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# Promoting Inclusive Vocational Education and Training in the Asian Region – Opening Opportunities for Persons with Disabilities

Tripartite - Plus Regional Meeting

29-31 March 2011

Bangkok, Thailand

***'States should promote access to education, training and lifelong learning for people with disabilities.'*** - ILO Human Resources Development Recommendation, 2004

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## **Preface**

Approximately 650 million persons with disabilities live in the Asia and Pacific region. Opening equal opportunities to training and employment for youth, women and men with disabilities is an urgent priority for all countries as they seek to develop. This is also necessary if the Asia-Pacific region is to attain the goal of realizing inclusive societies as envisaged by the UN Convention on the Rights of Persons with Disabilities and the Biwako Millennium Framework.

Participants at the Regional Tripartite-Plus Meeting “Promoting inclusive vocational education and training in the Asian region: Opening opportunities for persons with disabilities”, representing governments, employers’ organizations, trade unions, and organizations of and for persons with disabilities of Bangladesh, Cambodia, China, Indonesia, Mongolia, Lao PDR, Thailand and Viet Nam, gathered in Bangkok, Thailand, 29 to 31 March 2011, to review the status of laws and policies, programmes and services relating to inclusion of persons with disabilities in general vocational education and training; to share knowledge and good practices by social partners of inclusive vocational training in the region and globally; to identify steps required to improve access by people with disabilities to general skills development programmes; and to encourage countries to take tripartite action at national and local level on promoting policies on inclusive vocational education and training.

I believe this meeting will lead to greater and more effective action towards enabling people with disabilities to access vocational education and training on equal basis with others with the full involvement of all relevant actors including civil society.

I wish to express my gratitude to all participants for making the meeting a success and to have taken action on their return to their countries to promote more inclusion of persons with disabilities. The ILO would also like to thank the Royal Thai Government for their support in hosting the meeting, the Government of Ireland (Irish Aid) for contributing to its funding, and all presenters for their excellent contributions. Special thanks also go to the specialists of the Skills and Employability Department of the ILO Headquarters and ILO Bangkok for their dedicated work and enthusiasm, and to the authors of this report, Ms Emanuela Pozzan, Ms Barbara Murray and Ms Chayanich Thamparipattra.

Sachiko Yamamoto

Regional Director

ILO Regional Office for Asia and the Pacific



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## Abbreviations and acronyms

ACTRAV	ILO Bureau for Workers' Activities
APPT	Alleviating Poverty through Peer Training
CDPF	China Disabled Persons' Federation
CSR	Corporate Social Responsibilities
DPI/AP	Disabled People's International/Asia Pacific
DPOs	Disabled People's Organizations
HI	Handicap International
ILO	International Labour Organization
NGOs	Non-Governmental Organizations
OBEC	Office of the Basic Education Commission
OSH	Occupational Safety and Health
TREE	Training of Rural Economic Empowerment
UN	United Nations
UN CRPD	United Nations Convention on the Rights of Persons with Disabilities
UN ESCAP	United Nations Economic and Social Commission for Asia and the Pacific

## 1. Introduction

More than half of the world's disabled people – about 650<sup>1</sup> million – live in the Asia and the Pacific region. While some governments in the region have entered binding commitments to promote the right of persons with disabilities to inclusive vocational education and training, and have started to take initiatives to improve opportunities in line with these obligations, many young people with disabilities continue to encounter significant barriers to accessing mainstream vocational training or other skill-development opportunities that result in decent work, with greater disadvantages being faced by women than men.

With the entry into force of the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD) in May 2008, a new era of opportunities for persons with disabilities has opened. States are required to move away from an approach that caters only to persons with disabilities in separate facilities towards a progressively inclusive approach that provides training opportunities in mainstream training centres and employment opportunities in the open modern labour market on equal basis with others.

Several countries in the region are beginning to look at models that would use targeted programmes only for people with high support requirements and as resource centres to advise mainstream programme planners on how to include less disabled persons into their training. This approach offers many benefits, including significant expansion of training opportunities for persons with disabilities. Countries that are beginning to address the issue are proposing inclusive approaches. However, in most countries a full understanding of the practical issues and knowledge of useful models and resources for inclusive vocational education and training are still limited.<sup>2</sup>

The International Labour Organization (ILO) has for many years promoted equality for all in accessing skills development and employment opportunities in the world of work, and emphasized the need for comprehensive legislation and interventions for vulnerable groups, such as women, men and youth with disabilities. ILO labour standards, including the Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983 (No. 159), its associated Recommendation, 1983 (No. 168), the Human Resources Development Recommendation, 2004 (No. 195), the ILO Code of Practice on Managing Disability in the Workplace (2002), provide the framework for the ILO's response to requests for support for this target group, emphasizing the inclusion of persons with disabilities in general training and employment-related programmes and the cooperation with all social partners including governments, workers', employers' and disabled people's organizations.

This report summarizes the presentations and discussions of the Tripartite-Plus Regional Meeting on "Promoting Inclusive Vocational Education and Training in the Asian Region: Opening Opportunities for Persons with Disabilities" 29-31 March, 2011 in Bangkok, Thailand. The regional meeting provided an opportunity for

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<sup>1</sup> According to the World Health Organization (WHO), approximately 15 per cent of the world's population has a disability.

<sup>2</sup> ILO: *Expert Group Meeting on Inclusion of People with Disabilities in Vocational Training, Bangkok*, 14-16 February 2006.

representatives of eight Asian countries (Bangladesh, Cambodia, China, Indonesia, Mongolia, Lao PDR, Thailand and Viet Nam) to review the status of laws and policies, programmes and services relating to the inclusion of persons with disabilities in general vocational education and training, share knowledge and good practices by social partners of inclusive vocational training in the region and globally, identify steps required to improve access by people with disabilities to general skills development programmes; and encourage countries to take tripartite action at national level on promoting policies on inclusive vocational training.

At the end of the meeting, participants adopted a common “Statement for promoting inclusive vocational education and training in the Asian Region: Opening opportunities for persons with disabilities”. All countries represented declared to undertake to promote action towards enabling people with disabilities to access vocational education and training on equal basis with others with the full involvement of all relevant actors including civil society.

## **2. Programme**

The programme of the meeting involved a combination of formal presentations, panel discussions and working group sessions in order to provide a variety of means to share knowledge, pose questions and promote interactive participation. Video materials were also used and one presentation was made by video-conference (see Annex 1).

### **Thematic presentations**

- Global trends and standards related to inclusive vocational education and training.
- Laws and policies on vocational training for persons with disabilities in the Asian and Pacific Region.
- Findings and recommendations of international expert group meetings in the period 2006 – 2010.
- The role of tripartism in respect to laws and policies on the training and employment of persons with disabilities.
- Inclusive vocational education and training: tools for skills needs’ assessments and ensuring relevance to the labour market demand.
- Global challenges in moving from a segregated to an inclusive approach to vocational education and training.
- Making inclusive vocational training work in practice and combining different methodologies for skills development – examples from Cambodia, China, India and Thailand.

### **Working groups**

Participants actively participated in three working group sessions on the following topics:

- What needs to be done to bring laws and policies in line with the UN CRPD and ILO labour standards promise of inclusive vocational education and training? This discussion took place in country groups.

- Inclusive vocational education and training: issues from the perspective of governments, workers' organizations, employers' organizations, and disabled peoples' organizations.
- Development of country action plans at policy and implementation levels. For this discussion, participants were once again grouped by country.

### **Resource persons**

- Ms Barbara Murray, Senior Disability Specialist, Skills and Employability Department, ILO Geneva, Switzerland.
- Ms Emanuela Pozzan, Disability Coordinator, ILO/Irish Aid Partnership Programme, Bangkok, Thailand.
- Ms Carmela Torres, Senior Skills and Employability Specialist, ILO Decent Work Team, Bangkok, Thailand.
- Ms Christine Nathan, Regional Specialist in Workers' Education, ILO Regional Office, Bangkok, Thailand.
- Ms Pia Korpinen, Regional Technical Officer on Disability, ILO/Irish Aid Partnership Programme, Addis Ababa, Ethiopia.
- Mr George Mubita, National Programme Coordinator, Zambia, ILO/Irish Aid Partnership Programme, Lusaka, Zambia.
- Mr Fantahn Melles, National Programme Coordinator, Ethiopia, ILO/Irish Aid Partnership Programme, Addis Ababa, Ethiopia.

### **Resource materials**

The following key references were made available during the meeting in hard and soft copy.

- ILO: Proceedings of the Expert Group Meeting on Inclusion of People with Disabilities in Vocational Training, Bangkok, 14-16 February 2006.
- United Nations Convention on the Rights of Persons with Disabilities, 2006.
- ILO Convention and Recommendation concerning Vocational Rehabilitation and Employment (Disabled Persons), 1983 (Convention No. 159 and Recommendation No. 168).
- A CD-ROM containing all presentations and related materials was provided to all participants at the end of the meeting.

## **3. Official opening**

The Tripartite-Plus Regional Meeting was officially opened by Ms Sachiko Yamamoto, ILO Regional Director for Asia and the Pacific and Ms Jiraporn Gaysornsujarit, Director-General of the Department of Skills Development, Ministry of Labour, Thailand.

### **3.1 Ms Sachiko Yamamoto, ILO Regional Director for Asia and the Pacific**

Ms Yamamoto welcomed delegates to the meeting, organized by the ILO as part of a concerted effort to promote equal opportunities of people with disabilities in the Asia and the Pacific region and globally, in response to the increased emphasis on inclusion

of persons with disabilities in the mainstream, following the entry into force of the UN Convention on the Rights of Persons with Disabilities in May 2008. The meeting builds on ILO work on this topic in recent decades, including an Expert Group Meeting on the Inclusion of People with Disabilities in Vocational Training in Bangkok in 2006; a Tripartite European Regional Meeting in Geneva in March 2007, and an action-research seminar organized in Quebec, Canada in 2008 by the ILO in collaboration with several other international partners. The recommendations of these meetings strongly advocated skills development and access to mainstream vocational education and training for youth, women and men with disabilities in line with the UN Convention and ILO standards.

While governments are making progress in recognizing that skills development is central in enabling people with disabilities to take part in the labour force, access to diversified vocational education and training programmes remains limited. General skills development programmes frequently lack the capacity to provide inclusive training courses and there is often little encouragement or accommodation of the participation of persons with disabilities in these programmes. Where training is provided in dedicated centres, catering only to persons with disabilities, the training curriculum and equipment are frequently outdated and it is less likely that the general training programmes reflect the requirements of the labour market or self-employment opportunities. People with disabilities in developing countries mainly attend training programmes in such centres, or do not attend any training at all, resulting for many in social exclusion and in poverty. The result is a loss of potential, with implications for individuals and for societies. Despite this scenario, there is a clear indication from governments in the region that a major shift is taking place in policies to realize the abilities and potential of persons with disabilities. Governments are starting to recognize that persons with disabilities who have had the opportunity to acquire marketable skills and to be part of inclusive societies are more likely to obtain decent and productive work, and demonstrate their potential to earn a living and contribute in the world of work. Several countries in the region are beginning to look at models that would use dedicated programmes only for people with high support requirements and as resource centres to advise mainstream programme planners on how to include persons with less severe disabilities into their training. This approach offers many benefits, including significant expansion of training opportunities for persons with disabilities.

Ms Yamamoto recalled that the ILO has been promoting the rights of women and men with disabilities since the adoption in 1925 of the first international labour standard that referred to workers with disabilities, and began to advocate for vocational rehabilitation and inclusion of persons with disabilities in mainstream employment and training programmes in 1955 with the adoption of the Vocational Rehabilitation (Disabled) Recommendation, 1955 (No. 99). The first legally binding international instrument was adopted by the ILO in 1983 - the Vocational Rehabilitation and Employment (Disabled Persons) Convention (No. 159) that requires ratifying countries to adopt a national policy of vocational rehabilitation and employment promotion. This Convention specifies, among other provisions, that persons with disabilities should have access to services for workers generally, wherever possible and appropriate. Finally, the ILO Code of Practice on Managing Disability in the Workplace, adopted in 2001, encourages employers to extend these principles to the hiring, training and promotion of disabled employees.

In the Asia and the Pacific Region, inclusion of people with disabilities in mainstream training is called for in the Biwako Millennium Framework of Action that promotes an Inclusive, Barrier-Free and Rights-Based Society for people with disabilities as a framework document for the second Asia and Pacific Decade of Disabled Persons, and in the UN CRPD that calls on governments to ensure that persons with disabilities can access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. These developments put the objectives of this meeting in context: reviewing the status of laws and policies, programmes and services relating to inclusion of persons with disabilities in general vocational education and training; sharing knowledge and good practices of inclusive vocational training in the region and globally; identifying steps required to improve access by people with disabilities to general skills development programmes; and encouraging tripartite action at national level on promoting policies on inclusive vocational training.

In concluding, Ms Yamamoto expressed a particular welcome to the ILO constituents – representatives of governments, employers’ and workers’ organizations, bringing unique knowledge about the workplace to this meeting as well as representatives of the Ministry of Education and of the disabled people’s organizations, representing the views and aspirations of persons with disabilities at this forum. She acknowledged the financial support to the meeting of the Government of Ireland through the ILO/Irish Aid Partnership Programme, the technical support of the Skills and Employability Department at ILO Geneva and in Bangkok and the Royal Thai Government for its support in hosting the meeting.

### **3.2 Ms Jiraporn Gaysornsujarit, Director-General, Department of Skills Development, Ministry of Labour, Thailand**

On behalf of the Minister of Labour of Thailand, Ms Jiraporn Gaysornsujarit, Director-General of Department of Skills Development, Ministry of Labour of Thailand expressed a warm welcome to the distinguished representatives from the eight Asian governments, workers’ and employers’ organizations, and networks of people with disabilities.

Recalling that 2.9 per cent or 1.9 million people in Thailand are women and men with disabilities, of whom only 1.09 million are officially registered, she said that in the past few years, the Ministry of Labour has taken significant steps to put in place and promote policies in line with the UN CRPD and the international labour standards. Thailand ratified the ILO Convention No.159 in 2007 and the UN Convention in 2008. The ratification of these two fundamental legal frameworks has resulted in clear directions towards the promotion of the rights of persons with disabilities, including the rights to acquiring skills relevant to the labour market and to accessing decent work. The “Act on the Promotion and Development of Quality of Life of Persons with Disabilities” of 2007 states that persons with disabilities are entitled to equal rights and a supportive environment that allow people with disabilities to participate in the development of the society. The economic and social inclusion of persons with disabilities is a high priority of the Government of Thailand and the Ministry of Labour which are working towards ensuring that persons with disabilities are not considered a burden but a resource. A number of initiatives and campaigns are underway in the country to encourage more accessible infrastructure and inclusive

services as well as rehabilitation, skills development, employment, and the provision of adequate services and welfare.

Thanking the organizers, Ms Gaysornsujarit declared the Tripartite-Plus Regional Meeting open.

## **4. Thematic presentations**

### **4.1 Laws and policies on vocational training for persons with disabilities in the Asian and Pacific region - Ms Barbara Murray, ILO Senior Disability Specialist**

#### ***4.1.1 Vocational training of persons with disabilities – International standards and trends***

As a backdrop to describing international standards relating to persons with disabilities, Ms Murray said that the primary goal of the ILO is to promote opportunities for men and women, including those with disabilities to obtain decent and productive work. One of the principle means of working to the achievement of this goal is the setting of international labour standards through the ILO's unique tripartite structure, involving representatives of governments, employers' and workers' organizations. In the case of disability issues, the voice of disabled people's representatives is also included, making the ILO's approach 'tripartite plus'.

The five main ILO Standards of relevance to promoting the rights of persons with disabilities are the ILO Human Resources Development Convention, 1975 (No. 142), the ILO Vocational Rehabilitation and Employment (Disabled Persons) Convention, and Recommendation, 1983 (Convention No. 159 and Recommendation No. 168) (1983) and the ILO Human Resources Recommendation, 2004 (No. 195). She noted that Convention No.142 was ratified and is thus legally binding on 67 countries, of which 13 are in the UN ESCAP region, while Convention No. 159 is legally binding on 82 countries, of which 15 are in the UN ESCAP region. Convention No. 159 requires States to develop a national policy on vocational rehabilitation and employment of persons with disabilities based on the principles of equal opportunity and equal treatment, which provides for positive measures that should not be considered discriminatory against non-disabled persons. Implementation of the national policy should be planned in consultation with employers' and workers' organizations, as well as representatives of persons with disabilities.

Ms Murray then introduced the UN CRPD which has a human rights base with a development emphasis and lays out how men and women with disabilities can be enabled to benefit from rights enshrined in existing human rights instruments. Moving on to the provisions on vocational training in Articles 24 and 27 of the UN CRPD, she drew attention to the focus on enabling people with disabilities to access general services on an equal basis with others, with provision for reasonable accommodation to facilitate this. The term 'special' does not appear in the UN CRPD, so there is no reference to 'special vocational training' or 'special education' in line with its vision of inclusion of persons with disabilities in all spheres of life. Article 26 on Habilitation and Rehabilitation requires the provision of services designed for persons with disabilities, though, with such services to be provided from an earliest possible stage and available as close as possible to their own communities, including in rural areas, with a view to supporting participation and inclusion.

Many countries are now offering greater choice of training options for people with disabilities than in the past. Numerous issues still require attention, however, and it needs to be borne in mind that people with disabilities are a very diverse group with diverse support requirements. In conclusion, she noted that the UN CRPD provides no explicit definition of disability, but rather understands it as an evolving concept and recognizes that disability does not come from the individual but the interaction between persons with impairments and social, attitudinal and environmental barriers. This understanding of the barriers that people with disabilities face is a paradigm shift, representing a dramatic change in how people with disabilities and disability issues are viewed by policy makers and society around the world.

#### **4.1.2 Inclusive vocational training: Laws and policies in Asia and the Pacific**

Providing good vocational training for persons with disabilities requires three main building blocks: 1) good laws and policies; 2) implementation mechanisms and measures to enforce the law and policies; and 3) monitoring and evaluation systems to make sure that what is being implemented works.

**Laws and policies** are crucial as a statement of vision on what a country aims to achieve. They lay out the legal requirements including rights and duties of different actors (including people with disabilities, service providers, governments, agencies) and provisions on implementation and enforcement. In the Asia and Pacific region, provisions on the rights of people with disabilities to inclusive vocational education and training have been put forward in different ways - either through Constitutional law (the highest law of the land), general laws that also refer to people with disabilities, disability specific laws focusing solely on people with disabilities, or a combination of general and disability specific laws. To illustrate, Ms Murray cited examples of laws in Australia, China, India, Fiji, Japan, Mongolia and Thailand and examples of exemplary policies from Australia ('Bridging Pathways Strategy'<sup>3</sup> and 'Shaping Our Future'<sup>4</sup>). Sometimes, provisions in different laws may not be consistent with each other – for example provisions regarding social protection of persons with disabilities may not be compatible with provisions to promote employment opportunities for persons with disabilities. Thus, the UN CRPD requires States Parties to examine and harmonize their laws after ratification.

To give effect of the promise of the laws and policies, implementation mechanisms and measures are needed. Career guidance and vocational assessment should be provided to inform people with disabilities about their choices. Training providers should have good understanding of inclusive systems and disability concepts stipulated in the laws. They need to take action to ensure all staff are aware of what is required to effectively include persons with disabilities in training courses and of what changes are needed – including in making buildings and information accessible, providing information on assistive devices and, if possible, making these available, as

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<sup>3</sup>*Bridging Pathways: National Strategy, Australian National Training Authority*

[http://www.dest.gov.au/sectors/training\\_skills/publications\\_resources/profiles/anta/profile/bridging\\_pathways\\_national\\_strategy.htm](http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/anta/profile/bridging_pathways_national_strategy.htm) (accessed 10 Oct. 2011).

<sup>4</sup>*Shaping our Future: Australian national strategy for vocational education and training 2004-2010, Australian National Training Authority*

[http://www.dest.gov.au/sectors/training\\_skills/policy\\_issues\\_reviews/key\\_issues/nts/dap/strategy.htm](http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/dap/strategy.htm) (accessed 10 Oct. 2011).

well as organizing support services to facilitate inclusion. In all cases, it is important that training programmes should be relevant to the labour market, meet occupational standards and lead to recognized certification.

**Monitoring and evaluation systems** are also important to gather information on the process and outcomes of the system which is being put in place. These include regular review and assessment of the training process, and identification of changes required to improve effectiveness.

Ms Murray concluded her presentation with an overview of four **key measures** essential to the delivery of inclusive vocational education and training and to realizing the vision of the UN CRPD: reasonable accommodation, affirmative action, accessibility and awareness.

- **Reasonable accommodation** refers to modification and adjustments to be provided in the case of individuals with disabilities, to ensure the enjoyment or exercise of all human rights and fundamental freedoms on an equal basis with others. In the case of employment, for example, reasonable accommodation would enable the individual to obtain, retain and advance in a job. The reasonable accommodation measure should not impose a disproportionate or undue burden to the provider. The denial of reasonable accommodation is considered to be discriminatory and illegal. This concept is explicitly mentioned in UN CRPD Articles 2, 5, 14, 24 and 27.
- **Affirmative action** involves special positive measures aimed at achieving equal opportunities and treatment between persons with disabilities and others. Such measures are not regarded as discrimination against non-disabled persons and it is specifically mentioned in ILO Conventions and in UN CRPD Article 27. While reasonable accommodation is an individualized measure which lasts as long as individuals with disabilities face barriers arising linked to their impairments, affirmative action is a group of measures decided on by the government to support a group of people in society in overcoming disadvantages faced, and is usually time-delimited.
- **Accessibility** refers not only to access into and within buildings but also access to information and communications, public transport, other public facilities and services. This concept is presented as a general principle and specific provision under Article 9 of the UN CRPD. Linked to this is the concept of Universal Design – an approach that aims to ensure that everything can be used by everyone, without need for adaptation or specialized design.
- **Awareness** is covered under Article 8 of the UN CRPD. It requires States Parties to take immediate action to raise awareness throughout society regarding the rights of persons with disabilities, foster respect for their rights and dignity, combat stereotypes, prejudices and harmful practices and promote awareness of the capabilities of persons with disabilities.

Ms Murray invited participants to comment on the building blocks of inclusive vocational training, drawing on the situation in their countries. In discussion participants referred to difficulties that countries face in harmonizing laws, policies and provisions and in overcoming incongruence of messages related to disability. An example was shared whereby the provision in the Constitution law of a country points towards viewing disability as a charity concept while the provision in the subordinated law views disability as a social and rights issue. Ms Murray elaborated that, after

countries ratify the UN CRPD, governments are required to look at their laws, identify and amend those that require amendment to bring them into line with its provisions. In this regard, through the ILO/Irish Aid projects, the ILO has provided technical advice and supported the conducting of disability legislation audits in order to help countries identifying necessary changes to be made in their national legal frameworks to comply with the international standards. It may take considerable time to amend all the laws, yet this needs to be done and reflected in reports submitted to the Committee on the Rights of Persons with Disabilities, whose function is to monitor the implementation of the UN CRPD.

#### **4.2 Findings and recommendations of International Expert Group Meetings 2006–2010 - Ms Emanuela Pozzan, ILO/Irish Aid Disability Coordinator**

In recent years, the ILO has supported a number of international initiatives aimed at identifying challenges and good practices related to the inclusion of persons with disabilities in vocational training worldwide. Most of the analysis related to this topic is collected in three ILO publications<sup>5</sup> that discuss practical measures to succeed in including persons with disabilities in the general vocational training system, realities related to the marketability of disabled persons' skills in changing modern labour markets, and the need for more research on the topic.

Referring to work previously promoted by the ILO, Ms Pozzan highlighted two main challenges which relate to how to accelerate the shift from segregated to inclusive vocational education and training; and how to provide inclusive vocational education and training in the modern labour markets ensuring transfer of marketable skills. Indeed, addressing both challenges is essential to valorize the human capital of persons with disabilities with high social and economic returns for societies. The first challenge can be overcome by promoting inclusive vocational education and training, where disabled and non-disabled people are integrated in one overall system. This requires a set of coordinated measures that include the involvement of persons with disabilities at all levels, removal of all types of barriers, provision of reasonable accommodation, building capacities of the training staff, involving employers in the identification and transfer of skills, etc. As for the second challenge, there is a need to rethink vocational education and training in modern labour markets and economies. As there has been a shift from industrial to service oriented economies, required skills and competencies are different. More and more there is need of interchangeable, flexible, adaptable and multiple skills. People need 'competencies' or, in other words, implementation of skills at work as well as skills acquired by experience and practice. There is also the need to recognize skills acquired on the job (i.e. Certification) and the need to learn how to learn and adjust skills to changing environment throughout the entire life cycle. Vocational education and training therefore has to keep pace with the changing labour market and production systems.

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<sup>5</sup> ILO: *Proceedings of the Expert Group Meeting on Inclusion of People with Disabilities in Vocational Training*, Bangkok, 14-16 February 2006 (Bangkok, 2006).

ILO: *Proceedings of the Tripartite European Regional Meeting on the Inclusion of Persons with Disabilities in Vocational Training and Employment*, Geneva, 9 March 2007 (Geneva, 2007).

ILO: *Report of an action-research seminar on implementing the rights of people with disabilities to vocational training*, Quebec City, 25-26 August 2008 (Geneva, 2008).

Ms Pozzan emphasized the fact that there is limited space for people with disabilities in more selective and fast changing economies and competitive labour markets if their employability remains stereotyped and disconnected from the labour market. On the contrary, there will be opportunities for people with disabilities if their capacities and potentials are recognized and if social and occupational integration is linked with lifelong training with supports of modern assistive technologies.

Ms Pozzan summarized some of the recommendations that were put forward in previous international meetings regarding inclusive vocational education and training. These include the need to commit to the ratification and coherent implementation of the international standards on disability including the UN CRPD and the ILO Convention No. 159 and to promote barrier-free environments and accessibility including investments on new technologies. Specifically related to the employability and employment of persons with disabilities, governments need to redefine links with companies and businesses in order to better project the skills needed in the labour market and align the teaching curricula of the vocational training centres to meet those requirements. In general, there is a need to consult more with the disabled people's organizations as well as the employers' and workers' organizations. Existing vocational training centres are encouraged to create better linkages between rehabilitation, support services and training centres to be complementary and fit individual's needs while also reaching out to the rural communities. Of specific relevance is the need for training centres to introduce long life learning knowledge acquisition providing the individual the means to develop capacity to learn how to adapt, learn how to learn and develop a career.

The speaker concluded by reflecting on the need to conduct more research, develop and disseminate more practices and models related to inclusive vocational education and training, combat stereotyping and wrong assumptions on persons with disabilities, and finally promote rights knowledge among people with disabilities and society in general.

#### **4.3 The role of tripartism in respect to laws and policies on the training and employment of persons with disabilities - Ms Christine Nathan, ILO Senior Workers' Specialist**

Ms Nathan welcomed participants on behalf of the ILO Bureau for Workers' Activities (ACTRAV). Before starting the session to address the role of tripartism in respect to laws and policies on training and employment of persons with disabilities, she reiterated the importance of looking at disability issues from a human rights perspective. She took the opportunity to also remind participants that the ILO is a labour standards setting organization and that all ILO work is framed in the 'Decent Work Agenda' which includes standards and rights, employment, social protection, and social dialogue.

Ms Nathan pointed out two issues of relevance. The first relates to the lack of data on the prevalence of people with disabilities. It is estimated that 400 million persons with disabilities live in Asia; however statistics are not accurate in the region and this impacts the capacities of governments to plan effective interventions. The second relates to the high number of employees that acquire a disability as a result of accidents in the workplace arising from unsafe working conditions. To address these issues, the ILO and the workers' organizations do not only cover the disability issue

through ratification of ILO Conventions on Vocational Rehabilitation and Employment (Disabled People), 1983 (No.159) and Human Resources Development, 1975 (No. 142), but also through Convention on Occupational Safety and Health, 1981 (No.155). Workers' organizations recognize that once workers become disabled, they should be retained or facilitated to return to work through training and provision of reasonable accommodation. They also are aware that a large amount of people with disabilities work in the informal sector and are usually not organized and unionized. For this reason also the Convention on Freedom of Association and Protection of the Right to Organize, 1948 (No. 87) and the Convention on Right to Organize and Collective Bargaining, 1949 (No. 98) come into play in the context of the rights of workers and jobseekers with disabilities. Many countries ratified these conventions already but the implementation is often poor.

She continued her presentation sharing a good case study from India, which illustrates the role of tripartite partners in promoting decent work for persons with disabilities. The involved workers' union first mapped the existing unemployed workforce workers, including disabled workers, in a city outside Mumbai. The union then engaged with the employers' federation in identifying the skills foreseen to be in demand in the automobile and metal sector in the five years to come. The trade union assessed if the governmental vocational training centre could cater for the training demand and negotiated with the centre to provide the skills through the revision of the training and curriculum ensuring that people with disabilities were also included.

Through this example Ms Nathan highlighted the effectiveness of the tripartite negotiation mechanism activated by the trade union, involving the employers' federation, the training centres and the government. The governmental training centre delivered skills training to future workers, placed them including those with disabilities in employment and, they joined the trade union. This made disability a long term issue for the trade union. In the meantime, employers were able to hire trained persons with skills relevant to the needs of the sector. Through this example, Ms Nathan also pointed out the importance of raising the interest of the unions by turning the issue into a trade union's issue. She then shared an example from Thailand where the ILO disability project approached the trade unions and made them realizing that workers and jobseekers with disabilities need their support. Involving the trade unions through meetings in their headquarters and providing some training made them more aware of disability issues. It engaged them to assess the dimension of disability within the members of the union and the level of discrimination they face in the workplace.

Ms Nathan concluded her session encouraging the representatives of the trade unions participating in the meeting to engage with the employers' organizations and work together in ensuring that negotiations also with the government are voice the real needs of the labour markets and the workers, including those with disabilities. She also emphasized the need to bring people with disabilities into the mainstream vocational education and training system and into the negotiations. They are in the workplaces for their own rights as workers, their rights to be respected and be mainstreamed.

#### **4.4 Inclusive vocational education and training: Tools for skills' needs assessments and ensuring relevance to the labour market demand - Ms Carmela Torres, ILO Senior Employability and Skills Specialist**

Ms Torres' presentation introduced two main training tools developed by the ILO and used to assess skills needs relevant to the labour market demand in rural and unprivileged settings. Both tools are suitable for persons with disabilities, they promote a community-based and peer training approach which has been tested by the ILO with success in a number of countries including Bangladesh, Cambodia, Pakistan, Philippines, Sri Lanka and Viet Nam.

**Training for Rural Economic Empowerment (TREE)**<sup>6</sup> is conceptualized under the principles of community-based training. It promotes income generation and local development emphasizing the role of skills and knowledge for increasing economic empowerment for people who are poor, socially disadvantaged, unemployed, faced conflict and disasters. TREE works closely with local governments, communities and social partners to identify economic opportunities before determining training and post-training needs.

**Alleviating Poverty through Peer Training (APPT)**<sup>7</sup> proposes a simple "Success Case Replication" approach which is a method of village-based informal apprenticeships that involves villagers imparting their skills to a person or a group of persons with disabilities through informal methods. It identifies successful village based entrepreneurs who train people with disabilities on technical and business skills. This approach is simple and operates at grass-root level. Combined with more training and additional access to small grants and loans, APPT increases the likelihood of success and income generation.

Ms Torres highlighted that both methodologies cut barriers of accessibility and lack of services for people with disabilities in remote villages. They involve communities and allow trainers to come to where the trainees are, they take into account local market locations and provide tailored made training to suits individual needs. TREE and APPT apply similar methodologies on 'labour market opportunities and skills needs assessments' taking into consideration competition factors and market expansion. Key to both methodologies is the post training support. In answering to some of the questions raised by participants, Ms Torres explained that by transferring marketable skills, both methodologies can either lead trainees to self-employment or wage employment and the ILO promotes both. She also mentioned that both methodologies can be integrated in development programmes with larger scopes, and that linkages with micro-finance providers are also encouraged by both training packages.

#### **4.5 Innovative approaches used in vocational training programmes - Ms Barbara Murray, ILO Senior Disability Specialist**

A choice of training options is now available to persons with disabilities in many countries. Options include training in centres catering to persons with disabilities only; training in mainstream training centres, with supports as required; on-job training, sometimes through Supported Employment; apprenticeships; community-based

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<sup>6</sup> *Training for Rural Economic Empowerment (TREE)*,  
[http://www.ilo.org/skills/what/projects/lang--en/WCMS\\_103528/index.htm](http://www.ilo.org/skills/what/projects/lang--en/WCMS_103528/index.htm) (accessed 10 Oct. 2011).

<sup>7</sup> *Alleviating Poverty Through Peer Training in Cambodia (APPT)*  
<http://www.ilo.org/public/english/region/asro/bangkok/ability/download/cambodia-1.pdf> (accessed 10 Oct. 2011).

training; and distance learning or learning from home, facilitated by developments in information and communications technologies. Ms Murray gave a summary overview of these options, providing examples as illustrations.

**Separate training in dedicated centres** is the form of training, which has been traditionally provided to people with disabilities. Current examples include the Brite Institute<sup>8</sup> in Australia which provides training and skills assessment on-the-job and in the classroom for disabled people; and the BUILT Network<sup>9</sup> in Canada which is an eight-month programme that assists people with intellectual and psycho-social disabilities in developing professional and interpersonal skills free of charge.

**Mainstream training centres with support** provide people with disabilities with the opportunity to participate in training programmes open to the general population, with reasonable accommodation as required. For example, in Seneca College<sup>10</sup>, Canada, people with disabilities are included in all mainstream skills training courses and are provided with accommodation.

**On-the-job training** is the approach which involves placing people in a possible job first and training them on the job with a job coach. In the form of Supported Employment, this approach has proven to be very effective for people with intellectual disabilities as it is tailored to their individual circumstances and needs. It is a ‘place and train’ approach which accommodates the fact that people with intellectual disabilities might have difficulties in transferring their skills from the training centre to the workplace. In addition, it is a good way to enable employers to see what people with disabilities can do without commitment to then hire, and in this way, change mistaken assumptions and negative attitudes about their work capacity. In this approach, negotiation usually takes place with employers to allow on the job training on jobs which have been identified as suitable for individual job-seekers, bearing in mind their skills, abilities and interests. The service is most frequently provided by non-governmental organizations, with government funding. The example of CRS Australia<sup>11</sup> shows that 85 per cent of people who were trained on the job were employed after the on-job training.

**Apprenticeships** have also proven to be an effective way to assist disabled jobseekers in overcoming skilled employment barriers. The ‘Apprenticeships Access Program’<sup>12</sup> in Australia, for example, assists job seekers with disabilities to obtain an apprenticeship position and apprenticeship grants provided by the government. Individuals first attend nationally recognized pre-vocational training, then individualized intensive apprenticeship with provision of tutorial mentor services and wage support.

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<sup>8</sup> *BRITE Services*,

<http://www.briteind.com.au/> (accessed 20 Oct. 2011).

<sup>9</sup> *BUILT Network Building Up Individuals Through Learning and Teamwork*,

<http://builtnetwork.ca/> (accessed 20 Oct. 2011).

<sup>10</sup> *SENECA Programme*,

<http://www.senecac.on.ca/> (accessed 20 Oct. 2011).

<sup>11</sup> *CRS Australia*,

[http://www.crsaustalia.gov.au/otj\\_training.htm](http://www.crsaustalia.gov.au/otj_training.htm) (accessed 20 Oct. 2011).

<sup>12</sup> *Australian Apprenticeships Access Programme*,

<https://accesstraining.deewr.gov.au/> (accessed 20 Oct. 2011).

Other approaches are **distance learning and learning from home**, which open opportunities for persons with mobility impairments who face difficulties in traveling to and from training centres. Australia has several examples of these approaches which are an integral part of the Australian Flexible Learning Framework.

Ms Murray pointed out that some countries are moving towards promoting a dual or twin-track approach to training for persons with disabilities. In other words, training opportunities are provided in both separate and mainstream training centres, taking into consideration that some people with disabilities require additional support in order to overcome disadvantages they have faced, before attending mainstream training. A twin-track approach is being piloted in different countries in the Asian region. Since most skills training programmes for persons with disabilities in the region are still segregated, though, it is important to focus on promoting the inclusion of persons with disabilities in the general training system as advocated by the UN CRPD.

During the discussion that followed, participants agreed that countries should promote every effort to provide training opportunities for people with disabilities, be it inclusive or dedicated vocational training. A representative from Thailand proposed that the concept of inclusive education and vocational training could be promoted through the three pillars of the new regional decade on disability (2013-2022) which focuses on promoting leadership of people with disabilities, community-based inclusive development; and business inclusive development.

#### **4.6 Global challenges in moving from a segregated to an inclusive approach to vocational education and training with discussion - Ms Barbara Murray, ILO Senior Disability Specialist**

Ms Murray said that a new era of opportunities for persons with disabilities is heralded by the entry into force of the UN CRPD in May 2008. The shift in policy focus brought by the Convention could be described as a movement from an emphasis on rehabilitating disabled persons to prioritizing the ‘rehabilitation’ of society. This shift implies a new approach to disability matters, involving a focus on the rights of persons with disabilities, rather than medical treatment on its own, or charity; and the understanding that differences are ‘normal, rather than expecting individuals with disabilities to adjust to the norm in society. It also implies that exclusion is no longer acceptable and that societies need to move towards inclusion in close consultation with and participation of people with disabilities. As it concerns the world of work, the UN CRPD involves a shift from segregated employment to participation of persons with disabilities in the open labour market with coverage by employment laws.

Articles 24 of the UN CRPD on education and 27 on work and employment require States Parties to ensure access to general tertiary education, vocational training, adult education and lifelong learning without discrimination, on equal basis with others as well as access to mainstream vocational guidance, training and employment services.

The new approach implies that all stakeholders, including service providers, in dedicated and mainstream services, the government ministries, employers’ organizations, trade unions and disability advocates will need to review and change the roles they play in promoting inclusive approaches. Sheltered workshops and vocational training centres catering only to persons with disabilities in particular will need to adjust, to reflect the vision of the UN CRPD.

Ms Murray then elaborated on some of the changes involved in transforming segregated and mainstream services, as well as transforming expectations of individuals with disabilities. Transforming segregated services implies changing the overall system, shifting it from a 'system-centred' approach to a 'person-centred' approach, enabling people with disabilities to make informed decisions in relation to career and vocational assessment. It implies also changing long-stand habits and attitudes of the centre management and staffs, carving out new roles and developing new staff capacities. Transforming mainstream services requires support for inclusion of persons with disabilities from the highest managerial and leadership level; provision for staff development; encouragement of appropriate advisory services; and establishment of links between specialists and mainstream agencies and allocation of resources. It also requires measures to create an enabling environment in which facilities, equipment, assistive devices, and support services are readily available. In this context, it is also important for persons with disabilities to review and transform their expectations, since their long exclusion might have resulted in low self-esteem, low literacy level, family over-protection, lack of aspirations and acceptance. The vision of the UN CRPD is that people with disabilities should be empowered and entitled to make their own choices.

In her concluding remarks, Ms Murray said that in order to transform the vision of the UN CRPD into reality, every aspect of society needs to be reconsidered.

## **5. Making inclusive vocational education and training work in practice**

During this session, resource persons from India, China, Thailand, and Cambodia presented an example of a good practice related to inclusive vocational education and training from their country. All presenters followed the same format provided by the ILO, in order to reflect the challenge, the mechanisms put in place to overcome the challenge, the elements of innovation of the action, a story from a beneficiary, the accomplishments, the lessons learnt, looking forward and replications.

### **5.1 Case study from India - Ms Meenu Bhambhani, MphasiS, India**

Ms Bhambhani joined the meeting from Bangalore via videoconference. She shared the example of the IT Company MphasiS where she works as the head of the Corporate Social Responsibilities (CSR) department. She first provided an overview of the situation in India where an estimated 70 million persons live with disabilities. Less than 2 per cent access education of any kind and less than 1 per cent are in jobs. Approximately 7 million persons with disabilities are therefore employable. However, despite the huge need of technically qualified and skilled workforce in the Indian Corporate IT industry, it is a challenge to find skilled employees with disabilities.

In 2007, MphasiS decided to focus on hiring people with disabilities as part of their CSR programme. The management pushed to have a high number of people with disabilities hired in a short time but overlooked to take action on necessary changes such as company policies, employees' mindsets, myths and stereotypes, infrastructures and services. In July, the Company posted job advertisements to employ only people with disabilities both for technical (software engineers) and non-technical jobs (back office jobs). The ratio of people who were selected was extremely low (10:1 for engineers, 57:7 for back office jobs).

The Company then changed to target trainable candidates with disabilities who could be hired. It partnered with Diversity and Equal Opportunity Centre (DEOC), a non-profit organization, to roll out a pilot project called 'Project Communicate'. The aim of the project was to train trainable persons with disabilities in skills required for jobs at the MphasiS. The MphasiS training team developed a three month curriculum and started training 22 candidates with disabilities on soft-skills, computer typing, English – reading and comprehension, analytical skills. After one-and-a-half months, the team conducted an assessment and provided more intensive training on the weaker aspects found in some trainees. At the end of three months, all candidates were interviewed and 17 were selected to work for MphasiS while the remaining five were hired by other companies.

The pilot project was successful. The Company therefore decided to train 80 more candidates and increased the training duration to four-and-a-half months to match with the learning curve of the trainees. At the end of the programme, all 80 trainees were placed, 70 found a job in MphasiS and the others in other business outsourcing. With this success, Project Communicate was replicated in other States in India and other companies adopted the same model.

A key innovative aspect of this approach consisted in investing time in conducting 'skills mapping' (use technology to bridge gaps in disability and limitation) rather than 'disability mapping' (match disabilities and the requirements of jobs). The project benefited all partners as working with non-profit partners also saved company's time and reduced its responsibilities. It also capacitated partners to work with the corporate sector and it increased the positive image of the company which was awarded by the government.

The initiative was an opportunity for MphasiS to work with external partners and conduct skills mapping. The involvement of MphasiS training and recruitment team at every phase of the project was effective and conducting mid-way assessment helped intensify training in weaker areas. However, some challenges remained. It is not easy to find candidates in cities, as the majority leaves in rural areas. To response to these challenges, the project partnered the Association of People with Disabilities, which provided hostel facility to outstation candidates and increased duration of training to make sure that candidates had sufficient time to learn.

Ms Bhambhani suggested participants who wish to replicate the programme to work with the corporate to first identify the relevant skills required (labour market analysis) and then train people with disabilities on those skills. The corporate should be involved in designing curriculum, delivering and assessing the programme. It is important to work through NGOs, networks of DPOs, and media in identifying trainable candidates and also work with NGO partners to deliver training. She emphasized the importance of continuously assessing candidates' performance and providing support to demystify disability in the corporate environment.

In responding to some of the questions raised by participants, Ms Bhambhani explained that at the very beginning MphasiS invited candidates for the interview to see whether they possess the 'basic must-have qualifications' (i.e. fluency in English and typing skill) and are interested in being trained for three months. People who were rejected were referred to the Association of People with Disabilities which provides alternative vocational training. MphasiS also identified jobs, which do not require English skills to suit some disable persons who cannot speak English. She then

explained that the training programme was provided for free and only targeted people with disabilities. Once employed, workers with disabilities receive the same wages as all other employees. She concluded mentioning that MphasiS started employing a first batch of 40 people with disabilities in 2007, in 2011 MphasiS employs 400 youth, women and men with disabilities. The Project Communicate allowed MphasiS to get access to skilled and trained diverse workforce. Its employees' retention increased as 80 per cent of persons with disabilities employed by MphasiS stayed on the same job and the brand received lots of visibility and recognition.

## **5.2 Case study from China - Mr Kong Lei, China Disabled People's Federation**

Mr Lei, a representative of the China Disabled Persons' Federation (CDPF), highlighted two challenges that China is confronted with: the first one is that one-fourth of China's persons with disabilities in rural communities live in poverty and does not gain benefits from existing skills training programmes. The second challenge is that the national quota scheme has less impact in the rural provinces, where the economy is prevalently based on agriculture.

To meet these challenges, in 1995, CDPF conducted a baseline survey on the training needs of persons with disabilities in agro production and techniques. As a result from the survey, two national policy guidelines were formulated: Policy Guidelines on Supporting the Vocational Trainings for the People with Disabilities and Policy Guidelines on Organizing the Rural Disabled Persons to Take Part in the Green Certificate Training Programme. Heilongjiang province was chosen to be a pioneering province in implementing the policies and the government of Heilongjiang province provided ad hoc financial and administrative support. The Green Certificate Training Project hence was initiated to improve farming practices and farmers' agriculture skills. It provided extensive training, flexible examination and at the end, trainees were awarded green certificates issued by the government. A Project Coordination Committee was set up (comprised of officials from local Ministry of Education, Ministry of Human Resource and Social Security, Ministry of Agriculture and CDPF) and each partner collaborated in implementing the project. The CDPF was responsible for developing mainstream training plans specialized on Green Certificate training, training agencies (under the Ministry of Agriculture) recruited people with disabilities for participation in the project while ordinary vocational employment institutions (run by Ministry of Education and Ministry of Human Resource and Social Security) opened their doors to people with disabilities.

Mr Lei shared a story of a beneficiary of the project who has physical impairments. He was successful in scorpions tending businesses, and then volunteered to train other eight people with disabilities in the same skills and type of business.

The accomplishment of the project was measured by the increased number of people with disabilities who were trained (from 2,357 persons in 1996 to 20,405 in 2000). Moreover, 87 per cent of the 80,600 persons with disabilities rise out of poverty while some 9 per cent became relatively rich. 63,000 training sites, 19,000 stations for apprentice-type training, 15 million textbooks and the production of more than one million sets of audio-visual teaching materials were created with the financial support from the government.

The lesson learnt from project signified that laws and policies from the government have an impact on the ground if accompanied by financial resources. It is proved that

low formal education is not an obstacle to practical training and not all experts make good teachers. Moreover, increased assistance to trainees (such as transportation and accommodation fee) increased participation.

CDPF used this programme as an example of good practice to encourage other provinces and projects to adopt a similar model. Elements of replication include the enforcement of government policies and legislation to improve the economic conditions of people with disabilities in rural areas by increasing access to mainstream training courses; and diversification of training programmes responsive to the unique opportunities of a geographic area, i.e. natural resources and market opportunities.

### **5.3 Case studies from Thailand**

#### ***5.3.1 Ms Maliwan Wanna-apa, Department of Skills Development, Ministry of Labour***

Ms Wanna-apa from the Department of Skills Development, Ministry of Labour, provided an overview on how laws and policies related to training for people with disabilities are implemented in Thailand. Overall, the Department of Skills Development provides a twin-track approach on issues related to training for people with disabilities. Inclusive vocational training is available in seven fields namely; carpentry, industrial technical, mechanic technical, electronic and computer, industrial art, industrial agriculture, and service business. In 2010, there were 529 people with disabilities trained and 306 were employed afterwards. The department also partners with other organizations to provide special courses for people with disabilities. For example, it cooperated with three organizations (Thai Autism Vocational Center, Thai Association of the Blind, Promotion and Development Foundation for Persons with Disabilities) to train parents of persons with autism, blind persons and people with physical disabilities on entrepreneurship. Finally, the department organizes a national skills competition for people with disabilities and participates in international competitions. In 2011, the Department of Skills Development has set out a plan to increase and diversify the training curricula offered.

In answering to the questions raised by participants, Ms Wanna-apa specified that training costs are borne by the Ministry of Labour and that the department is currently putting in place mechanisms to better monitor and follow up on the employability of the trainees after the training.

#### ***5.3.2 Mr Samart Ratanasakorn, Bureau of Special Education Administration, Ministry of Education***

Mr Ratanasakorn provided a short background on the current situation of people with disabilities in Thailand. Figures from the National Statistics Office 2007 Survey show that in Thailand there are 1.9 million people with disabilities of which 65 per cent are over the age of 15 and are unemployed. Among those employed, over 50 per cent work in agriculture and fishing. Men with disabilities are more likely to have jobs than women with disabilities, 43 per cent and 28 per cent respectively.

According to the speaker, a key challenge in Thailand remains opening training and employment opportunities for persons with disabilities. To meet this challenge, national institutions have been working towards improving the national legal framework and piloting new initiatives such as the 'Transition Planning Initiative Project' launched by the Office of Basic Education Commission (OBEC) for students with disabilities. The aims of the project are to allow students to put their academic

knowledge into practice, enable them to move successfully from school to higher education, and later to their career and support them to be independent and be able to participate in their community. The project works with many partners including schools for the blind, parents groups, disabled people's organizations and relevant national institutions such as the department of skills development of the Ministry of Labour.

Mr Ratanasakorn shared a success story from the project. Nakornpathom School for the Deaf partnered with the Office of Vocational Education Commission and Golden Jubilee Royal Goldsmith College to provide opportunities for students to explore different career paths (i.e., jewellery, electronic, and agriculture), gain work experience and feedback while in school, be trained in skills needed; be provided with adaptive tools; and receive a recognized certificate. Each partner helped one another. The private companies involved in the project helped the project to design a transition plan and identify skills needed. Students expressed their interests in terms of skills and future career. The Golden Jubilee Royal Goldsmith College then stepped in to train 29 students with and without disabilities on jewellery skills. As the result of the training, 12 trained students were employed in the jewellery industry (Pranda Jewellery Public Company Limited) and 15 deaf students were employed as electricians in the Thai biggest coconut milk industry (Chaokoh coconut milk) and in other companies. Mr Ratanasakorn elaborated that the transition plan is a process, which asks students to listen to their aspirations and plan on what they want to become in the future. Once the school knows students' interests, the school seeks for suitable jobs and provides students with the opportunity to experience the work. This is called 'the three Fs: FUN, FIND and FOCUS' concept. The students are asked to have FUN with different kind of jobs in order to explore their interest. Then they have to FIND what they like and FOCUS on it.

The speaker explained that key elements to the success of the initiative were collaboration and cross-fertilization of expertise among all different actors, i.e. school, family, workplaces, community, inter-agency, universities and government. He also mentioned that the most difficult challenge was the initial negative attitude of teachers, government officers, employers as well as people with disabilities themselves. With time, the transition plan prepared students to an adult life after school and equipped them marketable skills that allowed many of them to find jobs.

#### **5.4 Combining different methodologies for skills development: Promoting livelihoods in Battambang, Cambodia - Ms Nancy Rollinson, Handicap International**

Ms Rollinson, technical coordinator of Handicap International (HI) Cambodia-Thailand Programme presented the initiative 'Towards Sustainable Income Generating Activities' (TIGA) implemented during the period 2008-2010 in Cambodia. The project targeted 560 persons with disabilities and their family members. It aimed at reducing social exclusion and poverty of persons with disabilities in Battambang province by increasing livelihood opportunities through access to health and rehabilitation services; and through access to vocational and business skills development opportunities.

Since its start, the project faced a number of challenges mainly linked to the very low level of education and skills of the target group and working experience and

opportunities. To address these challenges, the project looked at creating rural entrepreneurship opportunities. It acknowledged that being a successful entrepreneur requires diverse skills including technical skills, professional skills, as well as soft skills such as self-esteem, communication, negotiation; and business management skills. Also, it recognized that most people in rural areas generate income in the informal economy.

The TIGA project offered a variety of diversified technical training methodologies such as the ILO peer training of APPT, apprenticeship, community vocational training and vocational training centers to improve technical skills to accord each individual's need. The individual approach included talking directly to the target group, peer discussion, discussions with families, group and community activities. It built on existing networks and resources such as local officers to conduct trainings in order to maximize resources and support the sustainability of the project. The success was then replicated and beneficiaries are followed up after the training and provided with additional support. The project also provided refresher courses and a platform for people with disabilities involved in similar activities to share good practices and challenges they encountered.

To highlight the individual approach, Ms Rollinson shared the story of a woman with mobility impairment who had never worked before. The first job of animal raising was not successful and she then chose to learn tailoring from another disabled woman. The project supported the provision of reasonable accommodation (adaption of a sewing machine) and she is now the breadwinner of the household and active participant in social activities.

The speaker mentioned that after three years, 560 people with disabilities participated in the project of which 70 per cent are mine and war victims and 49 per cent are women. 75 per cent of participants increased their income, 87 per cent improved their quality of life and food insecurity decreased for all project beneficiaries. Key to the success of the initiative was the decision to partner with a local NGO and to balance the income-generating objective with the social participation objective of the initiative ensuring that all stakeholders were involved since the very beginning. The mobilization of people to join the activities has encouraged people with disabilities to organize themselves and become a Disabled People's Organization (DPO).

Ms Rollinson informed that the new phase of TIGA project started in March 2011 with additional components. In this phase, the DPO will take full ownership of implementing activities while HI will be still supporting. The project will work more on mainstreaming disability and livelihoods. Together with the DPO, it will conduct comprehensive barrier assessments and mobilize funding to support inclusion. It will also provide technical support and coaching for vocational training centers and microfinance institutions to become inclusive.

In responding to some questions from the audience, Ms Rollinson confirmed that the TIGA project is continuing with a new mainstreaming focus and with the intent to document and disseminate good practices and solutions found to challenges. She concluded summarizing some key important elements. First of all the need to take into consideration the diversification of the training offer that responds to the interests and needs of different individual situations and that meets the needs of the market is an essential prerequisite to success. Second, the need to build on already existent skills and on the experience of each individual, in other words using existing resources

available in the community. Third, the need to ensure diversity of trades in the same village to avoid saturating the market and avoid extra competition.

## **6. Working groups**

Three sessions were dedicated to group work. Two sessions required work in groups of participants of the same country and one session allowed representatives of the social partners to work with constituents of other countries.

### **6.1 What needs to be done to bring laws and policies in line with the UN CRPD and the ILO labour standards promise of inclusive vocational education and training?**

Through work group, all countries were able to provide an overview of the general and disability-specific laws and policies currently in force in their respective countries. Almost all countries' Constitutions ensure equality of persons with disabilities in line with human rights principles. A number of countries have identified disability-specific laws and Acts such as Bangladesh, Cambodia, China, Indonesia, Thailand, and Viet Nam. Lao PDR only has a national decree that relates to disability while Mongolia has a very well developed set of policies specifically related to vocational education and training. In general all countries mentioned that these laws and policies do not reflect the principle of inclusion of persons with disabilities. Identified motivations include: lack of technical expertise and capacities from the side of the national institutions, lack of awareness on the notion of inclusion and human rights and of national and international legal frameworks; inadequate allocation of financial resources, and persistent negative attitudes of society towards persons with disabilities.

More effective monitoring systems were identified as improvements needed at policy level. Thailand and Viet Nam emphasized the need to conduct more surveys and mapping skills of persons with disabilities, upgrade the curricula of vocational training centres, conduct national campaigns to inform people of national laws and promote the rights of persons with disabilities at all levels. In Viet Nam in particular, the working group identified the need to improve the terminology on disability in the Constitution of the country reflecting the human rights-based approach.

Working groups were also asked to provide some good examples of inclusive vocational education and training in their countries. Cambodia highlighted some community-based skills training with village trainers and some subsidies for the students with and without disabilities. Cambodia also shared the example of children with sensorial and intellectual disabilities being integrated in schools in the provinces of Kampong Cham and Battambang. China shared the green certificate training project implemented in several provinces in the context of poverty alleviation and livelihood recovery projects. Indonesia shared the tripartite initiative that collected the stories of 99 great people of Indonesia, including people with disabilities, who distinguished themselves for exceptional actions in the context of breaking barriers, empowerment and innovation. Mongolia shared the experience of some vocational education and training centres that are also providing business skills to their trainees. Thailand highlighted some innovative inclusive measures adopted by the national training system such as the provision of loans for persons with disabilities, the transition plan from school to work which promotes a collaborative effort among a number of actors

i.e. the individual persons, the teachers, family, the ministry of education, the training centre and the employer. Finally, Viet Nam shared the experience of 20 vocational training schools run by the national trade union Vietnam General Confederation of Labour and opened to all trainees including those with disabilities.

## **6.2 What are the common issues that employers, workers, governments and disabled people's organizations share as it relates to inclusive vocational education and training in the region?**

This session followed the model of the ILO's International Labour Conference and Governing Body meetings during which employer, worker and government groups meet separately each day to form joint positions on issues for discussion. In this session, participants shared experiences and challenges that their organizations and institutions encounter in different countries. The working group with representatives from government institutions, i.e. ministries of labour and education, expressed the importance of looking at inclusion of persons with disabilities from a broader perspective taking into consideration national social as well as economic development issues. Government institutions should play a dual role; from one side they have a duty to fulfil the mandate of the institution and from the other side they need to encourage other tripartite members to play their roles. All participants from the "government group" agreed that it is essential to ensure appropriate legal frameworks and put in place enforcement mechanisms including provisions for labour inspections. They also agreed that it is important to conduct mapping and social auditing in order to capture the dimension of disability in the world of education and work and to work under the framework of non-discrimination and human rights.

The working group composed by the representatives of the workers highlighted the importance of good legislation and awareness raising. The workers' organizations represented agreed that issues related to workers and jobseekers with disabilities are unions' issues that should be included in the mandates and agendas of the unions. Trade unions should be involved in consultations related to the formulation of laws and policies concerning the right to work and employment of persons with disabilities. Trade unions can raise awareness on disability issues in the workplace and negotiate with employers on compliance with national employment regulations related to persons with disabilities.

The working group representing the employers expressed the need to continue to motivate and encourage companies, enterprises, and multinational to employ disabled persons. They also stressed the need for incentives, tax benefits and other facilities for training of persons with disabilities.

The working group composed by representatives of disabled persons' organizations, civil society networks, and non-government organizations focused their discussion on the fundamental principle of accessibility as the first step to promoting inclusion of persons with disabilities in vocational education and training. They then discussed issues related to access to technology, the limited training and job opportunities opened to persons with disabilities and the need to include persons with disabilities in decision making processes.

### 6.3 Development of country action plans at policy and implementation level

This exercise allowed participants to work on country action plans on inclusive vocational education and training. Each country identified national priorities, desired outcomes and concrete action needed to achieve these outcomes.

The Bangladesh working group identified two outcomes. One recommends the amendment of the Disabled Welfare Act 2001 in line with the national Constitution and the UN CRPD. For the achievement of this outcome, the Bangladeshi team envisaged a set of actions targeting policy makers through dialogue and consultations with all involved parties (i.e. institutions, organizations of and for persons with disabilities, self- help groups), awareness raising on disability rights involving rights' watch groups, parliamentary caucus on disability, federation of trade union, employers' and women's associations; and continue collaboration with international agencies. The second recommended outcome consists of improved capacities of skills development institutions to provide competitive skills training to persons with disabilities. In order to achieve this result, the group thought important to share good practices with other countries and gain from the technical experience of international organizations, it also felt important to conduct skills mapping of persons with disabilities to determine vocational training opportunities for persons with disabilities.

The Cambodia working group set out three principle outcomes. The first one concerns the promotion of specific services for children with high support needs at national, provincial and community level. To contribute to the achievement of this outcome, the group proposed better accessibility and provision of reasonable accommodation in schools, better training for teachers and better teaching curriculum. The second outcome is related to the promotion of inclusive vocational education and training in general education and in order to achieve this, the group looked at negotiating policies regarding reasonable accommodation for all schools and conduct awareness raising with communities. The third outcome looks at eliminating laws that discriminate persons with disabilities such as those laws that do not allow persons with disabilities to become teachers. For this, the group proposed action on reviewing the law on recruitment of teachers.

The China working group identified the improvement of vocational education and training policies and access to vocational education and training for persons with disabilities as the two main outcomes of the action plan. Among the actions to be taken to achieve these two outcomes, the group identified: reviewing and fine-tuning of existing national policies towards inclusive vocational training and inclusive employment; advocacy on the implementation of national policies; and increased knowledge sharing on good practices among countries. It also suggested increased involvement of the tripartite constituents in negotiating on access to training and employment of persons with disabilities and increased piloting of approaches and methodologies that promote mainstreaming of persons with disabilities in vocational education and training. This should also be combined with assessments and mapping of needs and skills gaps in training industries.

The Indonesia working group proposed an action plan which included outcomes on reviewed policies and regulations related to persons with disabilities with focus on education and employment and suggested data collection and support to education institutions to provide inclusive education. The action plan also proposed initiatives

around skills mapping, involvement of the tripartite constituents, and encouragement of the private sector to comply with national laws and with social corporate responsibilities. It also highlighted an outcome on the promotion of self-employment for persons with disabilities through enabling a more entrepreneurial environment.

The working group for Lao PDR identified an outcome related to the establishment of a national committee on inclusive education and training with the role to advise the government on the ratification of the ILO Convention No.159, formulate regulations, decrees, laws and policies related to disability and to mainstream disability into other bodies of law, encourage the tripartite involvement in issues related to training, employment and disability and cooperate with the community and the local authorities for the implementation. It also identified a second outcome related to the supervision and monitoring of the committee.

The Mongolia working group focused on three outcomes, one related to the amendment of current laws and legislation to be in line with international standard, two related to the improvement of inter-sectoral coordination and expansion of existing national action plans in the field of employment and vocational education and training for persons with disabilities; and three improved cooperation with the ILO. In order to achieve these outcomes, the Mongolian group proposed the review of existing laws and regulations including the special law on social protection for persons with disabilities, and closer collaboration among the social partners and the disable people's organizations. It also proposed the review and coordination of financial provisions of national training programmes, the launching of programmes to involve the private sector by providing financial support and tax incentives, establishing skills development units in relevant departments and providing both mainstreamed and segregated vocational education and training opportunities with training on business development.

The working group for Thailand focused its outcomes on awareness raising on inclusive vocational education and training involving all relevant actors (i.e. government, employees, employers, disabled persons, DPOs and NGOs) using the media and the social communication and TV programmes, integrating the notion of disability in primary school education and awarding employers hiring persons with disabilities. The working group also identified the implementation of national laws and regulations as a second outcome to be achieved through a national meeting with all stakeholders to review the status of implementation of laws and regulations in practice.

The Viet Nam working group focused on the implementation of the already enforced law on vocational training which currently does not provide provisions for inclusion. The group suggested the drafting of some guidelines with an inclusive approach to support the work of the vocational training centres under this law. The group also identified the need to continue collaboration among the Vietnam General Confederation of Labour (VGCL) Vietnam Chamber of Commerce Industry (VCCI), Ministry of Labour, Invalids and Social Affairs (MOLISA) and DPOs to promote implementation of inclusive vocational training. The group suggested these actors to continue working together developing indicators for inclusive vocational training and a monitoring systems, building on international and regional experience.

## **7. Addressing the challenges in the Asian region – Bangkok statement**

Building on the discussions and recommendations of the working groups, participants adopted a Statement – to be called Bangkok Statement – *Promoting Inclusive Vocational Education and Training in the Asian Region: Opening Opportunities for Persons with Disabilities*. It proposes steps to be taken by governments, social partners, civil society agencies and international organizations to bring about effective inclusion of persons with disabilities in the mainstream vocational training system. This Statement is included as Annex 3 in this report and will hopefully serve as an advocacy tool to move this agenda forward.

## **8. Closing session**

The tripartite regional meeting concluded with the inspiring contributions from former Senator of Thailand Monthian Buntan and Mr Bill Salter, Director of the ILO Decent Work Technical Support Team for East and South-East Asia and the Pacific.

### **8.1 Mr Monthian Buntan, former Senator of Thailand**

In his concluding remarks, the former Senator recognized that the notion of ‘inclusion’ promoted by the UN CRPD is becoming more widely understood and that when we talk about inclusiveness, we really mean acceptance of diversity, accommodation of differences and flexibility. Achieving inclusion is measured by the level of participation. If we want to see inclusiveness in vocational education and training, the level of participation has to be uplifted and persons with disabilities together with their representative organizations should play very effective, proactive and consultative roles.

The former Senator expressed his views on the relevance of the “Bangkok Statement” elaborated by the participants. Its key elements should be implemented in strong connection of the UN CRPD. He mentioned that some countries in the region have not yet ratified the UN Convention however, work on this is in process and upon new ratifications it will be possible to see more reports and periodical progress review.

Mr Monthian mentioned how the work achieved in this meeting leads to more inclusive and accessible working environments. In order to be successful in achieving inclusive and accessible working environments, the disability movement needs the support of the ILO and its constructive engagement of the tripartite institutions and the world of business. For example, in the discussion for the next Asian and Pacific Decade of Disabled Persons (2013-2022), the terms ‘inclusive business’ and ‘inclusive workplaces’ are becoming more understood involving the private sector.

“We want to see productive societies where people with disabilities can contribute to the well-being, growth and sustainable development. We do not want to see people with disabilities remain in welfare services” was a key message of former Senator Munthian who concluded his speech saying that *‘I have given up on giving up’*.

## **8.2 Mr Bill Salter, Director - ILO Decent Work Technical Support Team for East and South-East Asia and the Pacific**

Mr Salter congratulated all participants for their hard work and reflected on the goals and results of the meeting which provided a platform to discuss and analyse current trends in global economies and in the changing labour markets. He then recalled the crucial role that skills development plays in enabling all people to take part in the labour force, and raised concerns on the low level of participation of youth, women and men with disabilities in the world of work. He questioned the fact that changing economies and competitive labour markets are more selective for persons with disabilities because they are not provided with the skills needed to compete in the current labour market. However, he recognised that there is evidence of an improvement in the environment, which has brought the issue into the national political, social and economic agendas.

Mr Salter then mentioned that the ILO has been promoting for many years the right of youth, women and men with disabilities to decent work and social justice. It has encouraged labour market institutions to include persons with disabilities in mainstream employment and training programmes. It has promoted dialogue with disabled people's organizations and their networks. The UN CRPD has further supported this work calling governments to ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others.

The "Bangkok Statement" elaborated during the meeting clearly identifies key national and regional priorities related to inclusive vocational education and training. It provides guidance for future work in this field. It is an instrument to encourage the tripartite partners to include disability in their agendas and to collaborate with disabled people's organizations in the spirit of ILO Convention, 1983 (No. 159).

Finally, Mr Salter thanked all participants and organizers for their time and dedication and encouraged all to share this experience with the institutions, departments and colleagues in the countries of origin and to use it to actively contribute to the development of inclusive societies and economies.

## Annex 1: Programme

<b>Day 1</b>	<b>29 March 2011</b>	
08.45 – 09.00	Registration	Ms Isssiree Reungpoj and Ms Pornbhajara Attawiparkpaisan
09.00 – 09.30	Opening ceremony with welcome note from ILO and Minister of Labour of Thailand – INCLUDE flash video	Ms Sachiko Yamamoto - ILO Regional Director; and Ms Jiraporn Gaysornsujarit, Director-General of Department of Skills Development, Ministry of Labour, Thailand.
09.30 – 10.00	Overview of global trends and standards related to inclusive vocational education and training [ILO C. 159, UN CRPD, Rec. 195]	Ms Barbara Murray, ILO Senior Disability Specialist, ILO Geneva
10.00 – 10.20	Coffee Break	
10.20 – 10.50	Laws and policies on Vocational Training for Persons with Disabilities in the Asian and Pacific Region.	Ms Barbara Murray, ILO Senior Disability Specialist, ILO Geneva
10.50 – 11:20	Overview of Findings and Recommendations put forward by international expert group meetings 2006 - 2010	Ms Emanuela Pozzan, ILO/IrishAid Disability Coordinator, ILO Bangkok
11.20 – 12.00	Discussion on the role of tripartism in respect to laws and policies on the training and employment of persons with disabilities - questions and answers	Moderated by Ms. Christine Nathan, ILO Senior Workers' Specialist, ILO Bangkok
12.00 – 13.00	Lunch	
13.00 – 13.40	Inclusive vocational education and training: tools for skills needs assessments and ensuring relevance to the labour market demand	Ms Carmela Torres, ILO Senior Employability and Skills Specialist, ILO Bangkok
13.40 – 14.00	Questions and Answers	Moderated by Ms Pia Korpinen, ILO/IrishAid Disability Technical Advisor Africa, ILO Addis Ababa
14.00 – 16.00 Including coffee break	Working groups: What needs to be done to bring laws and policies in line with the UN CRPD and ILO labour standards promise of inclusive vocational education and training? – by country	Participants

16.00 – 17.00	Feedback from the working groups and discussion	Moderated by Mr George Mubita, National Project Coordinator, ILO/IrishAid Lusaka
<b>Day 2</b>	<b>30 March 2011</b>	
09.00 – 10.00	Group meeting (gov., workers, employers, DPOs)	Participants
10.00 – 10.30	Making inclusive vocational training work in practice – example from India – short discussion	Ms Meenu Bhambhani, Mphasis, India
10.30 – 10.45	Coffee Break	
10.45 – 11.30	Making inclusive vocational training work in practice – examples from Thailand and China	Delegates from China, and Thailand
11.30 – 12.00	Discussion	Moderated by Mr Fantahun Melles ILO/IrishAid National Programme Coordinator, ILO Addis Ababa, Ethiopia
12.00 – 13.00	Lunch	
13.00 – 13.30	Combining different methodologies for skills development: promoting livelihoods in Battambang, Cambodia	Ms Nancy Rollinson, Handicap International, Cambodia
13.30 – 14.30	Country initiatives on vocational training for persons with disabilities – contributions from other countries	Participants
14.30 – 15.30	Working groups: development of country action plans at policy and implementation levels	
15.30 – 16.00	Coffee break	
16.00 – 16.30	Feedback from the working groups	
16.30 – 17.00	Brainstorming on key elements of a regional roadmap on the way forward	Collective exercise
<b>Day 3</b>	<b>31 March 2011</b>	
09.00 – 9.20	Review of Day 2	Participants
09.20 – 10.00	Global challenges in moving from a segregated to an inclusive approach to	Ms Barbara Murray, ILO Senior

	vocational education and training with discussion	Disability Specialist, ILO Geneva
10.00 – 10.30	Coffee Break	
10.30 – 11.00	Addressing the challenges in the Asian Region – Roadmap	Collective exercise
11.00 – 11.30	Adoption of the Bangkok Statement	Former Senator Monthian Buntan
11.30 – 11.45	Closing session	Mr Bill Salter, Director, ILO Decent Work Team, Bangkok

## Annex 2: Bangkok Statement

### Promoting Inclusive Vocational Education and Training in the Asian Region: *Opening Opportunities for Persons with Disabilities*

*Tripartite - Plus Regional Meeting, 29-31 March 2011, Bangkok, Thailand*

#### **Preamble**

1. More than 650 million<sup>13</sup> persons with disabilities live in the Asia and Pacific region. Opening equal opportunities to training and employment for youth, women and men with disabilities is an urgent priority for all countries as they seek to develop. This is also necessary if the Asia-Pacific region is to attain the goal of realizing inclusive societies as envisaged by the UN Convention on the Rights of Persons with Disabilities and the Biwako Millennium Framework.
2. We, participants at the Regional Tripartite-Plus Meeting on “Promoting inclusive vocational education and training in the Asian region: Opening opportunities for persons with disabilities”, representing governments, employers’ organizations, trade unions, and organizations of and for persons with disabilities of Bangladesh, Cambodia, China, Indonesia, Mongolia, Lao PDR, Thailand and Viet Nam, have gathered in Bangkok, Thailand, on 29, 30 and 31 March 2011, to review the status of laws and policies, programmes and services relating to inclusion of persons with disabilities in general vocational education and training; to share knowledge and good practices by social partners of inclusive vocational training in the region and globally; to identify steps required to improve access by people with disabilities to general skills development programmes; and to encourage countries to take tripartite action at national and local level on promoting policies on inclusive vocational education and training.
3. Considering that changing economies and competitive labour markets present greater challenges for persons with disabilities.
4. Acknowledging that skills development is central in enabling all people to take part in the labour force.
5. Realizing the cultural and socio-economic diversity of the region as well as the rural and urban dimensions which require multiple and differentiated approaches.
6. Recognizing Art. 24 (5) of the UN Convention on the Rights of Persons with Disabilities (UN CRPD)<sup>14</sup> which calls governments to ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others, and the international labour standards, including the ILO Vocational Rehabilitation and Employment (Disabled Persons), Convention, 1983 (No. 159)<sup>15</sup>, which promotes the right of persons with disabilities to access the same

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<sup>13</sup> According to the World Health Organization (WHO), approximately 15 per cent of the world's population has a disability.

<sup>14</sup> Ratified in the region by 14 countries: Australia, Bangladesh, China, India, Lao PDR, Malaysia, Maldives, Mongolia, Nepal, New Zealand, Philippines, Republic of Korea, Thailand, and Vanuatu.

<sup>15</sup> Ratified in the region by 10 countries: Afghanistan, Australia, China, Fiji, Japan, Republic of Korea, Mongolia, Pakistan, Philippines, and Thailand.

vocational services available to all citizens, including training and employability programmes.

7. Taking into account and recognizing the need for a twin-track approach, whereby dedicated specialised vocational education and training centres may exist as additional or alternative resources to support inclusive vocational education and training programmes for choice of persons with disabilities as a part of or as diversified programme component.

Declare that we undertake to promote action towards enabling people with disabilities to access vocational education and training on equal basis with others with the full involvement of all relevant actors including civil society.

Call upon international organizations including the International Labour Organization to promote full inclusion of persons with disabilities in society including equal access to training and employment opportunities, in line with the provisions of international labour standards and the UN Convention on the Rights of Persons with Disabilities.

### ***Part I: Recommendations***

Participants of the meeting recommended that:

- I. Governments, employers' organizations and trade unions in cooperation with organizations of and for persons with disabilities take action towards promoting ratification and implementation of the UN Convention on the Rights of Persons with Disabilities and ILO Convention on Vocational Rehabilitation and Employment (Disabled Persons), 1983 (No. 159).
- II. Governments, employers' organizations and trade unions in cooperation with organizations of and for persons with disabilities take collective responsibility for providing diversified training opportunities for persons with disabilities, including transitional orientation and planning. Furthermore, they take action towards introducing models that use targeted programmes for people with high support requirements, and that can serve as resource centres to advise mainstream programme planners on how to include disabled persons into their training programmes.
- III. Governments take action to: improve the national legislation related to inclusive vocational education and training; develop guidelines on the legal framework for inclusive vocational education and training; and promote coordination among social partners.
- IV. Employers' organizations encourage their members to collaborate with training agencies in identifying skills requirements of the local labour market and in providing apprenticeships and on-the-job training opportunities, where available, for persons with disabilities. Funding opportunities for apprenticeship and on-the-job training should be made available from different sources.
- V. Trade unions draw attention to the importance of including persons with disabilities in national and trade union policies, programmes, and services concerning skills development for decent work in light with the promotion of inclusive and safe workplaces.
- VI. Organizations of and for persons with disabilities continue to: play a support role to persons with disabilities and their support networks in the move from a separate to an inclusive approach to vocational education and training; provide disability awareness sensitizing all actors to the concerns, needs and rights of

disabled persons' take part in decision making processes jointly with tripartite partners.

- VII. International organizations continue to collaborate and coordinate on initiatives related to education, training and disability ensuring linkages between interventions at local, national and international level.
- VIII. The International Labour Organization continues to promote international labour standards which apply to all persons with disabilities.

***Part II – Supporting inclusive vocational education and training – the way forward***

The promotion of action and reviewing progress in accelerating access to inclusive vocational education and training for persons with disabilities is to be undertaken by all present partners in their capacities. It should be captured in regular tri-partite meetings - and national initiatives to review progress, and capitalizing on information exchange.

***Adopted by acclamation at the Tripartite-Plus Regional Meeting on Promoting Inclusive Vocational Education and Training: Opening Opportunities for Persons with Disabilities, 31 March 2011.***

### Annex 3: List of participants

No.	Name	Organization	Position	Country
1	Mr Abu Sayeed Md. Khurshidul Alam	Ministry of Labour	Director, Department of Labour	Bangladesh
2	Mr Mohammad Jahangeer Kobir	Ministry of Education		Bangladesh
3	Prof. Md. ofazzal Hossain	Bangladesh Sanjukta Sramic Federation (BSSF)	President	Bangladesh
4	Mr Santosh Kumar Dutta	Bangladesh Employers Federation	Joint Secretary	Bangladesh
5	Mr Jowaheerul Islam Mamun	National Forum of Organizations Working with the Disabled (NFOWD)	Secretary General	Bangladesh
6	Ms Nong Kanika	Ministry of Labour	Deputy Director of DTVETM	Cambodia
7	Mr Kry Seang Long	Ministry of Education	Deputy Director, Vocational Orientation Department (VOD)	Cambodia
8	Mr Srey Kim Heng	Free Trade Union of Workers of the Kingdom of Cambodia (FTUWKC)	General Secretary	Cambodia
9	Mr Ly Bun San	Cambodian Federation of Employers & Business Associations (CAMFEBA)	Training consultant	Cambodia
10	Mr Liu Yu Tong	Ministry of Human Resources and Social Security	Director	China
11	Ms Li Min	The Chinese Adult Education Association (CAEA)	Director of the Secretariat Office	China
12	Mr Han Bin	China Enterprise Confederation (CEC)		China
13	Mr Kong Lei	China Disabled Persons' Federation		China
14	Mr Zhou Kai	China Disabled Persons' Federation		China
15	Mr Wisnu Pramono	Ministry of Manpower and Transmigration	Director of Domestic Employment Placement	Indonesia
16	Mr Krishthomas Maden	Confederation of Indonesian Prosperity Trade Union (SBSI)	Branch Head Representative (KETUA DPC SBSI)	Indonesia
17	Mr Dickdick Sodikin Natamiharja	Employers' Association of Indonesia (APINDO)	HR Manager	Indonesia

<b>No.</b>	<b>Name</b>	<b>Organization</b>	<b>Position</b>	<b>Country</b>
18	Mr Gufroni Sakaril	Indonesian Disabled People's Association (PPCI)	Chair of Economy Empowerment and Partnership Development	Indonesia
19	Mr Khamchan Sengchansouliya	Ministry of Labour	Head of Permanence Office, National Training Council	Lao PDR
20	Mr Vannalek Leuang	Ministry of Education	Head of Monitoring and Evaluation Division, Department of Technical and Vocational Education	Lao PDR
21	Ms Chanphen Maniseng	Lao Federation of Trade Unions	Deputy Head of Labour Protection Division	Lao PDR
22	Ms Daovading Phirasayphithak	Lao National Chamber of Commerce and Industry	Chief of Employers' Bureau Activities	Lao PDR
23	Mr Nouaneta Latsavongxay	Lao's National Disabled People Association	Project Manager	Lao PDR
24	Ms Tungalagtamir Sandag	Ministry of Social Welfare and Labour	Officer	Mongolia
25	Mr Ganbold Ulziimend	Ministry of Education, Culture and Science	Senior Officer	Mongolia
26	Mr Amarsanaa Enebish	Confederation of Mongolian Trade Unions (CMTU)	Head of International Cooperation Department	Mongolia
27	Mr Narmandakh Damdinjav	Mongolian Employers' Federation	Head of Industrial Relation Department	Mongolia
28	Ms Enkhnyam Batjargal	Mongolian National Federation of Disabled People Organization	Foreign relationship manager	Mongolia
29	Ms Maliwan Wannapa	Ministry of Labour	Inspector, Department of Skill Development	Thailand
30	Mr Samart Ratanasakorn	MOE, Bureau of Special Education, Office of Basic Education Commission		Thailand
31	Ms Unawan Manjai	MOE, Nakornprathom School for the deaf		
32	Mr Thawatchai Pholcharoen	National Congress Private Industrial of Employee (NCPE)	Secretary General	Thailand
33	Ms Phaweena Sittipoontong	State Enterprises Workers' Relations Confederation (SERC)		Thailand
34	Mr Charoensak Koontong	Thai Trade Union Congress (TTUC)	Officer	Thailand

<b>No.</b>	<b>Name</b>	<b>Organization</b>	<b>Position</b>	<b>Country</b>
35	Mr Sanitchai Suwanaratana	Employers' Confederation of Thailand (ECOT)	Chairman-Subcommittee on Employment of People with Disabilities	Thailand
36	Mr Sumet Phonkacha	The Redemptorist Foundation for Persons with Disabilities	Innovation Staff	Thailand
37	Mr Nguyen Hai Cuong	MOLISA		Viet Nam
38	Ms Nguyen Thi Hoang Yen	Vietnam National Institute of Educational Science	Vice-Director General	Viet Nam
39	Ms Hoang Thi Thu Ly	Vietnam General Confederation of Labour (VGCL)	Researcher	Viet Nam
40	Ms Bui Thi Thanh Huong	Viet Nam Chamber of Commerce & Industry (VCCI)	Operations Director, Protect Tropical Helmet	Viet Nam
41	Ms Duong Van Thi	DP Hanoi		Viet Nam
42	Ms Victoria Ayer	UNESCAP	Associate Social Affairs Officer	
43	Ms Mariam Ali	DPI-AP	Australian Volunteer on ASEAN-Business	
44	Mr Taisuke Minamoto	DPI-AP	Regional Project Coordinator	
45	Mr Somchai Rungsilp	APCD	Networking and Collaboration Manager	
46	Ms Nancy Rollinson	Handicap International	Technical Advisor	
47	Mr Smiley Wang	Leonard Cheshire Disability	Regional Representative of East Asia & Pacific	
48	Ms Barbara Murray	ILO Geneva	Senior Disability Specialist	
49	Ms Pia Korpinen	ILO Addis Ababa	Regional Technical Officer on Disability	
50	Mr Melles Fantahun	ILO Addis Ababa	National Programme Coordinator	
51	Mr Mubita George	ILO Lusaka	National Programme Coordinator	
52	Ms Liu Chunxiu	ILO PEPDEL/INCLUDE Beijing	National Programme Coordinator	
53	Ms Pham Thi Cam Ly	ILO PEPDEL/INCLUDE Hanoi	National Project Coordinator	
54	Ms Sachiko Yamamoto	ILO ROAP	ILO Regional Director for Asia and the Pacific	
55	Ms Christine Nathan	ILO ROAP	Regional Specialist in Workers' Education	

<b>No.</b>	<b>Name</b>	<b>Organization</b>	<b>Position</b>	<b>Country</b>
56	Mr Bill Salter	ILO DWT-Bangkok	Director	
57	Ms Carmela Torres	ILO DWT-Bangkok	Sr. Specialist on Skills and Employability	
58	Ms Pornbhajara Attawiparkpaisan	ILO DWT-Bangkok	Secretary	
59	Ms Amii Limpp	ILO DWT-Bangkok	Intern	
60	Ms Emanuela Pozzan	ILO PEPDEL/INCLUDE Bangkok	Sub-regional Coordinator for Disability	
61	Ms Isssiree Reungpoj	ILO PEPDEL/INCLUDE Bangkok	Administrative Assistant	
62	Ms Chayanich Thamparipattra	ILO PEPDEL/INCLUDE Bangkok	Consultant	



**Promoting Inclusive Vocational Education and Training in the Asian Region – Opening Opportunities for Persons with Disabilities: Tripartite-Plus Regional Meeting 29-31 March 2011, Bangkok, Thailand**

The Tripartite-Plus Regional Meeting “Promoting Inclusive Vocational Education and Training in the Asian Region: Opening Opportunities for Persons with Disabilities” took place in Bangkok, Thailand 29 to 31 March 2011. Representatives of eight Asian countries (Bangladesh, Cambodia, China, Indonesia, Mongolia, Lao PDR, Thailand and Viet Nam) worked together to further promote the right of persons with disabilities to access general skills development opportunities without discrimination and on an equal basis with others as stated in the UN Convention on the Rights of Persons with Disabilities.

The views and commitment of the participants are summarized in the “Bangkok Statement for promoting inclusive vocational education and training in the Asian Region: Opening opportunities for persons with disabilities” adopted during the meeting. Country delegations unanimously declared their intention to promote action at national level towards enabling people with disabilities to access vocational education and training on equal basis with others with the full involvement of all relevant actors including civil society.

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