



Summary Report

Regional Workshop for Policy Recommendations on Autism

under Autism Mapping Project in the ASEAN Region

21 - 23 October 2019, Bangkok, Thailand



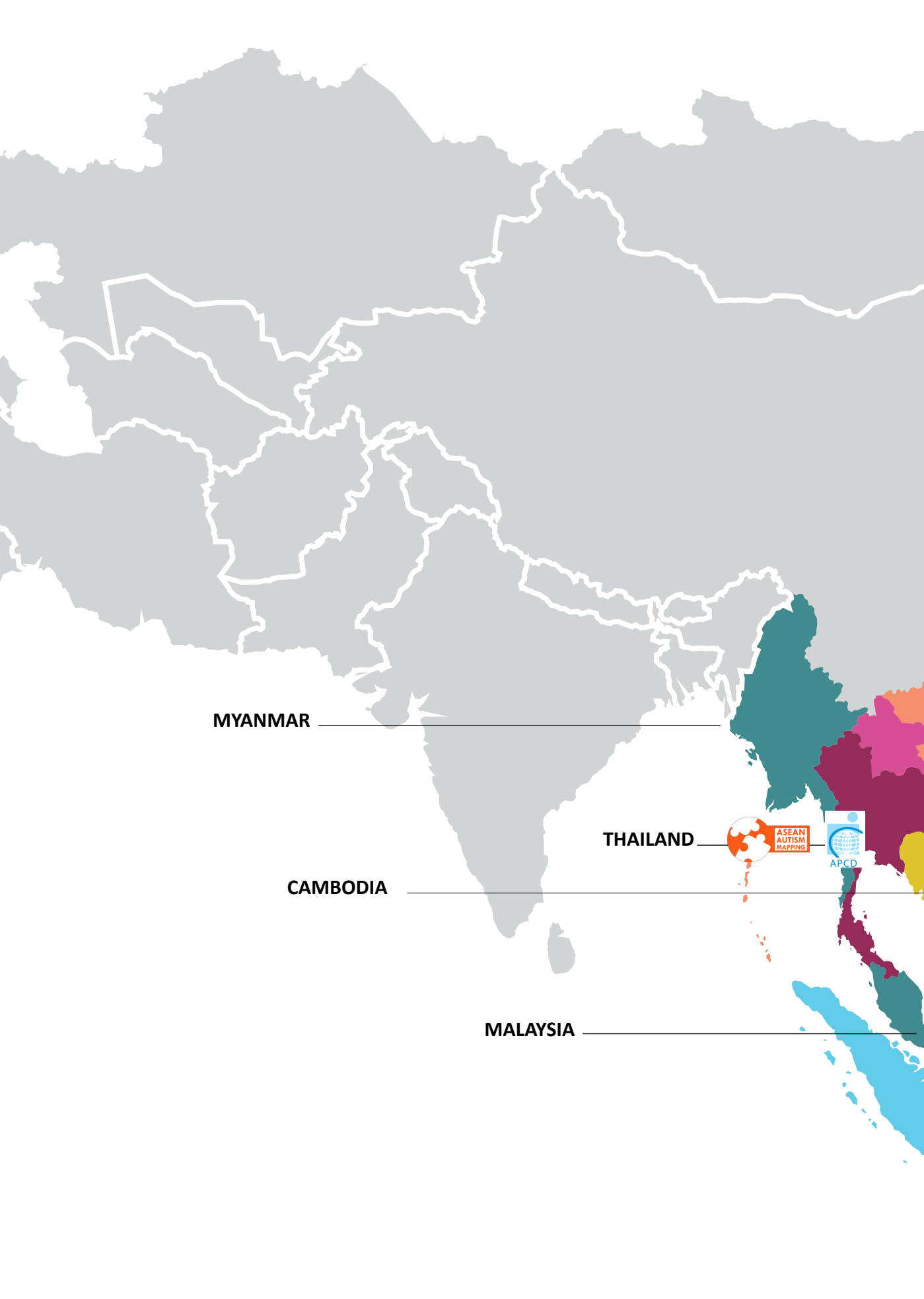


The Asia-Pacific Development Center on Disability (APCD) is a regional center on disability and development established in Bangkok, Thailand as a legacy of the Asia-Pacific Decade of Disabled Persons 1993-2002, with joint collaboration of the Ministry of Social Development and Human Security of the Royal Thai Government, Japan International Cooperation Agency and the Government of Japan. It is managed by the APCD Foundation under the Patronage of Her Royal Highness Princess Maha Chakri Sirindhorn.

APCD is identified by the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) as the regional center on disability for the Incheon Strategy to Make the Right Real, 2013-2022, and with a mission to promote a barrier-free, inclusive and rights-based society for all through the empowerment of persons with disabilities and disabled people's organizations in Asia-Pacific.

'Leave No One Behind'

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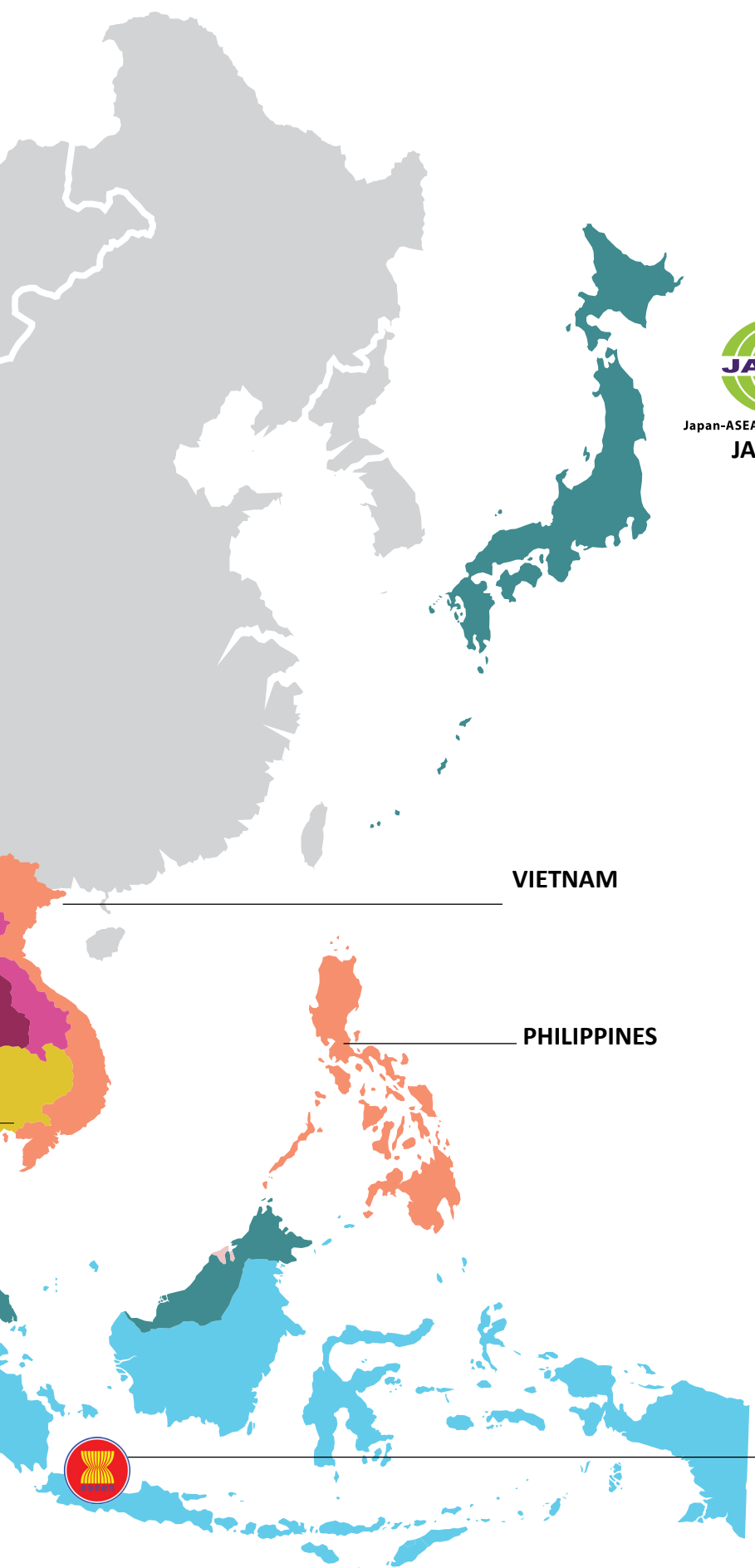
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PREFACE



Autism is a lifelong developmental disability that affects how persons with autism perceive the world and interact with others. They perceive, see, hear and feel differently to other people. More important, autism is difficult to detect because it is a neuro-developmental disorder which can affect people differently. As a consequence, many persons with autism are not identified and then neglected and excluded from the services designed for persons with disabilities. Some people say that autism is not a disability, it is just a different ability. However, a person with autism is always a person like everyone. We have to understand and find the way to strengthen persons with autism from their own perspectives.

Until now no one can prove what the real causes of autism are. Specialists around the world can say only that it is a combination of 2 factors – genetic and environmental – that may account for autism development. It is estimated that autism affects one percent of the world's population. That means around 6 million persons with autism living in the ASEAN region. This affects the development of all ASEAN Member States (AMS) in the region. Policy recommendations are vital for organizations of and for persons with autism in developing support services and interventions designed for persons with autism.



The ASEAN Secretariat initiated the Autism Mapping Project in the ASEAN Region with the aim of contributing towards the promotion and protection of the rights and empowerment of persons with autism in the ASEAN region. The Asia-Pacific Development Center on Disability (APCD) was assigned to be the implementing agency under the guidance of the Senior Officials Meeting on Social Welfare and Development (SOMSWD) and supported by the Japan – ASEAN Integrated Fund (JAIF) for a period of 2 years from May 2018 to April 2020.

Under this project APCD organized the regional workshop for policy recommendations on autism on 22 October 2019 at the Sukosol Hotel, Bangkok. The objective was to propose and discuss policy recommendations on autism at the national and regional level including important policies, services and programs for persons with autism in AMS. Many leaders of AMS and concerned organizations maximized the opportunity of being at this workshop by sharing their experience for the benefit of persons with autism and their families living in the ASEAN region.

I wish to take this opportunity to express my sincere thanks and gratitude to the ASEAN Secretariat and all concerned for the cordial partnership and endless support extended to persons with disabilities. I would also like to invite you all to take the policy recommendations in this report into consideration in the spirit of ‘leaving no one behind’ for the benefit of persons with autism in the ASEAN region.

Dr. Tej Bunnag

President
Asia-Pacific Development Center on Disability Foundation
Bangkok, Thailand

Welcome Remarks

By H.E. Dr. Tej Bunnag
President of APCD Foundation
Asia-Pacific Development Center on Disability (APCD)

- Dr. Sita Sumrit, Assistant Director of Poverty Eradication and Gender Division of ASEAN Secretariat, Representing the ASEAN Secretary General
- Your Excellency Madam Florita Rubiano Villar, the Vice-chair of Senior Official Meeting of Social Welfare and Development – SOMSWD
- Representatives of Government agencies from ASEAN Member States,
- Representatives of ASEAN Autism Network,
- Distinguished Guests, Ladies and Gentlemen,

On behalf of the Asia-Pacific Development Center on Disability or APCD, I have the honor to welcome you all to the “ASEAN Regional Workshop for Policy Recommendations on Autism” under the Autism Mapping Project in the ASEAN Region. Your presence at this workshop today reaffirms our collective commitments and partnership in the promotion and protection of the rights and the empowerment of persons with autism in the ASEAN region.

I wish to take this opportunity to thank the ASEAN Secretariat for initiating this project in 2016. It is estimated that 15% of the world’s population live with some forms of disability and 1% of that is identified with autism. So, there are more than 6 million persons with autism in the ASEAN region. That is why ASEAN Member States must take initiatives to take care of persons with autism.



What we are doing here is in line with the principles of the United Nations Convention on Rights of Persons with Disabilities (CRPD) and the Incheon Strategy to “Make the Right Real” for Persons with Disabilities, as well as the ASEAN Enabling Masterplan 2025 and the Sustainable Development Goals where we strive to “Leave No One Behind.”

The Autism Mapping Project in the ASEAN Region is a pioneering project. Its development and implementation last year is proof of strategic cooperation among 5 key actors; namely ASEAN Secretariat, the Japanese Government through the Japan-ASEAN Integration Fund, government agencies concerning persons with disabilities of all 10 ASEAN Member States, the ASEAN Autism Network (AAN) and the APCD.

Our combined efforts contributed towards the three goals of the project: firstly, raising awareness on autism at the national and regional levels; secondly producing a regional document “Autism at a Glance in ASEAN,” and thirdly proposing policy recommendations in protecting the rights and promoting empowerment of persons with autism in all ASEAN Member States.

Excellency, Ladies and Gentlemen,

Today this regional policy workshop will propose, share, and highlight the policy recommendations from ASEAN Member States, and find the way forward in promoting and protecting the rights of person with autism to make our community barrier-free and inclusive for all. Persons with autism are actors in development since they can be empowered to be agents of social change. We have to include and empower them to achieve their full potential in life.

Finally, I wish to extend my sincere appreciation to everyone who has been working so hard to make this workshop possible, as well as to all of you in the workshop today who will make the whole world see our ASEAN’s vision for inclusion and empowerment of persons with autism in our community.

Thank you.

Opening Remarks

Undersecretary Florita Villar
SOMSWD Philippines and SOMSWD Vice-Chair



Dr. Tej Bunnag, Chairman of APCD Executive Board, Dr. Seree Nonthasoot, Senior Executive Vice President of the Institute of Research and Development for Public Enterprises, my fellow SOMSWD Focal Points, partners and distinguished colleagues from the government and nongovernment organizations, development partners, international organizations and civil society organizations, a blessed day to each one of us.

Allow me first to express deep appreciation to APCD for this invitation and at the same time, commend the organization for such dedication, commitment and excellent work in promoting the rights of persons with disability/ies. Today, we are all gathered here in this venue, to impart each country and organization's policy recommendations and discuss ways on how to further enhance or increase our capacities towards developing and effectively implement appropriate support and interventions that people living with autism needs.

They say that autism is not a disability, it is a different ability. People with autism see, hear and feel the world differently from you and me. But that never does not mean that they are lesser people.

The estimated 6 million people with autism in the ASEAN region are vulnerable because when people do not understand their uniqueness, they are bullied, abused and socially excluded. But how can our society treat them better? We have to understand them and see things from their own perspective. In social work, we call this empathy. In our work in building knowledge on autism, we are contributing to helping build empathy for people with autism. That's why we are



privileged to be in this venue as leaders of our own country and organizations, as we are steps forward in terms of understanding the plight of the sector and taking the responsibility in helping them improve the quality of their lives not just because we are mandated to do so but we are all advocates of human rights.

Allow me to highlight the concerted efforts of the AICHR, ACWC, SOMSWD, Disabled People's Organizations, and other key stakeholders in developing the ASEAN Enabling Masterplan on the Mainstreaming of the Rights of Persons with Disabilities. Anchored on the United Nations Convention on the Rights of Persons with Disabilities, ASEAN Human Rights Declaration, Bali Declaration on the Enhancement of the Role and Participation Persons with Disabilities in ASEAN Community and other important policy milestones, the Enabling Masterplan aims to achieve equality and high quality of life for persons with disabilities, their family members, personal assistants and care givers. It also intends to assist ASEAN Member States in harmonizing local laws and policies.

This workshop is relevant as it contributes to the implementation of the Enabling Masterplan. Hence, on behalf of the SOMSWD Chair, may I encourage everyone to maximize the opportunity of being here and selflessly share your wisdom, expertise and resources for the benefit of the persons with autism and their families living in the ASEAN region. As advocates of human rights and catalysts of change, let us learn together, and build a better ASEAN for persons with autism.

In closing I would like to remind us what Mahatma Gandhi have said, "The true measure of any society can be found in how it treats its most vulnerable members."

Thank you and good day to everyone.

PERSON WITH DISABILITIES: OVERVIEW, PROGRESS AND CHALLENGES IN ASEAN

Presented by Dr. Sita Sumrit, ASEAN Secretariat

In 2015, ASEAN was the third largest by population with more than half under the age of 30 and the urban population is expected to increase to 49.7% by the year 2025. ASEAN economy was named the sixth largest in the world with an average annual growth rate of 5.3% between 2007 and 2015. The social landscape of ASEAN has progressed over the years with different range of achievements. ASEAN has envisioned to achieve an inclusive community in which it is people-oriented, people-centred and promotes high quality of life and fair access to opportunities for all and where the disadvantaged, disabled and marginalized are given special attention where social justice and the rule of law reign. According to World Health Organization (WHO), more than one billion people in the world live with some form of disability and disability is said to become a greater concern due to its increasing prevalence over the years. The disabilities prevalence in ASEAN region are varies for each country in which in 2015, Vietnam was having the highest disability prevalence of 7.8%, followed by Indonesia with 2.5%, and Myanmar with 2.3% of disability prevalence, while Laos was the country with the lowest disability prevalence of 1.0% among the ten countries. Therefore, in the recent years, most ASEAN member countries have given initiative where they seek to implement the ASEAN Community Vision 2025 and the ASEAN Human Rights Declaration in mainstreaming the rights of persons with disabilities across the three pillars of ASEAN (political-security, economic, and socio-cultural).



Defining Disability

Disabilities are the persons who have long-term physical, mental, intellectual or sensory impairments which interaction with various barriers may hinder their



full and effective participation in society on equal basis with others. People with disabilities have poorer health outcomes, lower education achievements, less economic participation and higher rates of poverty than people without disabilities.

Autism

Reviews estimated a global median prevalence of 62/10,000, where one child in 160 has an autism spectrum disorder and subsequent disability. In the report done by WHO in 2017, it stated that boys are four times more likely to be diagnosed with autism than girls and nearly half of them wander or bolt from safety. Drowning is said to be the leading cause of death for children with autism and accounts for approximately 90.0% of deaths associated with wandering or bolting. However, it is noted that there is inadequate prevalence data on autism, where the available regional estimates of prevalence are for the Europe and Americas region. While, in many parts of the world, including Africa, the prevalence estimates are either unavailable or preliminary. It is however noted that about half of autistics are unemployed and one third of those with graduate degrees may be unemployed. Thus, with the concern in hand, the autism rights movement had been introduced by adult autistic individuals in which it is a social movement within the context of disability rights that emphasizes the concept of neurodiversity, where autism is viewed as natural variations in the human brain rather than a disorder to be cured.

Disabling Barriers

Countries under ASEAN have established their own laws and policies over the years in addressing the rights of persons with disabilities. Despite having relevant domestic legislation, laws, policies and programs, many countries are still facing challenges in properly implementing the programs and legislations. This may due to several issues, which includes the following:

- Inadequate policies and standards – Policy design does not always take into account the needs of people with disabilities, or existing policies and standards are not enforced.

- Negative attitude – Beliefs and prejudices constitute barriers to education, employment, healthcare, and social participation.
- Limited provision of services – People with disabilities are particularly vulnerable to deficiencies in services such as health care, rehabilitation and support assistance.
- Limited quality of service delivery – Poor coordination of services, inadequate staffing, and weak staff competencies can affect the quality, accessibility, and adequacy of services for persons with disabilities.
- Inadequate funding – Resources allocated to implementing policies and plans are often inadequate.
- Lack of accessibility - Many built environments, transport systems and information are not accessible to all.
- Insufficient consultation and involvement – Many people with disabilities are excluded from decision-making in matters which directly affecting their lives.
- Lack of data and evidence – A lack of rigorous and comparable data on disability and evidence on programmes that work can impede understanding and action.
- Under-utilization of innovation and technology in this field.

Progress on Enhancing the Rights for Persons with Disabilities

- **ASEAN Socio-Cultural Community Blueprint 2025 (ASCC)**

ASCC is the commitment to lift the quality of life of its people through cooperative activities that are people-oriented, people-centred, environmentally friendly and



geared in promoting sustainable development. The ASCC Blueprint was being implemented from 2009 to 2015 and was seen to be effective in developing and strengthening the coherence of policy frameworks and institutions to advance Human Development, Social Justice and Rights, Social Protection and Welfare, Environmental Sustainability, ASEAN Awareness, and Narrowing the Development Gap. The targets involved were to enhance commitment, participation and social responsibility of ASEAN peoples through an accountable and inclusive mechanism for the benefit of all; to promote equal access and opportunity for all, as well as promote and protect human rights; to promote balanced social development and sustainable environment that meet the current and future needs of the people; to enhance capacity and capability to collectively respond and adapt to emerging trends; and to strengthen ability to continuously innovate and be a proactive member of the global community.

- **ASEAN Ministerial Meeting on Social Welfare and Development (AMMSWD)**

AMMSWD with the support of Senior Official Meeting on Social Welfare and Development (SOMSWD), sets the strategic policy direction on ASEAN's regional cooperation on social welfare and development in the region. The AMMSWD meets once every three years and oversees the overall work under the cooperation. The body specifically focuses on three main areas, which are children, older persons and persons with disabilities, where they are reflected in the Strategic Framework on Social Welfare and Development 2016-2020. There are other priority areas being focused on, which includes to promote social protection policies, to strengthen families and caregivers and to enhance participation and social responsibility of stakeholders.

Regional Commitments on Promoting Social Welfare and Development

- **Bali Declaration on the Enhancement of Role and Participation of the Persons with Disabilities in ASEAN Community**

The declaration reaffirms ASEAN's commitment toward equal rights and

opportunities of persons with disabilities in all spheres of ASEAN society. It also ensures the fulfilment of the rights of persons with disabilities in all aspects of life through mainstreaming disability perspective in the development and implementation of ASEAN policies and programmes across the 3 pillars of the ASEAN Community.

- **Mobilisation Framework of the ASEAN Decade of Persons with Disabilities (2011-2020)**

In respect of established sectoral bodies, mechanisms, and protocol, it is intended to promote implementation of disability initiatives. It is a joint effort of multi-stakeholders, including person with disabilities and their families, Disabled Persons Organizations, Civil Society Organizations, and international organizations, academic institutions, business sector and other related entities towards empowerment and quality of life development of the persons with disabilities.

- **ASEAN Declaration on Strengthening Social Protection**

The declaration was adopted by the ASEAN Leaders in October 2013 in Brunei Darussalam. It was mentioned that social protection is a cross-cutting issue, thus the implementation of the declaration requires coordinated and holistic approaches with the involvement of governments, private sector, development partners, civil society, service providers and other stakeholders. Furthermore, social protection shall be adaptive to the different risks in which includes lifestyle and individual risks, social risks, and emerging risks and vulnerabilities faced by the region such as changes in economy, and labour markets and impacts of climate change, disasters and economic crises.

Regional Platform of Collaboration on Social Welfare and Development

There are a few platforms that has been established in promoting the cross-sectoral collaboration and multi-stakeholder engagements on persons with disabilities, which include:

- Strategic Framework on Social Welfare and Development 2016-2020. Two



main strategies have been implemented under the framework, which are the Autism Children in ASEAN: Development of Legislation and Policies, and the Autism Mapping Project in the ASEAN Region.

- Potential collaboration with relevant bodies and entities. The collaboration between the relevant bodies and entities are required to enhance the implementation. Thus, ACWC and ASEAN Social Work Consortium (ASWC) are examples of related bodies. ACWC focuses on setting performance standards on the service delivery for children with disabilities, while ASWC conducts annual conference where it is being attended by practitioners, academics, and government officials in which could widen the collaboration opportunity.
- ASEAN GO-NGO Forum for Social Welfare and Development. The annual forum is in the series of SOMSWD and related meetings are done to allow immediate submission of the Forum's outcome to SOMSWD for consideration. It aims at strengthening and improving the collaboration between governmental and non-governmental organizations (GO-NGO) and it provides opportunities for dialogue on key regional social welfare and development issues. One of the Forum in 2018 on Enabling Masterplan (EM) 2025, discussed on the recommendations for children, adults and older persons living with disabilities to focus on accessibility, inclusiveness and capacity building.
- Affiliation of the ASEAN Autism Network to ASEAN

It secured the endorsement of SOMSWD in which to be reviewed by Committee of Permanent Representatives (CPR) for consideration and endorsement.

Work Plans of ASEAN Sectoral Bodies for Persons with Disabilities

Work plans of some ASEAN sectoral bodies have identified specific programmes, projects and initiatives that benefits persons with disabilities. A few examples of the work plans are:

- The ASEAN Work Plan on Education 2016-2020: Under the Sub-Goal 2 it focuses on enhancing the quality and access to basic education for all, including disabled, less advantageous and other marginalized groups.
- AADMER Work Programme 2016-2020: It focuses on protecting economic and social gains of ASEAN community integration through risk transfer and social protection (Priority Programme 4 – Protect). It also ensures the social protection and enhancing social safety nets in the context of disasters (Programme Component 6). It harmonising standards and guidelines on recover (Programme Component 1).
- ASEAN Guidelines for Corporate Social Responsibility (CSR), adopted by the 24th ASEAN Labour Ministers Meeting in May 2016 in Vientiane, Laos: One of the topic being focused on is the employment and employment relationship, in which it stated that policies are designed to promote equality of opportunity and treatment in employment, and should not discriminate workers based on race, national extraction, social origin, religion, language, age, gender, sexual orientation, political opinion, membership of workers’ organisations, nationality, or due to disability, pregnancy, marital status, parenthood, or HIV status.
- The ASEAN Work Plan on Sports 2016-2020: It focuses on the establishment of the ASEAN Para Games and endorsement of ASEAN School Para Games.

ASEAN Enabling Masterplan 2025: Mainstreaming the Rights of Persons with Disabilities

The main aim of the Enabling Masterplan is to achieve equality and high quality of life of persons with disabilities, their family members, personal assistants and caregivers. Meanwhile, the overall goal of the masterplan is to contribute to the enhancement of the implementation of the Convention on the Rights of Persons with Disabilities (CRPD) at regional level, building an inclusive community where independence, freedom of choice, and full and effective participation of persons



with disabilities in all areas of life. It involves the collaboration and cooperation between ASEAN Sectoral Bodies across AEC, APSC and ASCC, and ASEAN bodies and civil society organizations, particularly organizations of persons with disabilities. The enforcement of the masterplan is guided by the three principles (i.e. relevance, complementary and interrelatedness), in which it ensures that the disability rights pertain to all community pillars and is stipulated in their vision and work plan, it complements existing commitments and aspiration of ASEAN leaders and member states in creating an inclusive community, and all human resources including persons with disabilities are interconnected and interdependent.

Since 2016, the Task Force has convened eight meetings which are being Co-Chaired by AICHR Thailand and the SOMSWD Chair. The meetings aim to include and maximizes the participation of organizations of persons with disabilities to ensure that their voices are amplified in the development of the Enabling Masterplan. Regional seminars were convened to highlight specific thematic issues such as promoting entrepreneurship and employment opportunities for persons with disabilities, inclusive disaster risk reduction, and the involvement of the private sector. However, in order to properly convey the strategies, below are a few implementation mechanisms that have been done:

- Relevant Sectoral Bodies to operationalize the Enabling Masterplan
- The AMMSWD as the focal point for inter-pillar cooperation to oversee the implementation of the Enabling Masterplan
- The ASEAN Secretariat will report the progress of implementation of the Masterplan for the three communities to the Joint Consultative Meeting
- To have a standing agenda item on the progress on implementation of the Masterplan during the conferences of Coordinating Conference of the APSC (ASCCO), the Committee of the Whole (COW) for AEC and the Coordinating Conference on the ASCC (SOC-COM).
- To employ strategies and approaches to maximise the role of ASEAN Organs and Bodies, encourage participation of Civil Society Organizations, in

particular organizations of persons with disabilities, to enhance opportunities for stakeholder engagement and partnership.

The report on the progress of the implementation of ASEAN Enabling Masterplan has come out a few recommendations to enhance better delivery of the implementation. The recommendations are as follows:

- Proposed priorities of 2020 include human capital development, including attention to social protection. These priorities provide opportunity for activities to be implemented to be more inclusive of persons with disabilities.
- 2020 is a pivotal year where many sectoral bodies will be developing new plans of actions for the 2021-2025 cycle. This provides opportunity for activities being proposed to be more inclusive in nature, should there be sufficient awareness among all relevant sectoral bodies.
- The mid-term evaluation of the ASCC, APSC and AEC Blueprint will also be conducted in 2020. There is opportunity for the design of the evaluation incorporate some of the key action points as listed in the Enabling Masterplan
- The main resource needed is the commitment and determination of Member States to ensure that the Masterplan is well implemented. Guidelines to ensure that persons with disabilities have representation and participation at ASEAN led activities across all sectoral bodies will contribute tremendously to the implementation of the Masterplan
- Expanding partnership and enhancing innovation in the implementation of the Masterplan is crucial. Therefore, strengthening the collaboration with civil society organizations, disabled person organizations (DPOs) along with the private sector.
- Raise awareness on the Enabling Masterplan among the different sectoral bodies of ASEAN to encourage the integration of the rights of persons with



disabilities into the different sectoral initiatives. Encourage the sectoral bodies to discuss ways to identify the key action points that apply to their respective measures/initiatives and possible next steps, as applicable.

- Encourage reporting of regular updates of the implementation of the Enabling Masterplan, and for sectoral bodies/committees to provide information on the relevance and applicability of disability on their respective sectors and initiatives
- APSC through AICHR to continue implement activities that promotes the rights of persons with disabilities through conducting an annual AICHR Regional Dialogue on Disability Rights with different thematic focus

Furthermore, they have mentioned a few suggestions while addressing the barriers and inequalities of the rights for the persons with disabilities. These includes to enable access to all mainstream systems and services, to invest in specific programmes and services, strengthening national disability strategy and action plan, to promote inclusive communities, and to provide adequate funding and improving affordability. It is also important to increase the public awareness and understanding regarding this issue.

Closing Remarks

By Mr. Piroon Laismit, Executive Director,
Asia-Pacific Development Center on Disability

- Madame Florita Rubiano Villar,
SOMSWD Vice Chair,
- Representatives of Government agencies
in ASEAN Member States,
- Dr. Seree Nonthasoot,
- Dr. Sita Sumrit,
- Madam Erlinda Uy Koe,
- Distinguished Guests, Ladies and Gentlemen,



Good afternoon, on behalf of APCD, I have the honor to express my appreciation to you for your active participation in the “ASEAN Regional Workshop for Policy Recommendations on Autism” under the Autism Mapping Project in the ASEAN Region

This project could not be implemented without the leadership of ASEAN Secretariat and the financial support from Japan-ASEAN Integration Fund, as well as the guidance of SOMSWD and the cooperation between ASEAN Autism Network members and the government agencies concerning persons with disabilities of all ASEAN member states. So, I would like to take this opportunity once again to extend my heartfelt thanks to all of you.

I am pleased to share with you my thoughts as we are closing this workshop. Today, we have learned so much about the current situation of persons with autism in the



ASEAN region from the presentations of our distinguished panel of speakers, as well as the rich discussions on the way forward for autism communities in ASEAN.

I would like to echo one of the key messages from Mr. Shri Malai Hj Abdullah Bin Malai Hj Othman, who has just passed away. He was the founder and former President, as well as CEO of SMARTER Brunei, and the founding member and former Chairperson of ASEAN Autism Network, our great partner of development in the world of autism.

He had always insisted that the active and meaningful participation of persons with disabilities was a key ingredient in ensuring the success of all initiatives. “There is nothing about us without us.” They are in a right position to advise us of the different ways of ensuring their access, not just only to the development of policy recommendations, but also to the practical matters such as early detection, inclusive education, health programs and social services. I would like to express my special gratitude to those who represent organizations of and for persons with autism for their valuable contribution.

May Allah make him pass successfully in all the stages of his life after death.

Excellency, Ladies and Gentlemen,

I believe that all the participants, including myself, have benefitted tremendously from this workshop. I am confident that the results of today’s deliberations will be widely disseminated, recognized and transformed into the practical public programs and services soon.

In closing, please allow me once again to express my sincere appreciation to the ASEAN Secretariat and the Japanese Government for entrusting APCD for being instrumental in the successful conduct of all activities of the ASEAN Autism Mapping Project including this workshop. I hope this will continue to bring the spotlight on issues faced by persons with disabilities and we look forward to more initiatives and cooperation alike for this project in the second phase in the near future. Furthermore, this activity reflects an advancing partnership for sustainability among person with autism community in ASEAN region.

Introduction

In 2008, the Convention on the Rights of Persons with Disabilities came into force, reaffirming the fundamental principle of universal human rights for all. Its purpose is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity. It is a vital tool to foster an inclusive and caring society for all and to ensure that all children and adults with autism can have meaningful lives.

When world leaders adopted the 2030 Agenda for Sustainable Development in 2015, the international community reaffirmed its strong commitment to be inclusive, accessible and sustainable development, and pledged that no one should be left behind. In this context, the full inclusion of persons with autism as both agents of changes and beneficiaries is essential to achieve the Sustainable Development Goals (SDGs) by 2030.

In general, autism is considered as an ‘invisible disability’ and it is a lifelong neurological and developmental disorder that manifests during early childhood, irrespective of gender, race or socio-economic status (Ogundele, 2018). The term Autism ‘Spectrum’ is used because how the condition affects individuals differently on the experience difficulties with social communication, interaction and may exhibit restricted, repetitive patterns of behaviour, interests, or activities. Thus, appropriately support, accommodate, and accept this neurological variation that allows persons with autism to enjoy equal opportunity and effective participation in society.

The current picture of the ASEAN region legal rules and soft law instruments which are directly relevant for the protection and promotion of the rights of persons with autism is less satisfying than developed countries. Therefore, The Regional Workshop for Policy Recommendation on Autism 2019 in Bangkok, Thailand has provided an opportunity for professionals and advocacy groups to be equipped with the target key needs in the policy development framework for persons with autism.



The main goals of the workshop are to (i) get a better understanding of the situation of autism at the national and regional level; (ii) showcase and discuss the important policies, services, and programmes for persons with autism in AMS; (iii) obtain policy recommendations on autism at the national and regional level for the target audience; (iv) enhance the capacity of the government agencies and autism networks for the purpose to drive social development innovation and the intervention for persons with autism; (v) build collaborations between the public and social agencies in dealing with autism issues; and (vi) confirm the commitment of ASEAN Secretariat, SOMSWD, AAN and the Japanese Government in advancing and promoting the issue of autism in the region.

In this report, the development of ASEAN autism policy recommendations for the regional and national level is based on the autism policy recommendations from all ASEAN Member States (AMS) during the workshop. At the ASEAN regional policy level, five (5) main key areas are recommended to achieve wellbeing, quality of life and sustainable development for persons with autism, these (5) five main key areas are:

- Recommendation 1: Establish a quality diagnosis and intervention;
- Recommendation 2: Establish interdisciplinary training courses, vocational education, employment, and research centre;
- Recommendation 3: Establish global partnership;
- Recommendation 4: Enhance community-based engagement and public involvement; and
- Recommendation 5: Enhance capacity development approaches.

A total of 10 national policy recommendations was highlighted. The national policy framework aims to achieve the quality of life and sustainable development for persons with autism. Thus, international commitments which are Sustainable Development Goals (SDGs), Incheon Strategy to “Make the Right Real” for

Persons with Disabilities in Asia and the Pacific, Beijing Declaration and Platform for Action, ASEAN Enabling Master Plan 2025: Mainstreaming the Rights of Person With Disabilities, Child Right Convention (CRC), Convention on the Rights of Persons with Disabilities (CRPD), UN Convention on the Rights of the Child (UNCRC) and ASEAN Regional Policy Recommendation for Autism are the foundation of the development of National Autism Policy Recommendation Framework. Furthermore, ASEAN National Social Policy or National Policy on People with Disabilities is the next step to complement the foundation of the National Autism Policy Recommendation Framework. Meanwhile, 10 national policy recommendations were identified as the pillar for the framework, which are:

- Recommendation 1: Early Screening and Diagnosis;
- Recommendation 2: Education;
- Recommendation 3: Employment;
- Recommendation 4: Health Care Services;
- Recommendation 5: Family and Community Support;
- Recommendation 6: Adult and Aging Care Services;
- Recommendation 7: Support Facilities, Youth and Sports;
- Recommendation 8: Autism Society or Association / NGOs / International Collaboration;
- Recommendation 9: Research and Development; and
- Recommendation 10: Governance.

In conclusion from Dr. Seree Nonthasoot, Dr. Sita Sumrit, and Mdm. Erlinda Uy Koe, the way forward emphasis on issues of persons with autism at three platforms, which are (i) rights of persons with autism; (ii) regional priority, and (iii) enhancement of the country's capacity.



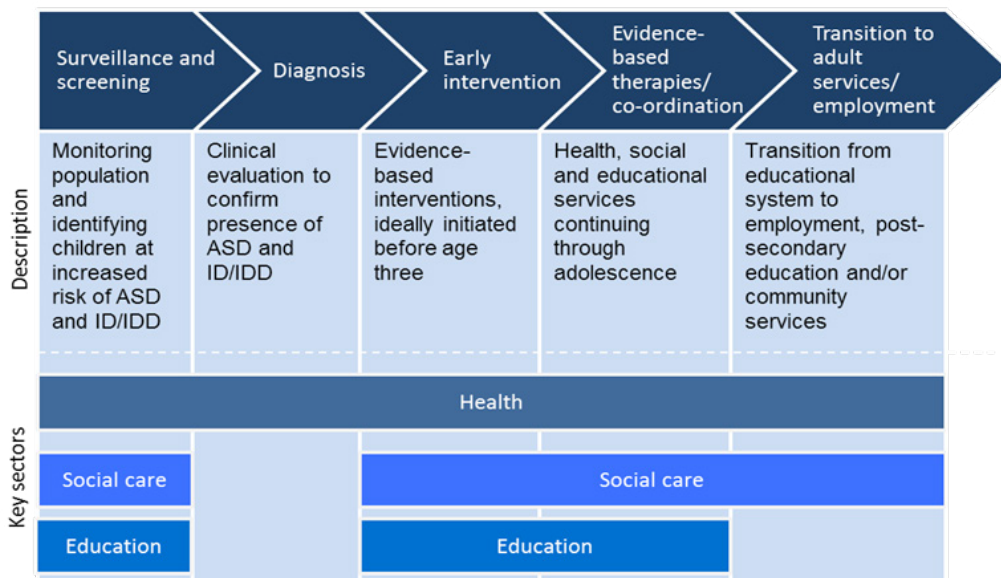
Summary of Regional and National Policy Recommendation

1. Autism and Intellectual Development Disorders Journey

Over the past few decades, a rapid increase in the prevalence of autism spectrum disorder (ASD) causes concern in the region. Many significant strides in increasing awareness of the condition and developing innovative ways have been conducted to improve the lives of children, young people, and adults with autism.

Persons with autism represent a group of lifelong neurodevelopmental disorders emerging early childhood and interfering with person’s ability to socially relate to and interact with others. Figure 1 shows the autism and intellectual development disorders journey. Autism is primarily a lifelong condition starts with surveillance and screening, followed by diagnosis, early intervention, evidence-based therapies/co-ordination to transition to adult services and employment as the last stage, it requires a co-ordinated of services across health, education, and social sectors.

Figure 1: Autism and intellectual development disorders journey (Source: Fein et al. 2013)



The needs of persons with autism are lifelong. Services must recognise this and collaborate to make sure the moving from one stage of a person's life to another is planned for and managed as smoothly as possible, that transitions are managed better and indeed minimized. It is common for persons with autism have a range of conditions. They should have access to a range of in-home, residential and other community support services, including personal assistance necessary to support living and inclusion in the community and to prevent isolation or segregation from the community.

With the aim of this workshop, all information and discussion from the ASEAN countries representatives are compiled, translated it into the regional level (Table 1) and national level (Table 2) of autism policy recommendation to achieve wellbeing, a better quality of life and sustainable development for persons with autism.

2. ASEAN Regional Policy Recommendation

Five (5) key main areas are recommended, which are:

- Recommendation 1: Establish a quality diagnosis and intervention;
- Recommendation 2: Establish interdisciplinary training courses, vocational education, employment, and research centre;
- Recommendation 3: Establish global partnership;
- Recommendation 4: Enhance community-based engagement and public involvement;
- Recommendation 5: Enhance capacity development approaches.



Table 1 shows some issues highlighted for regional autism policy recommendations by ASEAN countries representatives during the workshop.

Table 1: Regional Policy Recommended by ASEAN Countries' Representative

Countries	Regional Policy Recommendation
Indonesia	Encourage ASEAN to escalate the issue of Autism to be dealt in the regional level; seriously and thoroughly, as stated in The Thimphu Declaration and ASEAN Enabling Masterplan 2025.
	Encourage ASEAN to develop a forum of communication and discussion amongst its members , so each can contribute and compliment others in promoting and advocating the rights of persons with autism.
	Encourage all ASEAN countries to focus more on the area of data collection and services for persons with autism, as well as their families.
Lao PDR	The government considers giving Association for Autism building or land to run a vocational training centre or adult centre for autism.
	The Government considers joining Association for Autism with relevant existing vocational schools in Lao PDR.
	Continual of inclusive education for persons with autism.

Thailand	Government support on hosting AAN Annual Meeting and AAN Congress every two years.
	Government support for AAN Alternate Host Country to organize joint activities , such as sports and games, Regional Talent Show / Exhibition
	Government support to carry out researches on topics as agreed by AAN members.
	Inclusive society for all.
	Inclusiveness in: <ul style="list-style-type: none"> - Education; - Health Services / alternative treatments; - Employment / self-employed; - Social and political participation; - Access to public information.
Vietnam	Statistical data for persons with autism.
	Human Resource: training more therapists: ABA, TEACCH, OT, RDI, Floor time, speech therapy and psychomotor.
	Social housing: The government builds and manage the social house to train persons with autism to live independently , and for old people with autism, after their parents pass away.

2.1 Recommendation 1: Establish a quality diagnosis and intervention

It is undoubtedly vital that persons with autism and their families have a clear indication of what can be expected from a diagnostic service. Refer to The Scottish Government (2011), the quality standard makes it explicit that a quality service should:

- Take place within the context of a multi-disciplinary and multi-agency service involving professionals with ASD training;



- Understand that diagnosis ought to be a process which supports the development and progress of an individual;
- Be aware of the need to involve both the persons with autism and parent/carer/partner/independent advocate if applicable, in the assessment and explanations;
- Recognise and acknowledge the cultural difference of all individuals and families;
- Dedicate sufficient time for assessment in keeping with consensus timeframes;
- Give individuals of all ages access to a service appropriate to their needs in their locality;
- Make a diagnosis if appropriate regardless of whether there are statutory services available;
- Use internationally recognised diagnostic criteria and specify which criteria have need used;
- Make a full diagnostic assessment including developmental history. In adults, the developmental history is not always available but every effort should be made to ascertain it;
- Use information drawn from observation, standardised interview and clinical experience in a variety of contexts such as home, school, workplace and the community;
- Identify psychological, physical, social and other needs of the individual as well as making practical suggestions through joint planning of health, education, social work, and the voluntary sector, to ameliorate any particular difficulties the individual is facing;

- Produce a document to state diagnosis, which criteria and tools were used to assess, and describe any co-morbid conditions;
- Give clear sensitive verbal explanations of the syndrome and provide quality written information;
- Refer on for any medical or other assessment as appropriate or relevant genetic counselling;
- Offer a follow-up appointment, preferably face-to-face, for the individual to ask further questions;
- Offer clear explanations if a diagnosis of autism is not made (and any differential diagnosis) and offer the second opinion as appropriate;
- Provide information about post-diagnostic services such as support groups.

Provide evidence-based therapies for young people with autism and extend support to teens and adults transitioning into adult-based services that aid in developing coping strategies and accessing community services (Barton EE et. al. 2016). This should include developing skills to access in-home and out-of-home respite services, transportation, employment, and leisure. The timing of the transition to adult services may vary locally and individually, but should usually be completed by the age of 18. Persons with autism and their families/ caregivers should be involved in the planning of adult services and receive information on available health, employment and social services (National Institute for Health and Care Excellence, 2013).

2.2 Recommendation 2: Establish interdisciplinary training courses, vocational education, employment, and research centre

Provide interdisciplinary education and training in multiple disciplines at undergraduate, graduate and post-graduate levels regarding ASD across the lifespan (Kerim et. al.).



- Provide cutting-edge research, evaluation and policy analysis in areas of importance to the field of autism and neurodevelopmental disorders (Kerim et. al. 2015).
- Communicate, disseminate and share information and research findings with abroad constituency (Kerim et. al. 2015).
- Direct services and support to persons with autism and neurodevelopmental disorders of all ages, and their families, to minimize disparities in healthcare, enhance educational opportunities, develop work skills, enrich daily living and promote community inclusion (Kerim et. al. 2015).
- Create job vacancy especially for people with autism.
- Use emerging technologies to bolster learning, employment and community participation for all persons with autism.
- Work with schools as well as vocational and employment settings to deliver evidence-based programs in inclusive settings.
- **The proper data collection system** of people with autism at national scale, data might be from the hospitals, clinics, training centres, NGOs organisations, schools, vocational colleges, colleges, universities, and other related institutions.
- **Engage with policymakers** who are in charge of setting a future policy to put research into practice and evaluate the impact of services and policies (Kerim et. al. 2016).
- Support individuals and families as they engage in self-advocacy and self-determination (Kerim et. al.).

Disseminate knowledge among educators and primary care clinicians about ASD and the benefits of therapies to create awareness of developmental milestones and how to assess people with autism. Therefore, developmental delays may go unnoticed and children may not be referred for evaluation.

Provide training and knowledge to teachers about autism so they can do not pick up on early signs of autism in the classrooms.

Appropriate **school curriculum** and other educational modifications.

School **provides Individualised Education Program (IEP)** for persons with autism (Autism Society, 2019 & Maryann 2019). The step-in IEP including forming an IEP team, developing a plan, and dealing with any problems that may come up along the way.

Educational data: Countries should collect data on the educational outcomes of children with and without disabilities. Tracking these metrics could improve accountability across schools (UNESCO, 2015).

Provide trained clinicians such as paediatrics, psychiatry, neurology and psychology to perform targeted screenings and evaluations and neurodevelopmental disorders, particularly in some low-resource and rural settings.

Formal training programs are needed for health professionals to develop expertise in evidence-based services.

Create job opportunities for people with autism such as create employment/ self-employed for persons with autism, training centre, job placement, regulations & incentives for the company that hiring persons with autism.



2.3 Recommendation 3: Establish global partnership

Establish a global partnership task force to address persons with autism across the lifespan. To address the significant gaps in the care of persons with autism at a global scale, the formation of a global partnership task is recommended for involving member governments from all ASEAN countries and other regional countries, as well as the private sector and civil society. This partnership will help to coordinate a sustainable response for each country and region in terms of policy reform, service development and delivery, research and dissemination of evidence-based practice. A partnership task force will provide checks and balances for appropriate use of resources and assist in allocating funds to meet specific regional and national needs. Key activities should include:

- Setting global research priorities and a research capacity development agenda (Karim 2016) on autism in line with the UN Sustainable Development Goals (SDGs).
- Facilitating global and regional collaborations in piloting new, or scaling up existing, evidence-based interventions (Kerim 2016). The global effort should leverage and share regional resources to support public and private sector programs in enhancing services, training, and research;
- The partnership task force should be created for prioritizing local needs and integrate measures of program effectiveness and costs.
- Establishing a minimum standard of inclusive health, education and social services available across the lifespan for children, young people, and adults with autism.

2.4 Recommendation 4: Enhance community-based engagement and public involvement

It is well-known that families whose children are perceived as different feel isolated, alone and stigmatized, and too often taken on self-blame. This is especially true for parents whose children carry autism or neurodevelopmental disorder diagnosis. Families' feelings of isolation, self-doubt, stigma and a general sense of loss of control can be traced to the following;

- Dissemination of information and knowledge to parents and caregivers about autism (Department for Education and Department of Health and Social Care, 2019). Where many parents are not mindful of the appropriate timing for certain developmental skills such as speech and language. Some parents may not be aware that developmental delays are present. Further, when parents do have developmental concerns, many may not reach out to healthcare providers.
- The cultural stigma around people with autism in many countries, as for mental illness in general, may discourage parents from seeking attention when a concern arises, or delay further evaluation or treatment even when suggested by a medical professional (Bakare & Munir, 2011).
- Encourage communicating and connecting among families to information and other parents (Elizabeth et. al. 2019).
- Provide continuity of services, children with autism require a lifespan approach that sustains them and supports them as they grow, develop and strive to be included in their communities.
- Create community-based support environments such as volunteer, child care centre, old force home and disability learning centre.
- Enhancing the rehabilitation centres for children with autism with well-trained teachers



- Ensuring that services are sustained across the lifespan of the person with the disorder.
- Create a special centre for facilitating family (Azeem 2016; Child Development Center, 2016) with;
 - awareness;
 - early detection;
 - diagnosis;
 - interventions;
 - school services; and
 - transition to adulthood.

2.5 Recommendation 5: Enhance capacity development approaches

- **Create an interagency co-ordinating commission** to address autism nationally. Establishment of an independent governmental agency is recommended, such as a national Interagency Coordinating Commission or a Division of Autism to provide guidance to national governments on issues related to ASD.
- **Get the involvement and consultation** among persons with autism, and their representative organizations toward the development and implementation of legislation and policies, and other decision-making processes concerning issues relating to persons with autism.
- **Include ASEAN countries representatives** from health, education, social services, employment, family members of those with autism, self-advocates, service providers, public stakeholders and national non-

government organizations (NGOs), as well as researchers and universities representing a variety of perspectives from within the autism community as one of the approaches for capacity development.

- **Provide guidance and government oversight** on broader concerns related to ASD to accelerate and enhance the development of services across the person's lifespan.
- **Establish an independent governmental agency** such as a national Interagency Coordinating Commission or a Division of Autism to provide guidance to national governments on issues related to autism.
- **Develop capacity-building programs** for caregiver, local and central government representatives, voluntary organisations, local community and academics (WHO, 2013).
- **Constitute collaborative leadership** under the Department of Public Health, Education and Social Services (as chairperson and co-chairs) with government authorization to develop and update national strategic plans, programs and policies for autism, and to monitor national, regional and international activities in research, training and advocacy for autism (Kerim, 2016).



3. Policy Recommendation for National Level

Figure 2 shows the national autism policy recommendations framework which aims to achieve a better quality of life for persons with autism. Thus, international commitments which are Sustainable Development Goals (SDGs), Incheon Strategy to “Make the Right Real” for Persons with Disabilities in Asia and the Pacific, Beijing Declaration and Platform for Action, ASEAN Enabling Master Plan 2025: Mainstreaming the Rights of Person With Disabilities, Child Right Convention (CRC), Convention on the Rights of Persons with Disabilities (CRPD), UN Convention on the Rights of the Child (UNCRC) and ASEAN Regional Policy Recommendation for Autism are the foundation of the development of National Autism Policy Recommendation Framework. Furthermore, ASEAN National Social Policy or National Policy on People with Disabilities is the next step to complement the foundation of the National Autism Policy Recommendation Framework. Meanwhile, 10 national policy recommendations were identified as the pillar for the framework, which are:

- Recommendation 1 (R1): Early Screening and Diagnosis;
- Recommendation 2 (R2): Education;
- Recommendation 3 (R3): Employment;
- Recommendation 4 (R4): Health Care Services;
- Recommendation 5 (R5): Family and Community Support;
- Recommendation 6 (R6): Adult and Aging Care Services;
- Recommendation 7 (R7): Support Facilities, Youth and Sports;
- Recommendation 8 (R8): Autism Society or Association/ NGOs/ International Collaboration;

- Recommendation 9 (R9): Research and Development; and
- Recommendation 10 (R10): Governance

Table 2 shows the mapping of 10 national policy recommendations for each ASEAN country during the workshop.

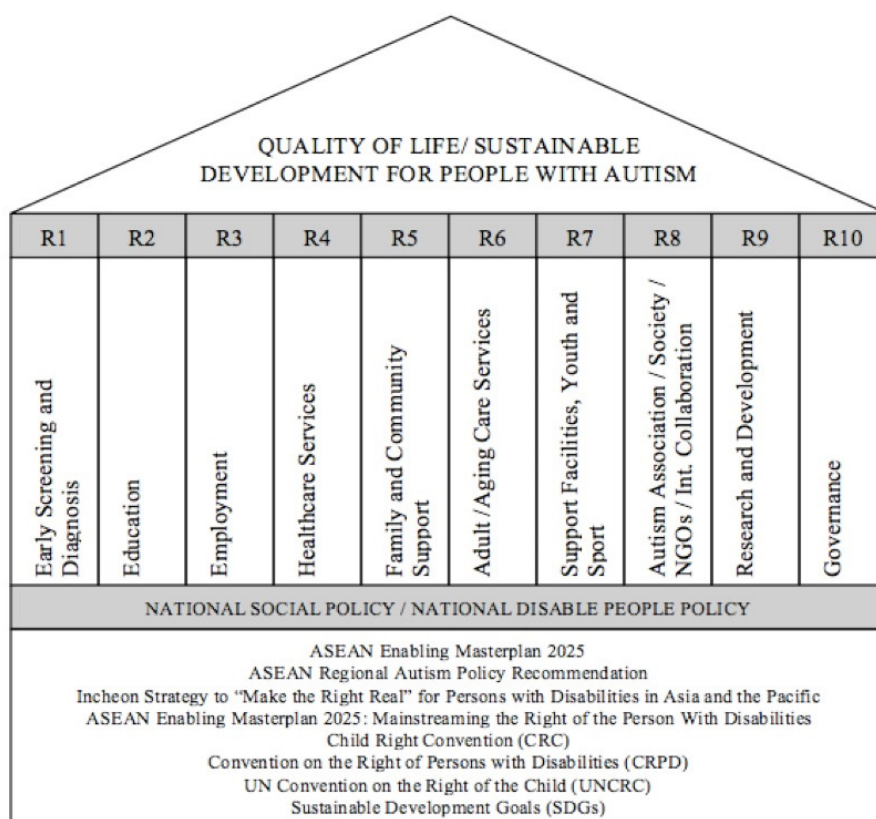


Figure 2: National Autism Policy Recommendations Framework

Table 2: Mapping of Ten National Policy Recommendations

	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
BRUNEI DARUSSALAM	Prioritizing impairment diagnosis and clustering into categories (asperger syndrome diagnosis clustered into autism category).	Laws and policies provide for the care and protection of persons with disabilities and ensure their access to education, health, shelter, security and other human rights and are generally in conformity with the principles and articles of the convention.								Laws that support persons with disabilities o Healthcare services for persons with disabilities o Education (special education system for persons with disabilities) o Social protection for persons with disabilities.
	To establish standard format on data collection amongst stakeholder.									
CAMBODIA	Training of Early Intervention and identify children with Autism in government level to refer them to specialist services.	Training of teachers to educate children with autism at university/college level or through professional development.	Children with ASD are able to learn and take part in society when they have a good quality of education.		Each province have a hub/main centre where people with autism can access information, diagnosis and specialist advice.			Convention on the rights of persons with disabilities.	Develop a pilot training program for young people with autism.	Law on the protection and promotion of the rights of persons with disabilities.

	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
	Children with autism is usually identified by doctors and teachers from NGOs only, they must be trained to diagnose these conditions in order to help children and families receive appropriate resources.	National curriculum for inclusive education training.								Incheon Strategy to “make the right real” for persons with disabilities in Asia Pacific.
		Established National Institute of Special Education.								National disabilities strategic plan 2019-2023.
										MOSAVY Strategic Plan 2019-2023.
										Inclusive education strategic plan 2019-2023.
							Issue a policy that regulates a mentoring program for persons with disabilities and particularly persons with autism at work.			
					Strengthen 350 organizations and institutions under the ministry to provide adequate services for persons with autism and their families.					
				Mentors/assistants for persons with disabilities and social workers in 34 provinces, have the competency to gather data of persons with autism						
		Issue policies and regulations which would encourage the application of an inclusive individual-based curriculum for persons with autism.								
INDONESIA										

	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
LAO PDR		Education should be provided by the government. Government support in the construction of a building and land where The building could be served as an education centre for people with Autism to have special education that suited them.	Create more projects in which persons with autism have the opportunity to be trained for future career.	and assist them for a better quality of life.	Parents who bring along their children with autism to the local community services will be entitled for some discount.		Need more financial assistance from the government.		Lack of expert to work with.	Need more land from the government sector to extend the services to ASDs.
	Early detection & speedy diagnosis for children with autism.	Transitioning children to school and create real acceptance.	Transitioning youths to employment or alternative options.	Needs-based individualised education, health & care plans.	Post-diagnostic support for person with autism & their parents/families.	Detection & diagnosis for youths & adults with autism.		Enable & empower a national autism anchor organisation.	Maintain comprehensive, reliable & up-to-date data.	Establish National Autism Council & inter-agency & inter-agency coordination.
MALAYSIA	Well-equipped & affordable Early Intervention Programs,	Inclusive & appropriate education for children with autism.	Job placement, regulations & incentives for hiring persons with autism.	Sustainable sheltered workshops for persons with autism with high support needs.	Social funding for independent & supportive living facilities.	Trust/contributor fund for senior care services.			Fund & support national autism research & implement findings.	Formulate a National Autism Strategy, Action Plan & policy.
	Support & protection for children with autism in school.	Job, mobility support & protection for persons with autism in employment.	Financial support for low-income families to access services.	Social funding for working & living on social/care farms.						Proposed changes to the Persons with Disabilities Act 2008.

R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
	Finishing school & clear pathways to adult life.	Inclusive employment, fair pay & employment allowance.		Comprehensive & affordable respite care services & programs.					State & local authority regulations to support person with autism.
	Inclusive vocational/ TVET programs linked to employment.	1% quota employment for the private sector as part of evidence-based policymaking.		Fund & support national awareness & acceptance campaigns.					
	The specific curriculum in many levels for children with autism.			Training program & support for parents & caregivers.					
	specific schools or classrooms for multiple disabilities with the lesson plans suitable for children with autism.			Insurance coverage/scheme for persons with autism.					
Early Invention Centres and Transitional Centres across the country for special needs.	University to train professionals in the areas of special education/disability studies.			Establish a Trust Fund of which all people with intellectual disability will be benefited.		Youth Centres to youth with ASD or ID who are unable to continue schooling.			
Diagnosis team to identify ASD (pediatric psychiatrist, neuro-developmental pediatrician, nutritionist, occupational/speech / behavioural therapist).	Quality control team for the institutions such as special education schools and training centre.			Family members with autism are entitled with tax reduction by government.					
MYANMAR									

	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
PHILIPPINES	Institutionalize community-based rehabilitation to support early intervention.	Awareness on autism for school's teachers/ staffs. Inclusive education for the elementary, secondary, tertiary and vocational levels.	Inclusive employment (law requiring public and private sector to employ persons with disabilities).	Equitable government funded for therapy services.		Accessible adult intervention and residential care.	Disability-inclusive disaster risk reduction and emergency preparedness. Barrier-free to transportation (accessibility).		Budget for government-sponsored prevalence study for autism (population research).	Policies and protocols on legal accommodations for persons on the spectrum.
		Accommodations for national tests, board exams, and professional accreditations. Sensitivity training/ disability education for school and government agencies.								
	Early intervention must be systematically planned & developmentally appropriate.	Awareness & knowledge of teachers and school leaders about autism How schools accommodate the learning needs of students with autism Utilizing an individual's strengths and interests across the curriculum.	Create work opportunities for persons with autism.			"Future readiness" of adults may be threatened by tech disruptions (e-g, automation).	Limited range of residential options.	Building and sustaining positive relationships between families and schools.		An autism-specific enabling masterplan .
SINGAPORE					The key concern of many aging caregivers is who will look after their adult children with autism after they pass on.					

	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
THAILAND	To ensure that children and students receive quality early intervention.	Education, professionals involved must be systematically trained, coached, and supported in autism pedagogy.			Caregiver training opportunities tend to wane after the early years.			Social and political participation.		Access to public information.
		Capacity and capability building of autism professionals in Singapore.								
	Health services and alternative treatments.		Create employment / self-employed for persons with autism.		Create awareness in society.				Government Support to carry out the research.	Social & political participation.
VIETNAM	Training more developmental pediatrician who can screen, early detection and diagnosis.	Special education school.	Encourage all company, enterprise accept people with autism.	Health Insurance covers part of the cost of intervention in hospital.	Develop guide book for family and community .	Social housing which are built and managed by government (purpose: to train the persons with autism to be able to live independently).		Collaboration with other countries.		Remark 'Autism' in certificate of disability.
	Cooperate with others therapist for biomedical intervention, early intervention.	Training special education teacher.								Department of Taxation will reduce tax for the company which accept persons with autism.

	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
		<p>Allow children with autism enter the mainstream school.</p> <p>Build vocational centre for adult persons with autism.</p>								<p>The government conducts national statistics on the number of children with autism so that they can establish relevant policies.</p>

3.1 Recommendation 1: Early Screening and Diagnosis (R1)

Diagnosing autism spectrum disorder (ASD) can be difficult, since there is no medical test, like a blood test, to diagnose the disorders (Pierce *et al.*, 2019). Therefore, doctors look at the child's behaviour and development to make a diagnosis. Early diagnosis of autism is important, given the potential for improvement with intervention (Zwaigenbaum *et al.*, 2015). Early screening and diagnosis require efficient process, adequate numbers of competent practitioners for early screening and diagnosis, and affordable services of early screening & diagnosis.

ASEAN Countries	Recommendation 1: Early Screening and Diagnosis
Brunei Darussalam, Malaysia, Singapore	1. Efficient process of early screening and diagnosis.
Cambodia, Malaysia, Myanmar, Singapore, Vietnam	2. The adequate number of competent persons for early screening and diagnosis.
Cambodia, Philippines	3. Enhance the capacity of community-based organisation and NGOs to be competent in early screening and diagnosis for ASD.
Malaysia, Philippines, Thailand	4. Affordable and reachable of early screening and diagnosis facilities and services.

3.2 Recommendation 2: Education (R2)

Children and youth with autism are nonetheless at heightened risk for poor academic outcomes, including conflictual relationships with general education teachers and more restrictive classroom placement (McDonald *et al.*, 2019). Education support is very important for children with autism in terms of facilities, and the school community. Many ASEAN countries have highlighted the need for facilities like a national institute of special education, transition school for special education, and special classroom for special education. Besides that, the support



from the school community is required to give a comfortable environment for children with autism to learn in school. Hence, awareness and knowledge of the school community on autism need to be enhanced.

In fact, the need for competent teachers that capable to handle children with autism would give advantages for the school. Special curriculum like vocational that suit children with disabilities such as autism is vital to enhance the skill and capability of the student to be an autism professional. Children with autism have different cognitive levels as compared to normal children. Thus, they are vulnerable to be bullied by the peer which make parent reluctant to send their autism children to school. A policy that provides care and protection of children with autism in school is important to encourage them to enroll in school

ASEAN Countries	Recommendation 2: Education
Brunei Darussalam, Malaysia, Philippines, Vietnam	1. More opportunities for children with disability including autism enrol in school.
Cambodia, Laos PDR, Malaysia, Myanmar, Philippines, Vietnam	2. Adequate facilities for special education including autism.
Myanmar, Singapore	3. Enhance awareness and knowledge of the school community on the needs of students in special education including autism.
Malaysia, Myanmar, Philippines, Thailand	4. The adequate number of competent special education teacher in school.
Malaysia	5. A special curriculum that suits all type of children with disability including autism.

3.3 Recommendation 3: Employment (R3)

The employment rate for people with autism is significantly lower than that for people with intellectual disabilities (Wehman *et al.*, 2019). Developing pathways that help autistic adolescents and adults to obtain and maintain employment

should be a government and societal priority. Employment quota for persons with disabilities in ASEAN countries is low as compared to developed countries. Increasing the employment quota for persons with disabilities including autism into 2% in private and public sectors will give more opportunities for them to be more independent. Besides that, capacity building for the potential people with Autism to be self-employed is a good initiative for them to explore the entrepreneurship world. Furthermore, using corporate social responsibility (CSR) platform to encourage the private sector to create more job opportunities for people with disability including autism will significantly increase their rate of employment.

ASEAN Countries	Recommendation 3: Employment
Indonesia, Lao PDR, Malaysia, Singapore, Vietnam	1. Increase employment quota for persons with disabilities including autism in public and private sector.
Lao PDR, Malaysia, Singapore	2. Encourage the private sectors to create more job opportunities for persons with autism including autism by using the CSR platform.
Malaysia, Thailand	3. Developing the transition centre for autism youth employment.
Thailand	4. Enhance the capacity of potential youth with autism to be self-employed.

3.4 Recommendation 4: Health Care Services (R4)

Persons with autism are vulnerable which has higher rates of co-occurring medical and mental health conditions (Zerbo *et al.*, 2019). Hence, it requires more intensive use of health care services where it is costly (Robinson *et al.*, 2019). Therefore, there are several recommendations to ensure persons with autism get sustainable or continuous health care services such as equitable financial support from government, comprehensive individual health care plan, and affordable health care insurance.



ASEAN Countries	Recommendation 4: Health Care Services
Indonesia	1. Affordable health care service for persons with autism.
Malaysia	2. Equitable financial support from government and agencies for health care service.
Malaysia	3. A comprehensive individual health care plan from cradle to grave.
Malaysia, Vietnam	4. Reasonable healthcare insurance for persons with autism.

3.5 Recommendation 5: Family and Community Support (R5)

An autism diagnosis can be overwhelming for families. Parents are often unsure of the next steps to take and can spend countless hours making phone calls, researching and interviewing service providers, and trying to understand the diagnosis, employer plan benefits, and treatment options (autism speaks.org, 2015; Ayub et al., 2017). Understanding these challenges, family support services should help families navigate the delivery system, providing meaningful consultation and valuable resources for families.

Families and communities should have valuable resources and supports (Autism Speaks, 2016; Goldstein, Tager-Flusberg, & Lee, 2015; National Autism Center, 2015) such as:

- Support groups
- Educational information
- Community programs and local events
- Advocacy groups

- Online educational information
- Financial and legal resources
- Treatment resources and therapies

Parents often seek out family and community support to help them develop skills, learn problem-solving approaches, or receive support because of the challenges they face in carrying out the type of parenting they wish to provide (Autism Speaks, 2016; Ayub et al., 2017). They recognize that their child’s characteristics may demand special skills in addition to the general knowledge, attitudes, and practices needed by parents. Family systems programs should follow a systems approach in that they most commonly focus on parents’ internal variables, such as stress, depression, or coping, based on the assumption that changes in those variables will affect the quality of parenting. Family support services should provide an effective solution to address the special challenges parents face, and also help to reduce related work absences and productivity issues (Autism Speaks, 2016; Shorey, Ng, Haugan, & Law, 2019). Most importantly, parents, caregivers, and other family members would get assistance to become stronger advocates on the child’s behalf.

ASEAN Countries	Recommendation 5: Family and Community Support
Cambodia	1. Each province has a hub/main centre where persons with autism can access information, diagnosis and specialist advice.
Indonesia	2. Provide adequate services for persons with autism and their families.
Lao PDR	3. Special discount at community services.
Malaysia	4. Social funding for independent & supportive living facilities/working/ care farms.



Malaysia	5. Training program & support for parents & caregivers
Malaysia	6. Establish insurance coverage/scheme for persons with autism.
Malaysia, Singapore, Thailand	7. Create awareness in society.
Myanmar	8. Establish a trust fund.
Singapore	9. The key concern of many aging caregivers is who will look after their adult children with autism after they pass on.
Singapore	10. Caregiver training opportunities tend to wane after the early years.
Vietnam	11. Develop guide book for families and communities.

3.6 Recommendation 6: Adult and Aging Care Services (R6)

The problem with this lack of understanding of autism in older people is that if mental health professionals don't know what autism looks like in older people, they can mistake autism traits such as repetitive body movements as other disorders such as obsessive-compulsive disorder or even psychosis. Therefore, adult and aging care service should provide consumers of any age with benefits counseling, person-centred planning to help identify available long and short term services and supports, application assistance and general information and assistance. Furthermore, autism in older adults means rehabilitative care by speech-language pathologists for older adults with autism, cognitive aging in individuals with ASD, psychotherapy and psychological functioning in older adults with autism, and high comorbidity levels of autism and psychiatric disabilities, specifically depression and anxiety.

ASEAN Countries	Recommendation 6: Adult and Aging Care Service
Malaysia	1. Detection and diagnosis for youths & adults with autism.
Malaysia	2. Trust/contributory fund for senior care services.
Philippines	3. Accessible adult intervention and residential care.
Singapore	4. “Future readiness” of adults may be threatened by tech disruptions (e.g., automation).
Vietnam	5. Social housings which are built and managed by the government (purpose: to train the persons with autism to be able to live independently).

3.7 Recommendation 7: Support Facilities, Youth and Sports (R7)

There are many activities for autistic adults of all skill levels. Educational and recreational activities that can enhance persons with autism’s life quality are available in many communities.. Like everyone else, persons with autism enjoy a range of recreational and educational activities depending on their tastes. However, certain sensory processing issues or social impairments may limit some activities involving a sensory trigger or negative social encounter. A person’s tastes, interests and level of impairment all play a part in determining what type of activities he prefers. Activities for persons with autism generally falls within the categories of educational, social interaction and recreational. Some activities serve multiple purposes. For example, some group games can increase communication ability and help improve social interaction skills.



Some examples of activities for adults with autism are:

- Art classes
- Singing
- Music class
- Martial arts
- Drama club
- Storytelling
- Card games and board games
- Online computer games
- Swimming
- Basketball
- Gymnastics

Inclusive activities for both autistic and nonautistic people as well as activities designed for those with special needs are beneficial (Autism Speaks.org, 2015; Hossain et al., 2017).

ASEAN Countries	Recommendation 7: Support Facilities, Youth and Sports
Indonesia	1. Issue a policy that regulates a mentoring program for persons with disabilities and particularly persons with autism at work.
Lao PDR	2. Need more financial assistance from the government.
Myanmar	3. Youth Centres to youth with autism, who are unable to continue schooling
Philippines	4. Disability-inclusive disaster risk reduction and emergency preparedness.
Philippines	5. Barrier-free to transportation (accessibility).
Singapore	6. Limited range of residential options.

3.8 Recommendation 8: Autism Society or Association / NGOs / International Collaboration (R8)

Persons with autism are often subject to humiliation and discrimination, including unfair deprivation of health care, education and opportunities to engage and participate in their communities (Goldstein et al., 2015; Rahman et al., 2016; Ying, Browne, Hutchinson, Cashin, & Binh, 2012)parents do not have ready access to autism related information. This paper makes the case for offering a Vietnamese language information resource/booklet for parents to be distributed at the beginning of the diagnostic process and evaluating its usefulness. In developed countries autism has been recognised since the 1940s (Kanner, 1943. Therefore, self-advocates and parents play a central role in the communities to ensure that the views and interests of persons with autism are adequately reflected in our society. Moreover, society needs to be aware and form a group of support for persons with autism. Furthermore, persons with autism are vulnerable to develop chronic noncommunicable conditions because of behavioural risk factors such as physical inactivity and poor dietary preferences and are at greater risk of violence, injury, and abuse.

Autism Society or Association/ NGOs/ International Collaboration can create



a connection with others not for profit organizations worldwide but are also dedicated to provide resources, information and/ or support to the autism community. It should complement the work that other groups do while creating and building programs and services that tie in with the needs for autism community.

ASEAN Countries	Recommendation 8: Autism Society or Association/ NGOs/ International Collaboration
Cambodia	1. Convention on the Rights of Persons with Disabilities.
Malaysia	2. Enable & empower a national autism anchor organisation.
Singapore	3. Building and sustaining positive relationships between families and schools.
Singapore	4. Social and political participation.
Vietnam	5. Collaboration with other countries.

3.9 Recommendation 9: Research and Development (R9)

According to Fletcher-Watson et al. (2019), research and development are important for further improvement of persons with disabilities (PWD). The recommendations to improve research and development of autism are through collaboration between experts in ASEAN countries, a comprehensive database of autism, and equitable funds and support from government and agencies to do research on autism. There are very limited numbers of autism experts in some countries in ASEAN like Lao PDR . Therefore, a collaboration between countries in terms of autism research definitely would benefit the ASEAN community as a whole. Most of the ASEAN countries have experienced the issue of limited data of autism which is difficult for the authority to plan for improvement. Thus, extensive data collection of ASD in every country is crucial.

ASEAN Countries	Recommendation 9: Research and Development
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Lao PDR, Malaysia	1. A remarkable collaboration between experts in ASEAN countries.
Malaysia	2. A comprehensive database of autism.
Malaysia, Philippines, Thailand	3. Equitable fund and support from government and agencies to do research on autism.

3.10 Recommendation 10: Governance (R10)

Approximately one in 68 children with autism were identified according to Centers for Disease Control & Prevention (CDC) and Autism & Developmental Disabilities Monitoring (ADDM) Network (Centers for Disease Control and Prevention, 2012, 2016). Systematic reviews around the world estimated different prevalence rates of autism. In Asia, the Southeast Asia region represents more than 20% of the world’s population, yet the prevalence of autism in this part of the world is still largely unknown. In relation to that, the governance refers to all processes of governing, whether undertaken by a government, market, or network, whether over a family, tribe, formal or informal that have principles designated to enable the related board and executive management to operate within a clear governance framework. The principles describe the related board’s relationship with shareholders and executive management, the conduct of board affairs and the tasks and requirements for board committees.

The governance should outline the board’s focus on activities that enable it to promote shareholders’ interests, including the active consideration of strategy, the monitoring of executive action and ongoing board and executive management succession. The governance is a useful contribution in identifying the evidence gap and has important implications for government and NGOs working towards the betterment of issues and problems of autism (Autism Speaks.org, 2015; Douglas, 2010; Venerosi & Chiarotti, 2011). The governance should be able to review and identify the number of studies on ASD conducted in this part of the world that can contribute to handle the alarming increase in the prevalence of ASD in recent years. To know the extent of ASD as a public health problem, there is an urgent need for all countries of this region to have good governance using uniform and appropriate tools. Knowing the prevalence could help to choose



screening and diagnostic tools that are applicable, culturally acceptable, and cost-effective to identify individuals who can benefit the most from early diagnosis and intervention.

ASEAN Countries	Recommendation 10: Governance
Brunei Darussalam	1. Laws that support persons with disabilities: <ul style="list-style-type: none"> o Healthcare services for persons with disabilities; o Education (special education system for persons with disabilities); o Social protection for persons with disabilities.
Cambodia	2. Law on the Protection and Promotion of the Rights of persons with disabilities.
Cambodia	3. Develop national strategy plan for persons with disability and education.
Lao PDR	4. Need more land from the government sector to extend the services to ASDs.
Malaysia	5. Establish National Autism Council & inter-agency coordination.
Malaysia	6. Formulate a National Autism Strategy, Action Plan & Policy.
Malaysia	7. Proposed changes to the Persons with Disabilities Act 2008.
Malaysia	8. State & local authority regulations to support persons with autism.
Myanmar	9. Government to support families with persons with disabilities, particularly, autism or ID by tax reduction.
Philippine	10. Policies and protocols on legal accommodations for persons with autism.
Singapore	11. An autism-specific enabling masterplan.

Singapore, Thailand	12. Access to public information.
Vietnam	13. Remark 'Autism' in certificate of disability.
Vietnam	14. Department of Taxation will reduce tax for a company that hiring persons with autism.
Vietnam	15. The government conducts national statistics on the number of children with autism, so that they can build relevant policies.

Brunei Darussalam

Policy Recommendation on Autism

BRUNEI DARUSSALAM

Nurul Aziemah Binti Haji Morni
 Community Base Rehabilitation Unit
 Center for Disabilities
 Department of Community Development

Background

- ▶ Brunei Darussalam is a country that has practiced of harmony and peace and does not exclude based on disability.
- ▶ Brunei Darussalam currently does not have any specific definition of PWDs, including autism.
- ▶ Total population of Brunei Darussalam was estimated at 428,697 in 2017.
- ▶ In August, 2019 the population of Persons with Disabilities in Brunei Darussalam is about 7,038 people which makes up 1.6% of the total population.

Statistic on National Registration for PWDs Brunei Darussalam

No.	Agencies	Total
1.	Department of Community Development, Ministry of Culture, Youth and Sports	3,155
2.	Ministry of Education	964
3.	Ministry of Health	1,503
4.	Non-Government Organization	1,416
TOTAL		7,038

- ▶ Since the signing of the United Nation Convention on the Rights of Persons with Disabilities (UN-CRPD), Brunei Darussalam has conceded several legislations that encompassed the rights of the PWDs in related areas and the implementation of the Convention on a rights-based approach.
- ▶ These laws and policies provide for the care and protection of PWD and ensure their access to education, health, shelter, security and other human rights and are generally in conformity with the principles and articles of the Convention.

Existing Laws

- ▶ Old Age and Disability Act
- ▶ Civil Law
- ▶ Building Control Order
- ▶ Education Act
- ▶ Emergency Regulation Act
- ▶ Compulsory Education Order
- ▶ Education Regulation

- ▶ Compulsory Islamic Education
- ▶ Islamic Family Law Order
- ▶ Legitimacy Order
- ▶ Employment Order
- ▶ Mental Health Order
- ▶ Children and Young Person Order
- ▶ Women and Girls Protection Act
- ▶ Women and Girls Protection Act (Place of Safety Rules)
- ▶ Criminal Procedure Code
- ▶ Employment Agencies Order

Existing Policy

- ▶ Brunei Darussalam's National Vision or *Wawasan 2035*.
- ▶ National Council on Social Issues include Special Committee on Persons with Different Abilities and The Elderly one of the six Special Committees was established in 2008.
- ▶ National Plan Of Action on Persons with Disabilities.
- ▶ The National Health Care Policy of universal coverage for Bruneian including those with disabilities to have access to health care, irrespective of gender.

Policy Recommendation

- ▶ To provide aptly designed Identity Card for PWDs.
- ▶ Prioritizing impairment diagnosis and clustering into categories (Asperger syndrome diagnosis clustered into Autism category).
- ▶ To establish standard format on data collection amongst stakeholder.

Conclusion

- ▶ On data collection of PWDs in the country, it is done by stakeholders from the Government and Non- Government Organizations who work with persons with disabilities.
- ▶ The data collected by the Department of Community Development in a basic format (name/ date of birth/ address and contact details).
- ▶ In this regard, plans are underway to establish a national PWDs registration and Identity Cards for PWDs.

THANK YOU

Cambodia




one vision
one identity
one community


Cambodia Mapping Profile 2019

1. Issue for autism in Cambodia
2. Objective for autism policy level
3. What is the target audience
4. Policy Recommendation
5. Rational
6. Cambodia Autism National Workshop
7. Conclusion

1. Issue for Autism in Cambodia


Autism Mapping project outcome:

Most children with Autism are not identified. Once a child with Autism is identified there are limited human and financial resources to educate them and help them integrate into society. The services available is provided from NGO by working with government



What kind of issues?

1. Need to continue to develop Suitable Awareness Tool for Autism
2. Lack of training for medical and educational staff in order to identify/diagnose children with Autism
3. Need more available schools for children with autism
4. Limited of trained teachers for educating children with Autism
5. Limited of vocational training for young people with Autism
6. Limited of suitable employment for young people with Autism
7. Lack policy on autism development




2. Objective for Autism Policy Level

Cambodia has National Disability Strategic Plan for 2014-2018 and just reviewed from 2019-2023 that will be launching in IDPD in Dec. this policy has a lot of activities and clearly indicator for Persons with disabilities, that is a great tools **But Unfortunately** there is limited of budget to implement.



Cambodian Government Policy and Law

1. Law on the Protection and Promotion of the Rights of persons with disabilities
2. Incheon Strategy to "make the right real" for persons with disabilities in Asia and Pacific
3. Convention on the Rights of Persons with Disabilities
4. National disabilities strategic plan 2019-2023.
5. MoSAVY Strategic Plan 2019-2023
6. Inclusive education strategic plan 2019-2023
7. Established National Institute of Special Education
8. National Curriculum for inclusive education Training



What need more from the Policy Level

1. Training of teachers to educate Children with Autism at University/college level or through Professional development
2. Training of Early Intervention and identify children with Autism in government level to refer them to specialist services
3. Develop pilot training program for young people with Autism
4. National budget available for special need teacher



3. What is the Target Audience

1. Government Institution
2. International organisations, with a view to partnering with government
3. Private Sectors
4. Donors agencies
5. ASD and their family



4. Policy Recommendation

1. Undergraduate training of teachers must include one module of special education. Funding required to develop the teacher training module and implement
2. Undergraduate training of Doctors for ASD and include a module on developmental disabilities,
3. Vocational Training curriculum to be developed for young people with ASD
4. Each province have a Hub/Main Centre where people with Autism can access information, diagnosis and specialist advice
5. Each province should have a policy of Integrated Education or more children with special needs are identified locally.
6. Each province should have a Mobile toy library.
7. Each province should have one model school that provides special education.

5. Rational

1. Children with Autism is usually identified by doctors and teachers from NGOs only, they must be trained to diagnose these conditions in order to help children and families receive appropriate resources. We expect this from government level as nationally
2. Children with ASD is able to learn and take part in society when they have good quality education.



3. Integrated Education model is considered as best practice for ASD. The IE program run by HHC & MoEYS, MoSAVY demonstrate the success of this model in the Cambodian context.
4. IE model not only benefits children with autism but also the other children and wider community where these program are established.
5. Parent groups where people with ASD have a voice are essential in order to ensure that government policy and program are developed with input from those with disability.



Special Education School for children with ASD, which supported by the government and individual donors at school number 1.





Special Education School for children with ASD, which supported by the government and individual donors at school number 2.



Special Education School for children with ASD, which supported by the government and individual donors at school number 4.



6. Cambodia Autism National Workshop

- First of the National Workshop for the Policy Recommendation, Methodology for data collection on autism and National Autism Awareness event under the Autism Mapping Project in the ASEAN Region, Phnom Penh, Cambodia, 1 April 2019



14 NGOs were invited and 6 NGOs were presentation,

1. The first Data Collection has conducted from 6 NGOs in 5 provinces
2. Number of children ASD has found **1,158**. This data is from only 5 provinces and 20 districts only. Cambodia has 25 provinces, 165 districts, 26 multicable(City) and 12 Section(Khan)
3. Estimate children and adult with ASD is around more than **30,000 P** in the country



What is the methodology of data collection Process?

1. Invited NGOs working to children with ASD for presentation
2. Invited key stakeholders on the policy levels for groups discussion
3. Invited the government representative for plenary session
4. Group discussion with all stakeholders about ASD
5. Conclusion and Recommendation for the National Workshop

What is the methodology for assessment and identify/diagnose children with ASD

1. Detailed screening
2. Practical observation
3. Autism rating scale
4. Q-CHAT 10 (Quantitative Checklist for Autism in Toddlers)
5. Individual Education Plan validation(Pre & Post)



This services is provided by NGO only



What is the result after discussion?

There are so many things that need to be done for autism in Cambodia. Autism can not be addressed by single organization but working together between NGOs, Government and other stakeholders, including parent group, training, networking, funding and other resources need to be put in policy level and in the policy should clearly state about ASD as country profiles.



Future Plan 2020-2023

1. Cooperate with government to survey the exact data of persons with autism.
2. Implement National Manual on Teaching Children with intellectual disability and Autism. (training teacher for giving special education)
3. Cooperate with government to create standard school for children with ASD
4. Cooperate with government to implement the national disabilities strategic plan 2019-2023.
5. PWD policy should be reviewed by included ASD



7. Conclusion

1. Raise Awareness on Autism to reduce Stigma
2. Set up inclusive School for ASD in each province stated in policy
3. Establish National Training Center for ASD
4. Establish Employment hub and Job Coach
5. Social inclusion between local people and person with autism, this included parents Group
6. Strong Network in locally and internally
7. RGC should have packet fund for autism
8. Identification for autism and Mapping Country Profiles



Indonesia



AUTISM SITUATION IN INDONESIA

- Indonesia has completed the country profile on autism document along with four of its respective ministries; The Ministry of Social Affairs, The Ministry of Health, The Ministry of Cultural and Education and The Ministry of Manpower
- Indonesia has ratified CRPD in 2011 and continuously committed to respect, to protect safety and to fulfill of the rights of persons with disabilities including person with autism.
- No standardized guidelines in screening and diagnosing Persons with Autism in the ministries that handle the issue of disabilities
- No prevalence data regarding Persons with Autism is released

DATA COLLECTION

- Presently, each stakeholder has different priorities and targets in conducting data collection of individuals with disabilities, including Persons with Autism.
- Identification of Persons with Autism relies merely on information given by parents/teachers/therapists, as there is yet a policy that regulates the collaboration amongst stakeholders regarding a standardized guidelines in diagnosing Persons with Autism.
- Therefore, the reported numbers of Persons with Autism still differs between each government body.

SERVICES

- The unavailability of an integrated and precise data of Persons with Autism consequently has an impact on the development of policies and programs regarding services for Persons with Autism.
- Every stakeholder has different success indicators in the services that each provides for Persons with Autism.
- It needs to be taken into highly consideration that to optimize the potentials of Persons with Autism, all programs and services must be done intensively in an integrated manner and must be started as early age as possible and continuously throughout the adulthood.

KEYWORDS: INTEGRATION AND COLLABORATION

- To fulfill the rights of individuals with ASD, Government of Indonesia urgently needs to make a commitment of integration and collaboration efforts in two major areas:
 1. Integration and collaboration amongst stakeholders regarding **data collection** on Persons with Autism
 2. Integration and collaboration amongst stakeholders regarding **services** for Persons with Autism

OPPORTUNITY

- In 2016, the government has enacted the Law no. 8 about person with disabilities.
- The law mandated for the 8 Government Regulation
- 2 Presidential Decree
- 1 ministerial regulation about disability card
- Ministry of Social Affairs it self have 350 institutions and some has provided services for person with autism as government partner

POLICY RECOMMENDATIONS ASEAN LEVEL

- Encourage ASEAN to escalate the issue of Autism to be dealt in the regional level; seriously and thoroughly, as stated in The Thimphu Declaration and ASEAN Enabling Masterplan 2025.
- Encourage ASEAN to develop a forum of communication and discussion amongst its members, so each can contribute and complementing others in promoting and advocating the rights of Persons with Autism.
- Encourage all ASEAN countries to focus more on the area of data collection and services for Persons with Autism, as well as their families.

POLICY RECOMMENDATION INDONESIA

- Encouraging Government of Indonesia to include the issue of persons with disabilities, particularly Persons with Autism, as an important issue to be dealt with in the Medium-term National Government Development Plan 2020-2024.

POLICY RECOMMENDATIONS INDONESIA

Encourage Government of Indonesia to evaluate the application of some of the existing policies and regulations regarding individuals with ASD, such as:

- National Law no. 8/2016, 8 Government Regulations and all the derivatives law: for the benefit of Persons with Autism and their families.
- Government Regulation no. 2/2018 : to optimize the role of central and local government in advocating the rights of Persons with Autism.
- Government Regulation no. 87/2014 : to include the indicator of families of Persons with Autism in the Family Information System.
- Presidential Decree no. 15/2010 : to optimize the process of data collection, and to advocate the rights and the needs of families of Persons with Autism.

POLICY RECOMMENDATIONS INDONESIA – SOCIAL WELFARE

Encourage The Ministry of Social Welfare to:

- Strengthen 350 organizations and institutions under the ministry to provide adequate services for Persons with Autism and their families.
- Enhance the capacity of 245 mentors/assistants for persons with disabilities and 998 social workers in 34 provinces, so they have the competency to gather data of Persons with Autism and assist them for a better quality of life.

POLICY RECOMMENDATIONS INDONESIA – SOCIAL WELFARE

- Improve social protection for Persons with Autism, particularly those who come from underprivileged families.
- Provide consultation and advocacy for Persons with Autism who become victims of abuse, discrimination, and/or legal cases.

POLICY RECOMMENDATIONS INDONESIA – HEALTH

Encourage The Ministry of Health to:

- Include Persons with Autism as a nomenclature in the scope of health issues that needs to be dealt and addressed nationally.
- Develop a standardized and user-friendly screening tools as a method to diagnose Persons with Autism that can be applicable nation wide
- Coordinate with other ministries at both central and local government levels, on developing a standardized method of data collection. This standardized method is important in order to make one integrated data of Persons with Autism in Indonesia.



POLICY RECOMMENDATIONS INDONESIA – HEALTH

- Enhance the human resources capacity in dealing with Persons with Autism, from the smallest level of activities in the local areas to the provinces and national level.
- Provide adequate health services for Persons with Autism, that are well coordinated between the central and local government levels.

POLICY RECOMMENDATIONS INDONESIA – EDUCATION

Encourage The Ministry of Cultural and Education to:

- Evaluate and make necessary revision regarding the implementation of the existing inclusive education policies.
- Issue policies and regulations which would encourage the application of an inclusive individual based curriculum for Persons with Autism.
- Collaborate and coordinate with other ministries to establish an updated and integrated data collection system of individuals with ASD, both at the central and local government levels.

POLICY RECOMMENDATIONS INDONESIA – EDUCATION

- Enhance the capacity of special needs educators, particularly on updated best practice of teaching Persons with Autism, integrated in national and provincial levels.
- Improve the services provided by existing educational facilities, so Persons with Autism and their families can have the benefit of educational services that are integrated and well coordinated in both central and local government levels.

POLICY RECOMMENDATIONS INDONESIA – MANPOWER

Encourage The Ministry of Manpower to:

- Include Autism Spectrum Disorder as a nomenclature in the scope of manpower issues that needs to be dealt and addressed nationally.
- Issue a nation wide policy that regulates the 2% and 1% allocation for persons with disabilities and particularly Persons with Autism.
- Issue a policy that regulates a mentoring program for persons with disabilities and particularly Persons with Autism at work.

POLICY RECOMMENDATIONS INDONESIA – MANPOWER

- Enhance the capacity of Persons with Autism, so they are prepared to do the work that match their competencies.
- Enhance the capacity of well integrated manpower training facilities for Persons with Autism, from the provincial to national level.
- Promote and endorse, as a way of protecting the market absorption for the products and creations of persons with disabilities, particularly Persons with Autism.

UPDATED REASONABLE ACCOMMODATION - AUTISM FRIENDLY AIRPORT




Lao PDR



In cooperation with

ASEAN Regional Workshop for Policy Recommendations on Autism under Autism Mapping Project in ASEAN Region

21-22 October 2019 at Sukosol Hotel, Bangkok



ສະມາຄົມເພື່ອ
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Association for Autism (Laos)

Presentation Outline

- Brief History of Association for Autism
- Vision, mission and objective
- Programs and services
- Summary of Policy Recommendation

Brief History

- AfA is a grass-root, not for profit association established and run by parents and guardians of children with autism in Laos, formally established in 2012
- 77 members






Vision, Mission, Goals & Objectives

VISION:
Persons with autism can live a fulfilling life in an understanding environment.

MISSION:
Represent the interests of persons with autism by promoting their rights and improving their access to appropriate support services.

Objectives:

- Disseminate and raise awareness about autism
- Supporting, promoting and educating persons with ASD including their guardians.
- Promoting, supporting and disseminating knowledge about autism.
- Research and educate professionals in the field of autism.
- Promote the exchange of experiences and enhancing cooperation among members and relevant parties in an appropriate manner.
- Mobilize domestic and international financial sources for the support of persons with autism
- Cooperating in National, Regional and International forums and Networks

Programs and Services

Autism Centre	<ul style="list-style-type: none"> • Vientiane Autism Centre • Pakse Autism Centre 	Training Service	<ul style="list-style-type: none"> • Autism Awareness & Screening • What is Autism and basic therapy options • The right of person with disability • Augmentative Alternative Communication System
Screening & Psycho-Social Support Service	<ul style="list-style-type: none"> • Screen and provide referral for diagnosis • Parents consultation 		<ul style="list-style-type: none"> • Collaboration and Policy coordination in the health sector, education sector and awareness raising • Networking with other disability organizations within and outside the country
Financial Assistance	<ul style="list-style-type: none"> • Provide some fund for the low-income families of a child with ASD to access to specialized education, service and therapies 	Advocacy	

Outcomes of the National Policy Workshop organized in Vientiane on 19th March 2019





Summary of Policy Recommendations

1. Government to consider issuing identification card for persons with autism to use as a tool to access support service.
2. Government to consider giving Association for Autism building or land to operate as Vocational Training Center for Autism.
Government to consider issuing Association for Autism with relevant existing vocational schools in Law 1026.
3. Government to consider having special education courses available at Teacher Training Colleges and University as soon as possible.
Government to consider allocating budget for additional in class teachers at schools that have students with autism that are working with.
Government to consider having formal cooperation with MAF to have Mentoring Autism Center and Inclusive Autism Centre as training locations for future trained teachers.
4. Government to consider giving the usage right of land or unused school buildings.

Malaysia

ASEAN AUTISM MAPPING PROJECT
POLICY RECOMMENDATIONS – MALAYSIA

Sukosol Hotel, Bangkok. 21 – 23 October 2019

AAM PROJECT ACTIVITIES – MALAYSIA

To increase national understanding of autism spectrum disorder & improve responses to the needs of persons with autism & their families

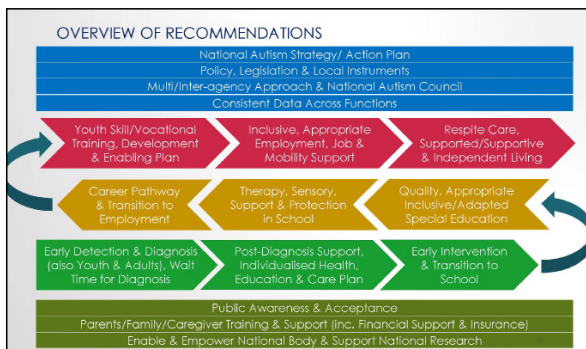
- National autism "market profiling" & data collection workshop: 24 – 25 Jan, 2019
- National policy recommendation workshop: 27 – 28 Apr, 2019
- Analysis & synthesis of workshop output plus further study via National Autism Resource Centre: May – July, 2019
- Policy recommendation action plan: After validation workshop
- Presentation to National PWD Council: After Bangkok workshop

AMONG DOCUMENTS REVIEWED

- Persons with Disabilities Act 2008
- Plan Tindakan OKU 2016 - 2012
- UN Convention on the Rights of the Child (CRC)
- UN Convention on the Rights of Persons with Disabilities (CRPD)
- Asian & Pacific Decades of Persons with Disabilities, including Incheon Strategy 2012 and Beijing Declaration & Action Plan 2017
- ASEAN Enabling Masterplan 2025: Mainstreaming the Rights of PWDs
- Sustainable Development Goals 2030
- WHO Sixty-Seventh World Health Assembly Res. WHA67.8
- MOH Clinical Practice Guidelines: Management of ASD in Children & Adolescents

WORK – IN – PROGRESS

- Primary school zero reject policy – subject to 3 months trial but many schools are not fully equipped and resourced
- Review of Persons with Disabilities Act 2008
A study on the implementation and effectiveness of the PWDs Act is being done
- Capacity and affordability for early intervention services
- First batch of youths with autism trainees at KBS IKBN colleges
- Comprehensive data capture and management
- National Autism Strategy framework – to be tabled to National PWD Council in November 2019



SUMMARY OF RECOMMENDATIONS

No.	Description	Action Owner
1	Early detection & speedy diagnosis for children with autism	MOH
2	Detection & diagnosis for youths & adults with autism	MOH, MOE, MHR
3	Post-diagnostic support for PWAs & their parents/families	MOH, KPWKM, MOE
4	Needs-based individualised Education, Health & Care Plans	MOH, MOE, JKM
5	Well-equipped & affordable Early Intervention Programs	MOH, MOE, JKM
6	Transitioning children to school & create real acceptance	MOH, MOE, JKM
7	Inclusive & appropriate education for children with autism	MOE
8	Support & protection for children with autism in school	MOE
9	Finishing school & clear pathways to adult life	MOE, MHR, MOA
10	Transitioning youths to employment or alternative options	MOE, KBS, MHR, JKM, MOA
11	Inclusive vocational/TVET programs linked to employment	MOE, KBS, MHR, JKM, MOA
12	Job placement, regulations & incentives for hiring PWAs	MHR, JKM, MOF, MOA
13	Job, mobility support & protection for PWAs in employment	MHR, JKM, IRB
14	Inclusive employment, fair pay & employment allowance	MHR, JKM, IRB



SUMMARY OF RECOMMENDATIONS		
No.	Description	Action Owner
1	Sustainable sheltered workshops for PWAs with high support needs	JKM, Local Auth.
2	Comprehensive & affordable respite care services & programs	JKM, Local Auth.
3	Social funding for independent & supportive living facilities	JKM, MOH, Local Auth.
4	Social funding for working & living on social/care farms	Multiple
5	Trust/contributory fund for senior care services	JKM, MOF
6	Maintain comprehensive, reliable & up-to-date data	Nat PWD Council
7	Establish National Autism Council & inter-agency coordination	Nat PWD Council
8	Formulate a National Autism Strategy & Action Plan	Nat PWD Council
9	Enable & empower a national autism anchor organisation	KPWKM, PWD Council
10	Fund & support national autism research & implement findings	KPWKM, PWD Council, KKM, KPM
11	Proposed changes to Persons with Disabilities Act 2008	PWD Council, AGC
12	State & local authority regulations to support PWAs	KPWKM, KPKT, State Govts

SUMMARY OF RECOMMENDATIONS		
Description	Action Owner	
Fund & support national awareness & acceptance campaigns	KPWKM, PWD Council	
Training program & support for parents & caregivers	KPWKM, MOE, MOH	
Financial support for low income families to access services	KPWKM, MOF	
Insurance coverage/scheme for PWAs	KPWKM, MOF, Bank Negara	

RECOMMENDATION NO.1	
Recommendation 1	Early detection & diagnosis for children with autism
Level	National
Issue	Children with autism are not being diagnosed early, i.e. between 2 – 3 years old as public awareness is still lacking & not all public hospitals & clinics are equipped & resourced to carry out screening & diagnosis. Wait time for diagnosis is too long.
Objective	A policy on proactive, early & timely detection, and enforce consistent application of screening & diagnostic tools such as M-CHAT, DSM-5/ICD-11/ADOS & CPG on the Management of ASD at all hospitals & clinics throughout the country
Target Audience/Owner	MOH
Recommendation	MOH to increase resource & capacity for autism, equip & enable all public hospitals, clinics & health centres to detect early signs of autism, conduct screenings & diagnose children with autism as early as possible. Wait time for diagnosis should be kept to minimum
Rationale	Early intervention, i.e. during period of rapid brain development, is the best hope for a better quality of life. Late diagnosis & non-diagnosis may result in lifetime social & economic exclusion

RECOMMENDATION NO.2	
Recommendation 2	Detection & diagnosis for youths & adults with autism
Level	National
Issue	Due to various factors, many youth & adults living with autism may have missed autism diagnosis & intervention at earlier age including high-functioning PWAs.
Objective	Raise level of awareness to wider public including workplaces. Introduce a policy on proactive detection, and enforce consistent application of DSM-5/ICD-11/ADOS & CPG on the Management of ASD at all hospitals & clinics throughout the country
Target Audience/Owner	MOH, MOE & MOHR
Recommendation	Relevant ministries to increase awareness. MOH to increase resource & capacity for autism, equip & enable all public hospitals, clinics & health centres to detect signs of autism, conduct screenings & diagnose youths & adults with autism
Rationale	Undiagnosed persons with autism will not be able to access services & support they need. Their intervention, support & care needs can be identified upon diagnosis

RECOMMENDATION NO.3	
Recommendation 3	Post-diagnosis support for PWAs & their parents/families
Level	National
Issue	Parents & family members are not being adequately prepared to deal with autism diagnosis & make adjustments to cater for the needs of an autistic child. There is no dedicated resource helpline to guide parents. There is no comprehensive menu of services that parents can refer to as there is no systematic directory of qualified services put together
Objective	To allocate fund & resources for a proposed initiative by National Autism Resource Centre (NASOM-UTM-HKI) to build a comprehensive directory of qualified services, referrals & guides online & in print form
Target Audience/Owner	MOH, KPWK, MOE
Recommendation	Professionals to learn how to break the news on diagnosis in a manner & language that can positively prepare parents to accept & deal productively with the event. NARC to develop easily accessible information & database on comprehensive support resources, advice and referrals to help parents make informed decisions & obtain the right services at the right time
Rationale	Autism diagnosis is a devastating & life-changing event. Parents & families of PWAs experience much higher level of stress & strain on family relationships compared to parents of neuro-typical children & those with other disabilities

RECOMMENDATION NO.4	
Recommendation 4	Needs-based Individualised Education, Health & Care Plans
Level	National
Issue	Individualised Education, Health & Care (IEH) Plans or similar instruments such as IEP for PWAs should be formulated soon upon diagnosis, IEP, where there are, not being properly followed
Objective	Each child with autism needs an individual education, health and care plan or IEP or similar instruments to map out their pathway to adulthood
Target Audience/Owner	MOH, MOE, JKM
Recommendation	Each child assessed and diagnosed with autism should have their own individual health, education and care plan, or any instrument or name for the same purpose, to map and manage the progress of the child's development.
Rationale	Need-based/person-centred approach is critical to ensure that PWAs can access & receive specific services & support timely. A clear & functioning IEC Plans will serve as clear pathways to services.

RECOMMENDATION NO.5

Recommendation 5	Well-equipped & affordable Early Intervention Programs
Level	National
Issue	EIP "industry" capacity is very limited & disorganised. Public services are hard to get, private services are costly, charity/NGO services are affordable but lack quality, and charities/NGOs are struggling to raise funds to sustain the quality of their services
Objective	To make EIP services accessible & affordable to all especially to lower income families and channel government financial support directly to low income families
Target Audience/Owner	MOH, MOE, KPWK
Recommendation	Regulate & support the EIP "market" to make EIP affordable & service providers sustainable as opposed to the current laissez-faire approach. Market rationalisation is needed as there are currently many small, independent NGO players who lack skill & scale to survive
Rationale	Early intervention is the best hope for children with autism to have better quality of life as they grow older. A rapidly growing number of children with autism may not get the services they need & at affordable cost
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RECOMMENDATION NO.6

Recommendation 6	Transitioning children to school & create real acceptance
Level	National
Issue	Children with autism have difficulty adapting to new environments, and so moving from early intervention to the next setting can be challenging
Objective	Enhance scope of collaboration and linkage between EIP service providers (leaders, such as the arrangement between NASOM, Genius Kuria and MOE) and primary schools help to ensure a smooth and efficient transition and proper support for students with autism in schools
Target Audience/Owner	MOH, MOE, JKM
Recommendation	Stronger and more organised collaboration between EIP service providers and schools. This includes visits to prepare student for new setting, acceptance of reports from EIP centre when receiving the student, handover of progress report, review of recommendations from EIP teachers and continuing support from them
Rationale	Schools and teachers stand to gain from EIP service providers who are experienced in teaching special needs child. EIP teacher gains more detailed insight into setting they need to prepare their students
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RECOMMENDATION NO.7

Recommendation 7	Inclusive & appropriate education for children with autism
Level	National, ASEAN region
Issue	Not all children with autism are included in the mainstream education. Those in FPKI are not receiving appropriate education. Lack of special teaching resources and inadequately trained special needs teachers
Objective	To raise the quality and standards of special education, and ensure all children with autism receive inclusive, appropriate and quality special education in line with their EHC/IEP pathway to adulthood
Target Audience/Owner	MOE
Recommendation	ASEAN SPED providers to share evidence-based practices. MOE to benchmark SPED standards with Singapore, Australia and UK, and increase trained teachers in special education. Establish minimum guidelines for inclusive practices and accountability to said guidelines
Rationale	Studies show that students with autism enjoy better academic success in inclusive settings. However, the more severe students with autism require appropriate education, wider variety of educational options and more support in special education settings
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RECOMMENDATION NO.8

Recommendation 8	Support & protection for children with autism in school
Level	National
Issue	Children with special needs are vulnerable to issues of bullying, sexual exploitation, meltdowns and extreme anxiety. School support systems not yet prepared to protect & support children in inclusive settings
Objective	Introduce appropriate support and protection to ensure successful inclusion and safe environment, including school psychologists, therapists, counselors and Inclusion Support Specialist
Target Audience/Owner	MOE
Recommendation	MOE to train SPED teachers as counselors for inclusive settings. Provision of psychologist and Inclusion Support Specialist in every inclusive school who leads the multi-disciplinary team that supports the student. This should be the standard feature for SPED schools/classes
Rationale	SPED teachers as school counselors, prepared for inclusive settings can help schools manage anxiety, meltdowns, bully and sexual exploitation in children with autism. Inclusion support specialists can provide this expertise and oversee the successful inclusion of all students
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RECOMMENDATION NO.9

Recommendation 9	Finishing school & clear pathways to adult life
Level	National
Issue	PWAs who drop out of school and fail to complete formal education will have difficulty in finding gainful work. School system does not prepare them for alternative careers that don't require formal education.
Objective	To ensure that all PWAs finish school and have a meaningful adult life. Develop and implement a clear and appropriate career pathway for PWAs who may not be able to obtain formal academic qualification including arts, craft and agriculture based careers
Target Audience/Owner	MOE, MOHR, JKM, MOA
Recommendation	MOE to provide appropriate vocational and life skills for PWAs who are not academically inclined and prevent them from dropping out. They should have a career counselor and a multi-disciplinary team to map out their career pathway. Proper transitions/handover of students to KBS, MOHR & MOA
Rationale	All special needs students regardless of severity levels should finish school. Those who are likely to drop out halfway should have a different path to pursue for example vocational or job training.
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RECOMMENDATION NO.10

Recommendation 10	Transition youths to employment or alternative options
Level	National
Issue	After completing school, young autistic adults have difficulty in finding productive work or adjusting to new environment
Objective	To help transition youth and young adults PWAs to employment or alternative careers when they finish school which includes support for parents to find training and employment opportunities
Target Audience/Owner	MOE, KBS, MOHR, KPWK
Recommendation	A policy to ensure IEP include a Transition Plan component starting from age 15 years with the input of the full multidisciplinary team including the family and as appropriate the child him/herself. Options such as further studies, vocational training, employment or independent skills, arts craft & farm based programs should be included too
Rationale	The pathways available after school are not clear to families of children with any special needs. Families need support in planning preparing their young adults for the next steps in life. The multidisciplinary support team led by the Inclusion Support Specialist can help collaborate with families to plan and prepare.
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RECOMMENDATION NO.11

Recommendation 11	Inclusive vocational/TVET programs linked to employment
Level	National
Issue	Exclusion of PWAs in TVET and only catered for neurotypical
Objective	Provide vocational training, skills, facilities and appropriate support with specific focus on talents and abilities of PWAs and jobs that are linked on market demand
Target Audience/Owner	MOE, KBS, MOHR
Recommendation	MOE, KBS and MOHR to be flexible with entry requirements for TVET program to accommodate PWAs. Special vocational and life skills syllabus, and trained teachers capable of dealing with PWAs are prerequisites. A certification or recognition from government and private sector so that they can be gainfully employed after completing the course. Results of the program to be tracked and analysed for improvement by the National Autism Resource Centre.
Rationale	The method has been proven to be successful in the US through nationwide Vocational Rehab programs and results are published annually in the National Autism Indicators Report by Drexel University

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RECOMMENDATION NO.12

Recommendation 12	Job, mobility support & protection for PWAs in employment
Level	National
Issue	PWAs are capable of working. However they are not appropriately supported to work resulting in exclusion from employment. PWAs in employment are vulnerable to discrimination, bullying, cheating, etc. US/UK data shows that as high as 90% of adult PWAs are unemployed and under-employed
Objective	To create employment opportunities for PWAs and to provide support so that they can perform their jobs well
Target Audience/Owner	MOHR, KPWK, MOF
Recommendation	A policy and/or law as appropriate to encourage and incentivised the creation of employment of PWAs, or even a law to compel employers to hire PWA/PWD. Employers need to create appropriate environment and support for PWA/PWD to perform productive work
Rationale	Small percentage of adult PWAs are independent. Big majority require job support such as transportation/ mobility, job coaching, buddy system, assistive technology, visual scheduling etc. They are also subject to various forms of discrimination, bullying, harassment, cheating etc

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RECOMMENDATION NO.13

Recommendation 13	Job placement, regulations & incentives for hiring PWAs
Level	National
Issue	According to US/UK data as high as 90% of adult PWAs are unemployed and may not be able to lead productive and meaningful life once their parents are gone. Job openings are hardly available as private and corporate sectors are reluctant to give them employment
Objective	A policy and strategy to reduce/minimise unemployment among adults PWAs
Target Audience/Owner	MOHR, KPWK, IRB
Recommendation	A policy or law to make it mandatory, with incentive if need be, for sizable public and private employers to have PWAs/PWDs at least 1% in their workforce. In addition, fiscal, other incentives and support to facilitate job creation and opportunities for PWAs/PWDs in smaller businesses and informal sector including agriculture
Rationale	Adult PWAs need to work to earn a living and live a productive life without which they would be left to depend on social welfare once their parents are gone. Studies and experience elsewhere have shown that they can be capable, productive and even outstanding workers.

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RECOMMENDATION NO.14

Recommendation 14	Inclusive employment, fair pay & employment allowance
Level	National
Issue	Social stigma and misconception lead to discrimination against adult PWAs who end up being unemployed, under-employed, overworked and underpaid
Objective	To eliminate stigma and discrimination against PWAs in employment. The law should honour and protect the right of PWAs to employment and to be fairly treated and paid as anyone else
Target Audience/Owner	KPWK, MOHR, IRB
Recommendation	To enforce Clause 29 of PWD Act 2008 and amend the Act to get employers to honour the right of PWAs with penalty or punishment to ensure PWAs/PWDs receive fair treatment and pay. In addition, PWD employment allowance should not be a fix sum but instead vary according to the cost and challenges faced to go to work
Rationale	PWAs in employment are forced to hide their diagnosis for fear of being asked to resign. There have been cases of coerced resignation as the law does not provide a recourse for the claimant and punishment or penalty for the offending employer

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RECOMMENDATION NO.15

Recommendation 15	Sustainable sheltered workshops for PWAs with high support needs
Level	National
Issue	Youth and adults PWAs with high support needs tend to be idle, hidden and forgotten at home. Without intervention they will be dependant on social welfare once their parents are gone
Objective	To provide help and support in various forms including funding and resources to build, operate and maintain facilities that provide sheltered employment to PWAs with high support needs
Target Audience/Owner	KPWK, Local authority
Recommendation	To set up or to support suitably qualified charities to set up sustainable facilities for adult PWAs with high support needs such as sheltered workshops, farm based programs, arts and crafts vocational facility that employ PWAs with higher needs.
Rationale	Adult PWAs with high support needs should be included in the society and not be left behind. However and currently the opportunities for them is severely lacking. Adult facilities such as sheltered workshop and supported living are costly are beyond the abilities of charities and parents to build operate and maintain

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RECOMMENDATION NO.16

Recommendation 16	Comprehensive & affordable respite care services & programs
Level	National
Issue	Respite care is a very important part of PWA & family development. Currently there are no respite care services available. Parents cannot have the opportunity for "time off" & attend to matters away from home for an extended period
Objective	To allocate funds & resources to support the provision of affordable respite care services & programs
Target Audience/Owner	KPWK, Local authorities
Recommendation	To provide financial assistance, incentives & supports to enable autism service providers to offer respite services & programs as additional service offerings
Rationale	Studies & research have shown that respite care is highly beneficial for PWAs & their families. Temporary care & "break" can serve as a valuable relief for parents to reset, refresh & recharge. Respite care can help reduce stress levels & burnout and allow time to improve family & social relations. Respite services are a common feature in the more developed countries such as UK, Canada etc

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RECOMMENDATION NO.17

Recommendation 17	Social funding for independent & supportive living facilities
Level	National
Issue	Big majority of adult PWAs require round the clock support in a safe and supportive environment to work and live especially when parents are no longer around or not capable of providing it. There are currently no independent/supportive/supported living facilities for adults PWAs
Objective	Establishment of independent/supportive/supported living for a growing number of adult PWAs who need to work and live in safe and supportive/supported environment
Target Audience/Owner	KPWKM, MOH, Local authority
Recommendation	To provide and/or facilitate assistance including funding towards the development of independent/supportive/supported living facilities
Rationale	Less than 10% of PWAs are independent. PWAs require support all their lives. Ageing parents/guardians at some point can no longer afford or have the ability to care for their adult PWA children. The cost to set up such a facility is high. In Singapore the Ministry of Social and Family Development helps VWOs to build and manage such facility

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RECOMMENDATION NO.18

Recommendation 18	Social funding for working & living on social/care farms
Level	National
Issue	Farm based programs have been proven to be successful in transforming the lives of PWAs for may years in the more developed countries. There is currently no social/care farm programs
Objective	To provide assistance and support including non-commercial funding and use of land for the development of social/care farms
Target Audience/Owner	Multiple
Recommendation	To help set up a farm in every state for PWAs to help them develop skills and mindset to continue studies or get employment. Among others, to convert existing youth national service camps (PLN) and Kem Bina Semangat to social/care farms and vocational centres for PWAs with the help of Local authority, JKM and corporate sectors
Rationale	Farm programs have proven to be beneficial to PWAs and have been around in countries such as UK and US for over 60 years. However, they are not easy to build s it involves land, work and residential facilities.

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RECOMMENDATION NO.19

Recommendation 19	Trust/contributory fund for senior care services
Level	National
Issue	Currently there is no contractual funding-service scheme that puts together funds/savings held in trust and service provider that will provide senior care to PWAs when they reach a certain age
Objective	To contribute together with parents towards a trust fund that will help qualified service providers to provide senior care to adult PWAs
Target Audience/Owner	KPWKM, MOF
Recommendation	To set up a national trust fund scheme administered by qualified trust fund managers and designate qualified service provider to provide senior care to PWAs upon reaching 50 (life expectancy of PWAs is on average 15 years less than normal adults)
Rationale	Every parents worry what would happen to their child once they are gone. Many parents would like to keep some money aside for their child. But there is no regulatory body to administer these funds. There needs to be some regulatory body that would ensure that the funds be correctly channelled to the care and protection of the PWAs

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RECOMMENDATION NO.20

Recommendation 20	Maintain comprehensive, reliable & up-to-date data
Level	National
Issue	Lack of comprehensive, consistent and up to date data across ministries to among others, establish the number of PWAs among the population, autism prevalence rate, by age group, sex, ethnicity, geographical location, educational status, employment, mortality, etc.
Objective	To meet Goal 8 of Beijing Declaration and Action Plan 2017 - Improve the reliability and comparability of disability data (in support of CRPD, Sustainable Development Goals, Sendai Framework for Disaster Risk Reduction 2015-2030)
Target Audience/Owner	National PWD Council
Recommendation	National PWD Council to drive multi ministerial effort to design a suitable platform to capture and manage data that meet the requirement of all relevant ministries and agencies
Rationale	Comprehensive, consistent, reliable and up-to-date data are needed by all relevant ministries ad agencies to develop and measure the success of their policies and action plans

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RECOMMENDATION NO.21

Recommendation 21	Establish National Autism Council & Inter-agency coordination
Level	National
Issue	Service disconnects & lack of continuity, which can have adverse effect on PWAs tend to happen when autism is not addressed in comprehensive and coordinated manner
Objective	A national level multi-sectoral/multi-agency forum advised by autism advocates & experts to formulate a National Autism Strategy & Action Plan, and to drive implementation of policy recommendations
Target Audience/Owner	National PWD Council
Recommendation	To establish (1) a National Autism Advisory Council (2) Multi/inter-agency autism coordinating committee
Rationale	Comprehensive & coordinated multi-sectoral effort is required to deal with autism across the lifespan of PWAs. Transitions between life stages with limited or no continuity of care & support can adversely affect their health & well-being. Effective implementation of needs-based, individualised health, education & care plans requires multi-agency involvement in transition planning and information to be transferred during transition.

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RECOMMENDATION NO.22

Recommendation 22	Formulate a National Autism Strategy & Action Plan
Level	National
Issue	Currently there is no national strategy or roadmap for autism
Objective	To establish a national autism strategy & action plan to meet the needs of the PWAs, to develop a roadmap to align stakeholders towards defined & time-bound outcomes, and allocate resources
Target Audience/Owner	National PWD Council
Recommendation	To drive a multi-ministerial effort to develop a National Autism strategy and action plan to better understand and meet the needs of PWAs and their families in a comprehensive and coordinated manner to include and ensure affordability, accessibility.
Rationale	Without a strategy and action plan there won't be a clear direction for the PWAs and their families and there won't be common basis, coordination and cooperation between ministries and agencies

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RECOMMENDATION NO.23

Recommendation 23	Enable & empower a national autism anchor organization
Level	National
Issue	The 32-year old national autism NGO, NASOM, has not been formally recognised as a true autism partner to the government & has not been getting adequate support from government & national corporates. MOH & MOE used to collaborate with NASOM in the past.
Objective	To introduce a policy to recognise NASOM as the national spokesperson for the autism community & make it a practice to collaborate with NASOM to help improve the lives of PWAs & their families
Target Audience/Owner	KPWKM, National PWD Council
Recommendation	The government to enable & empower NASOM, including providing & facilitating funding, as the national champion for the autism cause
Rationale	Parent-driven NGOs/NPOs are the most committed & dedicated autism advocates anywhere in the world. Parents always seek the best solutions for their children, a big majority are dependent on parents on all their lives. Leading/model organisations include the National Autistic Society UK, Autism Society of America and Autism Spectrum Australia (Aspect), all are over 50 years old.

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RECOMMENDATION NO.24

Recommendation 24	Fund & support national autism research & implement findings
Level	National
Issue	There are no organised research on autism towards the needs of PWAs and their families. Many fundamental research findings are not adequately linked to the needs of the autism community.
Objective	To allocate adequate funding towards understanding and finding solutions to issues and challenges faced by PWAs and their families. Studies and research should be aligned to the needs of relevant government ministries and agencies
Target Audience/Owner	PWD Council and all relevant ministries
Recommendation	Provide adequate fund on research that has the highest impact towards PWAs and their families. Facilitate/allocate funding for the National Autism Resource Centre in autism research
Rationale	Research on autism should be aligned towards the needs of PWAs and their families. Findings should benefit the PWAs and their families and commercialised however are not fully utilized as fundamental findings are for personal need (PhD > Master thesis) and not tested to a larger scale due to lack of funding

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RECOMMENDATION NO.25

Recommendation 25	Proposed changes to Persons with Disabilities Act 2008
Level	National
Issue	The existing PWD Act 2008 is toothless with no mechanism to enforce the rights & does not follow the spirit of CRPD adopted by UN in 2006. Malaysia only ratified CRPD in 2010, with reservation & has yet to sign the Optional Protocol.
Objective	To ensure that PWD including PWA to enjoy rights on an equal basis with others as provided by the CRPD and provide redress mechanism to PWA and parents and caregivers and the government has some accountability to PWA.
Target Audience/Owner	National PWD Council, AGC
Recommendation	To amend the PWD Act and repeal s 41 of the PWD Act 2008; establish a Disabilities Commission to deal with issues of breaches, and enforcement of PWD Act and the enforcement of rights conferred under the PWD Act. To consider the need of an Autism Act as PWD Act is tailored more for physical disabilities instead of intellectual disabilities.
Rationale	The PWD Act should be aligned as much as possible, to make the right real i.e. to respect and honour the rights of PWDs as stated in the CRC and the CRPD

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RECOMMENDATION NO.26

Recommendation 26	State & local authority regulations to support PWAs
Level	National
Issue	Currently, regulations with regards to PWAs are left to certain state/ local authorities resulting in lack of autism services and inconsistent priorities and practices. Rural population rely on national policies that may not be consistently applied. Policies and practices of state/local authorities need to be aligned to the National Autism Strategy and Action Plan
Objective	For state and local authorities to have regulations aligned to National Autism Strategy & Action plan to reach a wider population
Target Audience/Owner	KPWKM, KPKT, State Gov
Recommendation	Recommendation 22 should take into account to align state and local authorities to the National autism strategy & action plan and delegate enforcement to state and local authorities with a view to reach more PWAs and provide more accessibility to services and utilise untapped state resources
Rationale	The state and local authorities should be aligned to National Autism Strategy & Action. For example in the UK, government issued a directive on the autism strategy and services to the local authority

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RECOMMENDATION NO.27

Recommendation 27	Fund & support autism awareness & acceptance campaigns
Level	National
Issue	Currently the level of autism awareness is currently low. Bulk of the autism awareness work is done by NGO, charities and other service providers. Uncoordinated & incongruous effort by a diverse groups towards autism awareness
Objective	A more congruent and consistent national approach for public awareness towards ASD is much needed especially in rural areas mainly to recognise and to identify Autism traits amongst the younger children.
Target Audience/Owner	KPWKM, National PWD Council
Recommendation	Support the effort in raising autism awareness and acceptance to reach a wider audience nationwide. Need to ensure that the official messages are in line with the views of accepted global autism communities and not biased towards or influenced by campaigns promoted by commercial organisations with different interests
Rationale	Create public awareness, educate parents & professionals on the benefit of early identification & intervention, acceptance to counter social stigma. Especially in rural areas where ignorance and lack of awareness of ASD is especially high

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RECOMMENDATION NO.28

Recommendation 28	Training program & support for parents & caregivers
Level	National
Issue	Training of parents and caregivers to be able to deal effectively with PWAs is one of the most important success factors in autism intervention efforts. Parents and caregiver especially from the lower income groups and charities are not receiving enough training due to lack of funds and resources
Objective	Parents, teachers and caregivers to be sufficiently trained and capable to deal effectively with children with autism to meet their IEP
Target Audience/Owner	KPWKM, MOE, MOH
Recommendation	To provide and facilitate the provision of training of parents, teachers, caregivers. To produce more therapist and experts to conduct training. In Singapore funding and support is incorporated into training of parents and caregivers is part of the affordable early intervention services
Rationale	Parents and caregivers who are sufficiently trained and capable in addition to teachers, are an important component in the development of children with autism as they spend the most amount of time with them. Research has proven that children of trained parents make better progress and may even reduce the need for professional therapists.

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RECOMMENDATION NO.29

Recommendation 29	Financial support for low income families to access services
Level	National
Issue	Autism intervention and therapy services is expensive and beyond the means of low income parents. The PWD allowance is far from adequate. Financial support for low income parents to access professional therapies is much needed.
Objective	To provide support to low income families and parents who quit their jobs to care for their children, so that their children with autism may access specific and professional services and therapies.
Target Audience/Owner	KPWKM, MOF
Recommendation	To allocate adequate funds to provide financial assistance based on the needs and situation of the PWAs and their families for professional therapies and services
Rationale	Without financial assistance children from the lower income group would miss out on early intervention and therapy services which is critical to their development. Every PWA's needs professional and variety of therapies and support services to improve their condition especially in Speech and occupational therapy

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RECOMMENDATION NO.30

Recommendation 30	Insurance coverage/scheme for PWAs
Level	National
Issue	Like everyone else, PWAs may meet with unexpected accidents that require medical treatment and hospitalization. However insurers in Malaysia do not provide cover for PWAs. Parents, who are already incurring high costs to care for their PWA children also have to bear the cost of treatment, hospitalization, etc. at private hospitals that can better meet the special needs of their PWA children
Objective	To make available insurance cover for PWAs
Target Audience/Owner	KPWKM, Bank Negara
Recommendation	Work with selected insurers and takaful providers to provide a national autism/disability insurance scheme or support appropriate & affordable insurance industry products for PWAs, such as NTUC in Singapore
Rationale	Every person will need insurance/takaful coverage in the event of unfortunate emergencies like accidents, illnesses, etc. PWAs are not seen as attractive segment due to small population & perceived to be of higher risks. Individual insurers can manage risk better based on the law of large numbers, i.e. they need sufficient volume for viability

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Abbreviations

- MOH – Ministry of Health
- MOE – Ministry of Education
- MHR – Ministry of Human Resource
- KPWKM – Ministry of Women Family and Community Development
- JKM – Department of Social Welfare
- KBS – Ministry of Youth and Sports
- MOA – Ministry of Agriculture
- MOF – Ministry of Finance
- IRB – Inland Revenue Board
- AGC – Attorney General's Chambers
- KPKT – Ministry of Housing and Local Government

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Myanmar




POLICY RECOMMENDATIONS: MYANMAR

NAY MYO NAING
MYANMAR AUTISM ASSOCIATION (MAA)
22 OCTOBER 2019
BANGKOK, THAILAND




TEN POLICIES IN THREE AREAS

- 4 in Education
- 2 in Health
- 4 in General




EDUCATION

- Establish a new Department in Yangon University to train professionals in the areas of special education/disability studies
- Form a Quality Control Team to determine minimum standards and assess those standards for the institutions such as Special Education Schools and training center which are providing services for people with ID and ASD.
- Open Early Intervention Centers and Transitional Centers across the country for special needs. (Or at least at all the capital cities of States and Regions.)
- Disseminate government school teachers about autism.



HEALTH

- Train professionals who will be able to provide services to special needs as well as ASD.
- Form a Diagnosis Team to identify ASD in which professionals such as paediatric psychiatrist, neuro-developmental paediatrician, nutritionist, occupational/speech/behavioral therapist will include.



IN GENERAL

- Establish a Trust Fund of which all people with intellectual disability will be benefited.
- Open Youth Centers in all parts of the country to train above 12-year-old ASD or ID who are unable to continue schooling.
- Both government sectors and the general public must have minimum knowledge on autism.
- Government to support families with disability, particularly, ASD or ID by tax reduction.

Regional Workshop for Policy Recommendation on Autism



Ms. Khin San Yee
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Introduction (Background Information)

- Ministry of Social Welfare, Relief and Resettlement, Myanmar
 - There are Three Departments under the Ministry of Social Welfare, Relief and Resettlement, Myanmar
 - (1) Department of Social Welfare
 - (2) Department of Rehabilitation (2018)
 - (3) Department of Disaster Management
- Department of Social Welfare**
- There are (7) types of Services
- Early Childhood Care and Development ECCD) and Child production Programme
 - Social Protection Programme
 - Youth Development Programme
 - Women Development Programme
 - Promoting Decent life and Care of the Aged
 - Care of the Persons with Disabilities
 - Grants in Aids to Voluntary organizations Programme
 - Social Protection Programme

General Information for Data Collection

- According to 2014 Myanmar Census, there are (4.6%) with disabilities (Data collection by Ministry of Labour, Immigration and Population using Disabilities Analysis questions.
- Types of Disabilities
 - Physical Disability 1.8%
 - Visual Disability 2.5%
 - Hearing Disability 1.3%
 - Intellectual Disability 1.7%

General Information

- The First Myanmar National Disability Survey (2008-2009) 2.32 % are disabled and Prevalence Rates of Person with Disabilities are as follow –
- | | | |
|-------------------------|------------|--------|
| Physical Disability | < 5 yrs | 0.68 |
| | 6 - 15 yrs | 1.3 |
| Visual Disability | < 5 yrs | 0.06 |
| | 6 - 15 yrs | 0.16 |
| Hearing Disability | < 5 yrs | 0.07 |
| | 6 - 15 yrs | 0.26 |
| Intellectual Disability | < 5 yrs | 0.07 |
| | 6-15yrs | 0.3 |
| Schooling | | 47.1 % |
| No Schooling | | 62.9 % |

- Ratified the Convention on the Rights of Persons with Disabilities in 2011,
- Implementation Bali Declaration, Incheon Strategy (make the right the real)
- Enacted the Rights of the Persons with Disabilities Law in 2015 and by Law(2017)
- According to 2014 Myanmar Census, 5.8% are above 65 Years elderly Persons
- Law for Elderly Persons was drafted by Union Parliamentary in 2016.
 - Rights for elderly
 - Social Pension for elderly
 - Care Service (Home Care, Family Care, Day Care)
 - Health Care and Social Care
 - Reasonable Accommodation and Environment
 - Social Participation
 - Identification Card
 - Set up Home for I/D Autism inclusion (Family net working)
 - Set up fund for Autism (Family net working)

Education

According to the Child Law (1993)

Art - 18.(a) A mentally or physically disabled child:-

- has the right to acquire basic education (primary level) or vocational education at the special schools established by the Social Welfare Department or by a voluntary social Welfare Department or by a voluntary social worker or by a non-government organization;
- has the right to obtain special care and assistance from the State.
 - The Social Welfare Department shall lay down and carry out measures as may be necessary in order that mentally or physically disabled children may participate with dignity in the community stand on their own feet and promote self-reliance.

According to the child Right Law (2019)

Art-51- Every child with disabilities-

- has the right to acquire Early child hood care and Development and life skill Education



(a) has the right to acquire education free fees in regularly School set up by Ministry of Education

According to the Right of Person with Disabilities Law

Art-20.(a) Every person with disability-

(a) has the right to education on an equal basis with the other without disability;

(b) has the right to pursue education at schools training , institutes colleges, universities operate by government, public, private and organizations and at private schools and vocational training schools.

Art-21 .National Committee in collaboration with the Ministry of Education, shall lay down the programmes for obtaining teaching materials communication devices, accommodation, and curriculums in order to facilitate the pursuit of basic to university level education by persons with disabilities.

Art-22. National Committee shall instruct the Ministry of Education to implement inclusive education system, to include the rights of persons with disabilities in the curriculums of education colleges and universities, and to learn the teaching methods for each type of with disabilities and different ways of communication.

Art-23. Except the consideration of subject requirement , anyone is not allowed to deny the admission of persons with disabilities on the account of disability.

Art-24. Every child with disability-

(a) Shall have the right of educational opportunities including early childhood care and lifelong learning ;

(b) Shall have the access to certain free education level at schools run by ministry of Education under the state on an equal basis with others in the communities in which they live or as close as possible to their own communities.

Art-25. The ministry shall carry out special education programmes, Informal education programmes, and vocational education programmes for the persons with disabilities who are not able to pursue the formal education.

Ministry of social welfare relief and resettlement under takes the protection and development measures for the PWDs , including CWDs by Myanmar National Strategy for Development of Persons with Disabilities.(2016-2025) base on Right of Person with Disabilities Law (2015) and by Law (2017)

Myanmar National Strategy for Development of Persons with Disabilities.(2016-2025) base on Right of Person with Disabilities Law (2015) and by Law (2017) will be carrying out in accordance with the following priority areas.

(a) Policy Development

(b) Prevention

(c) Protection

(d) Habilitation and Rehabilitation

(e) Sector Development

(f) Building Capacity

(g) Cooperation and sharing information

Education

Under the Department of Social Welfare-

- Special schools
- According to Early Childhood Care and Development Policy(ECCD) Policy
 - strong transition programme for children from home and preschool to inclusive kindergarten and primary school
 - building barrier free environments for children with disabilities in pre-primary and primary school

Rehabilitation for persons with disabilities

- Undertaking the medical , social and vocational rehabilitation.
- Department of Social Welfare is running (8) special schools
 - School for blind (2)
 - School for deaf (2)
 - training school for adult disabled (1)
 - School for children with disabled(2)+(1)=3
 - Caring Home for the children with disabilities(1)

Inclusive Education

Department of Social Welfare collaboration with Department of Basic Education as follow -

- skills-training for education teachers in dealing with disabilities
- develop curriculum on special education methods
- Awareness raising for right to education
- Conducting workshop for education opportunities and services

Health

- Setting Early childhood intervention service (0-5yrs age group)
- Rehabilitation project (2008-2013) (16) training for trainers programmes for (1665) medical staffs focusing on special care of cerebral palsy, stroke patients and persons with spinal cord injury.
- Caring physical disability, over 180,000 educational journals on awareness and treatment about physical disability were distributed to medical staffs in rural area.
- Rehabilitation conferences were conducted for six times and upgrading the National Rehabilitation Hospital.
- Implementing community based health care services (MOH)

Employment

- rights of the persons with disabilities law describes separate chapter for employment opportunity of persons with disabilities
- Promoting private sector for accessible work place
- conducting advanced vocational trainings and pre-job trainings
- Awareness raising for interesting and attention of private sector on job placement for persons with disabilities
- Conducting work shop for job opportunities with department of labor and private sector.

Social Protection

- Developing Myanmar National Social Protection Strategic Plan in 2014.
- Ensuring their needs , social inclusion, access to services for PWDS.
- Disability allowance will provide.
- Children with disabilities (0-18 yrs) will have the benefit.
- Families of Children with disabilities (until 18yrs)
- Workshops or centre will be established (adult, elderly, OPSHG, Day Care Centre, Home Care)
- Job placement (who complete vocational training)

Awareness raising

- The English-Myanmar dual version, easy read in Myanmar version, pocket booklets, pamphlets had also published in 2013 to understand the UNCRPD among public.
- awareness activities on UNCRPD (2011-2016) development plan of the Ministry of Social Welfare, Relief and Resettlement.
- Conducted Training Courses for Trainers programmes (UNCRPD)
- a module on understanding UNCRPD
- Awareness activities the rights of persons with disabilities and understanding disability
- refresher courses for the teachers from basic education, Ministry of Education totally 15,000 teachers since (2012)
- disability awareness programmes media

Accessibility

- Development of guidelines on renovating and designing public buildings and their environments (PWDS rights law)
- Since 2014, national level advocacy workshops on accessibility policies and guidelines were conducted.
- Developing the standards to promote barrier free environments for the public buildings by the Ministry of Construction.
- To reduce the communication difficulties of persons with hearing impairments, the DSW led and published Myanmar Standardized Sign Language Dictionary Volume I and II in 2007
- Project on Promoting Social Participation of the Deaf Community in order to develop sign language and sign language interpretation (JICA)
- Advance trainings for trainers of 18-month sign language supporter training were conducted 1st (2013-2014), 2nd Batch 2015-2016, 3rd Batch 2017-2018
- Awareness raising activities on the use of sign language have been implemented in line with the action plan (2014-2015) by DSW.

Accessibility

- Sign language interpretation in regular television and news programs.
- Barrier free campaigns for persons with disabilities were conducted at highway stops, public markets and on highway buses in 2012 for four times
- In 2012, community-based rehabilitation programmes planned and implemented activities creating barrier free environments programmes in (128) target areas.
- Awareness raising of Rights to Persons with Disabilities Law.



Constraints and Challenges for Autism in Myanmar

- Although develop Right of Person with disabilities Law by Union Government
- There is many difficult for children with disabilities to attend the school except Yangon ,Mandalay and a few city.
(limited special schools, Limited Resources).
- Not for all inclusive for Autism . (Except Family net working Group).

Thank You

Philippines

Philippine Autism Policy Framework

Ms. Mona Liza M. Veluz & Ms. Cecilia Sicam
National President & Co-Founder and Board Secretary
Autism Society Philippines



ASEAN Autism Mapping Project Outcomes Region/Country Deliverables



1. APCD to organize the regional workshop for policy recommendation on autism

DONE

2. Each member state to conduct annual national autism awareness event
 - Presidential Proclamation 711 declared third week of January as the National Autism Consciousness Week.
 - National Council on Disability Affairs and the Autism Society Philippines collaborates on the celebration of the World Autism Awareness Day.

DONE

Autism Society Philippines Proprietary

PROCLAMATION 711 WAS ISSUED IN 1996
DECLARING THIRD WEEK OF JANUARY AS
THE NATIONAL AUTISM CONSCIOUSNESS
WEEK



World Autism Awareness Day April 2, 2019



Autism Society Philippines Proprietary

ASEAN Autism Mapping Project Outcomes Region/Country Deliverables



3. Each member state to conduct the national workshop for policy recommendations.
 - Principle: Policy development is a long-term process, done consistently and together with the larger disability community.
 - ASP serves on the National Council on Disability Affairs, with quarterly meetings on Sub-Committees on 1) Access to Justice, 2) Advocacy, 3) Auxiliary Social Services, 4) Education, 5) Health, and 6) Policy and Legislation
 - Autism Policy Consultation with autism community, academe and legislative branch

DONE

Autism Society Philippines Proprietary

Philippine Autism Policy Framework A Global and Multi-Disability Ecosystem



	United Nations Sustainable Development Goals					
Global Goals & Policy	United Nations Convention of the Rights of Persons with Disabilities					
Regional Goals & Policy	ASEAN Agenda on Sustainable Development 2030					
Local Goals & Policy	Philippine Development Plan 2017-2022 Magna Carta of Persons with Disabilities					
Principles	Rights-Based	Inclusiveness	Relevance	Complementarity	Reasonable	
Stakeholders	NCA Autism Advocates	Executive Branch	Legislative Branch	Judicial Branch	Business Media	Academe General Public
Issues	Protection		Participation		Development	
Outcomes & Stakeholders	Equitable Coverage for Medical and Therapy Expenses PhilHealth, DDP		Sensitivity Training and Disability Education All Agencies		Early Detection and Intervention DOH, CHED, DSWD	
	Disaster Preparedness and Risk Management DILG, DND, LGU		Population Research DOH, NHF, CHED, Research Institute		Education and Training Support DepEd, CHED, CSC, PRC	
	Reasonable Legal Accommodation DOJ, DILG, DND		Barrier-Free Access to Transportation DOTY, DOT		National Training Support DepEd, CHED, CSC, PRC	
			Inclusive Employment All Agencies		Accessible Adult Intervention and Residential Care DSWD, DSH	



1 Issues

Philippine Autism Policy Framework

Stakeholders: NCDA, Autism Advocates, Executive Branch, Legislative Branch, Judicial Branch, Business, Media, Academia, General Public

Issues: PROTECTION, Participation, Development

- Expensive assessment and therapy
- Professionals are difficult to find
- Persons with autism are at higher risk during disasters
- Justice system does not know how to help persons on the spectrum who are accused, witnesses or victims of crimes

Autism Society Philippines Proprietary

1 Issues

Philippine Autism Policy Framework

Stakeholders: NCDA, Autism Advocates, Executive Branch, Legislative Branch, Judicial Branch, Business, Media, Academia, General Public

Issues: Protection, PARTICIPATION, Development

- Government agencies have yet to know how to serve citizens on the spectrum needing their services
- Government has no autism prevalence data
- Educational opportunities for persons on the spectrum are limited
- Persons on the spectrum are sometimes off-boarded from public transportation
- Employment among persons with disabilities is low

Autism Society Philippines Proprietary

1 Issues

Philippine Autism Policy Framework

Stakeholders: NCDA, Autism Advocates, Executive Branch, Legislative Branch, Judicial Branch, Business, Media, Academia, General Public

Issues: Protection, Participation, DEVELOPMENT

- Public health/ education professionals are not trained in spotting autism
- Early intervention is costly to access
- Inclusive education is still in its infancy
- Support for national testing needed
- Support for adults – psych or residential – not readily available

Autism Society Philippines Proprietary

2 Recommendations & Stakeholders

Philippine Autism Policy Framework

Stakeholders: NCDA, Autism Advocates, Executive Branch, Legislative Branch, Judicial Branch, Business, Media, Academia, General Public

Issues: PROTECTION

- Equitable Coverage for Medical and Therapy Expenses (Philhealth, DOF)
- Disaster Preparedness and Risk Management (DILG, DND, LGU)
- Reasonable Legal Accommodation (DOJ, DILG, DND)

Autism Society Philippines Proprietary

2 Recommendations & Stakeholders

Philippine Autism Policy Framework

Stakeholders: NCDA, Autism Advocates, Executive Branch, Legislative Branch, Judicial Branch, Business, Media, Academia, General Public

Issues: PROTECTION

- Equitable Coverage for Medical and Therapy Expenses (Philhealth, DOF)
- Disaster Preparedness and Risk Management (DILG, DND, LGU)
- Reasonable Legal Accommodation (DOJ, DILG, DND)

- Government funded assessment and therapy services
 - Universal Healthcare Law ratified in 2019
 - Funding Philhealth Z-Morph Plus for developmental disabilities approved in 2018
- Policies and protocols in accommodations for persons on the spectrum in the medical setting

Autism Society Philippines Proprietary

2 Recommendations & Stakeholders

Philippine Autism Policy Framework

Stakeholders: NCDA, Autism Advocates, Executive Branch, Legislative Branch, Judicial Branch, Business, Media, Academia, General Public


Issues: PROTECTION

- Equitable Coverage for Medical and Therapy Expenses (Philhealth, DOF)
- Disaster Preparedness and Risk Management (DILG, DND, LGU)
- Reasonable Legal Accommodation (DOJ, DILG, DND)

- Disability-inclusive disaster risk reduction and emergency preparedness
 - Government and private sector have partnered to conduct disability-inclusive disaster risk management education and investments
 - Improve access to disability-inclusive emergency services in all geographies

Autism Society Philippines Proprietary

2 Recommendations & Stakeholders Philippine Autism Policy Framework




PROTECTION
Equitable Coverage for Medical and Therapy Expenses Philhealth, DCF
Disaster Preparedness and Risk Management DILG, DND, LGU
Reasonable Legal Accommodation DOJ, DILG, DND

- Policies and protocols on legal accommodations for persons on the spectrum

Autism Society Philippines Proprietary


3 Recommendations & Stakeholders Philippine Autism Policy Framework



PARTICIPATION
Sensitivity Training and Disability Education All Agencies
Population Research DOH, NHl, CHED, Research Institutions
Barrier-Free Access to Transportation DOT, DOT
Inclusive Employment All Agencies

Autism Society Philippines Proprietary

3 Recommendations & Stakeholders Philippine Autism Policy Framework




PARTICIPATION
Sensitivity Training and Disability Education All Agencies
Population Research DOH, NHl, CHED, Research Institutions
Barrier-Free Access to Transportation DOT, DOT
Inclusive Employment All Agencies

- Mandated disability education for schools, inclusion in curriculum
- Mandated disability sensitivity training for government agencies

Autism Society Philippines Proprietary

3 Recommendations & Stakeholders Philippine Autism Policy Framework




PARTICIPATION
Sensitivity Training and Disability Education All Agencies
Population Research DOH, NHl, CHED, Research Institutions
Barrier-Free Access to Transportation DOT, DOT
Inclusive Employment All Agencies

- Budget for government-sponsored prevalence study for autism
- DOH sponsored a study on autism prevalence in one island in 2017. Study failed due to procedural lapses.

Autism Society Philippines Proprietary

3 Recommendations & Stakeholders Philippine Autism Policy Framework




PARTICIPATION
Sensitivity Training and Disability Education All Agencies
Population Research DOH, NHl, CHED, Research Institutions
Barrier-Free Access to Transportation DOT, DOT
Inclusive Employment All Agencies

- Policies compassionate to travelers on the autism spectrum. Existing policies only cover physical disabilities

Autism Society Philippines Proprietary

3 Recommendations & Stakeholders Philippine Autism Policy Framework



PARTICIPATION
Sensitivity Training and Disability Education All Agencies
Population Research DOH, NHl, CHED, Research Institutions
Barrier-Free Access to Transportation DOT, DOT
Inclusive Employment All Agencies

- Law requiring public and private sector to employ persons with disabilities
 - Republic Act 10524 – An Act Expanding The Positions Reserved For Persons With Disability
- Law requiring employers to hire those with neuro-developmental disabilities specifically

Autism Society Philippines Proprietary



4 Recommendations & Stakeholders Philippine Autism Policy Framework

DEVELOPMENT

- Early Detection and Intervention
DOH, DepEd, DSWD
- Education and Training Support
DepEd, CHED, TESDA
- National Testing Support
DepEd, CHED, CSC, PRC
- Accessible Adult Intervention and Residential Care
DSWD, DOH

Autism Society Philippines Proprietary

4 Recommendations & Stakeholders Philippine Autism Policy Framework

DEVELOPMENT

- Early Detection and Intervention
DOH, DepEd, DSWD
- Education and Training Support
DepEd, CHED, TESDA
- National Testing Support
DepEd, CHED, CSC, PRC
- Accessible Adult Intervention and Residential Care
DSWD, DOH

- Institutionalize community-based rehabilitation to support early intervention
- Budgets and Policy to support all geographies
- Implement ASP EIDIP in more geographies to improve disability mapping

Autism Society Philippines Proprietary

4 Recommendations & Stakeholders Philippine Autism Policy Framework

DEVELOPMENT

- Early Detection and Intervention
DOH, DepEd, DSWD
- Education and Training Support
DepEd, CHED, TESDA
- National Testing Support
DepEd, CHED, CSC, PRC
- Accessible Adult Intervention and Residential Care
DSWD, DOH

- Law on inclusive education for the elementary, secondary, tertiary and vocational levels

Autism Society Philippines Proprietary

4 Recommendations & Stakeholders Philippine Autism Policy Framework

DEVELOPMENT

- Early Detection and Intervention
DOH, DepEd, DSWD
- Education and Training Support
DepEd, CHED, TESDA
- National Testing Support
DepEd, CHED, CSC, PRC
- Accessible Adult Intervention and Residential Care
DSWD, DOH

- Policy to provide accommodations for national tests, board exams and professional accreditations

Autism Society Philippines Proprietary

4 Recommendations & Stakeholders Philippine Autism Policy Framework

DEVELOPMENT

- Early Detection and Intervention
DOH, DepEd, DSWD
- Education and Training Support
DepEd, CHED, TESDA
- National Testing Support
DepEd, CHED, CSC, PRC
- Accessible Adult Intervention and Residential Care
DSWD, DOH

- Law on adult mental health support
 - Republic Act 11036 or the Philippine Mental Health Law
- Policy and budgets for improved residential care for old people on the spectrum

Autism Society Philippines Proprietary

5 Rationale / Philosophy Philippine Autism Policy Framework

Global Goals & Policy	United Nations Sustainable Development Goals United Nations Convention of the Rights of Persons with Disabilities
Regional Goals & Policy	ASEAN Agenda on Sustainable Development 2030 ASEAN Mainstreaming Masterplan
Local Goals & Policy	Philippine Development Plan 2017-2022 Magna Carta of Persons with Disabilities
Principles	Rights-Based, Inclusiveness, Relevance, Complementarity, Relatedness

- Adherence to international and local conventions and policy frameworks
- Rights-based societal approach – not medical or charity
- Policy development need to include voices of persons with autism
- Relevance to the Philippine experience
- Consistency with policies complementary to those for other disabilities

Autism Society Philippines Proprietary

6 Policy Workshops
Philippine Autism Policy Framework

Sustainable
Policy development a long-term process, done consistently and together with the larger disability community. It is must follow the human rights model; and supported by agencies who uphold human rights.

Autism Society Philippines Proprietary

6 Policy Workshops
Philippine Autism Policy Framework

Multi-Disability Engagement
The Autism Society Philippines serves on the National Council on Disability Affairs, with quarterly meetings on Sub-Committees on 1) Access to Justice 2) Advocacy 3) Auxiliary Social Services 4) Education 5) Health 6) Policy and Legislation

Autism Society Philippines Proprietary

6 Policy Workshops
Philippine Autism Policy Framework

Community-centric
Autism Policy Consultation with persons on the spectrum and the rest of the autism community, academe, legislative branch and local government units:

- 03 April 2018 – Polytechnic University of the Philippines, Manila
Photos: <http://bit.ly/2oy1QyL>
Video: <https://youtu.be/-GnDsLKRu8s>
- 15 April 2018 – Department of Social Welfare and Communications, Cebu
Photos: <http://bit.ly/2aqco5D>

Autism Society Philippines Proprietary

Philippine Autism Policy Framework
A Global and Multi-Disability Ecosystem

Global Goals & Policy	United Nations Sustainable Development Goals					
Regional Goals & Policy	United Nations Convention on the Rights of Persons with Disabilities					
Local Goals & Policy	ASEAN Agenda on Sustainable Development 2030					
Principles	Rights-based		Inclusiveness		Reference	
Stakeholders	Autism Advocates	Executive Branch	Legislative Branch	Judicial Branch	Business	Media
Issues	Protection		Participation		Development	
Outcomes & Stakeholders	Equitable Coverage for Medical and Therapy Expenses PhilHealth, DCF		Sensitivity Training and Disability Education All Agencies		Early Detection and Intervention DCH, DepEd, DSWD	
	Disaster Preparedness and Risk Management DILG, DND, LGU		Population Research NSA, NSI, CHED, Research Institutions		Education and Training Support DepEd, CHED, TESDA	
	Reasonable Legal Accommodation DLS, DSS, DND		Barrier Free Access to Transportation DOTS, DOT		National Testing Support DepEd, CHED, DCS, PRC	
			Inclusive Employment All Agencies		Accessible Adult Intervention and Recreational Care DSWD, DCH	

Singapore

Developing the Singapore Autism Enabling Masterplan

Phase 1: Gap Analysis

Background

- ◆ Autism-specific plan required to enable needs and gaps specific to our community to be more accurately identified and addressed
- ◆ Roadmap to guide us in empowering and enabling persons living with autism in Singapore to realise their full potential
- ◆ Developed using a life stages approach, grounded in a Quality of Life (QoL) framework
- ◆ Driven by the **Autism Resource Centre (Singapore)** with support from **Autism Network Singapore (ANS)**

Quality of Life

Health	Education	Home	Mobility	Citizenship
• I feel healthy and well	• I am learning each day	• I have a home	• I can move around	• I participate in my community
Finance	Employment	Relationship	Leisure	Value
• I can pay for my own things	• I have meaningful employment	• I have family and friends	• I can have fun	• I feel valued as a person

Source: Autism Resource Centre (Singapore), Autism Association (Singapore)

Early Years

QoL				
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

- Children who are screened are more likely to receive early intervention services than unscreened peers (Bethell et al., 2011).
 - Surveillance has been shown to detect less than 30% of developmental problems, while screening at pre-specified times increases identification rate to 90% or more (Council on Children with Disabilities, 2006).
 - Early intervention yields significantly improved developmental outcomes (Kasari et al., 2012; National Research Council, 2001).
 - The National Research Council (2001) recommends that early intervention must be systematically planned & developmentally appropriate.
1. Some children with autism are not being diagnosed early enough, leading to delays in commencement of early intervention.
 2. Not all early intervention centres use curricula that specifically meet autism learning needs.



School Years

QoL				
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•


- Successful and positive school experiences for students with autism are dependent on (South Australia Department of Education, 2019):
 - Awareness & knowledge of teachers and school leaders about autism
 - How schools accommodate the learning needs of students with autism
 - Utilising an individual's strengths and interests across the curriculum
 - Building and sustaining positive relationships between families and schools
 - Compared to typically developing individuals, people with ASD are 4 times more likely to experience depression in their lifetime. Almost half of adults with autism struggle with depression (Hudson et al., 2018).
1. Students with autism exiting the education system may not be adequately prepared for work and living as adults.
 2. Some challenges with managing those with co-morbid complex mental health issues.



Adult Years

QoL				
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

- Persons with Disabilities (PwDs) form 3.4% of the resident population, but only 0.1% of the private workforce in Singapore (3rd Enabling Masterplan, 2017; MOM, 2019).
 - The societal costs of providing housing and caring for those with autism over their lifetimes can be dramatically reduced if the right lifelong living and learning opportunities are available (Urban Land Institute Arizona, Southwest Autism Research & Resource Center and Arizona State University, 2009).
 - The key concern of many aging caregivers is who will look after their adult children with autism after they pass on.
1. Limited range of work options.
 2. "Future readiness" of adults may be threatened by tech disruptions (e.g., automation).
 3. Limited range of residential options.
 4. Caregivers may experience some challenges in life planning for their wards.



Across Life

QoL

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

- To ensure that children and students receive quality early intervention and education, professionals involved must be systematically trained, coached, and supported in autism pedagogy.
- Caregivers form the first line of support for persons with disabilities. They need to have a high level of well-being; physically healthy, psychologically strong, socially and emotionally supported, and financially secure to perform their caregiving role effectively (3rd Enabling Masterplan, 2016).

- Capacity and capability building of autism professionals in Singapore.
- Caregiver training opportunities tend to wane after the early years.
- Caregiver well-being.

Next Steps

- ◆ Identification of key priorities to address gaps
- ◆ Finalise recommendations and implementation plan
- ◆ Involve partners & community stakeholders in implementation

Summary

- ◆ Provisions for persons with disabilities have improved over the last two decades, in part due to the direction provided by Singapore's Enabling Masterplans (2007; 2012; 2016).
- ◆ However, when individual conditions (e.g. autism) are examined closely, gaps continue to exist across all life stages.
- ◆ An autism-specific enabling masterplan is necessary to guide the community in empowering and enabling persons living with autism in Singapore to realise their full potential.



Thailand

Policy Recommendation on Autism, Thailand

Samrerng Virachanang (Dr. Sam)
Thai Parents Association of Persons with Autism
The Sukosol Hotel, Bangkok
October 22, 2019

Level of Policy Recommendation

- Level of Policy Recommendation:
 - National
 - Regional (ASEAN) / International

National Recommendations

- (1) Government Support national campaigns, especially on World Autism Awareness Day (April 2nd):
- Key Message:
 - Persons with Autism have different abilities/ talent;
 - Persons with Autism can become valuable human resource

National & Regional Recommendations

- (1) Government support on hosting AAN Annual Meeting and AAN Congress every two years.
- (2) Government support for AAN Alternate Host Country to organize joint activities, such as sports and games, Regional Talent Show / Exhibition
- (3) Government support to carry out research on topics as agreed by AAN members.

National & Regional Recommendations

- Inclusive for all society
- Inclusiveness in
 - Education
 - Health Services / Alternative treatments
 - Employment / Self-employed
 - Social and political participation
 - Access to public information

THANK YOU



Summary of Policy Recommendations

National

1. Certificate of Disability

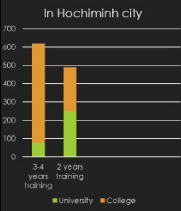
- MOLISA issue Certificate of Disability for all people with Autism, can get more benefit from all social services
- Remark "Autism" on this card besides "Others"



Summary of Policy Recommendations

National

2. Education




- Ministry of Education and Training allows children with autism continue learning in kindergarten 1 more year before entering grade 1
- MOET allows children with autism to go to mainstream school with their shadows
- MOET arrange special education teacher in mainstream school
- MOET training more special teacher for children with autism
- MOET built more special school

Summary of Policy Recommendations

National

3. Medical Care



- Ministry of Health training more Developmental Pediatrician who can screen, early detection, diagnose
- Cooperate with others therapist for biomedical intervention, early intervention
- Health Insurance covers part of the cost of intervention in hospital.

Summary of Policy Recommendations

National

4. Vocational



- MOLISA builds vocational center for adult people with autism
- Ministry of Industry and Trade encourage all company, factory, enterprise accept people with autism
- Department of Taxation will reduce tax for company which accept people with autism

Summary of Policy Recommendations

National & Regional (ASEAN / International)

1. Statistics



Government conducts national statistics on the number of children with autism, so that they can built relevant policies properly

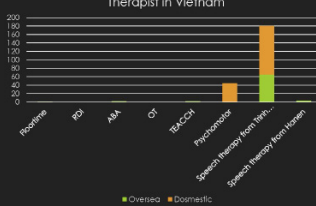
<https://www.fraser.org/news/new-autism-statistics-released>

In Vietnam, nobody has the exact number. They guess 200,000 in 10 years ago. Now maybe 1 million.

Summary of Policy Recommendations

National & Regional (ASEAN / International)

2. Human Resource



Government has plan to training more therapist: ABA, TEACCH, OT, RDI, Floor time, Speech therapy, Psychomotor ...

Summary of Policy Recommendations National & Regional (ASEAN / International)



3. Social Housing

Government built and manage social house to training people with autism live independence, and for old people with autism, after their parents pass away



Photos of the National Policy Workshop
in Nam Dinh on 30th March 2019



Photos of the National Policy Workshop
in Nam Dinh on 30th March 2019



List of Participants

ASEAN Regional Workshop for Policy Recommendations on Autism
 under Autism Mapping Project in the ASEAN Region
 22 October 2019 at Sukosol Hotel, Bangkok, Thailand

No.	Country	Name	Position - Organization
1	ASEAN Secretariat	Mdm. Florita Rubiano Villar	Vice Chair, Senior Official Meeting on Social Welfare and Development
2		Dr. Sita Sumrit	Assistant Director (ADR) & Head of Poverty Eradication and Gender Division, Human Development Directorate, ASEAN Socio-Cultural Community Department
3		Ms. Ajeng Purnama Pratiwi	Officer, Poverty Eradication and Gender Division, Human Development Directorate, ASEAN Socio-Cultural Community Department
4		Dr. Seree Nonthasoot	Former Representative of Thailand to ASEAN Intergovernmental Commission on Human Rights
5	Brunei Darussalam	Ms. Norzaridah Haji Zainal	Community Development Officer, Department of Community Development, Ministry of Culture, Youth and Sports
6		Ms. Nurul Aziemah Haji Morni	Senior Instructor, Department of Community Development, Ministry of Culture, Youth and Sports
7	Cambodia	Mr. Yeap Malyno	Director of Disabilities Welfare Department, Ministry of Social Affairs Veterans and Youth Rehabilitation
8		Mr. Mom Virak	Deputy Director of International Cooperation Department, Ministry of Social Affairs Veterans and Youth Rehabilitation

No.	Country	Name	Position - Organization
9	Indonesia	Mr. Indra Gunawan	Representative of Directorate of Social Rehabilitation for PWD, Ministry of Social Affairs
10		Ms. Ema Widiati	Representative of SOMSWD Focal Point Indonesia, Ministry of Social Affairs
11		Mr. Taufiq Hidayat	Person-In-Charge of Autism Mapping Indonesia, Autism Foundation of Indonesia
12		Ms. Hanni Darwanti	Staff, Autism Foundation of Indonesia
13	Lao PDR	Ms. Vilayphone Xaysongkhame	Technical Officer, Department of Policy to Devotees, Disability and Elderly, Ministry of Labor and Social Welfare
14		Ms. Viengsam Indavong	Managing Director, Association for Autism
15		Ms. Thongkham Vongsay	Member, Association for Autism
16	Malaysia	Ms. Junaina Binti Johan	Principal Assistant Secretary, Policy and Strategic Planning Division, Ministry of Women, Family and Community Development
17		Ms. Norasnida Nordin	Principal Assistant Director, Department of Social Welfare, Ministry of Women, Family and Community Development
18		Ms. Feilina S Y Muhd Feisol	Chairman, National Autism Society of Malaysia



No.	Country	Name	Position - Organization
19	Myanmar	Ms. Khin San Yee	Director, Social Welfare Mandalay Region, Department of Social Welfare, Ministry of Social Welfare, Relief and Resettlement
20		Ms. Win Win Aye	Deputy Staff Officer, Department of Rehabilitation, Ministry of Social Welfare, Relief and Resettlement
21		Mr. Nay Myo Naing	Chair, Myanmar Autism Association, Myanmar
22	Philippines	Mr. Mateo Acuin Lee, Jr.	Officer-In-Charge / Deputy Executive Director III, National Council on Disability Affairs
23		Mr. Dandy Victa	Project Development Officer IV, National Council on Disability Affairs
24		Mdm. Erlinda Uy Koe	Honorary Chairperson, ASEAN Autism Network
25		Ms. Cecile Sicam	Co-Founder and Board Secretary, Autism Society Philippines
26	Singapore	Mr. Dennis Ang	Chief Executive Officer, St. Andrew's Autism Centre
27	Thailand	Mr. Siripong Sriarkha	International Relations Officer, Office of the Permanent Secretary, Ministry of Social Development and Human Security
28		Ms. Onanong Kumhang	Director, International Cooperation Division, Department of Empowerment of Persons with Disabilities, Ministry of Social Development and Human Security
29		Dr. Samrerng Virachanang	First Vice President, International Relations, The Association of Parents of Thai Persons with Autism

No.	Country	Name	Position - Organization
30	Vietnam	Ms. Nguyen Bich Ngoc	Deputy Head of Social Protection Policy Studies Division, Institute of Labour Science and Social Affairs, Ministry of Labour, Invalids and Social Affairs
31		Ms. Trinh Thi Nguyet	Officer, Social Protection Department, Ministry of Labour, Invalids and Social Affairs
32		Ms. Pham Thi Kim Tam	Chairperson, Viet Nam Autism Network
33	Thai Agency	Mrs. Jitkasem Tantasiri	Former Deputy Director General, Thailand International Development Cooperation Agency, Ministry of Foreign Affairs of Thailand
34		Ms. Wirattinee Vatanyootaweewat	Second Secretary, ASEAN Department, Ministry of Foreign Affairs
35		Ms. Jiraporn Unkasem	Development Cooperation Officer, Thailand International Cooperation Agency
36		Ms. Unchalee Pattarapongsin	Department of Empowerment of Persons with Disabilities, Ministry of Social Development and Human Security
37		Mr. Samart Ratanasakorn	Special Education Bureau, Office of the Basic Education Commission, Ministry of Education
38		Mrs. Ananya Sinrachatanant	Deputy Director of Yuwaprasart Waithayopatum Hospital, Department of Mental Health, Ministry of Public Health
39		Mrs. Intira Wongnikorn	Educator, Professional Level, Ministry of Higher Education, Science, Research and Innovation



No.	Country	Name	Position - Organization
40		Mrs. Apinya Pohbumrung	Project Coordinator Officer, Ministry of Higher Education, Science, Research and Innovation
41		Acting Sub Lt. Tita Duangsawat	Educator, Practitioner Level, Office of the Vocational Education Commission, Ministry of Education
42		Dr. Suchada Sakornsatien	Advisor, Autisticthai Foundation
43		Mr. Wasan Saenwian	Executive Director, Christian care Foundation for Children with Disabilities
44	Asia-Pacific Development Center on Disability (APCD)	Dr. Tej Bunnag	President, Foundation of Asia-Pacific Development Center on Disability
45		Mr. Piroon Laismit	Executive Director, Asia-Pacific Development Center on Disability
46		Mr. Pongwattana Charoenmayu	Project Manager, ASEAN Autism Mapping Project in the ASEAN Region
47		Mr. Tran Van Ninh	Project Coordinator, Autism Mapping Project in the ASEAN Region
48		Ms. Supaanong Panyasirimongkol	Autism Expert, Autism Mapping Project in the ASEAN Region
49		Mr. Somchai Rungsilp	Community Development Manager
50		Ms. Nongnuch Maytarjittipun	Executive Secretary to Executive Director
51		Ms. Nongluck Kisorawong	Administrative Manager
52		Ms. Kularb Gaysornsri	Accounting Officer, Administrative Department
53		Ms. Wileilekha Somprach	Administrative Officer, Administrative Department
54		Mr. Panya Pitawanik	Financial Officer, Administrative Department

No.	Country	Name	Position - Organization
55		Mr. Watcharapol Chuengcharoen	Chief, Networking & Collaboration, Community Development Department
56		Ms. Flora Gurung	Networking & Training Officer, Community Development Department
57		Ms. Siriporn Praserdchat	Logistics & Training Officer, Community Development Department
58		Ms. Nongnart Sutheerawattananont	Chief, Information & Knowledge Management
59		Assoc. Prof. Dr. Seow Ta Wee	Leader, ASEAN Autism Mapping Project Consultant Team
60		Dr. Muhamad Azahar bin Abas	Member, ASEAN Autism Mapping Project Consultant Team
61	ASEAN Autism Mapping Project in the ASEAN Region	Mr. Sulzakimin Mohamed	Facilitator
62		Ms. Nutnicha Limboonngam	
63		Mr. Pooh Pakwilaikiat	
64		Ms. Rapee Pakwilaikiat	
65		Ms. Kukasina Kubaha	
66		Ms. Nguyen Thi Kieu My	



Concept Note

ASEAN Regional Workshop for Policy Recommendations on Autism under Autism Mapping Project in the ASEAN Region

21 - 23 October 2019 at Sukosol Hotel, Bangkok

Context

Autism is a lifelong developmental disability that affects how persons with autism perceive the world and interact with others. Autistic people perceive, see, hear and feel the world differently to other people. If you are autistic, you are autistic for life. Until now no one can prove what the real causes of autism are. Specialists around the world can say only that it is a combination of 2 factors – genetic and environmental – that may account for autism development. About one percent of the world's population has been identified with autism. It is estimated that around 6 million persons with autism live in the ASEAN region, which is home to more than 625 million people. However, there is no accurate data source at the ASEAN level to validate the above estimate. In addition, a mapping of organizations of and for persons with autism as well as support services and interventions available for persons with autism is not yet existing at the ASEAN level. The above information are vital for public and private concerned agencies as a basis for developing laws, policies, programs and services to protect the rights and promote the empowerment of persons with autism in ASEAN.

About the Autism Mapping Project in ASEAN Region (The Project)

ASEAN Secretariat has initiated the Project with an aim to contribute towards the promotion and protection of the rights and empowerment of persons with autism in the ASEAN region. This will be done through a mapping of the situation of persons with autism in ASEAN and developing country profiles which will include compiling an accurate data source on the prevalence of autism. This includes a mapping of organizations of and for persons with autism to facilitate exchanges and cooperation between these organizations; and a directory of support services and interventions which may include the newest trends and innovations available to persons with autism in the ASEAN region. The data and information derived from the governmental agencies and the policy recommendation suggested by ASEAN Autism Network - AAN will be useful for policy and program development that purposively target persons with autism. The Project also wishes to increase the awareness on autism both at national and regional level. The Project will be implemented for a period of 2 years by the Asia-Pacific Development Center on Disability (APCD), as the Implementing Agency, under the guidance and oversight of the Senior Officials Meeting on Social Welfare and Development (SOMSWD) and ASEAN Secretariat. The Project is supported by Japan – ASEAN Integrated Fund (JAIF).

About the regional workshop on policy recommendations on autism by ASEAN Member States (AMS)

On the one hand, the Project encourages the government agencies of AMS to collect the data on autism and produce the national autism profile with their own resource. The national autism profile will benefit both the government agencies and persons with autism including their families as well as the organizations of and for persons with autism. On the other hand, the project supports ASEAN Autism

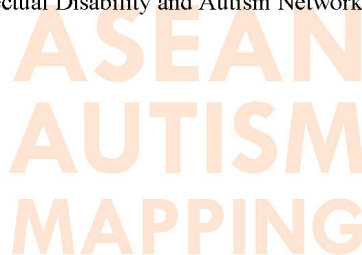
Network (AAN) to conduct project activities for the benefits of persons with autism. AAN is a platform for autism-related family support groups of each ASEAN member country to collaborate, cooperate, coordinate, and unite in developing a holistic curriculum exclusively for autism that is local, affordable, accessible and inexpensive to ensure sustainability throughout the life-span of individuals with autism. AAN was established with “Family Comes First” as a core concept during the 1st ASEAN Autism Congress organized by APCD in cooperation with JICA in Bangkok, Thailand on 13-15 December 2010. The vision of AAN is to have an inclusive, rights-based and autism-friendly ASEAN Community while its mission is to support, assist, facilitate and enhance autism-related family support groups in collaboration with other stakeholders in the ASEAN region and globally.

Under the Project, AAN and its members will be supported to organize 2 main activities;

- 1) National Workshop for Development of Policy Recommendation, the policy recommendations at the national and regional level will be presented in the regional workshop organized by APCD.
- 2) National Awareness Event, in accordance with the United Nations General Assembly of 2 April as World Awareness Day to highlight the need to help improve the quality of life of those with autism so they can lead full and meaningful lives as an integral part of society

The members of AAN are the following:

- 1) SMARTER Brunei
- 2) Cambodia Autism Network (Former Cambodia Intellectual Disability and Autism Network)
- 3) Yayasan Autisma Indonesia
- 4) Association for Autism, Lao PDR
- 5) National Autism Society of Malaysia
- 6) Myanmar Autism Association
- 7) Autism Society Philippines
- 8) Autism Network Singapore
- 9) Autistic Thai, Thailand
- 10) Vietnam Autism Network



ASEAN
AUTISM
MAPPING

The objectives of the Regional Workshop for Policy Recommendations on Autism by AMS

1. Get a better understanding of the situation of autism at the national and regional level
2. Showcase and discuss the important policies, services and programs for persons with autism in AMS
3. Obtain policy recommendations on autism at the national and regional level for the target audience
4. Enhance the capacity of the government agencies and autism networks for the purpose of driving social development innovation and intervention for persons with autism
5. Build collaborations between the public and social agencies in dealing with autism issues
6. Confirm the commitment of ASEAN Secretariat, SOMSWD, AAN and the Japanese government in advancing and promoting the issue of autism in the region.

The format of the workshop will be interactive where the participants will share their views and advices on success stories and failures, policies that worked and what needs to be done to ensure the promotion and protection the rights of persons with autism in the ASEAN region.

Potential list of participants (60)

International guests (38)

Thai Agencies (22)



Photos























Accessible for Persons with disAbilities

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Japan-ASEAN Cooperation

