CONTENT

Physical accessibility:	Ensuring step-free access to rooms, buildings, availability of ramps and elevators, wider doorways, and accessible toilets.
Digital accessibility:	Incorporating assistive technologies or features in devices software and ensure the readability of materials (such as color contrast considerations). Make sure that online content is accessible and usable by persons with disabilities.
Accessible formats:	Providing information in Braille, large print, captioned/subtitle videos, audio, or easy-to-read versions.
Social accessibility:	Providing quiet spaces, notifying participants of distressing content, and scheduling regular breaks.
Transportation:	Providing accessible parking and transportation for people with disabilities who require it based on their specific needs.
Reasonable Accommodation:	Offer tailored adjustments for participants, such as flexible hours, breaks, budget to pay for customized needs, and/or assistive tools.

¹⁶OHCHR, Convention on the Rights of Persons with Disabilities, [Link](#)

5.6.1.2 ACTIONS FOR EVENT ORGANISERS

Venue Selection: Choose venues with accessible features such as step-free access, appropriate parking, and accessible toilets. Conduct site visits to confirm accessibility. Consider if a virtual participation option should be provided to enhance accessibility.

Meeting Setup: Ensure seating arrangements, lighting, sound systems, and speaker areas are accessible. Reserve front and/or other spaces for personal assistants and participants with disabilities to be able to fully and easily participate

Dining and Break Areas: Ensure tables are at appropriate heights, staff are trained to assist respectfully, and food is labelled clearly.

Exhibition Spaces: Make exhibits easy to access and provide information in accessible formats.

5.6.2. ACCESSIBILITY FOR HISTORICALLY UNDERREPRESENTED GROUPS

Cambodia is advancing inclusivity for ethnic communities and LGBTQI+ individuals through robust legal and policy frameworks. The Constitution ensures equality and prohibits discrimination,¹⁷ while the National Strategic Development Plan promotes inclusion of marginalized groups.¹⁸ As a signatory to the International Covenant on Civil and Political Rights (ICCPR), Cambodia upholds rights and non-discrimination for all.¹⁹ Additionally, the 2021 GESI Strategy emphasises equal opportunities for LGBTQI+ individuals.²⁰ These efforts aim to foster inclusive dialogue with equal representation, meaningful participation, and respect for diversity. The following are key requirements to make such dialogues accessible and impactful:

STEP 1: CREATE A SAFE AND RESPECTFUL ENVIRONMENT

Establish Ground Rules: Start every meeting by setting clear rules that promote respect, foster open dialogue, and ensure a discrimination- and harassment-free environment. Reinforce these rules at the beginning of each session to create a welcoming space where everyone feels comfortable to contribute.²¹

¹⁷ Royal Government of Cambodia. (1993). Constitution of the Kingdom of Cambodia. Phnom Penh, Cambodia.

¹⁸ Royal Government of Cambodia. (2019). National Strategic Development Plan (NSDP) 2019–2023. Phnom Penh, Cambodia.

¹⁹ United Nations. (1966). *International Covenant on Civil and Political Rights (ICCPR)*. Retrieved from <https://www.ohchr.org/en/instrumentsmechanisms/instruments/international-covenant-civil-and-political-rights>

²⁰ Royal Government of Cambodia. (2021). Gender Equality and Social Inclusion (GESI) Strategy. Phnom Penh, Cambodia.

²¹ Johnson, A., & Smith, R. (2020). *Creating inclusive spaces: A guide to fostering respect and openness in group settings*. Inclusive Leadership Press.

²² Brown, L. (2021). *The power of diverse perspectives in group settings*. Diversity Publications.

²³ Smith, J., & Johnson, T. (2019). *Active listening in group dynamics*. Listening Studies Quarterly, 45(3), 123-136.

²⁴ Taylor, R. (2020). *Gender-inclusive language: Why it matters*. Diversity & Inclusion Quarterly, 12(2), 34–49.

GROUND RULES	DESCRIPTION
Encourage Diverse Perspectives	"Everyone is encouraged to share their thoughts and ideas, even if they differ from the majority. Every perspective matters and helps us grow". ²²
Practice Active Listening	"Listen attentively without interrupting when someone else is speaking". ²³
Engage in Respectful Disagreements	"Focus on addressing ideas rather than individuals. Personal attacks or hostile language are unacceptable". ²⁴
Maintain Zero Tolerance for Discrimination	"Comments or actions that discriminate based on gender, race, ethnicity, or other characteristics will not be tolerated". ²⁵
Address Harassment Promptly	"Any form of harassment, including microaggressions, will be dealt with immediately and appropriately". ²⁶
Foster Balanced Participation	"Ensure everyone has an opportunity to contribute. If you notice someone hasn't spoken, consider inviting their input". ²⁷
Uphold Confidentiality	"What is shared in this space stays here, fostering an environment for open and honest dialogue". ²⁸
Respect Privacy and Encourage Accountability	"If anyone feels uncomfortable or disrespected, speak up or notify the group. We will pause to address the issue. Alternatively, you can reach out privately to discuss concerns". ²⁹

²⁵ National Equity Center. (2022). *Guidelines for zero tolerance in discrimination*. Equity Press.

²⁶ Williams, D., Martinez, S., & Clark, R. (2020). *Harassment prevention in group environments*. Harassment Studies Review, 12(2), 89-102.

²⁷ Inclusive Meetings Guide. (2023). *Balancing participation: A toolkit for inclusive meetings*. Inclusive Practices Journal.

²⁸ Anderson, R. (2021). *Creating safe spaces: Best practices for open dialogue*. Open Dialogue Press.

²⁹ Community Guidelines Toolkit. (2022). *Encouraging accountability and privacy in shared spaces*. Accountability Journal.

Using Inclusive Language to Foster Respect and Belonging: Inclusive language plays a pivotal role in creating a welcoming environment for everyone. By adopting culturally sensitive and gender-neutral terms, we ensure that all participants feel valued and respected, regardless of their background.³⁰ Here are some guiding principles and examples to help embrace effective use of inclusive language:

ITEM	AVOID	USE	WHY
Avoid Gender-Specific Terms: Use gender-neutral language to ensure inclusivity	"Both genders"	"All genders" or "People of all gender identities"	This acknowledges non-binary and gender-diverse individuals ³¹
Respect Self-Identification: Refer to individuals by their names, pronouns, and titles, which demonstrates respect for personal identity and autonomy ³²	Assuming someone's pronouns based on their appearance, name, or gender expression. Example: "She must use she/her pronouns because of her appearance."	Asking individuals for their pronouns and using them as requested. Example: "Hi, my name is Sarah, and my pronouns are she/her. What about you?" Example: "Please make sure to use they/them pronouns for Alex."	Using correct pronouns shows respect for an individual's identity and creates an inclusive environment. Misusing pronouns can cause discomfort or harm, especially for individuals who are gender non-conforming or non-binary, and may reinforce harmful stereotypes. ³³ Asking for pronouns instead of assuming them helps to avoid misgendering and fosters better communication in both personal and professional interactions. ³⁴

³⁰ Diversity Council Australia. (2021). Words at work: Building inclusion through the power of language. Retrieved from <https://www.dca.org.au/research/project/words-work>.

³¹ Smith, J. (2020). Framing Inclusion: *A Guide to Using Empowering Language in Social Policies*. Routledge; Smith, J. (2020). *Inclusive language in communication: A guide to gender-neutral terminology*. Equality Press; Smith, J. (2020). *Inclusive language in community engagement: A guide to empowering communication*. Diversity Press; Smith, J. (2020). *Language and Power in Social Discourse: Rethinking Identity Terms in Contemporary Society*. Oxford University Press.

ITEM	AVOID	USE	WHY
Eliminate Stereotypes: Avoid language that perpetuates stereotypes about gender, race, or other identity groups	"Minority groups" "Disadvantaged group"	"Ethnic communities" or "Culturally diverse groups" "Historically underrepresented group"	The term "minority" can emphasise difference and marginalisation, while "ethnic communities" and "culturally diverse groups" are more inclusive and empowering ³⁵ This phrasing acknowledges systemic barriers rather than framing challenges as inherent characteristics ³⁶
Use Person-First Language or identity-first language	"disabled person," ³⁷ "the disabled," "differently-abled," or other euphemisms such as "deaf and mute"	"person with a disability"	Person-first language and identity-first language are both acceptable. Use them interchangeably or ask the person for their preference. Disability communities are diverse and use diverse terms.

³² GLAAD. (2023). *Media reference guide: Inclusive language*. Retrieved from <https://www.glaad.org>

³³ Budge, S. L., Adelson, J. L., & Howard, K. A. S. (2013). Anxiety and depression in transgender individuals: The roles of transition status, loss, social support, and coping. *Journal of Consulting and Clinical Psychology*, 81(3), 545-557. <https://doi.org/10.1037/a0031774>

³⁴ Smith, L., & Chang, E. (2020). *Gender inclusivity in the workplace: Understanding pronouns and their role in fostering inclusivity*. *Journal of Diversity and Inclusion*, 45(2), 65-75.

³⁵ Smith, J. (2020). *Framing Inclusion: A Guide to Using Empowering Language in Social Policies*. Routledge; Smith, J. (2020). *Inclusive language in communication: A guide to gender-neutral terminology*. Equality Press; Smith, J. (2020). *Inclusive language in community engagement: A guide to empowering communication*. Diversity Press; Smith, J. (2020). *Language and Power in Social Discourse: Rethinking Identity Terms in Contemporary Society*. Oxford University Press.

³⁶ ibd

³⁷ In some context, it is okay to use "disabled person". Identity first language is also widely accepted in many disability communities

ITEM	AVOID	USE	WHY
Promote Accessibility: Use simple, clear language to ensure accessibility for non-native speakers, individuals with cognitive disabilities, or others who might face linguistic barriers ³⁸	Complex Terminology. Example: "Utilise" or "Endeavor"	Simple language. Example: "Use" or "try"	Simpler words are easier to understand for a wider audience, including those with cognitive disabilities or non-native speakers. ³⁹
	Long Sentences. Example: "Given the fact that the project's implementation is based on a detailed analysis of the data that has been collected over the last several months, we are expecting positive outcomes."	Short, clear sentences. Example: "The project will use the data collected over the last several months. We expect positive outcomes."	Short sentences with clear, direct information are easier to read and understand, especially for individuals with learning difficulties or non-native speakers. ⁴⁰
	Jargon. Example: "Synergy"	Simple language. Example: "Working together"	Jargon can confuse people who are unfamiliar with the term or may not be able to understand its meaning. Using simpler, more universal words helps increase accessibility. ⁴¹
	Ambiguous Terms. Example: "Several"	Clear terms. Example: "A few" or "many," depending on the context	Words like "several" can be vague and lead to confusion. Specific terms are more easily understood. ⁴²

³⁸ Plain Language Association International. (2022). *Plain language principles*. Retrieved from <https://www.plainlanguageassociation.org>

³⁹ Plain Language Association International. (2022). *Plain language principles*. Retrieved from <https://www.plainlanguageassociation.org>

⁴⁰ ibid

⁴¹ ibid

⁴² ibid

ITEM	AVOID	USE	WHY
	Complicated Sentence Structures. Example: "Due to the fact that the project requires multiple stakeholders to collaborate, there are several critical tasks that need to be completed before we can proceed with the next phase."	Simple, straightforward sentences. Example: "The project needs many people to work together. There are important tasks to complete before we move to the next phase."	Clear and direct sentences are easier for everyone to process, particularly for those with cognitive disabilities or those learning the language. ⁴³
Adapt to Context: Tailor language to the specific audience and setting, ensuring inclusivity while maintaining professionalism and respect ⁴⁴	"Homosexual" (outdated and clinical)	"Gay" or "Lesbian"	These terms are more widely accepted within the LGBTQI+ community and align with respectful communication. ⁴⁵
Avoid Assumptions: Do not assume relationships, orientations, or family structures	Assuming relationships, orientations, or family structures. Example: avoid using "husband" or "wife" unless specifically mentioned.	Use gender-neutral terms like "partner," or "spouse," unless the person specifies a particular relationship descriptor.	This approach avoids making assumptions about an individual's relationship, gender identity, or family structure, which can vary widely. Using inclusive language demonstrates respect for diversity and helps prevent reinforcing stereotypes. ⁴⁶

⁴³ ibid

⁴⁴ Linguistic Society of America. (2016). *Guidelines for inclusive language*. Retrieved from <https://www.linguisticsociety.org>

⁴⁵ Smith, A., & Johnson, B. (2023). *Language and inclusion: The evolution of terms in the LGBTQ+ community*. Journal of Social Progress, 34(2), 122-130.

⁴⁶ American Psychological Association (APA). (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

STEP 2: ENSURING LINGUISTIC ACCESSIBILITY FOR ALL PARTICIPANTS

LINGUISTIC ACCESSIBILITY	DESCRIPTION
To ensure inclusivity and facilitate full participation, offering comprehensive translation services is essential	Real-time translation for spoken content can be provided through simultaneous translation systems, where interpreters translate speeches or discussions in real-time for attendees using headsets, digital platforms, or lower technology options. This service is particularly valuable for events with a diverse audience, especially if international attendees or speakers from varied linguistic backgrounds are involved. ⁴⁷ Moreover, digital platforms and apps offering real-time captioning and translation can support accessibility, allowing attendees to read translations in real-time. These tools can be particularly effective in hybrid or virtual events. ⁴⁸
All written materials, including brochures, schedules, presentations, and any event-related documents, should be translated into relevant languages	This is crucial for making sure that attendees from different linguistic backgrounds can fully engage with and benefit from the content. ⁴⁹
Participants are encouraged to speak in their native language during the event	Participants are also allowed to bring a translator, who could be a friend, family member, or someone from their organisation, to assist with communication. This inclusive approach ensures that language barriers do not hinder participation, fostering a more equitable and comfortable environment for everyone. ⁵⁰

⁴⁷ Smith, A. (2020). *The role of translation services in fostering inclusivity at international events*. Global Communications Journal, 22(1), 87-103.

⁴⁸ Gonzalez, M., & White, T. (2022). *Technology-enhanced accessibility in global events: Real-time translation and captioning solutions*. Journal of International Event Management, 15(4), 120-135.

⁴⁹ Johnson, H. (2019). *Inclusive communication in international conferences: The importance of translation services*. Global Conference Accessibility Review, 8(2), 45-59.

⁵⁰ Pillar, I. (2016). *Linguistic Diversity and Social Justice: An Introduction to Applied Sociolinguistics*. Oxford University Press.

STEP 3: CULTURAL FOODS AND TRADITIONS

To ensure inclusivity, food options at events should reflect the cultural diversity of participants.

CULTURAL FOODS AND TRADITIONS	DESCRIPTION
Consultation with Communities	Before planning meals for an event, it is important to consult with representatives from ethnic, disability, and religious communities to better understand their dietary preferences and restrictions. This consultation ensures that food offerings are both culturally and personally inclusive. ⁵¹
Ingredient Sensitivities	It is important to recognise that certain ethnic groups may avoid particular ingredients for cultural or historical reasons. For instance, some Indigenous communities may avoid specific meats due to cultural practices, while East Asian participants may have a preference for rice-based dishes over bread. ⁵² Understanding these preferences ensures that the food provided is culturally appropriate and respectful. ⁵³ You should also ask participants if they have any food allergies and ensure that they have safe food options available.
Inclusive Dietary Choices	It is essential to ensure that food options cater to dietary choices, such as people who are vegetarian or vegan, to make all participants feel welcomed and respected ⁵⁴

⁵¹ MacDonald, J. (2018). *Inclusive event planning: How to meet the dietary needs of diverse communities*. Journal of Event Management, 16(2), 60-72

⁵² Lalonde, C. E., et al. (2017). *Dietary customs and food taboos in Indigenous populations*. Food Cultures & Society, 20(3), 375-391.

⁵³ Bharati, S., et al. (2019). *Dietary habits in Indigenous communities: Challenges and considerations*. Journal of Cultural Food Practices, 22(1), 101-118.

⁵⁴ Budge, S. L., Adelson, J. L., & Howard, K. A. S. (2013). Anxiety and depression in transgender individuals: The roles of transition status, loss, social support, and coping. *Journal of Consulting and Clinical Psychology*, 81(3), 545-557. <https://doi.org/10.1037/a0031774>.

STEP 4: DESIGNING INCLUSIVE CONTENT

DESIGNING INCLUSIVE CONTENT	DESCRIPTION
Provide pre-session education to participants on the importance of diversity and inclusion	This helps foster a more understanding and open environment for dialogue, ensuring that all voices are heard and valued. More attention should be given to the specific challenges faced by ethnic communities, underrepresented groups, and LGBTQI+ individuals, helping participants to become more aware of power dynamics and systemic inequalities that can impact their ability to fully participate. ^{55,56}
Use inclusive and neutral language in all materials	This approach minimises bias and promotes an environment where all participants feel respected and included. Language should be intentionally crafted to be inclusive of ethnic, cultural, and gender identities, including LGBTQI+ terms, ensuring that participants from diverse backgrounds feel their identities are acknowledged and supported. Additionally, ensure that any visuals or case studies reflect the diversity of the group, making sure underrepresented communities are accurately and sensitively represented. ^{57,58}
Offer resources for those who may need additional support, such as translators or culturally competent facilitators	This ensures that linguistic or cultural barriers do not hinder participation, particularly for ethnic communities or individuals (such as sign language users) who might otherwise face difficulties in accessing dialogue due to language barriers. ⁵⁹
Encourage participants to share their personal stories in a safe and supportive space	This approach not only enriches the dialogue but also empowers individuals from underrepresented groups and LGBTQI+ communities to contribute their perspectives. Creating a safe space where vulnerability is supported helps break down barriers and encourages a deeper level of mutual respect and understanding. ⁶⁰ You can support this by being conscious of power dynamics and setting norms so that negative comments are not tolerated.

STEP 5: FACILITATOR TRAINING

FACILITATOR TRAINING	DESCRIPTION
Train facilitators on cultural competencies, LGBTQI+ sensitivities, and unconscious biases to recognise and address hidden power dynamics that may negatively impact participants from ethnic, underrepresented, disability, and LGBTQI+ communities	Understanding cultural nuances and challenges faced by these groups is crucial in creating an inclusive environment. ^{61,62}
Be attentive to power imbalances that may silence certain voices from underrepresented groups such as ethnic minorities, LGBTQI+ individuals, persons with disabilities, and underrepresented communities	Actively mediate discussions to ensure that every participant has an opportunity to contribute, especially those from historically excluded or underrepresented backgrounds. ^{63,64}

⁵⁵ Bryson, J. M., Crosby, B. C., & Bloomberg, L. (2013). *Public Administration Review*. Building Collaborative Capacity for Public Administration: A Framework for Improving Public Sector Decision-Making.

⁵⁶ Smith, J., Mattern, M., & Lee, D. (2016). *The Role of Power in Public Discourse*. *Journal of Diversity and Inclusion*, 18(4), 153-168.

⁵⁷ Gonzalez, J., Rios, S., & Castro, L. (2020). *Inclusive Communication Strategies in Multicultural Settings*. *Journal of Social Issues*, 44(2), 102-118.

⁵⁸ Hyde, S. L., Mahalingam, R., & Ward, M. J. (2019). *Understanding Intersectionality in LGBTIQ Communities*. *Journal of Social Justice*, 11(3), 37-58.

⁵⁹ Chavez, C. R., Garcia, P., & Perea, L. (2014). *Cultural Competency in Health Care: A Guide for Trainers*. *Journal of Health Communication*.

⁶⁰ Simmons, J. E., Dube, N., & Wilson, S. (2018). *Creating Safe Spaces in Dialogues on Diversity*. *Journal of Social Inclusion*, 22(1), 12-31.

⁶¹ Sue, S., Capodilupo, C., Torino, G., Bucceri, J., & Holder, A. (2009). *Racial Microaggressions in Everyday Life: Implications for Clinical Practice*. *American Psychologist*, 64(3), 224-233.

⁶² Stryker, S. (2008). *Transgender History: The Roots of Today's Struggle*. Seal Press.

⁶³ Fraser, N. (1990). *Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy*. *Social Text*, 25/26, 56-80.

⁶⁴ hooks, b. (2000). *Feminism is for Everybody: Passionate Politics*. South End Press.

FACILITATOR TRAINING	DESCRIPTION
Encourage active listening and create mechanisms to prevent domination by any group	Ensure that facilitators are trained in facilitating equitable dialogue, giving voice to those who are often sidelined. This is particularly important for groups that face intersectional oppression, where multiple aspects of identity may influence one's ability to participate in discussions. ⁶⁵
Respect participants' privacy, especially when addressing sensitive topics such as gender identity, disability status, sexual orientation, or cultural background	Obtain informed consent before sharing personal stories or data, ensuring that participants from LGBTQI+, disability communities, and ethnic minority groups feel safe, and that their rights are protected. ^{66,67}
Provide training on the specific barriers faced by underrepresented groups	This should include understanding systemic racism, ableism, classism, ageism, homophobia, and transphobia, and how these issues manifest in everyday life and organisational settings. Facilitators should be equipped to navigate these challenges and support the needs of participants from diverse backgrounds. ⁶⁸

⁶⁵ Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color. *Stanford Law Review*, 43(6), 1241-1299.

⁶⁶ ILGA. (2020). Guidelines for creating inclusive environments for LGBTQI+ individuals. Retrieved from <https://ilga.org>

⁶⁷ Singh, A. A. (2022). Supporting LGBTQI+ Individuals in the Workplace: Navigating Identity and Inclusion. *Journal of Counseling Psychology*, 69(1), 31-40.

⁶⁸ Adeleke, T. (2021). The Challenges of Intersectionality: Empowering Ethnic and LGBTQI Communities in Organizational Spaces. *Journal of Diversity and Inclusion Studies*, 18(2), 113-125.

⁶⁹ Siperstein, G. N., Parker, R. S., & Drab, D. (2016). Building Inclusive Communities: How Financial Accessibility Promotes Equal Participation. *Journal of Community & Social Issues*, 34(2), 112-125.

⁷⁰ Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. *University of Chicago Legal Forum*. [Link](#)

STEP 6: ENSURING ACCESSIBILITY IN BUDGETING FOR ETHNIC COMMUNITIES, DISABILITY COMMUNITIES, UNDERREPRESENTED GROUPS, AND LGBTQI+ INDIVIDUALS

Ensuring Accessibility in Budgeting for Ethnic Communities, Disability Communities, Underrepresented Groups, and LGBTQI+ Individuals	Description
Prioritize Accessibility in Budgeting	Allocate financial resources to enable equal participation of ethnic communities, disability communities, underrepresented groups, and LGBTQI+ individuals in dialogues, conferences, workshops, and meetings. Provide specific funds for accommodations such as transportation, childcare, translation services, and disability support to address barriers to full participation.⁶⁹
Establish Dedicated Funds	Create dedicated financial provisions or allocate a portion of the organizational budget to support underrepresented voices. Ensure these funds are sufficient to cover costs that may otherwise hinder participation.
Address Intersectional Barriers	Recognize that overlapping barriers (e.g., racial, economic, gender-based) may affect different groups differently, and plan budgets accordingly.⁷⁰ Incorporate intersectionality into the financial planning process to ensure comprehensive inclusion. This may mean that a woman with disabilities will receive financial support for both childcare and for a sign language interpreter, for example.

Promote Transparency and Equity	Allocate funds based on demonstrated need and ensure the process is fair and transparent. Clearly communicate the availability of financial support and the criteria for accessing it.
Provide Specific Types of Support	Factor in travel stipends, translation services, disability accommodations, and other necessary resources to reduce financial burdens on participants.⁷¹ Adapt support mechanisms based on feedback and the specific requirements of different groups.

STEP 7: ENHANCING INCLUSIVE ACCESSIBILITY FOR PREGNANT WOMEN AND MOTHERS

To create inclusive accessibility for pregnant women and mothers to fully and meaningfully participate in dialogue, several key actions need to be implemented:

INCLUSIVE ACCESSIBILITY FOR PREGNANT WOMEN	DESCRIPTION
Physical Accessibility	Ensure that venues for dialogues are accessible to pregnant women, considering their needs. For example: this includes offering comfortable seating arrangements that accommodate the needs of expectant mothers, accessible restrooms that meet their specific requirements, and designated parking spaces close to the venue for convenience. Additionally, venues should be wheelchair accessible to accommodate women with mobility impairments or those who may require extra support during the event.⁷² Pregnant women may need seating with back support or more space, while people with disabilities might need specialised accommodations.⁷³ The presence of lactation spaces will help facilitate the participation of breastfeeding mothers.

INCLUSIVE ACCESSIBILITY FOR PREGNANT WOMEN	DESCRIPTION
Flexible Timing	Recognise the varied schedules and physical demands of pregnancy and motherhood. Offering flexible timings or multiple sessions can help accommodate pregnant women and mothers who may face challenges due to fatigue, morning sickness, or other pregnancy-related issues, and childcare needs. ⁷⁴
Virtual Participation	Offer virtual platforms for participation. This provides pregnant women and mothers, particularly those with high-risk pregnancies or mobility challenges, or with childcare responsibilities or lactation needs, the ability to join dialogues from the safety and comfort of their homes. ⁷⁵
Health and Support Services	Providing access to healthcare professionals and mental health support during dialogues can ensure that pregnant women have their health and emotional needs met, allowing them to fully engage in discussions without concerns for their well-being ⁷⁶
Childcare Services	If the dialogues are in person, providing childcare services or allowing pregnant women and mothers to bring their children can ensure they do not face the additional barrier of childcare concerns. ⁷⁷

⁷¹ Lynch, M., & Loya, R. (2019). Financial Inclusion and Social Justice: A Study of Economic Access in Underrepresented Communities. *Journal of Social Policy*, 48(3), 528-548.

⁷² World Health Organization (WHO). (2017). *Guidelines for creating inclusive spaces for pregnant women*. WHO Publications.

⁷³ Brock, K. (2021). Inclusive design for disabled women: Challenges and solutions. *Journal of Social Inclusion*, 13(4), 22-34.

⁷⁴ Smith, L. M., Taylor, D. R., & Harris, K. J. (2018). *Barriers to participation for pregnant women in public dialogue settings: A qualitative review*. *Women's Health Research*, 27(4), 47-58.

⁷⁵ García, P., Martínez, E., & Rodríguez, A. (2020). *Virtual engagement for pregnant women in decision-making dialogues: A case study*. *Journal of Inclusive Social Participation*, 12(2), 156-169.

⁷⁶ Cohen, J. L., & McClure, L. A. (2019). *Mental health and pregnancy: Support strategies in inclusive settings*. *Pregnancy Health Journal*, 45(3), 233-245.

⁷⁷ Smith, L. M., Taylor, D. R., & Harris, K. J. (2018). *Barriers to participation for pregnant women in public dialogue settings: A qualitative review*. *Women's Health Research*, 27(4), 47-58.

INCLUSIVE ACCESSIBILITY FOR PREGNANT WOMEN	DESCRIPTION
Inclusive Language and Facilitation	Ensure that the dialogue is conducted using inclusive language that is respectful of pregnant women's experiences, and facilitators should be trained to recognise and address any pregnancy-related issues sensitively. ⁷⁸
Emotional and Social Support	Develop mentorship programs to support pregnant women and underrepresented groups during dialogues. These programs could provide emotional support and guidance in navigating potential barriers. ⁷⁹

Note for Facilitators

1	2	3
Accessibility Requires Ongoing Learning: There is not a universal checklist—strive to consider all options and listen to what participants need and readjust and readapt from experiences or feedback received.	Mistakes Are Opportunities: Encourage feedback from both speakers and the audience to continuously improve accessibility and inclusivity.	Take a Flexible Approach: Engage in open constructive feedback and reflection sessions with your team to enhance future events and the experience for all participants.

⁷⁸ Cohen, J. L., & McClure, L. A. (2019). *Mental health and pregnancy: Support strategies in inclusive settings*. *Pregnancy Health Journal*, 45(3), 233-245.

⁷⁹ Calvert, M., Johnson, A., & Patel, R. (2020). Intersectionality and social support in women's leadership roles. *Journal of Women's Health*, 29(1), 56-69.

5.7. EVALUATION

To evaluate the effectiveness of the dialogue event and participants' felt experience, you should plan for a structured approach that assesses engagement levels, dialogue outcomes, and the planning and implementation of the dialogue. This includes analysing to what degree the goal was achieved, how inclusive the dialogue was, the discussions, and the impact on participants and decision-making. Evaluation measures outcomes, identifies strengths and weaknesses, and highlights areas for improvement, refining future approaches for greater effectiveness.

Since inclusive dialogue lacks a one-size-fits-all evaluation method, use the following framework as a general guide.

5.7.1. FORMATIVE EVALUATION (PRE-DIALOGUE ASSESSMENT)

Conduct a pre-dialogue assessment to establish a clear foundation for planning. This assessment gathers essential information and context before the dialogue begins, ensuring preparation, relevance, and effectiveness and allowing planners and facilitators to tailor the sessions based on the information gathered from participants. Use the following steps for both organisers and participants:

1

Outline dialogue objectives and expected outcomes.

3

Evaluate the dialogue structure for inclusivity and engagement potential.

2

Identify participant needs and potential barriers to participation.

4

Review logistical requirements to support a well-organised, accessible event.

This initial assessment will help ensure a targeted and impactful dialogue process.

For Organisers:

AREA OF ASSESSMENT	WHAT TO DO
Objective: <i>Understand your goal and set intended engagement from participants.</i>	Think about how you engage with the public and stakeholders in the planning of the dialogue. Are you seeking input? This will help you assess if the expected objectives of the planning phase have been achieved, such as raising awareness among the public and seeking more qualified input from the main stakeholders.
Stakeholder/ Participants: <i>Ensure that all relevant stakeholders are invited.</i>	To identify the stakeholder, you have to understand their interests, power dynamics, potential contributions, and areas of disagreement in the dialogue. The stakeholder assessment can be guided by a set of questions: • Why should the stakeholder be interested in the dialogue? • What is the stakeholder’s motivation to participate? • What can the stakeholder contribute to the dialogue events? • What kind of information will the stakeholder find useful? Note: Selection criteria should pay attention to gender balance as well as pay attention to include marginalized groups, and representatives having relevant knowledge or contact regarding the topic/fields.
Logistics: <i>Think about your stakeholders and prepare your venues and format for the underrepresented groups.</i>	The organiser should ensure that the venues and formats are accessible to all. Besides, the organiser should provide the agenda and reliable relevant material in advance and detail what type of support is offered. The organisers should also ask participants if they have any specific needs and work with them to find acceptable solutions. To ease the logistic preparation, the organiser can develop a checklist of what has been done, what not, and what to do next. It might include the required action, responsible person, budget, material, venue check, and level of participation. If additional staff are available, it would be highly beneficial to offer extra support to participants who may face challenges in accessing the venue or participating in the event. This support could include assistance with transportation, guidance with the venue, or any other accommodation necessary to ensure their full participation and comfort.

For Participants:

AREA OF ASSESSMENT	WHAT TO DO
Knowledge of the topic	Assess participants' knowledge on the topic including asking about their level of understanding of the relevant concepts, including whether they feel prepared and supported to contribute.
Expectations	Assess participants expectations from the dialogue so that the participants can prepare to contribute and feel comfortable sharing.
Dialogue Format	Assess the format that participants prefer and that make sense for the different topics (Roundtable discussion, plenary discussion, panellist discussion)

**5.7.2. SUMMATIVE EVALUATION
(POST-DIALOGUE ASSESSMENT)**

Conduct a post-dialogue evaluation to assess the dialogue's overall effectiveness and impact after its completion. **This evaluation aims to:**

- Measure outcomes and determine the extent to which objectives were achieved.
- Gather valuable insights for improving future dialogues.
- Collect data that supports evidence-based policymaking by engaging with stakeholders and policymakers.

In this stage, focus on both the dialogue process and its results by analysing:

- The inclusivity and level of participant engagement.
- The influence of the dialogue on participants and decision-makers.
- Specific impacts and outcomes that emerged from the dialogue.

This comprehensive assessment provides actionable insights for enhancing future dialogues and supports policy decisions based on real-world feedback and evidence.

For Organisers:

AREA OF ASSESSMENT	WHAT TO DO
Dialogue process: <i>Assess the outcome of the process that has been conducted</i>	The organiser needs to identify what worked and the lessons learned for future dialogue organisation. It can be evaluated by asking the following questions: - Was the venue appropriate? - Did people find the format of the meeting appropriate? - Were the presentations appropriate and easy to understand? - Was everyone who wanted to participate able to do so?
Deliberative environment: <i>It refers to creating a space where participants feel able to express their views.</i>	Facilitators can help encourage deliberation. You can assess these criteria in the post-questionnaire by evaluating the discussion that took place during the dialogue. - For each topic, did the participants feel able to express their views freely and without judgment? - If no, why not? What should be changed?
Outcome assessment: <i>The outcome assessment can be done by using questionnaires and talking to participants at a later stage after the dialogue.</i>	It might take time to evaluate the outcome; however, it can be determined by analysing the extensive implications of the dialogue, for example, the relationships that are developed after the dialogue, and how much research findings are used. To ensure the commitment to transparency and accountability, it is important for organiser to keep participants updated after the dialogues. This can be done through online platform. The organiser could share the regular updates on changes based on feedback from the participants. This would help build trust and let everyone know that action is being taken with the next steps. For example, the organiser could inform the participants that the research findings will be shared with the relevant authorities for further consultation or the results will be disseminated through publication to ensure border awareness. These updates help the participants feel involved and ongoing communication helps them feel valued.

For Participants:

AREA OF ASSESSMENT	WHAT TO DO
Process: <i>Collect detailed feedback from participants to understand their experience and perceptions of the dialogue</i>	Did the participants feel they had an equal opportunity to engage in the dialogue? • What challenges or barriers did you face (time, format, or accessibility)? • Were you satisfied with the way your input was handled and integrated during the event?
Materials Use: <i>Assess the satisfaction on the materials used during the dialogue</i>	• Were materials provided? • Was the provided material easy to read? • Were you satisfied with the materials provided?
Engagement of participants: <i>Assess the engagement level that they contributed during the event</i>	• Did you have enough time to interact in the dialogue? • Do you think you were able to contribute to the discussion? • How do you rate your level of engagement throughout the event? • In which sessions were you able to participate the most? Why?
Impact on Participants: <i>Assessing the impact on participants helps understand how the dialogue influenced their views and actions, and whether they were satisfied with the process and outcomes.</i>	• What are keys to take away from the dialogue? • Are you more motivated to engage in similar dialogues or follow-up activities? • Did it meet your expectations? • Do you feel their contributions were valued and included in the final decisions? • Were you happy with the overall process and outcomes? • What are your keys to take away from dialogue?

5.7.3. ADDITIONAL ASSESSMENT TOOLS

To ensure a comprehensive evaluation, consider using the following tools:

- **Surveys and Questionnaires:** These can be distributed immediately after the event to measure satisfaction with the event itself and then another separate one at a later time to measure medium to longer-term impacts.
- **Focus Groups:** Conduct small group discussions with selected participants to gain in-depth insights into their experiences.
- **Observation Reports:** Collect observations from facilitators or third-party evaluators to provide an objective analysis of the dialogue process and inclusivity efforts.
- **Data Collection and Metrics:** Where applicable, collect quantitative data (e.g., number of participants from different demographic groups, rate of attendance) to complement qualitative insights.

The assessment tools mentioned above are not universally applicable. Each tool serves a different purpose and target group. It is important to think through the stakeholders and the best way to capture information from them, including interviews, surveys, and other discussions. Also think about making these tools accessible for those with disabilities, such as offering a call to read aloud the survey questions for those with vision impairments.

5.7.4. MEASURING INCLUSION: INDICATORS FOR EFFECTIVE INCLUSION IN DIALOGUE

Effective measurement of inclusion in dialogues requires clear indicators of diversity, engagement, accessibility, and interaction quality.

Recommended indicators include:

1

DEMOGRAPHIC REPRESENTATION

Ensure all voices are represented.

2

PARTICIPANT ENGAGEMENT

Gauge engagement levels of marginalised individuals, communities, and institutions.

3

ACCESSIBILITY OF DIALOGUE SPACES

Confirm venues are accessible, especially for people with disabilities and underrepresented groups.

4

FEEDBACK MECHANISMS

Use accessible channels for participants to express concerns.

5

QUALITY OF INTERACTION

Focus on respectful, open engagement.

6

OUTCOMES AND IMPACT

Assess dialogue outcomes for effectiveness.



Key Success Indicators:

- Stakeholder diversity at each dialogue level.
- Disaggregated contributions by participant groups.
- Participant perceptions of safety and freedom to express views.
- Satisfaction with dialogue outcomes and sense of being heard.
- Follow-up actions on recommendations from dialogues.

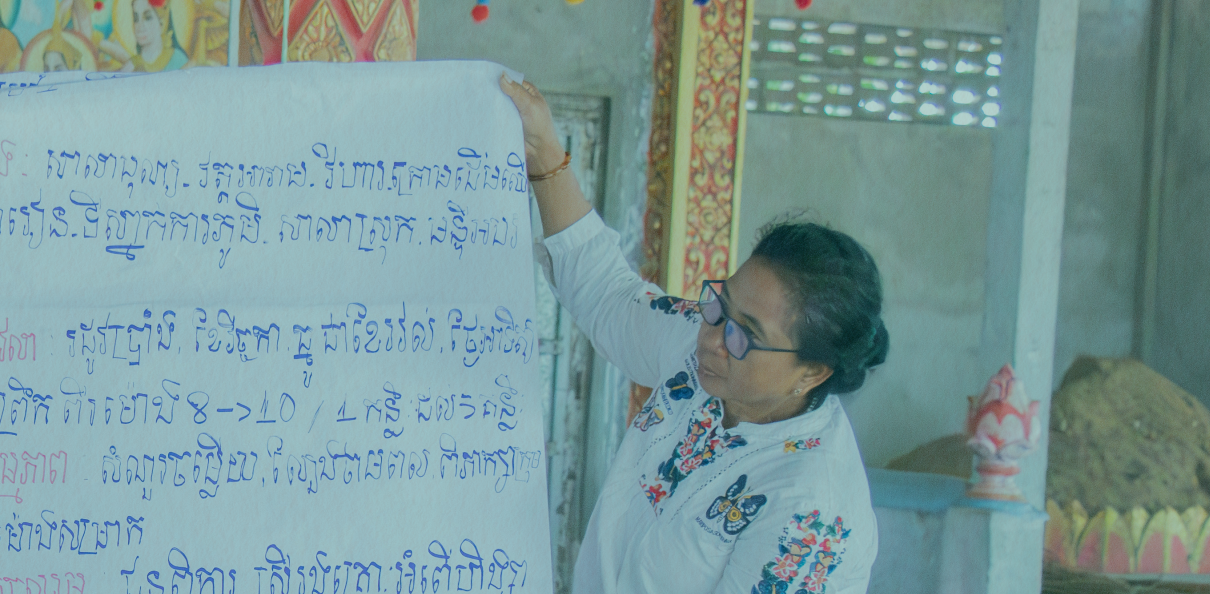


6

ANNEXES

6.1. TEMPLATE TO ORGANISING A FACE-TO-FACE POLICY DIALOGUE

ACTIVITY	WHO IS RESPONSIBLE	WHEN	RESOURCES	COMMENT
• Agree on the need for a dialogue–scoping study • Agree on the objective/s of the dialogue • Decide who will organise the dialogue • Agree on a date for the dialogue • Who will be invited • Who will facilitate the dialogue Who will act as scribe • Decide on how the event will be organised • Decide what content should be provided • Draft invitation and agenda				



ACTIVITY	WHO IS RESPONSIBLE	WHEN	RESOURCES	COMMENT
- Secure fully accessible venue - Send invitations - Organise room to suit dialogue format - Organise materials for discussions/ dissemination - Name tags/refreshments - Arrange for a translator if needed - Following event undertake initial feedback from participants - Summarise discussions and outcomes - Draft report /and or the agreed output - Follow through on the agreed communications plan for the event e.g Share draft summary document/ socials/media - Evaluate the event - Follow up on next steps				

6.2. LEVEL OF INCLUSION

Transformative Inclusion Framework (TIF):

BASIC PARTICIPATION - SURFACE-LEVEL ENGAGEMENT							
DESCRIPTION OF INCLUSION	CHARACTERISTICS	OBJECTIVE	EXAMPLES OF INTEGRATION INDICATORS	APPLICATION IN DIALOGUE	STRATEGIES AND ACTIONS	CHALLENGES	LEVEL OF INCLUSION
Basic Participation - Surface-Level Engagement	- Accessibility: Ensuring venues and communication are accessible to all, including those with disabilities.⁸⁰ - Representation: Achieving demographic diversity among participants.⁸¹ - Opportunities for Contribution: Providing channels for participants to express views more inductive.⁸²	Establish foundational awareness of inclusivity.	- Aim for 10% of participants from underrepresented groups to ensure diverse representation and promote equitable dialogue.^{84,85} - Basic feedback forms designed to gauge experiences.	Activity: Conduct introductory meetings to outline dialogue goals.	- Aim for 10% participation from underrepresented groups. - Define objectives clearly to guide discussions. - Conduct short workshops on inclusivity. - Utilise demographic assessments.	- Limited Discussion: Insufficient exploration of diverse representation. - Hierarchical Dynamics: Power imbalances may intimidate voices. - Limited Time: Rushed discussions due to time constraints. - Focus on Goals: May overshadow participants' concerns.	- Minimum Inclusion - Superficial Engagement: Focuses on basic representation and accessibility without fostering meaningful interaction or dialogue. - Limited Representation: Often achieves less than 10% participation from underrepresented groups, which does not adequately reflect community diversity.

DESCRIPTION OF INCLUSION	CHARACTERISTICS	OBJECTIVE	EXAMPLES OF INTEGRATION INDICATORS	APPLICATION IN DIALOGUE	STRATEGIES AND ACTIONS	CHALLENGES	LEVEL OF INCLUSION
	- Safety: Creating a secure environment for sharing opinions.⁸³ <i>Note: May not address deeper systemic issues.</i>		Example of a Basic Feedback Form: 1. Demographic Information (optional): Age, Gender, Ethnicity, Background/Community. 2. Overall Experience: Rate from 1-5 and provide comments. 3. Inclusivity: Were all voices heard? 4. Accessibility: Was the venue accessible?		- Implement feedback mechanisms.	- Inadequate Preparation: Lack of context can hinder engagement. - Low Response Rates: Participants may not complete feedback forms, leading to a lack of detailed insights about their experiences.	- Minimal Empowerment: Provides few resources or support mechanisms for marginalised individuals, communities, and institutions, failing to address systemic barriers. - Basic Feedback: Uses simplistic feedback tools that gather limited data, resulting in minimal insights into participants' experiences and needs.

DESCRIPTION OF INCLUSION	CHARACTERISTICS	OBJECTIVE	EXAMPLES OF INTEGRATION INDICATORS	APPLICATION IN DIALOGUE	STRATEGIES AND ACTIONS	CHALLENGES	LEVEL OF INCLUSION
			5. Opportunities for Contribution: Did you feel you had chances to share views? 6. Safety: Did you feel safe expressing opinions? 7. Suggestions for Improvement.				- Lack of Structural Change: Does not actively challenge existing power dynamics or seek to implement significant changes in the dialogue process. - Surface-Level Safety: Acknowledges the need for a safe environment but lacks effective measures to ensure psychological safety for all participants. - Engagement Outcomes: Often results in participants feeling unheard or undervalued, leading to disengagement and low motivation to participate in future dialogues.

⁸⁰ UN Enable. (2018). Disability and Development: A United Nations Perspective.

⁸¹ World Bank (2018). Inclusion in Dialogue. [Link](#)

⁸² UNDP. (2019). Leaving No One Behind: A Sustainable Development Goals (SDGs) Roadmap for Inclusion. [Link](#)

⁸³ World Economic Forum (2021). Global Gender Gap Report 2021. [Link](#)

⁸⁴ United Nations Women (UN Women). (2020). Gender-inclusive language guidelines. Retrieved from <https://www.unwomen.org>.

⁸⁵ McKinsey & Company (2020). Diversity Wins: How Inclusion Matters. [Link](#)

GROWING COMMITMENT AND PARTIAL ENGAGEMENT

DESCRIPTION OF INCLUSION	CHARACTERISTICS	OBJECTIVE	EXAMPLES OF INTEGRATION INDICATORS	APPLICATION IN DIALOGUE	STRATEGIES AND ACTIONS	CHALLENGES	LEVEL OF INCLUSION
Growing Commitment and Partial Engagement	Values the importance of diverse representation, aiming to include individuals from various demographics, such as race, gender, socioeconomic status, and other identities. This may include a specific percentage of participants representing underrepresented groups, like those from low-income communities, racial or ethnic minorities,	Enhance representation and encourage participation from underrepresented groups.	- Aim for 30% of participants from diverse backgrounds.⁸⁶ - Feedback collected through surveys shared in follow-up meetings.⁸⁷	Example of feedback form: Demographic Information (optional): Age: _____ Gender: _____ Ethnicity: _____ Background/Community: _____ Overall Experience: _____ 1. How would you rate your overall experience in this dialogue? (1 = Poor, 5 = Excellent) Rating: _____	Organise dialogue sessions focusing on power dynamics, including discussions on representation of underrepresented groups in local decision-making. Use focus groups to explore the experiences of underrepresented communities. Analyse past governance decisions to highlight systemic issues. Facilitate mapping exercises to identify who holds power and which groups are underrepresented.	Limited Feedback: Feedback tools may not capture participants' experiences effectively.⁸⁸ - Tokenism: Inclusion without valuing contributions can alienate marginalised voices.⁸⁹ - Narrow Focus: Predominantly visible narratives may overshadow critical issues affecting marginalised communities.⁹⁰	Medium Inclusion - Engaged Representation: Strives for active participation of underrepresented groups but may lack full empowerment. - Basic Empowerment: Provides some resources and support but does not fully address systemic barriers. - Feedback Utilisation: Incorporates participant feedback to a degree but may not lead to

⁸⁶ UN Women (2018). Women's Participation in Political Decision-Making. Retrieved from UN Women. [Link](#); McKinsey & Company (2015). Why Diversity Matters. Retrieved from McKinsey. [Link](#)

⁸⁷ United Nations Women (UN Women). (2020). Gender-inclusive language guidelines. Retrieved from <https://www.unwomen.org>

⁸⁸ Brown, A., Smith, L., & Jones, M. (2020). Evaluating Feedback Mechanisms in Community Engagement. Journal of Community Psychology. [Link](#)

⁸⁹ Kimmel, M. (2016). Angry White Men: American Masculinity at the End of an Era. Nation Books. [Link](#)

⁹⁰ Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. University of Chicago Legal Forum. [Link](#)

DESCRIPTION OF INCLUSION	CHARACTERISTICS	OBJECTIVE	EXAMPLES OF INTEGRATION INDICATORS	APPLICATION IN DIALOGUE	STRATEGIES AND ACTIONS	CHALLENGES	LEVEL OF INCLUSION
	Individuals with disabilities, and children, ensuring their perspectives contribute to the conversation.			2. Comments: Inclusivity: 3. Do you feel that all voices were heard during the dialogue? • Yes • No (If no, please explain): 4. How well did the dialogue facilitate the inclusion of diverse voices? (1 = Poorly, 5 = Very Well) Rating: 5. Were you aware of the purpose of including diverse voices? • Yes • No	Host workshops on issues faced by underrepresented groups, aiming for at least 30% participation from diverse backgrounds. Collect demographic data to ensure representation reflects community diversity.	- Cultural Misunderstandings: Different cultural backgrounds can lead to misinterpretations of dialogue objectives.⁹¹ - Resource Constraints: Limited funding and resources may hinder comprehensive outreach efforts⁹²	significant changes in outcomes. - Limited Structural Changes: Attempts to create a more inclusive environment without fully addressing power dynamics.

⁹¹ Hofstede, G. (2001). Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations. Sage Publications. [Link](#)

⁹² Smith, J. (2019). Funding Challenges in Community Engagement Initiatives. Community Development Journal. [Link](#)

DESCRIPTION OF INCLUSION	CHARACTERISTICS	OBJECTIVE	EXAMPLES OF INTEGRATION INDICATORS	APPLICATION IN DIALOGUE	STRATEGIES AND ACTIONS	CHALLENGES	LEVEL OF INCLUSION
				6. How important do you think diverse representation is for achieving meaningful outcomes? (1 = Not Important, 5 = Very Important) Rating: _____ Opportunities for Contribution: 7. Did you feel you had opportunities to share your views? • Yes • No (If no, please explain): Safety and Comfort: 8. Did you feel safe and comfortable expressing your opinions?			

DESCRIPTION OF INCLUSION	CHARACTERISTICS	OBJECTIVE	EXAMPLES OF INTEGRATION INDICATORS	APPLICATION IN DIALOGUE	STRATEGIES AND ACTIONS	CHALLENGES	LEVEL OF INCLUSION
				• Yes • No (if no, please explain): Accessibility: 9. Was the venue accessible to you? • Yes • No (if no, please explain): Suggestions for Improvement: 10. What could be improved in future dialogues? 11. What specific aspects of the dialogue helped you feel included? 12. Were there any moments where you felt your voice was not heard? How can we improve this? 13. Any other comments or suggestions?			

Meaningful Engagement and Deep Integration of Voices							
Description of Inclusion	Characteristics	Objective	Examples of Integration Indicators	Application in Dialogue	Strategies and Actions	Challenges	Level of Inclusion
Meaningful Engagement and Deep Integration of Voices	Aims to foster an environment where all individuals feel valued and empowered to engage in meaningful dialogue.	Promote systemic change and empower marginalised voices.	Aim for 50% or more of participants from marginalised communities.⁹³ - Regular feedback loops result in tangible changes (e.g., adjusted dialogue topics).⁹⁴ - Active support services established to support underrepresented voices.⁹⁵	Example: A community forum actively invites local organisations representing various racial, gender, and socioeconomic groups to ensure all voices are present. Ground rules for discussions are established, including confidentiality and respect for differing opinions.	Establish Diverse Advisory Committees: Form committees that include representatives from marginalised communities to guide planning and implementation.⁹⁶ - Create Inclusive Materials: Develop communication materials that are accessible in multiple languages and formats.⁹⁷	1. Diverse Perspectives and Conflicting Views: Different backgrounds may lead to conflicting opinions.¹⁰³ Solution: Facilitate ground rules for respectful discourse and employ skilled mediators. 2. Logistical Barriers: Organising inclusive dialogues can involve complex logistics.¹⁰⁴ Solution: Conduct accessibility audits and offer virtual participation options.	High Inclusion: - Active Participation: Ensures all voices are actively engaged in decision-making. - Empowerment: Focuses on empowering marginalised voices with resources and opportunities.

⁹³ UN Women (2018). Women's Participation in Political Decision-Making. Retrieved from UN Women. [Link](#)

⁹⁴ Brown, A., Smith, L., & Jones, M. (2020). Evaluating Feedback Mechanisms in Community Engagement. Journal of Community Psychology. [Link](#)

⁹⁵ Smith, J. (2019). Funding Challenges in Community Engagement Initiatives. Community Development Journal. [Link](#)

⁹⁶ United Nations Women (UN Women). (2020). Gender-Inclusive language guidelines. Retrieved from <https://www.unwomen.org>.

⁹⁷ McKinsey & Company (2015). Why Diversity Matters. Retrieved from McKinsey. [Link](#)

¹⁰³ Hofstede, G. (2001). Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations. Sage Publications. [Link](#)

¹⁰⁴ Kimmel, M. (2016). Angry White Men: American Masculinity at the End of an Era. Nation Books. [Link](#)

DESCRIPTION OF INCLUSION	CHARACTERISTICS	OBJECTIVE	EXAMPLES OF INTEGRATION INDICATORS	APPLICATION IN DIALOGUE	STRATEGIES AND ACTIONS	CHALLENGES	LEVEL OF INCLUSION
				Example: A workshop series for facilitators includes training on cultural competence, active listening, and managing conflicts. Example: A round-robin format is used in meetings to ensure everyone has a chance to speak.	- Offer Scholarships or Stipends: Provide financial assistance to participants from underrepresented groups.⁹⁸ - Conduct Training Workshops: Facilitate ongoing training for stakeholders on anti-bias practices and inclusive facilitation techniques.⁹⁹ - Leverage Technology for Engagement: Utilise online platforms to broaden participation.¹⁰⁰	3. Power Dynamics: Existing power imbalances can inhibit open dialogue.¹⁰⁵ Solution: Use anonymous feedback tools during discussions. 4. Resistance to Change: Established groups may resist inclusive practices.¹⁰⁶ Solution: Provide training sessions on the benefits of inclusion.	- Systemic Change: Drives efforts to address root causes of inequity, including power dynamics. - Comprehensive Strategies: Implements thorough strategies to tackle power imbalances. - Feedback Mechanisms: Incorporates regular feedback loops for continuous adaptation based on participant input.

⁹⁸ Smith, J. (2019). Funding Challenges in Community Engagement Initiatives. Community Development Journal. [Link](#)

⁹⁹ Kimmel, M. (2016). Angry White Men: American Masculinity at the End of an Era. Nation Books. [Link](#)

¹⁰⁰ Brown, A., Smith, L., & Jones, M. (2020). Evaluating Feedback Mechanisms in Community Engagement. Journal of Community Psychology. [Link](#)

¹⁰³ Hofstede, G. (2001). Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations. Sage Publications. [Link](#)

¹⁰⁴ Kimmel, M. (2016). Angry White Men: American Masculinity at the End of an Era. Nation Books. [Link](#)

¹⁰⁵ Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. University of Chicago Legal Forum. [Link](#)

¹⁰⁶ McKinsey & Company (2015). Why Diversity Matters. Retrieved from McKinsey. [Link](#)

DESCRIPTION OF INCLUSION	CHARACTERISTICS	OBJECTIVE	EXAMPLES OF INTEGRATION INDICATORS	APPLICATION IN DIALOGUE	STRATEGIES AND ACTIONS	CHALLENGES	LEVEL OF INCLUSION
					- Develop Partnerships with Local Organisations: Collaborate with community organisations to enhance outreach efforts.¹⁰¹ - Implement Mentorship Programs: Pair participants with experienced advocates to enhance engagement.¹⁰²	5. Sustaining Engagement: Maintaining participation can be difficult.¹⁰⁷ Solution: Showcase successes and progress to reinforce involvement. 6. Resource Constraints: High inclusion practices often require additional funding.¹⁰⁸ Solution: Seek partnerships or apply for grants aimed at community engagement.	

¹⁰¹ UN Women (2018). Women's Participation in Political Decision-Making. Retrieved from UN Women. [Link](#)

¹⁰² Smith, J. (2019). Funding Challenges in Community Engagement Initiatives. Community Development Journal. [Link](#)

¹⁰⁸ United Nations Women (UN Women). (2020). Gender-inclusive language guidelines. Retrieved from <https://www.unwomen.org> [Link](#)

DESCRIPTION OF INCLUSION	CHARACTERISTICS	OBJECTIVE	EXAMPLES OF INTEGRATION INDICATORS	APPLICATION IN DIALOGUE	STRATEGIES AND ACTIONS	CHALLENGES	LEVEL OF INCLUSION
						7. Measurement and Evaluation: Assessing effectiveness can be complex.¹⁰⁹ Solution: Develop qualitative and quantitative measures. 8. Cultural Competency: Lack of cultural competency can lead to misunderstandings.¹¹⁰ Solution: Provide cultural competency training for facilitators. 9. Setting Clear Guidelines: Defining “inclusion” can vary among participants.¹¹¹ Solution: Co-create guidelines collaboratively at the beginning of the dialogue process.	

¹⁰⁹ Brown, A., Smith, L., & Jones, M. (2020). Evaluating Feedback Mechanisms in Community Engagement. Journal of Community Psychology. [Link](#)

¹¹⁰ Hofstede, G. (2001). Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations. Sage Publications. [Link](#)

¹¹¹ Kimmel, M. (2016). Angry White Men: American Masculinity at the End of an Era. Nation Books. [Link](#)

6.3. INCLUSIVE BUDGET

Based on *Disability Inclusion in the DFAT Development Program: Good Practice Note*¹¹², “people with disabilities commonly face a range of barriers in participating in society and benefitting from development investments. The types of barriers include:

- Attitudinal and/or societal barriers (such as stigma)
- Communication (such as information not being made available in accessible formats or available in one format only)
- Physical and/or environmental barriers (such as stairs, inaccessible transport) and
- Policy and/or systemic barriers (such as legislation, policies and procedures that explicitly or implicitly discriminate against people with disabilities).

Reasonable accommodation is the provision of support, modifications, and/or adjustments that meet the individual needs of people with disabilities to enable them to participate in, and benefit from, Australia’s development investments (targeted and mainstreamed). The need for reasonable accommodation is recognised in *Development for All 2015–2020* and can include the provision of accessible transportation, sign-language interpreters, support for an individual’s caregiver to attend meetings, and documents being made available in accessible formats as requested by a specific participant.¹¹³ Some adjustments can be implemented at little or no cost, and some can require the allocation of a modest budget to facilitate equitable access for people with disabilities.”

¹¹² DFAT (2021), “Disability Inclusion in the DFAT Development Program: Good Practice Note,” <https://www.dfat.gov.au/sites/default/files/disability-inclusive-development-guidance-note.pdf>

¹¹³ Documents in accessible formats can include electronic versions that are compatible with screen readers for people with vision impairments, or versions in more simple language and illustrations for people with intellectual impairments.

6.4. SUPPORT SERVICES FOR PERSONS WITH DISABILITIES

The following list provides information on the type of disabilities, support needed, and how to communicate with a person with specific type of disability.

NO	TYPE OF DISABILITY	SUPPORTS NEEDED ¹¹⁴
1	Visual Impairment	Facility supports: • Braille language • Tactile paving surface • Fire sound alarm • Good lighting for low vision • Securely fixed handrails • Audio Communication supports: • When meeting for the first time, introduce and describe yourself. • If your relationship gets closer, a blind person may feel comfortable to feel your face or features to get to know you better. • Identify yourself when meeting someone. • Make sure everyone introduces themselves verbally. • Inform when people are entering or leaving the room. • Speak to the person directly. • Address persons by their name, especially in group settings. • Describe the space you are in as well as the things you see. • Avoid noisy places so the person can clearly hear you. • Speak naturally and clearly. There is no need to shout. • Ask if the person needs support, and if so what do they need? • Be specific in your descriptions. Say, “the table is in front of you”, NOT “the table is here”.

¹¹⁴ Disability Inclusion Trainer’s Manual: A Guide for supporting training capacity for disability inclusion, <https://pafid.org/wp-content/uploads/Disability-Inclusion-Trainers-Manual-ENG.pdf>

NO	TYPE OF DISABILITY	SUPPORTS NEEDED
		• Do not move things or leave things on the floor where someone can fall over them. • Be specific when giving directions. Say, “to your right/left” NOT “over there”. • Use clear signs and documents for people with low vision, such as large letters and colours that are more easily seen. • Use information in braille for people who can read braille. • Do not be afraid to use phrases like “I will see you”. • Do not remove or touch someone’s assistive device. • Do not play with a guide dog without the owner’s permission. • On stairs or escalators, let the person know whether the stairs/ escalators are going up or down.
2	Deaf or hard of hearing	Facility supports: • Assistive hearing device • Sign language interpreter/personal assistant • Clear and visible signage • Flashing Fire Alarm • Alternative methods of communication such as paper and pen Communication supports: • Ask how the person would prefer to communicate. • Move to a quiet area so there is no or little background noise. • Position yourself, the person, and (if present) their interpreter in a place where there is adequate lighting. • Stand somewhere where you can be seen easily so you can get their attention when needed. • Stand nearby a person who is hard of hearing. • Face the person. Some people with hearing disabilities want to see your face so they can read lips and see facial expression. • Be aware of mouth coverings for those reading lips. • Do not put your hand in front of your face when talking. • Check whether the person has understood you, for example by asking for feedback. • Speak clearly and at usual volume. Do not shout. • Give interpreters time to translate what you said. • Speak directly to the person. Do not speak through someone else. • Use facial and body expressions to support what you say.

NO	TYPE OF DISABILITY	SUPPORTS NEEDED
		• Reword the sentence instead of repeating yourself if you are not understood the first time. • Provide information in writing if necessary and if the person can read. • Send a text message instead of phoning the person. • Feel free to use phrases like “did you hear”.
3	Physical impairment	Facility supports: • Ensure a clear pathway and doorway for the person with a wheelchair. • Wheelchair, walking sticks. • Ramps • Wide space • Accessible parking lot and toilets • accessible lift/elevator • Lower table and things reachable from a sitting position • Do not touch or move the person’s assistive device. • Securely fixed handrails • Available seats and benches, so people with physical impairment can rest. Communication support: • Place yourself at eye level with the person. • Talk to the person, not to his or her assistant/ companion. • Do not remove or touch someone’s assistive device. For example - Treat the wheelchair as part of his/her body space. • Ask if the person would like assistance, for example with opening a door or pushing the wheelchair. • Ensure clear pathways to intended destinations, at meetings and in restaurants. • Make a chair-free space at tables for wheelchair-users. • Assisting someone going up or down a staircase if it is needed/ requested. Ask how they feel most comfortable and safe. • When telephoning a person, let the phone ring long enough to allow time to reach the phone. • Do not be afraid to use words like “run” or “walk”.

NO	TYPE OF DISABILITY	SUPPORTS NEEDED
4	Speech difficulties	Communication support: • Give the person time to speak. • Do not interrupt them or complete their sentences. • Do not take over the conversation. • Do not pretend you have understood if you haven't. • It is okay to ask people to repeat and clarify. • Involve someone to support the communication if needed. • Remember that speech difficulties are not the same as intellectual impairment
5	Intellectual or learning disabilities	Facility supports: • Avoid rooms with too many colours and decorations. • Avoid too much information with one sign such as so many fonts and colors. • Clear and frequent signage • Easy-read written material: simple language with picture support • Communication supports: • Speak directly to the person. Do not talk through their assistant. • Speak clearly with short sentences and clear words. • Adjust your communication according to someone's specific needs: such as the use of visual information and audio information. • Talk slowly and allow the person time to respond. • Use gestures and facial expressions. • Take time to understand each other. • Check whether the person has understood you. • Show each other what you mean when you don't understand each other verbally. • Adjust your communication according to someone's specific needs: such as the use of visual information, audio information (instead of written texts) etc. • Involve someone to support the communication if needed. • Keep in mind that there are different degrees of intellectual impairments; some people communicate more easily than others. • Some people have difficulties with writing, others with reading, writing or listening. These are specific learning impairments, not intellectual impairments. Such persons may be of average or above-average intellect. • Be aware that intellectual or learning disabilities are not always visible. Don't judge people on how they react, write or talk. • Asking with a short question (Yes/No Question)

6.5. LIST OF INSTITUTIONS THAT SUPPORT/WORK ON DISABILITIES

NO	INSTITUTION	SUPPORT	CONTACT
1	Action on Disability and Development (ADD)	Support the development rights movement formed by self-groups, district federation and a national disabled people's organisation, that influences national and local policy and practice to end poverty and social exclusion	Website Contact: 0300 303 8835
2	Association for Aid and Relief Japan	Promote inclusive education by providing training for teachers and expanding the evaluation list to meet the conditions for an inclusive learning environment	Website Contact: +81-3-5423-4511
3	Association of the Blind in Cambodia (ABC)	Work in partnership with stakeholders to include people with disabilities, particularly blind and visually impaired people in their development plan through advocacy and capacity training	No official website Contact: 023 213 882/012 618 882
4	BraveHearts Program	Provide special needs children access to specialised therapists and learn skills for independent living	Website Contact: 012 233-948/+855 12 233-948
5	Cambodian Development Mission for Disability (CDMD)	Provide comprehensive community-based rehabilitation services to people with disabilities and their families, and collaborate with government and non-government agencies to facilitate assistance to access the services	Website: Broken URL Available on Facebook Contact: 096 884 2492
6	Cambodian Disabled People's Organization (CDPO)	Represent advocates with disabilities for their rights and interests as well as help to build their rights awareness and capacity towards achieving a life with dignity	Website Contact: 023 221 823
7	Children in Family Organization (CIF)	Provide family care programming such as emergency care, kinship care and foster care along with technical support for other organisations wanting to improve their social work practice	Website Contact: +855 31 4323 223

NO	INSTITUTION	SUPPORT	CONTACT
8	Capacity Building for Disability Cooperation (CABDICO)	Support all people with disabilities and vulnerable people in Cambodia by respnding to their basic needs in their community	Website: Broken URL Contact: 023 217 454 / 012 883 647 / 092 959 192
9	Deaf Development Programme (DDP)	Empower deaf people to develop their education, language, employment and community, and to raise awareness and understanding of deafness, deaf people and their culture within Cambodian society	Website Contact: +855 17 993-321
10	Disability Development Services Program (DDSP)	Help disabled people access a wide range of services, raise awareness among communities about their rights for social integration and help other NGOs and government departments to work with disabled people	Website Contact: 092 266 493 / 052 951 495
11	Domnok Toek Organisation	The Rehabilitation and Day Care Centre provides support to children with disabilities and their families.	Website Contact: 012 985 384
12	Epic Arts	Promote integration of people of all abilities and disabilities using the arts as a form of expression, transformation and empowerment	Website Contact: N/A Facebook
13	Essential Personal Cambodia (EPC)	Improve the lives of youth with disability in Cambodia through education and training, leading to employment and self-sufficiency	Website unavailable Contact: 087576904 / 012-324-548
14	Exceed World Wide (EWW)	Train Prosthetist Orthotists and P&O Technicians at a specialist P&O school and provide comprehensive physical rehabilitation services, free of charge, to those most in need at three physical rehabilitation clinics	Website Contact: +44 (0)7394 499333
15	Hands of Hope Community (HHC)	Promote and protect the rights of children and youth with intellectual disabilities and autism, empower families and communities and engage the government to be more responsive	Website unavailable Contact:: 023 864 291

NO	INSTITUTION	SUPPORT	CONTACT
16	Humanity & Inclusion (HI)	Reduce preventable impairments, improve access to high-quality health and rehabilitation services for people with disabilities, and promote their social and economic independence	Website Contact: 023 217 300
17	Inclusive Cambodia	Promote the visibility and confidence of all young people, disabled and non-disabled children through accessible therapy, healthcare and childcare, inclusive education and sport as well as community advocacy	Website Contact: +855 31 432 3223
18	Kampuchea Sela Handicap Organization	Campaign for the rights of people with mental disability and prepare them to get their independence and feel recognised and integrated into society	Website Contact: +855 (0)92 906 097 (KH)/ +855 (0)96 615 9283 (EN)
19	Karuna Battambang	Provide rehabilitation services to people with disabilities in five Community-Based Rehabilitation (CBR) centres; and at their homes in the selected areas of Battambang, Kampong Chhnang, and Kandal provinces	Website Contact: +855 53 900 800 17 592 692
20	Komar Pikar Foundation (KPF)	Provide equality holistic support, to ensure that policies and services are implemented to address the needs of these children and youth	Unavailable website Contact: 017 777 532
21	Krousar Tmey	Enable the integration of underprivilege children into Cambodian society through education and support adapted to the needs	Website Contact: +855 (0)23 880 502
22	KT Braille	Braille Company	Website Contact: 069 269 289
23	OIC Cambodia (Organization to Improve Communication)	Establish speech therapy university courses and jobs for Cambodians, raise awareness, and influence government policy	Website Contact: +855 12 405 195
24	Maryknoll Lay Missioners	Sign language Interpretation	Website Contact: 914-467-8857

NO	INSTITUTION	SUPPORT	CONTACT
25	People's Action for Inclusive Development (PAfID)	Strengthen and support the capacity of relevant actors in disability inclusion and inclusive development including Organisations of People with Disabilities (OPDs) & NGOs, government, private sector and communities	Website Email: info@pafid.org
26	Phnom Penh Center for Independent Living (PPCIL)	Empower people with severe disabilities to live independently by providing basic education and vocational training and assisting in identifying housing units and employment opportunities	Website Contact: 023 6329 214 / 077 500 706
27	Rabbit School Organization	Promote the rights of children with intellectual disabilities with access to education regardless of the origin, nature, or severity of their impairments	Website Contact: 068 901 971
28	Safe Haven	Provide adaptive equipment that enhances a child's safety, comfort, and function; nutritional supplements for protein deficiency due to feeding and swallowing difficulties; and basic first aid supplies	Website Contact: 097 375 6856
29	Veterans International Cambodia	Support PWDs in Cambodia, especially vulnerable people in society and empower them to build lives for themselves and their families through Community Based Rehabilitation	Website Contact: 11 72 87 02 / 23 430 942
30	Wika Media	Communication with deaf people (based in the Philippines)	Website Contact: +855 11 72 87 02 / 23 430 942

6.6. LIST OF INSTITUTIONS THAT SUPPORT/ WORK ON GENDER EQUALITY

NO	INSTITUTION	SUPPORT	CONTACT
1	Alkphivath Neary Khmer Organization (ANKO)	Empower poorest Cambodian, especially women and children to participate equally in social, development and economic activities for Cambodia	Contact: 023/012/016 993 152 Email: anko.pst@gmail.com
2	Banteay Srei	Empowers vulnerable women to improve their political, economic and psycho-social situation through community development projects and advocacy work	Website Contact: +855 (0)11 798 078 Email: ed@banteaysrei.info
3	Children and Women Development Center in Cambodia (CWDCC)	Enhance people's capacity and right to obtain sufficient food security, improve gender equality, education and health, focusing particularly on women and children	Website Contact: +855 81 692 696 Email: annith@cwdcc.org
4	Cambodian Committee for Women (CAMBOW)	With 35 members, CAMBOW promotes the respect for and protection of women's rights through education, training, research, documentation and advocacy	Email: cambowmail@gmail.com
5	Cambodian Health and Education for Community (CHEC)	Empower youths, GBV survivors and PLHIV through collaboration with local stakeholders to sustain equal participation, well-being and dignity of target groups	Website Contact: +855 (0)12 620 608 Email: chec@online.com.kh
6	Cambodian League for the Promotion and Defense of Human Rights (LICADHO)	Monitor and protect as well as promote and advocate for women's rights in Cambodia in addition to bringing reform to a national level by working with other NGOs to influence the government	Website Contact: +855 12 536 300 / +855 15 553 855 / +855 12 214 454 Email: contact@licadho-cambodia.org

NO	INSTITUTION	SUPPORT	CONTACT
7	Cambodian Organization for Woman Support (COWS)	Increase awareness, motivate action, and provide assistance to women and vulnerable people in the areas of health, food security, democracy and empowerment initiatives for better quality of life	Website Contact: +855 12 784 122 / +855 89 783 499 Email: cows_org@yahoo.com
8	Cambodian Women's Crisis Center (CWCC)	Advocate for the human rights of women and children, gender justice and the elimination of all forms of violence	Website Contact: +855 23 987 158 Email: PNPadmin@cwcc.org.kh / PNPmanager@cwcc.org.kh
9	Cambodian Woman's Development Agency (CWDA)	Advance women's economic and social rights and promote their self-sufficiency and self-reliance in Cambodian	Contact: 023 210 449 / 012 992 199 Email: cwda@online.com.kh
10	Gender and Development for Cambodia (GADC)	Promote mutual respect between men and women, enable policy makers and institutions to develop plans and programmes addressing gender inequalities and strengthen support structures at the national and local levels	Website Contact: +855 (0)23 881 614 / +855 (0)96 325 1690 Email: info@gadc.org.kh
11	Khmer Women's Voice Center (KWVC)	Support women's issues, provides equipment and train professionals in advocacy, research and media as well as combat trafficking against women	Contact: 023 212 352 / 012 919 099 Email: kwvc@forum.org.kh
12	Klahaan Organization	Strengthen the women's rights movement in Cambodia by undertaking evidence gathering and co-creating joint actions, so that more women can take strategic actions in critical moments	Website Contact: +855 23 238 741 Email: info@klahaan.org
13	Mother's Heart Organization	Empower, equip and educate women and their families through counselling, support services, medical care and community involvement so they can choose the best future for themselves and their babies	Website Contact: +855 12 602 384 Email: communications@mothersheartcambodia.org

NO	INSTITUTION	SUPPORT	CONTACT
14	NGO CEDAW	Monitor and promote the implementation of CEDAW in Cambodia, engage in gender advocacy and conduct awareness-raising/capacity-building activities for its 30 members	Website Contact: +855 10 966 877 Email: ngocedaw.pnh@gmail.com
15	Precious Women Organization	Provide women working in entertainment industry vocational training and scholarship with job opportunities, counseling and health support, and safe temporary housing	Website Contact: +855 89 378 498 Email: info@preciouswomen.org
16	Social Action for Change (SAC)	Provide technical assistance including policy analysis and space, and support in advocacy for socio-economic and political change to workers and women activists	Website Contact: (+ 855) 99 768 149 Email: chreksopeha@gmail.com
17	The Women Organization for Modern Economy and Nursing (WOMEN)	Work with individuals and communities to develop and use their ability to improve their quality of life, to achieve their potential and contribute to social development	Website Contact: 023 882 875 / 012 949 982 Email: women@womencambodia.org
18	Urban Poor Women Development	Work with urban women groups to develop their capacity, empower them to address their issues, and to secure their rights and livelihoods	Website Contact: +855 (0)23 995 580 / +855 (0)12 646 955 Email: info@upwd.org
19	Violence Against Women and Children of Cambodia (VAWCC)	Eliminate all forms of violence against women and children and provide assistance to victims of gender-based abuse	Contact: 092 982 292 Email: ekpraneith-vawcc@yahoo.com
20	Women Media Centre of Cambodia (WMCC)	Use the media service to educate, lobby and increase awareness of women's rights in Cambodian society and to empower women by providing information on socio-economic issues and giving them a voice on these issues	Website Contact: +855 23 881 497 Email: info@wmc.org.kh

NO	INSTITUTION	SUPPORT	CONTACT
21	Peace Makers (WPM)	Support the empowerment of women and youth, transform conflict, and prevent violence, including gender-based violence, by providing the tools and space for dialogue and deeper understanding about issues of gender and peace	Website Contact: +855 15 784 844 Email: wpm@wpmcambodia.org
22	Women's Network for Unity (WNU)	Advocate for greater participation of network of sex workers in the development programs, policies and laws giving them access to social services, and freedom from violence and discrimination	Website Contact: +855 (0)17 666 281 Email: wnu.cambodia@gmail.com
23	Women's Resource Center	Provide women emotional support, referral services and education workshops on health and rights at zero cost	Website Contact: +855 (0)92 373 693 Email: info@wrccambodia.org
24	Worker's Information Center (WIC)	Build women garment workers' understanding, ideas, analysis, and involvement to ensure their decision and actions improve their living/working conditions and to have a decent work	Website Contact: +855 (0)17 229 500 Email: info.wiccambodia@gmail.com

6.7. LIST OF INSTITUTIONS THAT SUPPORT/ WORK ON SOCIAL INCLUSION

NO	INSTITUTION	SUPPORT	CONTACT
1	Cambodian Center for Human Rights	Empower the LGBT community and encourage them to advocate for their rights by developing a knowledge and support network, communities, NGOs, the private sector and the media	Website Contact: +855 23 726 901 / +855 23 726 902 Email: info@cchrcambodia.org
2	Khana	Providing HIV prevention, care and support services at the community level in Cambodia, as well as integrated sexual and reproductive health, family planning, maternal child health, TB and livelihoods programming	Website Contact: +855 23 211 505 Email: khana@khana.org.kh
3	Men’s Health Cambodia	Work on HIV-AIDS prevention intervention among LGBT communities	Website Facebook Contact: 016 854 555
4	Rainbow Community Kampuchea Organization (ROCK)	LGBT community in all 25 provinces and cities in Cambodia to break down isolation, empower individual and group, and strengthen solidarity in the community, advocate and raise awareness	Website Contact: +855 12 48 15 61 / +855 90 87 59 29 Email: contact@rockcambodia.org
5	Cooperation Committee for Cambodia (CCC)	Work in inclusive partnership for good governance, enabling environment and sustainability of civil society organization in Cambodia	Website Contact: +855 (0)23 214 152 Email: info@ccc-cambodia.org
6	Cambodia Indigenous Peoples Organization (CIPO)	Facilitate the Cambodian indigenous peoples to take charge on their culture and tradition and their customary rights to land and natural resources in their community	Website Contact: 012 571 636 Email: info@cipocambodia.org

NO	INSTITUTION	SUPPORT	CONTACT
7	Cambodia Indigenous Women Association	Enhance protection and support of activities of indigenous women through strengthening their sense of rights, laws, and ownership over land, natural resource management, economic development and culture	Website Contact: +855 85 811 808 Email: info@ciwacambodia.org
8	Cambodia Indigenous Youth Association	Consolidate all indigenous youths towards building a strong network to strengthen solidarity and capacities and help indigenous communities maintain land ownership and culture as well as access to health and livelihood	Website Contact: +855 23 555 0440 Email: info@ciyanet.org
9	Indigenous Community Support Organization (ICSO)	Develop and support the capacity of indigenous community networks and movements to access basic services, to improve their livelihoods and work collectively to protect and manage their land, natural and traditional resources	Facebook Contact: 023 997 657 Email: ppoffice@icso.org.kh
10	My Village Organization (MVi)	Provide high quality support to indigenous communities for improving natural resource-dependent livelihoods	Website Contact: 097 951 9123 / 088 951 7123 Email: info@mVICambodia.org
11	Cambodian Children's Fund	Transform the lives of the most impoverished, marginalized and neglected children in Cambodia through high quality education, leadership training and direct support programs	Website Contact: +855 (0)23 991 944 / +855 (0)23 988 999 Email: info@cambodianchildrensfund.org
12	Child Fund Cambodia	Focus on child protection, quality education, climate change adaptation, improved local governance, water and sanitation, and youth empowerment for vulnerable children and young people to realize their rights	Website Contact: +855 (0)23 997 113 Email: info@childfund.org.kh
13	First Step Cambodia	Build the capacity of professionals, raise awareness, conduct research on child sexual abuse, and support the government in improving and developing child protection systems, social work standards, and policies	Website Contact: 092 900 369 / 012 461 460 Email: office@first-step-cambodia.org

NO	INSTITUTION	SUPPORT	CONTACT
14	Mith Samlanh	Work with marginalized children/youth, their families and communities to build their futures and develop projects effectively supporting children to become independent and productive members of the community.	Website Contact: +855 23 220 596 Email: info@mithsamlanh.org
15	NGO Forum on Cambodia	Coordinate and equip network/members and other civil society organizations in actively engaging in policy dialogues, debates and advocacy for poor and vulnerable people in Cambodia	Website Contact: +855 23 214 429 Email: info@ngoforum.org.kh
16	Pour un Sourire d'Enfant's (PSE)	Help for families through education and schooling, food, health, protection, and vocational training	Website Contact: +33 (0)1 30 24 20 20 Email: secretariat@pse.org
17	This Life Cambodia	To listen to, engage with and advocate with children, women, and communities as they define and find solutions to complex social challenges	Website Contact: +855 (0)63 966 050 Email: contact@thislife.ngo

6.8. LIST OF GEDSI EXPERTS¹¹⁵

NO	NAME	POSITION	ORGANISATION	CONTACT
1	Kry Nallis	Secretary of State	Ministry of Women's Affairs	
2	Nhean Socheata	Director General of Social Development Department	Ministry of Women's Affairs	
3	The Chhun Hak	Director General, Gender Equality and Economic Development	Ministry of Women's Affairs	012 988 841
4	Seng Phal Davin	Deputy Director Gender of Gender Equality and Economy	Ministry of Women's Affairs	012 925 610
5	Cheng Chinneth	Director of the Gender Equality Department	Ministry of Women's Affairs	011 769 476
6	Sar Sineth	Deputy Director of the Social Development Department	Ministry of Women's Affairs	012 217 123
7	Mao Map	Executive Director	KlaHaan Organisation	ed@klahaan.org
8	Cheat Chansolinda	Gender and Advocacy Coordinator	Banteay Srei	017 469 636 gac@banteaysrei.info
9	Sdeung Phearong	Executive Director	Banteay Srei	081 885 874 ed@banteaysrei.info
10	Suong Sopheap	Gender Equality and Inclusion Specialist	Save the Children International	Sopheap.suong@gmail.com
11	Sean Sreymom	Program Manager	Women's Resource Center	
12	Sok Sreyleap	Campaign Officer	Women's Network for Unity	099 323 892

¹¹⁵ The GEDSI experts are identified through searches on platforms such as LinkedIn, Google, and relevant professional websites, using keywords related to gender equality, diversity, and social inclusion. After verifying their credentials via the GEDSI Consortium, their contact information is collected from publicly available sources. We advise partners to use this information professionally and refrain from sharing the list outside the program.

NO	NAME	POSITION	ORGANISATION	CONTACT
13	Chea Pisey	Social Development and Gender Specialist	Asian Development Bank (ADB)	
14	Chea Chandy	Senior Social Development Officer (Gender)	Asian Development Bank (ADB)	
15	San Sophany	Gender Advisor	GIZ	078 366 741 Sophany81@gmail.com
16	Eng Chandy	Executive Director	GADC	095 797 909 eng.chandy@gadc.org.kh
17	Sangva Phoungvyna	Advocacy and Networking Program Manager	GADC	077 805 061 phoungvyna@gadc.org.kh
18	Chea Eng Mey	Feminist Education Program Coordinator	GADC	070 362 996 chea.engmey@gadc.org.kh
19	Prak Chanposda	Senior Advocacy & Networking Program Officer	GADC	012 595 922 prak.chanphosda@gadc.org.kh
20	Rotvatey Sovann	National Program Officer	UNWOMEN	085 822 348 rotvatey.sovann@unwoman.org
21	Kry Suyheang	Executive Director	WPM	012 582 763 suyheang.k@wpmcambodia.org
22	Seng Simouy	Gender Program Manager	WPM	085 486 700 simouy.s@wpmcambodia.org
23	Hun Sinoun	Technical Advisor (Gender)	CARE Cambodia	
24	Seng Reasey	Executive Director	SILAKA Organisation	017 933 336 reaseys@silaka.org
25	Bou Makara	Gender-Based Violence (GBV) Lead	ACCESS	012 694 994 makara.bou@access2cambodia.org

NO	NAME	POSITION	ORGANISATION	CONTACT
26	Lim Sereyroth	Freelancer	ADB & IFAP	012 587 242 sereyroth.lim@gmail.com
27	Chun Sotheary	Team Leader Women's Rights and Campaign	Action Aid	012 661 955 sotheary.chun@actionaid.org
28	Sonket Sereyleak	Education and Gender Facilitator	COMFREL	012 775 696 sreyleak@comfrel.org
29	Ouch Nimol	Executive Director	Essential Personnel Cambodia	087 576 904 nimulessential@gmail.com
30	Kheng Virak	Executive Director	People's Action for Inclusive Development	011 866 966 virak.kheng@pafid.org
31	Mey Samith	Executive Director	Phnom Penh Center for Independent Living	012 873 086 meysamith@ppcil.org
32	Sam Sovannarith	Executive Director	Domnak Toek Organisation	096 888 6163
33	Ey Sinan	Executive Director	Marist Solidarity Cambodia (MSC)	admin.msc@marists.org.au
34	Sau Soknym	Executive Director	Deaf Development Programme (DDP)	012 699 648
35	Onn Sokny	Executive Director	Epic Art	012 910 307 sokny@epicarts.org.uk
36	Mak Monika	Executive Director	CDPO	016 800 572 director@cdpo.org
37	Mean Vibolratanak	Project Coordinator	CDPO	093 644 343 vibolratanak.mean@cdpo.org
38	Choy Vivath	Disability and Rehabilitation Lead	ACCESS II	vivath.chou@access2cambodia.org
39	Ly Pisey	Rock Coordinator	ROCK	pisey@rockcambodia.org
40	Say Seaklay	Rock Coordinator	ROCK	sayseaklay@gmail.com

NO	NAME	POSITION	ORGANISATION	CONTACT
41	Mil Sreytoch	LGBT Community Organizer	ROCK	sreytouchroearn@gmail.com
42	Yum Mane	Executive Director	Cambodia Indigenous Peoples Organisation	012 571 636 mane.yun@cipocambodia.org
43	Naung Sam Oeung	Executive Director	Organization Conserve Indigenous People Language (CIPL)	075 652 9666 cipl2017@gmail.com
44	Kuy Thida	Founder of LovelsDiversity LGBTQ representative	WPM	017 717 475 thida98.kuy@gmail.com
45	Sao Sokha	Chair of Board of Directors	Cambodia Indigenous Women Association (CIWA)	012 910 307
46	Fong Champey	Vice-president	Cambodia Indigenous Women Association (CIWA)	097 527 31 48 fongchompey@gmail.com
47	Nun Sokhunthea	President	Cambodia Indigenous Youth Association	sokunthea@ciyanet.org
48	Srun Srorn	Co-Founder	ASEAN SOGIE CAUCUS	Ssrorn07@gmail.com
49	Ath Rattana	Founder and President	Pride Organisation Cambodia	
50	Yeun Vanna	Social Inclusion Advisor	International Committee of the Red Cross	vyeun@icrc.org

6.9. GLOSSARY

Accessibility	Can be viewed as the "ability to access" and benefit from some system or entity. The concept focuses on enabling access for people with disabilities, or enabling access through the use of assistive technology; however, research and development in accessibility brings benefits to everyone ¹¹⁹ .
Barriers	Barriers are defined as attitudinal and/or societal actions, physical and/or environmental factors, and policy and/or systemic issues that create a disabling effect. Examples of barriers can be stigma (social), exclusive use of stairs in buildings (physical/environment), lack of accessible information (communications) and/or lack of funding for a specific type of mobility aid (policy/systemic) ¹²⁰ .
Civil society	A collection of non-government organisations, institutions and individuals operating outside of the government and private sectors. In PCII, diverse groups of civil society or engagement between RGC and civil society – are inclusive of different types of groups – e.g., think tanks, academia, professional associations and networks, NGOs, and community groups.
Communication of research findings	Packaging policy research into different formats to communicate to a diverse audience, for example, translating policy research into policy briefs for policymakers, utilising infographics for media dissemination, and simplifying language to enhance understanding amongst the general public or target community and accessible to women, members of the LGBTI and indigenous communities, people with disabilities, and other vulnerable groups.
Credible (evidence)	In this case, 'credible' comprises two parts: • Policy development is informed by good quality evidence, that is reliable, timely, and demonstrates that a sufficient range of relevant information has been accessed; and • Stakeholders themselves accept the process as valid – and do not, for example, feel that certain important information has been ignored, or unreliable evidence advanced.

¹¹⁹ M. S. Sorenson, *From DEI to DEIA: Why Adding Accessibility Is So Important* (2023). Available online: <https://www.csescienceeditor.org/article/from-dei-to-deia-why-adding-accessibility-is-so-important/> [Accessed 30/10/23]

¹²⁰ Research for Development Impact Network, *Research for All: Making Research Inclusive of People with Disabilities* (2020). Available online: <https://rdinetwork.org.au/wp-content/uploads/2020/06/RDI-Network-R4All-Accessible-PDF-1.pdf> [Accessed 28/10/23]

Dialogue	An exchange of information, ideas, or opinions between parties through spoken or written means. Its goal can range from mutual understanding to exploring topics. It's versatile, useful for clarity, learning, or building relationships. In a policy context, a dialogue refers to a structured and purposeful conversation or discussion among various stakeholders, including government officials, experts, researchers, CSOs, and the public, aimed at sharing knowledge, identifying ways to address specific policy issues or opportunities and ultimately inform the development, implementation, or revision of policies and initiatives.
Disability	The Convention views disability as the outcome of complex interactions between health conditions and features of an individual's physical, social, and attitudinal environment that hinder their full and effective participation in society¹²¹.
Disability inclusion (disability-inclusive development)	Disability-inclusive development promotes equitable and effective development by recognising that, like all members of a population, people with disabilities are both beneficiaries and agents of development. It seeks to redress systems and processes which prevent people with disabilities from participating in, and benefiting from, development. The explicit inclusion of people with disabilities as active participants in development processes leads to broader benefits for families and communities, reduces the impacts of poverty, and positively contributes to a country's economic growth¹²².
Diverse	For the program, the term diverse means the practice and/or quality of offering multiple perspectives or viewpoints, whether in a piece of research, a policy dialogue, or other related activity.
Diverse evidence (sources)	A wide range of varied information, data, or knowledge repositories that are drawn upon. These sources encompass data and evidence from a variety of origins, types, and perspectives, often to provide a comprehensive and multifaceted understanding of a given issue or topic.

¹²¹ N. Groce, *Key concepts in disability* (2009). Available online:

https://www.researchgate.net/publication/40037990_Key_concepts_in_disability [Accessed 30/10/23]

¹²² DFAT, *Disability Inclusion in the DFAT Development Program: Good Practice Note* (2021). Available online:

<https://www.dfat.gov.au/sites/default/files/disability-inclusive-development-guidance-note.pdf> [Accessed 19/8/23]

Do no harm approach	Help to identify unintended negative or positive impacts of development interventions in different context and minimising harms to everyone involve in the program ¹²³ .
GEDSI	Gender equality: a state where women and girls and men and boys enjoy equal opportunities, rights, and resources. Disability inclusion: understanding the relationship between the way people function and how they participate in society, and making sure everybody has the same opportunities to participate in every aspect of life to the best of their abilities and desires. A disability-inclusive approach seeks to identify and address barriers that prevent people with disabilities from participating in and benefiting from development. <i>Social inclusion: addresses inequality or exclusion of vulnerable populations.</i>
GEDSI Consortium	The GEDSI Consortium consists of three Cambodian national civil society organisations with expertise in disability, gender, and representation of vulnerable groups, including LGBTI and indigenous communities. Leveraging their vast networks the Consortium supports and advises the PC II partners throughout the Program lifespan in integrating GEDSI.
Gender	A social and cultural construct, that distinguishes differences in the attributes of women and men, girls, and boys, and accordingly refers to the roles and responsibilities of women and men, and where legal, people who are non-binary ¹²⁴
Gender-based violence	Violence that is directed against a person based on gender. It constitutes a breach of the fundamental right to life, liberty, security, dignity, equality between women and men, non-discrimination, and physical and mental integrity. GBV includes violence against men, boys, sexual minorities, or those with gender-nonconforming identities.

¹²³ DFAT, *Ethical Research and Evaluation Guidance Note* (2021). Available online: <https://www.dfat.gov.au/sites/default/files/ethical-research-evaluation-guidance-note.pdf> [Accessed 18/10/23]

¹²⁴ Gender Equity Unit, *Gender Concepts and Definitions* (n.d.). Available online: <https://genderhealthdata.org/resource/gender-concepts-and-definitions/> [Accessed 08/08/23]

Gender inclusion	The practice of creating environments, policies, and attitudes that embrace and respect the diverse range of gender identities and expressions. It involves recognising that individuals may identify as male, female, both, neither, or somewhere along the gender spectrum and that all these identities should be acknowledged and valued. Efforts include ensuring women and gender-diverse people can equitably access, use, contribute to, influence and benefit from the design and implementation of the program
Engagement (substantive)	Engagement refers to the quality and depth of participation and indicates active participation in a particular activity, process, or situation. It denotes a connection or interaction where individuals, groups, or entities are invested in the outcome, often characterised by communication, collaboration, and a sense of shared purpose or interest. Substantive engagement of women, people with disabilities, and marginalised groups refers to their significant role in in shaping the discourse, offering insights, and driving decisions. More than just representation, their perspectives and experiences are prioritised, directly addressing their concerns and rights, and notably influencing outcomes.
Evidence	Refers to factual information, data, research findings, or knowledge that is used to inform various purposes including policy development, analysis, and decision-making processes. While "diverse evidence" emphasises the variety of sources and methods, "inclusive evidence" emphasises representation, particularly of those voices that are often left out.
Evidence-informed decision-making	The practice of making policy decisions based on reliable and relevant data and information.
Inclusion (inclusive)	The intentional efforts and actions taken to ensure individuals and groups' (including women, persons with disabilities, youth, ethnic minorities, LGBTI and other marginalised groups) perspectives and experiences are considered and integrated; and they are empowered to participate in policy processes.

Inclusive communication	Inclusive communication within the PC program refers to the dissemination of information, research findings, and policy insights in a manner that is accessible, understandable, and relevant to a broad audience. It takes into account the diverse needs and preferences of different groups, including women, people with disabilities, ethnic minorities, and other marginalised communities, to ensure that communication is inclusive and reaches all stakeholders effectively.
Inclusive dialogue	Engaging a diverse range of stakeholders and voices in discussions and decision-making processes. For the program, ‘inclusive’ policy dialogue involves attention to three aspects: • The type/range of knowledge/sources of evidence included/ groups consulted during data gathering; • Diversity of participants included (in the room or represented); and • Dialogues and consultations are conducted to ensure all stakeholders feel empowered to participate, participate (as speakers or questioners), and have their views and concerns included. <u>Inclusive dialogue</u> in the context of the PC program involves fostering open and participatory conversations among diverse stakeholders, including women, people with disabilities, ethnic minorities, and other underrepresented groups. It aims to ensure that all voices are heard, respected, and actively contribute to policy discussions. Inclusive dialogue promotes collaborative decision-making and the incorporation of diverse perspectives into policy processes.

Inclusive evidence	Prioritises the inclusion of voices and data that are often marginalised or overlooked in research processes. It emphasises gathering data from marginalised groups, ensuring their perspectives are considered in policy processes. It includes participatory research methods that involve the communities being studied. As such, it focuses primarily on the depth and equity of representation in evidence.
Inclusive research	Refers to a research approach that intentionally engages a wide range of stakeholders, including those from diverse backgrounds and perspectives such as women, people with disabilities, ethnic minorities, and other marginalised groups. This approach ensures that research processes, methodologies, and outcomes are inclusive and representative of the broader population, leading to more comprehensive and equitable policy insights.
Innovation partners	Innovation Partners in Ponlok Chomnes II support emerging opportunities with novel research and dialogue. Unlike prior Emerging Research Partners, they focus on specific opportunity cases selected by the Strategic Partners, presenting impactful ideas to enhance inclusive dialogue. There will be up to four innovation partners engaged in a relatively shorter duration of time (e.g., 3 – 6 months).
Intersectionality	The overlapping social identities and related systems of oppression, domination, or discrimination. It is the idea that multiple identities intersect to create a whole that is different from the component identities. These identities that can intersect include gender, race, social class, ethnicity, nationality, sexual orientation, religion, age, mental disability, physical disability, mental illness, and physical illness as well as other forms of identity. For example, a person may experience discrimination due to their gender and disability. This may lead to increased exclusion or risk for that individual and requires careful consideration.

Knowledge use	Refer to the application and integration of knowledge of program stakeholders in their action plans, opportunities, and policy processes.
Localisation	Localisation is understood as the pathway and method to achieve locally-led development.
Local actors	Local actors are considered broadly – including national and subnational governments, CSOs/NGOs, local private sector and business community, academia, and think tanks.
Locally led change	Locally led change is policy processes change made through a community-based approach and local partner empowerment.
Locally led development	Development cooperation is locally led when local stakeholders have as much agency as possible in framing, design, delivery and accountability in given local and operating contexts. (OECD DAC 2023 – working definition)
Marginalised groups	Marginalised groups also known as marginalised populations are categories of society that face social, economic, political, or cultural disadvantages and are pushed to the fringes or margins of the broader population. Marginalised groups include those from an ethnic minority, poor and rural communities as well as a religious minority.
Meaningful participation	The usage and analysis of disaggregated data in research to understand different views and barriers as well as different groups’ active engagement in discussion with stakeholders to inform policies that can benefit themselves as well as other vulnerable and marginalised groups
Opportunity case	The term ‘opportunity’ emphasises that each opening within a policy priority provides a means through which the program can pursue its end-of-program outcome. The term ‘case’ emphasises that each engagement will typically be individually distinct and include a tailored set of program activities or support.
PCII Partners	Collective term for Strategic Partners, GEDSI Consortium members, Innovation Partners, and Collaborative Research Grantees collaborating with PCII.

Persons (people) with disabilities	The United Nations Convention on the Rights of Persons with Disabilities (CRPD) conceptualises people with disabilities as those who have episodic or long-term physical, mental, intellectual, or sensory impairments, which, in interaction with other barriers, may hinder their full and effective participation in society on an equal basis with others ¹²⁵ . Notably, the CRPD conceptualises disability as the interaction of impairment and barriers that can create a disabling effect.
Policy actors	Refer to the Royal Government of Cambodia (sub-national and national), think tanks, civil society, and development partners.
Policy issues	In a broader term, a policy issue is a specific problem, challenge, or concern that requires attention and action from policymakers and government authorities. Policy issues can encompass a wide range of areas, including social, economic, environmental, and political domains. These issues are typically matters of public interest or importance and often involve competing interests and viewpoints. In the context of the program (especially as mentioned in the Theory of Change and Key Performance Indicators) selected policy issues mean particular subjects or areas that program partners will focus on for research, communication and dialogue, aiming to inform and influence policymaking in those domains. The partners will be primarily responsible for selecting opportunity cases within selected policy issues and implementing research and dialogue activities in support of those cases.
Policymakers	Government officials who have decision and influential role in policy processes.
Policy processes (or policy development processes)	In PCII, the term " policy process" refers to various cycles and stages of policies. We recognise that a policy process isn't a singular event, but an extended progression with multiple phases. It goes beyond just agenda setting or policy formulation, covering the full breadth of the policy's evolution. • <u>Agenda setting:</u> Identify and prioritise problems needing government intervention. • <u>Policy formulation:</u> Define objectives, evaluate solutions, estimate costs and impacts, and select policy tools. • <u>Budgeting:</u> Allocate financial resources and ensure funding aligns with policy objectives.

¹²⁵ UN, *United Nations Convention on the Rights of Persons with Disabilities* (2006). Available online: https://www.un.org/disabilities/documents/convention/convention_accessible_pdf.pdf [Accessed 12/08/23]

	• <u>Legitimation:</u> Secure support for chosen policies through legislative and executive approvals or consultations. • <u>Implementation:</u> Assign an organisation for execution, ensuring it has the necessary resources and oversight. • <u>Monitoring:</u> Continuously track and report on policy implementation and progress. • <u>Evaluation:</u> Review policy effectiveness, implementation fidelity, and outcomes. • <u>Maintenance or Termination:</u> Decide if the policy should continue, change, or end.
Policy research	Research designed and implemented to inform the development, modification, or evaluation of public policies. Policy research is a key activity within the program, involving the generation of data and knowledge to support evidence-informed decision-making.
Public policy decisions	Choices and actions made by the Royal Government of Cambodia (RGC) to address societal issues and challenges.
Research partners	PCII's research partners refer to the collective of partners involved in research production including strategic partners, innovation partners, collaborative grantees and RGC counterparts involved in research.
Socially disadvantaged groups	Any group that is considered to require tailored interventions or special attention to: • Allow their voices to be heard in the design, implementation, review, and evaluation of the program. • Purposefully reach them and provide the opportunity to participate as equally in the program as other groups. • Allow them to enjoy program benefits equally with others in that community or population. • Ensure the program addresses any needs they may have that may not be shared by the wider population or may not have been considered in society or by decision-makers. This could include diverse men, women, boys, and girls; people with disabilities; the poor and the near poor; ethnic or religious minorities; indigenous communities; the elderly; the sick or infirm; those with low levels of education; people that identify as LGBTBI, as well as cross-sections of these groups (e.g., women with disabilities).

Stakeholders	‘Primary audience/ stakeholders’: Individuals and organisations with a direct interest in the outcomes and impact of PCII including TAF, Department of Foreign Affairs and Trade (DFAT) in Cambodia, the Technical Steering Committee members, Strategic Partners, GEDSI Consortium Members, Innovation partners and the Royal Government of Cambodia. ‘Secondary audience/ stakeholders’: Those interested in the program but not involved in operational or strategic decisions. These stakeholders include the knowledge sector in Cambodia, active members of citizen groups / civic space, and other donors and non-government organisations (including development partners).
Strategic Partners	In Ponlok Chomnes I, five Core Partners, including Cambodia Development Research Institute (CDRI), Cambodia Institute for Cooperation and Peace (CICP), Center for Khmer Study (CKS), Centre for Policy (CPS), and Future Forum, actively participated in policy research and dialogue. Transitioning into Ponlok Chomnes II, these organisations will be engaged based on their unique expertise and contributions. They are now designated as "Strategic Partners," adapting their roles to align with Cambodia's evolving policy priorities. They're the main entities to identify policy opportunity cases, lead related-research and dialogues, and receive tailored organisational support.
Trials (models)	Partners test and implement inclusive research and dialogue processes.
Unconscious bias	Unconscious or ‘hidden’ bias refers to attitudes and patterns of perceptions that are held subconsciously and can be very ingrained. We all have them. Not dissimilar to stereotyping, these automatic associations can lead to assumptions that are not always accurate and can have a detrimental impact in decision-making.

6.10. EXAMPLE OF TYPICAL COMPONENTS OF PANEL-BASED DIALOGUE EVENT¹²⁶

COMPONENT	CONTENT	RATIONALE
Introductory welcome from the host institution	• Welcome to the institution. • Information about the nature of institutions. • The purpose of this type of event.	• Increase participant comfort • Promote the venue • Place the event in the larger context
Introduction to the event-by-event facilitator	• Include instructions as to what to do and how to participate. • Indicate frames and set boundaries of the topic. • Communicate topic relevance. • Provide logistical information such as the timing of breaks and accessibility features. • Introduce invited speakers	• Indicate what is expected and how to interact. • Provide an advanced organiser. • Increase the likelihood of public participant contribution, because they understand the parameters of the topic. • Connect the topic to attendees' lives. • Allow attendees insight into those with whom they are speaking. • Increase attendees' comfort.
Mini lectures by invited speakers	• Provide a short introduction (3-10 minutes per talk) to each speaker's perspective.	• Place a common set of ideas and issues on the floor. • Define terms for all. • Introduce controversies for further discussion.
Initial discussion	• Begin interactions among public participants, invited speakers, and facilitators.	• Serve as an icebreaker. • Bring several issues to the fore.

COMPONENT	CONTENT	RATIONALE
Break	• Provide time for drinks and snacks. • Allow for informal discussion with accessibility support if needed (e.g., sign language interpreters).	• Provide increased comfort with the venue and with each other through social interaction. • Allow for idea generation, confidence building, framing, or practising of input. • Allow for purchase of food and beverages.
Continued discussion	• Continued interactions by participants and invited speakers. • It is moderated by the facilitator.	• Provide extended time for dialogue. • The facilitator ‘ensures’ the dialogue process takes place. • Invited speakers are briefed to focus on questions that stimulate dialogue.
Concluding remarks	• Summarise the discussion. • Reiterate the relevance of the topic.	• Reinforce the relevance of the issue and the event.
Final remarks by the host institution	• Thanks, attendees. • Announce future events.	• Connect attendees to institutions. • Encourage future attendance.

¹²⁶ (Mc Callie et al., 2007)

6.11. ASSESSING LEVEL OF INCLUSION

Level of inclusion of the policy dialogues¹²⁷ that are convened by PCII partners

MINIMAL (0)	EMERGING (1)	MODERATE (2)	HIGH (3)
The level of inclusion of the policy dialogues that are convened by PCII partners is minimal. - Partner demonstrates limited willingness or interest in improving the level of inclusion of policy dialogues - Partner's design of policy dialogues includes no consideration of inclusion - Partner policy dialogues have limited representation from diverse stakeholders, particularly those impacted by the policy issue; - The process used for policy dialogue does not create space or opportunities for individuals in the room to participate or offer input to the discussion.	The level of inclusion of the policy dialogues that are convened by PCII partners is emerging - Partner expresses willingness to engage a few stakeholder groups (such as RGC, academia, researchers, relevant policymakers, development partners, advocacy groups/NGOs) in policy dialogues - Partner's design of policy dialogues includes consideration of: - The few key stakeholder groups involved in policy issue (such as RGC, academia, researchers, relevant policymakers, advocacy groups/NGOs), but does not include those typically excluded or marginalised	Level of inclusion of the policy dialogues that are convened by PCII partners is moderate - Partner expresses willingness and considers engagement of multiple stakeholder groups (such as RGC, academia, researchers, professionals, relevant policymakers, advocacy groups/NGOs, development partners, private sector, PWDs among other marginalised groups) in policy dialogues - Partner's design of policy dialogues includes consideration of Engagement of multiple stakeholder groups (such as academia, researchers, professionals, relevant	Level of inclusion of the policy dialogues that are convened by PCII partners is high - Partner's design of policy dialogues includes consideration of Active engagement of multiple and intersectional stakeholder groups including PWD, local community among other marginalized groups. - Policy dialogues designs are consulted with community and marginalised groups. - Partner's implementation of policy dialogues includes Active engagement of and contributions from multiple and intersectional stakeholders groups

MINIMAL (0)	EMERGING (1)	MODERATE (2)	HIGH (3)
	3. Partner's implementation of policy dialogues includes • Participation of key stakeholders groups (such as RGC, academia, researchers, relevant policymakers, development partners, advocacy groups/NGOs), but limited or no representation from marginalized groups. • Opportunities for input from few people in the room or written feedback before/after dialogue • Accessibility formats (material, language, infrastructure) for a few stakeholder groups	policy makers; advocacy groups/NGOs, private sector, local communities, and other marginalised groups including PWDs) 2. Partner's implementation of policy dialogues includes • Engagement of and contributions from multiple stakeholders groups (such as academia, researchers, professionals, relevant policymakers; advocacy groups/NGOs, private sector, PWDs among other marginalized groups) • Accessibility formats (material, language, infrastructure) for multiple stakeholder groups above	including PWD, local community among other marginalized groups. • Accessibility formats (material, language, infrastructure) for multiple and intersectional stakeholder groups including PWD, local community among other marginalized groups. 3. Partner has written guidelines to ensure • Active engagement of multiple and intersectional stakeholder groups including PWD, local community among other marginalised groups.

¹²⁷ For the program, 'inclusive' policy dialogue involves attention to three aspects: - The type/range of knowledge/sources of evidence included/groups consulted during data gathering; - Diversity of participants included (in the room or represented); and - Dialogues and consultations are conducted to ensure all stakeholders feel empowered to participate, participate (as speakers or questioners), and have their views and concerns included.

Inclusive dialogue in the context of the PC program involves fostering open and participatory conversations among diverse stakeholders, including women, people with disabilities, ethnic minorities, and other underrepresented groups. It aims to ensure that all voices are heard, respected, and actively contribute to policy discussions. Inclusive dialogue promotes collaborative decision-making and the incorporation of diverse perspectives into policy processes.

6.12. EXAMPLE OF PRE- AND POST-DIALOGUE ASSESSMENT

Example for Pre-dialogue assessment

QUESTIONS	EXPECTED RESPONSE
DEMOGRAPHIC QUESTION	
Sex	Have options that they can choose (Ex: Male, Female, LGBTQ, etc.)
Workplace?	Name of institute
How do you consider yourself?	Their specific condition (Ex: People with disability, vulnerable group, indigenous group, etc.)
KNOWLEDGE/ EXPERIENCE	
Have you ever heard of the topic?	Yes/No
How much do you understand the topic?	Rate your understanding
What can you contribute to the discussion?	Elaborate
EXPECTATION	
What do you expect from the dialogue?	Elaborate
What information that you expect to be useful for dialogue?	Provide multiple options to choose
What is your motivation for attending this dialogue?	Provide multiple options to choose
DIALOGUE FORMAT	
Venue (accessible)	Provide multiple options to choose
Preferred dialogue format	Provide multiple options to choose

Sample questions for post-dialogue assessment form

QUESTIONS	EXPECTED RESPONSE
DEMOGRAPHIC QUESTION	
Sex	Have options that they can choose (Ex: Male, Female, LGBTQ, etc.)
Workplace?	Name of institute
How do you consider yourself?	Their specific condition (Ex: People with disability, vulnerable group, indiginuos group, etc.)
DIALOGUE FORMAT (PRESENTATION & DISCUSSION)	
How do you evaluate the presenter?	Rate the performance of presenter
How much do you understand the presentation?	Rate your understanding
How is the presentation material?	Rate the presentation material
What do you like the most about the presentation?	State your opinion
How is the time management?	Rate
Understanding the content of the discussion	Rate
Time for discussion	Rate
Facilitation	Rate
What you like/dislike about discussion	Provide multiple options to choose
GENERAL PREPARATION	
Venue (accessible)	Rate
Material provided (accessible)	Rate

